



Bravehearts Day
BRAVE LESSONS

EARLY YEARS

Children aged 3 - 4

Two lessons about personal safety to deliver
as part of Bravehearts Day 2024.

NOTE TO EDUCATORS

The following lessons and resources have been extracted from Bravehearts' Ditto's Keep Safe Adventure Program, Early Years Educator's Guide.

Bravehearts Ditto's Keep Safe Adventure Educator's Guide outlines the effective teaching of personal safety and offers modules of learning and accompanying resources.

More information about Bravehearts Ditto's Keep Safe Adventure Program and how to purchase the complete program, including the full Educator's Guide, Show and accompanying Learning Resources, please go to bravehearts.org.au or scan the QR code below.



Bravehearts
bravehearts.org.au



**Ditto's Keep Safe
Adventure Program**



Published by Bravehearts Foundation Ltd

PO Box 575, Arundel BC, Qld, 4214

Information + Support Line - Freecall 1800 272 831 (8:30am - 4:30pm, Mon to Fri, AEST)

© Bravehearts Foundation Ltd 2024

Brave Lesson 1: My Safety Team

Learning Goals

- **WALT:** We are learning to keep safe.
- **WILF:** What I'm looking for is keep safe strategies.
- **TIB:** This is because everyone has the right to feel safe.

Sequence of Learning

Always start each lesson with the private information poster, giving clear guidelines about when, where and how private information is shared, e.g., "Everyone has the right to feel safe. If you have something you would like to share, please come and see me after our learning has finished," (resource included). Display and reinforce Ditto's 3 Rules for keeping safe (resource included).

1. Prior Learnings

This program is designed to provide personal safety education to Early Years (aged 3-4) children. Prior learning includes setting up a safe environment by using the private information and Ditto's 3 Rules posters (resources included).

2. Engage

Engage the children in the concept of rules by playing the game Duck Duck Goose.

Have the children sit in a circle, and one child walks around the outside of the circle, gently tapping each child's head and saying "duck." When they tap a child's head and say "goose," that child stands up and chases the first child around the circle, trying to catch them before they reach an empty spot. If the first child makes it back to the empty spot without being caught, they continue walking around the circle.

This game encourages children to wait for their turn, play by the rules and engage in playful social interaction. Discuss the rules within this game and highlight the importance of having rules.

If time permits, change up the rules to show how the outcome is different, e.g., one player can run around the circle but the other can only hop.

Change one rule at a time. After exploring several rule changes, gather the children together for a group discussion. Ask questions like:

- How did the rule changes change the game?
- Did it make the game easier or harder?
- How did it feel to have different rules?
- Which rule changes did you like the most? Why?

This activity helps children understand that rules have an impact on our lives and that rules can change our experience. It promotes critical thinking, creativity, and teamwork

Included Resources

- WALT WILF TIB poster
- Private information poster
- Ditto's 3 Rules poster
- Ditto's Safety Team
- My Safety Team hand

3. Explore

Explore Ditto's 3 rules for keeping safe (resource included).

- We all have the right to feel safe with people
- It's ok to say no if you feel unsafe or unsure
- Nothing is so yucky that you can't tell someone about it.

In Ditto's rule 3, children tell someone they trust if they ever need help. We call this a Safety Team.

A Safety Team is made up of adults both inside and outside of your family. They are adults who believe you, will listen to you and want to keep safe. Use Ditto's Safety Team (resource included) as an example. Ask the children if they can name an adult at their centre who they can go to if they ever felt unsafe or needed help. Write these names on the Safety Team hand (resource included) and display.

4. Evaluate

Provide children with a copy of My Safety Team hand (resource included). Evaluate their understanding of a Safety Team by asking them to list 5 adults who they could have on their Safety Team. You may need to remind them of the rules, e.g., adults both inside and outside of their family, adults who believe them, will listen, and want to help.

IMPORTANT NOTE: MY SAFETY TEAM should be reviewed frequently, at least four times a year as the trusted adults may change and to reinforce the adults they can go to if they ever need help. It is also important to note that if they do go to an adult for help and they don't feel heard or listened to, they should keep trying until they find someone who will.

W.A.L.T

We are learning to

KEEP SAFE!

W.I.L.F

What I'm looking for


is keep safe
strategies.

T.I.B

This is because

everyone has the right
to feel safe.





Everyone has
the right
to feel safe

**If you have something that you
would like to share, please come
and see me after our learning
has finished.**

Ditto's 3 Rules for keeping safe

Rule 1

We all have the right to **feel safe** with people!

Rule 2

It's **OK to say NO** if you feel unsafe or unsure!

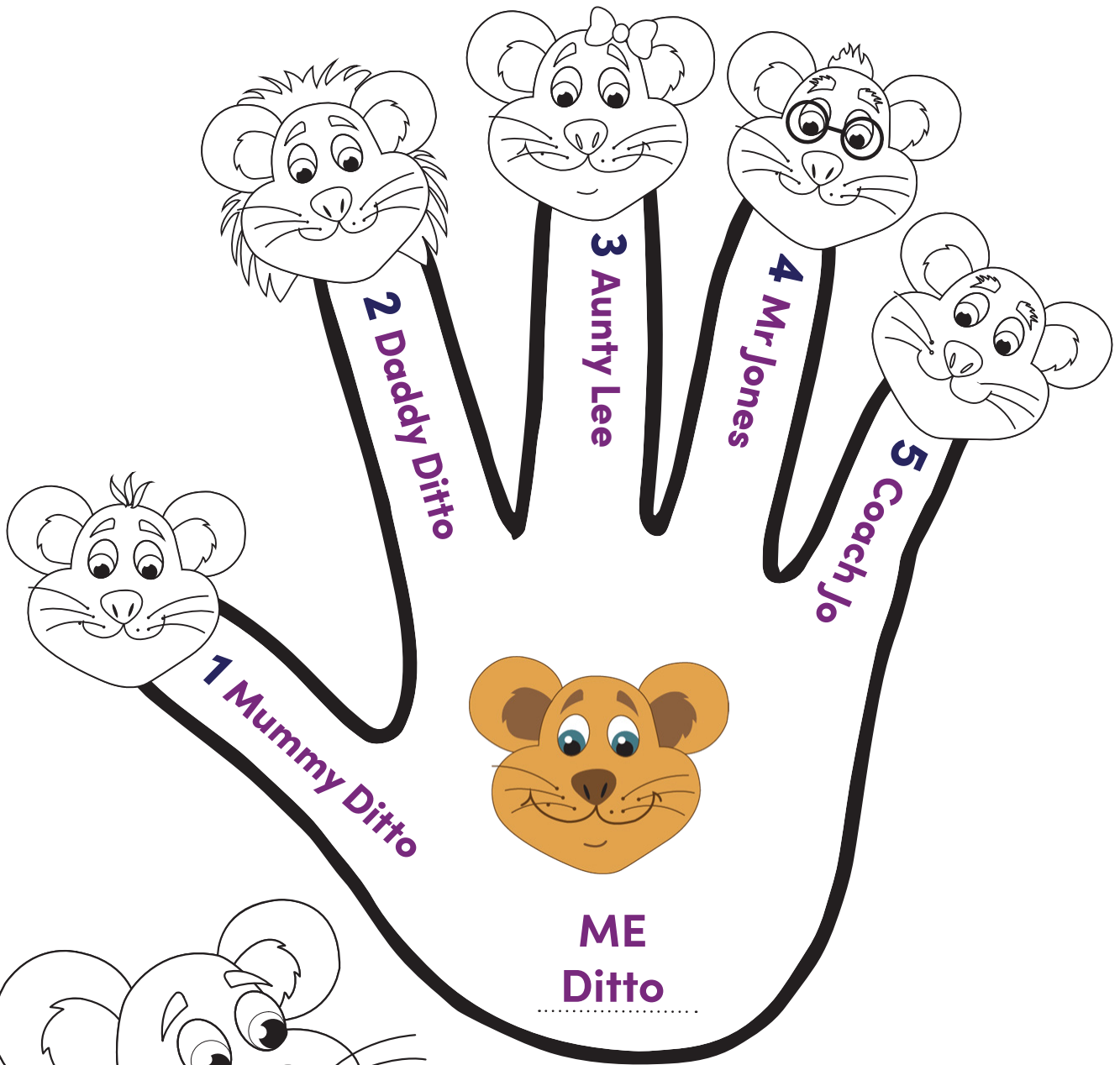
Rule 3

Nothing is so yucky that you can't **tell someone** about it!

If you ever feel **UNSAFE** or **UNSURE** about something, **GO** and **TELL** someone you trust.



Ditto's Safety Team

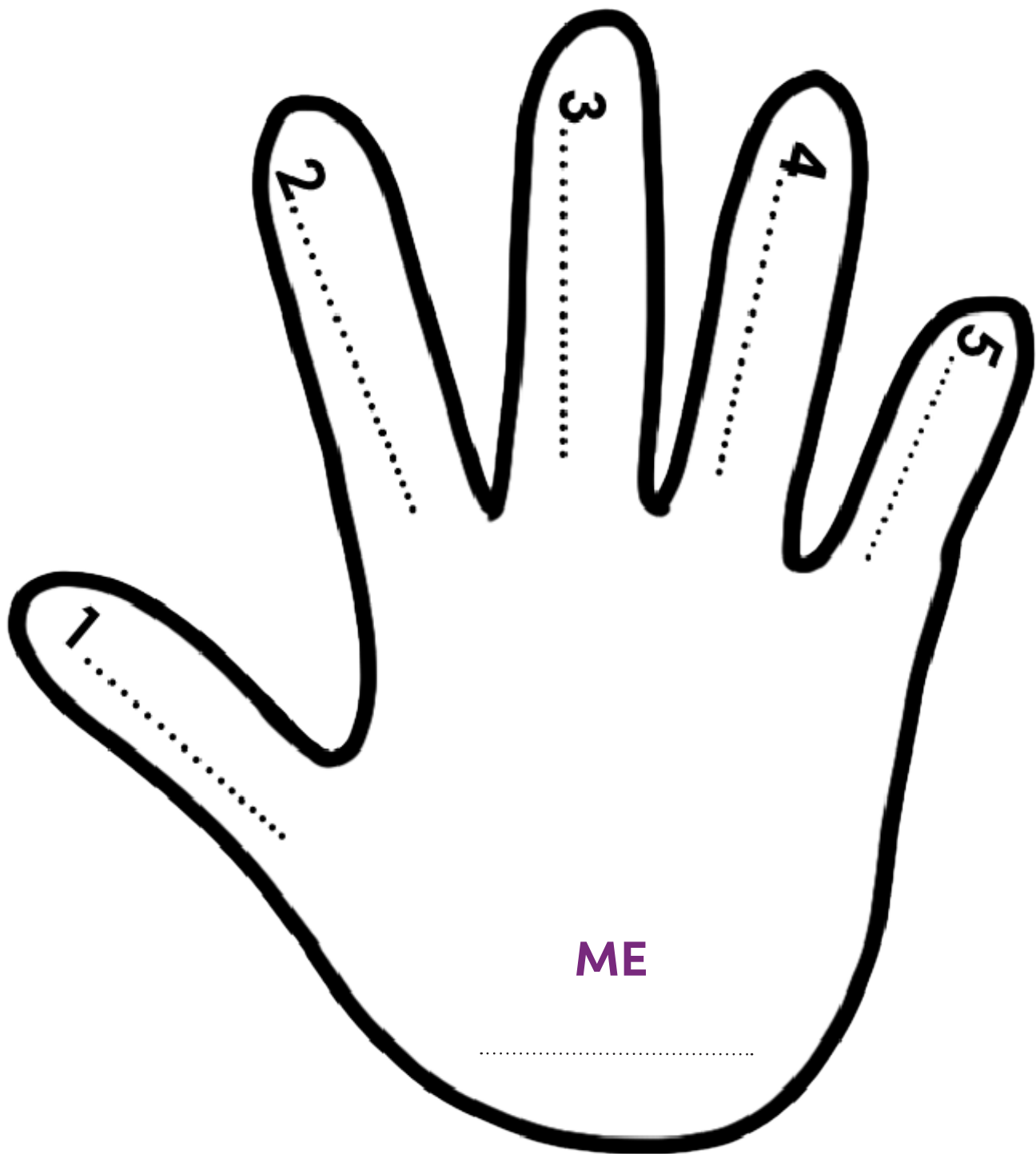


Emergency
000

Kids Helpline
1800 551 800

Bravehearts
1800 272 831

My Safety Team



Emergency
000

Kids Helpline
1800 551 800

Bravehearts
1800 272 831

Brave Lesson 2: Feelings

Learning Goals

- **WALT:** We are learning about our feelings.
- **WILF:** What I'm looking for is knowing the names of our feelings.
- **TIB:** This is because feelings can help you know if you are safe or unsafe.

Included Resources

- WALT WILF TIB poster
- Private information poster
- Ditto's 3 Rules poster
- Feelings flashcards
- Ditto's feelings cut and paste

Sequence of Learning

Always start each lesson with the private information poster, giving clear guidelines about when, where and how private information is shared, e.g., "Everyone has the right to feel safe. If you have something you would like to share, please come and see me after our learning has finished," (resource included on page 5). Display and reinforce Ditto's 3 Rules for keeping safe (resource included on page 6).

1. Prior Learnings

Prior learning to this module is *Brave Lesson 1: My Safety Team*. In this lesson, feelings are introduced.

2. Engage

Engage the children with the concept of feelings by using the feelings flashcards (resource included).

3. Explore

Children to explore the concept of safe and unsafe feelings.

Children to role play a safe feeling like a game of charades and the class have to guess their feeling. E.g., jumping up and down = excited e.g., hugging yourself = safe.

Children to role play an unsafe feeling like a game of charades and the class have to guess their feelings e.g., tears coming from their face = sad e.g., stomping foot on the ground = angry.

This is a good opportunity to explore their perception of safe and unsafe feelings.

Let the children lead the charades game and clarify any confusion with feelings.

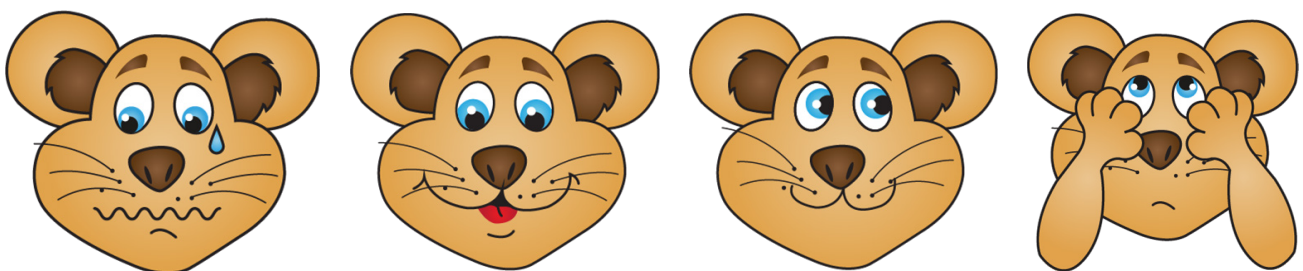
4. Evaluate

At the end of the charades game, have the children complete the cut and paste activity of safe and unsafe feelings. These are little faces of Ditto with feelings. If you think Ditto is feeling safe, place it on the left, if you think Ditto is feeling unsafe, place it on the right. This can be completed as a whole class, small group or independently and displayed in the classroom for reference (resource included).



Remind children of Ditto's 3 Rules:

- 1) We all have the right to feel safe with people.
- 2) It's OK to NO if you feel unsafe or unsure.
- 3) Nothing is so yucky that you can't tell someone about it.



W.A.L.T
We are learning

about our feelings.

W.I.L.F
What I'm looking for

is knowing the names
of our feelings.

T.I.B
This is because

feelings can help you
know if you are safe
or unsafe.





HAPPY



EXCITED



JOYFUL



CONTENT



SCARED



SAD



CONFUSED



ANGRY

SAFE



UNSAFE

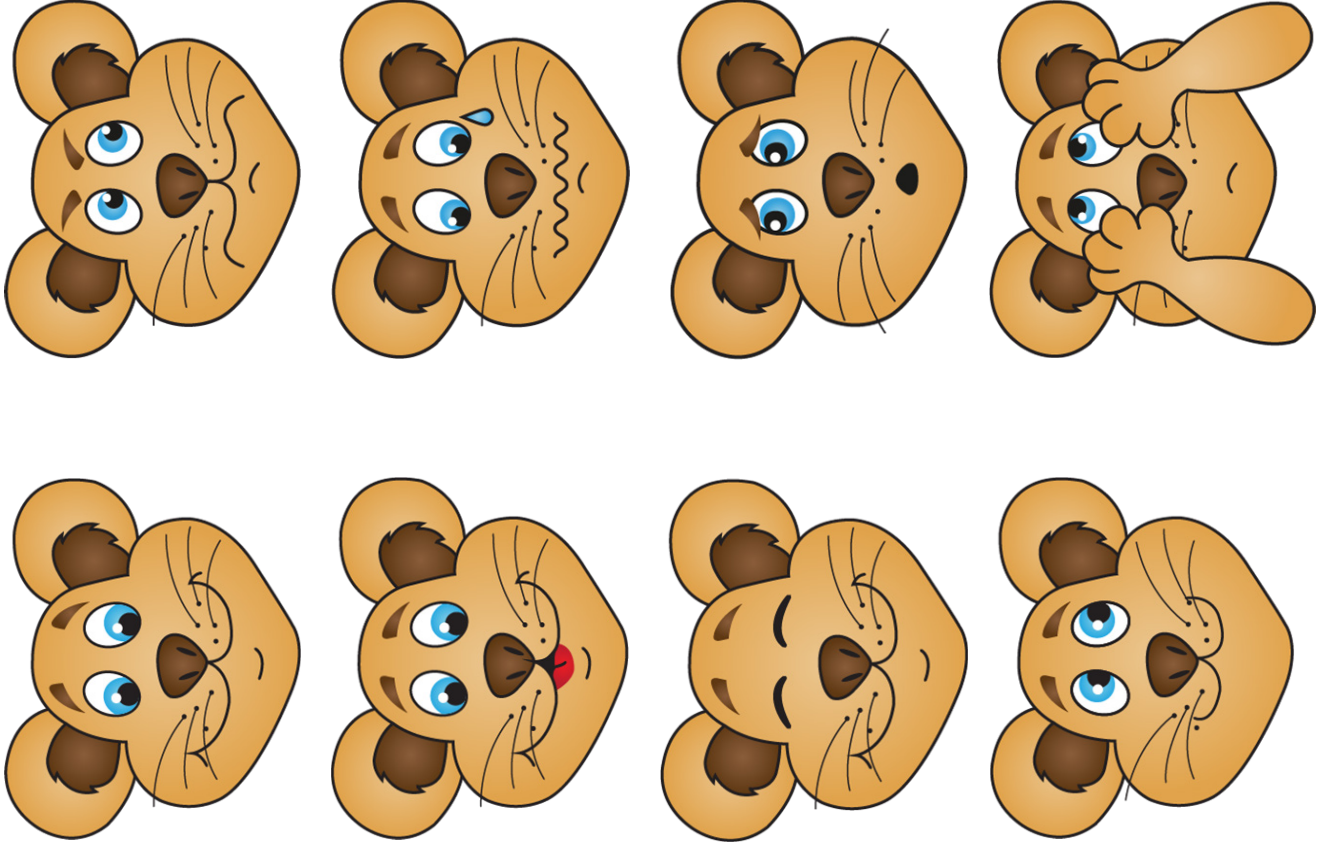
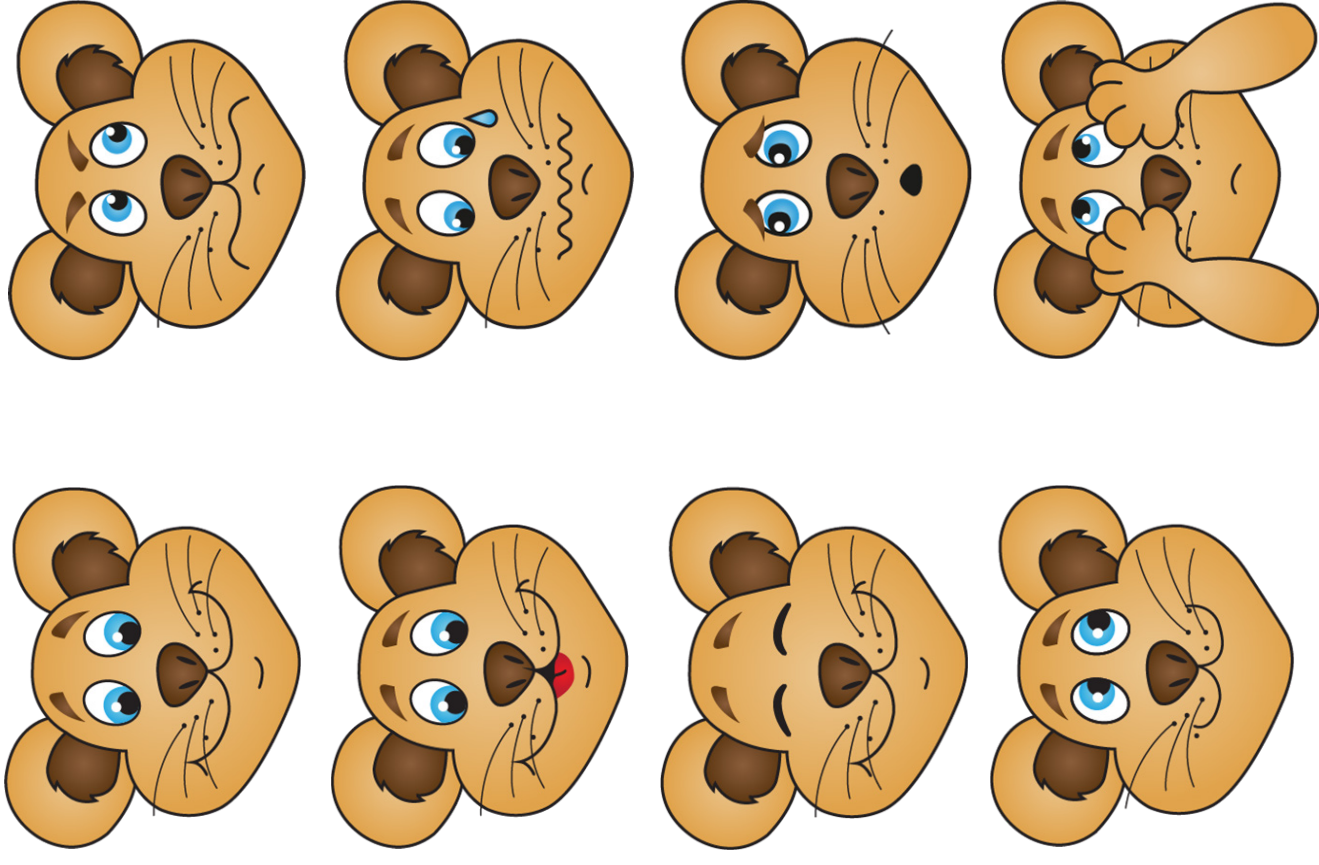
SAFE



UNSAFE

Answers





MORE FROM BRAVEHEARTS' EDUCATION & TRAINING

Ditto's Keep Safe Adventure Show (Live OR Digital)

Ditto's Keep Safe Adventure Show teaches young children about personal safety in a fun and interactive way using song and dance. The Show is available as a live incursion for early learning centres and primary schools, featuring a trained education facilitator and Bravehearts mascot, Ditto, or in digital format for centres and schools outside Bravehearts' delivery areas. Available in Early Years (3 to 4); Foundation (5 to 6); and Years 1-2 (7-8).

LEARN MORE: bravehearts.org.au/education



Teaching Guides & Resources

Developed to engage, explore, evaluate, and extend learners in personal safety education, each guide includes eight learning modules, printable learning materials, and assessment resources. The Guides are included when the Ditto Show (live or digital) is booked.

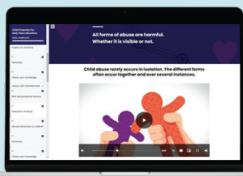


Child protection training for your centre or school

Bravehearts offers industry-leading online child protection training. The adult training material complements the Personal Safety education the children receive to ensure adults are also educated and aware in order to respond appropriately to safety concerns including legal obligations.

CHILD PROTECTION FOR EARLY YEARS

Introduction and annual refresher courses for early years educators and staff.



★★★★★

"Great refresher course, really clear content and well organised."

- Early Years Educator - Annual Refresher for Early Years Educators

CHILD PROTECTION FOR SCHOOLS

Introduction and annual refresher courses for teachers and school staff.



★★★★★

"Very clear, easy and precise information to follow."

- Primary School Teacher - Child Protection for Schools

Visit braveheartslearning.org.au or scan below for more information on Bravehearts' courses.

