

One Talk at a Time

ACTIVITY BOOKLET



ABOUT THIS ACTIVITY BOOKLET

This activity booklet has been developed by the National Office for Child Safety as part of the Australian Government's 'One Talk at a Time' campaign, to help adults identify everyday opportunities they can use to have open conversations with children and young people to keep them safe from child sexual abuse. Ongoing, age-appropriate conversations send the message to children and young people that they can talk to you, and you will listen, no matter what.

You can talk to children and young people about sexual abuse as part of conversations about bodies, relationships, respect, boundaries, consent and online safety. It's important to talk about saying 'no', physical warning signs, inappropriate touching, and the difference between 'secrets' and 'surprises'.

It can feel challenging and uncomfortable to discuss child sexual abuse, but doing so is important, and can be an age-appropriate and positive experience. Having conversations at times and in settings which are part of a regular day can help to normalise talking about the topic and make children and young people feel safe and comfortable to raise questions and concerns.

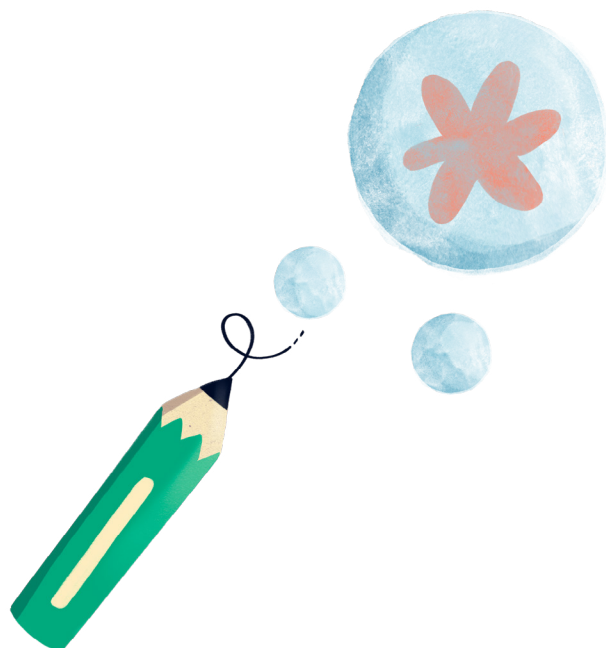
This booklet includes a selection of fun, everyday activities that are accompanied by conversation prompts to help you start these conversations. You can print it out or keep it on hand as a digital version.

ABOUT 'ONE TALK AT A TIME'

It's important for adults to learn about child sexual abuse and have ongoing, proactive, preventative conversations with children, young people and other adults about this topic.

To support adults to have these conversations, the National Office for Child Safety has developed a range of tools and resources, including factsheets, toolkits, videos and activities, as well as a song and storybook, which can be found at ChildSafety.gov.au.

LET'S END CHILD SEXUAL ABUSE
**ONE TALK
AT A TIME**



Illustrated by **Nea Valdivia**

WHAT YOU'LL FIND INSIDE

Plant your own pizza pot	2
Conversation prompts - Colouring in and My safety team ...	3
Colouring in activity	4
Safety team activity	5
Make your own choco-wheat slice	6
Playing outside	7
Playing inside	8
Other activities / Conversation toolkit	9
Get support	10



PLANT YOUR OWN PIZZA POT

This is a fun and simple gardening activity to plant and grow your very own herbs to put on top of pizza.



What you'll need

- A trowel
- Gardening gloves
- Potting mix
- Several little pots or one big pot
- Seedlings or semi-matured plants of your favourite pizza herbs

For example:

- Thyme
- Basil
- Oregano
- Rosemary
- Parsley

Preparation

Make sure you are in an area that is okay to get a bit messy. If you're inside, put some paper or a sheet down.

Planting

1. Use your trowel to fill your pots with soil. Fill them almost to the top but leave a bit of space. Don't forget to wear your gloves!
2. Make little indents in the soil and plant your seedlings or plants. Make sure they are not right next to each other, so they have room to grow.
3. Once all your herbs are in the pot, give the plants a nice big drink of water. They need this to grow healthy and strong!
4. Choose a sunny spot to keep your pizza pot so they can grow.



Tips

- You can add some gardening/bamboo stakes to your pot to not only separate the plants, but to make them look like pizza slices!
- Plants need water to grow, so make sure to water them often.
- You can keep a diary of how big they are getting to track when they are ready to eat.

What you can talk about

Conversations about body safety should never be a one-off, but should continue throughout a child's life in age- and developmentally-appropriate ways. Gardening is a great activity to accompany ongoing conversations as you come back and tend to growing plants.

While doing this activity, you may like to use the symbolism of gardening to talk about safe and unsafe places and situations. You could explain that the pot, soil, water and sun are all things that make the plant feel safe to grow, and like the plant there are different people, situations and places that make each of us safe or unsafe. A safe place might be one where we feel calm and happy and there are people around to help us, whereas an unsafe place is where we feel worried and scared and there's no one around to help.

Here are some questions you can ask to start a conversation on this topic:

- Where do you feel happy and know that you'll be safe? What does it look like? Who is there? Why does it make you feel safe?
- What might be an unsafe place or situation? Could an unsafe place be anywhere?
- Have you ever been in an unsafe situation? How did you know it was unsafe?
- What would you do if you were in an unsafe place or situation?

CONVERSATION PROMPTS



COLOURING IN – What you can talk about

Colouring in can be a calming, quiet, and reflective activity, and a great way to learn or explore new topics. It can be a good time to practice getting in tune with how we are feeling.

The activity on page 4 focuses on 'early warning signs'. Our bodies give us warning signs when something is wrong or we don't feel safe. Teaching children and young people to recognise what these signs feel like, helps them to recognise when they are in an unsafe situation. The picture can be coloured in to show different types of warning signs that people might experience. For example, sweaty hands, heart beating fast, and sore tummy.

Here are some questions you can ask to start a conversation on this topic:

- How does your body feel when you're happy? What kind of physical signs show you're feeling this way?
- How does your body feel when you're scared or uncomfortable? What kind of physical signs show you're feeling this way?
- Have you ever felt your body warn you that something was wrong? Maybe your legs felt wobbly, you had goosebumps, you were shaky and you started to cry. What did you do?
- Why should you always trust your early warning signs?
- What should you do when you feel your body's early warning signs? Who should you tell?

MY SAFETY TEAM – What you can talk about

It's important that children and young people have a network of people that will listen to, believe and help them if they ever feel worried, scared or unsafe, or have questions about staying safe. These people are called 'safe people' or 'trusted adults' and make up a 'safety team' or 'safety network'.

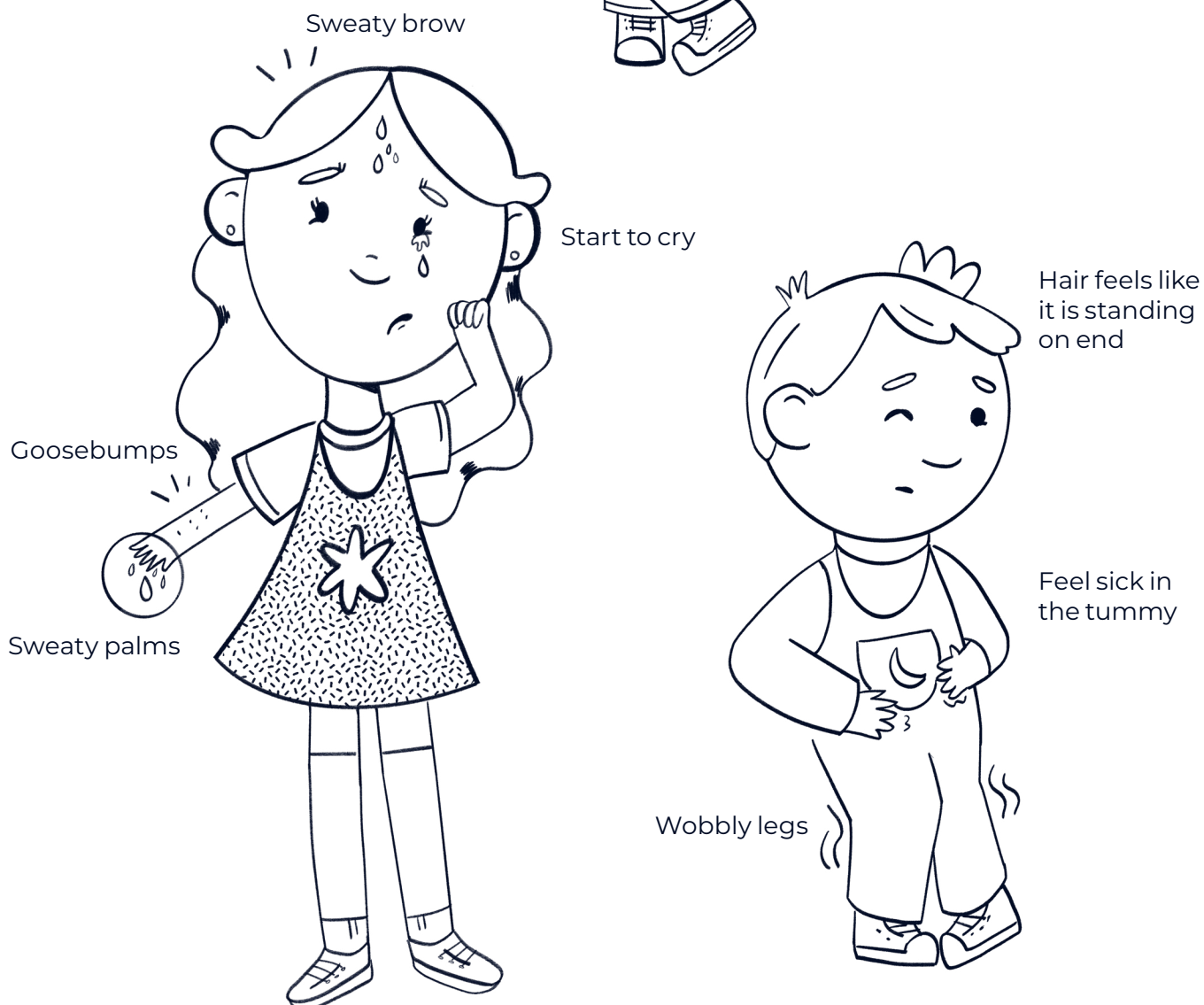
Each finger of the hand on page 5 can be filled in with someone identified as a safe person by the child or young person completing the activity. Each person should be an adult, and it should include a mix of people from inside and outside their home. For example, mum, dad, carer, grandparent, aunty/uncle, teacher, principal, friend of mum or dad, police, or Kids Helpline.

Here are some questions you can use to start a conversation on this topic:

- Who would you talk to if you had some good news to share?
- Who would you talk to if you felt worried, scared or unsafe?
- Who would you talk to if you had a question about something you felt a bit embarrassed about?
- What do these people do that makes you feel comfortable and safe to talk to them?
- What would you do if you told one of these people something and they didn't believe you?

COLOURING IN

IF I FEEL UNCOMFORTABLE, SCARED OR UNSAFE MY BODY LETS ME KNOW.



MY SAFETY TEAM



MAKE YOUR OWN CRUNCHY CHOC SLICE

This is an easy, no-bake recipe that you can do in the kitchen for a special treat or a party snack.



Easy recipe

What you'll need

- 1 cup rolled oats or 6-8 wheat biscuits (crushed into crumbs)
- 1/2 cup desiccated coconut
- 1/4 cup sunflower seeds (or your choice of seeds or nuts)
- Pinch of sea salt (optional)
- 1/2 cup peanut butter (or an allergy-free alternative like sunflower seed butter)
- 1/3 cup honey or maple syrup
- 1 tsp vanilla extract
- 1/4 cup dark chocolate, melted
- Large mixing bowl
- Small saucepan
- Baking or loaf tin lined with baking paper

1. Combine the rolled oats (or wheat biscuits), desiccated coconut, sunflower seeds and sea salt in a mixing bowl.
2. Melt the peanut butter and honey (or maple syrup) in a saucepan over low heat, then stir in the vanilla extract.
3. Pour the wet mixture over the dry ingredients and stir until everything is well-coated, sticky and holds together when pressed.
4. Put the ingredients into the baking tin and press down so the top is even.
5. Spread the melted chocolate on top of the mixture.
6. Refrigerate the slice for 1-2 hours (or freeze for 30-45 minutes) until set.
7. Slice it up and enjoy!

What you can talk about

When you're in the kitchen, it's important for everyone to be on the same page about rules and safety, like being careful with sharp or hot objects. Talking about safety rules in the kitchen is a great prompt for starting conversations about rules when it comes to body safety.

While you're waiting for the slice to set, you could discuss safety rules like the difference between surprises and secrets, and the importance of never keeping a secret from a trusted adult. Here's how you could explain the difference:

Surprises: 'Surprises are good and will always be told. Like us making this slice for your sister's birthday. This is a surprise for your sister. You might feel excited, but not yucky about the surprise.'

Secrets: 'Some secrets might make you feel worried. Like if a friend tells you that they're going to take something that doesn't belong to them. These sorts of secrets can make people feel unhappy and yucky. You need to tell me or another adult you trust, and we can help you.'

Here are some questions you can use to start a conversation on this topic:

- What would you do if someone asked you to keep a secret, even if it was a friend?
- Why is it important not to keep secrets?
- What's an example of a surprise and how do surprises make you feel?
- What's an example of a secret and how do secrets make you feel?



PLAYING OUTSIDE

Playing outside, like at the beach, is a fun way to spend time with the children and young people in your life.

Next time you're at the beach, there are lots of fun activities you can do together like:

- Build a sandcastle
- Draw your name in the sand
- Spot a seagull
- Find a rock pool and spot a fish
- Find a crabhole
- Find a shell
- Name your favourite sea animal
- Point out the beach flags
- Point out your trusted adults

You could also adapt these activities to your backyard or local park, and use the play equipment, plants, and birds around to inspire activities.



What you can talk about

It's important that children and young people know that their body is their own. It helps them to understand that it's wrong for other people to ask to see their body, take photos or videos of their body, or touch their body. Activities where they are in their swimwear, like being at the beach, are great opportunities to talk to them about private parts, body boundaries, and consent.

Using and teaching children and young people the correct names for body parts that are considered private can feel embarrassing at first, but doing this means that they have language to communicate clearly about their bodies.

Here are some questions you can use to start a conversation on this topic:

- Why do we wear swimwear when we go to the beach or pool?
- What are your private parts?
- Why should we call our private parts by their correct names?
- If someone shows you pictures of private parts or asks for pictures of your private parts, what should you do?
- What do you need to do if someone touches your private parts or asks you to touch their private parts or shows you their private parts?

PLAYING INSIDE

Playing inside is also a great way to connect with children and young people, particularly when being outside isn't an option.



You could consider:

- Talking about the types of games they play at school or with friends.
- Playing an online or video game together. This could include learning the rules of the game together, which means you both understand how to play the game, and also allows you to have a better understanding of the game's functionality from a safety perspective (e.g. chat settings). This is also a great opportunity to set up some play rules and safety settings for the game together.
- Playing a board or card game together.



What you can talk about

We spend time online every day, and children and young people in Australia are using devices and apps for messaging, education, gaming, and more. It's important that they know how to stay safe online.

Gaming is a great way to bring up the topic of online safety as it creates a fun and relaxed environment for children and young people. Even if the children or young people in your life are too young for video or online games, you can still start educating them about online safety. For example, while playing a board or card game, you can mention that people like to play games on the internet. Younger children understand that there are rules for board and cards games, so you can start talking about how there are also rules for being safe online.

Here are some questions you can use to start a conversation on this topic:

- Who do you like to play games with?
- What are some ways you can stay safe online?
- How can you tell that someone online is who they say they are?
- What would you do if someone you didn't know tried to add you as a friend online or tried to talk to you online?
- What would you do if someone made you feel worried, uncomfortable or unsafe online?

OTHER ACTIVITIES

Here's a few suggestions of other activities you can do together where you can bring up these topics. Starting these conversations can also be spontaneous. For example, during dinner or when you're driving to an after-school activity.



Kicking a ball



Reading a book



Watching a movie



Going for a walk

CONVERSATION TOOLKIT

This activity booklet features conversation prompts from our conversation toolkit, which is a guide to help adults talk to the people in their lives about child sexual abuse.

We know it can sometimes be hard to know where to start or to think of answers when children and young people ask you questions about this topic. Our conversation toolkit provides further topics, conversation starters and tips to help you prepare. You can explore each of the guides listed below for tailored information about talking to the different people in your life.

Children and young people

Topics and conversation starters to help you talk to preschool-age children, primary school-age children, and teenagers.

Other adults

Ways you can have conversations with other adults in a child or young person's life, including co-parents and co-carers, relatives and family friends.

Organisations

Questions and topics you can raise with people providing services to or working with children and young people, including educators, tutors and coaches.

Visit

to find out more.

GET SUPPORT

If you, or someone you know, has been impacted by child sexual abuse or is concerned about a child's safety, there are services and resources available to help.

If you believe a child or young person is in immediate danger, call Triple Zero (000).

If you need assistance or support, you can find a list of dedicated services at ChildSafety.gov.au/Get-Support.

If you need information or resources for reporting child safety concerns, please visit ChildSafety.gov.au/Make-Report.

CONTACT US

For further information, you can contact us at NationalOfficeForChildSafety@ag.gov.au.

The National Office for Child Safety leads the development and implementation of several national priorities recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse, including the *National Strategy to Prevent and Respond to Child Sexual Abuse 2021-2030*.



