



# **CHILD SAFE CHILD FRIENDLY ACTIVITY PACK**

**Leader Resource**  
February 2026



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# WELCOME

## Welcome to our Child Safe Child Friendly activity pack!

In this pack you will find five activities:

- 1 Our Unit and Camp Rules
- 2 The Safety Continuum
- 3 Recognise My Body Clues
- 4 My Trusted Adults
- 5 NO-GO-TELL Personal Safety Message

### How to use the resources:

Each activity starts with two pages of essentials: an activity overview, activity steps, material list and a message for parents/carers. Then, if you're looking for a little more guidance, there are a couple of extra pages with ideas of language to use, questions to ask and more detail to the activity steps.

A great way to do these activities is starting at number 1 and ending at number 5. They complement each other and, as a series of activities, support Guides build skills to keep themselves safe. However, these resources can be used as stand-alone activities and can be used in any order.

The activities could be run all in one evening or over multiple weeks.

### Why should we use these?

Children have a right to safety. As a Child Safe Child Friendly community, Girl Guides is committed to supporting Guides to feel and be safe through activities and discussions.

### These activities help Guides:

- participate in creating a set of rules within which their Unit operates as a safe space
- understand that safe and unsafe exist on a continuum, helping them to recognise when feeling safe or taking safe risks might become unsafe
- recognise the clues their body may be giving them when they are feeling unsafe, and put words to those clues and related feelings
- name a handful of trusted adults they can go to for support when they are feeling unsafe
- keep in mind a clear plan for what to do if they find themselves in an unsafe situation or with an unsafe person

### Who are these activities suitable for?

All ages. Each of the activities can be modified for different age groups, with ideas on this in the activity guidance. You will know your Guides best and can choose which modifications might suit.

Some Guides may have done similar activities at school. This is great! Use their knowledge to develop the activity further and help other Guides. Remind them to “put their Guide hat on” this time and think about situations and people that could arise while doing Guiding activities.



## CREATE A BRAVE AND SAFE SPACE

It's important to create a space for children to feel supported and comfortable to talk about their feelings.

We want Guides to feel safe, but also encouraged to speak out and share their experiences, concerns and points of view.

Take a bit of time at the beginning of each activity to ask the group the following questions:

- How can we make this a safe space?
- What helps us know that we will be listened to and supported?
- How can we support those who need our help?

If you have already made Unit Rules, you could refer to those. If you haven't yet made Unit Rules, or it is time to review them, you could think about doing the Our Unit and Camp Rules activity first.

## PARENT OR CARER NOTES

It's a good idea to let parents/carers know both before and after you do any of these activities.

Why? Child Safety is a sensitive topic and might be distressing for anyone participating. So, it's a good idea to give parents/carers a heads up.

With each activity you will find some notes about the activity which you can send to parents/carers. Feel free to copy and paste the words and images directly into an email or a WhatsApp group message, or you could write your own note and include photographs you take (if you have permission to do this).

## SUPPORT

As mentioned above, Child Safety is a sensitive topic and might be distressing for anyone participating, including adults. Some things you could do in preparation for this include:

**For you:** Think about how you might care for yourself, if the topics are triggering.

You could:

- Talk to a close friend or family member
- Consider asking another Leader or District Manager to run these activities
- Call one of these support services:



**For the Guides:** Consider including an additional supportive adult in the activity, whose role is solely to look out for and help anyone who is finding the session a little tough.

**If you'd like a bit more help:** The ['Having Conversations' section of the National Office for Child Safety website](#) has some excellent advice.

Here are the links to topics for:

- [Primary school-age children](#)
- [Teenagers](#)



# "TELL US WHAT YOU ARE WORRIED ABOUT" FORM FOR YOUTH MEMBERS

At any time you can remind the Guides about the "TELL US WHAT YOU ARE WORRIED ABOUT" Form for Youth Members.

## What is it?

This is a Girl-specific form that any Guide can use to write to us about something that is worrying them. It could be about:

- a personal matter they need help with
- an unsafe incident they saw
- a friend they are worried about
- something at Girl Guides they think is unsafe

Guide leaders often take on the role of 'trusted adult' in a Guide's life. They may come to you for help. You might offer to assist them fill out and send in the form.

### PLEASE NOTE

This form might not be easy to complete for some of your younger Guides. We are looking into new and varied ways younger and older Guides can provide feedback and/or express a concern. If you have any suggestions, please do let us know. Watch this space!

## What do they do with the form?

Please tell the Guides that they can fill out the form and email it in to their State Office anytime. Please tell the Guides the relevant email address for your state:

### QLD

[incidentsandcomplaints@guidesqld.org.au](mailto:incidentsandcomplaints@guidesqld.org.au)

### SA

[incidentsandcomplaints@girlguidessa.org.au](mailto:incidentsandcomplaints@girlguidessa.org.au)

### WA

[incidentsandcomplaints@girlguideswa.org.au](mailto:incidentsandcomplaints@girlguideswa.org.au)

### TAS

[incidentsandcomplaints@guidestas.org.au](mailto:incidentsandcomplaints@guidestas.org.au)

### NSW/ACT/NT

[incidentsandcomplaints@girlguides-nswactnt.org.au](mailto:incidentsandcomplaints@girlguides-nswactnt.org.au)

## What happens next?

This will depend on the nature of the worry. Please tell the Guides that someone from the State Office will contact them to say they've received the form, and to let them know what will happen next.

## Where can I find the form?

There are a few ways Guides (and you) can access the form:

- 1 Guides can complete and submit the form online:



["TELL US WHAT YOU ARE WORRIED ABOUT" Form for Youth Members](#)

- 2 There is a copy of the form attached in [Appendix 1](#).

- 3 The form is also available as a PDF on the website



[TELL-US-WHAT-YOU-ARE-WORRIED-ABOUT-form-for-Youth-Members-in-NSW-ACT-NT.pdf](#)

It would be great if you could bring a supply of these forms to Unit meetings.

### ARE YOU IN VICTORIA?

Guides in Victoria have a slightly different form. It can be accessed here:



[If You See Something That Doesn't Feel Right, Report It To Us](#)



# KIDS HELPLINE POSTERS

Kids Helpline is Australia's only free (even from a mobile), confidential 24/7 online and phone counselling service for young people aged 5 to 25.

Qualified counsellors at Kids Helpline are available anytime and for any reason.

Activity 4 refers to the Kids Helpline. Printing out the resources (on the link below) as handouts for your Guides or as posters for your meeting space walls could be useful at any time.



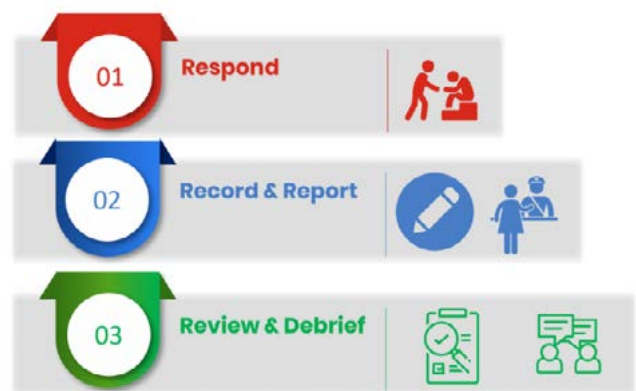
[Promotional Materials | Kids Helpline](#) – there are child and teen specific posters.



# REPORT ANYTHING THAT MAY INDICATE HARM OR ABUSE

If you see, hear or sense anything that leads you think that one of your Guides may be being harmed or at risk of harm, *you must report it*. Element 8.3 of the CSCF Framework will step you through the process.

Here's a quick visual reminder:



Here's a link to the Girl Guide Incident Report form, which you will need to complete and send to your State Office within 24 hours.



[Girl-Guide-Incident-Report-Form-26.pdf](#)

Remember to put the safety of the child first!



# FEEDBACK

After you've done these activities, please send any feedback to [guides@girlguides.org.au](mailto:guides@girlguides.org.au) good or bad, or any changes you made that worked well. We want to make sure these activities work best for you!

Also, if you have any Child Safe Child Friendly activities you have run, that you'd like to share with other Units around the country, please send them through as part of your feedback too!



# ACTIVITY 1

## OUR UNIT AND CAMP RULES

### TARGET AGE GROUP

All ages

### IN THIS ACTIVITY YOU WILL

Work with your Guides to create or revisit your Unit Rules and/or Camp Rules.

### WHY IS THIS IMPORTANT?

Unit and Camp Rules will help provide the foundations for building a friendly, cooperative and safe Girl Guide Unit.

Rules that have been developed by the Unit, together, allow Guides and Leaders to understand what behaviour is expected of them at a Unit meeting and what behaviour they can expect from others.

Rules also set the scene for a brave, safe and inclusive space where all participants feel comfortable to participate, speak up and speak out.

Finally, it is through the Unit Rules and also through the Camp Rules (when it comes time to make those) that you and your Guides can agree to rules around the use of mobile phones and other devices AND communication via social media platforms.

### MATERIALS NEEDED:

- [Guidance Note: Unit and Camp Rules](#)
- butchers paper
- thick markers

### Parent / Carer Notes

*You could include something like this in your note to parents/carers before and after this activity:*

Today at Guides your girls participated in an activity to develop/revise our Unit Rules.

The Rules help:

- provide the foundations for building a friendly, cooperative and safe Unit
- set what behaviour is expected of the girls at a Unit meeting and what behaviour they can expect from others
- create a brave, safe and inclusive space where all participants feel comfortable to participate, speak up and speak out

The completed activity looks a bit like this:



### WHY DO THIS ACTIVITY?

Girl Guides is a Child Safe Child Friendly Community. We have a responsibility to keep Guides safe AND to help them develop their skills to keep themselves safe.

You can also read more about the Girl Guides Child Safe Child Friendly policies and procedures on our website.



[Girl Guides Child Safe Child Friendly policies and procedures](#)



## STEPS

A special Guidance Note: Unit and Camp Rules has been created. Please use it for further instructions and advice. You will find a copy of the Guidance Note on Girl Guides Guide Lines website at:



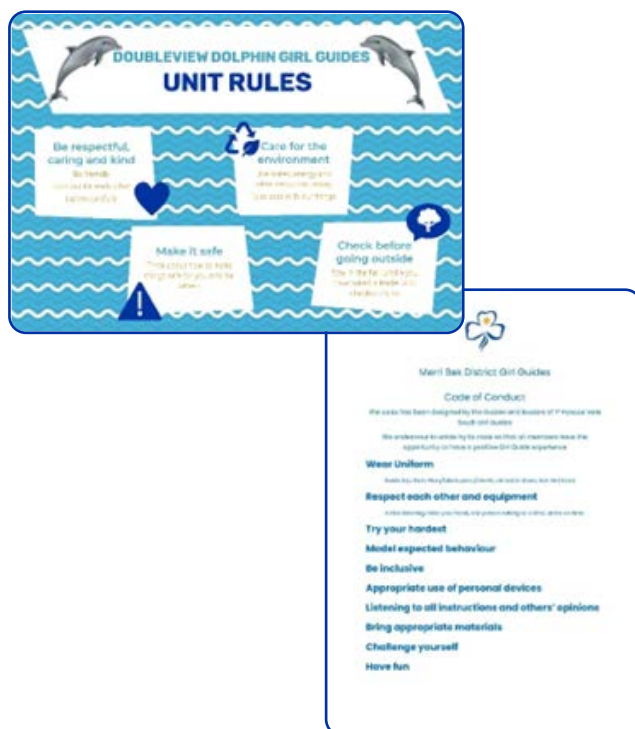
[Guidance-Note-Unit-and-Camp-Rules-Jan-2026-FINAL.pdf](#)

It contains advice on:

- what makes good Unit Rules
- how to get started
- how to make the rules work

## END RESULT

When finished, the activity could look a bit like this:



Before you start, remember to...

## CREATE A BRAVE AND SAFE SPACE

Take a bit of time at the beginning to ask the group the following questions:

- How can we make this a safe space?
- What helps us know that we will be listened to and supported?
- How can we support those who need our help?

**Don't forget to remind the Guides:**

They always have the right to say NO to things that make them feel uncomfortable, including any part of this session.

## DEBRIEF AND FOLLOW UP

Please make sure you include enough time for a debrief at the end of this activity. You could ask things like:

- What did you learn from this activity?
- Do you feel more confident speaking up if you think someone is not behaving within the rules?
- Was the activity helpful to you?
- What would work better?



# ACTIVITY 2

## THE SAFETY CONTINUUM

### This Activity at a Glance

- 1 Create a Brave and Safe Space
- 2 Remind the Guides: They always have the right to say NO
- 3 Refer back to Our Unit Rules
- 4 Ask the Guides what they already know about personal safety
- 5 Introduce the activity
- 6 Show/draw the Safety Continuum and give some examples
- 7 Provide more scenarios and ask Guides to put them on the Safety Continuum
- 8 Finish activity and debrief
- 9 Let parents/carers know!

### TARGET AGE GROUP

All ages – change the examples to suit the age of your Guides

### IN THIS ACTIVITY YOU WILL

Work with your Guides to:

- understand that safe and unsafe exist on a continuum
- look at real life scenarios and discuss where they sit on the safe to unsafe continuum

### WHY IS THIS IMPORTANT?

The Safety Continuum activity is a good way to help children and young people recognise when feeling safe or taking safe risks shifts into the unsafe.

This activity helps to set the scene for activities 3–5 in this pack. You will have a common framework with examples to use when discussing safe and unsafe situations, and what to do in response to them.

### MATERIALS NEEDED

- print out of the Safety Continuum

OR

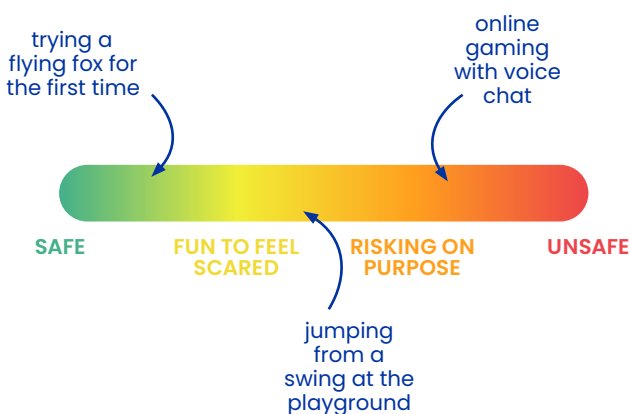
- butchers paper/white board with the Safety Continuum drawn on it
- real life scenarios – printed out

AND/OR

- post it notes for you/Guides to write additional scenarios

### END RESULT

This activity may result in a satisfying discussion, or could look something like this:





## Parent/Carer Notes:

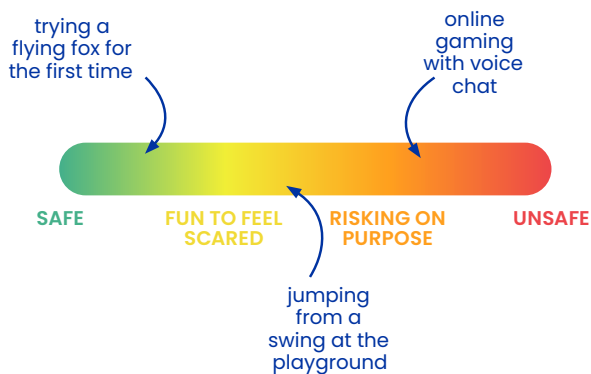
*You could include something like this in your note to parents/carers before and after this activity:*

Next Unit meeting, your girls will participate in an activity called The Safety Continuum.

This activity aims to:

- help Guides understand that safe and unsafe exist on a continuum
- look at real life scenarios and discuss where they sit on the Safety Continuum

The completed activity looks a bit like this:



## WHY DO THIS ACTIVITY?

Girl Guides is a Child Safe Child Friendly organisation. We have a responsibility to keep girls safe AND to help them develop their skills to keep themselves safe.

You can also read more about the Girl Guides Child Safe Child Friendly policies and procedures on our website:



[Child Safe Child Friendly Framework](#)

## How could I change the activity for older Guides?

You know your Guides best, so you could pick and choose from the different scenarios, or write your own, to best suit them.

Alternatively, task your Guides to think of scenarios relevant to Girl Guiding and ask them to place them on the continuum at their perceived level of safety. You could invite a discussion as a group around whether other Guides agree with the placement or would they have perceived the scenario to be safer or less safe?

Remember to remind the Guides about the "TELL US WHAT YOU ARE WORRIED ABOUT" Form for Youth Members.



## Need Some Extra Guidance?

First!

### 1 Create a Brave and Safe Space

Take a bit of time at the beginning to ask the group the following questions:

- How can we make this a safe space?
- What helps us know that we will be listened to and supported?
- How can we support those who need our help?

### 2 Remind the Guides

They always have the right to say NO to things that make them feel uncomfortable, including any part of this session.

### 3 Refer back to your Unit Rules

If you have already developed Unit Rules, you could ask things like.

- Why do you think it is important that we create Unit Rules?
- Do the Unit Rules make you feel less or more safe when you're at a Guide meeting?

Next

For younger Guides or mixed age groups

### 4 Ask the Guides what they already know.

Children and young people already know a fair bit about personal safety. They learn about it at school, online, from their families.

A good place to start this activity is by asking the Guides...

*"What do you already know about personal safety/keeping yourselves safe?"*

*"What are situations when you DO feel safe and happy?"*

*"When might you find yourselves NOT feeling safe?"*

### 5 Introduce the activity

You could say...

*"We are going to look at something called The Safety Continuum. At one end is when you feel super safe and at the other end is when you feel extremely unsafe, then there is everywhere in between those two extremes."*

*"I'm going to talk to you about some situations you might find yourselves in, and then together we are going to place them on the Safety Continuum where you think they should go."*

#### PLEASE NOTE

- There are no right and wrong answers
- Some Guides may feel different levels of safety about the same activity – this is normal and should be reinforced as normal



## 6 Show/draw the Safety Continuum and give example scenarios

Three example scenarios are given below. Alternatively, you could use a few of the scenarios raised by the Girl Guides in the earlier introductory activity. You could have the examples printed out or have some post it notes to write out alternatives. Read/recall one scenario and then stick it on the continuum where you think it should go – giving an explanation – ideas are given with each example scenario below.

### Example 1: “trying a flying fox for the first time”

You could say...

*“This might sit somewhere around “fun to feel scared”... because we know the flying fox has been set up with safety measures and harnesses.”*

### Example 2: “jumping from a swing at the playground”

You could say ...

*“This might sit around “risking on purpose”. Why do you think I’d place it here? That’s right, because we know it is a risk, but it is unlikely you will get badly hurt.”*

### Example 3: “you are gaming online and a stranger wants to chat”

You could say ...

*“This could be an unsafe situation. Let’s discuss why.”*

## 7 Provide more scenarios and ask girls to stick them on the Safety Continuum

There are additional scenarios in the Appendices of the activity pack – use them OR write a few real Girl Guiding scenarios of your own. Try to have a good spread across the continuum.

Present each scenario and ask one of the Guides or the group to discuss where it should be stuck on the Safety Continuum. Alternatively, you could distribute the scenarios to the girls and have them discuss in pairs or small groups and decide where to stick them on the continuum, then they can present it to the group, giving a reason why.

This is a good time to reinforce with the Guides that if they find themselves in the ‘unsafe’ situations that they have the right to say No! And should share their thoughts, feelings or concerns with a trusted adult as soon as they can. Creating a list of who to talk to is another activity in this pack.

## 8 Finish activity & Debrief

You could:

- Open the space to a girl-led discussion based on answers to the previous questions (see prompts below)
- Suggest to the Guides that they chat with their parent/carers about what they’ve done today
- Let the Guides know about other activities you will do over coming weeks
- Remind the Guides about the “TELL US WHAT YOU ARE WORRIED ABOUT” Form for Youth Members.
- If possible, stick the Safety Continuum up on the wall or keep it to refer to as an introduction to a future Child Safe activity.

You could say...

*“What did you learn from this activity”*

*“Was the activity helpful to you?”*

*“Was there anything you didn’t like about this activity?”*

*“What will you tell your parents/carers about this activity?”*

## 9 Let parents/carers know!

Send a note to parents about the activity you have done. There are ideas about what to say in the Parent/Carer Notes section above.



# ACTIVITY 3

## RECOGNISE MY BODY CLUES

### This Activity at a Glance

- 1 Create a Brave and Safe Space
- 2 Remind the Guides: They always have the right to say NO
- 3 Refer back to your Unit Rules
- 4 Talk to the Guides about feeling safe and unsafe.
- 5 Introduce the activity
- 6 Ask the Guides which parts of their body show feelings of being safe and unsafe
- 7 On butchers paper, draw two outlines of girls' bodies. Label one a happy/safe body and one a worried/unsafe body.
- 8 Introduce the body clues words.
- 9 Read out each word and ask a Guide to stick it on the appropriate body.
- 10 Once complete, again ask the Guides to read out each of the words and places you might feel warning signs.
- 11 Finish activity & debrief
- 12 Let parents/carers know!

### TARGET AGE GROUP

All ages – change the examples to suit the age of your Guides

### IN THIS ACTIVITY YOU WILL

Work with your Guides to:

- help build their vocabulary around feelings and emotions
- help them understand where they may feel 'uh oh' warning signs in their body

### WHY IS THIS IMPORTANT?

'Gut feelings' can tell us a lot, can't they! Sometimes a place or a person feels a bit creepy or weird, but we can't explain why. This is the same for children.

Helping children apply words to how they feel is useful when talking about feeling safe and unsafe. If our Guides can name what they are feeling, this can make it easier for them to seek help.

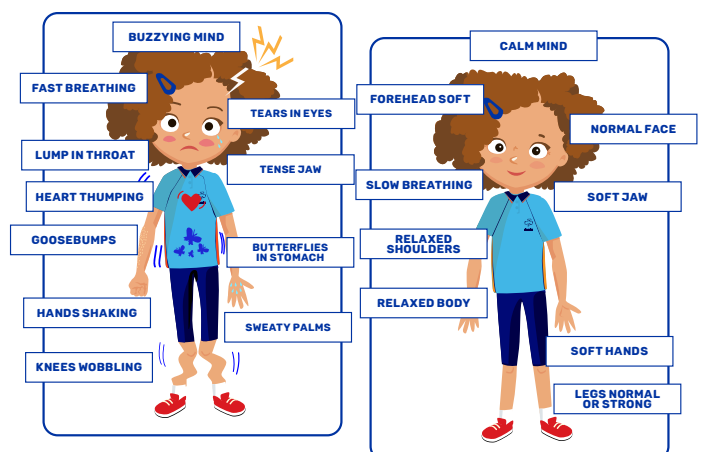
It is critical to encourage the girls to recognise the 'uh oh' feelings and tell a trusted adult.

### MATERIALS NEEDED

- body clues words (see Appendix 3) printed and cut out OR written out onto slips of paper
- butchers paper OR print outs of the safe and unsafe girls (see Appendix 4)
- thick marker pens
- textas or coloured pencils
- blutac

### END RESULT

When finished, the activity could look a bit like this:





## Parent/Carer Notes:

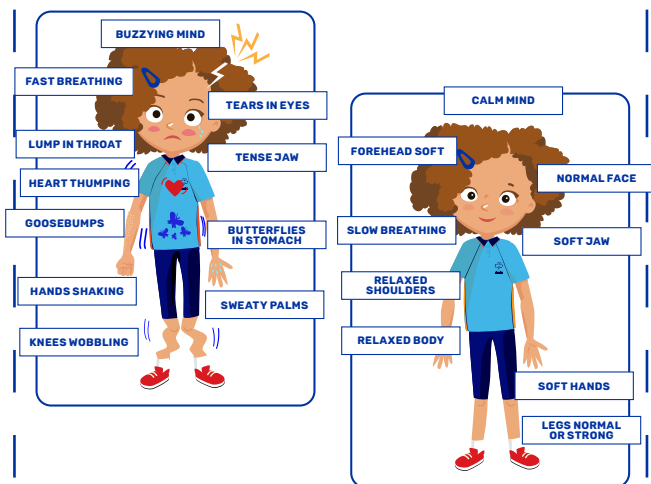
*You could include something like this in your note to parents/carers before and after this activity:*

Today at Guides your girls participated in an activity called Recognise My Body Clues.

This activity aims to:

- help build their vocabulary around feelings and emotions
- help them understand how they might feel if they are unsafe

The completed activity looks a bit like this:



## WHY DO THIS ACTIVITY?

Girl Guides is a Child Safe Child Friendly organisation. We have a responsibility to keep girls safe AND to help them develop their skills to keep themselves safe.

Helping children apply words to how they feel is useful when talking about feeling unsafe. If Guides can name what they are feeling, this can make it easier for them to seek help.

You can also read more about the Girl Guides Child Safe Child Friendly policies and procedures on our website:



[Child Safe Child Friendly Framework](#)

## How could I change the activity for older Guides?

You know your Guides best, so you could pick and choose from the below suggestions, or make your own changes.

- 1 Older Guides may wish to brainstorm the feelings themselves and represent them in a different way – encourage creativity! They could:
  - a colour in body part  
e.g. red buzzing mind
  - b draw a symbol for the feeling e.g. lines on forehead, frowning mouth
- 3 Older Guides could be led in a discussion about what to do if they find themselves in an uncomfortable or unsafe situation e.g. an empty classroom or a carpark at night or even with a person who makes you feel uncomfortable.
- 4 Remember to remind the Guides about the “TELL US WHAT YOU ARE WORRIED ABOUT” Form for Youth Members.



## Need Some Extra Guidance?

First!

### 1 Create a Brave and Safe Space

Take a bit of time at the beginning to ask the group the following questions:

- How can we make this a safe space?
- What helps us know that we will be listened to and supported?
- How can we support those who need our help?

### 2 Don't forget to remind the Guides

They always have the right to say NO to things that make them feel uncomfortable, including any part of this session.

### 3 Refer back to your Unit Rules

If you have already developed Unit Rules, you could ask things like.

- Can you remember our Unit Rules?
- Which Rule do you think is the easiest to keep?
- Which Rule do you think is the hardest to keep?
- Why do you think it is important that we created the Unit Rules last meeting?

Next

For younger Guides or mixed age groups

### 4 Talk to the Guides about feeling happy and sad.

Model the happy face and body.

Model a sad face, etc

You could say...

*"Can you use your whole body to show how you are feeling? Happy?"*

*"Can you do the same to show when you are feeling sad, worried, scared, etc?"*

### 5 Introduce the activity

You could say...

*"We are going to look at the different parts of the body that can send you messages that can tell you if you are happy or may warn you that you are feeling worried or even unsafe."*

*"Sometimes our body gives us clues that our brain hasn't yet worked out. Have you ever been in a place that you feel is a bit creepy – at the top of a big water slide or in a dark room? Have you been with a person who makes you feel just a little bit uncomfortable? Could be someone you don't know is offering you a lolly."*

*"Maybe you can't say why you feel this way about that place or that person, but you can tell someone what you feel in your tummy or that your whole body started shaking."*

*"We might call these our 'uh oh' feelings. Uh oh, my body is telling me that this place or this person might not be safe."*

### 6 Ask the Guides which parts of their body showed happiness and sadness

You could say...

*"When you were doing happy and sad bodies before, which parts of your body showed that you were happy? E.g. happy. mouth smiled, head was held high."*

*"Which parts of your body showed you were worried: frowning mouth, head down?"*



**7 On butchers paper, draw two outlines of girls' bodies. Label one a happy/safe body and one a worried/unsafe body.**

You could print out and use the pre-prepared worksheets if you have less time. See [Appendix 4](#)

You could say...

*"Can I have four volunteers? Two to lie down on the paper and two others to trace the outline of their bodies."*

**8 Introduce the body clues words.**

See printable body clues words in [Appendix 5](#).

You could say...

*"We are going to look at some words that describe feelings we get in our bodies when we feel safe and happy and others for feelings in our body that can tell us that we might be feeling worried or unsafe."*

**6 Read out each word and ask a Guide to stick it on the appropriate body.** Talk a bit more about any of the clue words for the sad/unsafe body.

**PLEASE NOTE**

You could mix up the words and ask the Guides which is for the happy/safe or which is a warning sign that you might be unsafe OR do all the happy first, then all the unsafe.

You could say...

*"Butterflies in stomach. Do you think this is something you would feel if you are happy or something you would feel if things are not quite right?"*

*"What might you be feeling if you have butterflies? E.g. nervous, scared, excited"*

**7 Once complete, again ask the Guides to read out each of the words and places you might feel warning signs.**

Ask the Guides what they could do if they feel any of these warning signs.

You could say...

*"Let's look again at the worried/unsafe girl. Can you take it in turns to tell me the words and where you'd feel them in the body."*

*"We could call these our 'uh oh' feelings. If you feel any of these things, it might be a warning sign that things aren't quite right. You might be nervous about being somewhere or you might feel a bit unsafe."*

*"If you feel any of these 'uh oh' feelings or warning signs, what could you do? Who could you tell? E.g. parent/carer, Guide Leader, teacher."*

**8 Finish activity & Debrief**

You could:

- Open the space to a girl-led discussion based on answers to the previous questions (see prompts)
- Suggest to the Guides that they chat with their parent/carers about what they've done today
- Let the Guides know about other activities they will follow up with over coming weeks

If possible, stick the body posters up on the walls or roll them up to refer to them again as an introduction to a future Child Safe activity.

You could say...

*"What did you learn from this activity?"*

*"Was the activity helpful to you?"*

*"Do you feel like you know more about messages your body might send you if you are unsafe or worried?"*

*"Was there anything you didn't like about this activity?"*

*"What will you tell your parents/carers about this activity?"*

**9 Let parents/carers know!**

Send a note to parents about the activity you have done. There are ideas about what to say in the Parent/Carer Notes section above.



# ACTIVITY 4

## MY TRUSTED ADULTS

### This Activity at a Glance

- 1 Create a Brave and Safe Space
- 2 Remind the Guides: They always have the right to say NO
- 3 Remember back to the Body Clues activity
- 4 Link to and introduce the new activity
- 5 Leader to model the activity
- 6 Lead the Guides through writing down 4-5 names for themselves
- 7 Discuss as a group
- 8 Tell them about the Kids helpline and the police
- 9 Decorate the hand
- 10 Finishing Up & Debrief
- 11 Let parents/carers know!

### TARGET AGE GROUP

All ages – age modifications suggested below

### IN THIS ACTIVITY YOU WILL

Work with your Guides to think about and write down the names of 4-5 adults they trust and can go to for help if they are sad, feeling unsafe or just in need of a chat.

### WHY IS THIS IMPORTANT?

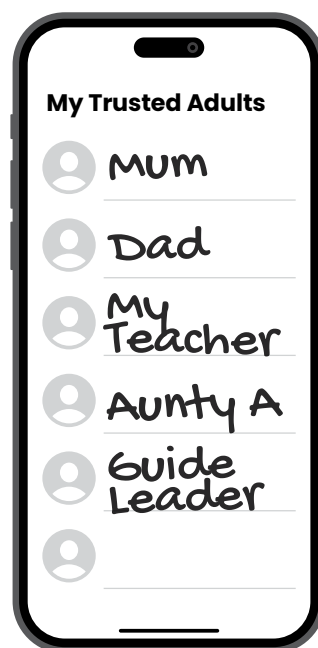
We all need to have people that we can trust. We might need them to help us, to listen to us, to help us change something, to believe us or to help keep us safe.

### MATERIALS NEEDED:

- blank paper – at least one sheet each
- print outs of mobile phone contact list (see [Appendix 6](#))
- Print outs of [Kids Helpline posters and handouts](#)
- textas or coloured pencils

### END RESULT

When finished, your activity could look a bit like this:





## Parent / Carer Notes

*You could include something like this in your note to parents/carers before and after this activity:*

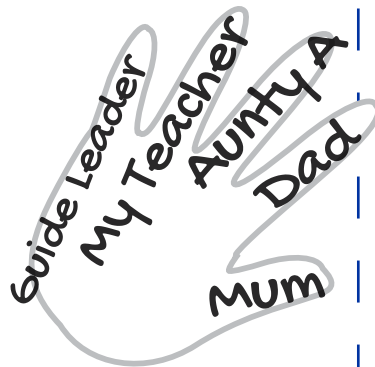
Today at Guides your girls participated in an activity called My Trusted Adults.

### THIS ACTIVITY AIMS TO

Help girls think about and write down 4-5 adults they trust and could go to for help if they are sad, feeling unsafe or just in need of a chat.

We also told them that if there's an emergency, they should always call the Police straight away on 000.

The completed activity looked a bit like this:



### WHY DO THIS ACTIVITY?

Girl Guides is a Child Safe Child Friendly organisation. We have a responsibility to keep our Guides safe AND to help them develop their skills to keep themselves safe.

This activity is all about identifying adults we can trust. We all need to have people that we can trust. We might need them to help us, to listen to us, to help us change something, to believe us or to help keep us safe.

You can also read more about the Girl Guides Child Safe Child Friendly policies and procedures [on our website](#).

### PLEASE NOTE

We also told the Guides that 24/7 they can call the Kids Helpline on 1800 55 1800 or look them up and chat online at [kidshelpline.com.au](http://kidshelpline.com.au).

## How could I change the activity for older Guides?

You know your Guides best, so you could pick and choose from the below suggestions, or make your own changes.

- 1 At Step 4 – An older Guide could be partnered with a younger Guide to help with prompting and writing (Note: older Guides helping younger Guides should be encouraged to also make their own list of trusted adults)
- 2 Older Guides could do the activity like a contact list in their phone. Printout copies of the phone template in Appendix 4. Guides could draw an avatar for each trusted adult and then colour or decorate their phone.
- 3 Older Guides should also be told about supporting resources that are available to them:
  - the “TELL US WHAT YOU ARE WORRIED ABOUT” Form for Youth Members. See the introduction of this resource for more information about the form.
  - the Teen section of Kids Helpline – both online [www.kidshelpline.com.au/teens](http://www.kidshelpline.com.au/teens) or via phone 1800 551 800
- 4 Make sure you allow time for a good debrief. See the prompts in Step 10.



## Need Some Extra Guidance?

First!

### 1 Create a Brave and Safe Space

Take a bit of time at the beginning to ask the group the following questions:

- How can we make this a safe space?
- What helps us know that we will be listened to and supported?
- How can we support those who need our help?

If you have already developed Unit Rules, you could refer to those.

### 2 Don't forget to remind the Guides:

They always have the right to say NO to things that make them feel uncomfortable, including any part of this session.

Next

For younger Guides.

You know your Guides best, so you could follow the below steps and suggested wording, OR pick and choose OR make your own changes.

### 3 Remember back to the Body Clues activity

You could say...

*Remember last week how we drew pictures of our bodies? We talked about some 'uh oh' feelings or warning signs our body gives us when we might be feeling a bit unsafe.*

*Do you remember, what are some of those feelings?*

*Where do we feel them in the body? E.g. Butterflies In the Stomach, buzzing mind, wobbly legs.*

### 4 Link to and introduce the new activity

You could say...

*Do you remember we talked about what you could do if you feel any of these feelings? Who could you tell? E.g. parent/carer, Guide Leader, teacher.*

*Today we are going to think about and write down the names of 4-5 adults we can trust who we can ask for help if we need it. Why do you think it should be adults that we choose to tell?*

Remind them that adults have a responsibility keep children and young people safe.

### 5 Leader to model the activity (before handing out paper and pens to the Guides)

- Trace your hand
- Talk through your thinking out loud and write down a name of a trusted adult on one of the fingers
- Then ask the Guides to contribute some ideas for the next name

You could say...

*First, I'm going to trace my hand like this.*

*Then I'm going to write the names of adults I can trust and, who I could talk to; one name on each finger.*

*My dad is someone who always believes me so I'm going to write him down on the thumb.*

*Who else could I write down? Girls, who do you think I can talk to if I need help? Do you have any ideas?*



## 6 Lead the Guides through writing down 4-5 names for themselves.

Prompt them if needed.

You could say...

*Now it's your turn. Trace an outline of your hand.*

*Let's think about the first adult you could write down. Who could it be?*

*Who could you write down next? For example: Who is an adult who always believes you? Who has always helped you to solve problems? Who has helped you change things when you've been a bit stuck?*

## 7 Discuss as a group

- Ask each Guide to share one adult who they've written down and why they have chosen that person.
- If any Guides are having trouble, ask the group if they could give suggestions.

You could say...

*Who would like to share one adult they have written down? Why have you chosen that person?*

*Is anyone stuck? Would anyone like to give a suggestion?*

## 8 Tell them about the Kids Helpline and the police.

*Give the phone number and web address – or print out posters and handouts (see link in Materials section)*

*Kids Helpline 1800 55 1800*

*[kidshelpline.com.au](http://kidshelpline.com.au)*

*Emergency 000*

You could say...

*You can always call the Kids Helpline on 1800 55 1800 or look them up and chat online [kidshelpline.com.au](http://kidshelpline.com.au). They have people there to help, free, 24 hours a day, 7 days a week.*

*And if there's an emergency, please always call the Police straight away on 000.*

*You could write these numbers on your sheet next to the hand.*

Note: Some younger girls might be surprised that they can call the police. If they are, you could use that as a moment to discuss when and why you might call the police. You could even role play a phone call to 000 and help the girls with what words to say.

## 9 Decorate the hand

If you have time, encourage the Guides to decorate the hand. (If there's not time, suggest they do it at home)

You could say...

*Let's spend some time decorating the hands. Who has some ideas for decorations?*

Prompts: You could:

- Colour in the nails.
- Draw some henna patterns or tattoos.
- Draw on some jewellery.
- Draw the faces of your trusted adults.

## 10 Finishing Up & Debrief

You could:

- Open the space to a girl-led discussion based on any specific topics that have come up or prompt a debrief (see prompts)
- Encourage your Guides to take home and chat with their parent/carers about what they've done today
- Let the Guides know what activity may come next

You could prompt...

*Can someone tell me what they are going to do with this hand when they get home? Where could you put it so you can see it? e.g. on the fridge?*

*What will you tell your parents/carers about this activity and why we did it?*

*What did you learn from this activity?*

*Would you feel comfortable talking with one of the adults you've written down if you are worried about something or feel unsafe?*

*Was the activity helpful?*

*Was there anything you didn't like about this activity?*

## 11 Let parents/carers know!

Send a note to parents/carers about the activity you have done. There are ideas about what to say in the Parent/Carers Notes section above.



# ACTIVITY 5

## NO-GO-TELL

### This Activity at a Glance

- 1 Create a Brave and Safe Space
- 2 Remind the Guides: They always have the right to say NO
- 3 Refer back to My Trusted Adults
- 4 Personal space activity
- 5 Ask about how close is too close?
- 6 Ask the Guides to sit back down and turn to the person next to them to answer some questions
- 7 Introduce the No-Go-Tell personal safety message
- 8 Explain NO
- 9 Explain GO
- 10 Explain TELL
- 11 Revise it
- 12 Activity: Make a NO-GO-TELL poster
- 13 At the end, come together to share a few posters and reinforce the NO-GO-TELL message
- 14 Finishing Up and Debrief
- 15 Let parents/carers know!
- 16 Do a short follow up activity at the next meeting

### TARGET AGE GROUP

All ages – age modifications suggested below

### IN THIS ACTIVITY YOU WILL

Work with your Guides to:

- learn about the NO-GO-TELL three step personal safety message
- create a poster, skit, song or cartoon about NO-GO-TELL

### WHY IS THIS IMPORTANT?




“Stranger danger” is no longer of major significance for children. Research now tells us that sometimes a bigger danger for children is an adult a child knows. It is therefore important to empower Guides to understand and express their personal safety needs.

### MATERIALS NEEDED:

- Printed copies of the NO-GO-TELL images and words (see Appendix 6)
- Printed copies of the NO-GO-TELL activity template (see Appendix 7) or blank paper – at least one sheet each
- textas or coloured pencils

### END RESULT

When finished, depending on which option you choose, your activity could look a bit like this:

	<b>NO</b>	Shout 'No!'
	<b>GO</b>	Go away from the person
	<b>TELL</b>	Tell an adult you trust



## Parent/Carer Notes

*You could include something like this in your note to parents/carers before and after this activity:*

Today at Guides your girls participated in an activity called NO-GO-TELL.

### THIS ACTIVITY AIMS TO

Help Guides to learn about the NO-GO-TELL three step personal safety message

During the activity they create a poster, act out a skit, write a song or draw a cartoon about No-Go-Tell to reinforce their learning.

### THE NO-GO-TELL MESSAGE

	<b>NO</b>	You have the right to shout 'No!' to a person who touches you inappropriately or threatens your safety
	<b>GO</b>	You should go away from that person immediately.
	<b>TELL</b>	It is important that you tell safe adults about such situations and keep on telling safe adults until you are believed.

### WHY DO THIS ACTIVITY?

Girl Guides is a Child Safe Child Friendly organisation. We have a responsibility to keep our Guides safe AND to help them develop their skills to keep themselves safe.

"Stranger danger" is no longer of major significance for children. Research now tells us that sometimes a bigger danger for children is an adult a child knows. It is therefore important to empower a child to understand and express their personal safety needs.

You can also read more about the [Girl Guides Child Safe Child Friendly policies and procedures on our website.](#)

## How could I change the activity for older Guides?

You know your Guides best, so you could pick and choose from the below suggestions, or make your own changes.

- 1 An older Guide could be partnered with a younger Guide to help with poster making
- 2 Instead of poster, older Guides could alternatively:
  - Create a short skit or play about the NO-GO-TELL personal safety message
  - Make up a song or write a poem about NO-GO-TELL
  - Draw a short comic strip around the NO-GO-TELL message
  - Another creative idea of their own!
- 3 Remember to remind the Guides about the "TELL US WHAT YOU ARE WORRIED ABOUT" Form for Youth Members. See the section above for more information about the form.
- 4 Remind your Guides about Kids Helpline's Teen pages [kidshelpline.com.au/teens](http://kidshelpline.com.au/teens) and their free adviceline 1800 55 1800.



## Need Some Extra Guidance?

First!

### 1 Create a Brave and Safe Space

Take a bit of time at the beginning to ask the group the following questions:

- How can we make this a safe space?
- What helps us know that we will be listened to and supported?
- How can we support those who need our help?

If you have already developed Unit Rules, you could refer to those.

### 2 Don't forget to remind the Guides:

They always have the right to say NO to things that make them feel uncomfortable, including any part of this session.

### 3 Refer back to My Trusted Adults

If you have already done the My Trusted Adults Activity, you could ask things like.

- What can you remember from the My Trusted Adults activity we did last week?
- Do you remember who you put down to talk to if you feel worried or unsafe?
- Why do you think it is important that we did the My Trusted Adults activity last meeting?

Next

For younger Guides.

You know your Guides best, so you could follow the below steps and suggested wording, OR pick and choose OR make your own changes.

### 4 Personal space activity

Ask two Guides to stand a good distance apart and ask if that feels ok, comfortable? Move them gradually closer together and keep asking.

You could say...

*We are going to start off with an activity about your personal space.*

*Do you both feel comfortable standing that close to each other?*

*Move a step closer. Do you still feel comfortable now?*

*Move another step closer. What about now?*

### 5 Ask about how close is too close?

Talk about the idea of personal space. Get your Guides to all stand up and hold their arms out and swing them gently to mark out their comfortable personal space.

You could say...

*How much space do you think you need around you to feel comfortable?*

*Everyone stand up and make some space around you. You could gently swing your arms around to make a bit more space if you think you need it.*

*Do you feel comfortable now?*

*What about if the people around you were all strangers, would you need a bit more room, less room or the same?*

*What about if it was your mum or dad or grandparent. Could they come closer or farther away?*



## **6 Ask the Guides to sit back down and turn to the person next to them to answer the questions**

You could say...

*What could you do if someone comes into your personal space and make you feel uncomfortable? e.g – take a step back, ask them to move away*

*What about if they put their hand on your shoulder and you felt uncomfortable? What could you do? E.g. Ask them to take it off. Step away. Shove it off.*

## **7 Introduce the No-Go-Tell personal safety message**

You could say...

*We are going to talk about 3 things you can do any time someone invades your personal space, makes you feel uncomfortable, touches you in a way that makes you uncomfortable or says something to you don't like. It doesn't matter if this person is a stranger or someone you know.*

## **8 Hold up the graphics and point to the (top) NO graphic**

*Go to Appendix 6 to print off the images and words*

You could say...

*Shout out 'NO' (point to the top graphic)*

*You have a right to say or shout 'No!' to a person who gets too close or touches you inappropriately or threatens your safety.*

## **9 Point to the (middle) GO graphic**

You could say...

*Next – Go Away*

*You should go away from that person immediately.*

## **10 Point to the (bottom) TELL graphic**

You could say...

*Lastly – Tell someone*

*It is important that you tell an adult you trust about what has happened. If they don't listen or don't believe you, find someone else and keep on telling adults until you are believed.*

## **11 Revise it**

*Point to the graphics as prompts and ask the Guides to call out*

You could say...

*Let's revise this.*

*If someone comes into my personal space and makes me feel uncomfortable or unsafe, what do I do first? (point to the top graphic) – Say No. Great, do I say it super softly? No – shout it if you need to.*

*What do I do next? (point to the middle graphic) Go away. Yes! Do I walk away super slowly? No, you can run!*

*And lastly, what should I do? (point to the bottom graphic). Tell someone. What if they don't believe me? Tell someone else*

## **12 Activity: Make a NO-GO-TELL poster**

- i Show the Guides the printed out template and model how to complete it – Draw in the graphic, write in the word and then write or draw an explanation of what that means.
- ii Hand out sheets to the Guides
- iii Alternatively, in small groups you could create large posters on butchers paper

## **13 At the end, come together to share a few posters and reinforce the NO-GO-TELL message**

## **14 Finishing Up and Debrief**

You could:

- Open the space to a girl-led discussion based on any specific topics that have come up, or prompt a debrief (see prompts)
- Encourage Guides to take home and chat with their parent/carers about what they've done today

You could prompt...

*Can someone tell me what they are going to do with this poster when they get home? Where could you put it so you can see it? e.g. on the fridge*

*What will you tell your parents/carers about this activity and why we did it?*

*What did you learn from this activity?*

*Was the activity helpful?*

*Was there anything you didn't like about this activity?*



### 15 Let parents/carers know!

Send a note to parents/carers about the activity you have done. There are ideas about what to say in the Parent/Carers Notes section above.

### 16 Follow up activity at next meeting

This may be your last of the five activities. It's still a good idea to do a short recap and follow up at the next meeting.

You could prompt...

*What can you remember from the NO-GO-TELL activity we did last meeting?*

*What does the GO part mean?*

*Who is someone you could TELL?*

*Why do you think it is important that we did the NO-GO-TELL activity last meeting?*

## How could I change the activity for older Guides?

You know your Guides best, so you could pick and choose from the below suggestions, or make your own changes.

- 1 An older Guide could be partnered with a younger Guide to help with poster making
- 2 Instead of poster, older Guides could alternatively:
  - Create a short skit or play about the NO-GO-TELL personal safety message
  - Make up a song or write a poem about NO-GO-TELL
  - Draw a short comic strip around the NO-GO-TELL message
  - Another creative idea of their own!
- 3 Remember to remind the Guides about the "TELL US WHAT YOU ARE WORRIED ABOUT" Form for Youth Members. See the section above for more information about the form.
- 4 Remind your Guides about Kids Helpline's Teen pages [kidshelpline.com.au/teens](https://kidshelpline.com.au/teens) and their free adviceline 1800 55 1800.



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# TELL US WHAT YOU ARE WORRIED ABOUT FOR YOUTH MEMBERS



## Tell us what you are worried about

Girl Guides cares about you and what happens to you. The safety and wellbeing of girls is very important to Girl Guides. If there is something you are worried about, we want to help. We promise to listen to you, to treat you kindly, take you seriously and support you. Girl Guides is a place where girls are safe, protected and respected.

### 1 Tell us about you?



What is your name?

---

What Unit are you in?

---

Do you have a mobile phone number?

*Or can you give us the mobile phone number of someone you trust?*



---

Do you have an email address?

*Or can you give us the email address of someone you trust?*



---

Can we talk to you about what you are worried about?

☐

YES

☐

NO



What is the best way to contact you?

☐

PHONE

☐

EMAIL



---



## 2 Tell us about what is worrying you?

Are you safe now? ☐ YES  ☐ NO 

**You can call the Police on 000 or 131444 if you are not safe right now**

What happened?

When did it happen?



Who else was there?



Can anyone else give us more details?

Is it OK with you if we talk to them? Can you tell us how to contact them?



What will help you?



What would you like to happen next?

## 3 Who will we tell?



**Privacy Statement:** Girl Guides is very careful about what we do with the information you give us – we have rules about sharing information. We will only tell people who need to know what you have told us so they can help you, support you, protect you or fix what is worrying you.

### CONTACT US

Email this form to us,  
telephone us or ask  
someone to help you.



**1300 447 548**



[incidentsandcomplaints@girlguides-nswactnt.org.au](mailto:incidentsandcomplaints@girlguides-nswactnt.org.au)



Ask your Guide Leader, another Adult in Guiding or someone else you trust  
to send this form to us.





riding a  
motorised esky  
at jamboree

jumping from  
a swing at a  
playground

getting a  
lift home with  
a stranger or  
someone you  
don't know  
well

rock  
climbing  
without a  
harness

rock  
climbing with  
a harness (and  
full safety  
equipment)

going on your  
first overnight  
camp

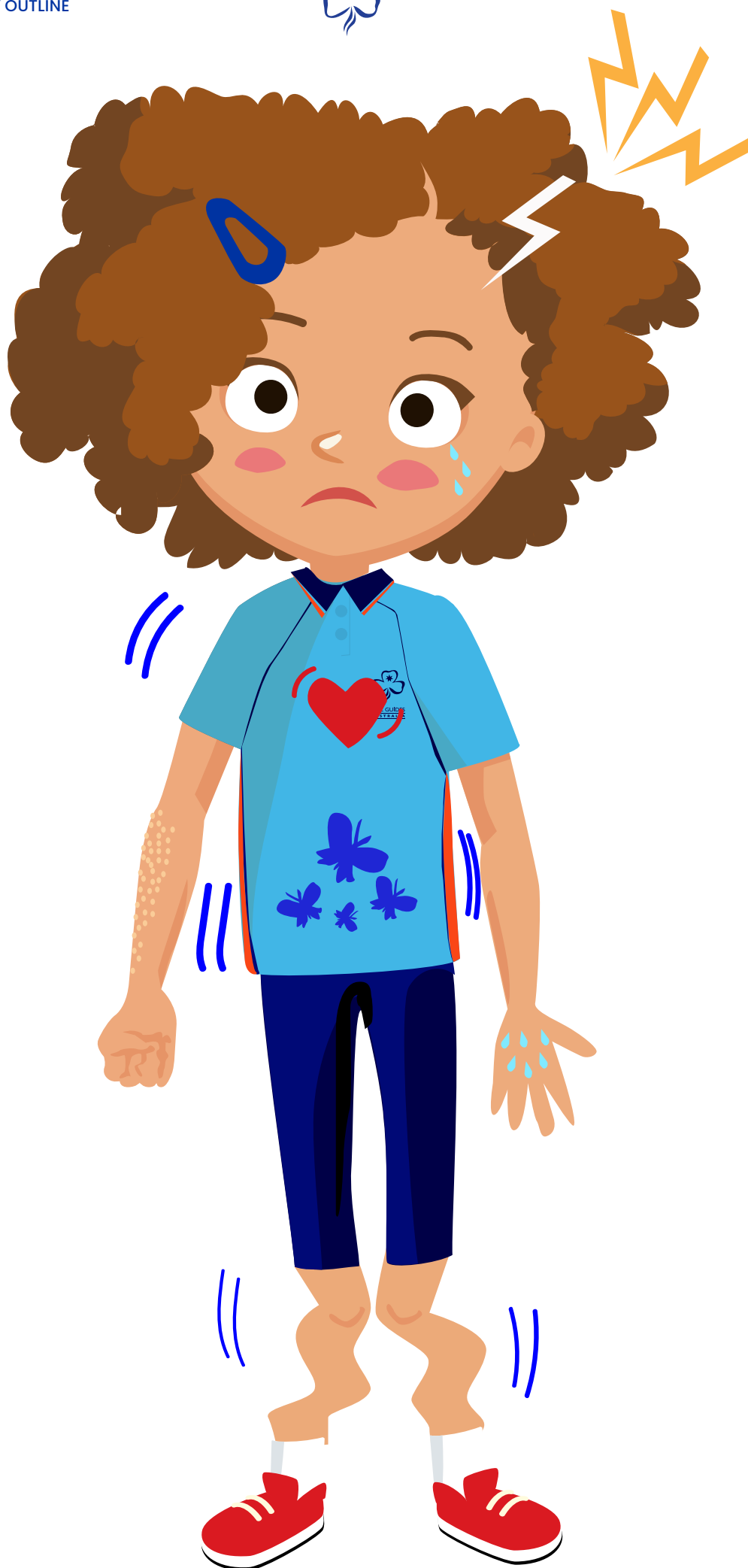
walking  
home in  
the dark, by  
yourself

trying a flying  
fox for the  
first time

watching  
TV on your  
couch with a  
blanket and  
your favourite  
soft toy

making  
swaps at a  
unit meeting









WORDS FOR HAPPY/SAFE CHILD	WORDS FOR UNSAFE/WARNING SIGNS
<b>CALM MIND</b>	<b>BUTTERFLIES IN STOMACH</b>
<b>RELAXED SHOULDERS</b>	<b>BUZZYING MIND</b>
<b>SOFT JAW</b>	<b>FAST BREATHING</b>
<b>SLOW BREATHING</b>	<b>TENSE JAW</b>
<b>SOFT HANDS</b>	<b>HANDS SHAKING</b>
<b>RELAXED BODY</b>	<b>SWEATY PALMS</b>
<b>NORMAL HEART BEAT</b>	<b>HEART THUMPING</b>
<b>NORMAL FACE</b>	<b>TEARS IN EYES</b>
<b>FOREHEAD SOFT</b>	<b>GOOSEBUMPS</b>
<b>LEGS NORMAL OR STRONG</b>	<b>KNEES WOBBLING</b>
	<b>LUMP IN THROAT</b>



## WORDS FOR HAPPY/SAFE CHILD

**CALM MIND**

**RELAXED  
SHOULDERS**

**SOFT JAW**

**SLOW BREATHING**

**SOFT HANDS**

**RELAXED BODY**

**NORMAL  
HEART BEAT**

**NORMAL FACE**

**FOREHEAD SOFT**

**LEGS NORMAL  
OR STRONG**

## WORDS FOR UNSAFE/WARNING SIGNS

**BUTTERFLIES  
IN STOMACH**

**BUZZYING MIND**

**FAST BREATHING**

**TENSE JAW**

**HANDS SHAKING**

**SWEATY PALMS**

**HEART THUMPING**

**TEARS IN EYES**

**GOOSEBUMPS**

**KNEES WOBBLING**

**LUMP IN THROAT**





My Trusted Adults



My Trusted Adults



NO



GO



TELL

