



Ability
Relationships
Sexuality

Welcome

SEXUALITY

EDUICATION

COUNSELLING

CONSULTANCY

AGENCY

Making a Difference





Schools of Special Educational Need

School of Special Educational Needs
Disability



School of Special Educational Needs
Sensory



School of Special Educational Needs
Medical & Mental Health

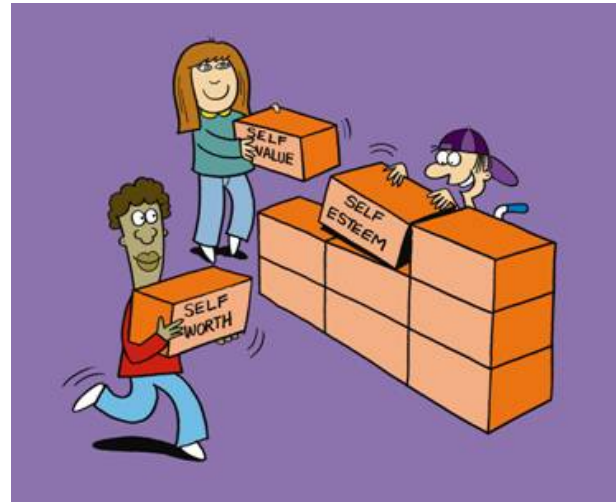
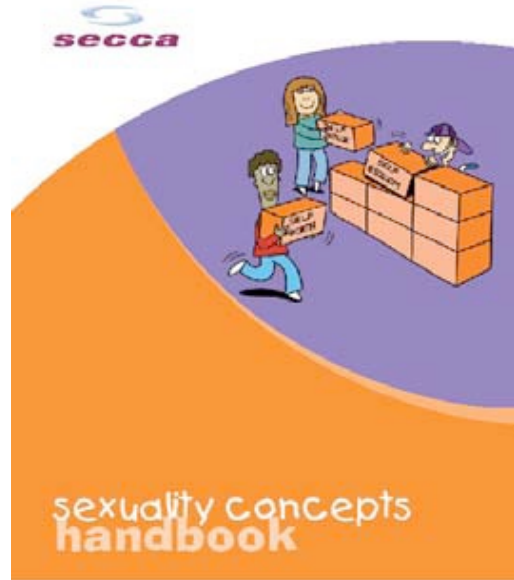


School of Special Educational Needs
Behaviour & Engagement

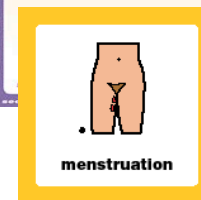
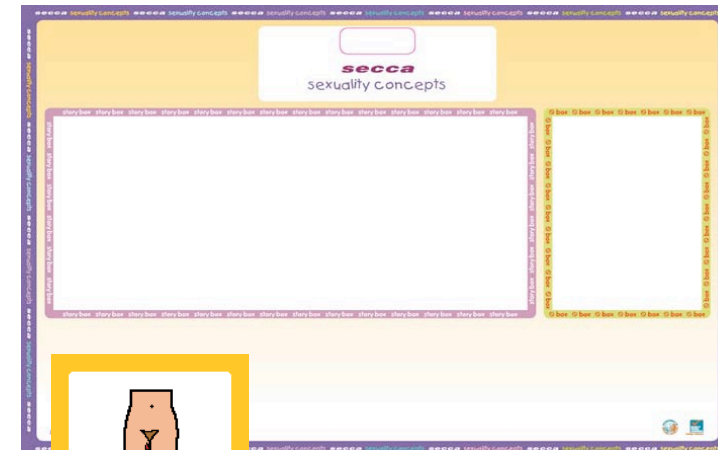
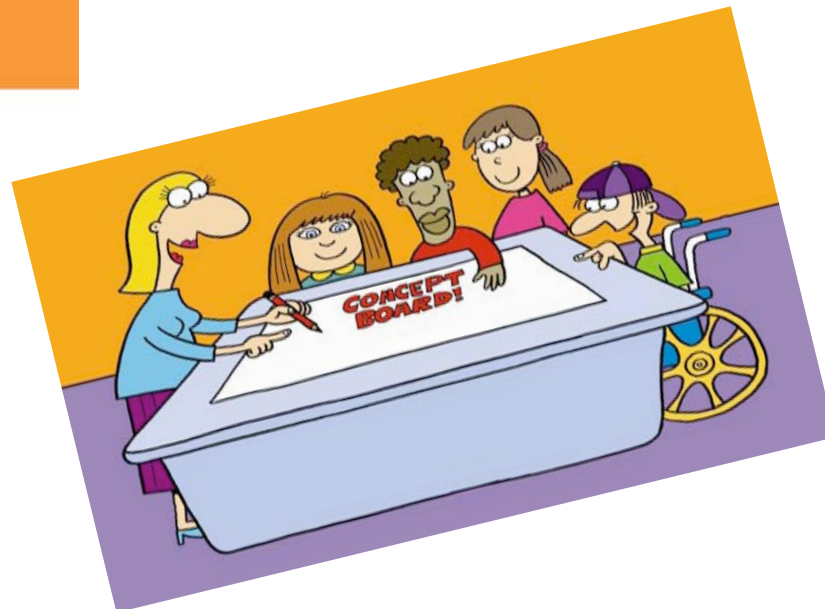


Website: ssen.wa.edu.au

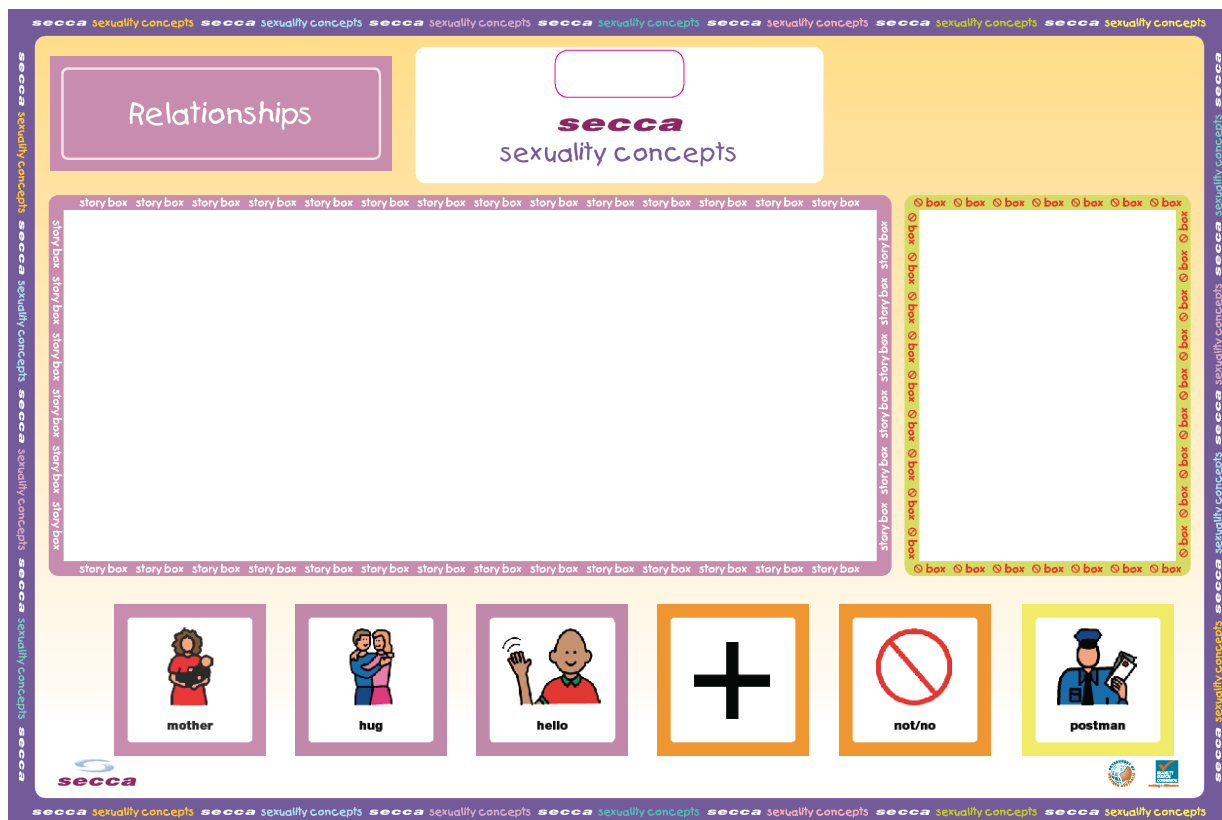
Sexuality Concepts Resource



Menstruation



The Secca App Story (so far!)



The Hard Copy Board Steering Committee of Teachers, EAs, and Therapists came up with six key concepts:

Menstruation

Masturbation

Relationships

Puberty & Hygiene

Emotions

Sexual Intercourse

The Secca App

ASSESS.PLAN.TEACH.LEARN

- A Teaching and Learning Adjustment Tool for SRE
- Complements the GDHR and ABLEWA Curriculum
- Provides visual support with over 2000 illustrations specific to SRE
- 350+ photographic images
- 170+ pre-programmed lesson plans
- Allows for assessment of foundation concepts
- Customisable lesson plans and images can be created
- Covering sexuality and relationships concepts across the lifespan
- Includes a Kimberley Kriol language version for Early Concepts



Ability
Relationships
Sexuality

Before we start...

Please remember that the most valuable learning in the domain of sexuality and relationships education stems from a student's individual relationships with those around them.

Using this resource is an opportunity for you to model trustworthy, respectful, and safe relationships.



Ability
Relationships
Sexuality

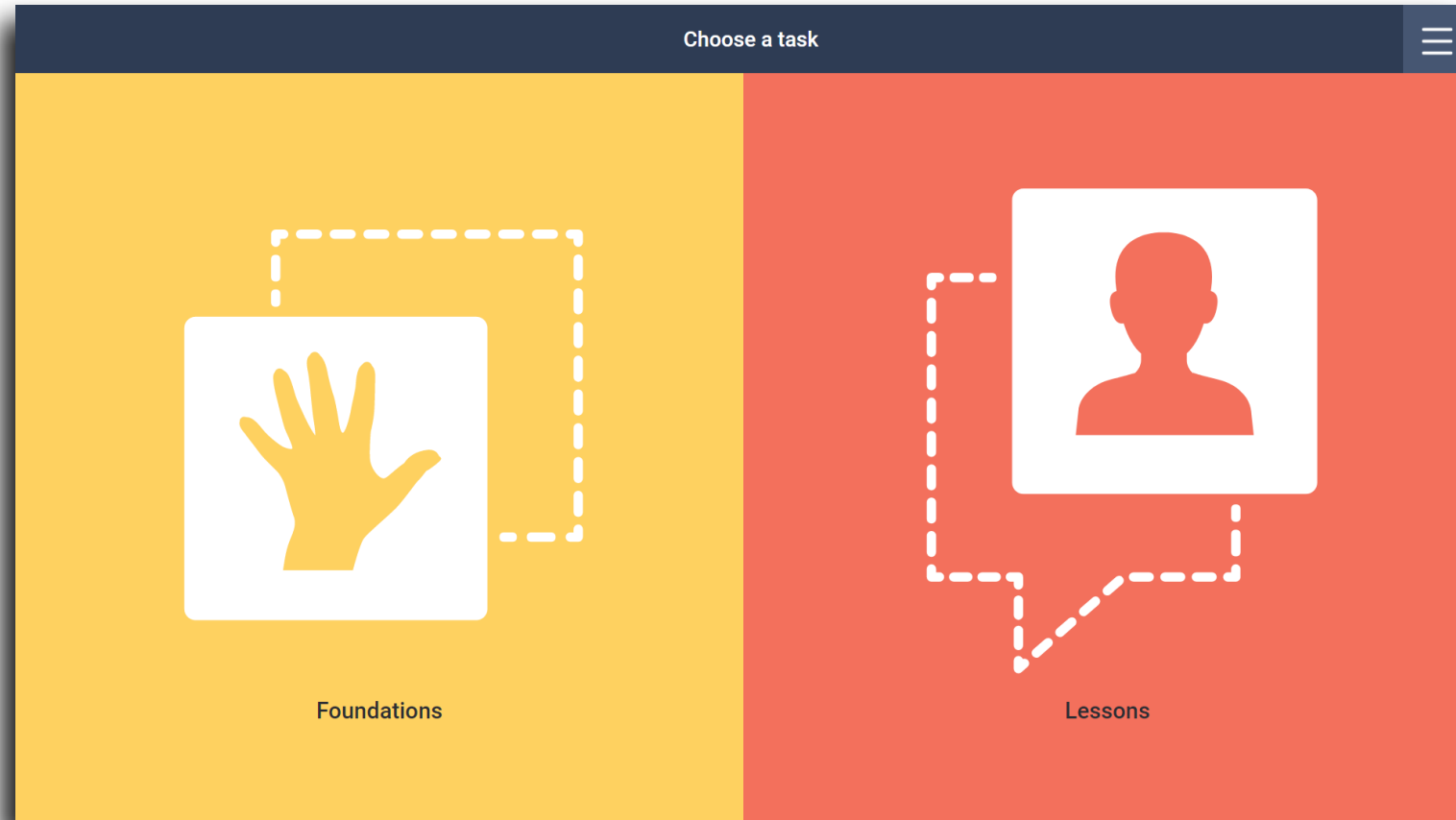
To launch the app...

www.app.secca.org.au

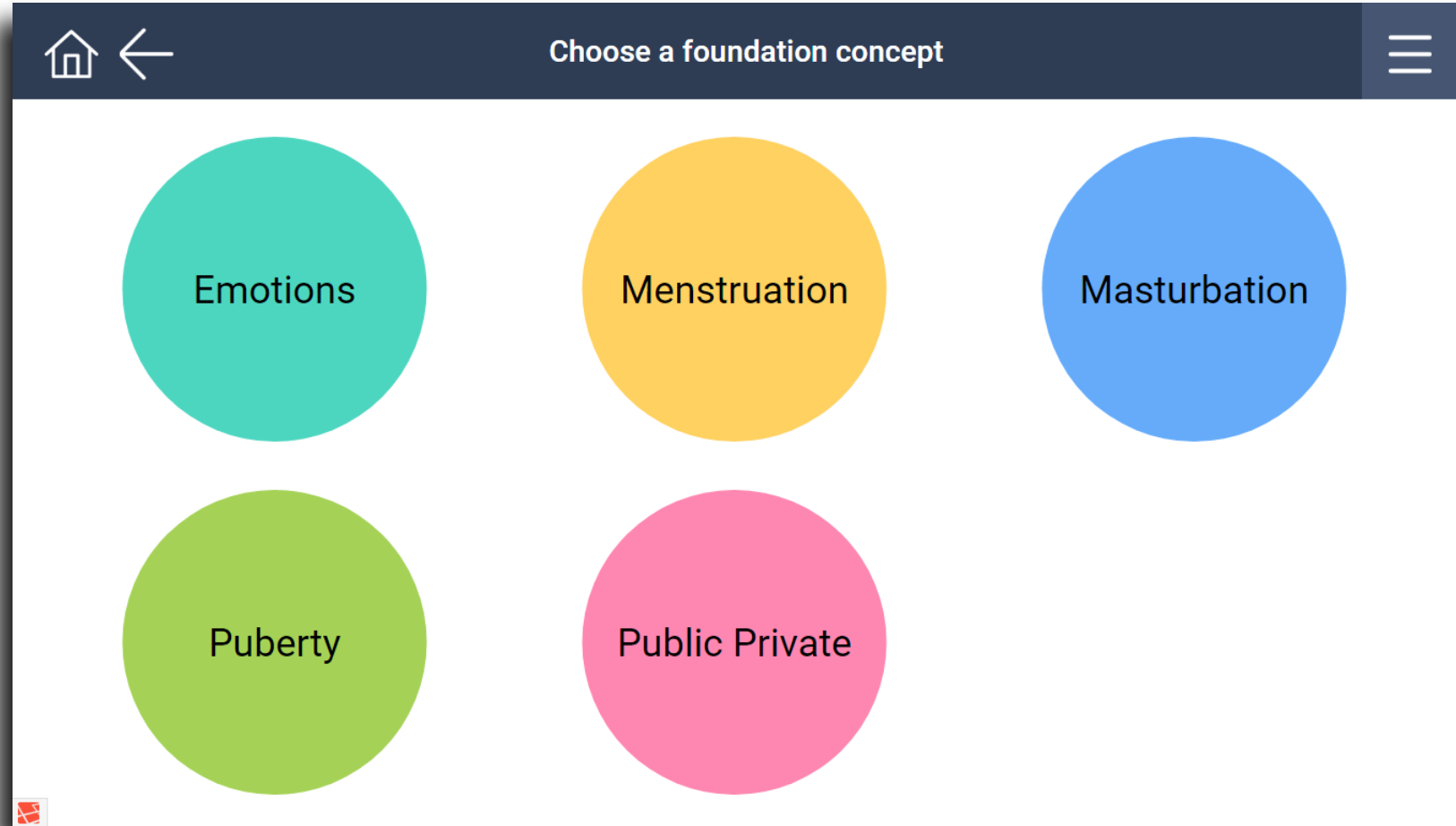
First Steps

- Getting to Full Screen format
 - F11 on laptops/PCs
 - iPads/Tablets – save to home screen (looks like an app!)
- Register
- Terms and Conditions
- Warning Message

Features



Concepts - English

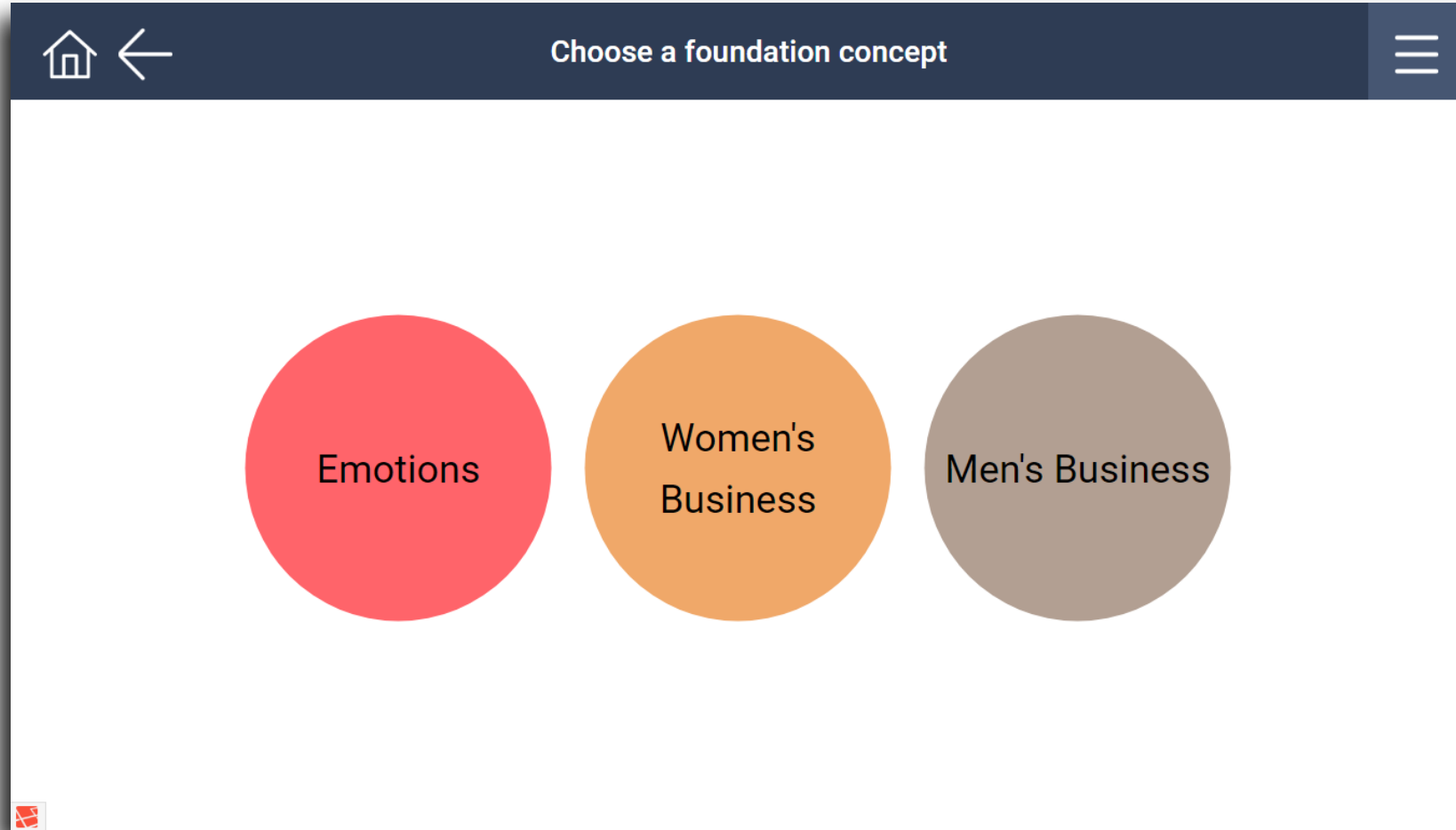


The screenshot shows a digital interface with a dark blue header bar. On the left of the header is a home icon and a left-pointing arrow. In the center of the header is the text "Choose a foundation concept". On the right of the header is a hamburger menu icon. Below the header, five large colored circles are arranged in two rows. The top row contains three circles: a teal circle with the text "Emotions", a yellow circle with the text "Menstruation", and a blue circle with the text "Masturbation". The bottom row contains two circles: a green circle with the text "Puberty" and a pink circle with the text "Public Private". A small red and white icon is visible in the bottom-left corner of the interface.

Choose a foundation concept

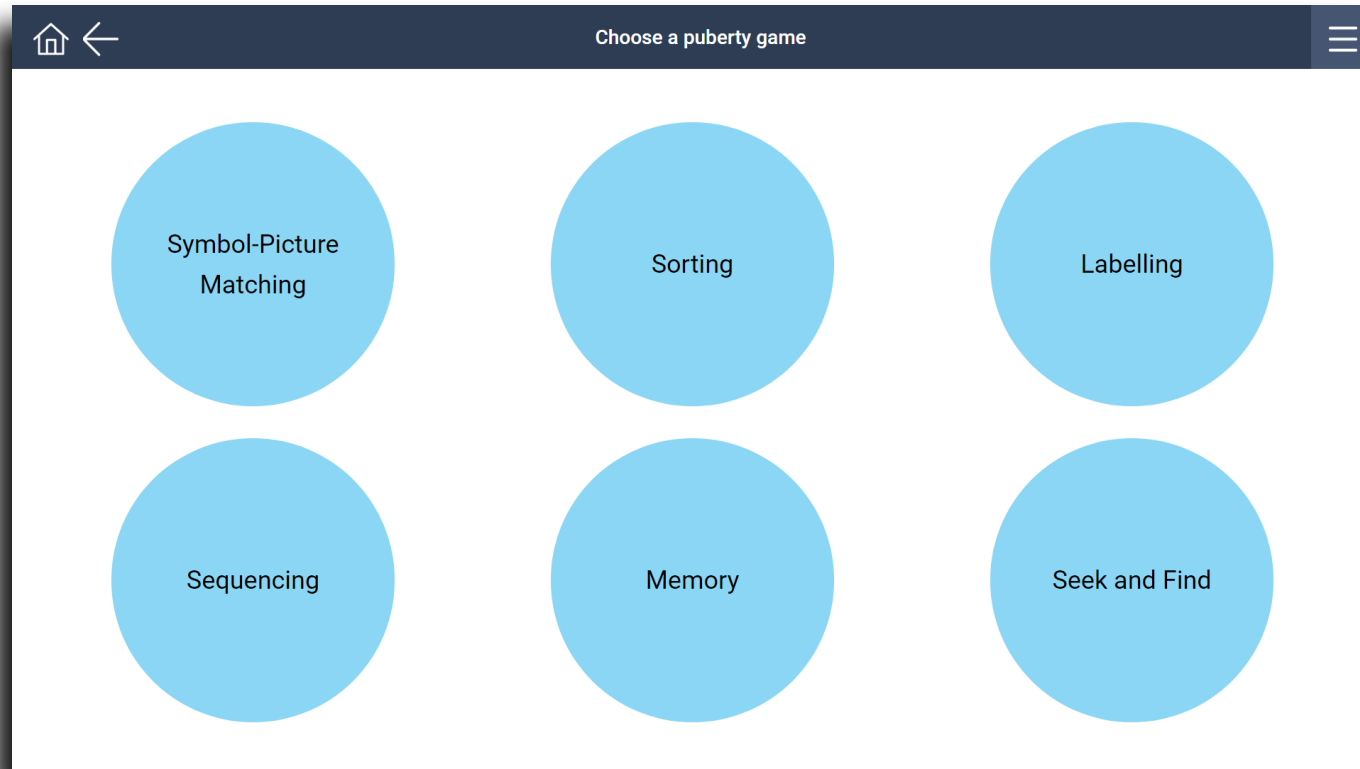
- Emotions
- Menstruation
- Masturbation
- Puberty
- Public Private

Concepts – Kimberley Kriol



The screenshot shows a web application interface with a dark blue header. On the left of the header is a home icon and a left-pointing arrow. In the center of the header is the text "Choose a foundation concept". On the right of the header is a hamburger menu icon. Below the header, three large circles are displayed horizontally. The first circle is red and contains the text "Emotions". The second circle is orange and contains the text "Women's Business". The third circle is grey and contains the text "Men's Business". A small red square icon is visible in the bottom-left corner of the application area.

Foundation Knowledge



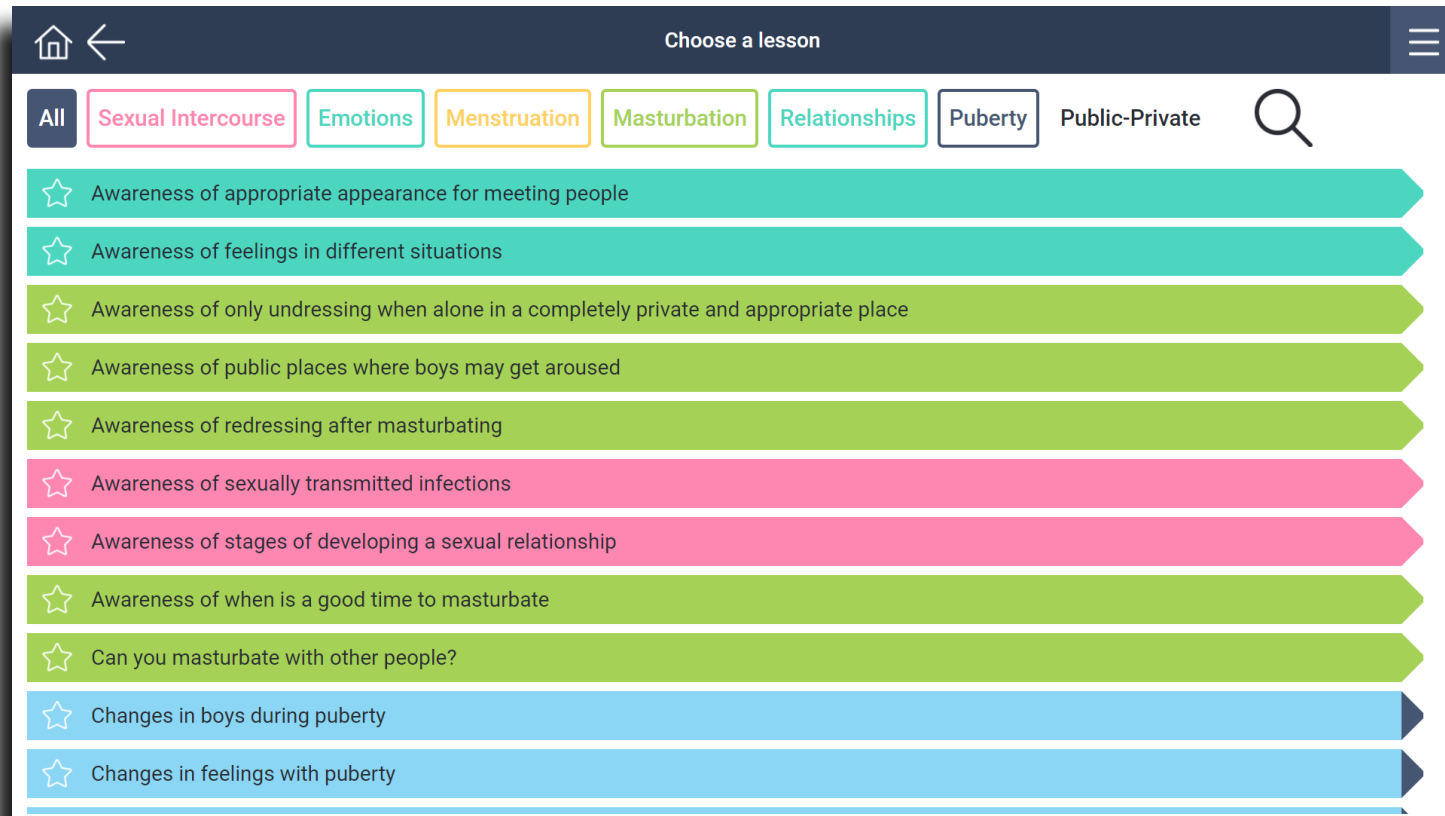
- Prerequisite Skills, Awareness, and Knowledge
- Check prior to using the Lessons in each concept
- Some students will stay at this level

Foundation Knowledge

- Symbol-picture matching
- Sorting
- Labelling (Receptive)
- Memory Game
- Sequencing
- An interactive bathroom scene
- Public and Private concepts



Lessons



The screenshot shows a mobile application interface for selecting lessons. At the top, there is a dark blue header with a home icon, a back arrow, the text "Choose a lesson", and a menu icon. Below the header, there are several filter buttons: "All", "Sexual Intercourse", "Emotions", "Menstruation", "Masturbation", "Relationships", "Puberty", and "Public-Private". A search icon is located to the right of the filters. The main content area displays a list of lesson topics, each with a star icon on the left and a colored arrow on the right. The topics are:

- Awareness of appropriate appearance for meeting people
- Awareness of feelings in different situations
- Awareness of only undressing when alone in a completely private and appropriate place
- Awareness of public places where boys may get aroused
- Awareness of redressing after masturbating
- Awareness of sexually transmitted infections
- Awareness of stages of developing a sexual relationship
- Awareness of when is a good time to masturbate
- Can you masturbate with other people?
- Changes in boys during puberty
- Changes in feelings with puberty

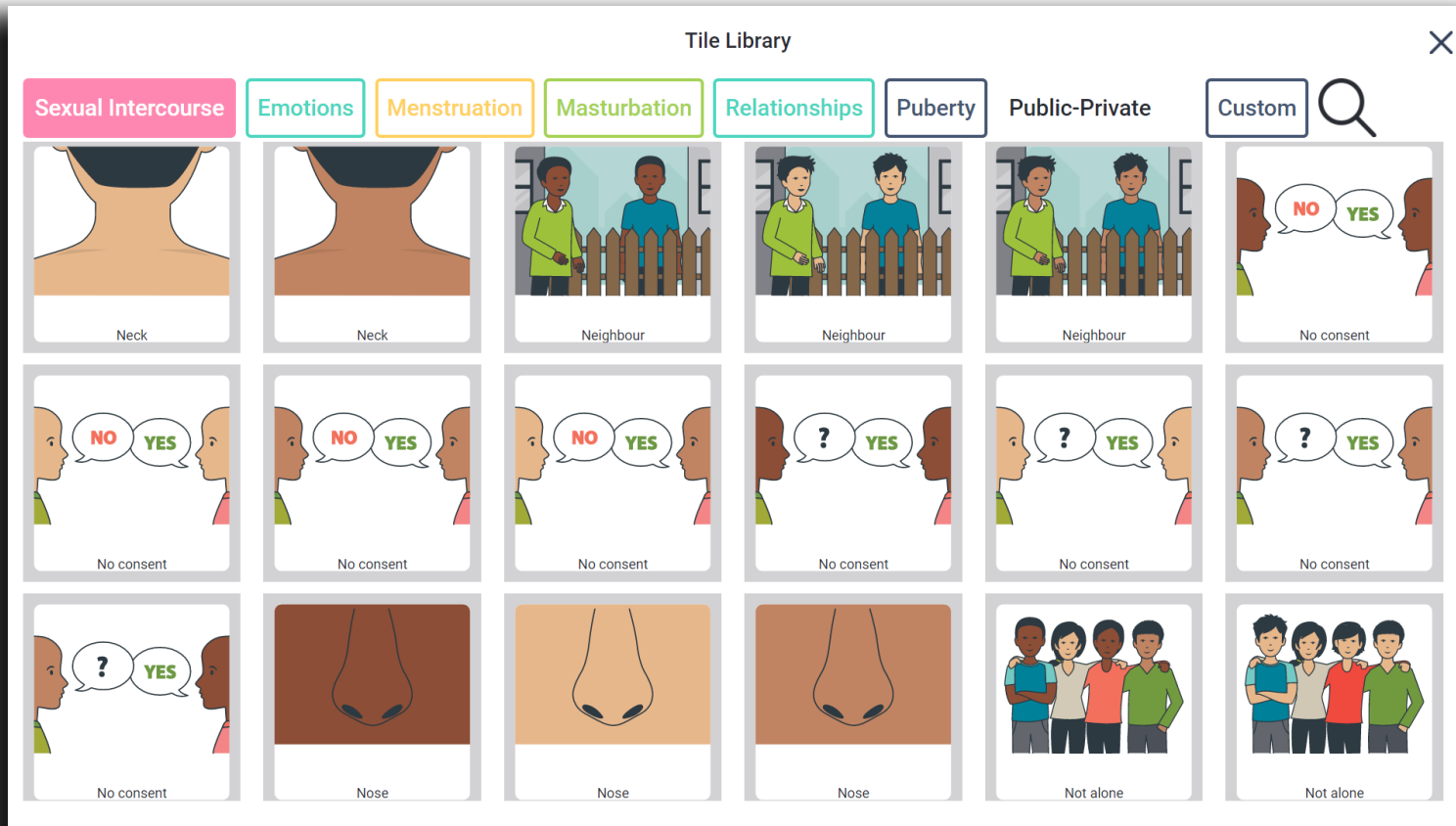
- Adjustments to the GDHR curriculum
- 170+ preloaded plans covering issues across the lifespan
- Edit a lesson
- Create your own lesson
- View all, a concept, or put your favourites to the top of the list

Illustrations



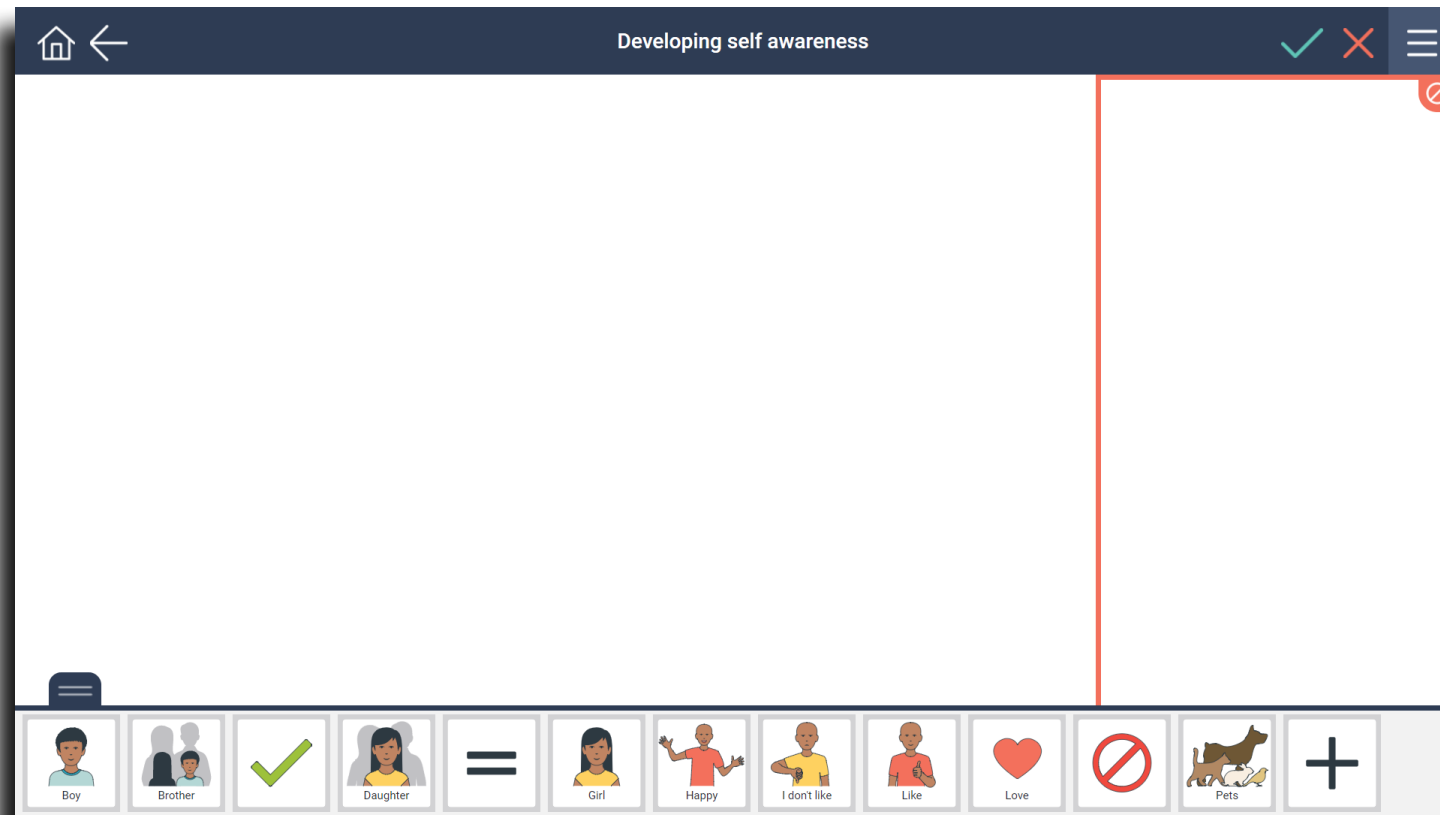
- Approx 2000 images
- Aiming for gender and cultural neutrality
- Anatomically and functionally correct to aid understanding and promote generalisation of learning

Customising Lessons and Images



- Use the hamburger menu (top right) to create or edit a lesson
- Choose the images you need from the tile library, photographic images, or create your own from images on your device

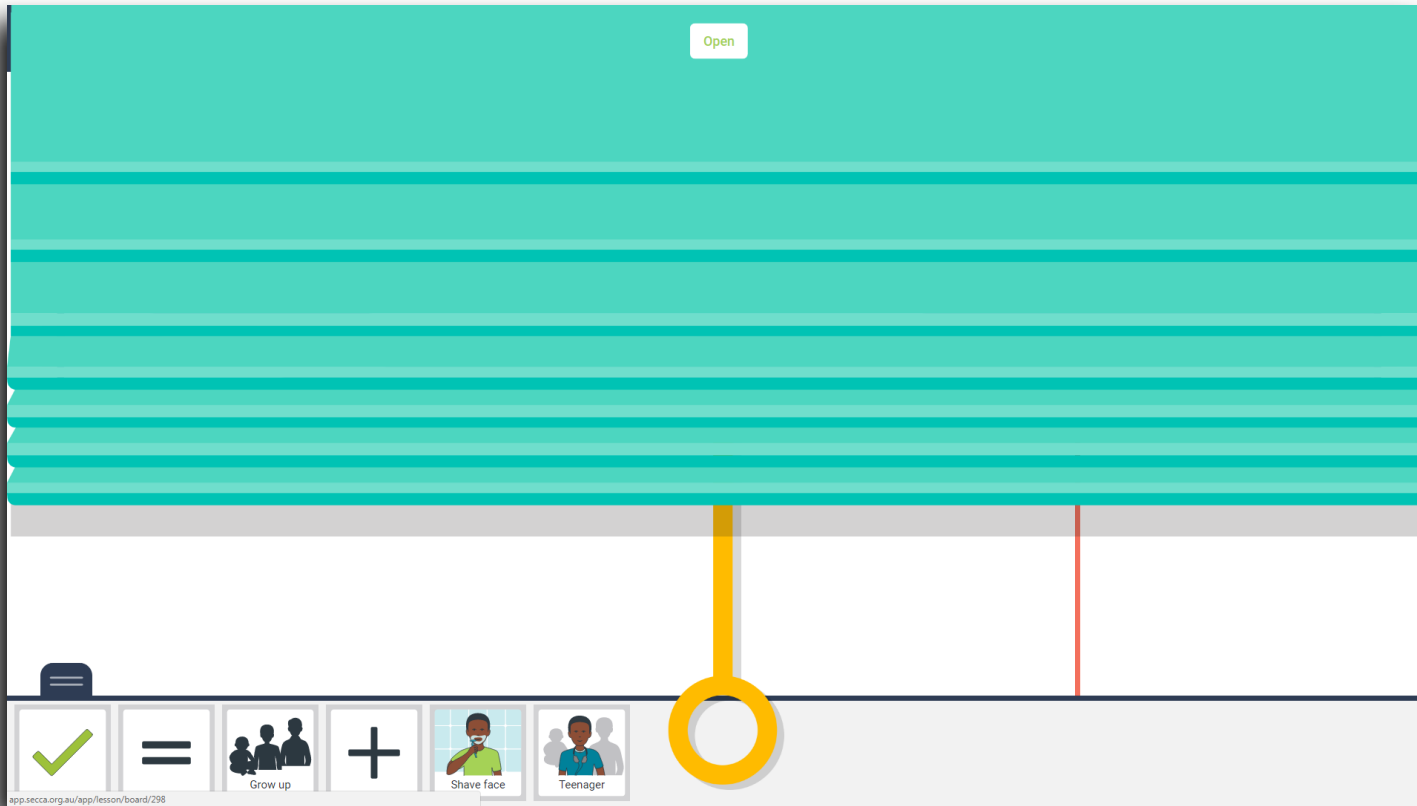
The Teaching & Learning Space



Concept Board

- Working space
- The 'No' Box
- Audio
- Locked screen
- Reinforcing sounds
- Privacy blind

Opportunities for Reinforcing Privacy



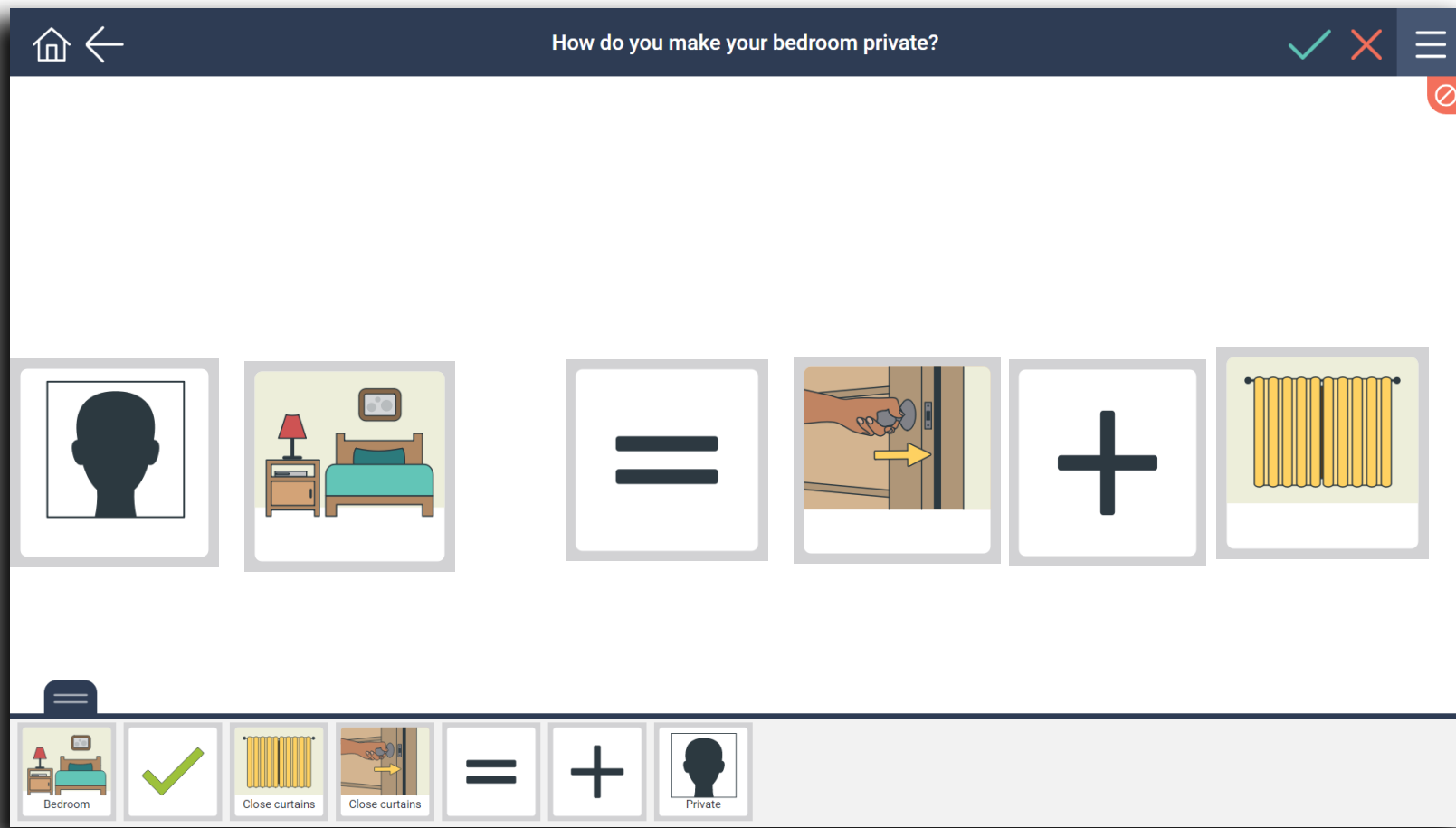
- Use as a reminder that sexuality topics are private conversations
- Covers the working space
- Use at the beginning and end of lessons

Teaching Mode Suggestions: Sorting

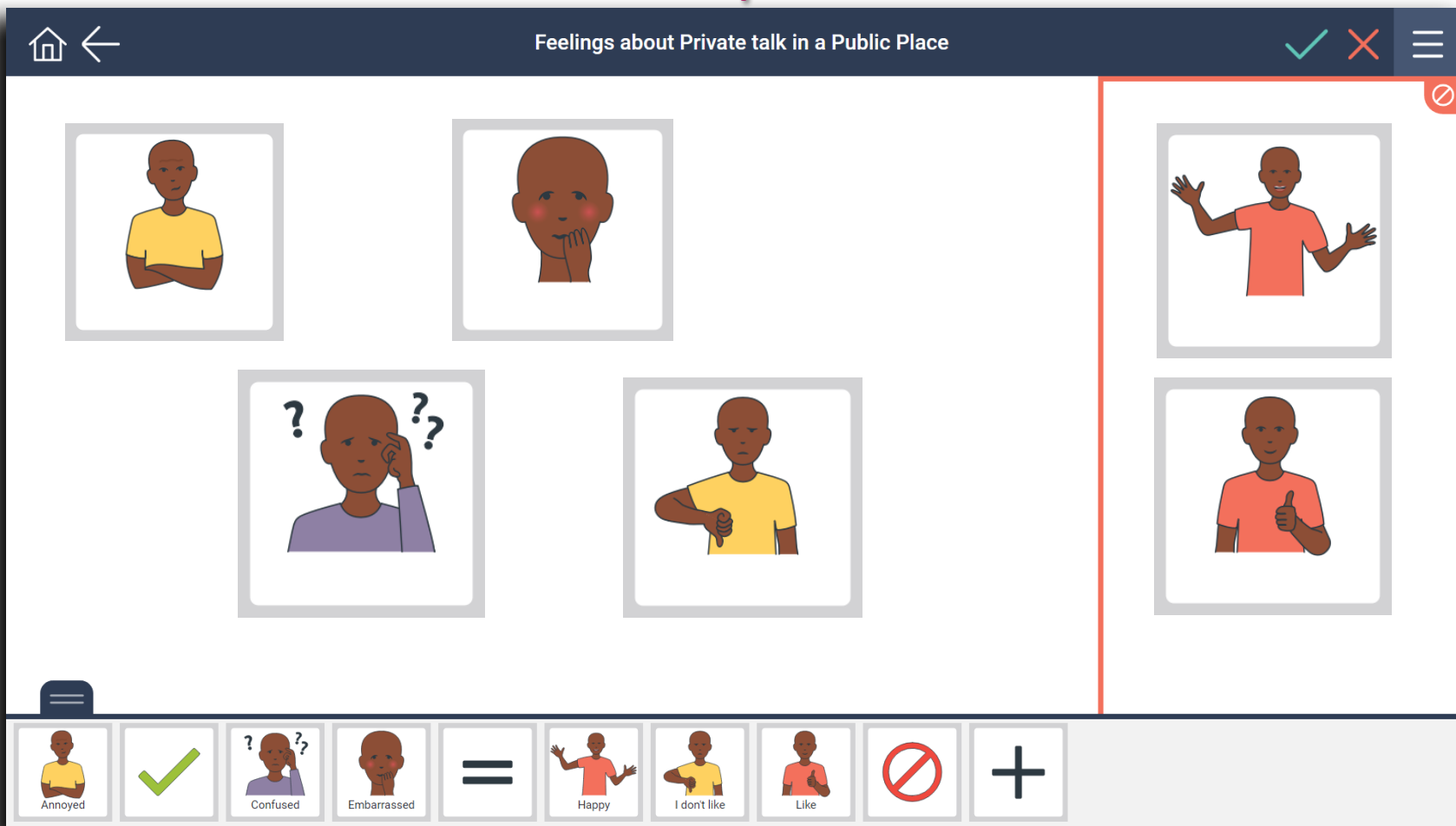
Sort public and private places

The interface displays a collection of icons for sorting. On the left, there is a silhouette of a person's head, a bathroom (sink, mirror, toilet), a bedroom (bed, lamp, nightstand), and a toilet. On the right, there is a bunk bed, a group of five silhouettes, a classroom (teacher at blackboard, students at desks), a disco (person with arms raised, globe, musical notes), a kitchen (stove, sink, refrigerator), and a lounge (sofa, bookshelf). The toolbar at the bottom includes icons for Bathroom, Bedroom, a green checkmark, classroom, Disco, an equals sign, Kitchen, Library, Lounge, a red prohibition sign, a plus sign, Private (silhouette), and Public (group of silhouettes).

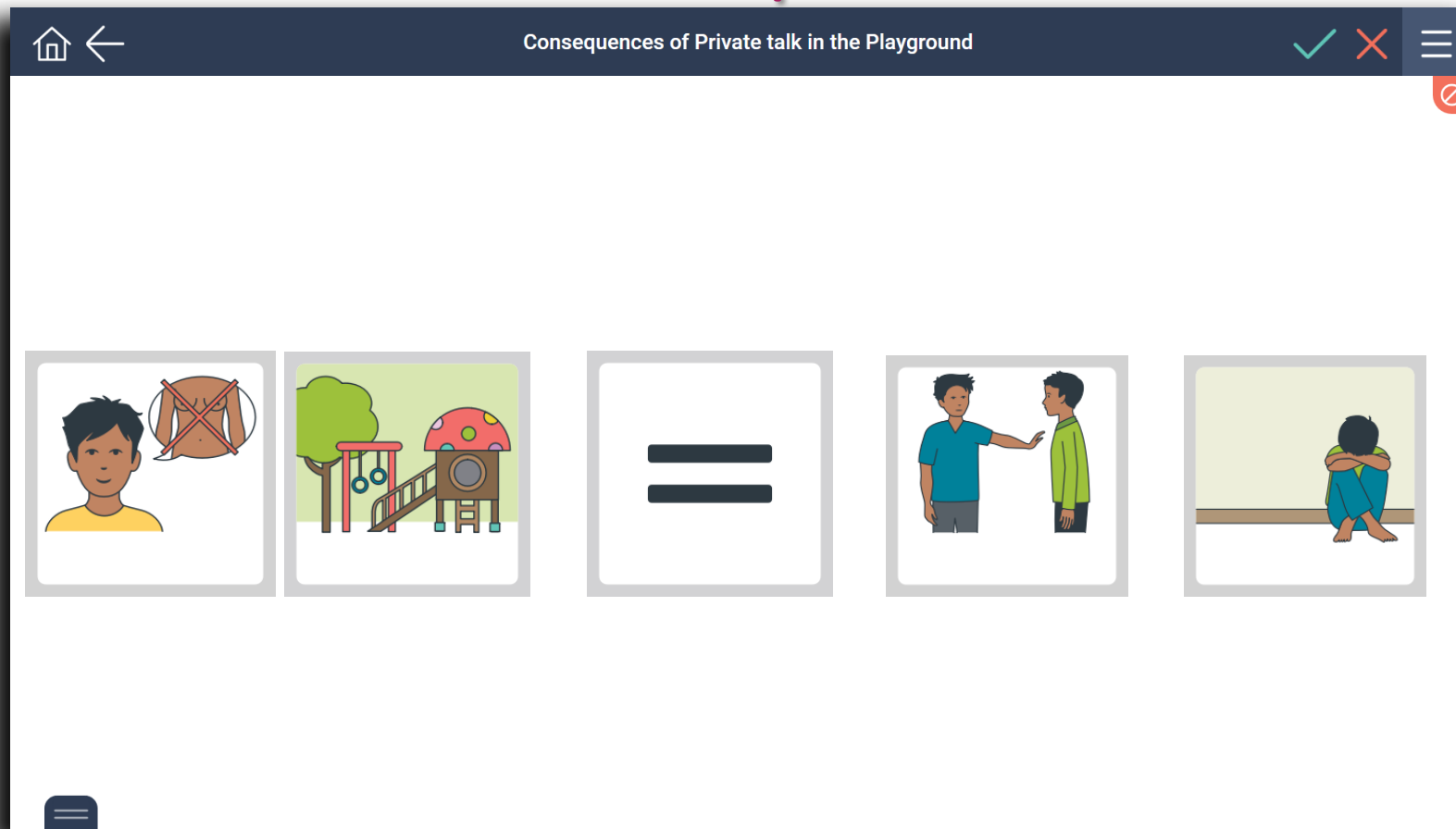
Teaching Modes in the SECCA App: Picture Sentences



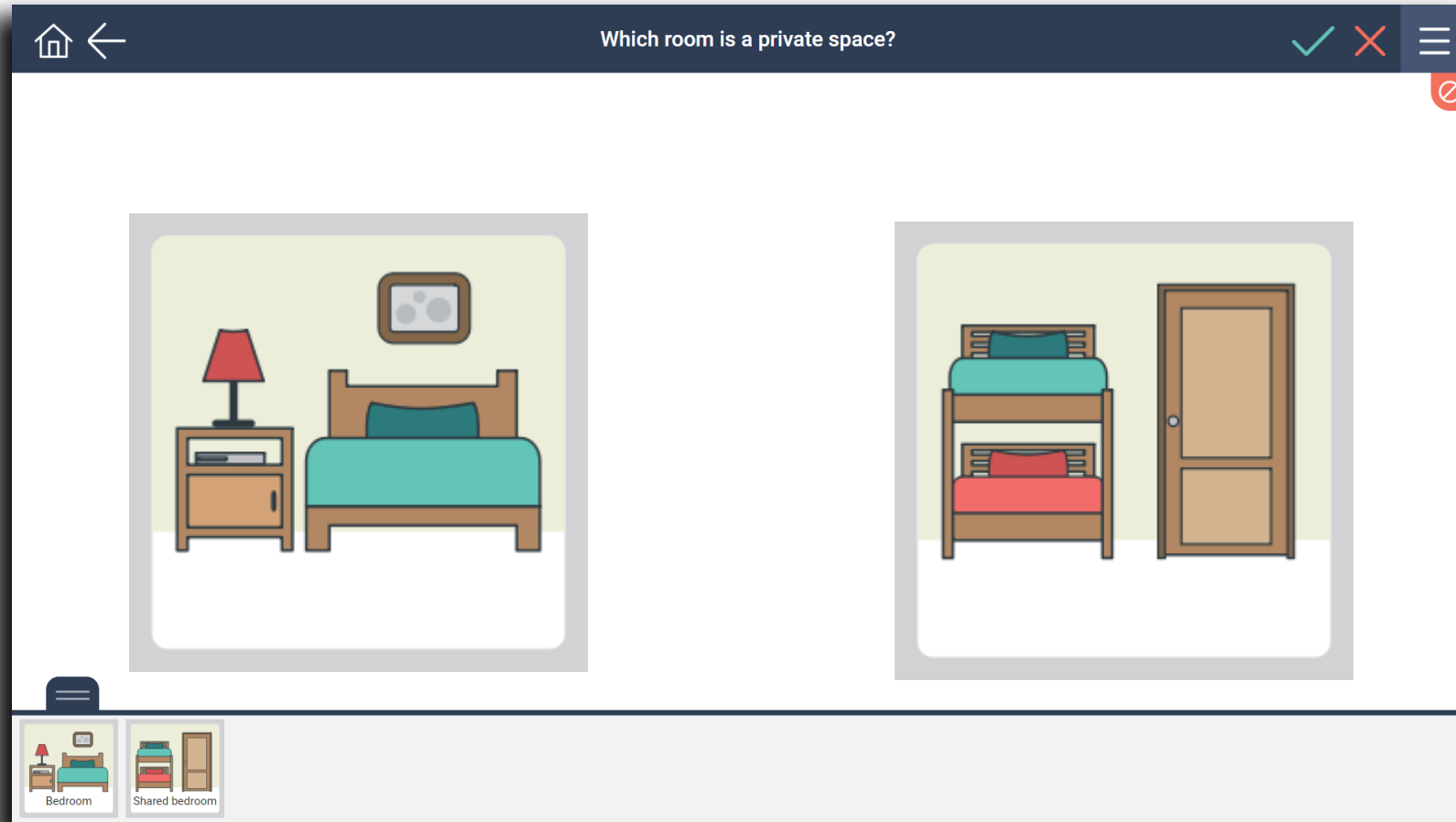
Teaching Modes in the SECCA App: Flipsides



Teaching Modes in the SECCA App: Consequences



Teaching Modes in the SECCA App: Labelling



Flexible Options

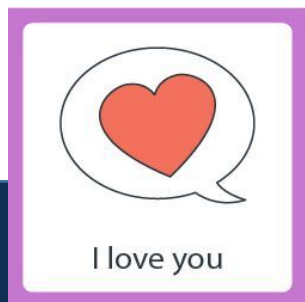
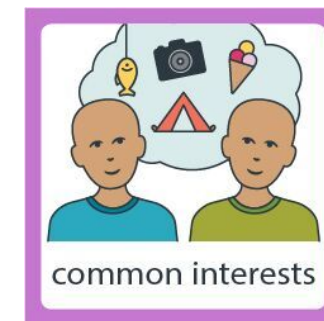
Visual cues for discussions

Expressive Labelling

Sequences

Matching

Customising tiles for individual learners





Ability
Relationships
Sexuality

Let's have a go ...

WA Curriculum linked SRE Program



English	Health and Physical Education
Humanities and Social Sciences	Languages
Mathematics	Science

Protective Behaviours Pre-Primary Emotions

K-10 teaching and learning resources

Please see below for a list of protective behaviours resources for Department of Education staff. Alternatively, please log onto the Department of Education [Portal](#) and select the Resources tab which will direct you to Connect resources. Type the resource ID (e.g. CISPBO13) or title into the search bar.

Teaching and learning resources organised by band of learning

The below resources are organised by sequence and band of learning (eg two years of schooling per resource with content descriptions provided for each year level).

Protective Behaviours: Exploring skills for life	Kindergarten and Foundation Year	CISPBO13
Protective Behaviours: Developing skills for life	Year 1 and 2	CISPBO14
Protective Behaviours: Establishing skills for life	Year 3 and 4	CISPBO15
Protective Behaviours: Rehearsing skills for life	Year 5 and 6	CISPBO16
Protective Behaviours: Strengthening skills for life	Year 7 and 8	CISPBO17
Protective Behaviours: Synthesising skills for life	Year 9 and 10	CISPBO18

Teaching and learning resources organised by phase of schooling

Phases of schooling provide teachers with guidance about the sorts of curriculum experiences likely to support students at each phase, so the learning outlined in the *Early Learning Years Framework* and the Western Australian Curriculum is achieved and the aims of the [Melbourne Declaration](#) are met.

Curriculum and program development recognises that each student is developing and achieving in different ways, at different stages and at different rates.

Protective Behaviours: Nurturing skills for life	Kindergarten and Pre-primary	CISPBO08
Protective Behaviours: Building skills for life	Years 1-3	CISPBO07
Protective Behaviours: Shaping skills for life	Years 4-7	CISPBO09
Protective Behaviours: Refining skills for life	Years 8-10	CISPBO10

APPS005

Additional teaching and learning resources

Keeping Kids Safe: A protective behaviours activity book for Aboriginal students	CISPBO05
A teenager's guide to personal safety (teacher information and student resources)	CISPBO12
Protective behaviours: Feeling safe staying safe - A teaching resource for students with special needs	CISPBO20

Teaching and learning resource kits

To support the implementation of protective behaviours education in the classroom, teaching and learning resource kits are available from the Statewide Services Resource and Information Centre on 9402 6157 or library.SSEND@education.wa.edu.au

<http://www.det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/protective-behaviours/staff-only/protective-behaviours.en>

Protective Behaviours Pre-Primary Emotions

Bookmarks

- Table of contents
- Overview
- About this resource
- What do I need to know?
- Importance of teaching Protective Behaviours
- Content focus
- What will I do in my classroom?
 - Lesson 1: Feeling safe
 - Lesson 2: Early warning signs
 - Lesson 3: Safety continuum and problem solving
 - Lesson 4: Safe surprises and unsafe secrets
 - Lesson 5: Networks and

Protective Behaviours: Nurturing skills for life

Health and Physical Education

Protective Behaviours: Nurturing skills for life is a program of work intended for use by teachers of kindergarten and pre-primary children. The teaching and learning experiences in this program have been based on and aligned to the Kindergarten Curriculum Guidelines and draw on the Early Years Learning Framework to focus on the Kindergarten year in Western Australia, and the Western Australian curriculum and former Western Australian Curriculum Framework for Pre-primary. Teachers should use their professional judgement to decide how much of the content to address with any particular class according to the children's needs and abilities.

The right touch

Written by Sandy Kleven and illustrated by Jody Bergsma

This non-threatening children's book discusses body ownership and sexual abuse prevention using colourful illustrations and child friendly language. The story is based on a discussion between a mother and her son and focuses on empowering children to say NO to touching in inappropriate places. It sends a clear message to teach children that their body parts are theirs and NO one has the right to touch them an inappropriate way, as well as emphasising that sexual abuse is never the child's fault.

StaySafe: workbook for young children

Written by Jayne Heskett

This book contains a series of activities and worksheets based around the Protective Behaviours program. The activities are designed to introduce young children to many of the protective behaviours concepts and strategies in order to develop their skills to feel, be and keep safe. The book uses Wibbly the Wombat to help the children through the activities.

Trigger warning: Please be aware that some information in this resource may cause distress to some readers. If you would like to see a counsellor, phone Employee Assistance Services on 1300 360 364 to make an appointment.

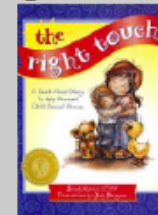
Lesson plans developed by Protective Behaviours WA (Inc), Senior Editor, Justine O'Malley in collaboration with the Department of Education WA.

This resource contains various images from © Thinkstock, 2010 and © Department of Education, Western Australia, 2010 used under licence.

Years
Kindergarten and
Pre-primary

Featured texts

The right touch



The right touch by Sandy Kleven Published by Illumination Arts Publishing Company, Inc. Front cover image reproduced with permission of Illumination Arts Publishing

StaySafe: workbook for young children



StaySafe: workbook for young children by Jayne Heskett, published by Protective Behaviours WA. Front cover image reproduced with the permission of Protective Behaviours WA.

WA Curriculum Protective Behaviours



Ideas kit 1
Theme 1
Feeling safe

Ideas kit 2
Theme 2
Early warning signs

Ideas kit 3
Theme 1
Safety continuum and problem solving

Ideas kit 4
Theme 2
Safe surprises and unsafe secrets

Ideas kit 5
Theme 2
Networks and persistence

Ideas kit 6
Theme 2
Persistence

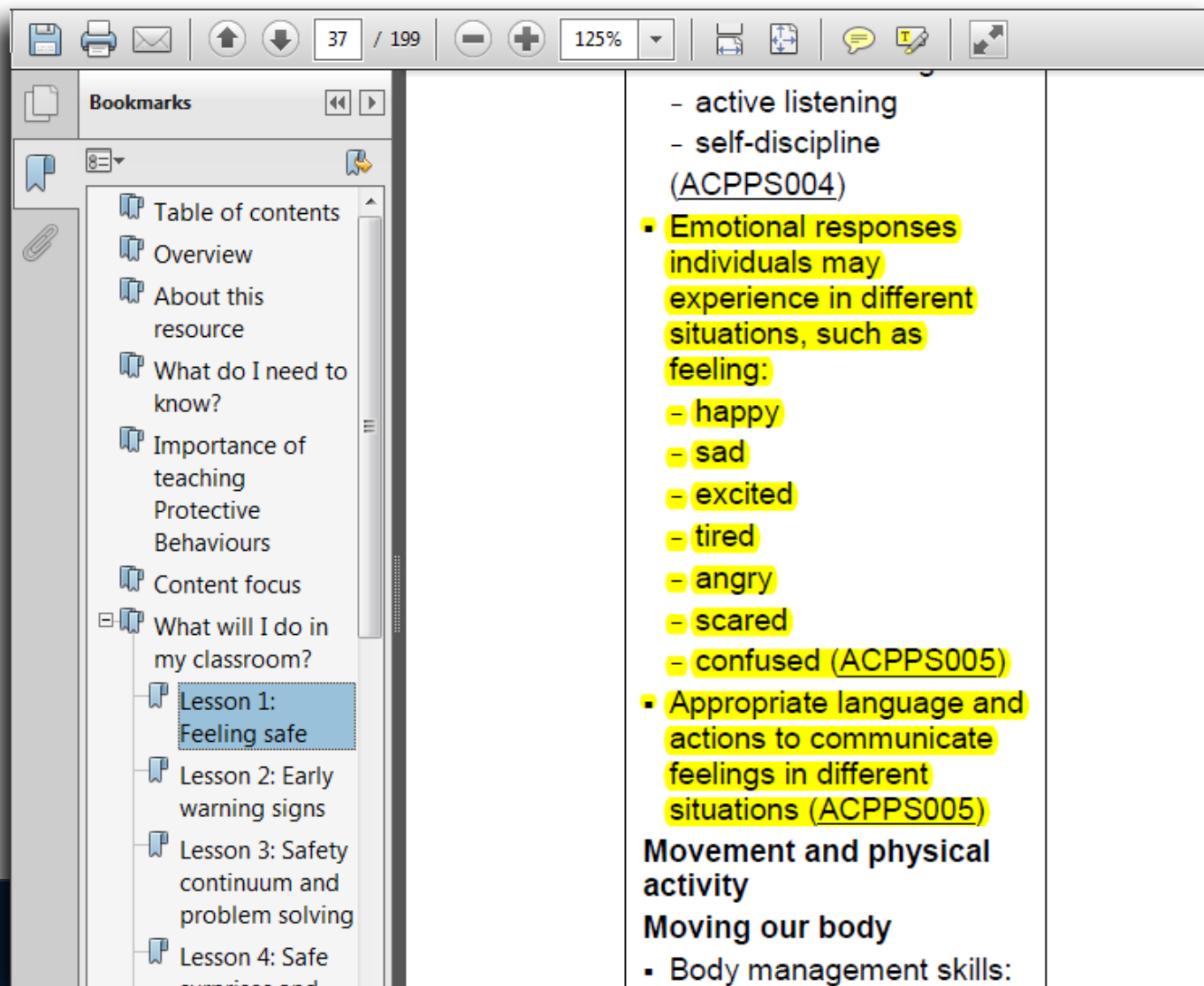
Ideas kit 7
Theme 2
Body ownership/Public and private

Ideas kit 8
Theme 2
Personal space

Ideas kit 9
Theme 2
No, Go, Tell if they feel unsafe

Ideas kit 10
Program review

Curriculum Guide



The screenshot shows a web browser window with a bookmarks sidebar on the left and a main content area on the right. The browser's address bar shows page 37 of 199 at 125% zoom. The bookmarks sidebar lists several items, with 'Lesson 1: Feeling safe' selected. The main content area displays a list of bullet points related to emotional responses and communication skills.

Bookmarks

- Table of contents
- Overview
- About this resource
- What do I need to know?
- Importance of teaching Protective Behaviours
- Content focus
- What will I do in my classroom?
 - Lesson 1: Feeling safe**
 - Lesson 2: Early warning signs
 - Lesson 3: Safety continuum and problem solving
 - Lesson 4: Safe

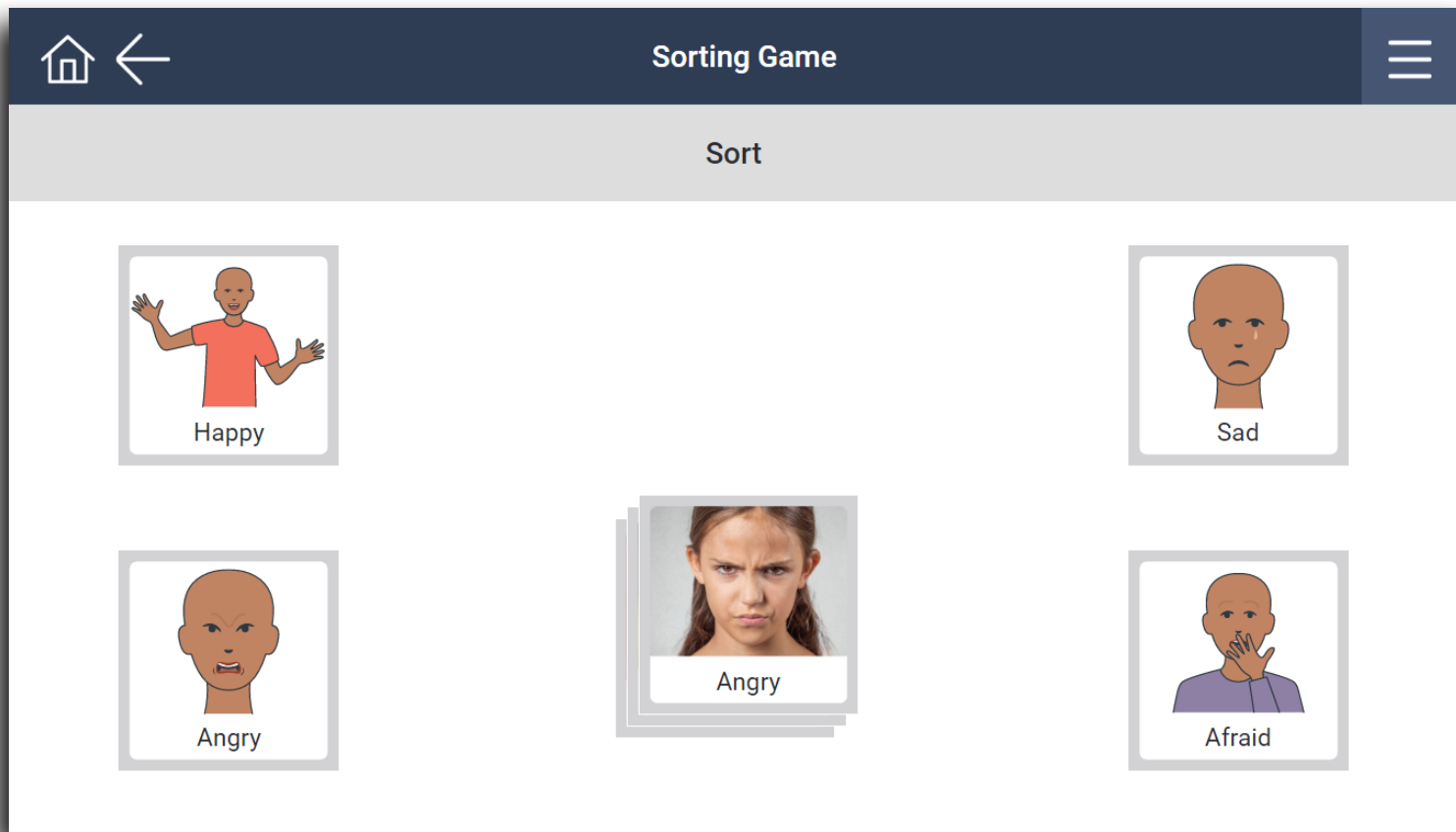
- active listening
- self-discipline
(ACPPS004)

- Emotional responses individuals may experience in different situations, such as feeling:
 - happy
 - sad
 - excited
 - tired
 - angry
 - scared
 - confused (ACPPS005)
- Appropriate language and actions to communicate feelings in different situations (ACPPS005)

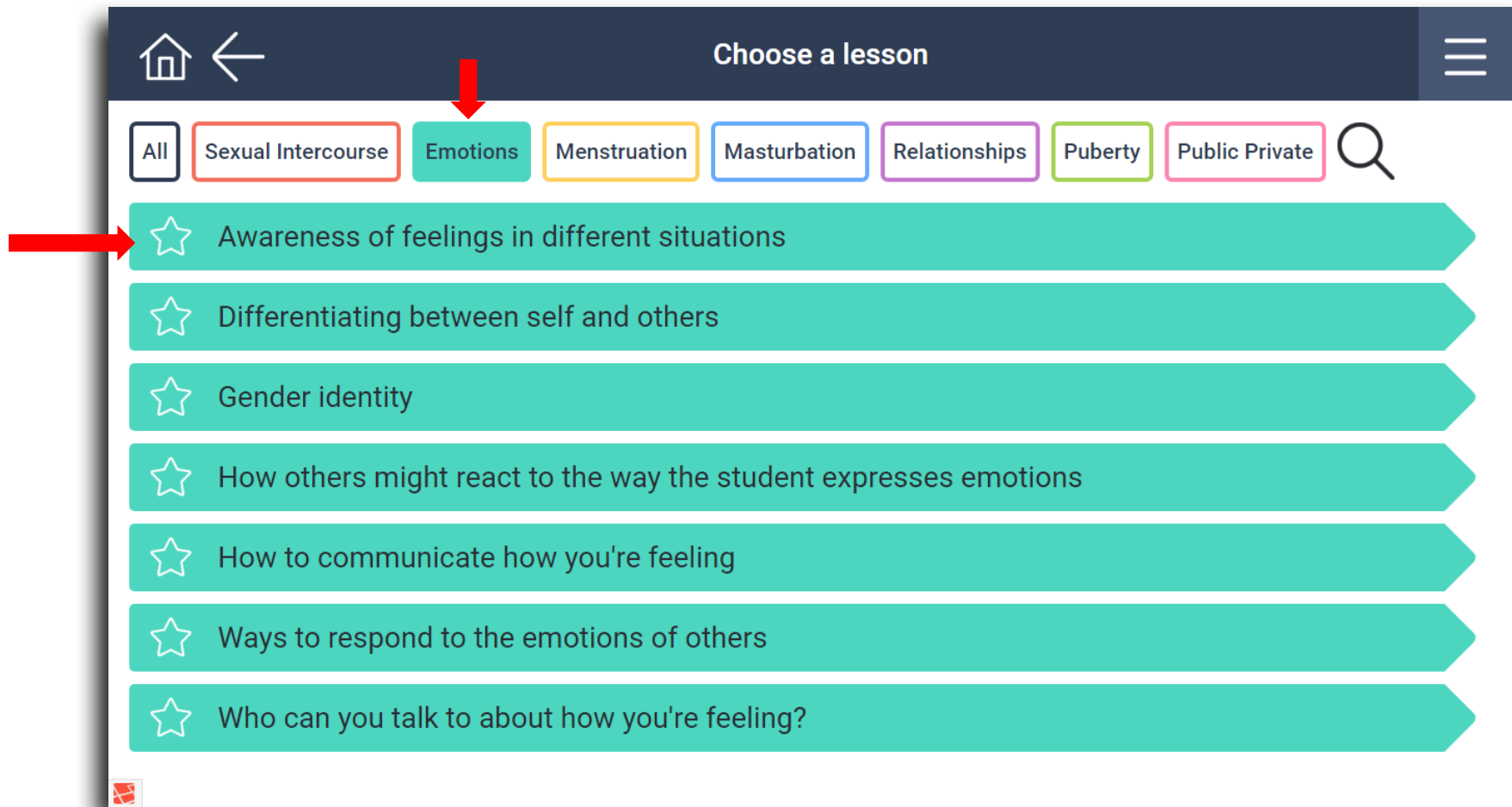
Movement and physical activity
Moving our body

- Body management skills:

Assess Awareness and Understanding of Core Emotions



Go to Lessons...

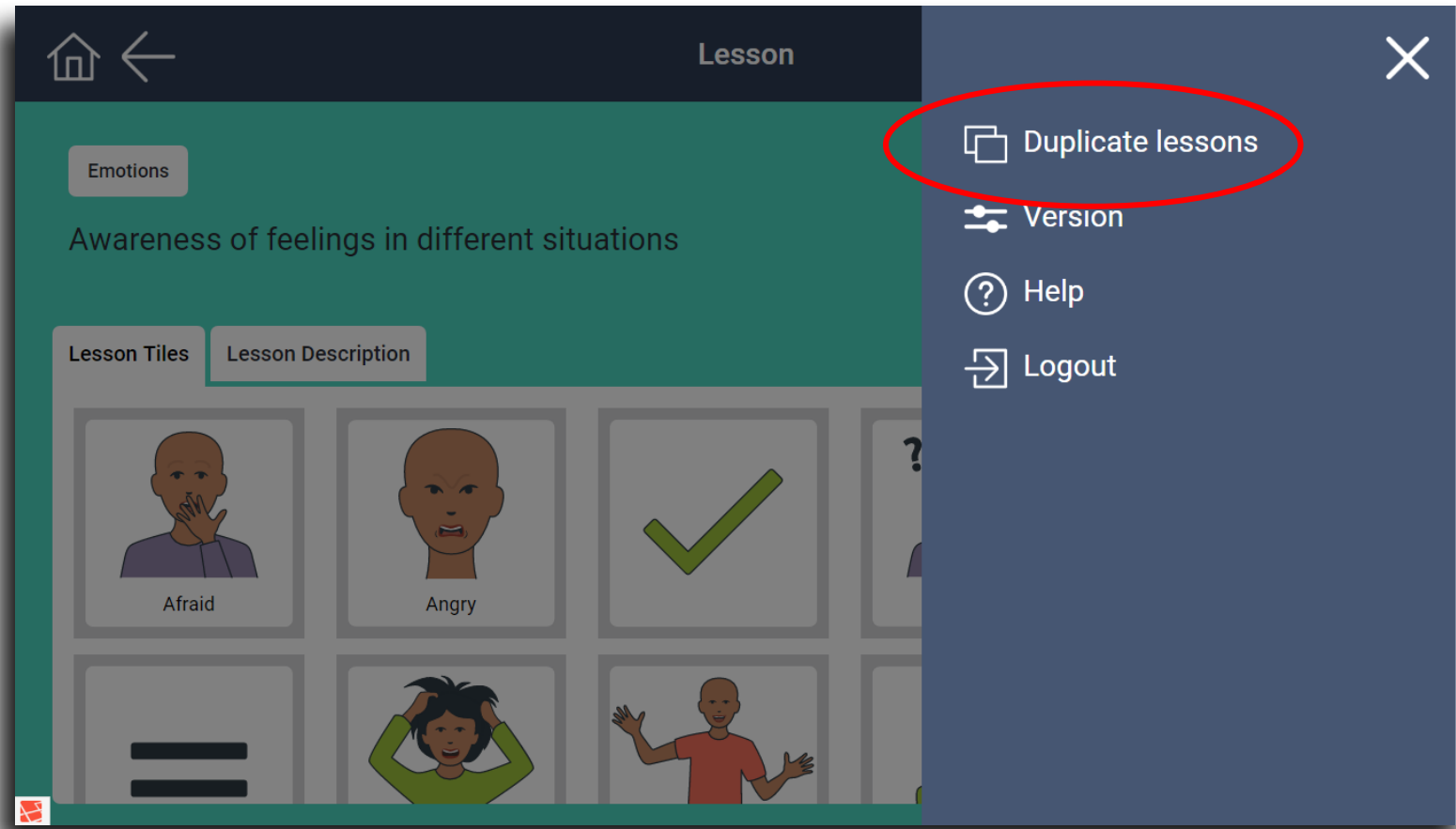


Choose a lesson

All Sexual Intercourse **Emotions** Menstruation Masturbation Relationships Puberty Public Private

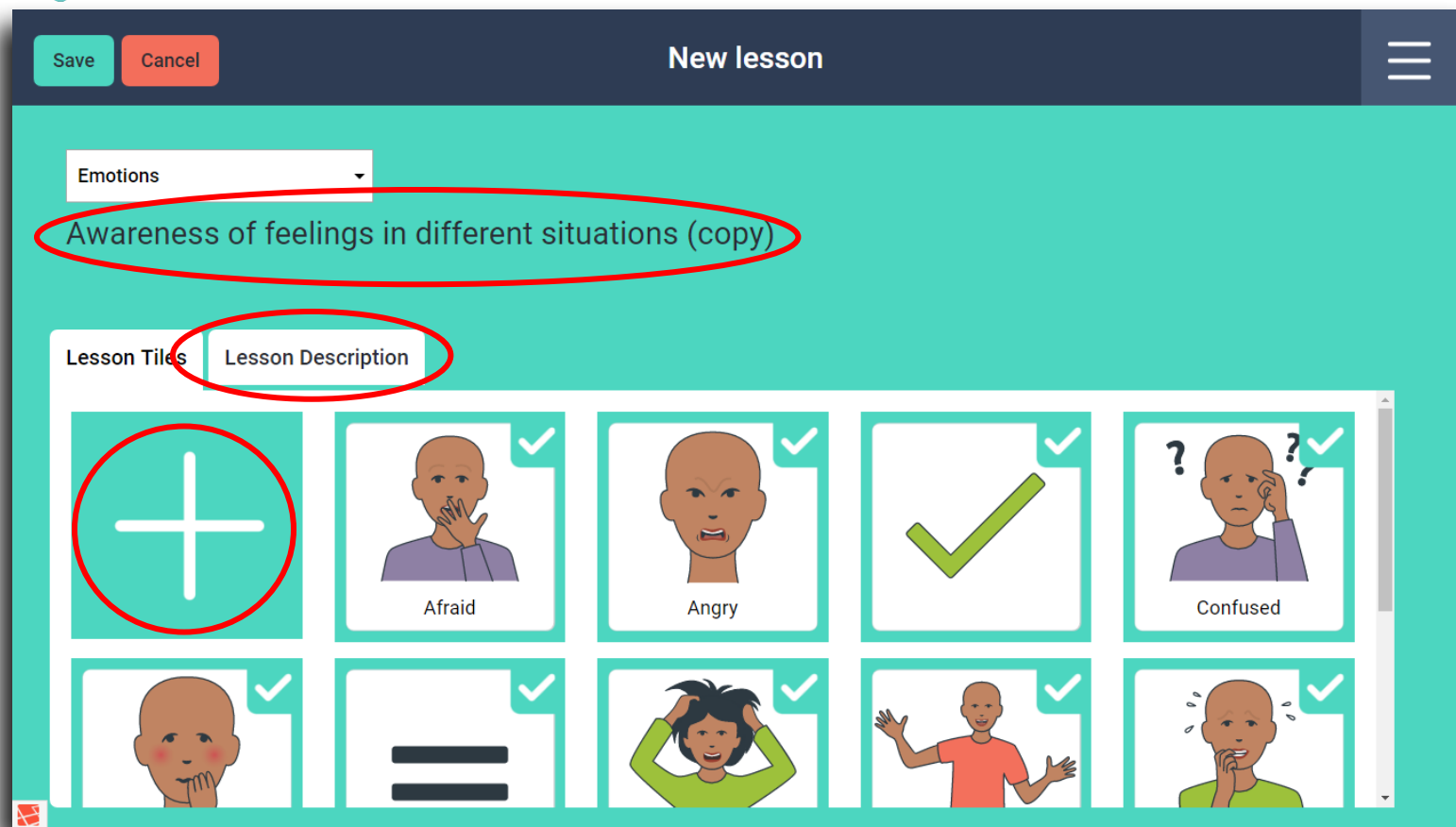
- ☆ Awareness of feelings in different situations
- ☆ Differentiating between self and others
- ☆ Gender identity
- ☆ How others might react to the way the student expresses emotions
- ☆ How to communicate how you're feeling
- ☆ Ways to respond to the emotions of others
- ☆ Who can you talk to about how you're feeling?

Edit the Existing Lesson



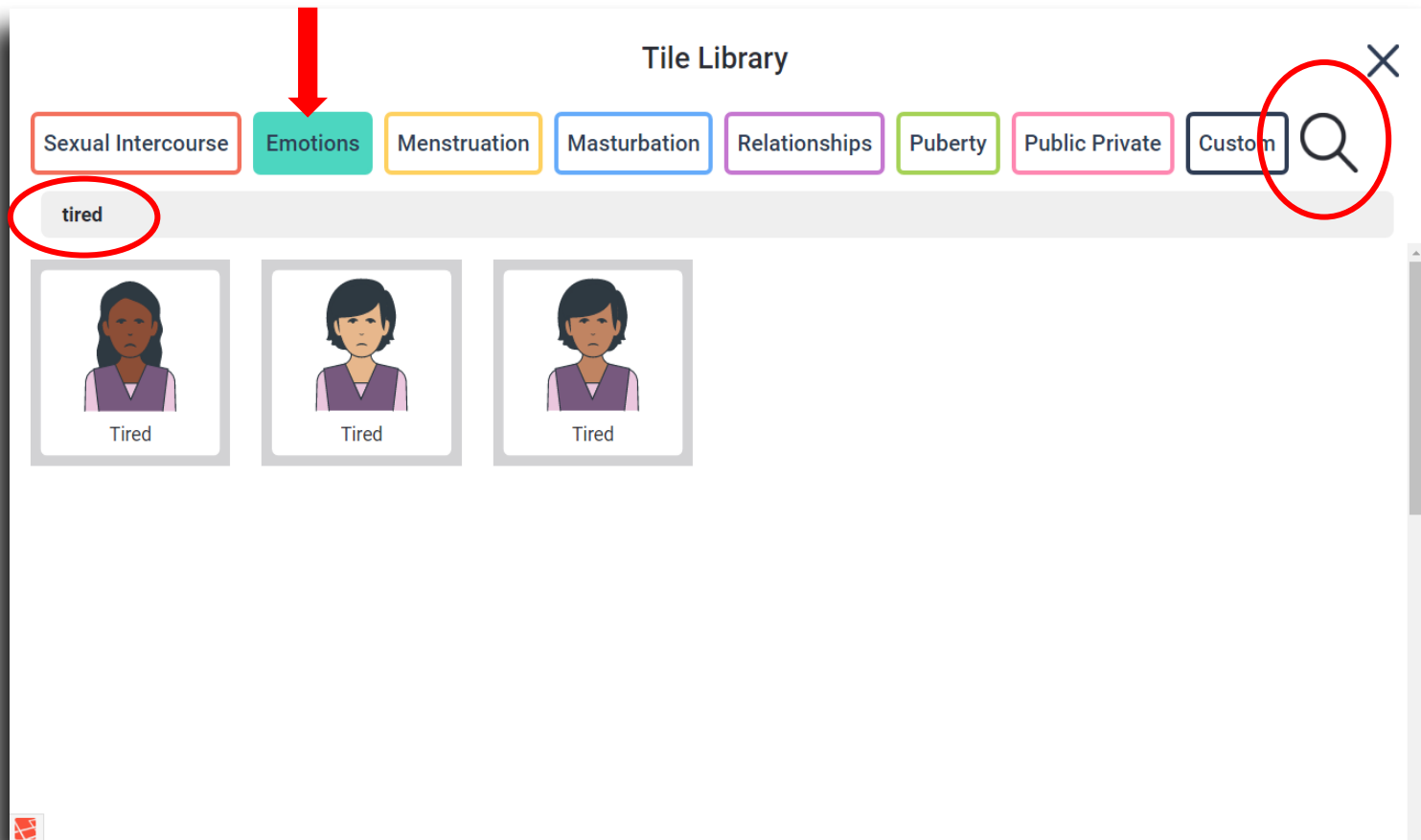
- We want to add 'tired' and 'excited' feelings
- Go to the hamburger menu
- Choose Duplicate Lessons

Editing a Lesson



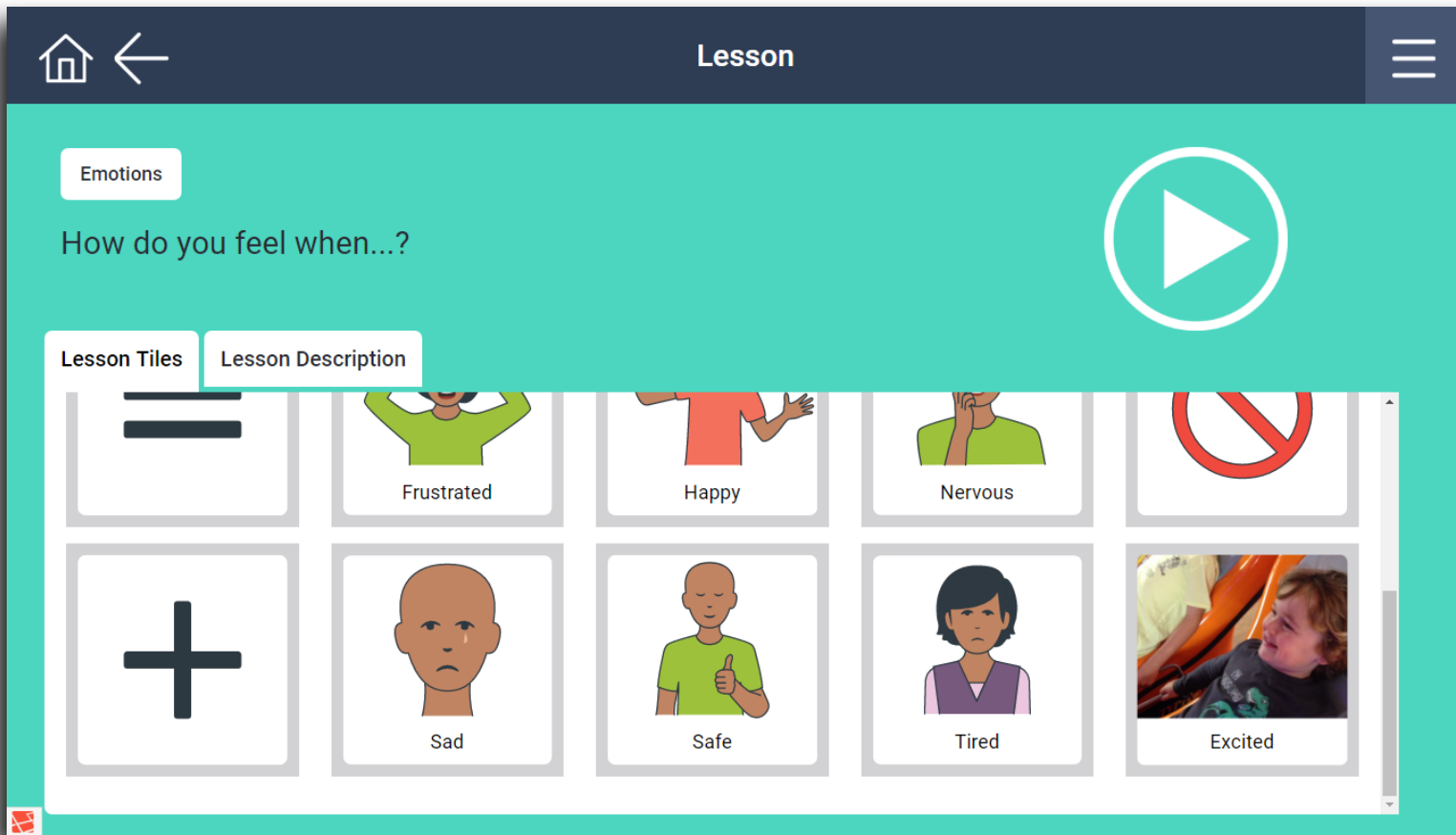
- Give the lesson a new name e.g. How do you feel when ...?
- Add the curriculum code to the Lesson Description e.g. ACPPS005
- Press the + button to add images

Using the Search Function



- Choose Emotions
- Choose the Magnifying glass
- Enter the illustration name
- Click on an illustration to select it
- Click on the 'X' to save and close

Add the tiles you need



The screenshot shows a web interface for creating a lesson. At the top, there is a dark blue header with a home icon, a back arrow, the word "Lesson", and a menu icon. Below the header is a teal banner with the text "Emotions" and "How do you feel when...?". A large white play button icon is on the right side of the banner. Below the banner, there are two tabs: "Lesson Tiles" (selected) and "Lesson Description". The "Lesson Tiles" tab displays a grid of nine tiles. The first tile is a black equals sign. The second tile shows a person with their hands on their head, labeled "Frustrated". The third tile shows a person with their arms raised, labeled "Happy". The fourth tile shows a person with their hand to their face, labeled "Nervous". The fifth tile is a red prohibition sign. The sixth tile is a black plus sign. The seventh tile shows a person's face with tears, labeled "Sad". The eighth tile shows a person giving a thumbs up, labeled "Safe". The ninth tile shows a person with a tired expression, labeled "Tired". The tenth tile shows a child laughing, labeled "Excited".

- Add in custom images when you can't find what you need
- Personalise the lesson
- Tailor it to the learning needs of your student/s
- Click 'save lesson'

Present the Lesson



- Present a visual or verbal cue e.g. How do you feel when you see a little puppy?
- Tiles on the working surface can be enlarged (pinch them)
- Hear the audio by tapping on the tile

Providing Evidence

- Create individual lessons that address IEP targets
- Screen shot student responses
- Give homework tasks to guide parents
- Generalise outside of the App!

Need More Help?

- The website will be up and running in the next month – see the SECCA site for more details:
www.secca.org.au
- The website includes a Getting Started guide, extending lesson plans, and generalisation ideas.
- Register your interest in upcoming workshops
- Contact SECCA on 9420 7226
- Or email Admin@secca.org.au



Ability
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Thank you and Feedback Forms



Ability
Relationships
Sexuality

Bonus Slides



Ability
Relationships
Sexuality

The 5 No's

Do you know which NO?

We say NO for lots of reasons



We say No when we feel safe

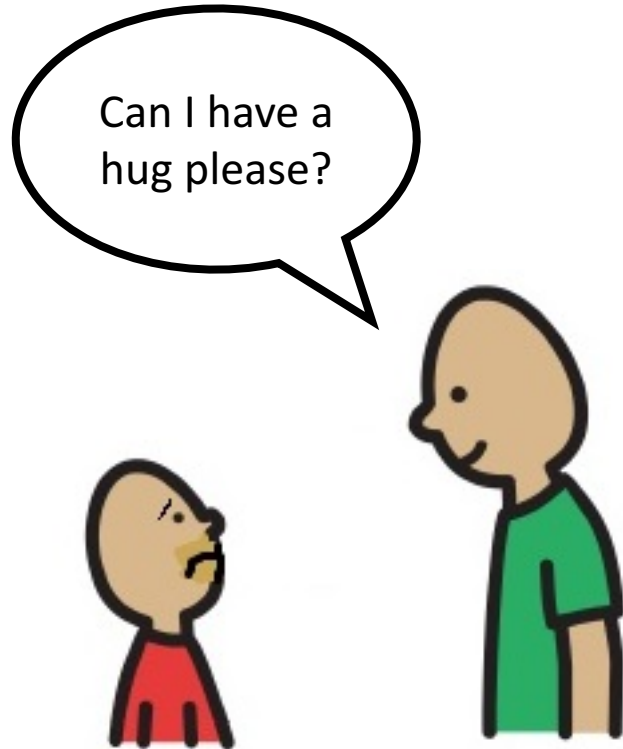
Want to
play dress
ups?



Is the
answer 7?



We say No when we feel unsafe



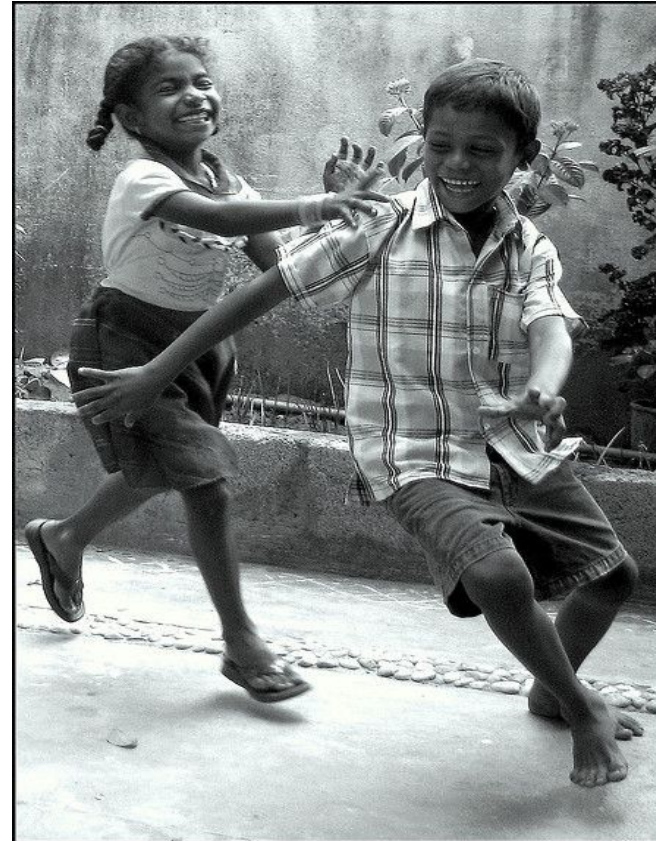
Let's find out about the 5 different No's

- The Playful **No**
- The Polite **No**
- The Assertive **No**
- The Angry **No**
- The Emergency **No**



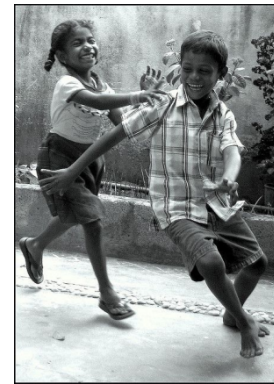
The Playful No

- Use this **no** when you are feeling safe and a game is fun.
- You may be playing chasey and saying **Nooooooooo** as you run away.



Let's have a go at a... Playful NO!

- Feeling safe and having fun.
- Say Nooooo, Stooooop, Don't, NEVER, No way
- If you start to feel unsafe then use a different no.
- I wonder when we could use a PLAYFUL no?



The Polite No

- Use this **no** when you are feeling safe and are asked a question or given a choice. You could even say **No, thank you**.
- You may be asked if you would like more broccoli with your dinner or if you want to have a turn on the slide.



Let's have a go at a... Polite NO!

- Gentle voice & calm face
- Say No, No thanks, No ta, Not really, Not today
- I wonder when we could use a POLITE no?



The Assertive No

- Use this **no** when you are beginning to get your early warning signs or when someone has ignored your polite **no**.
- You may have said **no** to your friend sharing your lunch and they are reaching for your sandwich or Your friend could be tickling you and it has stopped feeling fun for you anymore.



Let's have a go at an... Assertive NO!

- Firm voice, serious face & stop hand sign
- Say **No, No don't, Stop, Stop it now**
- I wonder when we could use an ASSERTIVE **no**?



The Angry No

- Use this **no** when you have your early warning signs and are feeling unsafe. Use this when you want someone or something to **stop RIGHT NOW**.
- Your friend may have tackled you very hard and hurt you. A person may be touching close to your private parts.
- Your friend just wont stop tickling you.



Let's have a go at an...Angry **NO!**

- Loud voice, serious face, crying
- Arms crossed, pushing away with both hands
- Say and repeat **NO, STOP, STOP IT, DON'T**
- I wonder when we could use an ANGRY **no**?



The Emergency No

- Use this **no** when you are in danger of being hurt and need help **NOW!!** Use this when you have your early warning signs and are feeling **VERY unsafe**.
- You may have been hit or badly **hurt** by someone. You may have been frightened by someone at night. You may be calling out to help a friend who is in **danger**.



Let's have a go at an... Emergency **NO!**

First go outside and let other classes know you are practicing your Emergency **No's**.

- Yell, scared face, cry, scream
- Fight with arms and legs to get away, run, wet or poo your pants
- Yell **NO, STOP, HELP**
- I wonder when we could use an Emergency **no?**





Ability
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Sexuality

Saying No to Adults

Are we allowed to say No to adults?