I am special because...

Voices of Children

...I can draw a rainbow

...I go to the show with my Barbie

...I have a family who loves me

...I can play golf

...I like to play chess

...I play cricket

...my mummy lets me sleep in her bed

...I helped a little bug

...I can play soccer

...I sing

...I like playing soccer

...I love everybody

Voices of Children

Feeling special is the essence of a healthy childhood

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Ensuring children and young people are listened to and involved in decisions which affect them may be the single most effective way of bringing about change in the areas of child abuse and neglect

Cashmore & O'Donovan, 1997

United Nations Convention on The Rights of the Child

Articles 12 & 13

Classroom sessions

The Sunflower
That Went FLOP

Themes:

“We all have the right to feel safe all of the time”

“Nothing is so awful that we can’t talk about it”

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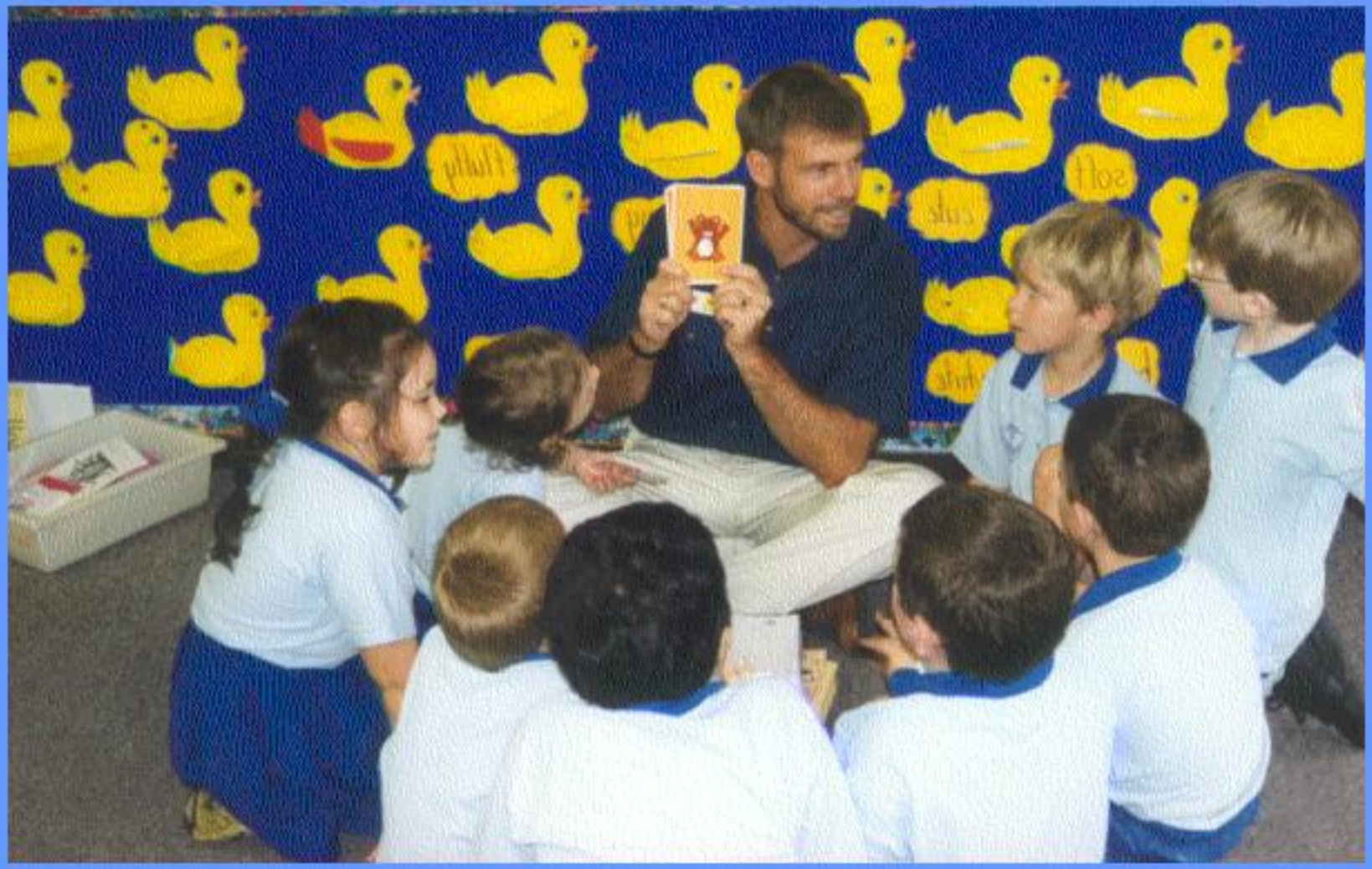
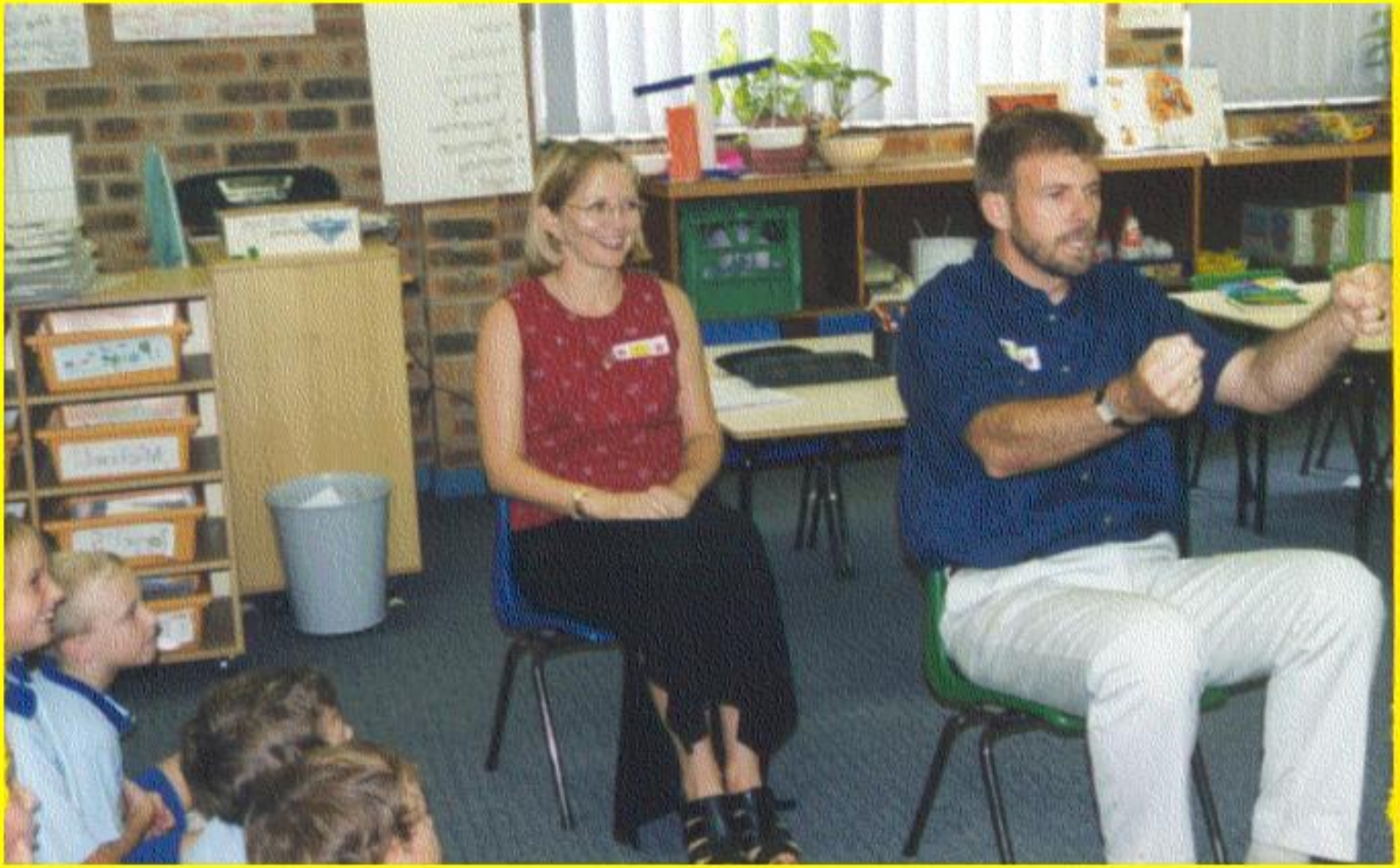
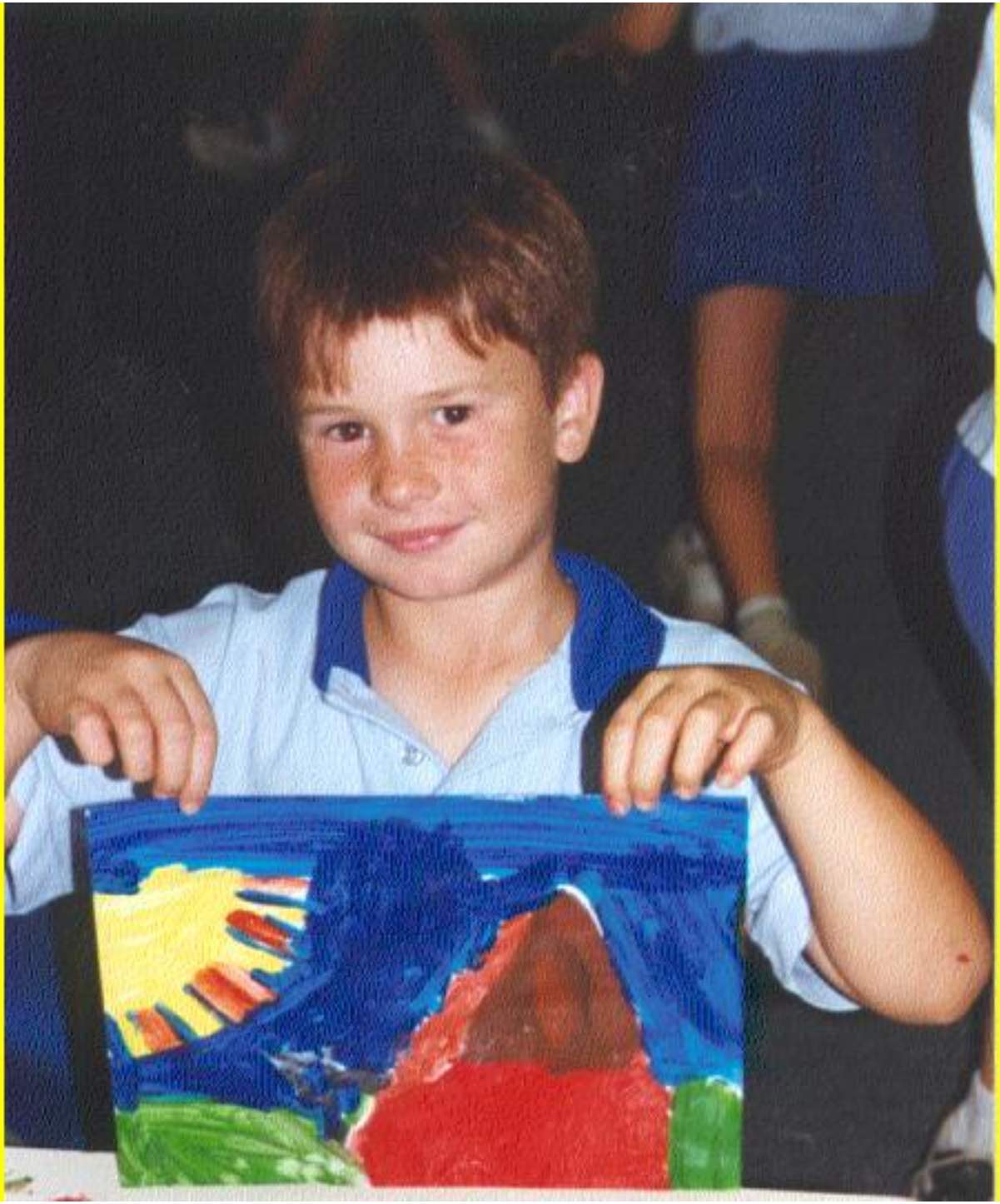




Alphabet



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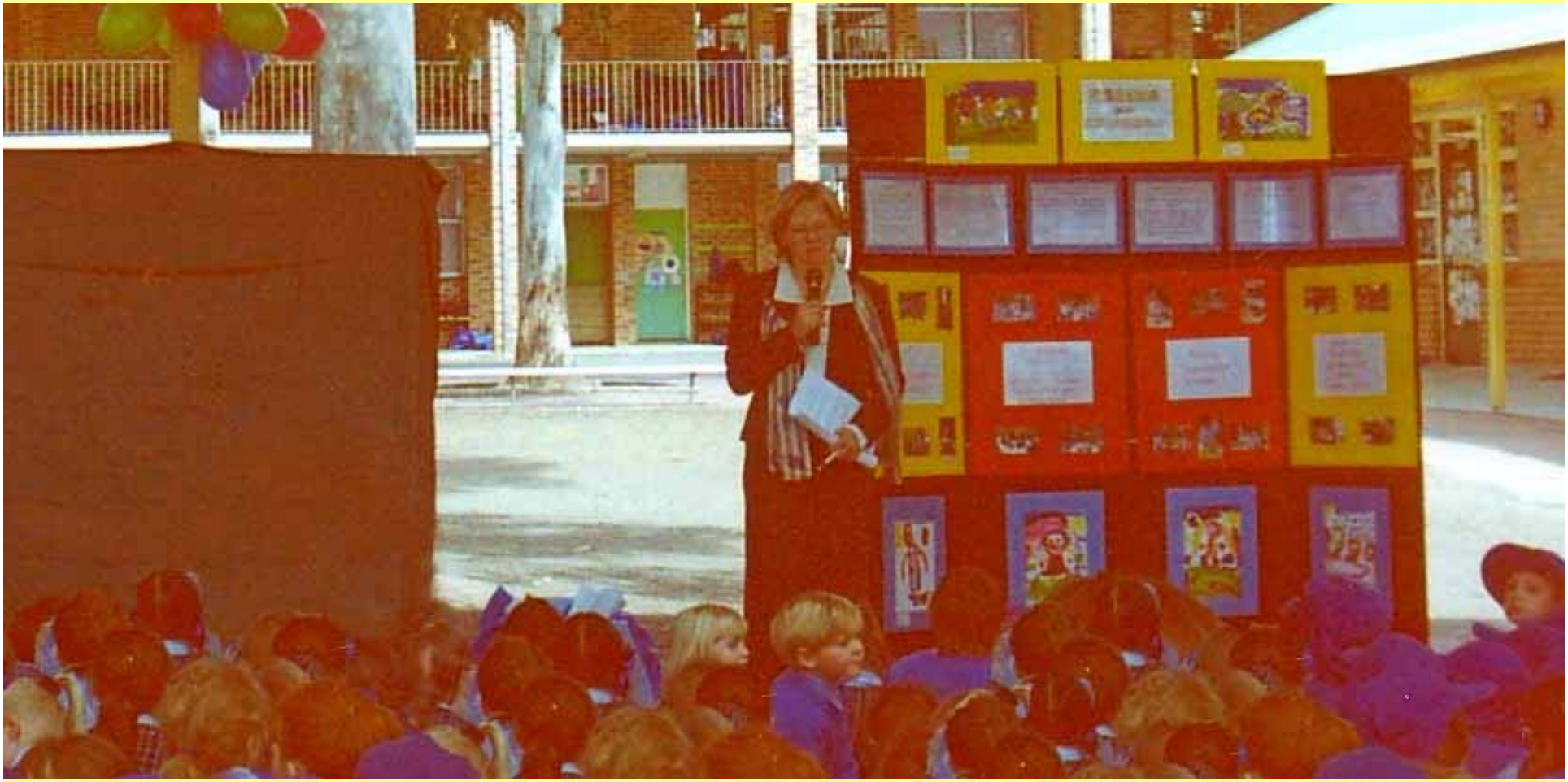


I am special because...
Voices of Children
Feeling special is the essence of a healthy childhood
I am special because...
Voices of Children
Feeling special is the essence of a healthy childhood
I am special because...
Voices of Children
Voices of Children

Teacher Response

Evaluation

Protective Behaviours…

… a tool to encourage resilience

Resulting Research Project:

Protective Behaviours

Teaching this sensitive issue

Protective Behaviours

- We all have the right to feel safe all of the time
- Nothing is so awful that we can’t speak about it

Literature Review

- Minimise or omit challenging components of the program
- Focus on areas they feel comfortable with
- Preparation impacts greatly on the delivery of Protective Behaviours (PBs)

The research design

- Multifaceted research
- Qualitative & quantitative methods
- Pre-service teachers & qualified teachers

Sample Size

- Focus groups with 42 teachers
- 47 pre-service teachers

Research purpose

- examined teacher perceptions of the challenges & supports existing for teachers of primary school

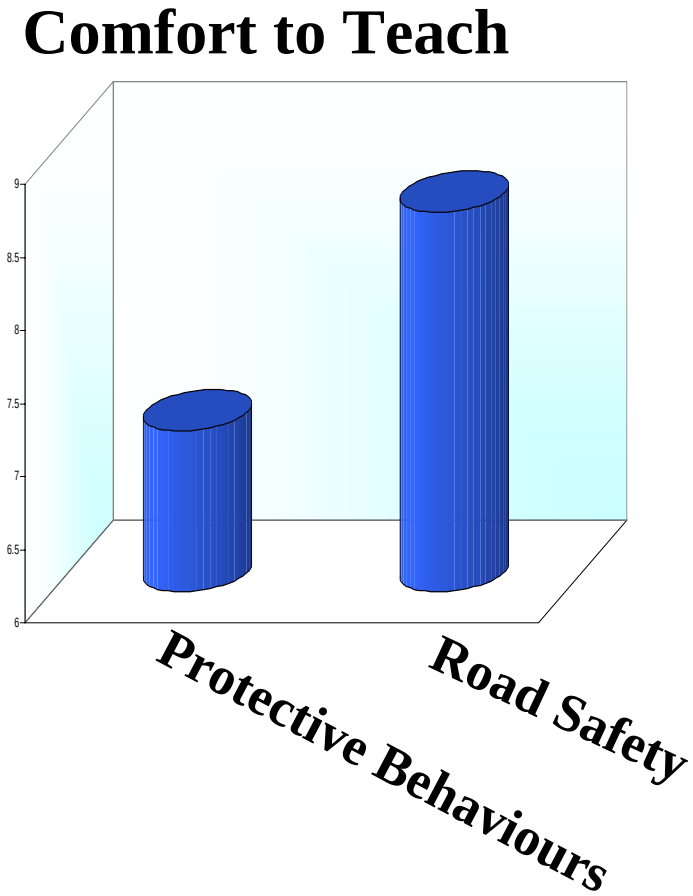
- assess the impact of the education sessions offered to student teachers

- compared pre-service teachers comfort, ability & knowledge levels for protective behaviours, road safety, art, literacy, numeracy.

Findings: Issues that effect the delivery of protective behaviours in the classroom

- Teacher experience
- Teacher training
- Teacher confidence & comfort levels when teaching PBs
- Resources
- The relationship between teaching PBs & reporting of child protection concerns
- School programs

Comfort



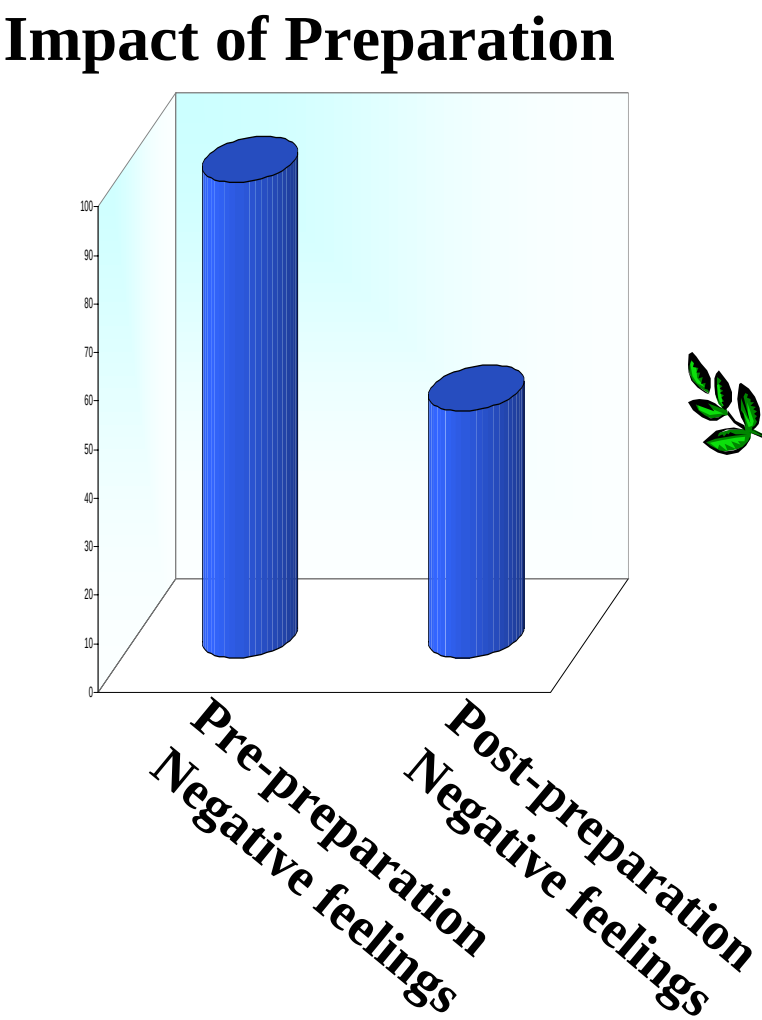
- Knowledge
- Familiarity
- Fears addressed
- Attitudes
- Life experience

Denial ≠ Prevention

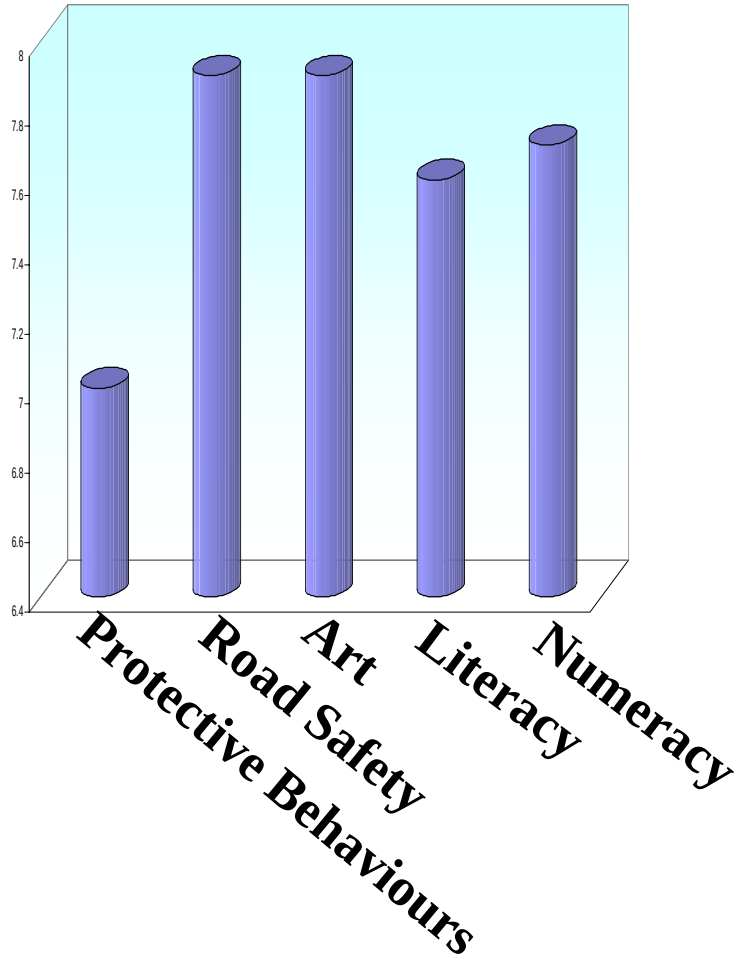
Recognizing the importance of children learning protective strategies is a strong motivating force, even when confidence or comfort levels are low.

Pre-Service Preparation

- Experiential learning, practice & theoretical knowledge greatly improve comfort levels



Ability Levels



Enhancing Protective Behaviours in the classroom

- Pre-Service Education
- Public Health Campaigns
- Differentiating Terminology

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Information Sources:

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The

Voices of Children

Project