

# Ask for help

## Help-seeking strategies

### About this resource

#### Target year level: Foundation to Year 1

Adaptations are provided at the end of the document to help you differentiate the activity based on the students in your class.

**Aim:** To teach students how to recognise an unsafe situation when using digital technologies and to ask a trusted adult for help if they feel unsafe, worried, scared or upset.

### Related resources

You can use this activity with the following resources to further explore the key messages and encourage students to continue the conversation with their families at home:

- [Mighty Heroes video series](#), including Dusty the frilled neck lizard's video about trusting his feelings and asking for help when something doesn't feel right.
- [Online safety classroom posters](#), featuring the Mighty Heroes.
- [How our class stays safe online](#) – a classroom tech agreement poster to help start a conversation about online behaviour.
- [Family tech agreement](#) – a take-home activity for families to create their own tech agreement.



I trust my feelings — I ask for help when something doesn't feel right.

## Opening questions

Ask your students these opening questions to assess their knowledge and understanding about recognising safe and unsafe situations online, recognising body clues or 'early warning signs' and developing protective behaviours.

Remember, talking about online safety can cause emotional distress for some children. So it's important to let parents and carers know about this activity in advance. Ask students how they are feeling during a classroom discussion and remind them they can ask questions or ask for help if it brings up issues or worries. If you believe a student may be going to disclose information that would be better not shared in a classroom situation, you can redirect the conversation to encourage it to happen another time away from the whole class.

It's important to review your responsibilities under your state and territories' mandatory reporting requirements prior to teaching this activity. If students in your class are affected by trauma or abuse, they may find this activity distressing. Check in with your school wellbeing leaders and consider if this is an appropriate whole-class activity with those students.

### What can help make online activities safe for children?

- You can explore with students age recommendations on apps and games, and why they're important.
- Discuss why it might be important for trusted adults to give permission to use new apps or games and to help set them up, so they are safe.

### Sometimes things happen online we don't expect and it can make us feel a bit scared, sad, uncomfortable or upset. What could you do if this happened?

- You can talk with students about a scenario of watching or being shown a video, or playing a game, and seeing something that is upsetting or scary.
- Discuss some safety behaviours such as turning the device over, turning off the screen or closing the browser. You can introduce the idea of body clues or early warning signs that something doesn't feel right and it might be time to ask for help.

### Who are some adults you trust who you could go to for help if this happened?

- Introduce the idea of trust and what it means. Explore with students who can be a trusted adult – someone who listens and understands them, who they feel safe with, and who will help when they come to them with a problem. It's important not to assume who is a trusted adult for a child and, if they feel comfortable, let them guide the discussion.
- For the purposes of this discussion, you might like to prepare a list of teachers or other school staff who students can talk to at school if they feel worried about anything.



# Activity

## You will need:

- Mighty Heroes story PowerPoint slide deck
- student activity pack
- coloured pens or pencils
- scissors
- iceblock sticks (or you can use pencils or pens)
- sticky tape
- glue (or a stapler).

## Instructions

1. Use the PowerPoint slide deck to tell the story to the class about the Mighty Heroes bush characters, Wanda the echidna, River the sugar glider, Dusty the frilled neck lizard and Billie the bilby.

### Story overview

The Mighty Heroes are playing a game online together and get stuck. They don't know how to continue the game. They remember Billie's older cousin used YouTube once to search for a gamer tip video to help. So they decide to try this too.

Something happens though. After watching one video, another video autoplays and the content is not for children! It's a scary video and not what the Mighty Heroes were expecting at all. What do the Mighty Heroes do now?

The intention of the story is to encourage classroom discussion and role-play in a safe environment about what can happen online, how this might make students feel, and how they can use different strategies and help-seeking behaviours to ask for help if they ever feel scared, uncomfortable or upset.

You may need to explain to students the term 'autoplay'. Autoplay is a setting used by some platforms like YouTube to automatically play another related video after a video ends – this can sometimes result in unexpected content.

2. Follow up the story by choosing activities from the student activity pack, which includes:
  - **Activity 1:** Make your own Mighty Heroes flip cards
  - **Activity 2:** Colour in your own Mighty Heroes story scenes.
  - **Activity 3:** Identify your body clues or early warning signs.
  - **Activity 4:** Identify your 5 adult helpers.

## Discussion

### Listening to body clues

You can complete Activity 1 and 2 with the class, and follow up the activities by exploring these questions.

- **How do you think the Mighty Heroes knew something wasn't quite right when the scary video played?** They felt their body clues or early warning signs. These are the body's warning system to alert you to potential danger and encourage you to seek safety, including asking for help from a trusted adult.

It's important to remember that there are lots of different feelings in your body that tell you something is not quite right and it's time to ask for help. Some of these include heart beating fast, feeling shaky, butterflies or sore tummy, jelly legs, feeling super alert, feeling sick, needing to go to the toilet and sweaty palms. You might feel one or a few of these body clues – or something different altogether.

- **What do you think the Mighty Heroes might have been feeling and thinking or worried about when the scary video played?** They might have felt a bit scared or upset and may have been worried that they would get in trouble. It's important to remember that it's not your fault if you see content online that is not for children or if something happens online that makes you feel sad, uncomfortable, scared, or upset. It's the job of a trusted adult to protect children and their safety and to listen to children's needs about what makes them feel safe.

### Asking for help

You can complete Activity 3 with the class, and follow up the activity by exploring these questions.

- **What did the Mighty Heroes do once they felt their body clues?** Dusty the frilled neck lizard remembered his superpower: 'When something doesn't feel right, we need to ask for help from a trusted adult'. Some other strategies the Mighty Heroes could have used as well as asking for help, include turning the tablet over, closing the browser or turning off the screen. Or if someone has shown you something online that makes you feel scared, sad or upset, you can say, 'No, I don't want to watch it'.
- **How did the Mighty Heroes know who to ask for help?** They thought of adults who listen to them, make them feel calm, help when there's a problem and make them feel safe again. Think about what the Mighty Heroes could have done if Dusty's mum and River's uncle were not around – and why it's important to think of five adult helpers you trust so that if one helper is not around, you can try another person. Which teachers or other school staff could you talk if you feel worried about anything? Note: You can prepare a list of appropriate teachers and school staff before the discussion. You can also let students know they can contact [Kids Helpline](#).

## Helping to make online activities safer

You can complete Activity 4 with the class, and follow up the activity by exploring these questions.

- **What are some actions to help make searching online safer for the Mighty Heroes?** Dusty's mum had some good ideas about changing the settings on YouTube to make it safer for children. This could include downloading the YouTube Kids app, which is a version for kids 12 years and younger. Note: You can refer to [The eSafety Guide](#) for more information about Youtube Kids.

River's uncle suggested that if the Mighty Heroes needed some information online, they could search for it together. That way River's uncle can set up the search so it's safer for children. Note: There are safe browsing options available for different browsers. Co-viewing of content is a good way for trusted adults to increase their involvement in children's activities online.

## Adaptations

This activity is based on storytelling and role-play and is designed to be inclusive of students with lower literacy.

### For all students

- Ask students to role-play the Mighty Heroes story for the class or in groups using their own coloured-in character flip cards and scenes – or they could draw or role-play their own story of a scenario, practicing the skills needed when using digital technologies.
- Discuss a scenario where, instead of the Mighty Heroes accidentally coming across content that is not for children, an older cousin has shared a video that makes them upset, scared or uncomfortable.

### Discussion points:

- Are there some things that people shouldn't show you online or ask you to watch with them? This could be content that is not for your age, or that you know your family would not allow you to watch at home, or that makes you feel upset, scared or uncomfortable.
- What could you do in this situation? How could you say 'no' you don't want to watch the video if it was someone you know, like your friend, an older student, a sibling or cousin? Who could you ask for help?

## Ideas for sharing learning at home

You may like to share eSafety advice and tips for parents and carers, such as having open conversations with their children from an early age about their online activities and encouraging their children to seek help from the trusted adults in their support network.

- **Online safety basics:** Help your child safely navigate their digital world and educate them to avoid harmful online experiences.
- **Are they old enough?** Find tips about navigating your child's key online milestones.
- **The eSafety Guide:** Learn about the latest games, apps and social media, including how to protect your child's personal information and report harmful content.

# Best Practice Framework for Online Safety Education

The [Best Practice Framework for Online Safety Education](#) establishes a consistent national approach that supports educators across Australia to deliver high quality programs with five clearly defined elements and effective practices. This resource aligns with the following elements of the framework:



**Element 2** Resilience and risk



**Element 4** Integrated and specific curriculum

## Australian curriculum links

This resource aligns with the following [Australian curriculum](#) learning areas and general capabilities:

**Health and Physical Education:** Personal, social and community health.

Students learn to:

- demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe ([AC9HPFP05](#))
- identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe ([AC9HP2P05](#))

**General capabilities:** Personal and social capability: [Social management, Decision-making](#), Digital literacy: [Practising digital safety and wellbeing](#)

## More ideas and educator support

### [Classroom resources](#)

Explore eSafety's education resources based on topics relevant to children and young people and designed for different education levels. These include more Mighty Heroes classroom activities for Foundation to Year 3.

### [Training for professionals](#)

eSafety offers a range of online safety professional learning programs designed for educators and others working with children and young people. This includes short self-paced online modules for lower primary teachers.

### [Toolkit for Schools](#)

These resources are developed to support schools to create safer online environments and are categorised into four sections: Prepare, Engage, Educate and Respond.