Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Learning changes lives

How to use this resource: Educator's edition
Young Person's Guide to Personal Safety resource suite

This resource supports the use of the Young Person's Guide to Personal Safety resource suite by educators across the secondary school community.
The suite includes:

- Young Person's Guide to Personal Safety (Young Person's Guide)
- Trusted Adult Guide: Your guide for supporting young people to navigate personal safety and wellbeing (Trusted Adult Guide)
- Trusted Adult Tip Sheets: Helping you support the young people in your life

Trigger warning

These resources contain important and sometimes tough topics about safety and wellbeing. Sometimes words or images can cause sadness or distress, or trigger traumatic memories for people, particularly survivors of past abuse, violence or childhood trauma. For some people, regardless of whether you are an adult or young person, these responses can be overwhelming. If you need to talk to someone, support is available.

If anything in this guide makes you feel uncomfortable, overwhelmed or unsafe, talk with a colleague or trusted friend or you can access the following services which are available 24/7 for free:

- Lifeline Call: 13 11 14 Website: www.lifeline.org.au
- 13 YARN Call: 13 92 76 Website: www.13yarn.org.au

You can also find extra support in the 'Where to find help and practical tools' section of the Trusted Adult Guide.

Trusted Adult Guide

This resource is designed for adults supporting young people in Years 7-12. It is especially valuable for those supporting older students (Years 11-12), as formal safety education often decreases during these years.

You will find a 'How to use this guide' section in the Trusted Adult Guide which provides detailed information about the guide and how it helps adults supporting young people.

The guide can be used independently or alongside the Young Person's Guide and Trusted Adult Tip Sheets.

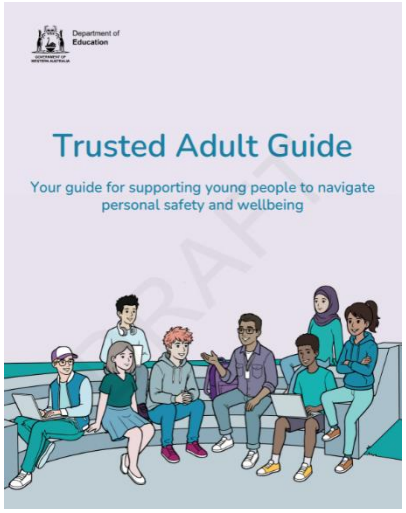


Figure 1 - Front cover of the Trusted Adult Guide

Trusted Adult Tip Sheets

This resource is designed for other trusted adults such as parents and carers with young people in Years 7-12.

Educators can share the Tip Sheets either electronically or in a printed copy when the Young Person's Guide is being used to support young people or when topics of personal safety, wellbeing and help seeking are being discussed at school. The Tip Sheets align with the topics raised in the Young Person's Guide.



Figure 3 - Front cover of the Trusted Adult Tip Sheets

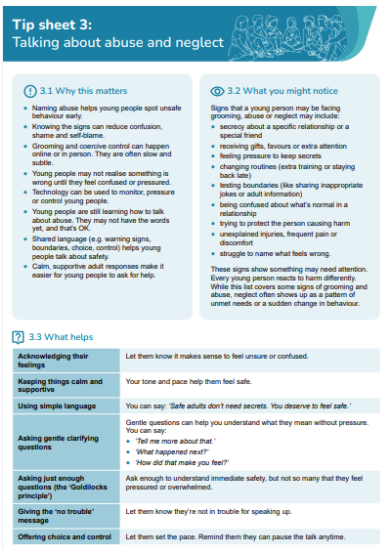


Figure 2 - Example of one of the Trusted Adult Tip Sheets

Young Person's Guide

The Young Person's Guide digital resource is available to students and staff in WA public schools. The guide can be used by the student independently or in a school setting.

The online resource is available on Connect Discover.

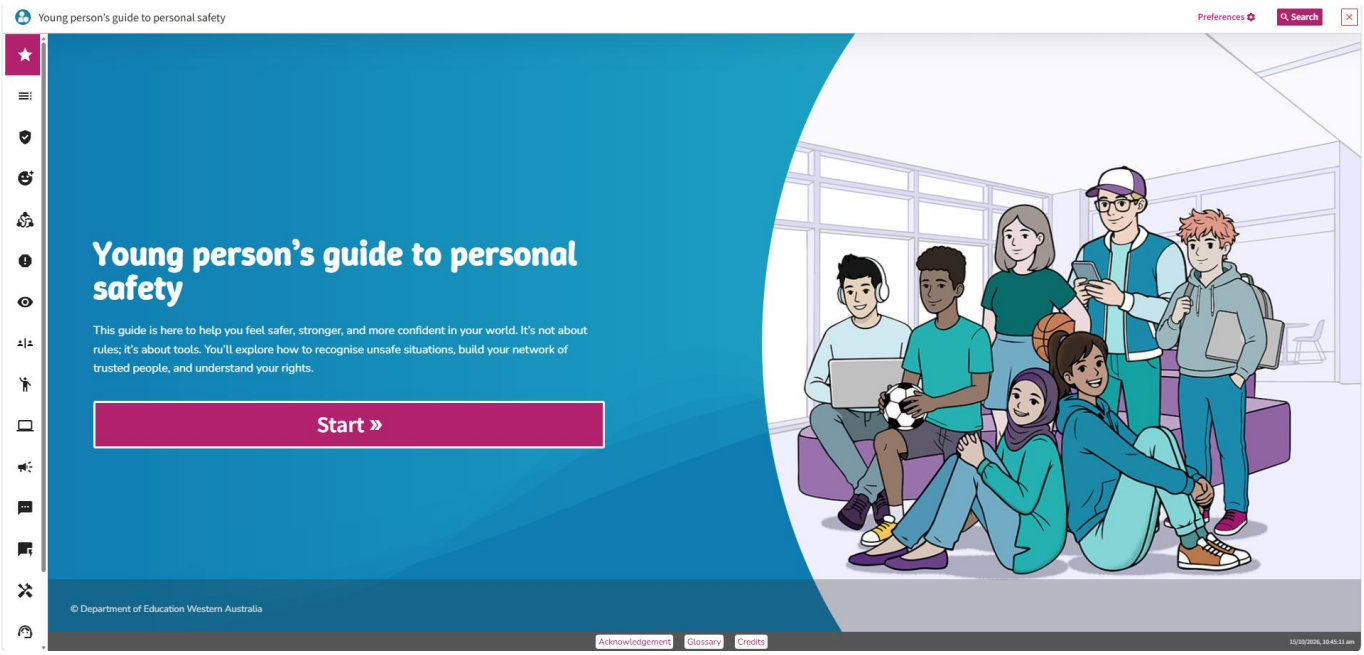


Figure 4 - Welcome page of the Young Person's Guide digital resource

Settings for use: School, home and community

The table below outlines different ways to successfully deliver this resource across various settings and year levels (7-12), with a particular focus on Years 11-12. Each setting details how you can deliver the information in the Young Person's Guide to Personal Safety as well as any considerations you might need to explore for that setting when using the guide.

School

	How
School Settings (Years 11-12)	**Presentation strategies** Given the relationships schools have built with Year 11 and 12 students, individual schools are best positioned to determine the focus of their protective behaviours education. The resources can support small or large group presentations on specific areas like online safety, bullying, or consent. Protective behaviours apply to the curriculum of ATAR Health studies and General Health studies students. The guide could be used as a source of information for student research.
School Settings (Years 7-10)	**Presentation strategies** School staff can use the guide to lead discussions on "hot topics" as needed. The guide provides accurate and relevant information for students to refer to and is a safe place to research topics about personal safety. The guide can fill gaps or provide further detail on emerging topics. During wellbeing, health and personal safety themed days/events the guide could be used as a source of information to support discussions and activities on specific topics.
Individual Support	**One on one discussions** School staff (e.g., teachers, principals, deputy principals, school counsellors, school psychologists) can use the guide to provide individual support and information to students at point of need. Beneficial for particularly concerning topics like risk-taking or 'nudes' (sexually explicit photos).

Home and Community

	How
Home/ Community	**Parent/carer led discussions** Parents and carers can use the resource independently or collaboratively with a young person to initiate discussions on any of the topics.

Considerations for use

Local context

Tailor Implementation to meet the needs of students and the local context.

Proactive not reactive

Proactively plan activities of national and local relevance to students rather than present information as a reaction to school-based incidents.

Inclusive

Present information to all students rather than targeting a gender or "problem" group. The information in the resource can be tailored to individual student needs.

Reinforce help-seeking
Provide follow up and opportunities for students to reflect on key messages and offer clear options for seeking additional advice through teachers, student services staff, and externally. Include Topic 16 – Helplines.

Facilitator
Use the resource to become familiar with emerging topics and draw on this information in sessions or discussions with classes or small groups.

Age and development considerations
Consider students' age and stage of development when selecting content from the guide. For instance, it may be appropriate to talk about statistics with the appropriate context.

Language of safety
- Avoid the use of ‘should’ and replace with ‘can’ to avoid blame.
- Ensure that blame and shame are not attributed to victims due to their behaviour or for not seeking help straight away.

Tailored approach
Consider student age, developmental stage, previous exposure to and knowledge of protective behaviours, culture, religion, and the social and environmental context when determining the level of detail to discuss.

Parental involvement
Share the link to content or individual tip sheets with opportunities for discussion and follow up if needed.