

# Wellbeing

## Promoting safety

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### Transcript of video

This video is available from [www.qcaa.qld.edu.au/kindergarten/professional-topics/intentional-teaching/wellbeing](http://www.qcaa.qld.edu.au/kindergarten/professional-topics/intentional-teaching/wellbeing)

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As a team of staff and over a long period of time (we've got a long history working together), we've developed with the children three guidelines for supporting positive behaviour, helpful behaviour. They are: we keep ourselves safe, physically and emotionally; we keep our friend's safe, or others safe, physically and emotionally; and we keep our environment safe.

Throughout the course of the year, but particularly at the beginning of the year, we unpack each of those guidelines using group discussions, brain storming sessions with the children, books to support the concepts that we're discussing, the visual arts to represent the children's ideas, in terms of their meaning of each of those guidelines.

We find that in supporting positive behaviours and helpful choices with our behaviour, we can relate almost any situation back to one of those scenarios. We keep ourselves safe, we make safe play choices in our games. If I don't feel I'm ready, I don't climb to the top of the tree. I don't swing a hammer around my friends — that's not keeping them safe. I don't hurt my friends — that's not keeping them safe. I look after elements of our natural environment — we keep the plants and animals safe. We look after the toys. We put them away when we're finished, because that keeps the toys within our environment safe.

Almost any situation can be referred back to those three guidelines, and they're real and meaningful to the children. They understand them, and they give them security in their environment. And they use that same language in their interactions with their friends.