



# GUIDE FOR CLUBS EMPOWERING & INVOLVING KIDS TO KEEP KIDS SAFE

**The following Child Safe resource is provided as a reference only.**

This document and its content is provided as a guide for your organisation as of August 2021. Your organisation should also consider referencing any information, documents and strategies that might be specifically required for your organisation and relevant to its circumstances, structure and operations. The information contained in this document is general in nature and should not be considered or relied upon as a substitute for legal advice.

**Cricket Victoria recommends using this resource with due consideration and consulting a child safe expert or legal advisor to assist with any questions**

## RESOURCE 1

### ENGAGING LANGUAGE AND APPROACHES THAT SPEAK TO KIDS

Not all of us have kids and know exactly what to say and how to say it, depending on the age of kids in our clubs. So if you need it, we have put together some tips below:

#### Older Kids – 12 and over

In general, older kids have access to information at their fingertips these days. It's best not to assume that they might not know about something.

So often the best approach is to talk to older kids 12 years of age or older more like you might talk to adults. What does that mean? Here are just a few tips:

1. Try to **ask questions** rather than make statements that assume a lack of knowledge.

For example, instead of: *You wouldn't know who our Club Child Safety Officer is.*

Try: *Any idea who our Club Child Safe Officer is?*

2. When asking them questions to receive their input, **be specific about why** you are asking the question of them – eg:

*I want everyone in the Club to feel safe, so I would really value your views as a member of our Junior Team.*

3. **Demonstrate you are listening** when they provide answers, by recognising their response and, if helpful, asking a follow-up question – eg:

*Thanks for that. Someone else had also mentioned that, so good to confirm/I hadn't heard that before, so it's great to know.*

*Can you tell me more about that/why you think people feel that way/why it might be an issue for your friends?*

4. When setting up discussions or activities, be **grateful about their participation** - eg:

*Thank you for coming along today, particularly when you might have homework to do/friends to see.*

5. When setting up discussions or activities, we want everyone to contribute, even if it takes some longer than others to build the confidence to do so. That's why it's crucial to **acknowledge the importance of differences** and be **understanding of personal preferences** that mean they may not initially want to contribute – eg:

*Today is about understanding different views or perspectives that we all have, because you would know from school and other experiences that people ARE different. That's what makes things interesting!*

*So, we would just like to ask for each of your views. If we go around the group though and you'd prefer to pass on answering a question, that's OK too. We can always come back to you if you have something to say later on.*