

Florence’s First Concert (Book 3)

Christine Camp: Author
Geoff Stribley: Illustrator

OVERVIEW



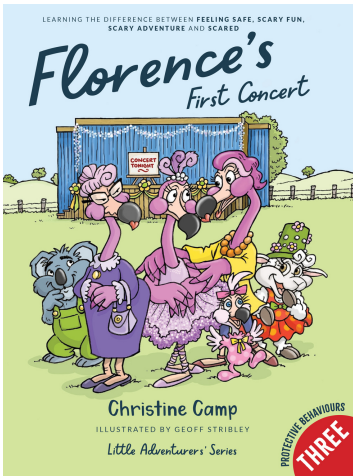
Florence’s First Concert explores the Safety Continuum and taking risks that can promote a growth mindset. The Safety Continuum is a Protective Behaviours (PB) topic, identifying levels of safety across a continuum from feeling safe to unsafe. This beautiful and comically illustrated children’s book shows children the different feelings we can experience, from feeling safe to having fun but scared, risking for purpose, and feeling unsafe. Teachers can use a range of activities to engage children to explore safety as having choice, control and a time frame by discussing safe places, increased personal early warning signs (EWS), taking risks and feeling unsafe. This is the third book from the Little Adventurers’ series that introduces young minds to:

- The Safety Continuum is like a thermometer; our EWS alert our bodies about how we feel in different situations.
- Different kinds of scared feelings
- Risking for Purpose and having a choice, some control over the situation and a time limit.
- Why do we Risk for Purpose and a growth mindset
- Help-seeking is a positive coping strategy

ABOUT THE AUTHOR AND ILLUSTRATOR

Christine Camp has facilitated protective behaviours in educational settings since 2013. Christine is an author with a Bachelor of Arts in Writing and a Graduate Certificate in Psychology and is currently studying for a Master of Teaching in Early Childhood.

Geoff Stribley still maintains involvement with many of his regular clients, whom he started working with in the early 1990s. Being a traditional illustrator, Geoff enjoys caricature art, capturing a niche market in designing character logos, illustrating, and drawing caricatures.



THEMES:

1. We all have the right to be safe and feel safe at all times.
 2. We can talk with someone about anything, no matter what it is.
- Risking for Purpose
 - Developing identities
 - Early Warning Signs (EWS)
 - Family
 - Friendships
 - Growth mindset
 - Celebrate achievements
 - Universal PB themes
 - Curriculum PB topics for the classroom

CLASSROOM PROMPT QUESTIONS

- What feelings did Florence experience before, during, and after the concert? How do you know? Facial expressions and body clues (EWS)?
- Have you ever felt nervous and excited at the same time—like Florence? What happened in your body?
- What does “Risking for Purpose” mean? Why did Florence decide to try something new, even though she was feeling really nervous?
- Look at the Safety Continuum (CALM/SAFE – FUN SCARED – RISKING FOR PURPOSE – UNSAFE). Where do you think Florence was at the start of the story? Playing with her friends? During the concert? What about the end? How did Florence feel when she finished dancing on the stage?
- How do we know when something is fun-scary (like a new swing or bike) versus unsafe-scary (when we don’t have choice, control or a time limit)?
- Who helped Florence feel supported? Who helps you when you try something tricky?
- Think about a time you were brave. What helped you try something new?
- Draw Florence’s feelings/EWS (before, during, and after the concert). Then draw your own story of trying something new.
- If a friend was feeling nervous about trying something new, what could you say or do to help them feel safe and confident enough to have a go?
- What’s one thing you’d like to try—even if it feels a little scary? What would help you feel ready.

LINKS TO THE AUSTRALIAN CURRICULUM (ACARA)

The appendix highlights Health (HPE) Year K - 2 curriculum content descriptors and the EYLF.

Year

K Early Years Learning Framework (EYLF)

Outcome 3.1 Becoming strong in their social, emotional and mental wellbeing:

- make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected
- experience and share personal successes in learning and initiate opportunities for new learning

Outcome 4.1 : Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity:

- follow and extend their own interests with enthusiasm, energy and concentration
- persevere and experience the satisfaction of achievement
- engage in creative experiences such as art, dance and drama

F Australian curriculum

Personal, social and community health:

- express and describe emotions they experience ([AC9HPFP03](#)):
 - reading and viewing stories about adventures, and talking about how characters feel and react when taking risks or responding to emergencies.
 - talking about connections between feelings, body reactions and body language
- demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe ([AC9HPFP05](#)):
 - exploring and demonstrating assertive strategies to seek help when they or others feel unsafe
 - identifying a support network of adults they can trust to help them if they feel unsafe, uncomfortable or scared

1/2 Australian curriculum

Personal, social and community health:

- describe their personal qualities and those of others, and explain how they contribute to developing identities ([AC9HP2P01](#)):
 - describing the personal qualities of characters in stories and how they are similar to and different from their own
- Identify and explore skills and strategies to develop respectful relationships ([AC9HP2P02](#)):
 - identifying characters in texts who demonstrate respect and cooperation to develop respectful relationships
- Identify how different situations influence emotional responses ([AC9HP2P03](#)):
 - predicting how a person or character might be feeling based on the words they use, their facial expressions and body language
- Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe ([AC9HP2P05](#)):
 - identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses.
 - exploring how characters in texts use protective behaviours and help-seeking strategies to keep themselves and others safe
- practise fundamental movement skills and apply them in a variety of movement situations ([AC9HP2M01](#))



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