



Child Safety Matters®

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Monique Burr Foundation for Children

Facilitator Script Kindergarten - Lesson 1



Kindergarten – Lesson 1 Overview

<p>LESSON TIMING</p>	<ul style="list-style-type: none"> » Prep time: 15 minutes » Lesson time: 35 minutes (Optional two 20-minute lessons) - The noted lesson time is the minimum time it will take you to present the lesson. - Suggested times are noted on each page of the script. - Monitor your time/pacing for each section to help you present the lesson within the allotted time. - Throughout the lesson, monitor students' comprehension and adjust instructional pace to allow for additional processing, student response, etc. - Depending on the amount of discussion, the number of students allowed to answer each question, the number of additional questions students ask, etc., it may take longer than the stated time to complete the lesson. - It is better for student learning and safety to allow for more time, rather than to skip content or scenarios.
<p>LEARNING OBJECTIVES</p>	<ul style="list-style-type: none"> » Students will demonstrate understanding the importance of personal safety and general safety concepts. » Students will demonstrate increased awareness of who harms children and how. » Students will learn and apply the 5 Safety Rules to recognize and respond appropriately to unsafe situations. » Students will identify at least 2 Safe Adults and demonstrate knowledge about what to communicate with Safe Adults. » Students will learn how to identify a Safety Buddy and demonstrate knowledge about how to use a Safety Buddy. » Students will demonstrate increased knowledge regarding abuse with words and abuse to their bodies. » Students will demonstrate identifying Red Flags indicating unsafe situations. » Students will demonstrate knowing their personal information and their parent's/ guardian's information, and how and when to disclose this information.
<p>MATERIALS</p>	<ul style="list-style-type: none"> » Classroom PowerPoint Lesson (on Facilitator Flash Drive) » Facilitator Script » "We Follow the Safety Rules" Classroom Poster » Safety Connection: Parent Opt-Out and Welcome Forms (optional) » Safety Connection K.1: Parent Information and Activity Sheets » Safe Adult Bookmarks (x2 for each student) » Student Stickers

Kindergarten – Lesson 1 Overview Continued...

<p>KEY TERMS</p>	<ul style="list-style-type: none"> » Abuse » Abuse to your body » Abuse with words » Danger » Emergency » Guardian » Password » Private body parts » Reporting » Rule » Safe » Safe Adults » Safety Buddy » Secrets » Snitching » Stranger » Strong » Surprise » Tattling » Telling » Trick
<p>FACILITATION TIPS</p>	<ul style="list-style-type: none"> » Before starting the lesson: <ul style="list-style-type: none"> - Hang the Safety Rules poster in a visible location in the classroom - Write the key terms on the board to refer to throughout the lesson » Students may sit together on the floor or remain seated at their desks or tables. » Key terms are located throughout the script as <u>bolded and underlined</u> words. Throughout the lesson, please define these words for students to ensure their comprehension. » To help guide discussions, suggested answers to questions are in parentheses after each question. » Reinforce correct answers and if any students answer incorrectly, validate their answers with a comment like, "It is hard to know the difference sometimes between something that is safe or unsafe, but let's think about this one some more."

Related Slide



Slide Time

0:30

Facilitator Notes

Facilitator Script

WELCOME & INTRODUCTION

CLASS WELCOME

» *Begin by welcoming students and discussing lesson and behavior expectations in whatever way is appropriate.*

LESSON INTRODUCTION

» Today we are doing a lesson from the *MBF Child Safety Matters* program.

» We will be talking about your safety and you will learn 5 Safety Rules you can use to help adults in your lives keep you safe.

» This is really important information, so I want everyone to really pay attention and participate.

» If you have any personal stories to share related to what we are discussing, I want you to know they are very important, but because we don't have much time for the lesson, I want you to wait and share them with your teacher or me after the lesson.

Related Slide



Slide Time

0:30

Facilitator Notes

- » Students will begin to identify safe vs. unsafe situations through this discussion.

Facilitator Script

SAFETY

- » Let's start by defining some words. Raise your hand if you know what each of these words means. *(Raise hands)*
 - **Safe** - not hurt or not in danger.
 - **Danger** - a situation or place where you could get hurt.
 - **Rule** - something you are told to follow or do in certain situations.
- » Part of personal safety is knowing how to look out for danger, or dangerous situations, and following rules so we can stay safe.
- » Raise your hand if you have been told to follow these rules. *(Raise hands)*
 - Wear a helmet when you ride your bike.
 - Buckle your seat belt when you ride in a car.
 - Hold an adult's hand when crossing the street.
- » Did you know that by following rules like these you are helping adults keep you safe?

Related Slide



Slide Time

1:30

Facilitator Notes

- » Stranger Danger has become a taboo subject because we now know that most abuse is perpetrated by someone a child knows, not a stranger.
- » However, strangers are still a potential danger to children, and we must teach them how to be safe when interacting with, or when approached by a stranger.

Facilitator Script

WHO IS A STRANGER

- » Can anyone tell me some of the things you heard in the video? *(Elicit responses)*
- » The video gave you tips to help you stay safe on the way to and from school, including:
 - Don't walk alone; take a friend or stay in a group.
 - If someone bothers you tell a trusted adult.
 - sSay in sight, don't take shortcuts, or accept a ride.
- » These are all great tips to help you stay safe but why do we need tips like this?
- » We need tips and rules like these because sometimes people hurt kids and if you follow safety rules, you can help adults keep you safe.
- » Raise your hand if you have been taught safety rules about talking to strangers. *(Raise hands)*
- » Who is a stranger? *(Elicit responses)*
- » A **stranger** is anyone you don't know well and don't know if they will keep you safe.
- » But adults talk to strangers; they say hi to strangers in stores and other places all the time, don't they?
- » So we know it's okay to say hello and be polite to someone we don't know.
- » But many children are taught not to talk to strangers because some adults think strangers hurt children.
- » So, it's important to know about strangers because there are some strangers that may not be safe.
- » But how do we know a safe stranger from an unsafe stranger?

Related Slide



Slide Time

1:00

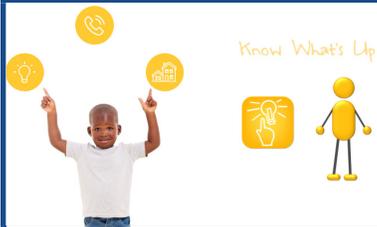
Facilitator Notes

Facilitator Script

SAFE VS. UNSAFE STRANGERS

- » It's important to know that strangers who are unsafe don't always look scary, and that sometimes people that seem nice can hurt children.
- » If you ever get lost or separated from your parent or **guardian** (someone who takes care of you other than a parent) while you are out, you may have to ask a stranger to help you. But how do you know who is safe?
- » Safe strangers may be hard to find, but look for someone who is wearing a uniform, a police officer, or someone who works where you are.
- » You can also look for a group of adults to ask for help. It's even better to ask adults who have children with them for help.
- » It is also best to stay where you are and let the adults helping you find your parents.
- » If someone offers to help you, tell them your first name and your parent's name, but you should stay where you are in case your parent/guardian comes back to find you.
- » You should never go off with someone you don't know because sometimes strangers do hurt children. You can simply tell them you want to wait where you are (as long as it's safe) in case your parent comes back there.

Related Slide



Slide Time

1:00

Facilitator Notes

- » The Safety Rules are the foundation of the MBF Child Safety Matters curriculum and therefore, are very important
- » Deliver the rules with enthusiasm and use the "Safety Squad" to help you demonstrate the corresponding motions.
- » Have students remain seated as they repeat each Safety Rule and demonstrate the motions from their seats, with you providing the motion as an example.
- » Once you have demonstrated and discussed all 5 Safety Rules, have the students stand up and practice the motions for all 5 Safety Rules.
- » This eliminates standing and sitting over and over as you go through the rules and saves time.

Facilitator Script

SAFETY RULE #1

- » So, the video shared some safety tips, and I told you about some other safety tips, but now I want to teach you 5 Safety Rules you can use to help you stay safe.
- » The Safety Rules have motions that go along with them to help you remember the rules. We can learn the motions together along with our "Safety Squad."
- » The first rule you can use to help adults keep you safe is **Know What's Up**. Watch the "Safety Squad" on the screen to learn how to do the motion. The motion is to point to your temples with both index fingers and then point both fingers up to the sky.
- » Say it with me and do the motion while you are sitting: **Safety Rule #1 is Know What's Up.**
- » To **Know What's Up** means knowing your personal information such as:
 - Your first name and last name.
 - Your parents' or guardians' full names and phone numbers.
 - Where you live/your home address.
- » It also means that you know what to do in an emergency.
- » What is an **emergency**? (A dangerous situation where someone needs help right away.)
- » Sometimes when there is an emergency, people trying to help you may need to know your personal information.

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Slide Time

1:30

Facilitator Notes

» Feel free to add, or elicit from students, other examples of Red Flags to give students a better idea of the different dangers and unsafe situations they may experience.

Facilitator Script

SAFETY RULE #2

- » Now that you **Know What's Up**, the next rule is **Safety Rule #2 - Spot Red Flags**.
- » Watch the "Safety Squad" on the screen to learn how to do the motion. The motion is to put your hands over your eyebrows as if you were scanning the horizon on the lookout.
- » Say it with me and do the motion while you are sitting: **Safety Rule #2 is Spot Red Flags**.
- » **Spotting Red Flags** means that you can see some warning signs that might tell you that a person or situation is unsafe.
- » One way to think of it is like a stoplight, and the red light means do not go.
- » **Red Flags** work the same way. They are not really red flags, but they are warning signs that let you know that you, or someone else might not be safe.
- » Some examples of **Red Flags**, or warning signs, are when an adult or another child:
 - uses mean or hurtful words
 - uses hurtful touches
 - touches your private body parts or asks you to touch their private body parts
 - plays games about private body parts
 - plays tricks to try to get you to do something unsafe, or something you do not want to do
 - asks you to keep an unsafe secret
 - treats you different/better than other children
 - shows you special interest or gives you gifts
 - tells you that you have done something wrong or says you will get in trouble if you tell anyone about something they want you to do
- » Other **Red Flags** may include:
 - parents/guardians fighting all the time in front of children
 - someone you do not know asking for your personal information
 - someone you do not know well staying in your home

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Slide Time

1:00

Facilitator Notes

- » You may allow students to make their own move or you may demonstrate a move you would like them to do such as a dance move or running in place.

Facilitator Script

SAFETY RULE #3

- » Now that you **Know What's Up** and you know how to **Spot Red Flags**, let's talk about what to do when you **Spot Red Flags** and know that a situation, or person, might not be safe.
- » You will use **Safety Rule #3**, which is **Make a Move**.
- » Watch the "Safety Squad" on the screen to learn how to do the motion. The motion is to do a move of your choice such as a running move or dance move.
- » Say it with me and do the motion while you are sitting: **Safety Rule #3** is **Make a Move**.
- » If you find yourself in an unsafe situation and you are able to, you can **Make a Move** to GET AWAY.
- » Or if you know a situation or a person is not safe, you can STAY AWAY from that situation or person.

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Slide Time

1:30

Facilitator Notes

» The discussion about tattling vs. telling is important so students understand they do not need to tattle, but they do need to report any unsafe situations or behaviors they may see.

Facilitator Script

SAFETY RULE #4

» When adults or other children do hurtful things to a child it can be hard to understand. Sometimes you may not know if something that is being done is wrong, or if it is okay to say no. You may not know who to talk to.

» This is when you need **Safety Rule #4, Talk It Up**.

» Watch the “Safety Squad” on the screen to learn how to do the motion. The motion is to put your hands around your mouth like a megaphone.

» Say it with me and do the motion while you are sitting: **Safety Rule #4 is Talk It Up**.

» **Talking It Up** means that you have a voice and you can use it to help keep you safe.

» Here are some ways you can **Talk It Up**:

- Use a strong voice to say “No” in unsafe situations; for example, if someone is hurting you.
- Use a strong voice to tell a person to stop hurting someone else.
- Talk to a Safe Adult.

» **Telling** a Safe Adult about something unsafe that is happening, or that happened in the past is important; it is also called **reporting**.

» Telling is not **tattling** or **snitching**, which is done to annoy someone else, or to get someone else in trouble.

» Telling or reporting is done to keep you or someone else safe.

- If you are telling just to get someone in trouble, do not tell.
- But if you are telling to get someone help, do tell.

- And if telling will help someone but may also get someone else in trouble, you should still tell.

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Slide Time

1:30

Facilitator Notes

Facilitator Script

USING A STRONG VOICE

- » There are some things we talked about in **Safety Rule #4** that I want to make sure you understand.
- » The first thing we talked about is using a strong voice to say no if someone is hurting you or someone else.
- » What does strong mean? (*Elicit responses*)
- » Using a **strong** voice means saying something in a way to make sure someone understands you. You don't have to be mean or loud, you just have to make your point.
- » For example, if someone is touching you or hurting you, or wants to hug you or show you affection you don't want, you can say, "No thank you, I do not want to be touched like that, or I do not want a hug, or I do not want to sit on your lap."
- » Sometimes it may be hard to say no, especially to an adult.
- » However, when it comes to your body, you always have a right to say no and not be touched in a way you don't want.
- » Let's practice using a strong voice to say, "No, do not touch me."
(*Have students repeat with you.*)
- » If using a strong voice doesn't stop someone from touching you, you can try to use **Safety Rule #3** to **Make a Move** and GET AWAY.
- » If anyone touches you in a way that makes you feel uncomfortable or hurts you, or if you tell someone to stop and they don't, always use **Safety Rule #4** to **Talk It Up** and tell a Safe Adult.

Related Slide



Slide Time

1:30

Facilitator Notes

- » Many students will readily identify their parents as their Safe Adults, however you should encourage them to identify additional Safe Adults, including some outside of the home.
- » It is better for students to identify multiple Safe Adults, but they can choose two to give their Safe Adult Bookmarks to.

Facilitator Script

SAFE ADULTS

- » You've heard me mention Safe Adults, but who is a Safe Adult?
- » A **Safe Adult** is someone you can go to if you ever feel unsafe, if you've ever been hurt, or if you're not sure if a situation is unsafe.
- » You should choose a Safe Adult that:
 - is older than you and can get you help if you're ever hurt or unsafe.
 - doesn't break the Safety Rules, or try to get you to break them.
 - you can easily talk to about things that may be difficult or tough to talk about.
 - someone you can count on to keep you safe.
- » Think for a minute if you have someone who is old enough to take care of you, someone who keeps you safe and doesn't hurt you, who would be easy to talk to, and who would know how to get you help. If you have someone with those traits, you have a Safe Adult.
- » I want you to try to think of at least two Safe Adults you can go to if you ever need them. If you can, choose one Safe Adult who lives in your home with you, and another Safe Adult who lives outside your home.
- » Later, I'm going to give you two bookmarks that I want you to take to your two Safe Adults so they know how to help keep you safe.
- » Even if you cannot think of anyone right now, you can always talk to a Safe Adult at school. These can include people such as your teacher, the Principal, **and I am always available to talk to you as well. (*If you are a school staff member.)*
- » Does anyone want to share with the class who one of their Safe Adults is? *(Elicit responses from a few students only.)*

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Slide Time

1:30

Facilitator Notes

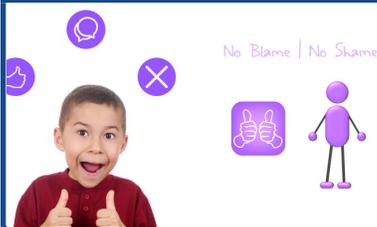
- » Some students may have a difficult time talking to an adult about abuse or other unsafe situations.
- » If they identify a Safety Buddy, or a friend they can easily talk to, they can ask that friend to go with them to talk to a Safe Adult.
- » It is important for students to understand that a Safety Buddy is someone who will help them talk to a Safe Adult, but not a replacement for a Safe Adult.
- » Even if they talk to a Safety Buddy, they still need to talk to a Safe Adult about abuse or other unsafe situations.

Facilitator Script

SAFETY BUDDY

- » Sometimes it is easier to talk to an adult if you have someone with you, so you can also talk to a Safety Buddy.
- » A **Safety Buddy** is a good friend that you trust and feel comfortable talking to. You can tell them what is happening, and ask them to help you talk to a Safe Adult.
- » You should never tell a Safety Buddy about being hurt or being unsafe INSTEAD of a Safe Adult. A Safety Buddy is someone to help you talk to a Safe Adult, but you ALWAYS need to talk to a Safe Adult.
- » If you become someone's Safety Buddy and they tell you about an unsafe situation, be a good listener, and then help them tell a Safe Adult.
- » Once you know who your Safety Buddies and Safe Adults are, you also need to know what to talk to them about.
- » You would want to tell them any time you feel unsafe. If you have spotted any Red Flags, or if you are not sure if someone or something is safe, you should talk to your Safe Adult.
- » What do you do if you tell one of your Safe Adults that you have been hurt or that you feel unsafe and for some reason, you still do not feel safe? *(Tell another Safe Adult.)*
- » You need to keep telling Safe Adults that you do not feel safe or are being hurt until someone LISTENS and DOES something to help you.
- » Remember it is an adult's job to keep you safe.
- » And if you have a Safe Adult now, and sometime in the future that Safe Adult doesn't make you feel safe, you can always choose another Safe Adult.
- » It's always a good idea to have a few Safe Adults, both in your home living with you, and outside of your home.

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Slide Time

1:00

Facilitator Notes

- » Statistics show that 1 out of 5 students is, or will be, a victim of some type of maltreatment while they are school-aged.
- » It's important when presenting this information to watch for signs of distress or sadness in students.
- » If you notice this in a student, be sure to follow up with them after the lesson ends.

Facilitator Script

SAFETY RULE #5

- » So now that you know Safety Rules 1 - 4, let's talk about our last Safety Rule, which is **Safety Rule #5, No Blame | No Shame.**
- » Watch the "Safety Squad" on the screen to learn how to do the motion. The motion is to put your left thumb up and say, "**No Blame**" and then put your right thumb up and say, "**No Shame.**"
- » Say it with me and do the motion while you are sitting: **Safety Rule #5 is No Blame | No Shame.**
- » If you are ever hurt, you must remember **Safety Rule #5**, because it is never your fault, no matter what happens. No matter when, where, how, or who hurts you, it's never your fault and it is never too late to tell a Safe Adult.
- » Even if the person who hurts you tells you that what happened is a secret, or that you did something wrong, or that you will get in trouble if you tell, you should still tell.
- » None of those things are true. You are not to blame and you should not be ashamed to tell.

Related Slide



Slide Time

1:00

Facilitator Notes

» Have students stand up and practice the motions for all 5 Safety Rules.

» **IF YOU ARE IMPLEMENTING IN TWO 20-MINUTE LESSONS, RATHER THAN THE STANDARD 35-MINUTE LESSON, STOP AFTER THIS SLIDE. TELL STUDENTS YOU WILL BE BACK SOON TO FINISH THIS LESSON. REMIND THEM TO PRACTICE THE 5 SAFETY RULES IN THE MEANTIME.**

Facilitator Script

SAFETY RULES

» Now that you know all 5 Safety Rules, let's stand up and do them together with their motions along with our Safety Squad.

ADVANCE THE SLIDE TO BEGIN AND AFTER EACH RULE TO SHOW THE NEXT RULE.

- Safety Rule #1 is Know What's Up
- Safety Rule #2 is Spot Red Flags
- Safety Rule #3 is Make A Move
- Safety Rule #4 is Talk It Up
- Safety Rule #5 is No Blame | No Shame

*****STOP AFTER THIS SLIDE IF YOU ARE IMPLEMENTING THIS LESSON IN TWO 20-MINUTE LESSONS*****

Related Slide



Slide Time

0:30

Facilitator Notes

» **IF YOU ARE IMPLEMENTING IN TWO 20-MINUTE LESSONS, RATHER THAN THE STANDARD 35-MINUTE LESSON, THIS IS WHERE YOU WILL RESUME THE LESSON. DO A QUICK REVIEW OF THE SAFETY RULES AND THEN GO INTO CONTENT FOR THE SECOND HALF OF THE LESSON.**

- » The discussion about abuse may make some children uncomfortable. This can manifest itself in different ways through both verbal and nonverbal cues.
- » Please be aware of giggling, talking, squirming, fidgeting, sadness, avoidance, and other types of behaviors that you might see as you start discussing abuse concepts.

Facilitator Script

ABUSE

- » Now that you have learned the 5 Safety Rules, let's talk about how they can help keep you safe from abuse.
- » Remember we talked about strangers and said that sometimes they can hurt children.
- » It's also important to know that people you know can also hurt you.
- » It's hard for us to talk about, but sometimes people that a child knows, such as neighbors, teachers, coaches, a friend's parents, or sometimes, even the child's own parents, hurt them.
- » Abuse is a big word that most of you have probably not heard before.
- » Raise your hand if you have ever heard the word abuse. (*Raise hands*)
- » **Abuse** means someone is hurting a child on purpose, either with words, or by hurting a child's body.

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Slide Time

0:30

Facilitator Notes

Facilitator Script

ABUSE WITH WORDS

- » Many of us have had our feelings hurt before. Raise your hand if you have ever had your feelings hurt. *(Raise hands)*
- » Sometimes someone says something by accident that hurts a person's feelings.
- » For example, if your parent gets mad and yells at you for not cleaning your room, that is not abuse.
- » But, if someone says mean things to hurt you, and they say them over and over, then it is called **abuse with words**.
- » For example, if a parent or someone else who takes care of you tells you mean or hurtful things about yourself over and over, like "you are stupid," or "you are driving me crazy," or "I wish you would go away," it is abuse with words.
- » It's also abuse with words if your parents fight and yell at each other a lot in front of you.
- » This kind of abuse does not leave a mark on the outside like a bruise or a broken bone, but it does hurt on the inside.
- » This is wrong, because all children deserve to be safe, not just their bodies, but their feelings too.

Related Slide



Slide Time

1:00

Facilitator Notes

- » Physical abuse and spanking can be a difficult concept for students this age.
- » If students ask about spanking, make sure they understand parents are allowed to spank them for discipline as long as they don't injure them or leave marks.
- » While discussing abuse, if you see any student that looks uncomfortable, be prepared to ask the teacher (privately and quietly) to intervene and take the child somewhere to ask if they are okay.
- » If the child seems like they cannot continue in the lesson, it is best to remove them to a different activity until you or another counselor or social worker can speak with them to assess if a report is warranted.

Facilitator Script

ABUSE TO YOUR BODY

- » It is also abuse when an adult or another child hurts your body.
- » Did you all bring your bodies with you today? Good! Where are they?
- » So, let's talk about abuse to your body and safe and unsafe touches.
- » *(Demonstrate giving a high-five to a student.)* Show me a thumbs up if you think giving someone a high-five is safe or a thumbs down if you think it is unsafe. *(Thumbs up/Safe)*
- » Raise your hand if you have other examples of safe touches. *(Call on a few students to elicit things like hugging, high-fiving, patting on the back, etc.)*
- » Raise your hand if you can you think of any unsafe touches, or ways people might touch your body that would hurt you. *(Call on a few students to elicit things like slapping, kicking, hitting, etc.)*
- » This is called abuse to your body.
- » **Abuse to your body** is when someone hits you or does something that hurts you and leaves a mark, or when someone does something to your body that is hurtful or unsafe.
- » I am not talking about spankings by a parent if a child disobeys; parents can spank their children as long as they don't hurt them or leave a mark.
- » I am also not talking about accidents like someone running by you and knocking you down. If they did not mean to hurt you, it is not abuse.

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Slide Time

1:30

Facilitator Notes

- » The script does not name body parts for students, however it is important that children learn the correct terminology for their private body parts.
- » Encourage parents to have this conversation with their children after the lesson.

Facilitator Script

PRIVATE BODY PARTS

- » There is another kind of touch that is not safe, and that is when an adult, or another child, touches your private body parts or asks you to touch theirs. This is also abuse to your body.
- » **Private body parts** are those parts covered by your bathing suit, that we keep to ourselves and don't show others.
- » For boys this is your bathing suit or swim trunks, front and back, and for girls, your bathing suit top and bottom, front and back. These are the parts of your body you keep private or keep to yourself.
- » **Safety Rule #2, Spot Red Flags**, can help keep your private body parts safe.
- » Remember, Red Flags are warning signs to help you know that a situation is unsafe.
- » If someone – either an adult or another child – touches, talks about, or looks at your private body parts, or if they ask you to touch or look at theirs, this is a Red Flag; it is abuse to your body and it is wrong.
- » It is also abuse to your body if someone uses their hands or mouth to touch your private body parts, or if they ask you to touch their private body parts with your hand or mouth.
- » There are only a few very rare times when it might be okay for someone to touch your private body parts. For example, if you hurt yourself where you wear a bathing suit and a doctor, or your parent, needs to look to be sure you are okay; or if your parent, or guardian, is helping you take a bath and they need to help you bathe. If you are old enough to do those things for yourself, then parents or adults do not need to help you.
- » Let's practice how well you can **Spot Red Flags** with a quick game.

Related Slide



Slide Time

1:00

Facilitator Notes

- » One way abusers keep children from reporting abuse is to tell them it is a secret.
- » Make sure students understand that keeping a secret is usually not good and if anyone has asked them in the past, or asks them at any time to keep a secret, they should tell a Safe Adult.

Facilitator Script

TOUCHDOWN/SQUAT DOWN

SITUATION 5

- » Robert's soccer coach is really nice to him. In fact, he gave him a special present after their last game that he didn't give to any other players. One day after practice, Robert's coach wanted to play a game with Robert to see who could take off their clothes the fastest. He told Robert that he should not tell his parents about their game because it was a special secret.
- » If you think Robert is safe, show me a touchdown. If you hear any Red Flags in the story and you think he is unsafe, squat down. (*Squat down/Unsafe*)

FOLLOW-UP

- » Raise your hand if you can tell me some of the Red Flags that Robert might not be safe. (*Elicit answers from a few students, making sure to cover the following:*)
 - *His coach is an adult who is paying special attention to him and is giving him a special gift.*
 - *He is calling something involving them taking their clothes off a game and that is not safe.*
 - *He is asking him to keep a secret.*

Related Slide



Slide Time

1:00

Facilitator Notes

Facilitator Script

SAFE VS. UNSAFE SECRETS

- » There are some secrets that are safe and some that are unsafe.
- » A surprise is an example of a safe secret.
- » A secret is different from a **surprise**, which is something people usually only keep for a short time and will eventually tell others about. A surprise is usually for something good like giving someone a gift or a party.
- » An unsafe **secret** is something that a person doesn't want others to know about. Usually when someone wants you to keep a secret, it is because they are doing something unsafe or bad, or something they should not be doing.
- » People often ask children to keep secrets as a way of tricking them into abuse or other unsafe situations.
- » If someone asks you to promise not to tell your parents or another adult about a secret, or about something they are doing that is unsafe or hurtful, you should use **Safety Rule #4** and **Talk It Up** to a Safe Adult.
- » Even if they ask or tell you not to tell, or if they say what they did was your fault and you will get into trouble, or if they say no one will believe you, or anything like that, you should remember **Safety Rule #5, No Blame | No Shame** and still use **Safety Rule #4** and **Talk It Up** to a Safe Adult.

Related Slide



Slide Time

1:30

Facilitator Notes

- » Students will demonstrate knowledge of key concepts learned in the lesson using a Thumbs Up/Thumbs Down Essential Review.
- » If they think the statement is true, they will show you a thumbs up; if they think it is false, they will show you a thumbs down.
- » When you are explaining the instructions to students, demonstrate the thumbs up and thumbs down motions.

Facilitator Script

ESSENTIAL REVIEW

- » We are almost out of time, so let's review what you have learned today.
- » I'm going to read five statements.
- » As I read each statement, if you think the statement is true, show me a thumbs up.
- » If you think it is false, show me a thumbs down.

REVIEW QUESTIONS

1. The Safety Rules will help me stay safe from unsafe situations. *(Thumbs Up/True)*
2. If someone tries to take pictures of my private body parts, this is abuse with words. *(Thumbs down/False. This is abuse to your body.)*
3. Red Flags are signs that a situation or person might be unsafe. *(Thumbs up/True)*
4. I can tell a Safety Buddy about being hurt instead of a Safe Adult. *(Thumbs down/False. You can talk to a Safety Buddy and ask them to help you tell a Safe Adult, but you still need to talk to a Safe Adult about abuse or unsafe situations.)*
5. Only adults can hurt you. *(Thumbs down/False. Adults and other children can hurt you. You should always talk to a Safe Adult if anyone hurts you.)*

Related Slide



Slide Time

1:30

Facilitator Notes

- » Reinforcement items are a very important part of the program as research shows that multiple exposures to a concept are necessary for student learning and retention.
- » As you end the lesson, be sure to explain each reinforcement item you are providing to them.
- » You may distribute items at the end of the lesson or you may leave them with the teacher to distribute to students later. (Discuss with the teacher beforehand which option would be better.)
- » Ask the classroom teacher to have all the students sign the poster and then hang it in a prominent location.
- » Remind the teacher to refer to the poster on a regular basis and remind the students to follow the Safety Rules.

Facilitator Script

WRAP-UP

- » You learned a lot today, and I am very proud of you all. You have been a great class and I appreciate your help and participation. I'll be back again another time to talk with you about bullying and being safe online.
- » To finish up today, I have a few things to remind you and others about the Safety Rules and how to help you stay safe.
- » I have a Parent Information & Activity Sheet for you to take home and share with your parent or guardian. On the front is information for them to help keep you safe, and on the back is a fun activity. Have your parent or guardian do this activity with you so you can continue to learn your personal information and practice the Safety Rules. It is very important that your parents receive this information, so be sure you give it to them today when you get home.
- » I also have for each of you, two Safe Adult Bookmarks. I want you to give these to whomever you choose as your two Safe Adults. Make sure you choose at least one Safe Adult inside your house and one outside your house. You can write their names on the bookmark and you can ask your parent/guardian to help you give the bookmarks to your Safe Adults so they know that you are counting on them to help keep you safe.
- » And the last thing I have for you today is an MBF Child Safety Matters Sticker. When you get home, make sure you show your parent or guardian and tell them what you learned today, and then share the Parent Sheet with them.
- » And don't forget, you and your teacher have a poster for the classroom that you can see every day to help you remember the Safety Rules. I hope your teacher will let you all sign the poster and hang it in the room somewhere so you can all see it and remember you agree to follow the Safety Rules.

Related Slide



GREAT JOB!

Every child deserves to be safe!

Slide Time

1:00

Facilitator Notes

- » Tell students to continue practicing their Safety Rules so they can show you when you return for Lesson 2.

Facilitator Script

CLOSE

- » Fantastic work today! Thank you students for your attention today, and thank you Mr./Mrs. _____ (teacher).
- » I hope you all have enjoyed today's MBF Child Safety Matters Lesson and learned a lot.
- » Remember to practice your Safety Rules so you do not forget them.
- » Does anyone have any questions before I leave?
- » If you think of any questions, you can ask me the next time I come to see you, or if it cannot wait until then, you can ask your teacher, or you are welcome to come see me.* (*If you are a school staff member.)
- » Remember, every child deserves to be safe. You each deserve to be safe!