



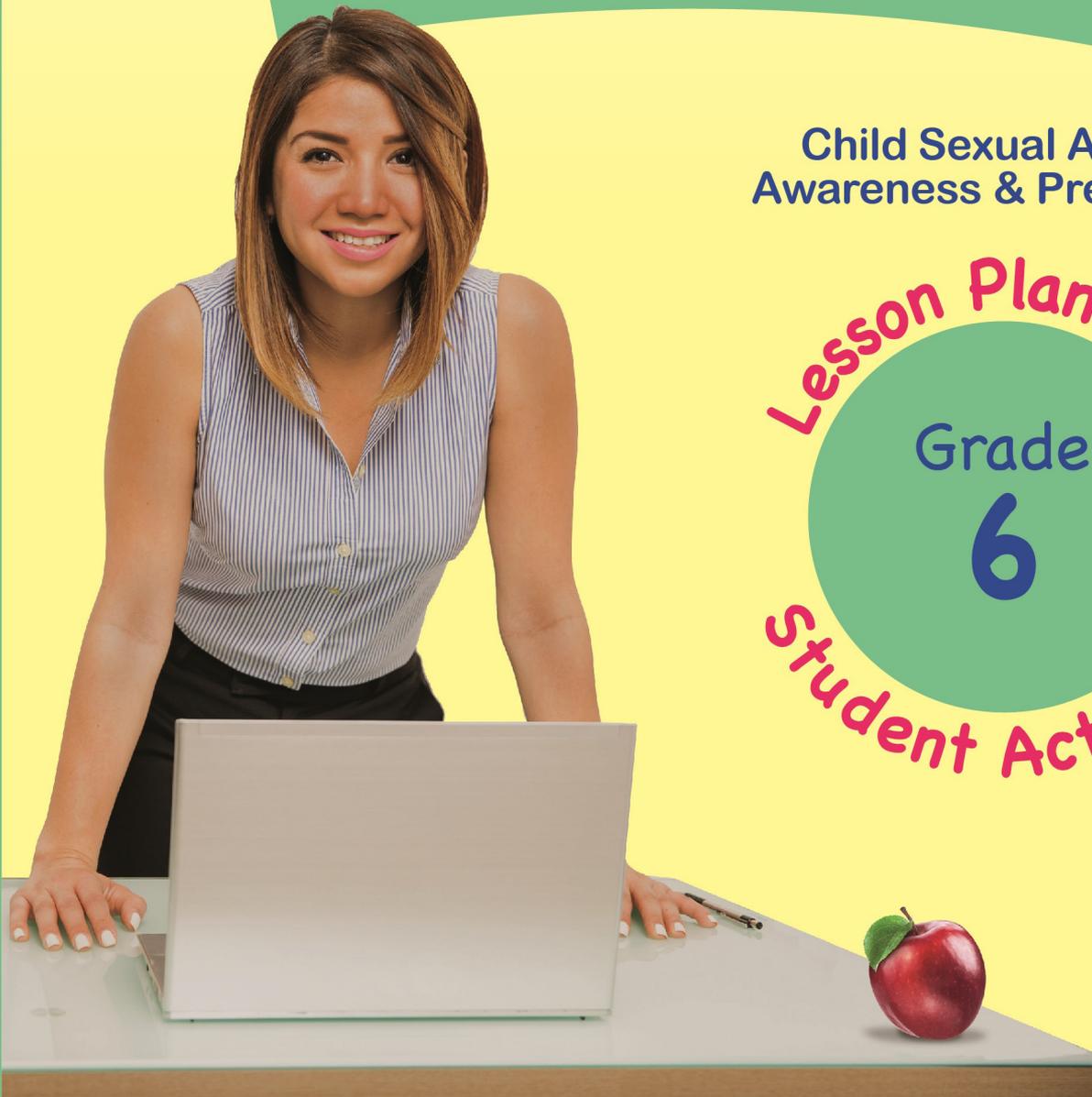
Child Lures® Prevention

Think First & Stay Safe™

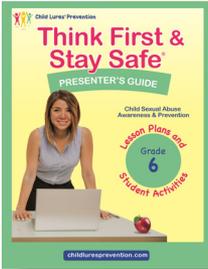
PRESENTER'S GUIDE

Child Sexual Abuse
Awareness & Prevention

Lesson Plans and
Grade
6
Student Activities



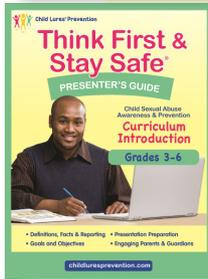
Grade 6 - Lesson Plans and Student Activities



Note to Presenter

This Presenter's Guide contains Lesson Plans for Grade 6 only.

A corresponding PowerPoint presentation for Grade 6 is located on the program's **blue** USB Flash Drive.



A **Curriculum Introduction** manual for Grades 3-6 is also provided. Included are child sexual abuse definitions, facts and fundamentals of mandated reporting, Presentation Preparation, Educational Goals & Behavioral Objectives, resources for Parents/Guardians and more.

This information is also discussed in the program's **Training Modules for Youth-Serving Adults and Educators**, located on the program's yellow USB Flash Drive.



Training Modules on yellow USB Flash Drive



For Grade 6 program implementation, the following Training Module is recommended:

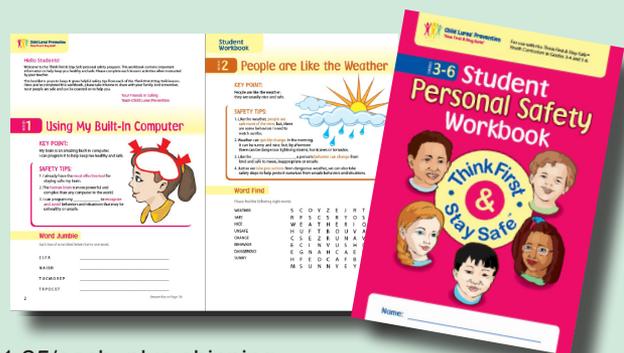
Module V, Grades 5-6 Implementation, TFSS (17 min. in length)

Student Personal Safety Workbook for Grades 3-6

Student Personal Safety Workbooks are highly recommended for Class use with this program, *although they are an optional program resource.*

Follow-along activities include:

- Key Points for each Lesson Plan
- Safety Tips for each Lesson, with fill-in-the-blanks
- True/False question for each Lesson
- Word Jumble
- Word Find
- Word Fit
- Fill-in-the-blank Questions
- Writing Activities



Student Personal Safety Workbooks are available for \$1.25/each, plus shipping.

Order Form, p. 29 or Order Online:

<https://childluresprevention.com/shop>

Table of Contents

Grade 6 Lesson Plans

QUICK REVIEW , Cornerstone Concepts* and previous Lessons.....	5-6
(For Grade 6 students who learned <i>Think First & Stay Safe</i>™ in previous grades)	
LESSON PLANS for Grade 6	
Lesson 1: Job Lure	7
Lesson 2: Threats & Weapons Lure.....	9
Lesson 3: Pornography Lure.....	12
Lesson 4: Drug Lure	15
Lesson 5: e-Lure/Digital Citizenship	18
e-Safety Pact.....	22
Grade 6 Student Evaluation (<i>Pre/Post Test</i>)	23-24
Answer Key to Grade 6 Student Evaluation	25

Assets & Extras

Welcome Letter to Parents & Guardians, template.....	26
Tips for Safeguarding Your Child	27
Families as Partners in Prevention.....	28
Order Form.....	29
Training Module Resources for Educators and Parents/Guardians.....	30
National Helplines	53

*Complete CORNERSTONE CONCEPT LESSON PLANS for Grade 6

(For Grade 6 students who **have NOT** learned *Think First & Stay Safe*™ in previous grades and/or for reference when presenting the Cornerstone Concepts QUICK REVIEW, if needed.)

Cornerstone Concept 1: Critical Thinking: <i>An Effective Safety Tool</i>	32
Cornerstone Concept 2: Being Kind & Respectful.....	34
Cornerstone Concept 3: Child Luring: <i>Telling My Trusted Adults</i>	36
Cornerstone Concept 4: Laws Help Protect Me: <i>Kids Have Rights Too</i>	39
Cornerstone Concept 5: All Secrets Can Be Told: <i>Listening to My Instincts</i>	43
Cornerstone Concept 6: The Kindness of People: <i>Choosing Who Helps Me</i>	46
Cornerstone Concept 7: My Dignity: <i>Bullying and Abuse are Not My Fault</i>	49

Getting Started Grade 6



For students in Grade 6 who were taught the Cornerstone Lesson Plans in previous grades, presenters may begin with the Quick Review on pp. 5-6. Once the Quick Review is complete, continue to Grade 6 Lesson Plans, beginning with **the Job Lure** on p. 7.

For students in Grade 6 who are new to the Think First & Stay Safe™ program, please consider gauging student knowledge using the Quick Review on pp. 5-6. Should student responses indicate a need for additional instruction on some, or all, Cornerstone Concepts, please use the complete Cornerstone Lesson Plans on pp. 32-49 then continue with **the Job Lure** on p. 7.

Welcome Letter to Parents

Prior to classroom presentations, a **Welcome Letter** is sent to parents and guardians, encouraging their support and participation in prevention education efforts. A template for Grade 6 is provided on p. 26 of this manual and a Tips for Parents flyer is included on p. 27.

Classroom PowerPoint for Grade 6

The **Grade 6 PowerPoint** slides are to be shown during the Quick Review and all Lessons.

Pre and Post Test: Student Evaluation

Best practice recommends evaluating programs on a local basis.

The **Student Evaluation** on p. 23 is administered as both a Pre-Test and Post-Test, to gauge increased knowledge, developing skills, and changing attitudes and behaviors.

Child Development & Personal Safety, Grade 6

Developmentally, **students in 6th Grade** are experiencing many physical, mental, emotional, and social changes. Hormones change as puberty begins. Children might be worried about body changes and how they are looked at by others. This will also be a time when students might face peer pressure to use alcohol, tobacco products, and drugs and/or experimenting with sexual behaviors.

At this age, kids are making more of their own choices about friends, sports, studying, and school. They are becoming more independent, and are developing their own personality and interests. 6th Graders have more ability for complex thought and develop a stronger sense of right and wrong.

As students this age begin to think about or transition into dating, this is a crucial time to emphasize healthy dating relationships, setting personal & digital boundaries and practicing mutual respect. The **Think First & Stay Safe™** curriculum provides the platform for these open classroom discussions.

(Source: Centers for Disease Control)

Quick Review: Cornerstone Concepts

(Show PowerPoint Slide 1) Welcome to the *Think First & Stay Safe™* personal safety program. This program teaches us about staying healthy and safe. It's the responsibility of adults to keep kids safe. Kids can help out by learning about personal safety and asking adults for help with any safety matter. We'll begin by reviewing the basics of personal safety as well as some important information we learned last year.

1. Critical Thinking: *An Effective Safety Tool*

(Show PowerPoint Slide 2) For reference, the complete Lesson is on pp. 32-33.

- Which effective tool do we already possess to help us think critically and assess situations, so we can stay healthy and safe? *Our Brain.*
- During Think First & Stay Safe, we are using critical thinking skills to recognize, respond to and report unsafe behaviors, like unwanted attention and touching.

2. Being Kind and Respectful

(Show PowerPoint Slide 3) For reference, the complete Lesson is on pp. 34-35.

- We always want to be kind to others and show respect for them and their belongings. What are some ways we can show kindness and respect? *Smile, say please, listen when we are spoken to, ask for permission to touch someone or their things.*

3. Child Luring: *Telling My Trusted Adults*

(Show PowerPoint Slide 4) For reference, the complete Lesson is on pp. 36-38.

- Most people are kind and safe. But sometimes people - usually people we know and trust - trick or force children into unhealthy or unsafe situations. In this program, we refer to that behavior as what? *Child Luring.*
- **(Show Student Video, LURING: What Would You Do?)**
- Child Luring can happen in-person and how else? *Using a web-enabled or electronic device.*
- If we can tell when a Lure is being used, can it help us take action to stay safe and healthy? *Yes.*
- Lures are usually used by people we know: adults, older kids and who else? *Kids our own age, peers.*

4. Laws Help Protect Me: *Kids Have Rights Too*

(Show PowerPoint Slides 5-7) For reference, the complete Lesson is on pp. 39-42.

There are rules and laws to help protect children. Adults have rules too. What are they called? *Laws.*

It's against the law to look at, take images of or touch which parts of a child's body? *The private parts.*

- Are there any exceptions? *Injury to or problem w/private parts, doctor visit with parent/guardian present.*
- **(Optional language:** For health and safety reasons, it's important to know the proper names of private body parts. All people have a buttocks, anus, chest and breasts; some also have a vulva and vagina, some also have a penis and scrotum.)
- Is it also against the law to make a child look at, take images of, or touch someone else's private parts? *Yes.*
- What do we call these types of crimes? *Child sexual abuse, abuse, molestation, maltreatment, mistreatment*
- Should a child's private parts be touched with ANY part of another person's body? *No. (Including the mouth)*
- There are also laws to help protect children from bullying, which is against school rules and against the law.
- Bullying and child sexual abuse are against the law and can be reported to whom? *A Trusted Adult.*
- A Trusted Adult can help report a crime and make us feel safe again.
- We learned to always tell the _____ about bullying and abusive behaviors. *Truth.*

It is _____ to say someone abused us when they did not. *Against the law.*

We never make up stories about bullying, sexual abuse or any other kind of abusive behaviors.

5. All Secrets Can Be Told: *Listening to My Instincts*

(Show PowerPoint Slide 8) For reference, the complete Lesson is on pp. 43-45.

- What is our special inner siren called? *Instincts.*
- Not everyone can feel their instincts. For those who can, where do we usually feel them? *Our stomach, our gut.*
- Instincts warn us what? *When something is wrong and when to be careful.*
- If our instincts are giving us a weird/funny feeling, should we wait to tell someone about those feelings? *No.*
- The best part about instincts is that we don't have to wait for something to happen; we can tell right away.



- We also learned that All Secrets Can Be Told. Who can we tell if someone threatens us to keep a secret? *A Trusted Adult.* Verbal threats are a _____. *Crime*
- Is it ever too late to tell a Trusted Adult about a secret - even if we've been keeping it for a long time? *No.* That's right, it is never too late to tell about unwanted attention or touching. Telling can help stop abuse.
- (Show Student Video, Tom's Secret. 4 min.)

6. The Kindness of People: Choosing Who Helps Me

(Show PowerPoint Slides 9-10) For reference, the complete Lesson is on pp. 44-46.

We learned that most people are what type of people? *Kind and caring.*

Can we tell just by looking at or talking to someone if they are safe or not? *No. But we can tell by their behavior.*

Kids who are bullied or abused are usually mistreated by whom? *By someone they know and trust.* Like who? *A parent, step-parent, brother, cousin, uncle, grandparent, neighbor, babysitter, teacher, friend or older/stronger kid.*

- When might we need to ask someone we don't know for help? *When we're lost, hurt or without a working cell phone.*
- Best choices include who? *A Mom or Dad with kids of their own, a person working behind a store counter, wearing a nametag or a uniformed police officer in a marked police vehicle.*
- Is it safer for us to choose who helps us, or for someone to choose us? *It's safer for us to choose who helps us.*

7. My Dignity: Bullying and Abuse are Not My Fault

(Show PowerPoint Slides 11-12) For reference, the complete Lesson is on pp. 49-50

- Who is unique and special? *Every single one of us is unique and special.*
- Although different on the outside, we are all what on the inside? *The same.*
- How should we treat one another? *With kindness and respect.*
- Is abusing or bullying others being respectful? *No.* Mistreating others is treating them with **dis**respect.
- If a child is having thoughts about bullying or abusing others, can they ask an adult for help? *Yes.* If anyone is having these thoughts, please let a Trusted Adult know. Kids who ask for help instead of bullying or abusing others do not get in trouble. They get help.
- Kids can also ask an adult for help if they are having thoughts about harming themselves. It is the job of adults to help keep kids safe. Adults want to help any child who needs help in any way.
- Is bullying or abuse ever the fault of the person they happen to? *No.* Only the person mistreating others is at fault.
- Remember, nothing and no one can take away our _____. *Dignity.* Ever.

8. Last year (in 5th Grade), we learned the Affection, Bribery, Ego/Fame and Hero Lures. We also discussed Bullying, Cyberbullying and Sexual Harassment.

(Show PowerPoint Slide 12a) For reference, the complete Lesson Plans are in the Grade 5 Presenter's manual.)

- The **Affection Lure** taught us that most kids are not sexually abused. Of the kids who are abused, 90% of the time it's by someone they personally know, like a relative, family member, coach or family friend. One third of the time it's by another child, usually a stronger/older child or teen. We're learning this program to prevent child abuse. We learned to set and defend personal boundaries, respect boundaries and ask an adult for help with any safety issues.
- We all like to get gifts from people, but not if something is expected in return. The **Bribery Lure** reminded us to tell our Trusted Adults about all gifts and special privileges we are given or offered.
- The **Ego/Fame Lure** taught us how flattery can be used to gain our trust, but these compliments are not sincere. Letting parents and guardians know about talent or sports opportunities helps us pursue our dreams safely.
- It's important to have people in our lives whom we admire. The **Hero Lure** taught us that **true** heroes would never mistreat a child. Heros treat kids with respect. Mistreating children is against the law.
- Lastly, we discussed the role we all have to play to help stop **bullying and harassment** in our community. We can help keep our school safe by being kind and supportive of one another. Bullying and harassment are against school policy and against the law. We now know that unwelcome flirting is considered **sexual harassment**, so we'll be respectful of one another's personal boundaries.
- We can let a Trusted Adult know about any bullying, abuse, sexual harassment or ANY behaviors that set off our instincts. The best part about our instincts is that we don't have to wait until something happens - we can tell an adult right away if someone's behavior gives us a weird or funny feeling in our gut.

This year, we'll learn about the **Job, Threats & Weapons, Pornography, Drug and e-Lures** We'll learn how each Lure works, specific safety strategies and whom to ask for help when needed.

* A separate **Review of Lures** classroom PowerPoint presentation, 3c) PowerPoint-LURES-REVIEW-TFSS, is included on the Flash Drive for use during #8 (above) review of Lures learned in the previous grade; **Slides 12-15 align with this review.**



Note to Presenter:

Class Lessons for Grade 6 begin on p.7 with the **Job Lure**.

If needed, *complete Lesson Plans for the above Cornerstone Concepts are provided on pp. 32-49.*

Lesson 1

Job Lure

Presenter Overview

Grade 6

All kids like to earn money, and rightly so. Home chores, quick errands and small jobs outside the home teach kids responsibility and the rewards of hard work. However, the offer of a short-term job or errand may actually be a ruse to lure a child into an unsafe situation. Children may be attracted by the chance to earn money or the opportunity to perform especially fun or interesting tasks.

In this lesson, students learn the importance of always checking in with a parent or guardian first, and letting them know about any job or errand. This includes yard work, pet care, sweeping walkways, mother's helper or helping with other errands.

Students also learn to always have a Trusted Adult with them when entering a home or other private location for an interview, job or to be paid.

Behavioral Objectives

- Apply Parent Permission rule for all jobs and errands.
- Apply assertive refusal skills in response to entering a home/office to be paid for a job or errand; bring an adult.

Key Points

- Always check with parents before agreeing to do any job or errand - no matter how small.
- Parents should know everything about a child's job: Who, What, Where, When, and for how long they'll be working.
- Do not enter someone's home to do a job or be paid, unless accompanied by a Trusted Adult.

Vocabulary

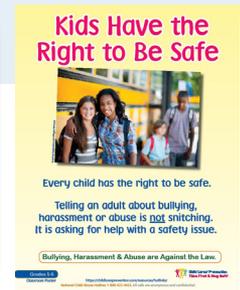
Mistreat, allowance, pet sitting, responsibility, independence, check, fundraiser

Props and Activities

1. Cash
2. PowerPoint slide 13
3. Classroom Poster, *Kids Have the Right to Be Safe*
4. Student Workbook (p. 14); Complete *Fill in the Blanks* and *Student Activity*. (Optional)



PowerPoint Slide 13



Class Poster

Presenter Checklist

- ___ Send [Welcome Letter/Tips for Safeguarding Your Child](#) home to parents and guardians, p. 26 and p. 27.
- ___ Administer [Pre-Test Evaluation](#) to students, p. 23
- ___ Facilitate [Positive Thinking Skill](#) (p. 8) with students.
- ___ Have students complete [Student Workbook](#), p. 14; *Fill in the Blanks* and *True/False*. (Optional)
- ___ Display Class Poster, *Kids Have the Right to Be Safe*. Review with students.

Teaching Lesson 1

Discussion and Activities

Lesson Introduction

(Prior to lesson, present Quick Review on pp. 5-6)

This year, we'll begin with the **Job Lure**. Many kids like the responsibility of having chores, or small jobs outside the home, and they love earning money. Although most job offers are safe, some may actually be a lure. Today we'll discuss how to safely accept and perform jobs for people outside our family.

1. Do you have chores you do at home? What are they?

(Show of hands and student responses.)

Do you get paid for doing these chores?

Do you get an allowance?

2. How many of you have been paid for doing chores, or jobs for relatives or neighbors, like cutting grass, pet sitting or shoveling snow?

(Show of hands and student responses.)

Is there anything wrong with being paid to do chores or jobs for someone? *No.*

Jobs are a good way to learn responsibility, gain independence, and make money.

3. However, for safety's sake, what do we need to do when considering a job or chore outside our home?

Get permission from a parent or guardian.

What do we do if the person offering us the job says they already spoke with our parents and got permission. Do we still need to check with parents?

Yes.

4. What other important thing do we need to do before accepting a job or errand outside the home?

(Show PowerPoint Slide 13)

Always have a parent or guardian meet the person offering the job.

5. For any job outside our home, no matter how small, what do our parents need to know?

- *Who we're doing the job for.*
- *What type of work we'll be doing*
- *Where we'll be doing the job.*
- *When we'll be working.*

Time to *Think First & Stay Safe!*

Practice Scenarios:

Let's say you are riding your bicycle on a weekend afternoon. A local store owner asks if you would help move some boxes from his car to his storeroom. It will only take an hour and he'll pay you \$15.

If you want to accept the job, what should you do?

- *Tell the shopkeeper you need permission from your parent(s) or guardian.*
- *Get permission.*
- *Let parents know where you will be and for how long.*
- *Introduce them to shopkeeper if they don't know him.*

Suppose a neighbor offers you \$25 to cut his grass and sweep his sidewalk. You get permission from your parents and get to work. When you are finished, the neighbor invites you inside his home to be paid. What should you do?

- *Tell him you'll wait outside while he gets the money.*
- *If he insists you must come inside, tell him you are not allowed inside his house.*
- *Leave without being paid, then return with your parents.*

You need to go door-to-door to fund-raise for your class, sports team or scout group. What are some good safety rules for door-to-door fund-raising?

- *Always bring a parent, guardian, or other adult.*
- *Ask for donations from people we know, like friends, neighbors and family.*
- *Do not enter someone's home.*
- *Do not go door-to-door after dark.*
- *Always be polite and say thank you.*

(Display Poster, Kids Have the Right to Be Safe.)

6. Remember, doing errands or jobs is usually a positive experience – and most people offering jobs are what type of people?

Kind and safe people.



Lesson Recap, Job Lure

- Always check with parents before agreeing to do any job or errand - no matter how small.
- Parents should know everything about a child's job: Who, What, Where, When, and for how long they'll be working.
- Do not enter someone's home to do a job or be paid, unless accompanied by a Trusted Adult.



Positive Thinking Skill

- What would be your dream job?
- What can you begin doing today that will help you get your dream job in the future?



Presenter's Notes

Lesson 2

Threats & Weapons Lure

Presenter Overview

Grade 6

Threats can be made to children using words, actions or technology. Being threatened with a weapon is relatively rare, but verbal threats are routinely used to coerce victims of bullying and abuse into cooperation or silence. An adult or older child's physical size alone can intimidate a youngster into compliance.

When kids are aware that verbal threats are against the law, they are more likely to tell a Trusted Adult about such incidents. Students practice making a commotion if faced with an actual weapon.

Discussing school policies surrounding threats and weapons help students understand the importance of reporting knowledge or rumors of such behavior. Students who bring weapons to school usually tell, show or post something about it to other kids. (Rumors often contain important elements of truth.) An anonymous reporting system allows students to safely divulge any concerns.

Behavioral Objectives

- Identify that all threats are Against the Law and need to be reported.
- Recognize weapons are rarely used: if used, make a commotion.
- Apply the All Secrets Can Be Told rule, especially if threatened with words or a weapon not to tell about bullying or abuse.
- Apply Reporting skills for rumors or knowledge of weapons or bomb threats; this can be done anonymously, if necessary.

Key Points

- Verbal threats are common in cases of bullying and sexual abuse, but use of weapons is rare.
- All threats are *against the law* and need to be reported to a Trusted Adult.
- If faced with a weapon, make a commotion, run to safety and ask an adult for help.
- Report rumors and knowledge of potential school violence to parents or school staff.

Vocabulary

Verbal threat, rare, commotion, felony, flee, intimidate

Props and Activities

1. School Policy Handbook
2. PowerPoint slides 14-15
3. Student Workbook (p. 16); Complete *Fill in the Blanks* and *Student Activity*. (Optional)
4. Classroom Posters, *No Threats (No Kidding)* and *No Weapons; No Exceptions & Exclusion Hurts*



PowerPoint Slides 14-15



Class Posters

End of Lesson Presenter Checklist

- ___ Review Lesson Recap, p. 11
- ___ Facilitate Positive Thinking Skill, (p. 8) with students.
- ___ Have students complete Student Workbook, p. 16; Fill in the Blanks and True/False. (Optional)
- ___ Display Class Posters *No Threats...*, *No Weapons...* & *Exclusion Hurts*. Review with students.

Teaching Lesson 2

Discussion and Activities

 **Quick Review:** In the **Job Lure**, we talked about how to safely do jobs and errands for people outside our family. We discussed the importance of always checking in with a parent or guardian first, and letting them know the who/what/where/when of any job.

We also discussed how a Trusted Adult should always be with us when we enter a home or other private location.

Lesson Introduction

Today, we'll look at the **Threats & Weapons Lure**. We'll discuss what to do if someone threatens us, either with words (verbal threats) or with weapons. While verbal threats are common in cases of bullying and sexual abuse, use of weapons is rare.

It is Against the Law to threaten someone, either verbally or with a weapon. All threats should be reported to a Trusted Adult right away.

1. Let's start by discussing threats. What is a verbal threat? *When someone says they are going to do something bad to us or someone we love.*
2. Could we be threatened online or electronically? *Yes.* Cyberbullying often includes use of threats.
3. Can you think of a time when someone (brother, sister, cousin, neighbor or friend) threatened to do something if you didn't do as they say? *(Responses.)*

For instance, let's say your older brother says, "If you tell Mom and Dad I was vaping, I'm going to throw all your school binders in the river."

Is that a verbal threat? *Yes.*

What did the older brother want you to do?

Keep quiet about his vaping.

Was he using a threat to get you to do something you didn't want to do? *Yes.*

Do you think the older brother would really throw your school binders in the river? *Hopefully not!*

(Display Poster, No Threats, No Kidding.)

4. Likewise, some child abusers use verbal threats to force kids into abuse, or to keep abuse secret. An abuser may say something like, "If you tell anyone about what I did to you, I'll hurt your Mother."
Is that a verbal threat? *Yes.*
What does the abuser want you to do?
Keep sexual abuse a secret.
Do you think the abuser will really hurt your Mom?
Probably not.
5. How do threats make us feel?
Scared, worried, upset, sick, angry, etc.

Is it healthy to feel scared, worried or unsafe? *No.*

Is it safe to keep threats or sexual abuse secret? *No.* Remember, All Secrets Can Be Told, especially secrets that make us feel worried or scared. And whom do we tell?

A Trusted Adult.

Practice Scenario

Whenever Hunter's uncle visits, he comes into Hunter's room late at night and touches the private parts of his body. Hunter has never told his parents, because his uncle has threatened to harm Hunter's younger sister if he tells. His uncle has also told Hunter, "It's your word against mine, and who's going to believe you over me?" The holidays are only a couple of weeks away, and the uncle is planning to visit, as usual. What can Hunter do?

- a. Is Hunter's uncle threatening him so he'll keep the abuse secret? *Yes.*
- b. Is Hunter's uncle breaking the law, both by abusing Hunter and by threatening him? *Yes.*
- a. Can Hunter tell his parents? *Yes.*
- b. Will Hunters parents believe him? *Yes.*

Most parents and guardians know that kids rarely make up stories about sexual abuse. However, if Hunter's parents don't help him, who else can he ask for help?

Someone at school or another Trusted Adult.

6. In rare cases, kids are threatened with weapons. For instance, a driver may pull over, point a gun and say, "Get in!" Why would someone pull a weapon on someone your age? *To scare them into doing something, like getting into a car, going into a home or another secluded area.*
7. If faced with an actual weapon, what should we do?
 - *Scream loudly, and make a commotion.*
 - *Run to safety!*
 - *Ask an adult for help.*What does "make a commotion" mean?
To make a lot of noise; call attention to oneself.
Why is it best to make a commotion if threatened with a weapon?
It lets other people know what is happening so they can get involved and help.
Making a loud commotion calls attention to the situation and usually makes criminals go away. Remember, criminals do not want to get caught.
8. Okay, everyone show me how loudly you can yell: "HELP! This person has a weapon!"
(Encourage class to yell very loudly. This is a favorite exercise for students!) **(Show PowerPoint Slide 14)**

People can freeze with fear, unable to move. How could we keep ourselves from freezing with fear?

Get mad! Think: "This person is not allowed to hurt me! This person is breaking the law!"

Remember, most threats are not carried out. They are used to scare us into doing something we don't want to do.

Teaching Lesson 2, cont.

Bomb Threats

NOTE TO PRESENTER: Read or paraphrase your school's Bomb Threat Policy aloud to students, emphasizing disciplinary action for policy violations.

- Okay, switching gears here, let's talk about a threat some of us may have heard of - bomb threats. What is a bomb threat?
When someone makes a phone call or sends a message saying there is a bomb.
- What happens when someone makes a bomb threat against our school?
- *The police are called.*
- *Everyone must leave the school.*
- *The whole school must be searched for a bomb.*
What other things happen if someone makes a bomb threat against our school?
Things get cancelled, including sports, favorite classes and other activities.
Do we have to make up days of school we miss because of bomb threats? If yes, when?
Yes. It usually comes out of summer vacation time.
- Why are bomb threats against the law?
It is a serious crime, a felony, to threaten people verbally or with weapons.
Do bomb threats waste the time and energy of people who work to keep our communities safe? *Yes.*
If there was a real emergency, the police would be spending time looking for a bomb that didn't exist.
- If we knew someone who made a bomb threat or told us they were planning to make a bomb threat, should we tell an adult? *Yes.*
Why should we tell about even a good friend who makes a bomb threat? *Because the bomb threat could be real. By reporting it, we might save lives.*

Would it be snitching on our friend to tell?
No. Telling about a safety issue is not snitching!

NOTE TO PRESENTER:
Most students are unlikely to report weapons or threats of violence. Anonymous Tip Lines are helping to reverse this trend. Make sure your students know how to use them.

- What is an anonymous tipline?
A number people can text or call to report crimes without giving their name, like "Crime Stoppers."
How else might we report bomb threats or possible violence at school without having to reveal our name?
- *Ask parents to report it, without giving our name.*
- *Call 911 and tell the dispatcher you'd like to anonymously report a crime or potential crime.*

Weapons

NOTE TO PRESENTER: Read your school's weapons policy aloud to students, emphasizing disciplinary action for violations. Reinforce that even jokes about violence are taken very seriously.

- (Show PowerPoint Slide 15)**
If a classmate brings a weapon to school, who do we tell and why?
We immediately tell a teacher, principal, or school counselor or call 911.
If a classmate brings a weapon to school, could that weapon be used against us or our friends? *Yes.*
(Display Poster, No Weapons, No Exceptions.)
If we see or hear rumors about weapons or planned violence at school, what should we do?
Tell parents or another Trusted Adult right away.

Students who have reported weapons or threats of violence have helped prevent violent situations from happening at their schools.
- What do we already know about falsely accusing someone of any crime?
It's against the law.
All accusations are taken seriously by school officials and the police, so always tell the truth.
- Can students help keep school a safe and happy place for all? *Yes.* **(Display Poster, Exclusion Hurts.)**
What are some things we can do?
- *Treat others with kindness and respect.*
- *Respect differences & urge others to do the same.*
- *Report bullying to a Trusted Adult.*
- *Support people who are bullied.*
- *Report bomb threats, weapons and rumors of planned violence to a teacher, principal or 911.*

Those are all effective ideas to help keep our school safe! Let's all do our part by working together to keep school a safe learning environment for everyone!

 Lesson Recap, Threats & Weapons Lure

- Verbal threats are common in cases of bullying and sexual abuse, but use of weapons is rare.
- All threats are *against the law* and need to be reported to a Trusted Adult.
- If faced with a weapon, make a commotion, run to safety and ask an adult for help.
- Report rumors and knowledge of potential school violence to parents or school staff.

Lesson 3

Pornography Lure

Presenter Overview

Grade 6

Pornography is regularly used to set the stage for child sexual abuse. Kids have a natural curiosity about sex, so it is not difficult to get or hold their interest. To normalize sexual activity with children, offenders expose children to increasingly graphic materials over time. Some offenders force children to participate in sexual activity that is filmed. These images are shared and sold online, and can be used to blackmail the child for more pornography.

Children with a basic understanding of personal boundaries and body safety are more likely to tell a Trusted Adult about someone showing them pornography. Stress to students: it is against the law for anyone to show pornography to a child and clothing should not be removed for photos, video or webcams. Requests to do so should be told to a Trusted Adult.

This lesson includes discussion about sexting and its ramifications, including images going viral, having thoughts of self harm and seeking help if living with thoughts of suicide.

Behavioral Objectives

- Understand that it is against the law to show pornography to children.
- Understand that kids should not ask other kids for nude images. It is sexual harassment.
- Apply Reporting skills if an adult or peer tries to show/send/force a child into taking/sending inappropriate pictures or videos.
- Apply Refusal Skills assertively and Reporting Skills if asked/forced to remove clothing for images, with or without technology.
- Apply Refusal Skills if threatened with inappropriate messages/images.
- Visit <https://suicidepreventionlifeline.org> or Call 1-800-273-TALK (8255) or if needed.

Key Points

- Some abusers show kids pornography to make them believe the behavior is normal for kids, **but it is not.**
- We can tell a Trusted Adult if someone shows or sends us pornography because it is against the law.
- Always keep clothes on for photos, videos and webcams.
- Do not ask other kids for nude images. It is a form of sexual harassment.
- Most kids and teens **do not** send sext messages.
- If pressured into taking/sharing images without clothing, ask a Trusted Adult for help.
- Inappropriate images can be used to bribe or blackmail kids. This is also against the law.
- If living with suicidal thoughts, ask an adult for help, visit suicidepreventionlifeline.org or call 1-800-273-TALK (8255).
- Suicidal thoughts can be prevented and treated successfully.

Vocabulary

X-rated, nude, semi-nude, sexting, pornography, normalize, blackmail, misguided, retrieve, attachment, consent, harassment, pressured, suicide, suicidal

Props and Activities

1. PowerPoint slide 16
2. Student Workbook (p. 16); Complete *Fill in the Blanks* and *Student Activity*. (Optional)
3. Class Posters, *Be a Good Digital Citizen* and *All Secrets Can Be Told*



PowerPoint Slide 16



Class Posters

End of Lesson Presenter Checklist

- ___ Review [Lesson Recap](#), p. 14
- ___ Facilitate [Positive Thinking Skill](#) (box, p. 14) with students.
- ___ Have students complete [Student Workbook](#), p. 16; *Fill in the Blanks* and *True/False*. (Optional)
- ___ Display Class Posters, *Be a Good Digital Citizen* and *All Secrets Can Be Told*. Review with students.

Teaching Lesson 3

 Discussion and Activities

Quick Review: Last time, we learned that verbal threats are often used in cases of bullying and sexual abuse. Use of weapons is rare. The idea is to scare kids into keeping the abuse secret. That's why a lot of kids don't tell. We now know that it is Against the Law to threaten anyone, either verbally or with a weapon. If we hear rumors of bomb **threats or weapons** at school, we need to let an adult know right away, for the safety of everyone.

Most of us love to take pictures and video of ourselves and our friends. Social media, apps and YouTube allow us to post images for the world to see! But today we'll talk about photos and video that should not be viewed or shared on social media.

1. How many of you like to watch movies or videos?

(Show of hands.)

Where do you like to watch? On your phone?

At home? At the homes of friends? *(Show of hands.)*

What is your favorite movie? *(Student Responses.)*

How are most of your favorite movies rated? G, PG, PG13? *(Student Responses.)*

2. Raise your hand if you can tell us what X-rated means. **(Show PowerPoint Slide 16)**

Pornography. Inappropriate images.

Pornography is movies or images with naked people, and sometimes sexual activity.

Did anyone's inner siren go off when I said that?

(Show of hands.)

Most of us probably felt funny in our gut, or a little embarrassed. That's ok. It's normal to feel that way.

3. Does anyone know why we need to talk about pornography when we're learning about personal safety? *Pornography can be used as a Lure.*

Abusers show kids pornography to try and make sexual behaviors with children seem normal, but it is NOT normal and it is NOT legal.

Practice Scenario

Tara is listening to music one day after school while her mother is at work. Her mother's boyfriend says he has a movie he really wants her to see. Once the movie starts, Tara realizes it is X-rated. What can Tara do?

- *Make an excuse to leave the room.*
- *Get to safety.*
- *Tell her mother or another Trusted Adult*

4. Is it wrong to show or send pornography to children?

Yes.

It's not only wrong, it's also against what?

It's against the law.

What can we do if someone tries to show us pornography, especially if they tell us to keep it a secret?

- *Refuse to look at it.*
- *Leave as quickly as possible.*
- *Tell a Trusted Adult.*

5. What could happen if someone took pictures or video of us with little or no clothing?

- *The images could be posted online for all to see, (like our parents, grandparents, friends, principal.)*
- *The images could be given or sold to others.*

6. Who has heard the term, "blackmail"? What does it mean?

Blackmail is a verbal threat that pressures someone to do "A" so the blackmailer doesn't do "B."

Here's an example of how kids can be blackmailed by an online friend:

On social media, an online friend tricks a child into sending photos of their private parts. Then they say, "If you don't send me more pics, I'll send these images to your parents. Then I'll share them online. Your parents will be so ashamed of you that they'll no longer want you or love you."

Would the child's parents really no longer love them? *No.*
Will giving in to the blackmail make things worse? *Yes.*
Can the child tell their parents about the pictures and the blackmail? *Yes.*

7. What have we learned about verbal threats, like blackmail? *They are against the law.*

Whom can we tell about verbal threats? *A Trusted Adult*

(Display Poster, All Secrets Can Be Told.)

Do kids sometimes get into situations where they need the help of a Trusted Adult? *Yes.*

That's okay, it's part of growing up, so don't be afraid to ask for help when needed.

8. Some kids willingly send nude or semi-nude images of themselves to social media friends or dating partners. What is this called? *Sexting. Sending nudes.*

Once we've sent an image, how many people can the recipient send it to? *As many people as they want.*

Might they send it to people we don't want to see it? *Yes.*

Would we have any control over who sees the image? *No.*

9. Listen carefully: Most kids and teens are NOT sexting. It is against the law for anyone - **even kids and teens** - to take, possess, send or forward nude, semi-nude or sexual images of anyone under the age of 18.

Teaching Lesson 3, cont.

By law, naked images of minors are considered what?
Child pornography.

(Display Poster, Be a Good Digital Citizen.)

So anyone who takes, sends, shares or possesses the image could be in serious legal trouble.

10. Why do you think some teens sext anyway, even though they know the risks?

To show off.

They are pressured by friends or dating partners.

To start a new relationship.

To prove their commitment in a relationship.

Because it feels like everyone else is sexting.

Do you think all genders are equally pressured to sext?
(Student Responses.)

Research shows females report being pressured to sext more than anyone. Is that fair? *No.*

Should kids be asking other kids for nudes? *No!*

Asking for nudes is a form of sexual harassment, which is against school policy and against the law.

Should kids pressure other kids to sext? *No.*

11. One major problem with sexting is that too often, the images are shared without consent (permission).

Is it ever okay to share photos without consent? *No.*

What could that lead to, having nude or semi-nude images of us on the internet?

We can't control where they go or who sees them.

Imagine how it would feel to know that everyone at school had seen nudes of us? How would we feel?

Embarrassed, worried, scared, sad, angry, etc.

It would feel like our personal boundaries had been crossed, wouldn't it? *Yes.*

What are some other things that could happen if there are nude images of us "out there" on the Internet?

Kids get bullied about it.

Parents, grandparents and siblings find out.

Teachers and principal find out.

Police might get involved

12. When private images are seen and shared by almost everyone they know, some kids become so upset that they think about harming themselves.

Just imagine feeling that low. Knowing this, will you share private images or texts without consent? *No.*

Some kids become so upset in these situations that they start having suicidal thoughts. They feel like there is no one who can help them, no way to fix what has happened. Are there people who can help them? *Yes.*

Yes, suicidal thoughts can be prevented and treated successfully.

Who can be there for us when things seem so bad, we just don't know what to do? *Trusted Adults, adults at school, family members, friends and siblings can be there for us, because they care.*

How can we support a friend when they are going through something really tough like this?

- Let them know we care.

- Make sure caring adults are involved.

- Spend time with them; invite them to sit with us.

- Remind other kids to be kind and respectful.

If we need someone to talk to or are living with suicidal thoughts, there are also helplines to call or visit.

1-800-273-TALK (8255) is a national helpline.

It is free, confidential and can be called 24 hours a day, seven days a week.

It's website is <https://suicidepreventionlifeline.org>

Please take some time to visit and learn more about how you can get help for yourself or a friend.

13. As we wrap up the Pornography Lure, think about this: We've learned the importance of respecting ourselves and one another. Is sexting a healthy and respectful choice for us? Why or why not? *(Student Responses.)* Are most kids and teens sexting? *No, most do NOT.*

Remember: It's never okay to forward or show someone a sexted image, unless it's to share it with an adult when seeking help and/or reporting messages received.



Lesson Recap, Pornography Lure

- Some abusers show kids pornography to make them believe the behavior is normal for kids, **but it is not.**
- We can tell a Trusted Adult if someone shows or sends us pornography because it is against the law.
- Always keep clothes on for photos, videos and webcams.
- Do not ask other kids for nude images. It is a form of sexual harassment.
- Most kids and teens **do not** send sext messages.
- If pressured into taking/sharing images without clothing, ask a Trusted Adult for help.
- Inappropriate images can be used to bribe or blackmail kids. This is also against the law.
- If living with suicidal thoughts, ask an adult for help, visit suicidepreventionlifeline.org or call 1-800-273-TALK (8255).
- Suicidal thoughts can be prevented and treated successfully.



Positive Thinking Skill

- **Do you like to take pictures?**
- **What are your favorite subjects to photograph?**

Lesson 4

Drug Lure

Presenter Overview

Grade 6

Even if students are participating in a dedicated drug resistance program, reinforcing those efforts in the context of personal safety provides a new incentive to avoid drugs and alcohol. Drugs, especially alcohol, are used to lessen the inhibitions of youngsters or render them unable to defend themselves against sexual crimes. Young children are usually tricked into intoxication; older children may willingly experiment. The average age of first marijuana use is 14; alcohol use can start before age 12.¹ e-cigarettes are popular with young people who believe they are a healthier choice than regular cigarettes.

Children under the influence of drugs or alcohol are at far greater risk of sexual assault and other violent crimes. There is also a strong correlation between sexual abuse and subsequent substance abuse: Sexually victimized children appear to be at a threefold risk for substance abuse.

¹ American Academy of Child & Adolescent Psychiatry, 2013

Behavioral Objectives

- Understand that the majority of kids do not use drugs and alcohol.
- Apply assertiveness skills in response to peer pressure scenarios.
- Apply Refusal skills in response to offers of drugs and alcohol.
- Recognize that avoiding drugs and alcohol helps ensure personal safety and reaching one's goals in life.



Key Points

- Most kids don't vape, smoke, drink alcohol or use drugs.
- Sometimes abusers use drugs, alcohol and tobacco products to try to trick or lure kids into unsafe situations.
- Drugs/alcohol are harmful to brain growth and development.
- Staying drug, alcohol and tobacco-free helps ensure health and personal safety.



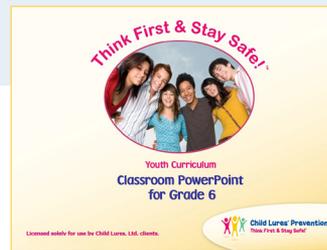
Vocabulary

Peer, positive, negative, peer pressure, impact, brain damage, under the influence, overdose, accomplish, determination, natural high, prescription, vulnerable, interfere, strategies

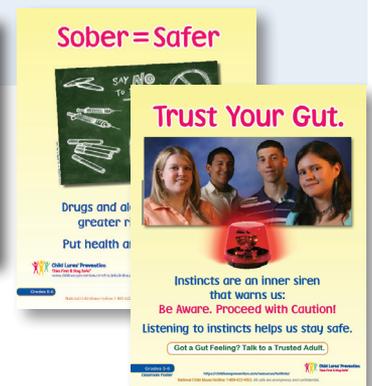


Props and Activities

1. Tic Tacs (breath mints)
2. PowerPoint slide 17
3. Class posters, *Sober = Safer* and *Trust Your Gut*
4. Student Workbook (p. 17); Complete *Fill in the Blanks* and *Student Activity*. (Optional)



PowerPoint Slide 17



Class Posters

End of Lesson Presenter Checklist

- ____ Review [Lesson Recap](#), p. 17.
- ____ Display Class Posters *Sober=Safer* and *Trust Your Gut*. Review with students.
- ____ Have students complete [Student Workbook](#), p. 17; *Fill in the Blank and True/False*. (Optional)

Teaching Lesson 4

Discussion and Activities

 **Quick Review:** Last time, we learned that it is against the law for anyone to show or send **pornography** to kids. It's also against the law to send nude, semi-nude or sexual images (sexting) of minors electronically. We won't ask other kids for nude images because we now know that it's harassment to ask. Sexting can also be used to blackmail kids into sending more images.

If anyone tries to show us X-rated images or asks us to remove clothing for pictures or video, we will refuse, then tell a Trusted Adult.

Lesson Introduction

Prescription drugs help save lives every day. When people have health problems, prescription drugs can be helpful when taken under a doctor's care. Unfortunately, there are people who misuse drugs. Today, we'll talk about how **drugs** (including prescription drugs) and alcohol can be used to lure kids into unsafe situations.

1. What is a peer?

A peer is someone our own age, someone at our school or in our circle of friends.

2. What is "peer pressure"?

It's the pressure we all feel to do what our peers do – especially the people we look up to or want to be friends with.

3. Most of the time, we hear about peer pressure being a negative thing. Can you think of some examples of **positive** peer pressure?

Trying to do well in math because someone you really like is a math whiz.

Giving it your all at sports practice because your best friend is captain of the team.

Volunteering at the food bank because a friend does and you admire her.

Having plans to go to college because your best friend plans on going.

Those are all great examples of positive peer pressure. Now, what are some examples of negative peer pressure?

Cheating during a test because your friend says they need the answers.

Swearing on the bus because your friends are doing it.

Vaping because someone you think is cool dared you.

Drinking beer because a friend's older sister is drinking, and you want to impress her.

4. How many of you know kids who have tried tobacco products, alcohol or other drugs?

(Show of hands.)

Do **most** kids smoke? Drink alcohol? Vape? Use other drugs?

No. Most kids don't smoke, don't drink, don't vape and don't use other drugs.

That's good, because kids' brains are still developing until the age of 25. Do you think drugs or alcohol are good for the development of your growing brains? *No!*

Unfortunately, there are some kids who use drugs and alcohol before their brains finish developing.

Who can guess the #1 reason kids try tobacco products, alcohol and other drugs?

Peer pressure.

That's right. Most of the time, kids are offered drugs by a friend, classmate or older student.

5. **(Show PowerPoint Slide 17)**

Guess who else offers drugs to preteens like you?

Sex offenders, child abusers

How might sex offenders use drugs/alcohol as a lure?

Could they trick kids into drinking alcohol or taking drugs? *Yes.*

Could they put drugs into a kid's drink? *Yes.*

Could they use drugs/alcohol/tobacco products as a bribe for kids who want to try them? *Yes.*

Could they use this kind of "rule-breaking" secret to blackmail kids into abuse? *Yes.*

Drugs can be very effective lures, and they put kids at greater risk for abuse.

(Display Sober=Safer class poster.)

Practice Scenario

The Little League coach invites Marcus over to his house to watch the World Series. This makes Marcus feel really happy, like he's Coach's favorite player. During the game, Coach gives Marcus a beer and keeps encouraging Marcus to drink it. The siren in Marcus' gut is going off like crazy; this just feels wrong! What should Marcus do?

a. Can Marcus listen to his gut and leave Coach's house immediately? *Yes.*

b. It is healthy for Marcus to keep what happened a secret? *No.*

c. Can he tell his parents? *Yes.*

d. If Marcus drank the beer, would he be more vulnerable to abuse? *Yes.*

e. If he drank the beer, could Coach try to blackmail Marcus into doing something he doesn't want to do? *Possibly, yes.*

Teaching Lesson 4, *cont.*

6. If we were under the influence of drugs/alcohol:
- Would our brain be working at 100 percent? *No.*
 - Would we be thinking clearly? *No.*
 - Might we feel dizzy, sick or even pass out? *Yes*
 - Would it be more difficult to get to safety? *Yes.*
 - Would it be easier for someone to abuse us? *Yes.*

This is exactly why abusers use drugs and alcohol as a lure. If a child is under the influence, it gives the abuser two advantages:

- It makes the child an easier target to abuse.
- It establishes secret-keeping from parents, which can later be used to blackmail the child.

 **Practice Scenario**

A 53-year-old man lured four neighborhood preteens into his home with the promise of alcohol and a pornographic movie. Two kids left when the movie started, but two youngsters decided to stay and drink more alcohol while they watched the movie. Once they were intoxicated, the neighbor sexually abused both kids.

- The man used two lures together to trick the kids. What were the two lures? *Alcohol and pornography.*
- Was it against the law for the neighbor to offer the youngsters alcohol? *Yes.* Pornography? *Yes.*
- Did giving the kids alcohol lessen their ability to stay safe? *Yes.*
- What can we do if we find ourselves in a similar situation? *Refuse the alcohol, leave immediately and tell a parent or guardian what happened.*

Abusers often use more than one lure at a time on kids. It's hard enough for kids to realize when one lure is being used, let alone two or three. So remember, if someone's behavior seems wrong or unsafe, ask an adult for help.

7. Okay, now it's time to *Think First & Stay Safe!* **(Show students a handful of Tic Tac breath mints.)** "Hey, do you want to try something new? These pills will make you feel higher than a satellite!"

How many of us just felt our "inner siren" go off?
(Show of hands.)

(Explain that the "pills" are not real.)

Besides saying, "No, thanks" what else could we say to friends who offered us drugs?

- "I'm good."*
- "I'm allergic."*
- "I do sports, not drugs."*
- "I'm into natural highs, not artificial ones."*

These are all good things to say if someone offers us drugs, alcohol or tobacco products.

(Display Poster, Trust Your Gut.)

8. We've learned that using drugs and alcohol can put our personal safety at risk. What are some other dangers of drug and alcohol use?
Can we get in trouble for using drugs/alcohol? *Yes.*

Can drugs/alcohol use make us lose parent trust? *Yes.*
Can drugs/alcohol hurt the development of our growing brain? *Yes.*
Can using drugs/alcohol lower our ability to do well in school? *Yes.*

9. Think about these questions for a minute:
- What are your dreams for the future?
 - What would you like to accomplish in life?
 - How would you like to be seen in the eyes of other people?
 - What kind of job/car/house would you like to have?

We would probably all like to get a good job, have nice things and earn the respect of others.

What does it take to get there?

Education.

Determination.

Hard Work.

Staying out of trouble.

Will taking drugs help you reach your goals in life?

No.

Drugs will interfere with reaching your life goals.

10. What are some good strategies for avoiding drugs, alcohol and tobacco products?

Stay busy: Get involved in sports, dance, art, theater, music and other activities.

Volunteer for community projects.

Think about goals and dreams for the future.

Let's think about it like this:

When a space satellite is launched, what does it burn to get off the ground? *Fuel.*

When people take drugs, they burn fuel too.

What fuel are they burning? *Brain cells.*

Remember, we are on a long and exciting journey called L-I-F-E. We need all our brain cells for fuel! And we need to keep a clear head that can help us to *Think First & Stay Safe!*

**Lesson Recap, Drug Lure**

- Most kids don't vape, smoke, drink alcohol or use drugs.
- Sometimes abusers use drugs, alcohol & tobacco products to trick or lure kids into unsafe situations.
- Drugs/alcohol are harmful to brain growth and development.
- Staying drug, alcohol and tobacco-free helps ensure health and personal safety.

**Positive Thinking Skill**

What are some natural highs in life?

Enjoying a good laugh with a friend.

Getting a perfect test score.

Scoring the winning point in a game.

Hearing the words "I Love You."

Lesson 5

e-Lure/Digital Citizenship

Presenter Overview

Grade 6

The majority of today's 6th graders interact regularly and safely with people they don't know via gaming sites, apps and social media.

The ease with which youngsters send, post and share images, however, puts them at risk of exploitation. Sexting scandals have erupted in middle and high schools across the country. A number of young people have died by suicide as a result. The abundance of explicit images of youngsters, combined with the ease of meeting kids through social media makes online luring possible for sexual predators. Most youngsters, however, are saavy enough to know when to block or unfriend "creeps." Youngsters who communicate with adults online and agree to meet-ups are usually risk-takers in real life as well. Many claim to be "in love."

Cyberbullying is by far the most prevalent e-threat to middle school students today. Bullying is amplified with technology, which publicizes the bullying and allows others to participate, sometimes anonymously. *Think First & Stay Safe* promotes empathy and responsible use of technology.

Behavioral Objectives

- Demonstrate how to be a responsible digital citizen.
- Identify that cyberbullying is Against the Law.
- Apply Refusal skills in response to sharing full name/passwords and e-Lure scenarios.
- Apply Reporting Skills for all electronic activities, especially threats, cyberbullying and sexting.
- Strive to use kindness and respect when moving through the world.



Key Points

- Be kind and respectful when using technology.
- Keep personal information and passwords private.
- Don't cyberbully. It's against the law.
- Show threatening or inappropriate messages and images to a Trusted Adult.
- Do not remove clothing for pictures or video.
- In-person meetings: always bring an adult & meet in public.



Vocabulary

Technology, cruel, distort, anonymously, take advantage, vulnerable, suggestive, acquaintance, meet-up, pact

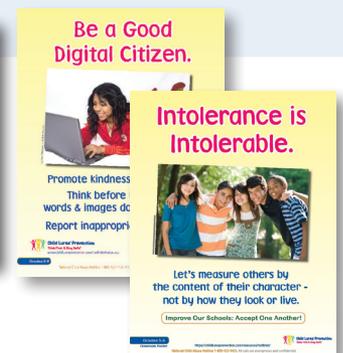


Props and Activities

1. Class Posters, *Be a Good Digital Citizen* and *Intolerance is Intolerable*
2. e-Safety Pact, p. 21
3. PowerPoint slides 18-21
4. Student Workbook (p. 17); Complete *Fill in the Blanks* and *Student Activity*. (Optional)



PowerPoint Slides 18-21



Class Posters

End of Lesson Presenter Checklist

- ___ Review [Lesson Recap](#), p. 20.
- ___ Facilitate [Positive Thinking Skill](#) with students.
- ___ Have students complete [Student Workbook](#), p. 17; *Fill in the Blank and True/False*. (Optional)
- ___ Hand out [e-Safety Pact](#) (p. 21.) Have students take Pact home to review with parents.
- ___ Display Class Posters, *Be a Good Digital Citizen* and *Intolerance is Intolerable*. Review with students.

Teaching Lesson 5

 Discussion and Activities

Quick Review: Last time, we learned that kids can be lured into unsafe situations with **drugs, alcohol & tobacco** products. Staying drug, alcohol & tobacco-free helps ensure health and personal safety. We talked about peer pressure and practiced refusal skills.

We also discussed how most kids don't vape, smoke, drink alcohol nor use other drugs.

Lesson Introduction

Today we'll take a look at the e-Lure. We'll also discuss our personal safety as it relates to **technology**, and the importance of keeping passwords and other personal information private. **(Show PowerPoint Slide 18)**

- (Show of hands.)** How many of you enjoy using technology, gaming and social media?
 - What are some of your favorite things to do on your phone or online?
 - *Text with friends.*
 - *Gaming.*
 - *Watch videos/tv.*
 - *Take pictures/videos.*
 - *Check sport scores/standings.*
- What types of communication do you and your friends use most often?
- *Messaging apps*
 - *Texting*
 - *Social Media Sites*
 - *Online Gaming*
- When using technology, how should we behave?
 - *Polite*
 - *Honest*
 - *Respectful*
 - *Kind and caring*
 - *Responsible*
 - *Inclusive*
 - What are some behaviors we want to avoid when using technology?
 - *Sending inappropriate messages/images.*
 - *Using swear words.*
 - *Downloading music without paying.*
 - *Copying text without citing the source.*
 - *Hacking of any sort.*
 - Speaking of behaviors to avoid, who can give us a definition of cyberbullying?
 - *Bullying when using technology*

What are some examples of cyberbullying?

- *Sending cruel or threatening messages*
- *Making fun of others.*
- *Posting bad pictures of people, without consent.*
- *Making up stories about people.*

If someone sends us cruel or threatening messages:

Should we respond to the messages? *No.*

If they send more messages, should we open them? *No.*

With whom should we share the messages?

A Trusted Adult.

- Why should we share cruel or threatening messages with a Trusted Adult? *(Student answers.)*
Cyberbullying is a crime in every state. Texts, posts and calls that are cruel or threatening are **against the law.**

Why is it helpful to save and/or print these messages?

(Student answers.)

They are evidence of a crime and can be shared with parents, school officials and, sometimes, local police.

How do cyberbullies get caught?

Most messages can be traced back to the sender.

When kids tell an adult about the behavior (anonymously if needed), action can be taken to stop it.

- What if we tell and no one helps us?
 - *Keep telling until someone helps.*

These are crimes that need to be stopped. It's important to let an adult know about any cyberbullying.

There is some good news about cyberbullying: Over 80% of kids DO NOT cyberbully other kids. Let's make it 100% of kids in our school and community.
(Display Poster, *Be a Good Digital Citizen.*)
- We hear from adults, "Be careful of online predators." Who knows why? *(Student responses.)*

Online predators do exist. And take a guess: Who is their main target? *Preteens and teens.*

Knowing just our phone number, could someone Google our address and get a map directly to our house? *Yes.*
Could they show up at our house or sports event? *Yes.*
Could they follow us to where we like to hang out? *Yes.*
Would it be safe if they did any of the above? *No.*

Even one small piece of personal information in the wrong hands can put our personal safety at risk.

- So what personal information should we keep private?
 - *Full name, phone number and home address.*
 - *Passwords.*
 - *School name and location.*
 - *Family issues like divorce, illness, moving, etc.*
- How do you suppose online predators try to befriend kids?
 - Would an online predator:
 - Spend time trying to get to know the child? *Yes.*
 - Ask about problems at home? *Yes.*
 - Pretend to offer support and understanding? *Yes.*
 - Try to get the child to feel close to them? *Yes.*
 - Encourage the sharing of personal feelings? *Yes.*

Teaching Lesson 5, cont.

This is called *grooming*. Abusers want kids to think of them as a Trusted Adult. But are they to be trusted?

No

11. We all have problems at home sometimes. When we do, to whom can we talk about our problems?
Family member, friend, teacher, school counselor

Most adults want to help kids with their problems. It's best to ask someone we know and trust.

12. We hear all the time how dangerous it is to go alone to meet an e-friend in person. What could happen if we went alone to meet someone we only knew from online?
Could that person end up being very different than they seemed online? *Yes.*
Could there be more than one person? *Yes.*
Could they end up harming us? *Yes.*

Suppose an online acquaintance texted us their picture. Could we trust them then?

- *No. Who's to say the picture is really them?*
- *What can we really tell about someone from just their picture?*

Practice Scenario

Enzo likes to game online with a group of friends from his school and some kids from other towns. He met Anna Liza while playing his favorite game. He found out that it was Anna Liza's favorite game too. Their gaming turned into Skype conversations and they discovered that not only are they the same age, but they have lots of other common interests - in music, books and food.

Anna Liza lives an hour away from Enzo, but now that it's been a few months, they really want to meet in person. How can Enzo and Anna Liza meet safely?

*By having their parents/guardians talk to one another.
By bringing parents or another Trusted Adult along.
By meeting in a busy public place during the day.*

Keep in mind that once people meet, they sometimes discover they don't really have all that much in common after all. But if they do want to meet again, it's best to have a parent or guardian chaperone until they're older.

Are most people we meet online safe or unsafe?

(Show PowerPoint Slide #20)

Most are safe, but always put personal safety first.

13. **(Hand out e-Safety Pact to students.)**

This is an e-Safety Pact. When signed, it is a promise to be responsible, and a reminder to be kind and respectful when using technology.

(Show PowerPoint slide 19)

Please take the e-Safety Pact home and read it with a parent or guardian. Sign it and promise to practice it whenever you use technology.

Might we sometimes forget to use technology responsibly?
Yes.

We are all human, and we may text or share something we later regret sending. If we do make a mistake, what can we do about it? *Apologize and recommit to kindness.*

(Display Poster, Intolerance is Intolerable.)

14. What can we do if we see someone else being unkind or disrespectful online?

We can speak up and tell them to stop.

Remind them that cyberbullying is against the law.

Remember: *If we wouldn't do something in-person, then we also shouldn't do it when? When using technology.*

15. Lastly, if anyone is having thoughts of bullying or abusing others, please know there are adults who can help.

Who are some adults that can help?

(Display PowerPoint slide 20)

Parent, guardian, teacher, counselor, school nurse, or a friend - who can help us go to an adult.

Adults are here to help, so please speak up!

16. **(Display PowerPoint slide 21)** In closing:

Remember, most adults are good people who work hard to keep children safe. Each day, try to think of ways you too can contribute to making the world a better place.



Lesson Recap, e-Lure/Digital Citizenship

- Be kind and respectful when using technology.
- Keep personal information and passwords private.
- Don't cyberbully. It's against the law.
- Show threatening or inappropriate messages and images to a Trusted Adult.
- Do not remove clothing for pictures or video.
- In-person meetings: always bring an adult & meet in public.



Positive Thinking Skill

- Have you visited Google Earth?
- Can you locate your school on Google Earth?

Note to Presenter:

Please continue to the next page (21) for a brief **Program Conclusion** to share with students.

Teaching Lesson 5, cont.**Students, this concludes our Think First & Stay Safe™ program.**

This year, we reviewed the core concepts of personal safety.

We also learned the **Job, Threats & Weapons, Pornography and Drug Lures, as well as the e-Lure.**

We explored how each Lure works, learned specific strategies to stay safe and the importance of asking an adult or Trusted Adult for help with any safety matter. These personal safety strategies are life skills we can take into adulthood.

Throughout the program, we've seen how respecting personal boundaries and treating one another with kindness and respect can help make the world a safer place. Let's use that as a reminder of how to treat people in our lives, as well as how we should expect to be treated by others - with dignity and respect.

Thank you for programming your brains to Think First & Stay Safe!!

At this time, it is recommended Presenters:

- Administer the [Grade 6 Student Evaluation](#) (pp. 23-24) as a [Post-Test](#).
- Send home completed [Student Personal Safety Workbooks](#), if applicable.
- Optional: Distribute a [Parent Guide](#) for each student to take home. Order Form on p. 29 or order online at <https://childluresprevention.com/shop/>

e-Safety Pact



1. I WILL be kind and respectful when using technology.
2. I WILL think twice **before** posting *anything* online.
3. I WILL only send or post kind and respectful messages.
4. I WILL always use my true identity. I WILL discourage and report use of false profiles.
5. I WILL only send or post appropriate images.
6. I WILL ask permission before posting, sharing or tagging images of friends.
7. I WILL respect a person's decision to not have their picture or video posted or shared.
8. I WILL NOT friend people I don't personally know, or share images with them.
9. I WILL NOT give out personal information about myself or others.
10. I WILL keep my passwords private, **even from my friends**.
11. I WILL NOT discuss private family matters online; I'll talk to a friend or Trusted Adult instead.
12. I WILL NOT respond to inappropriate/threatening messages. I WILL report them to an adult. I WILL tell a Trusted Adult about any inappropriate messages from peers or adults.
13. I WILL get permission from my parents/guardian before using credit or gift cards online.
14. I WILL NOT meet an online friend in-person unless I do these (3) things:
 - a. Get permission from my parent(s) or guardian(s),
 - b. Bring my parent(s) or another Trusted Adult **and**
 - c. Meet the person in a public place.
15. I WILL follow this Pact to help me be responsible when using technology, and to stay safe. If I make a mistake and misuse technology, I will apologize and recommit to this Safety Pact.

Student's Signature

Parent's Signature

Date

Date

Report unlawful online behavior to cybertipline.com
The National Center for Missing and Exploited Children's cyber tipline.

Student Evaluation

Name: _____

Date: _____

Pre-Test | Post-Test (Circle One)
Grade 6

(Circle your answers)

1. Can critical thinking help us stay safe?

Yes No Don't Know

2. Should we check with a parent or guardian before accepting a job or errand?

Yes No Don't Know

3. Is it safe to enter someone's home to get paid for a job if we are not with a parent or guardian ?

Yes No Don't Know

4. Are verbal threats against the law?

Yes No Don't Know

5. If we hear rumors about a weapon at school, do we tell a parent or someone at school right away?

Yes No Don't Know

6. Can children tell a trusted adult about attention they don't want or touching they don't like?

Yes No Don't Know

7. Is showing pornography to children against the law?

Yes No Don't Know

8. Is it against the law for someone to look at, touch or photograph the private parts of a child's body?

Yes No Don't Know

9. Can inappropriate images be used to blackmail children?

Yes No Don't Know

(cont.)

Student Evaluation, cont.

(Circle your answers)

10. If a student is being pressured to share nude images, can they ask a Trusted Adult for help?

Yes No Don't Know

11. Are drugs and alcohol used to lure kids into unsafe situations?

Yes No Don't Know

12. Does staying substance-free help ensure our personal safety?

Yes No Don't Know

13. When children are sexually abused, is it sometimes by older kids?

Yes No Don't Know

14. Is it safe to meet an online friend in person without bringing an adult?

Yes No Don't Know

15. Is being bullied or sexually abused ever a child's fault?

Yes No Don't Know

Answer Key:

- | | | |
|--------|---------|---------|
| 1. Yes | 6. Yes | 11. Yes |
| 2. Yes | 7. Yes | 12. Yes |
| 3. No | 8. Yes | 13. Yes |
| 4. Yes | 9. Yes | 14. No |
| 5. Yes | 10. Yes | 15. No |

Welcome to *Think First & Stay Safe*™ Child Personal Safety Program

Dear Family,

This year, our school will be using the *Think First & Stay Safe*™ child personal safety program.

Students are introduced to the *Think First & Stay Safe* program with the assurance that it is the responsibility of adults to keep kids healthy and safe. In addition, students are taught they already possess a powerful tool that can also help with safety - their own brain.

Think First & Stay Safe teaches students the importance of treating one another with kindness and respect. They also learn about personal boundaries, and their right to have their boundaries respected by others. The program's interactive lessons help children differentiate between healthy and unhealthy behaviors. The program gives students regular reminders that Trusted Adults are available to help with their safety, and that all secrets can be told.

This year, your 6th Grader will be programming their brain to learn the Job, Threats & Weapons, Pornography and Drug Lures, as well as the e-Lure/Digital Safety. We'll learn how each Lure works, and discuss proven strategies to help stay safe.

Youngsters whose parents and guardians support such education are less likely to be bullied, abused or otherwise mistreated. Therefore, we invite you to be our Partner(s) in Prevention by reinforcing the program's safety messages whenever possible.

Toward those ends, (3) Parent and Guardian Training Modules are available for viewing at your convenience. We encourage you to take this opportunity to watch these eye-opening trainings to learn specific steps you can take to help your family stay safe from bullying and child sexual abuse. To view, please visit: <https://childluresprevention.com/parent-training-modules> | Password: 4par3nts

(Optional): Enclosed please find a *Think First & Stay Safe* PARENT GUIDE, which provides words and illustrations to help with personal safety discussions at home. The guide includes proven prevention strategies to share with your child, as well as a useful Family Safety Plan. Please keep this guide handy to review often, and to use as a family resource for years to come.

(Optional): Enclosed please find Tips for Safeguarding Your Child for your review.

Working together, we can all help to ensure the health and personal safety of our children.

Sincerely,

Program Director/School Principal
(Phone | email)

Tips for Safeguarding Your Child

Dear Family,

Our school is using the *Think First & Stay Safe™* child personal safety program. Home reinforcement can help ensure your child's personal safety, so these tips are provided to help you and your child:

- ☑ Check in with your 6th grader regularly about their social, emotional and physical well being.
- ☑ Let your child know they can always talk to you about their personal safety and you'll help them.

- ☑ All kids have a right to feel safe and accepted at school. Bullying/cyberbullying, harassment & abuse are against school policy and against the law.
- ☑ Teach your child that no one has the right to overstep their personal or digital boundaries.

- ☑ Unwelcome flirting is called sexual harassment.
- ☑ Kids can get help from an adult (or a friend) if they are bullied, cyberbullied or sexually harassed.

- ☑ Let you child know it is against the law for anyone to show or send pornography to kids.
- ☑ If shown/sent X-rated images, or told to remove clothing for images, kids can tell a trusted adult.
- ☑ Assure kids they won't get in trouble for telling about pornography they see or are sent/shown.

- ☑ Kids who are sexually abused are usually abused by someone they know and trust, like a relative, family friend, instructor, older youth or peer.
(30-40% of child sexual abuse is by older kids.)
- ☑ When discussing body safety/private parts with your child, the American Academy of Pediatrics recommends using anatomically-correct names.

- ☑ Remind your child that staying drug, alcohol & tobacco-free helps ensure health and personal safety.
- ☑ Share these facts with them: Most kids don't vape, don't smoke, don't drink alcohol, nor use other drugs.

- ☑ Stress that "All Secrets Can Be Told," even long-held secrets and secrets kids are threatened not to tell.
- ☑ Reassure your youngster they can tell an adult about any unwanted attention and touching.
- ☑ Being bullied or abused is never a child's fault.

- ☑ Remind your child to tell you about any strange or funny gut feelings they get about a person or situation - and why. Instincts are rarely wrong.

- ☑ Students who bring weapons to school usually tell, show or post something about it to other kids.
- ☑ Stress the importance of telling an adult about rumors or knowledge of weapons or school violence.

- ☑ Provide supervision for kids, especially after school & during multi-family and/or multi-age gatherings.
- ☑ Sleepovers provide opportunities for child sexual abuse by peers or adults. If you choose to allow sleep overs, check on supervision and tell your child they can call you any time of the day or night.

- ☑ Reassure your youngster that most people are committed to helping kids stay safe.



Families as Partners in Prevention

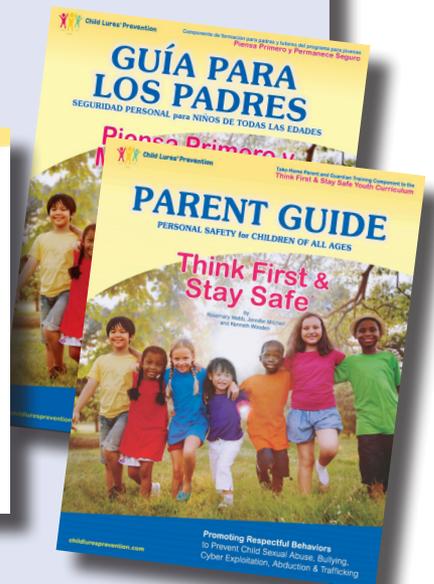
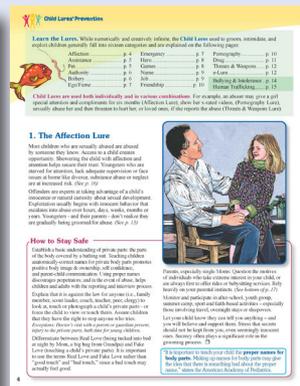
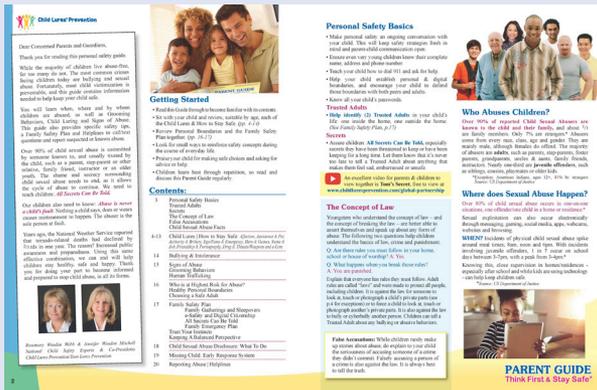
Think First & Stay Safe™ is most effective when parents and guardians support program implementation and reinforce safety strategies at home. The Tips for Safeguarding Your Child flyer (p. 27) can be copied and sent home with the Welcome Letter.

It is recommended that the (3) Parent Training Modules be made readily available to parents and guardians prior to classroom lesson presentations to students. Parents can view the program's (3) Parent/Guardian Training Modules from the comfort of their home, office or public computer access at: <https://childluresprevention.com/parent-training-modules> | Password: **4par3nts**

Distribution of the Think First & Stay Safe™ PARENT GUIDE is strongly encouraged, as it provides parents and guardians with the words and illustrations needed to comfortably discuss personal safety with their children. It also includes a useful Family Safety Plan.

Copies of the Think First & Stay Safe™ Parent Guide may be ordered for \$1/copy, plus shipping & handling at <https://childluresprevention.com/shop> or by using the Order Form, p. 29.

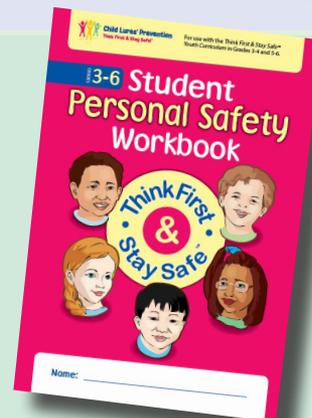
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Student Personal Safety Workbook

Teaching Aid, color illustrated for Grades 3-6

INCLUDES:
Key Points and Safety Tips for each Lesson
Fun and educational activities for each Lesson
Prevention Tip on each page
School Contacts and Help Hotlines for students
When completed, a take home resource for child-parent review.
Optional student resource, Order Form, p. 29



Available in English & Spanish.



Think First & Stay Safe™
by **Child Lures® Prevention**

FED ID# 03-0297063

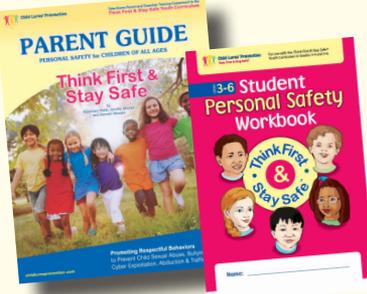
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THINK FIRST & STAY SAFE™ - ADDITIONAL RESOURCES				
CLPG-E	TFSS Parent Guide: English	\$ 1.00	_____	\$ _____
CLPG-Sp	TFSS Parent Guide: Spanish	\$ 1.00	_____	\$ _____
	(ADD 15% Shipping & Handling)			\$ _____
SPSW-E	TFSS Student Wrkbk: English	\$ 1.25	_____	\$ _____
SPSW-Sp	TFSS Student Wrkbk: Spanish	\$ 1.25	_____	\$ _____
	(ADD 15% Shipping & Handling)			\$ _____
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<i>Thank you for protecting children and families!</i>				

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Think First & Stay Safe™ Adult Training TRAINING MODULES



Youth-Serving Adult Training for Educators, all School Personnel and Volunteers

- Welcome Module:** Welcome (4 min.)
- Module I, Part 1:** Think First & Stay Safe® Curriculum Intro. (17 min.)
- Module I, Part 2:** Child Sexual Abuse: Facts, Reporting & Myths (39 min.)

Educator Training for Youth Curriculum Implementation

- Module II:** Think First & Stay Safe® Presentation Preparation (15 min.)
- Module III:** Grades K-2 Implementation of Think First & Stay Safe® (11 min.)
- Module IV:** Grades 3-4 Implementation of Think First & Stay Safe® (16 min.)
- Module V:** Grades 5-6 Implementation of Think First & Stay Safe® (17 min.)

Youth-Serving Adult and Presenter Training Modules provided on the yellow USB Flash Drive.



Parent & Guardian Training: Digital Access Only

- Module I:** **First Steps to Help Keep Children Safe;** Understanding How To Prevent Child Sexual Abuse (29 min.)
- Module II:** **Next Steps for Preventing Child Sexual Abuse;** Understanding Child Sexual Abuse Definitions, Facts and Myths (25 min.)
- Module III:** **How to Step Up & Speak Out for Children's Safety;** Recognizing Signs of Abuse, Reporting Abuse & Creating a Family Safety Plan (16 min.)

<https://childluresprevention.com/parent-training-modules> | Password: 4par3nts



CHILD SEXUAL ABUSE AWARENESS & PREVENTION TRAINING
Think First & Stay Safe™ Personal Safety Program

COMPLETE CORNERSTONE CONCEPTS

Grade 6

If your students are new to *Think First & Stay Safe™* Youth Curriculum, and their answers to the **Cornerstone Concepts Quick Review** indicate a need for more instruction, please use these complete lesson plans to augment their learning experience.

Complete CORNERSTONE CONCEPT LESSONS for Grade 6

(For students who **have NOT** learned *Think First & Stay Safe™* in previous grades and/or for reference when presenting the Cornerstone Concepts QUICK REVIEW, if needed.)

Cornerstone Concept 1: Critical Thinking: <i>An Effective Safety Tool</i>	32
Cornerstone Concept 2: Being Kind & Respectful.....	34
Cornerstone Concept 3: Child Luring: <i>Telling My Trusted Adults</i>	36
Cornerstone Concept 4: Laws Help Protect Me: <i>Kids Have Rights Too</i>	39
Cornerstone Concept 5: All Secrets Can Be Told: <i>Listening to My Instincts</i>	43
Cornerstone Concept 6: The Kindness of People: <i>Choosing Who Helps Me</i>	46
Cornerstone Concept 7: My Dignity: <i>Bullying and Abuse are Not My Fault</i>	49



Cornerstone 1

Critical Thinking: An Effective Safety Tool

Presenter Overview: Students are introduced to the *Think First & Stay Safe*™ personal safety program by learning that they already possess an effective tool for staying healthy and safe - their own brain. The brain's ability to think critically is an effective defense against all forms of abuse, including bullying, harassment and sexual misconduct. Fortunately, most crimes against children are preventable.

By establishing that critical thinking is an effective personal safety tool, we foster self-confidence and establish a sense of preparedness for the lessons that lie ahead.

 <p>Key Points</p>	<ul style="list-style-type: none"> • Adults are responsible for keeping kids healthy and safe. • Our brains are the most powerful computers in the world. • Critical thinking is an effective tool to help us stay safe. • We can use critical thinking to recognize, respond to and report any behaviors that threaten personal safety.
 <p>Vocabulary</p>	<p>Recognize, respond, megabyte, gigabyte, terabyte, complex, organ, critical thinking, evidence, analysis, attitude, threat, skills</p>
 <p>Props and Activities</p>	<ol style="list-style-type: none"> 1. PowerPoint slides 1-2 2. Class Poster, <i>Kids Have the Right to Be Safe</i> 3. Class Activity, p. 33 4. Positive Thinking Skill, (blue box, p. 33) 5. Student Workbook (p. 2); Complete <i>Fill in the Blanks and Word Jumble</i>. (Optional)

Critical Thinking: An Effective Safety Tool

Lesson Introduction

Today we're beginning a personal safety program called *Think First & Stay Safe*. Throughout this program, we'll be addressing important topics that affect our health and safety, but that are not often openly discussed.

We'll be learning about healthy relationships and how to recognize, respond to and report inappropriate and unsafe behaviors. We'll start by discussing an important and effective safety tool each of us already possesses, one we can use everyday to help us stay healthy and safe. Here's a hint: you'll be using it during this Lesson.

Discussion & Activities

1. **(Show PowerPoint Slide #1)** Parents, teachers and other adults are responsible for keeping kids healthy and safe. Who can share with us: What are some things we regularly do to help keep our bodies healthy?
 - *Eat healthy foods.*
 - *Drink lots of water.*
 - *Exercise every day.*
 - *Brush & Floss our teeth.*
 - *Use sunscreen*
 - *Avoid drugs and alcohol*
 - *Avoid tobacco products and second-hand smoke*
2. What are some basic things we do to help stay safe?
 - *Use seat belts when riding in vehicles.*
 - *Wear protective sports gear, such as wrist/elbow/shin pads, helmets and mouth guards.*
 - *Follow bike safety rules.*
 - *Look both ways when crossing the street.*
 - *Take safety courses (swimming, lifeguarding, hunting, boating)*

So there are many everyday things we do to help keep ourselves healthy and safe, aren't there? **Yes.**

3. Today, we are going to talk about another kind of safety: Personal Safety. Can anyone tell me what “personal safety” means? *(Student responses.)*

Personal safety means keeping oneself and one’s body safe from behaviors like bullying, cyberbullying, harassment, and abuse of any kind. The *Think First & Stay Safe* program helps give us the tools to do that.

4. **(Show PowerPoint Slide #2)**

Our brain has the ability to think critically. Does anyone know what “critical thinking” means?

Critical thinking means making well thought-out decisions, based on evidence, analysis and a healthy questioning attitude.

So once we learn information and store it in our brain, do you think we can then access that knowledge (evidence) and think critically to analyze situations? *Yes.*

5. Who can tell the class: What are megabytes, gigabytes and terabytes?
Units of memory in a computer.

Scientists estimate the human brain holds over 100 gigabytes of information. Is there another computer anywhere in the world as complex as the human brain?

No. Our brains are the most powerful computers in the world!

6. Our brain is an amazing and powerful tool.

Knowing this, do you think we can program it to help keep ourselves healthy and safe? *Yes.*

Once we program safety information into our brains, can we then - just like scientists - use that information to analyze and assess situations that might compromise our own health and safety? *Yes.*

Guess what? You just used critical thinking skills when you answered that question!

We’ll be using our critical thinking skills throughout the *Think First & Stay Safe* program as we learn some important personal safety skills that we can use throughout our lives.

Positive Thinking Skill



Do you think a computer that out-performs the human brain exists, or will exist in the future?

Class Activity

Gigabytes: Have students research: Is a megabyte larger than a gigabyte? Is a gigabyte larger than a terabyte?
(A megabyte = 1 million bytes; A gigabyte = 1 billion bytes; A terabyte = 1 trillion bytes)

How many gigabytes does the latest generation iphone have? Compare with older generations. What does more gigabytes mean for users?



Lesson Recap, Critical Thinking: An Effective Safety Tool

- Adults are responsible for keeping kids healthy and safe.
- Our brains are the most powerful computers in the world.
- Critical thinking is an effective tool to help us stay safe.
- We can use critical thinking to recognize, respond to and report any behaviors that threaten personal safety.

End of Lesson Presenter Checklist

- ___ Review **Lesson Recap** with students (above).
- ___ Discuss **Positive Thinking** skill (blue box above) with students.
- ___ Have students complete **Student Workbook, p. 2**; Fill in the Blanks and Word Jumble. *(Optional)*
- ___ Display **Class Poster, Kids Have the Right to Be Safe**. Discuss with students.



Cornerstone 2

Being Kind and Respectful

Presenter Overview: By talking openly with youngsters about what constitutes healthy and respectful social relationships, we set behavioral expectations and help children better recognize aggressive and exploitive behaviors when they happen. Recognizing such behavior, responding to and asking for help from an adult are covered in upcoming lessons.

To maintain a balanced perspective, children are assured that most of the time, people are kind and respectful to one another. However, there are exceptions and the weather provides a perfect analogy. Just as we take precautions to protect ourselves from stormy and unsafe weather, so can we take precautions to protect ourselves from stormy and unsafe behaviors.



Key Points

- There are many ways of showing kindness and respect to others.
- It is never okay to mistreat others, because it hurts them, inside and out.
- Like the weather, most people are sunny and safe.
- Like the weather, people's behavior can change from sunny to stormy.
- We can take precautions to stay safe from stormy weather and behaviors.



Vocabulary

Personal safety, healthy relationships, inappropriate, unsafe, tolerate, polite, cursing, disrespect, compliment, precautions, mistreat



Props and Activities

1. PowerPoint slide 3
2. Positive Thinking Skill (blue box, p. 35)
3. Student Workbook (p. 3); Complete *Fill in the Blanks* and *Word Find*. (Optional)

Being Kind & Respectful



Quick Review: In the last lesson, we learned that our brain's ability to think critically is an effective tool to help keep us healthy and safe. Throughout this program, we will be using our brain to help protect our personal safety.

Lesson Introduction & Learning Objectives

Today we'll discuss how people are like the weather. Fortunately, most people are sunny and safe, and we enjoy healthy relationships with them. However, just like the weather, people's behavior can change from sunny and safe to stormy and unsafe. This can happen quickly or over a period of time. We'll talk about how unsafe behaviors make us feel, and why we shouldn't use unsafe behaviors, nor tolerate them from others.



Discussion & Activities

1. What is your favorite kind of weather? (*Student responses.*)
What kind of weather would you say is safest? (*Student responses.*)
For the sake of this program, we'll say that warm, sunny weather with clear blue skies is safest.
2. Now, take a moment and think: What kind of people do we like best, and why?
Most of us like nice, "sunny" people, because they are kind, friendly and feel safe to be around.
3. (**Show PowerPoint Slide 3**)
What are some ways we show kindness and respect to others, at school and at home?
 - *Smile and be friendly.*
 - *Be polite, even with people we don't really care for.*
 - *Have understanding for those who are different from us.*
 - *Be a good listener.*
 - *Ask permission before touching someone.*

These are all excellent examples of ways people behave in healthy social relationships.

4. People really are a lot like the weather, and most people are sunny and safe. However, can a warm, sunny day suddenly turn into a dark, stormy day? *Yes*. Can a sunny person's safe behavior turn stormy and unsafe? *Yes*.

Sometimes even people who are usually nice to us can change their behavior to mean, inappropriate or unsafe. We call these *Unsafe Behaviors*. Who can give me an example of an *Unsafe Behavior*?

- *Screaming and cursing at someone.*
- *Pushing or hitting someone.*
- *Walking in on someone when they are changing/using the bathroom.*
- *Touching someone inappropriately.*

How would *these behaviors* make us feel?

Sad, hurt, scared, mad, worried, confused, sorry for others.

We've all been mistreated at one time or another, and how does it feel? *Bad*.

Is it ever okay to mistreat others? *No*. Why not? (*Student responses*.)

It is never okay to mistreat others, because it hurts them, inside and out.

Positive Thinking Skill: 

Think of a compliment you received that made you feel great.

Give someone in your class a compliment.

5. Lightning can strike almost anytime or anywhere. What precautions would we take to stay safe?
- *Stay indoors*
 - *Stay away from open windows.*
 - *Stay away from tall trees and structures.*
 - *Avoid open areas*
 - *Stay away from water and metal*

Would we ride a bike during a tornado? *No*.

Would our parents drive during a blizzard? *No*.

Would we go on a picnic during a hurricane? *No*.

Right! We would not do any of these things. What would we do?

We would take precautions to keep ourselves safe until the weather cleared.

6. OK, now let's think critically: If we can take precautions from unsafe weather, can we also take precautions from unsafe *behaviors*? *Yes*. During the *Think First & Stay Safe* program, we are going to learn how to take precautions to protect ourselves from bullying, inappropriate and abusive behaviors.
7. Having said all that, most of the time, is the weather safe or unsafe? *Safe*. And, like the weather, most people are what? *Most people are sunny and safe*.

 **Lesson Recap, Being Kind & Respectful**

- There are many ways of showing kindness and respect to others.
- It is never okay to mistreat others, because it hurts them, inside and out.
- Like the weather, most people are sunny and safe.
- Like the weather, people's behavior can change from sunny to stormy.
- We can take precautions to stay safe from unsafe weather, as well as unsafe *behaviors*.

End of Lesson Presenter Checklist

- _____ Review *Lesson Recap* with students (above).
- _____ Discuss *Positive Thinking Skill* (blue box above right) with students.
- _____ Have students complete *Student Workbook*, p. 3; Fill in the Blanks and Word Find. (*Optional*)
- _____ Remind students to show kindness and respect to others, at home and at school.



Cornerstone 3

Child Luring: Telling My Trusted Adults

Presenter Overview: Most youngsters are lured into unsafe situations by someone they know and trust, including adults, adolescents and peers alike. The student video, *Luring: What Would You Do?* introduces the concept of Child Luring and prompts students to consider what they would do in each situation.

When youngsters learn how Child Lures work, they are better able to recognize potentially unsafe behaviors and actions, and more likely to get help from their Trusted Adults. By discussing the concept of Child Luring with 6th graders, we also lay the foundation for understanding the complicated workings of pre-teen and teen peer pressure, temptation and manipulation.



Key Points

- Child Luring is tricking or forcing kids into unsafe situations.
- Child Lures can be used by adults, older kids and peers, offline and online.
- Telling a Trusted Adult about inappropriate or unsafe behaviors is not tattling or snitching. It is getting help with a safety issue.
- It's the job of adults to keep kids safe; kids can help out by telling adults about child luring.



Vocabulary

Interact, tempt, Child Luring, recognize, avoid, mistreat, inappropriate, slam, temptation, anonymously



Props and Activities

1. Student video, *Luring: What Would You Do?*
2. PowerPoint slide 4
3. Class Poster, *Kids Have the Right to Be Safe*.
4. Positive Thinking Skill (blue box , p. 37)
5. Student Workbook, (p. 4); Complete *Fill in the Blanks and Word Fit. (Optional)*



Child Luring: Telling My Trusted Adults



Quick Review: In our last lesson, we learned that like the weather, most people are safe. Also like the weather, people's behavior can change from being sunny and safe to stormy and unsafe, even people we know and trust.

We learned that it's not okay to hurt others, in words or actions. We practiced being kind and respectful to ourselves and to others by saying and doing nice things at home and at school.

Lesson Introduction & Learning Objectives

The majority of people we interact with on a daily basis are safe, caring and kind. However, there are some people who try to tempt, trick or force kids into unsafe situations. Today, we'll talk about what to do, and who to tell, if someone tries to trick us into an unsafe situation. We call this "Child Luring."



Discussion and Activities

1. If I wanted to tempt someone into doing something, or going somewhere, what do you think I'd use to get them to do it?
Something they want; something they're tempted by or attracted to.
2. Raise your hand if you know the definition of "luring"? **(Show PowerPoint Slide 4)**
Luring is leading, or attempting to lead, a person into harm's way by using a strong attraction or temptation.

3. We're going to watch a video demonstration of Child Luring. In the four different scenes, think about how these kids are being lured. Are they being tempted, tricked or forced? What is the Lure? (Keep in mind that the people in this video are actors, and no one was harmed in any way.)



Show student video, Luring: What Would You Do?

We've just watched examples of some of the lures we'll be learning about throughout this program. Who may have fallen for the first lure, asking for help to find a lost pet? (*Show of hands.*) Who might have fallen for the second, third or fourth lure? (*Show of hands.*) It could be tempting to take an offer of money to be in a commercial, or to trade baseball cards. And camping is usually fun and safe.

4. Just like a fishing lure attracts fish to the hook, Child Lures tempt and trick kids into unsafe situations. Do you think Child Lures could be used by someone we know? *Yes.* By someone we don't know? *Yes.*

Knowing that, would we go along with someone if they:

- Offer to show us an R-rated movie if we don't tell our parents? *No*
- Offer us gifts to keep inappropriate touching a secret? *No.*
- Offer to make us a model if we take off our clothes for a photo shoot? *No.*
- Constantly make comments about our body? *No.*
- Say we've done something wrong and have to do what they say? *No.*

Positive Thinking Skill: 

What item would you like to win in a contest? Why?

No, we wouldn't go along with them. These could all be Child Lures.

(Display Poster, Kids Have the Right to Be Safe.)

5. Usually an adult is with us to help keep us safe. But what if we are alone, or with a sibling or friend, and someone tries to trick or force us into an unsafe situation? What are some things we can do to stay safe?
- Refuse to do what they tell us.*
 - Get to safety as soon as possible.*
 - Call 911 if it's an emergency, or call the Police.*

6. Where are some safe places we could go if we felt unsafe?

Home, friend's house, relative's house, school, library, store, gas station, police department

Those all sound like excellent safe places!

Now, let's think of some Trusted Adults in our lives. Who can we tell if someone is making us feel worried, scared or unsafe? Who comes to mind when we think of a trusted adult?

Parents or guardian.

Grandparents, or another adult who helps care for us.

A friend's parent or guardian.

Teacher, School Counselor, School Resource Officer, School nurse.

These are good examples of adults we know and trust.

7. Is it tattling or snitching to tell a Trusted Adult about bullying or abusive behaviors? *No.* Telling is not snitching, if the behavior we are telling about breaks the rules or is unsafe. Trusted Adults need to know about bullying and abusive behaviors so they can help keep kids safe.

(Display Poster: Kids Have the Right to Be Safe.)

8. How many of you go online or use electronic devices every day? (*Show of hands.*) Who do you chat with and go online with?

Friends, brothers/sisters, parents, cousins, classmates, babysitter, other.

Do you think Child Lures can be used online and with technology? *Yes.* You are right again.

Here are some examples of Child Lures used online:

A gaming buddy offers you a free video game if you tell him where you live. What would you do?

Tell him you do not share your address with anyone online. (not even for a free video game!)

An uncle texts you inappropriate images and tells you to keep it a secret. What would you do?

Tell a Trusted Adult right away.

A chat room friend asks you to meet in person, but not tell your parents about it. What would you do?

Not respond, tell parents or another Trusted Adult about the invitation to meet.

Would you say these are good examples of how to be responsible when using technology? **Yes.**

9. We'll discuss more on digital citizenship in our upcoming e-Lure Lesson. For now, though, let's come up with 5 important ways we can be responsible when using technology.
- Always be kind and polite.*
 - Do not share private information, like passwords and usernames.*
 - Only use personal devices at school when it's allowed.*
 - Stand up to cyberbullying and support those who are cyberbullied.*
 - Follow copyright laws when online, and cite sources used for school projects.*
10. As we conclude our lesson on Child Luring and Trusted Adults, take a moment to think about this: In what way is learning about Child Luring the same as having school fire drills?
Both will probably not happen, but we need to know what to do - just in case!
Do we feel safer knowing what to do, just in case either of these things happen? **Yes.**

Learning about Child Lures is like having a fire drill -- we need to be prepared and know what to do, just in case!

Lesson Recap, Child Luring: Telling My Trusted Adults

- Child Luring is tricking or forcing kids into unsafe situations.
- Child Lures can be used by adults, older kids and peers, offline and online.
- Telling a Trusted Adult about inappropriate or unsafe behaviors is not tattling or snitching. It is getting help with a safety issue.
- It's the job of adults to keep kids safe; kids can help out by telling adults about child luring.

End of Lesson Presenter Checklist

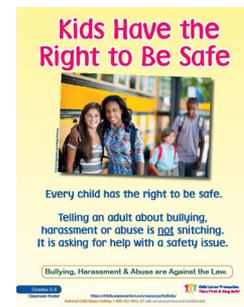
- ___ Review [Lesson Recap](#) with students (above).
- ___ Discuss [Positive Thinking Skill](#) (blue box, p. 37) with students.
- ___ Have students complete [Student Workbook](#), p. 4; *Fill in the Blanks and Word Fit. (Optional)*
- ___ Display [Class Poster](#), *Kids Have the Right to Be Safe*. Discuss with students.

Additional Resources

For Parents/Guardians: *Think First & Stay Safe* PARENT GUIDE.
Order at <https://childluresprevention.com/shop/> or use Order Form on p. 28.

Training Modules for Parents and Guardians available for free viewing:
<https://childluresprevention.com/parent-training-modules> | Password: **4par3nts**

Presenter's Notes



Class Poster
Available in English & Spanish



Cornerstone 4

Laws Help Protect Me: Kids Have Rights Too

Presenter Overview: By teaching children about healthy relationships, we provide them with clear behavioral expectations for all relationships. Establishing that bullying and abuse are against the law gives children confidence to question or rebuff attempts to mistreat them. It also helps give students courage to tell a Trusted Adult about any type of maltreatment they may face at home, at school or electronically. Children are taught that telling is not tattling; it is getting help with a safety matter. While children rarely lie about sexual abuse, it is important for them to understand that falsely accusing someone of doing something wrong is a crime in itself – one that will be taken seriously by parents, school staff and law enforcement.

Best practice dictates using anatomically-correct names for private body parts, as it promotes positive body image, self-confidence and clear communication. Depending on your State Health and Education Mandates, anatomically-correct names may be used in lieu of, or along with, the terms “private parts” and “Bathing Suit Zone” - or not at all. (Recommended terms are buttocks, anus, chest, breasts, vulva, vagina, penis and scrotum.) **Please follow your state and/or district/organizational mandates.**



Key Points

- Kids have a right to be safe.
- It is against the law to look at, take images of, or touch a child’s private parts.
- It is a crime to make a child look at, take images of or touch someone’s private parts.
- Kids are usually mistreated by someone they know: an adult, older child or peer.
- It is against the law to bully or cyberbully another person.
- If having thoughts about mistreating another child, ask an adult for help.
- We can always tell about bullying and abuse, even if it’s by someone we know and trust.
- Always be truthful when telling about bullying and abuse.
- Being bullied or abused is NEVER a child’s fault.



Vocabulary

Interact, respectful, sensitive, crime, punish, law, private parts, property, predator, child molester, accuse, health, hygiene, cleanliness (Optional: buttocks, anus, chest, breasts, vulva, vagina, penis, scrotum)



Props and Activities

1. Class Rules & School Policy Handbook
2. PowerPoint slides 5-7
3. Positive Thinking Skill (blue box, p. 41)
4. Student Workbook, (p. 5); Complete *Fill in the Blanks and Questions*
5. Class Posters, *Exclusion Hurts and Intolerance is Intolerable*.

Laws Help Protect Me: Kids Have Rights Too



Quick Review: In our last lesson, we learned that most people we interact with on a daily basis are safe. But sometimes kids are lured into unsafe situations. This can happen in-person, online or electronically. If we can recognize when a Child Lure is being used, it helps us respond to the situation, get to safety and ask a parent, teacher or other adult for help.

Lesson Introduction:

Today we will talk about how laws help protect kids. Just like adults, kids have rights too, including the right to a live abuse-free. There are laws to help kids stay safe from crimes like bullying, harassment and abuse. We’ll also talk about why it’s important to always be truthful when telling a Trusted Adult about inappropriate and unsafe behaviors. We’ll begin by discussing how laws help protect us from bullying.



Discussion & Activities

Laws Help Protect Me From Bullying:

1. Do we have rules we must follow at home, school, places of worship or after-school programs? **Yes.**
Raise your hand if you can tell us what happens when we break those rules? **We get punished.**
2. **(Show PowerPoint Slide 5)** Do we have rules in our Class? **Yes.**
All schools have rules to help keep everyone healthy and safe. **(Show School Policy Handbook.)**

One of the rules is to be kind and respectful to one another. What do we mean by respectful?
Being polite with our words and actions, in all our relationships.

3. What does bullying mean? (*Students Responses.*)

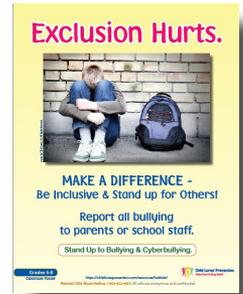
Simply said, "Bullying is when one or more people repeatedly mistreat another person(s).
What are some examples of bullying behaviors?

Name calling, spreading rumors, hitting, kicking, pushing, excluding, ignoring, humiliating, making threats, stalking, taking/breaking belongings, posing, other.

What is the difference between teasing and bullying? (*Student responses.*)

Teasing is joking around in a nice, friendly way that both people like.

Bullying is done in a mean way and is meant to hurt the person's feelings and/or their body.



(Display Poster, Exclusion Hurts.)

4. Kids can be bullied anywhere, but usually it's in places where adults can't see what's going on.
Where are some places you've seen or heard of kids being bullied?

Bus, online, playground, cafeteria, restroom, school hallway, stairways, etc.

Why is it that kids who use bullying behaviors don't want adults to see? *They don't want to get caught.*

Why don't they want to get caught? *They'll get in trouble, maybe even with police, because bullying is against school policy and against the law.*

5. What are things we can do if we see someone being bullied? (**Show PowerPoint Slide #6**)

The best thing to do is to go get the nearest adult to help.

Why is it important to get an adult to help as soon as possible?

Bullying behaviors usually need to be stopped by an adult. They probably won't just go away.

What else could we do if we saw someone being bullied?

Try to give the person being bullied an out, if we feel safe doing so.

(Say something like, "Your teacher needs to talk to you right away" or "Your Dad is here to pick you up.")

6. (**Show PowerPoint Slide 6**) Some kids think it's tattling or snitching to tell about bullying. Is that true?

No, telling about bullying is not tattling or snitching. It's getting help with a safety matter.

Who can we tell about bullying and cyberbullying?

- Can we tell a teacher, guidance counselor, or principal? *Yes.*
- Can we tell the school nurse, a playground supervisor, or phys-ed teacher? *Yes.*
- Can we tell a parent or guardian about bullying? *Yes.* We can tell any Trusted Adult.

7. Having the support of friends and classmates means the world to kids who are bullied.

How can we support a friend or classmate who has been bullied?

- Be kind and show them that they matter.*
- Tell them they don't deserve to be bullied, and you are sorry it happened to them.*
- Sit with them at lunch or in class.*
- Consider starting or getting involved in anti-bullying efforts at your school.*

(Display Poster, Intolerance is Intolerable.) We'll talk more about bullying and cyberbullying in an upcoming lesson. Let's keep in mind that these behaviors are against school policy and the law.

Remember, when students make it known that they don't approve of bullying, and they stand up for those being mistreated, it helps create a safer community where bullying is not allowed or welcome.

Laws Help Protect Me From Abuse:

Note to Presenter: Depending on your State's Health and Education Mandates, anatomically correct names may be used in lieu of, or along with, the terms "Bathing Suit Zone" and "private parts." *Think First & Stay Safe* recommends introducing the terms buttocks, anus, chest, breasts, vulva, vagina, penis and scrotum, and then collectively referring to these as the Bathing Suit Zone and private parts. (See #2 for suggested language.)

1. Like kids, adults have rules they must follow. What are those rules called? *Laws.*
When adults break the law, what is it called? *A crime.*

2. Which parts of the body does a bathing suit cover? (**Show PowerPoint Slide #7**)

The private parts.

(Optional: For health and safety reasons, it's important to know the proper names of private body parts. All people have a buttocks, anus, chest and breasts; some also have a vulva and vagina, some also have a penis and scrotum.)

To whom do your private body parts belong? *To me!*

Who is in charge of your body? *I am!*

Who gets to decide who touches your body? *I do.*

3. Can anyone think of a time when someone might need to see or touch a child's private parts, for health or cleanliness reasons?

- *Injury to, or problem with, private parts.*
- *Doctor visit, with a parent or guardian present.*
- *When a young or sick child asks for help in the bathroom.*

Other than these exceptions, should anyone be looking at, taking images of, or touching our private parts - or telling us to look at, take pictures/video of, or touch their private parts? *No.*

Why not? *It is against the law for them to do that.*

That's right. It is a crime. Does anyone know what this crime is called?

Sexual Abuse. Molestation. Abuse.

A child's private parts should NOT be touched with ANY part of another person's body.

4. What do we call an adult who sexually abuses children?

An abuser, child molester, sex offender, sexual predator, etc.

Can someone we know be an abuser? *Yes.* Can a family member be an abuser? *Yes.*

Can a friend, cousin or classmate mistreat another child? *Yes.*

Abuse can and does happen to some children, even though it is against the law.

5. Do kids have legal rights like adults? *Yes.*

Kids Have Rights Too! Kids have a right to live free of abuse.

If someone tries to abuse us, what can we do?

Can we tell the person to leave us alone? *Yes.*

Can we escape to a safe place? *Yes.*

Can we tell a Trusted Adult? *Yes.*

Do you think it's healthy to keep abuse secret? *No.*

6. (**Show PowerPoint Slide #6 again.**)

Who can we tell about unwanted touching, or looking at, the private parts of our body? *A Trusted Adult.*

Can we tell a Trusted Adult if someone make us look at or touch their private parts? *Yes.*

What if it's someone who lives in our home, or visits our home often. Can we tell an adult at school? *Yes.*

It's an adult's responsibility to keep kids safe.

Is it tattling/snitching to tell a Trusted Adult about inappropriate or abusive behaviors? *No.*

Telling about unwanted touching or attention is not tattling; It's asking for help with a personal safety issue.

Is it ever too late to tell a Trusted Adult about bullying or sexual abuse? *No.*

Correct. It is never too late. You can tell a Trusted Adult about abuse that happened even a long time ago.

Can we tell about abuse, even if someone tells us not to? *Yes.* Even if someone threatens us not to tell? *Yes.*

And if the first person we tell doesn't help us, what can we do?

Tell another Trusted Adult. Yes, we can keep telling until someone helps us feel safe again.

7. If a child is having thoughts about mistreating another child, what can they do? *Ask an adult for help.*

Can they ask a parent or another Trusted Adult? *Yes.*

Can they ask a teacher or someone at school? *Yes.*

Adults can help kids to stop having those thoughts. Telling an adult can help keep everyone safe.

Positive Thinking Skill



If you could make a new rule at school, what would it be?

- Gum chewing allowed
- Fridays off
- Recess twice a day

8. Okay, switching gears a little...did someone (brother, sister, friend) ever accuse you of doing something wrong (i.e. lying, stealing, cursing, cheating), and you hadn't done it, but you were punished anyway?

(Students will respond with unlimited stories of injustice.)

Is it fair to say someone committed a crime when they did not? *No.*

Why is it especially important to tell the truth when we tell a Trusted Adult about crimes like sexual abuse, bullying or other types of maltreatment?

These behaviors are against school policy and most are against the law.

Accusations will be taken very seriously, and it will affect the accused's family, job and whole life.

When it comes to telling about any kind of mistreatment, what's the right thing to do? **Always tell the truth.**

Practice Scenario

Charlie is in the locker room getting dressed for gym when an older student tries to touch him inappropriately inside his gym shorts.

- What can Charlie do? *Leave, get to a safe place and tell a Trusted Adult.*
- Why would Charlie tell a Trusted Adult?
Inappropriate touching is against school policy, and against the law too.
- Who are some Trusted Adults Charlie could tell?
His gym teacher, class teacher, guidance counselor, school nurse, his Mom or Dad, grandparent, any adult Charlie trusts.
- Who are some Trusted Adults YOU could tell if something like this happened to you?
(Have students use private think time. Fill in p. 9 of Student Workbook. Encourage each student to identify two adults in their life they could tell if something like this happened.)
- Why might it be hard for Charlie to tell someone about what happened?
 - He might be embarrassed or scared that he won't be believed.*
 - The older student might be a friend, and Charlie doesn't want to get them into trouble.*
 - The older student may have threatened Charlie not to tell anyone, so he is afraid to tell.*

What can Charlie do if he tells a Trusted Adult about the inappropriate behavior, and for some reason the adult can't or won't help him? *Charlie can tell another Trusted Adult.*

He can keep telling until someone helps him feel safe again.

What if Charlie made up the story to get the other kid in trouble? *It would be dishonest and against the law.* Remember, it's against the law to accuse someone of a crime they did not commit. Always tell the truth.

9. Is there ever a time when being bullied or abused is the fault of the person to whom it is happening? *No.* Who IS at fault? *The person using disrespectful behaviors.*

That's right. Being bullied or abused is NEVER a child's fault.



Lesson Recap, Laws Help Protect Me: Kids Have Rights Too

- Kids have a right to be safe.
- It is against the law to look at, take images of, or touch a child's private parts.
- It is a crime to make a child look at, take images of or touch someone's private parts.
- Kids are usually mistreated by someone they know: an adult, older child or peer.
- It is against the law to bully or cyberbully another person.
- If having thoughts about mistreating another child, ask an adult for help.
- We can always tell about bullying and abuse, even if it's by someone we know and trust.
- Always be truthful when telling about bullying and abuse.
- Being bullied or abused is NEVER a child's fault.

End of Lesson Presenter Checklist

- ___ Review [Lesson Recap](#) with students (above).
- ___ Discuss [Positive Thinking Skill](#) (blue box, p. 41) with students.
- ___ Have students complete [Student Workbook](#), p. 5; Fill in the Blanks and Questions.
- ___ Display [Class Posters](#) *Exclusion Hurts and Intolerance is Intolerable*. Review with students.



Cornerstone 5

All Secrets Can Be Told: *Listening to My Instincts*

Presenter Overview: The human body is wired with an impressive inner warning system, which can help protect people from unhealthy and unsafe situations. Not everyone can feel their instincts, especially if trauma has been experienced. The lesson is sensitive to this fact. After teaching children about their “special inner siren” students are encouraged to seek help from an adult if a person or situation gives them a funny feeling in their stomach or gut. Students are taught they can tell right away about any funny feelings; they don’t have to wait until something else happens.

Secrets often play an important role in bullying, harassment and sexual abuse. In this lesson, students learn about safe and unsafe secrets, and that all secrets can be told. Students are reminded they can tell adults/trusted adults about any type of maltreatment – especially if they are threatened not to tell. Children learn that it’s never too late to tell a Trusted Adult about bullying, abuse or any secret that makes them feel sad, embarrassed or scared.

 **Key Points**

- Some secrets are kept to surprise people, but all secrets can be told.
- We can tell an adult about any secret, especially if we’ve been threatened not to tell.
- It’s never too late to tell a Trusted Adult about a secret we’ve kept for a long time.
- Instincts are an inner siren that may tell us to slow down and be careful.
- If someone’s behavior sets off our inner siren, we can tell a Trusted Adult right away.

 **Vocabulary**

Internal, instincts, reflexes, gut, sinking feeling, react, caution, uneasy, eventually

 **Props and Activities**

1. Class Posters, *Trust Your Gut*. and *All Secrets Can Be Told*.
2. PowerPoint slide 8
3. Student video, “Tom’s Secret” - 4 min
4. Positive Thinking Skill (blue box, p. 43)
5. Student Workbook (p. 6); Complete *Fill in the Blanks and Activity*. (Optional)

All Secrets Can Be Told: *Listening to My Instincts*

 **Quick Review:** In the *Laws Help Protect Me* lesson, we talked about laws and school rules that help keep us safe. We learned that sexual abuse and bullying are *against the law*. We practiced what we can do if someone tries to mistreat us. We chose two trusted adults whom we can talk to about sexual abuse, bullying or any other form of abuse. We discussed that it’s also against the law to say someone abused or bullied us when they did not. When it comes to bullying and abuse, it is always best to tell the truth.

Lesson Introduction & Learning Objectives

In today’s lesson, we’ll learn how our bodies have an internal warning system, an inner siren, which can help keep us safe. We will talk about being aware of our inner siren and ways we can use it to help us identify potentially unsafe behaviors and situations. We will also talk about secrets, and why all secrets can be told - even secrets we may have been keeping for a long time or have been threatened not to tell.

Discussion: Listening to My Instincts

1. When we hear a fire alarm, smoke alarm or other siren go off, what does it tell us?
 - *Something is wrong.*
 - *Someone is in danger.*
 - *Someone has been hurt.*

How do we feel when we hear a loud siren or alarm?

 - *Worried.*
 - *Frightened.*
 - *Excited.*

Positive Thinking Skill 

What was your best surprise ever?

- Surprise party/gift
- Visit from friend/relative
- Trip

Point to the part of your body where you feel, or sense, those feelings.

(Most students will point to their stomachs.)

Yes, your stomach – also called your “gut.” What do we call those feelings? *Instincts.*

Sometimes we call instincts “gut feelings,” because many of us can actually feel them in our gut.

Not everyone can feel their instincts. And sometimes we don’t even know that our instincts are at work.

2. Have any of you ever had a really strange or funny feeling about a person or situation, but didn’t know why?

(Have students answering “Yes” stand up; students answering “No” stay seated)

Have any of you ever received an IM or text that gave you a funny, or sinking feeling in your gut?

(“Yes” = stand up; “No” = stay seated.)

Have any of you ever met someone you would describe as weird or “creepy” - who made you feel uneasy?

(“Yes” = stand up; “No” = stay seated.)

Some of us have had those feelings at one time or another. What are our instincts telling us?

That something isn’t right and to be careful.

That’s right. Like yellow traffic lights, our instincts tell us what?

- *Slow down.*
- *Be careful.*
- *Proceed with caution.*

Here’s a true story of how several students used their instincts, their inner sirens:



Real Life Scenario: A True Story

A week after learning the *Think First & Stay Safe* program, a group of students went on a field trip for a class picnic at their local park. After eating, several groups of students were hanging out around the playground. A small group of girls noticed a man standing next to a tree, watching them. Their inner sirens went off and they went over and told their teacher, their Trusted Adult. The teacher called 911 to report the man. The police came to investigate. Later, they learned the man was wanted for sexually abusing children. He was on “Alabama’s Most Wanted” list. Those girls listened to their inner siren, told a Trusted Adult, and helped get a terrible criminal off the streets! It’s pretty cool that a group of alert students helped catch a “Most Wanted” criminal, isn’t it?

3. When our inner siren goes off, who should we tell? *A parent or another Trusted Adult.*

Correct. We tell a Trusted Adult. Then, that Trusted Adult can help us in one of two ways: Either we might be right and something is going on that needs to be looked into by that Trusted Adult; OR, we might need more information in order for our siren to calm down.

The students at the park told their Trusted Adult as soon as they had a funny feeling in their gut. They didn’t wait until something else happened. We can tell a Trusted Adult about any uneasy feeling we get from a person or situation **right away** -- before something else happens.

(Display Poster, Trust Your Gut. Ask a student to read the poster to the class.)

Discussion: All Secrets Can Be Told

4. Okay, who can answer this important question: What is a secret? *(Encourage student responses)*

A secret is something you don’t want everyone to know. Agreed? *Yes.*

5. There are two kinds of secrets. Let’s talk about safe secrets and unsafe secrets. What is a safe secret?

A safe secret is one that is fun to keep, makes us feel good and is eventually told.

Are the following secrets safe? Do they make us feel happy? Are they eventually told?

- a. A surprise party for a friend. *Yes.*
- b. Secretly cleaning up your room - and then surprising your parents. *Yes.*
- c. Helping your Dad make dinner, then surprising your Mom when she gets home from work. *Yes.*

Yes, these secrets we keep for a little while to surprise people, but all secrets are eventually told.

(Display PowerPoint Slide 8.)

6. What is an unsafe secret? (*Encourage student responses.*)

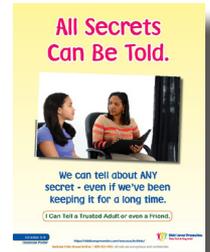
An unsafe secret is one that makes us feel bad or afraid - one we are told never to tell.

Do the following secrets make us feel bad or afraid?

- a. A kid bullies you during recess every day and says they'll hurt you if you tell. **Yes.**
- b. Your uncle touches the private parts of your body and tells you not to tell anyone. **Yes.**
- c. Another student steals your friend's MP3 Player and warns you not to tell. **Yes.**

How would these secrets make us feel? *Sad, embarrassed, afraid, anxious, etc.*

Is it healthy to keep secrets that make us feel this way? **No.**



What can we do if someone tells us to keep a secret that makes us feel bad, embarrassed or afraid?

Tell a Trusted Adult. Remember: **All Secrets Can Be Told.** (**Display Poster, All Secrets Can Be Told**)

Let's all take a minute to remember who our Trusted Adults are. We can tell a Trusted Adult about abuse, bullying or any other form of maltreatment. If one adult can't help us, we can ask another until we get help.



7. We are now going to watch a video called **Tom's Secret**. While watching, let's all think about what we would do if we were Tom. You'll notice that Tom's mother is proud that he tells her his secret. (Show **Tom's Secret** video to students, 2.5 min. The video is on your Digital Access page.)

8. In the video, after Tom tells his Mom about Zach's older brother touching his private parts, Tom's mother says, *"I'm very angry at him. What he did was wrong. It's good that you told me. It was probably so hard to keep it as a secret. I'm so sorry you had to go through that. It's not your fault. Dad and I will help you."*

Is Tom's mother angry at Tom? **No.**

Is Tom's mother angry at Zach? **No.**

Who is Tom's mother angry at? *Zach's older brother.*

Why is she angry at Zach's older brother? *He touched Tom's private parts.*

Touching Tom's private parts was against the law. Was it also against the law

when he threatened Tom into keeping the touching a secret? **Yes. It was a verbal threat.**

Did Tom do the right thing by telling his Mother? **Yes.**

Will Tom's Mom and Dad help keep him safe? **Yes.** After Tom told his Mother about his secret, she said, *"Your father and I will help you. We will be with you. We love you very much."*



9. Can we tell a Trusted Adult about a secret we've been threatened not to tell? **Yes.**

Verbal threats are against the law and need to be reported to a Trusted Adult.

Is it ever too late to tell a Trusted Adult about a secret we've been keeping, even for a long time? **No.**

That's right. It's never too late to tell a Trusted Adult any secret, even if someone would be disappointed in us or has threatened to hurt us if we tell. Our Trusted Adults are here to help us and support us.



Lesson Recap, All Secrets Can Be Told: Listening to My Instincts

- Some secrets are kept to surprise people, but all secrets can be told.
- We can tell an adult about any secret, especially if we've been threatened not to tell.
- It's never too late to tell a Trusted Adult about a secret we've kept for a long time.
- Instincts are an inner siren that may tell us to slow down and be careful.
- If someone's behavior sets off our inner siren, we can tell a Trusted Adult right away.

End of Lesson Presenter Checklist

- ___ Review **Lesson Recap** with students (above).
- ___ Discuss **Positive Thinking Skill** (blue box, p. 43) with students.
- ___ Have students complete **Student Workbook**, p. 6; Fill-in-the-Blanks and Activity. (*Optional*)
- ___ Display **Class Posters Trust Your Gut & All Secrets Can Be Told**. Review with students.



Additional Resources

Student video "Tom's Secret" can be shared with parents for free viewing: <https://childluresprevention.com/global-partnership/> (Available in English and Spanish.)
For Students: Student Personal Safety Workbook.
For Parents: Think First & Stay Safe PARENT GUIDE.
Order via Order Form on p. 29 or online at <https://childluresprevention.com/shop/>



Cornerstone 6

The Kindness of People: Choosing Who Helps Me

Presenter Overview: Most people are kind and safe. They do not abuse children. It's comforting for children to realize that most people feel protective of children and are committed to keeping kids safe. However, approximately 1 in 4 girls and 1 in 20 boys report experiencing childhood sexual abuse before age 18 (Finkelhor et al, 2015). Nine in 10 children who are sexually abused are abused by someone the child and family personally knows - not by a stranger.* 1 in 3 children who are sexually abused are abused by another child, usually an older/stronger child or teen (Finkelhor, 2012). We want to change these statistics!

In this lesson, students learn that we can't tell simply from the way someone looks whether or not they are safe. We need to pay attention to their behaviors and actions. Less than 10%* of sexual abuse is actually committed by strangers. Sometimes we need to rely on the kindness of others, even strangers, so it's helpful to teach children how to seek out safe individuals when necessary.

*Exception: American Indians, ages 12+, 41% by Strangers. (Source: US Department of Justice, American Indians & Crime)

Finkelhor, D., Turner, HA., Shattuck, A., & Hamby, SL., (2015). Prevalence of Childhood Exposure to Violence, Crime, and Abuse: Results From the National Survey of Children's Exposure to Violence. *JAMA Pediatrics - The Science of Child and Adolescent Health*. 2015 Aug;169(8): 746-54. doi: 10.1001/jamapediatrics.2015.0676.
Finkelhor, D. (2012). Characteristics of Crimes Against Juveniles; Crimes Against Children Research Center, University of New Hampshire.



Key Points

- Most people are kind and safe. They don't abuse children.
- Kids who are abused are usually mistreated by someone they know and trust.
- We can't tell if a person is safe or not just by the way they look; we need to pay attention to their behaviors and actions.
- It's safer to choose who helps us, than to accept help from just anyone who offers.
- Best choices for someone to help us: Mom/Dad with children, someone working behind a store counter or a uniformed police officer in a marked police vehicle.



Vocabulary

Assistance, trust, gruff, random



Props and Activities

1. PowerPoint slides 9-10
2. Positive Thinking Skill (blue box, p. 47)
3. Student Workbook (p. 7); Complete *Fill in the Blanks and Question*

The Kindness of People: *Choosing Who Helps Me*



Quick Review: Last lesson, we learned that our instincts can warn us to be careful. Not everyone can feel their instincts, but when we do, they can help us stay safe.

We talked about safe and unsafe secrets and how All Secrets Can Be Told. We can tell a Trusted Adult about any secret - even one we've been keeping it for a long time or have been threatened not to tell.

Lesson Introduction

As we get older, parents and guardians start to give us more freedom, which means they are not always with us. Today we'll learn how to choose someone to help us when a parent/guardian or other Trusted Adult is not available. We interact with strangers on a daily basis, and most of them are kind and caring. Sometimes we need to rely on the kindness of people, so we'll also learn how to choose a safe individual should we need help.



Discussion & Activities

1. How many of you have ever heard the expression "*Never talk to strangers?*"
How many of you believe that stranger equals danger? (*Show of hands.*)
2. What kind of people come to mind when I say the word, "stranger?"
 - *People we don't know?*
 - *People who might hurt us?*
 - *Creepy people?*
 - *Friendly people?*

3. Who can give me a definition of the word “stranger”?

A stranger is someone we've never seen before or don't know anything about.

Raise your hand if you can give us some examples of strangers?

- *A checkout person at the supermarket.*
- *A woman in the parking lot.*
- *A waiter at a restaurant.*
- *New person in your online gaming league.*
- *A person you just met online.*

Positive Thinking Skill



Who are some helpful strangers?

- Emergency room doctors
- Store clerks
- Beach or pool lifeguards

How often do we meet or see strangers? (**Show PowerPoint Slide #9**)

Probably every day.

Would you say most people we meet are kind and friendly, or are they nasty and unfriendly?

Most people are kind and friendly.

Yes, and most strangers care about children too. Many have children or grandkids of their own.

Still, would we ever just go with someone we don't know? *No.*

4. Most of the time, when kids are abused, do you think it's by a stranger or by someone the child knows?

Someone the child knows.

Correct. Nine of out ten children who are sexually abused are abused by someone they know, and often trust. And of those abused, one third is by another child or teen who is usually older and stronger.

Could the person be someone we are very close to? *Yes.* Who can give us an example?

Cousin, neighbor, step-parent, brother, uncle, scout leader, babysitter, teacher, friend, etc.

Could the person be someone we barely know? *Yes.* Who can give us an example?

Bus driver, friend's parent, janitor, friend's older sibling, camp counselor, etc.

So most of the time, when kids are abused, it is by someone they know and often trust.

5. Can we tell by looking at someone, or talking to them online, if they are safe or unsafe? *No.*

So when it comes to our personal safety, should we be careful of people who *look* a certain way or people who *behave* a certain way? *People who behave a certain way.*

Right, we watch out for behaviors and actions that set off our inner siren, our instincts.

6. Suppose one day we're outside or online, and someone we've never met before starts talking to us. They are very friendly and funny. After a little while of talking and laughing with them, would we still consider that person a stranger? *No.*

No, we probably would not still consider that person a stranger.

Now think about this: Would we be more likely to trust a person who acts friendly and nice or a person who is being unfriendly or even nasty?

A person who acts friendly.

7. How do you suppose a person who was trying to lure a child would act?

Would they be gruff and unfriendly or would they probably act friendly and nice?

They would probably act friendly and nice.

Right. People who try to lure kids usually act kind and friendly to get kids to trust them.

But how might that “friendly” person behave once they get us alone somewhere?

Unsafe.

Yes, once they are alone with us, their behavior might become inappropriate or unsafe.

8. There are times we may need to depend on the kindness of others, including strangers.

Raise your hand if you can think of an example.

If we got sick or hurt, if we were lost, in an emergency situation, in the event of an active shooter, etc.

Which do you think would be the safer choice if we needed help: For us to choose someone to help us? Or for a random person to offer their help? *It would be safer for us to choose someone to help us.*
Right. It's safer for us to choose who helps us, than to accept help from just anyone who offers.

Would the following people be safe choices if we needed help?

- A mom or dad, with children of their own. *Yes.*
- A person who walks up to us and offers help. *No.*
- Someone working behind a store counter. *Yes.*
- A uniformed police officer with a marked police vehicle. *Yes.*

(Show PowerPoint Slide #10)

Yes, the three safer choices are a mom/dad with children of their own, someone working behind a store counter and a police officer wearing a uniform, preferably in a marked vehicle.

9. Now, repeat after me: "I choose who helps me!" AGAIN! Great job!

As we wrap up our lesson, please also remember that most people are what type of people?

Most people are kind and caring and can be counted on to help keep kids safe.

Lesson Recap

- Most people are kind and safe. They don't abuse children.
- Kids who are abused are usually mistreated by someone they know and trust.
- We can't tell if a person is safe or not just by the way they look; we need to pay attention to their behaviors and actions.
- It's safer to choose who helps us, than to accept help from just anyone who offers.
- Best choices for someone to help us: Mom/Dad with children, someone working behind a store counter or a uniformed police officer in a marked police vehicle.

End of Lesson Presenter Checklist

- ___ Review [Lesson Recap](#) with students (above).
- ___ Discuss [Positive Thinking Skill](#) (blue box, p. 47) with students.
- ___ Have students complete [Student Workbook, p. 7](#); Fill in the Blanks and Question. *(Optional)*

Presenter's Notes



Cornerstone 7

My Dignity: Bullying and Abuse are Not My Fault

Presenter Overview: When we nurture their self-esteem, we help instill in children the belief that they deserve to be treated with respect and dignity. It is also important to reduce feelings of self-blame and guilt that are so common with victims of maltreatment by establishing that bullying and abuse are not the victim's fault. Children who have experienced any form of abuse need to be reassured that it is in no way their fault, it does not make them any less special or wonderful, nor take away their dignity. Ever.



Key Points

- Each one of us is unique and special.
- Every person is worthy of being treated with respect.
- Treat self and others with respect and dignity.
- Adults can help kids who are having thoughts of mistreating others.
- Bullying and sexual abuse are never the fault of the person they happen to.
- Bullying and sexual abuse can not take away our dignity. Ever.



Vocabulary

Random, define, diminish, unique, dignity, worth, value, worthy, self-respect, self-worth, worthy, respect, deserve, victim, survivor



Props and Activities

1. \$5 or \$10 bill
2. PowerPoint Slides 11-12
3. Class Activity, p. 51
4. [Positive Thinking Skill](#) (blue box, p. 50)
5. Student Workbook (p. 8); Complete *Fill in the Blanks and Student Activity*. (Optional)

My Dignity: *Bullying and Abuse are Not My Fault*



Quick Review: The last lesson taught us that we can't tell if a person is safe or not simply by the way they look. We need to pay attention to their *behaviors and actions*, particularly if they set off our inner siren.

We usually ask one of our Trusted Adults for help. But if we're lost or hurt, we may need to ask someone we don't know for help. We learned that it's safer for us to choose someone to help us, rather than accepting an offer of help from just anyone. Best choices include a Mom or Dad with kids, a uniformed police officer in a police vehicle or a person working behind a counter in a store.

Lesson Introduction & Learning Objectives

Today in *Think First & Stay Safe*, we'll discuss how every person deserves to be treated with dignity and respect. We'll also talk about how kids who are bullied or abused are in no way at fault. These crimes do sometimes happen to kids, but it's not their fault. The only person who is at fault is the person who mistreats another. They are responsible for their behavior.



Discussion & Activities

1. What are some things you like about yourself? (*i.e. smart, funny, good reader, play an instrument or sport, fast runner.*) Would anyone like to share something they like about themselves?
(*Student Responses.*)

Now think quietly for a moment about one or two things you don't like as much about yourself. Don't be too hard on yourself. We all have a few things we'd like to improve about ourselves!
(*Have students use private think time - do not have them share their responses aloud.*)

2. Is there anyone else in the entire world just like you? *No.*

Everything about us, both the things we like and the things we aren't so crazy about, makes us a unique, one-of-a-kind person, unlike anyone else on the planet.

Just think about it! Out of all the billions of people in the world, is there anyone else just like you?
No.

Doesn't that make you feel special? It should! *(Student responses.)*

That also makes us all different from one another, doesn't it? *Yes.*

But when we really look deep inside people, in their feelings and in their hearts, we are all...what?
We are all alike.

So we are all both different from one another and also very much like one another.

3. Raise your hand if you can tell me how plants get water and nutrients. **(Show PowerPoint Slide 11)**

Through their roots.

(Print the word "Dignity" on a Class board.)

As you know, words have roots too. The root of the word dignity is a Latin word, "dignus," which means "worth." **(Print the word "worth" on the board.)**

(Display a \$5 or \$10 bill.) How much is this bill worth? *(Student Responses.)*

How much are **you** worth? *(Student Responses.)*

What is your value as a person, as a human being? *(Student Responses.)*

You are priceless! You are unique and special!

4. **(Show PowerPoint Slide 12)**

Why should we expect others to treat us with respect and dignity?

Because we are worthy of it.

Why should we treat others with respect and dignity?

Because they are worthy of it too.

We should treat others as we'd like to be treated.

If someone tries to abuse or bully us, is that treating us with respect?

No. It's treating us with disrespect. (The opposite of respect.)

5. What could you do if you saw or heard about a friend who was disrespecting other kids at school by pushing them around and saying mean things to them?

(Student answers.)

If you felt comfortable doing so, could you tell that friend something like, "Hey, that's not cool." *Yes.*

What if we were the one having thoughts about disrespecting others by treating them badly?

What could we do so as not to act upon those thoughts? *Ask an adult for help.*

That's right, those thoughts and behaviors can be stopped. It's the job of adults to keep kids safe, and they want to help any child who needs it. Ask an adult for help.

6. We have established that each one of us has worth and value as a human being.

Does anything about the way a person looks, or what they say or do give someone the right to mistreat or abuse them? *No.*

Is there ever a time when being bullied or abused is the fault of the person to whom it is happening? *No.*

Who IS at fault? *The person using disrespectful behaviors.*

That's right, things like being bullied or beat up or sexually abused, those are all crimes that do sometimes happen to people. Does anyone ask to be the victim of a crime? *No.*

Is there anything we do or say to make crimes happen to us? *No.*

Does anyone know another word for people who are victims of crimes like sexual abuse or bullying?

Survivors.

They are Survivors who are strong and brave and deserve our respect.

If we've been mistreated or abused in some way, does that make us any less special and wonderful?

Absolutely not. Remember, nothing and no one can take away our dignity! Ever.

Positive Thinking Skill



What is your state tree?

- Is there one on school grounds?

7. Just like snowflakes, each one of us is different and beautiful in our own way. And each one of us deserves to be treated, and to treat one another, how?
With kindness and respect.

Class Activity

Create a Collage. Give each student a piece of paper with another student’s name on the top of the page. Have students write one thing they like about themselves, and one thing they like about the other student. Have students compile these compliments into a collage.

Display the collage in the classroom to remind students how special they all are, and as a reminder to treat one another with kindness and respect.



Lesson Recap, My Dignity: Bullying and Abuse are Not My Fault

- Each one of us is unique and special.
- Every person is worthy of being treated with respect.
- Treat self and others with respect and dignity.
- Adults can help kids who are having thoughts of mistreating others.
- Bullying and sexual abuse are never the fault of the person they happen to.
- Bullying and sexual abuse can not take away our dignity. Ever.

End of Lesson Presenter Checklist

- ___ Review [Lesson Recap](#) (above).
- ___ Facilitate [Positive Thinking Skill](#) (blue box, p. 50) with students.
- ___ Have students complete [Student Workbook, p. 8](#); Fill in the Blanks and Activity. *(Optional)*
- ___ Display [Collage](#) in Class to remind students how special they all are, and to treat one another with kindness and respect.



Presenter’s Notes

This concludes the Cornerstone Lessons for 6th grade students who are new to the program. Now please turn to the remaining 6th Grade Lessons, beginning on p. 7 of this manual:

Lesson 1: Job Lure	7
Lesson 2: Threats and Weapons Lure	9
Lesson 3: Pornography Lure	12
Lesson 4: Drug Lure	15
Lesson 5: e-Lure/Digital Citizenship	18

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National Helplines

- ▶ **Childhelp National Child Abuse Hotline, 1-800-422-4453 ((1-800-4-A-CHILD)**
Available 24 hours a day, 7 days a week.
For help or questions about child abuse or child neglect.
- ▶ **National Domestic Violence Hotline, 1-800-799-7233 (1-800-799-SAFE)**
Available 24 hours a day, 365 days a year. There are no fees, no names, no judgment. Just help.
- ▶ **National Hotline to Report a Missing Child, 1-800-843-5678 (1-800-THE-LOST®)**
(National Center for Missing & Exploited Children)
Call if you have information about a missing child or suspected child sexual exploitation.
- ▶ **National Suicide Prevention Lifeline, 1-800-273-TALK (8255)**
Available 24 hrs a day, 7 days a week. The Lifeline provides free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals. <https://suicidepreventionlifeline.org>
- ▶ **National Human Trafficking Resource Center, 1-888-373-7888**, 24 hours a day/7 days a week.
Text "HELP" or "INFO" to 233733 (BeFree), Hours of Operation: 3:00pm - 11:00pm EST
- ▶ **National Runaway Switchboard, 1-800-786-2929 | Text 66008**
- ▶ **RAINN National Sexual Violence Hotline, 1-800-656-4673 (HOPE)**
RAINN has over 1100 trained volunteers on duty to help victims at crisis centers across the U.S.
<https://ohl.rainn.org/online> - Live help for Sexual Assault Victims & their families.
Free. Confidential. Secure.
- ▶ **IN AN EMERGENCY, DIAL 9-1-1**



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