



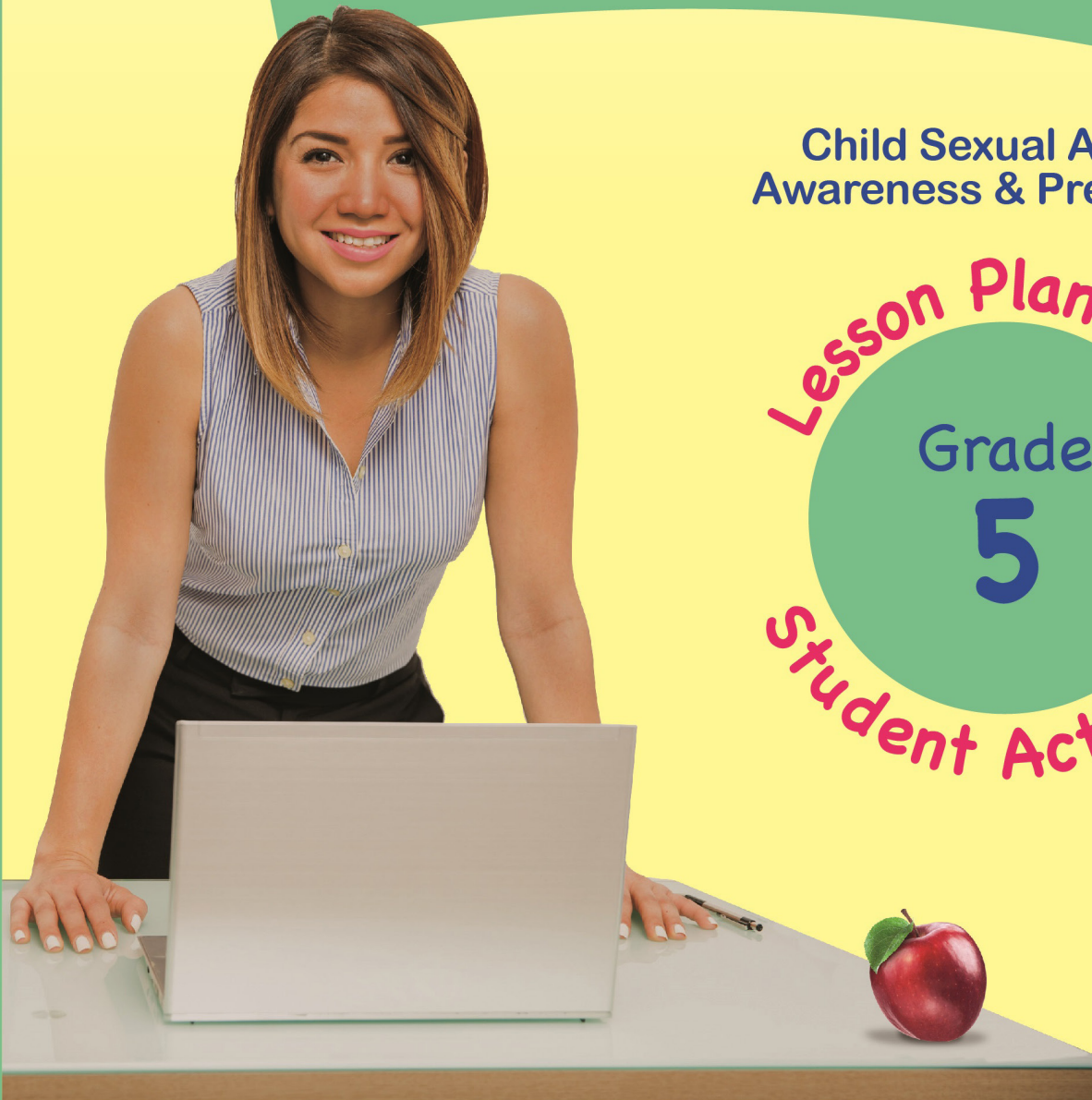
Child Lures® Prevention

Think First & Stay Safe™

PRESENTER'S GUIDE

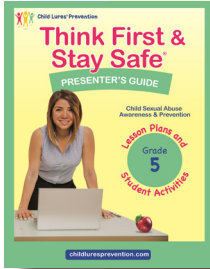
Child Sexual Abuse
Awareness & Prevention

Lesson Plans and
Grade
5
Student Activities



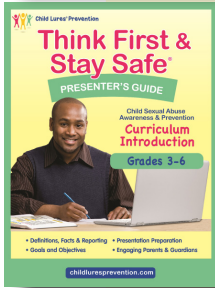
Grade 5 - Lesson Plans and Student Activities

Note to Presenter



This Presenter's Guide contains Lesson Plans for Grade 5 only.

A corresponding PowerPoint presentation for Grade 5 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 5 program implementation, the following Training Module is recommended:

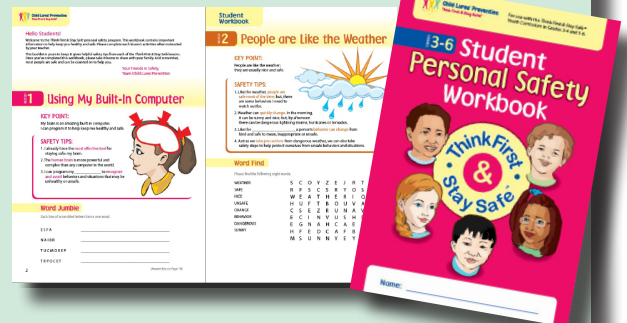
Module V, Grades 5-6 Implementation, TFSS (17 min. in length)

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. 28 or Order Online: <https://childluresprevention.com/shop>
(Available in English and Spanish.)

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(For Grade 5 students who learned *Think First & Stay Safe™* in previous grades)

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*Complete CORNERSTONE CONCEPT LESSON PLANS for Grade 5

(For Grade 5 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.)

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Getting Started Grade 5



Note to Presenter

For students in Grade 5 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 5 Lesson Plans, beginning with the **Affection Lure** on p. 7.

For students in Grade 5 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. 29-47 then continue with the **Affection Lure Lessons** 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 5 is provided on p. 25 of this manual and a Tips for Parents flyer is included on p. 26.

Classroom PowerPoint for Grade 5

The **Grade 5 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. 21 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 5

Developmentally, **children in 5th Grade** are increasingly independent and start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex. Peer pressure can become strong during this time. Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves.

Fifth graders often have an increased attention span and begin to see the point of view of others more clearly. They may face more academic challenges at school. Another big change children need to prepare for during this time is starting middle or junior high school.

Kids this age might become more aware of their bodies as puberty approaches. Body image and eating disorders sometimes start around this time. This is a crucial time to emphasize healthy 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. 30-31.*

When it comes to our personal safety, which tool do we already possess that can help us think critically and assess situations to help us 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 Plan is on pp. 32-33.*

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. 34-36.*

Most people are kind and safe. But sometimes people - usually people we know and trust - trick or force kids 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 or using what? **Technology: any web-enabled or electronic device.**
- If we can tell when a Child Lure is being used, can we take action to help stay safe? **Yes.**
- Child Lures are usually used by people we know: adults, older kids and who else? **Kids our own age.**
- Learning about Child Lures is like having what? **A fire drill.** Child Luring probably won't happen to us, but we need to know what to do, and whom to ask for help, just in case. We are learning this program to help us stay safe.

4. Laws Help Protect Me: Kids Have Rights Too

(Show PowerPoint Slides 5-7) *For reference, the complete Lesson is on pp. 37-40.*

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

The private parts of a child's body are a personal boundary that no one has the right to cross.

- 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 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.** There are many adults who can help kids once they tell and make them feel safe again.
- We also learned to always tell the _____ about abusive behaviors. **Truth.** We never make up stories about any form of abuse because it is also against the law to say someone bullied or abused us when they did not.

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

(Show PowerPoint Slide 8) *For reference, the complete Lesson is on pp. 41-43.*

Does anyone know what our body's inner warning system is 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 an 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.

How can we 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, sitter, teacher, friend, older/stronger kid, etc.

- When might we need to ask someone we don't know for help? When we're lost, hurt or without access to a phone.
- Who would be a safe choice? 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. 47-49.

- Although different on the outside, we are what on the inside? We are all the same.
- How should we treat others? With respect and dignity.
- Should we expect to be treated with respect and dignity in return? Yes.
- Is bullying or abusing others treating them with respect? No. Mistreating others is treating them with disrespect.
- If a child is having thoughts about mistreating 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 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 4th Grade), we learned the Emergency, Games, Name, Friendship, Threats & Weapons and e-Lures.*

(Show PowerPoint Slide 12a) For reference, the complete Lesson Plans are in the Grade 4 Presenter's manual.)

- In any Emergency situation, we learned that it's safest to stay where we are until we can text or talk to our parents, guardian or other Trusted Adult. We learned to verify information and avoid making quick decisions under pressure.
- The Games Lure taught us that most games, sports and online gaming are safe, but that any bullying or unwanted touching during a game (even by another player) is against the law. We can tell a Trusted Adult.
- With the Name Lure, we learned not to trust someone just because they know our name. When using technology, we keep our full name private and are careful when choosing screen names and usernames.
- The Friendship Lure taught us that responsible friends are kind, honest, reliable and loyal. If a friend bullies or harms us, who can we tell? If a friend brings us to an unsafe place, we can leave and then tell whom? A Trusted Adult.
- Most kids are not abused. Of those who are mistreated, one third of the time it is by another child. So again, if a child is having thoughts of harming others, they can ask for help. They won't get in trouble. They will get _____? help.
- Kids who are bullied or abused are often threatened into keeping it secret, but now we know that All Secrets Can Be Told - even if threatened not to tell or have been keeping them for a very long time. It's never too late to tell.
- When using technology, it's important to be kind and respectful. Thankfully, most kids (80%¹) do NOT cyberbully others. But some kids and adults do misuse technology, so it's best to keep personal information private, only share appropriate messages and images and meet online friends in public, with whom? A Trusted Adult.

This year, we'll learn the Affection, Bribery, Ego/Fame and Hero Lures. We'll also talk about how we can work together to help stop Bullying, Cyberbullying and Harassment. Together, we can keep our school and community welcoming to all.

* A separate Review of Lures classroom PowerPoint presentation, 3c) PowerPoint-LURES-REVIEW-TFSS, is included on the USB Flash Drive for use during #8 (above) review of Lures learned in the previous grade; Slides 6-11 align with this review.



Note to Presenter

Child Lures Lessons for Grade 5 begin on p.7 with the Affection Lure.

If needed, complete Lesson Plans for the above Cornerstone Concepts are provided on pp. 30-49.

Lesson 1

Affection Lure:
Safe & Healthy Boundaries

Presenter Overview

Grade 5

When someone takes an interest in a child, it is usually sincere. Most children are NOT sexually abused. 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 can change these unacceptable statistics by teaching this program.

Most kids are targeted by offenders and groomed for abuse over time. Offenders insinuate themselves into the child's life and slowly builds trust with the family. Risk factors for sexual abuse are greater for kids who are starved for attention, lack adequate supervision or face difficult situations at home like divorce, substance abuse, foster care or neglect.

This lesson focuses on healthy and respectful relationships, setting and defending personal boundaries and addressing the difficulties kids face when choosing to report sexual abuse. *(For a comprehensive discussion on Private Parts, use the complete Cornerstone Lesson #4 on pages 37-40.)*

Behavioral Objectives

- Differentiate between healthy & unhealthy relationships.
- Apply the five guidelines to set and maintain personal (and digital) boundaries.
- Apply Personal Space rule and Laws Help Protect Me rule in response to abuse scenarios involving adults and peers.
- Apply assertiveness skills in response to unwanted attention and unwanted touching, including telling a Trusted Adult.



Key Points

- Most attention and affection shown to kids is sincere.
- Every child gets to set their own personal and digital boundaries - and communicate them to others.
- Bullying and sexual abuse are against the law.
- Children who are sexually abused are usually mistreated by someone they know: an adult, older child or a peer.
- Kids can tell an adult/Trusted Adult about any unwanted attention or touching.
- If a child is having thoughts about mistreating self or others, they can ask an adult for help.
- Being abused is NEVER a child's fault.

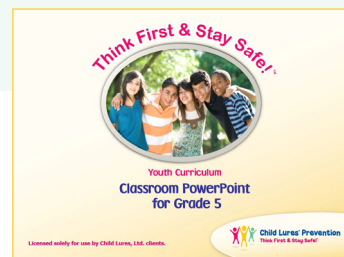


Vocabulary

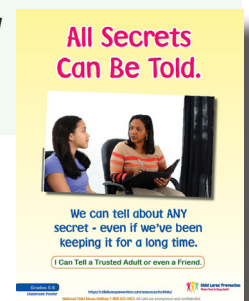
Relationship, personal boundaries, digital boundaries, overstep, take advantage of, invade, defend, refuse, offender, genuine, permission, consent, sexual abuse

Props
and
Activities

1. Class Poster, *All Secrets Can Be Told*
2. PowerPoint Slides 13-15
3. Class Activity, p. 8
4. Positive Thinking Skill, p. 9
5. Student Workbook (p. 10) *Optional*



PowerPoint Slides 13-15



Class Poster

Presenter Checklist

- ___ Send [Welcome Letter/Tips for Safeguarding Your Child](#) home to parents and guardians, p. 24 and p. 25.
- ___ Administer [Pre-Test Evaluation](#) to students, p. 21
- ___ Facilitate [Positive Thinking Skill](#) (box, p. 9) with students.
- ___ Have students complete [Student Workbook](#), p. 10; *Fill in the Blanks and True/False. (Optional)*

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.

Teaching Lesson 1

Discussion and Activities

(Prior to Lesson 1, Present Quick Review on pp. 5-6)

Lesson Introduction

(Show PowerPoint Slide 13) When someone gives us attention and affection, it is usually sincere. However, compliments, extra attention and special privileges are sometimes used to trick kids into abusive situations and relationships. When affection is used as a lure, it is extremely effective because it uses the special feelings we have for people we care about and trust.

1. Think about this for a moment: Who are the people you can talk to about important things in your life?
Parents, Teachers, Friends, Friend's parent, Coach...

What is it about the relationship you have with these people that allows you to trust them? (Show PPT Slide 14)

We talk openly and honestly.

We trust and support each other.

We are kind and respectful to one another.

We are happy for one another's accomplishments.

Would you call this kind of relationship a healthy one? *Yes.*

Why? *We show respect & kindness for one another.*

2. What do we mean by "personal boundaries"?
Personal boundaries are limits each of us set after we decide acceptable ways for others to behave around us.
This next activity will help us to better understand.

Student Activity: Personal Boundaries

Instruct students to stand in two lines (2 feet apart) facing one another. Ask students in the left line to move as close to the person opposite them as they feel comfortable doing.

Observe: Has everyone moved the same distance? Are the lines straight now? (*Probably not.*)

Reset the two lines, then **repeat activity allowing students in the right line to move forward (or back).**

Observe: Has everyone moved the same distance?

Are the lines straight now? (*Probably not.*)

Discussion: Each person has a different comfort level when it comes to personal boundaries. And each relationship has different boundaries, which change over time. (Family vs. friend)

3. (Print PowerPoint Slide 15 as student handout.)
Let's review **five helpful guidelines** we can use for setting our own personal (and digital) boundaries:
 - I. Know you have the right to set personal boundaries.
Set clear limits and expect others to respect them.
 - II. Put yourself first.
Be respectful to others, but always put safety first.
 - III. Recognize that you know yourself best.
Don't let other people make decisions for you.
You decide what is right for you.
 - IV. Learn to say NO, and stick to it.
If something doesn't feel right for you, then don't do it.
 - V. Be clear about what is and is not acceptable to you.
Let people know when they've done or said something that oversteps your personal boundaries or invades your personal space.

4. Most of the time, when people are friendly and show interest in a child, is it genuine? *Yes.*

Most of us like attention and affection from others. Could someone take advantage of our human need for affection and attention?

Yes.

This is how the Affection Lure works.

Suppose a family friend is always over at our house after school. We play games, watch movies and have fun whenever we're together. One day, the family friend whispers a dirty joke to us. Then, he pulls us onto his lap and tries to hug and kiss us. He says he's just kidding around and makes us promise not to tell anyone.

Is the family friend's behavior okay? *No.*

What if he tells us that it really is okay, because we're such special friends. Is it okay? *No.*

5. Whom can we tell if anyone says or does something that makes us feel worried, confused, scared or unsafe?
A parent, guardian or other Trusted Adult.
Do we have to wait to tell someone?
No, we can tell a Trusted Adult right away.
6. Do we get to decide how close someone gets to us? *Yes.*
If we let someone hug us, that's called giving consent, or permission. Why do we get to decide who can, and can not, touch us or get close to us?
Because "My Body Belongs to Me!"
Right! And we have a right to defend what?
We have a right to defend our personal boundaries.

Let's review rules about touching: **It is against the law for anyone to look at, take images of, or touch a child's private parts. It is also against the law for someone to make a child look at, take images of or touch another person's private parts.** Should a child's private parts be touched with ANY part of another person's body? *No.*

(Note to Presenter: this includes the mouth & tongue.)

Practice Scenario

Tyler and Kaitlyn have known each other since pre-school, and have always been close friends. They both play the saxophone, and are in the school band. Sometimes, they get together after school to practice or just hang out. Lately, though, Tyler has been making sexual comments to Kaitlyn that make her feel uncomfortable, and she told him not to talk that way around her, because she doesn't like it.

Yesterday, Tyler unexpectedly started touching Kaitlyn's bare leg while she was playing saxophone. She immediately moved away from Tyler and put her sax down. She told him to leave, then told her Mom what had happened.

- a. Did Tyler overstep Kaitlyn's personal boundaries? *Yes.*
- b. How? *By making sexual comments and touching her bare leg, without her consent (permission).*

cont.

Teaching Lesson 1, cont.

- c. Did Kaitlyn make it clear to Tyler that he had overstepped her personal boundaries? **Yes.**
- d. Did Kaitlyn make a safe choice by telling her Mom what had happened? **Yes.**
- e. How could Tyler make up to Kaitlyn for his inappropriate behaviors? **Apologize to Kaitlyn and assure her it won't happen again, then keep his promise.**

7. When most people show interest in a child, is it because they truly care? **Yes.**

Most people who show interest in kids really do care and would not harm them. **Most people don't abuse children.**

8. When kids are sexually abused, do you think it's usually by someone they know, or someone they don't know?

It is usually by someone they know.

Research documents that about about 1 in 4 girls and 1 in 20 boys report being abused by the time they turn 18 years old. 90% of kids who are sexually abused are abused by someone they know. And of those children, one third are mistreated by another child or teen who is usually older and stronger.

Can the offender be someone the child is very close to? **Yes.**

Like whom? **Cousin, sibling, step parent, sitter, coach, etc.**

Could it also be someone the child barely knows? **Yes.**

Like whom? **Bus driver, janitor, online friend, teen neighbor, etc.**

If a child is having thoughts about mistreating another child, what can they do instead of harming someone? **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. Ask for help.

Practice Scenario

Vanessa's father left when she was young, and she missed having a father. When her mother remarried, Vanessa grew to love her stepfather very much. He was so nice and always snuggled with her when they read or watched movies together. Vanessa was nine when her stepfather began to touch her private parts at night.

Her mother had warned her about sexual abuse, but Vanessa had not been told that someone at home whom she knew and loved could sexually abuse her. The abuse lasted for several years, until Vanessa found the courage to tell her school counselor after going through a personal safety program at school.

- a. Did Vanessa do the right thing by telling her school counselor about her stepfather's behavior? Why?
Yes, because now Vanessa can get help to stop the abuse, and begin to feel safe again.
- b. Why do you think it took Vanessa several years to report the abuse?
- **She didn't realize it was sexual abuse.**
- **She was afraid that no one would believe her.**
- **She loved her stepdad and didn't want to get him in trouble or break up her family.**
9. Why might it be difficult to tell about unwanted attention or

9. Why might it be difficult to tell about unwanted attention or touching by someone we know and may even love?
- **We may be embarrassed or afraid to tell.**
- **We may still really care about the person and don't want to get them in trouble.**
- **They may have threatened us not to tell.**
- **We may depend on them for food and housing.**

10. When someone close to us oversteps our personal boundaries, it can be difficult to tell a Trusted Adult. Can reminding ourselves that **it was not our fault** help make it easier? **Yes.**

Is it healthier to talk about these things than to keep them a secret? **Yes, it's healthier to talk about them, to tell someone about abuse.**

11. Now let's think critically: Would the Affection Lure work online? **Yes.**

How might we get close to someone online?

- **By spending a lot of time with someone online.**
- **By sharing our deepest feelings, which is easier to do when we're not face-to-face.**

12. What can we do if anyone, even someone we know and trust, oversteps our boundaries?

- **If we feel safe doing so, tell them their behavior or comments bother us and why.**
- **Get to safety, if necessary.**
- **Tell a Trusted Adult who can help keep us safe.**

(Display Poster, All Secrets Can Be Told)

13. Do we all have a right to set, communicate and defend our personal and digital boundaries? **Yes, we do.**
By law, do other people have to respect the boundaries we set for ourselves? **Yes, they do.**

Let's remember to respect each other's personal boundaries and personal space at all times.

Lesson Recap, Affection Lure

- Every child gets to set their own personal and digital boundaries - and communicate them to others.
- Bullying and sexual abuse are against the law.
- Children who are sexually abused are usually mistreated by someone they know: an adult, teen, older child or a peer.
- Kids can tell an adult/Trusted Adult about any unwanted attention or touching.
- If a child is having thoughts about mistreating self or others, they can ask an adult for help.
- Being abused is NEVER a child's fault.



Positive Thinking Skill

What are some examples of genuine affection?

- **Being proud of someone for their accomplishments.**
- **Posting something nice about a friend.**
- **Sending someone a "thinking of you" text.**

Lesson 2

Bullying, Cyberbullying & Harassment

Presenter Overview

Grade 5

By incorporating anti-bullying and harassment efforts into personal safety curriculum, we help students understand that these behaviors are another form of abuse, of crossing someone's personal boundaries.

Although most kids use technology responsibly, regular reminders are very helpful at this age. A 2015 meta analysis found that about 25% kids experience cyberbullying, and about 17% kids cyberbully others¹.

This Lesson walks students through how to best handle cyberbullying, both when it is directed at self and at others. Upstander intervention strategies are discussed. This lesson help students distinguish between welcome attention like flirting versus unwelcome attention or behavior which is sexual in nature: sexual harassment.

Be familiar with your school/organization's Bullying and Harassment/Sexual Harassment Policy and reporting procedures. It is recommended these rules and policies be reviewed with students.

Behavioral Objectives

- Apply empathy skills to treat one another with kindness and respect.
- Apply bystander skills to help keep kids healthy and safe.
- Differentiate between flirting and harassment.
- Apply reporting skills to defend personal space, with & w/out technology.
- Identify (2) Trusted Adults who can help with personal safety issues.

1 Justin W. Patchin & Sameer Hinduga (2015), *Cyberbullying Research Center* (www.cyberbullying.org)

Key Points

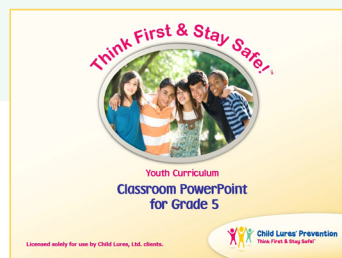
- Everyone has a right to feel safe & accepted at school.
- Use kind and respectful behavior, in-person and when using technology.
- Unwelcome flirting is called sexual harassment.
- Bullying/harassment are against school policy and against the law.
- Bullying/harassment can be reported to adults at home and at school.

Vocabulary

Physical aggression, verbal aggression, excluding, bullying, cyberbullying, distraction, harassment, intolerance, intolerable, misconduct, permission, consent

Props and Activities

1. School Policy Handbook
2. PowerPoint slides 16-17
3. Class Posters, **Exclusion Hurts** and **Intolerance is Intolerable**.
4. Student Workbook (p. 18); Complete *Fill in the Blanks*. (Optional)



PowerPoint Slides 16-17



Class Posters
English & Spanish

End of Lesson Presenter Checklist

- ___ Review **Lesson Recap**, p. 12
- ___ Have students complete **Student Workbook**, p. 18; *Fill in the Blanks*. (Optional)
- ___ Display and review **Exclusion Hurts** and **Intolerance is Intolerable** Class posters. Review with students.

Teaching Lesson 2**Discussion and Activities**

Quick Review: Last lesson, the **Affection Lure** taught us that kids who are sexually abused are usually mistreated by someone they know and trust, like a relative, family friend or older kid. We learned about personal boundaries and what to do if anyone tries to overstep them. We identified Trusted Adults whom we can talk to about unwanted attention and touching. We learned that All Secrets Can be Told.

Lesson Introduction

(*Show PowerPoint Slide 16*) We all have a legal right to feel safe and accepted at school. However, **bullying and harassment** are serious problems in schools across our nation. Some kids feel so unsafe they don't want to go to school. We wouldn't want anyone in our school to feel that way, so let's take a closer look. (*Show PowerPoint Slide 17*)

1. What is bullying? (*Allow student responses.*)
Simply stated, bullying is when one or more people mistreat another person(s), usually over and over again.

Bullying can include **physical and verbal aggression, as well as excluding others**. What are some examples of: Physical aggression? *Hitting, kicking, punching, choking, pushing, grabbing.*

Verbal aggression? *Teasing, name calling, spreading rumors, making threats.*

Excluding others? *"No one likes Lee anymore." "Don't invite Lamar. He's not cool." "You can't sit at this table with us." "Unfriend them."*

2. Has anyone here ever had something mean said or done to them, maybe by a sibling or friend? (*Show of hands.*)
How does it make us feel when people are mean to us?
Hurt, angry, confused, scared, etc.

Has anyone here ever done or said something mean to someone else? (**You don't have to raise your hand.**)
Most of us have probably been unkind to someone else at one time or another.

Does mistreating another person make us feel good, or do we end up feeling bad? *We end up feeling bad.*
Yes. Treating someone poorly makes us feel bad.
But treating others with kindness and respect makes us feel how? *It makes us feel good!*

3. If we see a classmate being bullied, how can we help?

- *By getting the attention of a teacher or other adult.*
- *By refusing to take part in the bullying.*
- *Suggesting others don't join in on the bullying.*
- *Create a distraction: "We need to get to class."*
- *Not giggling or whispering about the bullying.*
- *Not repeating mean things that are said or done.*
- *Not pointing or staring at the bullying behavior.*

When students speak out against bullying and stand up for those being mistreated, what happens?

It sends a message that bullying behavior is not welcome or allowed.

What are some other ways to support classmates who are being bullied?

- *Tell them you're sorry it happened to them.*
- *Sit with them in class or at lunch.*
- *Invite them to hang out with you and your friends.*
- *Call or text them at home to see how they're doing.*

4. Of course, bullying also happens via texting, gaming, IMing and other electronic means. What are some examples of cyberbullying?

- *Sending threatening or harassing texts.*
- *Posting private or embarrassing information without the person's consent (permission).*
- *Posting rumors or lies about someone.*
- *Sharing inappropriate images.*
- *Excluding someone from an online group.*

(Display Poster, Exclusion Hurts)

Thankfully, most kids (over 80%) do NOT cyberbully.

5. Some kids think they can cyberbully and get away with it. Is that true? *Yes and No.*

You are right. Some kids do get away with cyberbullying. However, most things sent and posted have a "home" and can be traced. Even snapchats that "disappear" after viewing can be saved by taking a screen shot.

When we send or post a message online, can it be taken back or erased? *No, not easily.*

Think of it as writing in permanent marker.

6. What are the reasons kids bully/cyberbully others?

- *They think it's funny.*
- *They don't like the person.*
- *They think the person isn't worthy of respect.*
- *They don't think it's a big deal to mistreat others.*
- *They don't think they'll get caught.*

Are any of these good reasons to bully or cyberbully another person? *No.*

What effect do you think bullying can have on a person?

Bullying can have significant negative effects on victims, some lasting for many years.

7. If someone is bullying us, what are some actions we can take to help improve the situation?

- *Tell a friend. Friends can listen and talk to us.*
- *Tell our parents or another Trusted Adult at home.*
- *Tell an adult at school.*

Who are some adults at school you could ask for help?

Teacher, school counselor, nurse, principal, etc.

(Display Poster, Intolerance is Intolerable)

Teaching Lesson 2, cont.

Harassment Discussion

NOTE TO PRESENTER: Review your school's Harassment/Sexual Harassment Policy prior to presenting this lesson plan. Consider listing main points for classroom viewing.

1. What is "harassment?"

Bothering someone over and over again.

Harassment is a lot like bullying. Like bullying, harassment can be physical, verbal or non-verbal.

Why are victims targeted for harassment?

Because of their gender, race, religion, disability, physical attributes & other personal characteristics.

2. If the unwanted attention or behavior is of a sexual nature, what is it called? *Sexual Harassment.*
What are some behaviors that would be considered sexual harassment?

Making sexual jokes about someone's body.

Grabbing, cornering or pushing someone.

Making comments about someone's private parts.

Sending sexual notes, emails or texts.

Asking for nude/semi-nude images.

3. Most kids are friendly and may even flirt a little. What are some behaviors that are flirting, and NOT harassment?

Giving someone welcome attention.

Texting someone a welcome compliment.

Giving someone a smile or wink that is appreciated.

Putting your arm around someone, and having them put their arm around you in return.

What should you do if you start flirting with someone, and they ignore you or say they don't like the attention?

Stop flirting with the person.

If you don't stop, the other person might consider it what?
Sexual harassment.

4. Does it hurt our feelings when someone doesn't want or like our attention? *Yes, it can hurt our feelings.*

Yes it can hurt. But everyone experiences rejection at times. It's a part of life.

However, should we use those hurt feelings as an excuse to harass another person? *No.*

What can we do about those bad feelings?

Talk to a friend, parent, teacher or other adult/

Trusted Adult to work through the feelings.

5. What is our school's policy regarding sexual harassment?
It is not allowed. (Show PowerPoint Slide #19)

That's right. All forms of harassment are against the law. How do you think it makes someone feel to be harassed, especially in a sexual way?

Scared, embarrassed, sad, helpless, mad, confused.

You may have heard news stories about adults being sexually harassed at work. Because harassment is against the law, those who harass others can lose their job over it.

6. What steps can we take if someone harasses us?

Tell the person to stop because we don't like it.

Remind them the behavior is against the law.

Tell a parent, friend, teacher or other Trusted Adult.

Think for a moment about one or two adults in our school that you feel close to, who could help you with a harassment situation.

(Have students make a mental note of their names.)

If you can't think of a Trusted Adult at school, please let me know and I'll help you with it.

7. If we ask an adult for help with a problem, does that mean we're weak or unable to help ourselves? *No.*
Asking for help shows personal strength.

Everyone needs help sometimes. Successful people know the importance of asking for help. The trick is knowing when and whom to ask. Should we keep telling adults about unwanted behavior until it is stopped? *Yes.*

8. What could happen if we harassed someone else?

Punishment by parents, school and maybe police.

Suppose we were tempted to say or do something unkind to someone. What could we do instead?

If we're mad, take some time to cool off.

Try deep breathing or exercise to blow off steam.

Ask an adult to help us.

Remember, if we bully or harass someone, there are consequences for our actions.

Nobody is perfect. There may be times when we make the mistake of saying or doing unkind things to others. If we do make that mistake, how can we correct it?

Tell the person "I'm sorry" as soon as possible.

Promise it won't happen again & keep your promise.

9. Remember, each of us is unique and special, and we deserve to be treated how? *With kindness and respect.*

Together, we can help keep our school safe by being supportive of one another. The more we treat one another with kindness and respect, the safer our school and community will be.



Lesson Recap, Bullying & Harassment:

- Everyone has a right to feel safe & accepted at school.
- Use kind and respectful behavior, in-person and when using technology.
- Unwelcome flirting is called sexual harassment.
- Bullying/harassment are against school policy and against the law.
- Bullying/harassment can be reported to adults at home and at school.



Positive Thinking Skill:

- What random act of kindness can you do for someone today?

Lesson 3

Bribery Lure

Presenter Overview

Grade 5

The age-old lure of bribery still works. Children need to know that what seems like a gift may actually be a bribe intended to lure them into an abusive situation.

Bribes are used as part of the grooming process, or as a reward for tolerating abuse or keeping it secret. Online and electronically, kids are bribed to undress for webcams and share nude or semi-nude images.

Preteens can be tempted with electronics, video games, sports equipment, clothing, alcohol and - most effective of all - money.

This lesson teaches students the difference between a sincere gift and a gift that may be a bribe, where something is expected in return. Kids learn that the bribery lure is usually used by someone they know and that their trusted adults should know about all gifts given or offered, especially those that expect something in return.

Behavioral Objectives

- Apply Parent Permission rule when accepting gifts or rewards.
- Apply Ways To Stay Safe when offered money, gifts or privileges.
- Recognize the Bribery Lure and apply Tell a Trusted Adult rule.



Key Points

- A sincere gift is given without asking for, or expecting, something in return.
- A gift or reward may actually be a bribe.
- The bribery lure is usually used by someone we know and trust.
- Tell parents/guardians about all gifts and rewards received.
- All Secrets Can Be Told.



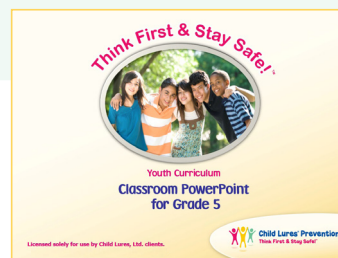
Vocabulary

Bribery, bribe, tempted

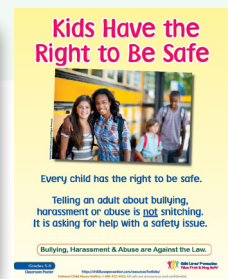


Props and Activities

1. Candy
2. PowerPoint slide 18
3. Class Poster, *Kids Have the Right to Be Safe*
4. Student Workbook (p. 12); Complete *Fill in the Blanks* and *Student Activity*. (Optional)



PowerPoint Slide 18



Class Poster

End of Lesson Presenter Checklist

- ___ Review [Lesson Recap](#), p. 14.
- ___ Facilitate [Positive Thinking Skill](#), p. 14, with students.
- ___ Have students complete [Student Workbook](#), p.12; *Fill in the Blanks* and *True/False*. (Optional)
- ___ Display Class Poster *Kids Have the Right to Be Safe*. Review with students.

Teaching Lesson 3

Discussion and Activities

Quick Review: Last lesson, we discussed **bullying and harassment**. We learned that unwelcome flirting is considered sexual harassment, so we'll be respectful of one another's personal boundaries. If we see or hear bullying happening, we can create a distraction if possible and ask an adult for help. We will not participate in bullying; instead we will be kind and supportive of others. Bullying and harassment can be reported to adults at home and at school.

Lesson Introduction:

Today we're going to talk about how to distinguish between sincere gifts and those where something is expected from us in return. We'll learn what to do if we're offered such gifts, since they may actually be a **bribe**.

Bribery Discussion

- (Hold up some candy.) Remember when you were young and people would say, "Don't take candy from strangers?" Well, you're much too smart to fall for that line now, but the lure of bribery still works.

What is bribery? Who can give me a definition?

Bribery is when someone gives you something only because they want something in return.

- How would we feel if someone offered us a gift for no obvious reason? Would we happily accept it? (Most of us probably would.)

Would anyone wonder why we were being offered a gift for no reason? (Most of us probably would not.)

Sometimes people, usually people the child knows, try to bribe kids by giving them something they want.

What would be tempting to someone your age?

<i>Money</i>	<i>Sports Equipment</i>
<i>Clothing</i>	<i>Electronics</i>
<i>Jewelry</i>	<i>Video Games</i>

- Here are some examples of the Bribery Lure used on kids your age:

- A sitter says we can stay up until midnight, if we keep the R-rated movie shown to us a secret.
- An older kid at the skate park offers us a new skateboard if we'll go to their house with them.
- A neighbor offers us a dirt bike if we'll swim in their pool without a bathing suit.
- A cousin offers to give us \$20 if we watch them take their clothes off.
- An online friend offers to buy us a tablet if we'll come alone to meet them.

Are these examples of bribery? *Yes.*

They are gifts or privileges that have strings attached, meaning something is expected from us in return.

- Should we accept any of these bribes? *No.*
Why not? (**Show PowerPoint Slide 18**)
Something inappropriate or unsafe is expected in return. (Display Poster, Kids Have the Right to Be Safe.)
- Sometimes abusers offer to give kids gifts if they will keep abuse a secret. If someone tells us to keep a gift secret, what should we do?
Tell a Trusted Adult right away.

Real Life Scenario

An older man offered kids in his neighborhood the opportunity to build and ride go-carts. He spent many weeks with the kids, teaching them how to fix and ride the go-carts. Over time, he would start touching them inappropriately. Kids who were lured into sexual abuse and kept it secret were rewarded with go-carts of their own. Kids who didn't were not welcome back.

- What did the man use as bribes? *Go-carts.*
 - What was expected of the kids? *Sexual behavior, keeping sexual abuse secret.*
 - Is the man's behavior against the law? *Yes.*
 - Is it safe to accept bribes? *No.*
 - If we are offered something in exchange for putting up with sexual abuse, whom can we tell? *A Trusted Adult.*
- If someone gives us a really nice gift, do they then have the right to abuse us? Why or why not?
No, because abusing kids is against the law.
That's right. No child should have to put up with sexual abuse. It's against the law, and whom can we tell? *A Trusted Adult.*

So remember: When a true gift is given, what is expected in return? *Nothing is expected in return.*

Lesson Recap, Bribery Lure

- A sincere gift is given without asking for, or expecting, something in return.
- A gift or reward may actually be a bribe.
- The bribery lure is usually used by someone we know and trust.
- Tell parents/guardians about all gifts and rewards received.
- All Secrets Can Be Told.



Positive Thinking Skill

- What reward would you like to earn?
- How would you go about earning it?

Lesson 4

Ego/Fame Lure

Presenter Overview

Grade 5

Showering children with flattery is an effective way to gain their trust. This can happen in person, electronically or online. Compliments and other appeals to the ego are a significant part of the grooming process. Children learn that not all compliments are sincere.

Promises of “fame and fortune” can also be used to lure youngsters into exploitation. Children may be promised a modeling job, the chance to compete in a talent or beauty contest, or to star in a radio or television commercial. Learning why parents/guardians must chaperone all sporting and talent pursuits and why credentials should be thoroughly verified can help protect children from abuse.

This lesson teaches students the difference between sincere compliments and flattery. Students learn they should involve parents or guardians with all tryouts and opportunities and always keep clothes on for photos, videos and webcams. The lesson includes a discussion about sexting and its ramifications, including nude images going viral, having thoughts of self harm and seeking help if living with thoughts of suicide.

Behavioral Objectives

- Understand how flattery and special attention can be misused.
- Apply Parent Permission rule when attending sport and talent tryouts.
- Apply Refusal/Reporting skills if asked to remove clothes for images.
- Call or visit the National Suicide Prevention Helpline; 1-800-273-TALK (8255) or <https://suicidepreventionlifeline.org> if needing someone to talk to or living with suicidal thoughts.



Key Points

- Not all compliments are sincere; flattery can be used to trick kids into unsafe situations and relationships.
- Children should be accompanied by a parent or guardian on all photo, sports and talent opportunities.
- Always keep clothes on for photos, videos and webcams.
- It is against the law to take, send or share nude images of a child.
- If students need someone to talk to or are living with suicidal thoughts, ask an adult/Trusted Adult for help, visit suicidepreventionlifeline.org or call 1-800-273-8255.
- Suicide can be prevented and treated successfully.

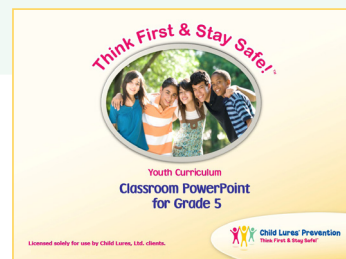


Vocabulary

Ego, compliments, flattery, talent scout, try-out, audition, pursuits, legal contract, credentials, suicide, suicidal

Props
and
Activities

1. Cell phone camera, Sheet of paper labeled “Contract”
2. PowerPoint slide 19
3. Class Poster, *Trust Your Gut*
4. Student Workbook (p. 12); Complete *Fill in the Blanks and Student Activity*



PowerPoint Slide 19



Class Poster

End of Lesson Presenter Checklist

- _____ Review [Lesson Recap](#), p. 17.
- _____ Facilitate [Positive Thinking Skill](#) with students, p. 17.
- _____ Have students complete [Student Workbook](#), p. 12; *Fill in the Blanks and True/False*.
- _____ Display Class Poster *Trust Your Gut*. Review with students.

Teaching Lesson 4

Discussion and Activities



Quick Review: In our last lesson, the **Bribery Lure** taught us the difference between a sincere gift and a gift that may be a bribe, where something is expected in return. The bribery lure is usually used by someone we know. We practiced recognizing bribes, when offered. Our trusted adults should know about all gifts we are given or offered, especially those that expect something from us in return.

Lesson Introduction:

Today, we'll be learning about the **Ego/Fame Lure**. Most compliments kids get are sincere. However, some compliments are not sincere and are used to trick kids into unsafe situations and inappropriate relationships. This is known as flattery. While it's important for kids to pursue their interests and talents, involving parents or guardians helps them do it safely.

Ego/Fame Discussion

1. What is "ego"? Who can tell us?
How we feel about ourselves: self-confidence, self-esteem, self-love.
2. What is fame?
Being well-known or famous.
3. How many of you have performed on stage or participated in athletic tryouts or talent auditions? (Show of hands.)
Kids have many talents and we want to pursue them safely.

Practice Scenario

Your best friend's father tells you all the time that he thinks you could be a model. One day, he suggests you let him take pictures of you to send to a talent agent he knows.

He says, *"With your looks and personality, I know I can make you a model! You'll get paid \$500.00 every time your image is used in an advertisement. Let's take some photos right now! Don't say anything to your parents; we'll surprise them later!"*

Raise your hand if you would be tempted by this lure.
(Show PowerPoint Slide 19)

Most of us would probably be tempted. It sounds very exciting, doesn't it?! **Yes.**

4. Does being tempted by this lure have anything to do with our ego? **Yes.**
Sure it does! Why? **[Student Responses.]**

It makes us feel good about ourselves to know that someone thinks we're special or that we could be paid to have our image in an advertisement, doesn't it? **Yes.**

5. When people we know use the Ego Lure, it can be similar to the Affection Lure. Two strategies used with the Affection

Lure that might also be used with the Ego Lure are:

1. Flattery: Telling us how attractive, talented, funny (etc.) we are.
2. Special Attention: Giving us lots of attention to make us feel special.

Is it okay for someone we know to give us special attention and compliments? **Yes.**

Is it okay for someone we know to flatter us and then cross our personal boundaries? **No.**

Remember, **it is against the law for anyone to look at, touch or take pictures of a child's private parts - or to make a child look at, touch or take pictures of the private parts of someone else.**

6. Talent scouts do exist. They are always searching for kids who are good at sports, singing, dancing or other talents.
How do you think they would approach us?
Would they give us a business card? **Yes.**
Would they want to talk to our parents? **Yes.**
Would they ask us to go somewhere without permission from our parents or guardian? **No.**
Would they ask us to keep it a secret from our parents, even for a little while? **No.**

For safety reasons, a parent or guardian should be present at all try-outs and interviews.

Why is it important for our parents to be there?

- *To make sure the offer is real.*
- *To make sure we are treated fairly.*
- *To sign any legal papers.*
- *To help us stay safe.*

When kids are under the age of 18, by law, they cannot sign legal contracts without having an adult sign too.

Who would that be?

Parents or legal guardian.

7. **(Ask, then pretend to take pictures of students.)**

Did I do anything wrong when I took these pictures?

No.

Suppose a cousin is always taking videos of you. Your parents are grateful to have all these videos. One day, when your cousin is alone with you, they say, "Let's do something different today. Let's take some video with your clothes off."

(At this point, children may act uneasy or laugh.)

That made us all feel weird didn't it? Where do those feelings come from?

Our gut.

And when we have a funny feeling like that in our gut, what is it?

Our personal siren. Our instincts.

Teaching Lesson 4, cont.

And what are our instincts telling us?

- *To be careful, because something isn't right.*

So let's think: if someone wants to take pictures or video of us without clothing, what should we do?

- *Refuse, Get to safety and Tell a Trusted Adult*

Asking/Telling a child to take or send nude images is a form of what kind of harassment? *Sexual harassment*

Remember, it isn't your fault if they want to take your picture or video without clothing. They know what they are doing is wrong, and now you know it too!

Time to use our critical thinking skills again. Here's a real life situation that happened. Let's review it and learn from it.

Real Life Scenario

It was the last week of 7th grade and Hope sent a picture of her breasts to Alex, a boy she liked. The girlfriend of another boy Hope liked asked to borrow Alex's phone on the bus. That girl found the image and forwarded it to other students. Within a day, it went viral and was all over the middle school and even the high school.

School authorities learned of the nude photo. When Hope returned to school for 8th grade, her friends had to help shield her from insults, name calling (slut, whore) and taunting. About two weeks after she returned to school, a counselor noticed cuts on Hope's legs and had her sign a "no-harm" contract, in which she agreed to tell an adult if she felt like hurting herself. The next day, Hope died of suicide. She was 13.

8. Like Hope, when private images are seen and shared, some kids become so upset that they think about harming themselves.

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.

Knowing this, would you send nude images? *No.*

Knowing this, would you share private images? *No.*

Most kids and teens are NOT sending nude images.

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.

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, suicide can be prevented and treated successfully.

9. 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 Suicide Prevention Helpline.

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

Its 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.

As we finish this important lesson, let's all remember to treat one another with kindness and respect. If someone makes a mistake, let's be kind and supportive.

**Lesson Recap, Ego/Fame Lure**

- Not all compliments are sincere; flattery can be used to trick kids into unsafe situations and inappropriate relationships.
- Children should be accompanied by a parent or guardian on all photo, sports and talent opportunities.
- Always keep clothes on for photos, videos and webcams.
- It is against the law to take, send or share nude images of a child.
- If students need someone to talk to or are living with suicidal thoughts, ask an adult/Trusted Adult for help, visit suicidepreventionlifeline.org or call 1-800-273-8255.
- Suicide can be prevented and treated successfully.

**Positive Thinking Skill**

What are some things made possible by feeling good about ourselves?

- *Good grades in school.*
- *The ability to make friends easily.*
- *Doing well in sports, art, music and other activities that make us happy.*

Lesson 5

Hero Lure

Presenter Overview

Grade 5

Kids seek and cherish the attention of individuals they admire. Heroes might include a favorite teacher or coach, a parent or guardian, a peer or athlete. Having heroes encourages children to challenge themselves and live up to their potential. Unfortunately, sex offenders will exploit their hero status to groom and then abuse youngsters. When a real-life hero turns abuser, kids have been known to endure abuse in order to maintain the friendship or keep a hero out of trouble.

Students learn that no one, hero or otherwise, has the right to sexually abuse a child. Children are encouraged to tell a Trusted Adult about any abuse or attempted abuse.

Behavioral Objectives

- Understand some try to take advantage of hero status to abuse kids.
- Refuse unsafe touches from hero figures.
- Apply assertiveness skills in response to Hero Lure scenarios.



Key Points

- A hero can be someone we know well or someone we wish we knew.
- True heroes treat kids with respect. They don't ask or tell kids to keep secrets.
- Kids should never have to put up with abuse to keep a special relationship, team status or to keep a hero out of trouble.
- We can tell an adult about any inappropriate behaviors, even those used by a hero.



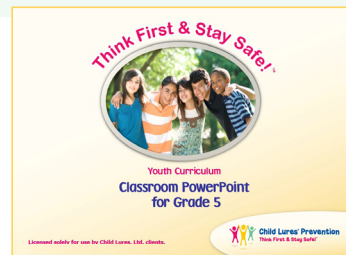
Vocabulary

Status, celebrity, hero, trustworthy, assuming



Props and Activities

1. Pictures/posters of historical figures, artists, sports figures or movie stars
2. PowerPoint slide 20
3. Student Workbook (p. 14); Complete *Fill in the Blanks and Student Activity*. (Optional)




PowerPoint Slide 20

End of Lesson Presenter Checklist

- ___ Review [Lesson Recap](#), p. 19.
- ___ Have students complete [Student Workbook](#), p. 14; *Fill in the Blanks and True/False*. (Optional)

Teaching Lesson 5

 Discussion and Activities

 **Quick Review:** The **Ego/Fame Lure** taught us that most compliments are sincere. Compliments that are not sincere are called flattery. Flattery can be used to trick kids into unsafe situations and inappropriate relationships. We also learned that kids should not remove their clothing for photos or video. Involving parents or guardians with all tryouts and opportunities helps keep kids safe.

Lesson Introduction, Hero Lure:

Today we're going to talk about people we consider heroes. It's important to have people in our lives whom we look up to and admire, but some people misuse their **hero** status. Let's learn more.

- (Display pictures/posters.)** What is a hero?
Someone we admire or look up to.
- What makes someone a good hero?
Someone who is kind and trustworthy.
Someone who cares about others.
Someone who helps others.
Someone who treats others with respect.
- Who are your heroes? Are any of these people your heroes? (Shows of hands.)

a. Mom or Dad	d. Teacher or coach
b. Older cousin	e. An historical figure
c. Famous YouTuber	<i>Dr. Martin Luther King</i>
d. Professional athlete	<i>Mother Teresa?</i>
- What is it about our heroes that make us look up to them? **Discuss:**
Are they kind?
Are they honest?
Are they brave?
Do they have an amazing talent?
Do they have incredible strength or athletic ability?
- Suppose our hero tried to abuse us, would that be treating us with respect and dignity? *No.*
(Show PowerPoint Slide 20)
Should kids have to put up with abuse to keep a special relationship, team status or to keep their hero out of trouble? *No.*
Can we tell a Trusted Adult? *Yes.*

Let's practice what we've learned.

 Practice Scenario

7th grader Kai dreams of going to college to become a meteorologist. Kai's neighbor is a local TV meteorologist who offers Kai a tour of the TV station, but only if Kai can go right now, while Kai's parents are at work. What should Kai do?

cont.

Should Kai go with his neighbor right away? *No.*
Should Kai make personal safety a priority over the opportunity to tour the TV station? *Yes*
How can Kai do both safely?

Kai can ask the neighbor if they can tour the TV station later when Kai's parents can go with them.

If we ever have the chance to spend time with, or meet, a local celebrity or other famous person, how can we do so safely? *Bring a Trusted Adult and meet in a public place.*

 Real Life Scenario

Gino, a youth football coach, was somebody a lot of kids looked up to as their hero. All the parents thought he was great too. Gino was a talented, friendly and caring coach. Everyone liked him and trusted him. Little did they know that Gino was a convicted sex offender who was not registered on the sex offender registry. Gino lured several young football players to his home with promises of gifts including skateboards and video games. Over time, Gino was able to lure several young football players into sexual abuse.

- Why did the players admire Gino so much?
He was a great coach and acted like a great guy.
- Were the gifts actually bribes to get the players to come to his house? *Yes.*
- Was Gino really worthy of the boys' high regard?
No.
- Did Gino use more than one lure? *Yes.*

Who can tell us any of the four lures Gino used?

Hero: Acting like a coach the teens could look up to.

Affection: Showing affection and attention to players.

Bribery: Giving nice gifts to the players.

Games: Playing football & video games with the players.

Would you say Child Lures are more effective when more than one lure is used at a time, like in this example? *Yes.*

- Why is it good for us to have heroes?
It gives us someone we can look up to and encourages us to be the best we can be.

Are most heroes worthy of our admiration? *Yes.*

Most heroes are upstanding people who are respectful of kids and act appropriately with them.

 Lesson Recap, Hero Lure

- A hero can be someone we know well or someone we wish we knew.
- True heroes treat kids with respect. They don't ask or tell kids to keep secrets.
- Kids should never have to put up with abuse to keep a special relationship, team status or to keep a hero out of trouble.
- We can tell an adult about any inappropriate behaviors, even those used by a hero.

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 about the **Affection, Bribery, Ego/Fame and Hero Lures. We discussed Bullying, Cyberbullying and Harassment, and how these abusive behaviors are not only unkind, but also against the law.** (Show PowerPoint Slide 21)

We know we can ask a Trusted Adult, or other adult, for help with any kind of bullying or abuse.

Throughout the program, we've explored the importance of treating one another with kindness and respect. Let's use what we've learned as a reminder of how to treat the people in our lives, as well as how we should expect to be treated by others. (Show PowerPoint Slide 22)

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

At this time, it is recommended Presenters:

- Administer the [Grade 5 Student Evaluation](#) (pp. 21-22) as a **Post-Test**.
- Display and review [Classroom Posters](#).
- If purchased, collect [Student Personal Safety Workbooks](#) for use again next year.
- Optional: Distribute a [Parent Guide](#) for each student to take home. Order Form on p. 28 or order online at <https://childluresprevention.com/shop/>

Student Evaluation

Name: _____

Pre-Test | Post-Test (Circle One)

Date: _____

Grade 5

(Circle your answers)

1. In a healthy relationship, would someone overstep our personal boundaries?

Yes No Don't Know

2. Are compliments sometimes used to lure kids into abuse?

Yes No Don't Know

3. If we have thoughts of mistreating others, should we ask an adult for help?

Yes No Don't Know

4. When children are sexually abused, is it usually abused by someone they know?

Yes No Don't Know

5. Do older kids sometimes abuse younger, smaller children?

Yes No Don't Know

6. Should we expect our heroes to always treat us with respect and dignity?

Yes No Don't Know

7. Are bullying and harassment against school policy and against the law?

Yes No Don't Know

8. Is it considered sexual harassment if we keep flirting with someone who has asked us to stop?

Yes No Don't Know

(continued)

Student Evaluation

(Circle your answers)

9. Should we bring a parent or guardian with us to any talent opportunity or sports tryouts?

Yes No Don't Know

10. If someone gives us a gift, is it safe to keep it a secret from our parents?

Yes No Don't Know

11. Do people who lure children online sometimes befriend kids through social media?

Yes No Don't Know

12. Should kids ever remove clothing for pictures or videos?

Yes No Don't Know

13. Is it safe to just go with someone who looks like, or claims to know, a famous person?

Yes No Don't Know

14. Sometimes, is more than one Child Lure used at a time?

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. No | 6. Yes | 11. Yes |
| 2. Yes | 7. Yes | 12. No |
| 3. Yes | 8. Yes | 13. No |
| 4. Yes | 9. Yes | 14. Yes |
| 5. Yes | 10. No | 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 skills to help them stay safe. Our Grade 5 learners will continue learning about the importance of treating one another with kindness and respect. They will also learn about personal and digital boundaries, and their right to have their boundaries respected by others. The program's interactive lessons help students differentiate between healthy and unhealthy behaviors. The program provides participants with regular reminders that Trusted Adults are available to help with their safety, and that all secrets can be told.

This year, your 5th Grader will be programming their brain to learn the **Affection, Bribery, Ego/Fame and Hero Lures**. They'll learn how each lure works, practice proven prevention strategies and determine whom to ask for help. Students will also participate in class discussions and activities about **Bullying, Cyberbullying and Harassment** and the importance of using technology responsibly.

Youngsters whose parents or guardians support such education are less likely to be bullied, abused or otherwise mistreated. Therefore, we invite you to be our **Partners 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 is for you, the parent or guardian. This guide is intended to help raise awareness about grooming, luring and abusive behaviors. While your young learner will not yet have learned all 16 of the Lures outlined in the guide, the safety information can be shared with your child as you see fit. Please consider using the Family Safety Plan (p.17) and keeping 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 precious 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. These tips are provided to help you and your child:

- ☑ Check in with your 5th 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 and cyberbullying 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.

- ☑ Remind your child to keep personal information and passwords private when using technology.
- ☑ Kids can tell an adult about unkind & threatening messages (or inappropriate images) they receive.
- ☑ Assure your child they won't get in trouble for telling you about inappropriate or unsafe messages.

- ☑ 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% of child sexual abuse is by other kids.)
- ☑ When discussing body safety/private parts with your child, the American Academy of Pediatrics recommends using anatomically-correct names.

- ☑ 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.

- ☑ It's important for kids to have people in their lives whom they look up to and admire (coach, mentor.)
- ☑ Inform your child that no one - regardless of their authority or hero status - is allowed to abuse kids.

- ☑ Trust your instincts about people and situations.
- ☑ Teach 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.

- ☑ 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 sleepovers, check on supervision and let your child know they can call you any time of the day or night.

- ☑ Flattery can be used as a lure to gain kids' trust and friendship. Such compliments are not sincere.
- ☑ Insist your child tell you about any modeling, sport or talent offers, and never remove clothing for images.

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



Families as Partners in Prevention

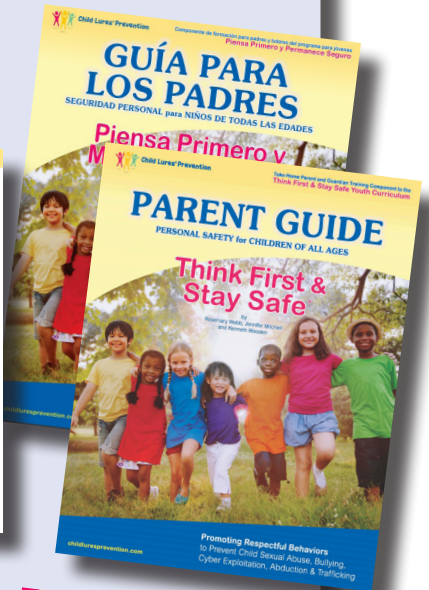
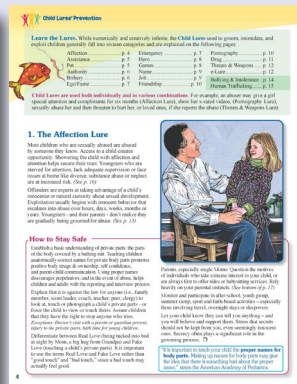
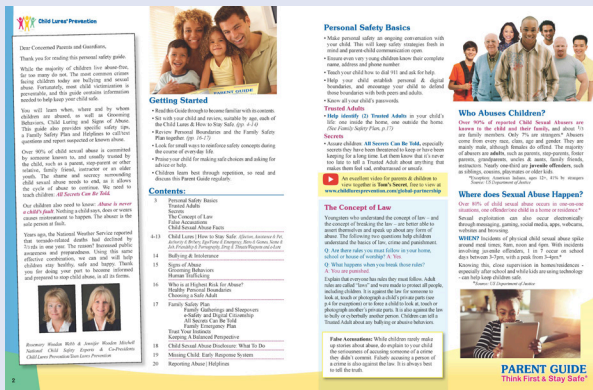
Think First & Stay Safe™ is most effective when parents and guardians support program implementation and reinforce safety strategies at home. The Tips for Safeguarding Your Child flyer (p. 25) can be copied and sent home with the Welcome Letter.

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 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. 28.

Available in English & Spanish.



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. 28

Available in English & Spanish.

Think First & Stay Safe™ Adult Training TRAINING MODULES

TRAINING
RESOURCES
for
All Adults

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



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.)

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



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

FED ID# 03-0297063

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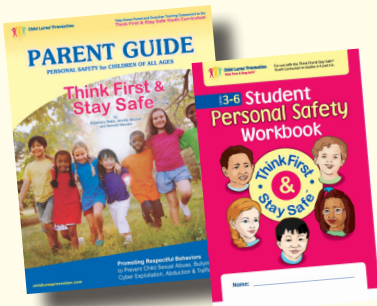
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 Phone: _____
 Email: _____

BILLING ADDRESS:

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 Address1: _____
 Address2: _____
 City: _____ State: _____ Zip: _____
 Phone: _____
 Email: _____

Item#	Description	Unit Price	Quantity	Price
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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COMPLETE CORNERSTONE CONCEPTS

Grade 5

If your students are new to the *Think First & Stay Safe™ Youth Curriculum*, and their answers to the **Cornerstone Concepts Quick Review (pp. 5-6)** indicate the need for more instruction, please use the following comprehensive lesson plans to augment their learning experience.

Complete CORNERSTONE CONCEPT LESSONS for Grade 5

(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>	30
Cornerstone Concept 2: Being Kind & Respectful.....	32
Cornerstone Concept 3: Child Luring: <i>Telling My Trusted Adults</i>	34
Cornerstone Concept 4: Laws Help Protect Me: <i>Kids Have Rights Too</i>	37
Cornerstone Concept 5: All Secrets Can Be Told: <i>Listening to My Instincts</i>	41
Cornerstone Concept 6: The Kindness of People: <i>Choosing Who Helps Me</i>	44
Cornerstone Concept 7: My Dignity: <i>Bullying and Abuse are Not My Fault</i>	47






Cornerstone 1

Critical Thinking: An Effective Safety Tool

Presenter Overview: Students are introduced to the *Think First & Stay Safe*™ personal safety program with the assurance that adults are responsible for keeping kids healthy and safe. Kids can help out by learning about personal safety and asking adults for help with any safety matter.

Students learn they already possess an effective tool to help with safety - 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. 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.

 Key Points	<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 put our personal safety at risk.
 Vocabulary	<p>Recognize, respond, megabyte, gigabyte, terabyte, complex, organ, critical thinking, evidence, analysis, attitude, skills, risk</p>
 Props and Activities	<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. 31 4. Positive Thinking Skill (blue box, p. 31) 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 everyday things we do to keep our bodies healthy?

- Eat healthy foods.
- Drink lots of water.
- Exercise.
- 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 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 affect our 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 to use throughout our lives.

Positive Thinking Skill



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

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 put our personal safety at risk.

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 unsafe weather and unsafe 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. 33)
3. Student Workbook (p. 3); Complete *Fill in the Blanks* and *Word Find*. (Optional)

Being Kind and 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 learn how to use critical thinking to help protect our personal safety.

Lesson Introduction

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 and Respectful: People are Like the Weather

- 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 (in green box above).
- ___ Discuss **Positive Thinking Skill** (blue box, upper 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 5th and 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 inappropriate and unsafe behaviors.



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. Positive Thinking Skill (blue box, p. 35)
4. Class Poster, *Kids Have the Right to Be Safe*.
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:

The majority of people we interact with on a daily basis are safe, caring and kind. However, there are some people who try to 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 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.*
- No, we wouldn't go along with them. These could all be Child Lures.

Positive Thinking Skill



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

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 tempt, 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.*
 - Seek help from a Trusted Adult, so we can feel safe again.*

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 or unsafe? Who comes to mind when we think of a trusted adult?

Parents.

Grandparents, or another adult who helps care for us.

A friend's parent or neighbor

Teacher, Guidance 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 and/or use electronic devices every day? (*Show of hands.*) Who do you chat with and go online with?

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

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

Here are some examples of Child Lures being 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 your answers are good examples of how to be responsible when using technology? *Yes*

9. We'll discuss in detail how to be a responsible digital citizen 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 inappropriate and unsafe behaviors.

End of Lesson Presenter Checklist

- ___ Review [Lesson Recap](#) with students (above).
- ___ Discuss [Positive Thinking Skill](#) (box on p. 35) 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. 39)
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 live free of abuse. 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.)*

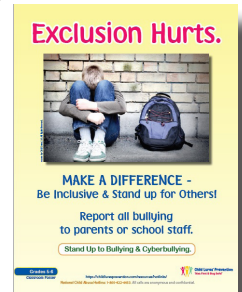
Simply said, "Bullying is when one or more people repeatedly mistreat another person(s).
What are some examples of bullying behaviors?

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. Some kids think it's tattling or snitching to tell about bullying. Is that true?

No, telling about bullying is not tattling. Is it getting help with our safety.

Telling is the right thing to do, because bullying is against the law, and people can really get hurt.

Who can we tell if we're the one being bullied or cyberbullied?

Teacher, guidance counselor, principal, playground aide, parents, guardian, etc.

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 a person who sexually abuses children?

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

Who can be an abuser? Can a friend, cousin or classmate sexually abuse someone? *Yes.*

Can a family member be an abuser? *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 mistreatment?

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 for Grade 5

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 or unsafe 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. 39) 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	<ul style="list-style-type: none"> 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.
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 Vocabulary	Internal, instincts, reflexes, gut, weird, react, caution, uneasy, eventually
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 Props and Activities	<ol style="list-style-type: none"> 1. Class Posters, <i>Trust Your Gut</i>. and <i>All Secrets Can Be Told</i>. 2. PowerPoint slide 8 3. Student video, “Tom’s Secret” - 4 min 4. Positive Thinking Skill (blue box, p. 41) 5. Student Workbook (p. 6); <i>Complete Fill in the Blanks and Activity</i>. (Optional)
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All Secrets Can Be Told: *Listening to My Instincts*

 Quick Review:	In the <i>Laws Help Protect Me</i> lesson, we talked about school rules and laws that help keep us safe. We learned that sexual abuse and bullying are <i>against the law</i> . We practiced what we can do if someone tries to mistreat us. We chose two trusted adults we can talk to about sexual abuse, bullying and other forms 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.
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Lesson Introduction

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.

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 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 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?

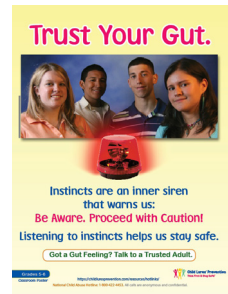
That something isn’t right and to be careful.

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

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

Instincts are our very own personal alarm, an inner siren.

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! That’s a pretty cool story, isn’t it?

3. When our inner siren goes off, who should we tell? *A parent, guardian or other adult.*

Correct. We tell an adult. Then, that 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 may need more information in order for our siren to calm down.

The students at the park told their teacher as soon as they had a funny feeling in their gut. They didn’t wait until something else happened. We can tell an adult about any uneasy feeling we get from a person or situation -- 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, 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. Making dinner, then surprising your Mom with it 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?

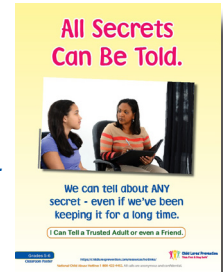
An unsafe secret is one that makes us feel bad or afraid - one we are told never to tell.

Do the following secrets make us feel bad or afraid?

- A kid bullies you during recess every day and says they'll hurt you if you tell. **Yes.**
- Your uncle touches the private parts of your body and tells you not to tell anyone. **Yes.**
- 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 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. Most people really want to help children stay safe.

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 (in box above).
- ___ Discuss **Positive Thinking Skill** (blue box, p. 41) with students.
- ___ Have students complete **Student Workbook, p. 6**; Fill-in-the-Blanks and Activity. *(Optional)*
- ___ Display **Class Posters Trust Your Gut** and **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, H.A., Shattuck, A., & Hamby, S.L., (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. 45)
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.*
- *Kids at the mall you’ve never seen before.*
- *A person you just met online.*

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 unfriendly and nasty?

Most people are kind and friendly.

Yes, and most strangers care about kids 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 sexually abused, do you think it’s by someone the child knows or a stranger?

Someone the child knows.

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

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

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

Could the offender 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 sexually 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 nice and 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 act friendly and nice?

They would probably act friendly and nice.

Right. Strangers who try to lure kids usually act friendly and nice to get kids to trust them.

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

Unsafe. Yes, once they got us alone, 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.

Positive Thinking Skill



Who are some helpful strangers?

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

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 safest 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!

10. 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, The Kindness of People: Choosing Who Helps Me

- 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](#) (box, p. 45) 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, crime, victim, survivor



Props and Activities

1. \$5 or \$10 bill
2. PowerPoint slides 11-12
3. Class Activity, p. 49
4. [Positive Thinking Skill](#) (blue box, p. 48)
5. Student Workbook (p. 8); Complete *Fill in the Blanks & 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

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 mistreating others. The person being disrespectful to others.*

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 unique 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. 46) with students.
- ___ Have students complete [Student Workbook](#), p. 8; Fill in the Blanks and Activity. *(Optional)*
- ___ Display [Collage](#) in Class as a reminder for students to treat one another with kindness and respect.



Presenter’s Notes

This concludes the Cornerstone Lessons for 5th grade students who are new to the program. Now please turn to the remaining 5th Grade Lessons, beginning on p. 7 of this manual:

Lesson 1: Affection Lure: Safe & Health Boundaries	7
Lesson 2: Bullying, Cyberbullying & Harassment	10
Lesson 3: Bribery Lure	13
Lesson 4: Ego/Fame Lure	15
Lesson 5: Hero Lure	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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