



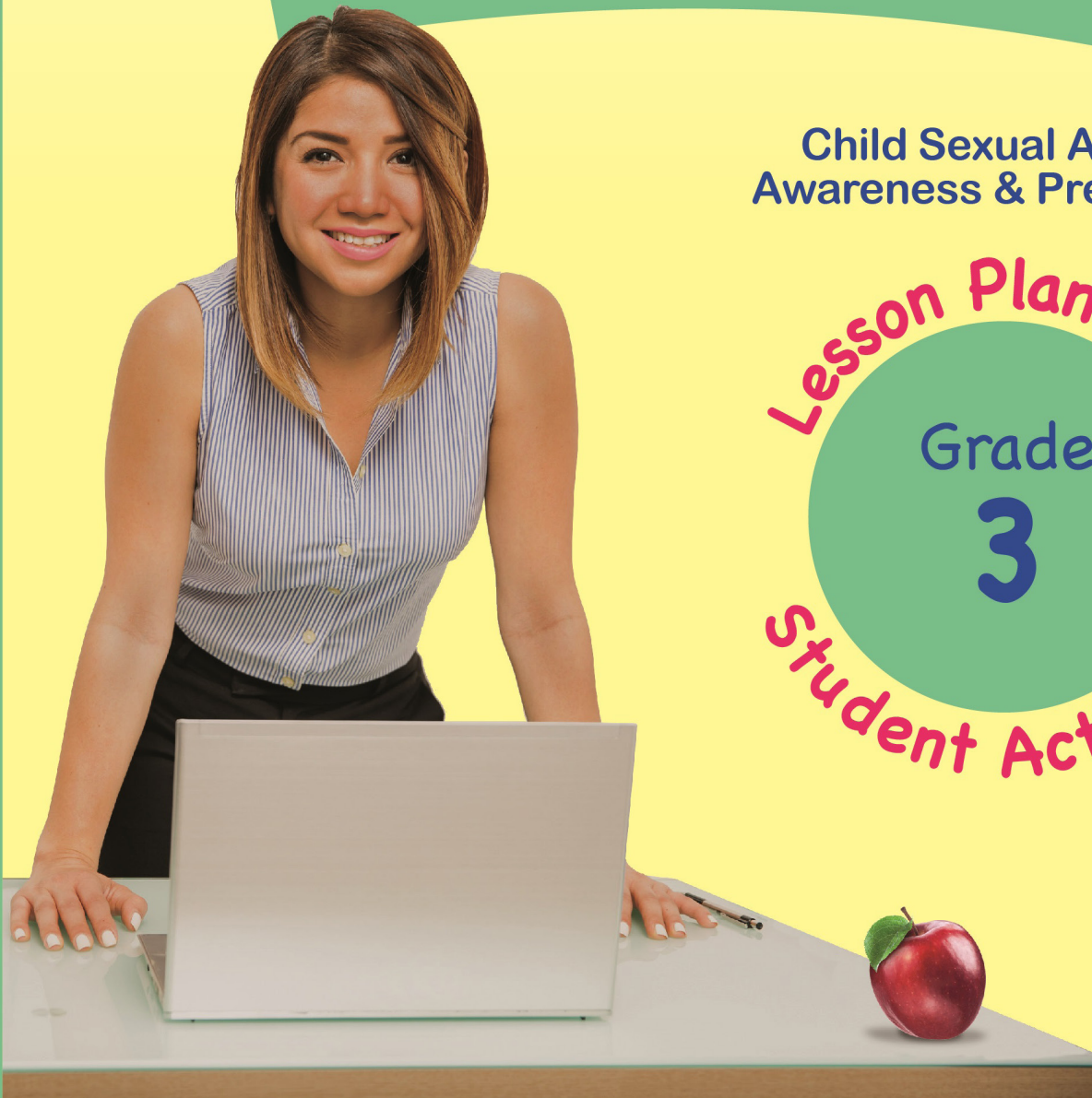
Child Lures® Prevention

Think First & Stay Safe™

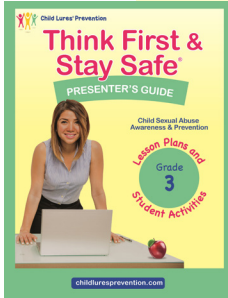
PRESENTER'S GUIDE

Child Sexual Abuse
Awareness & Prevention

Lesson Plans and
Grade
3
Student Activities



Grade 3 - Lesson Plans and Student Activities



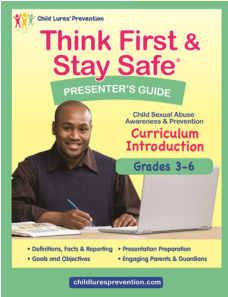
Note to Presenter

This Presenter's Guide contains Lesson Plans for Grade 3 only.

A corresponding PowerPoint presentation for Grade 3 is located on the program's blue USB Flash Drive.

Prior to teaching the classroom lessons contained in this Presenter's Guide, it is recommended Program Presenters review the program's **Curriculum Introduction** manual for Grades 3-6.

The information contained in the **Curriculum Introduction** manual 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



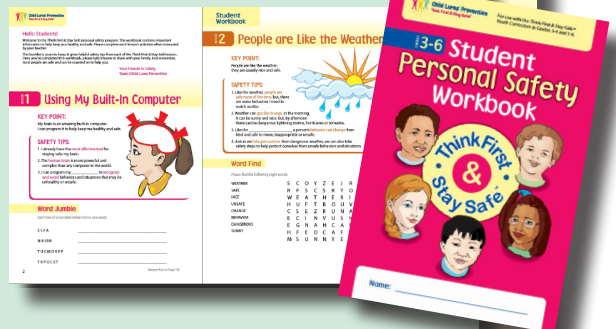
For Grade 3 program implementation, the following Training Module is recommended:
Module IV, Grades 3-4 Implementation
(15 min. in length)

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.)

Table of Contents

Lesson Plans for Grade 3

CORNERSTONE CONCEPTS, QUICK REVIEW*	5-6
(For Grade 3 students who have learned <i>Think First & Stay Safe™</i> in previous grades.)	
LESSON PLANS for Grade 3	
Lesson 1: Affection Lure: <i>Safe & Healthy Boundaries</i>	7
Lesson 2: Be Kind, No Bullying	
Promoting Tolerance.....	10
Bullying Prevention.....	11
Lesson 3: Assistance Lure	14
Lesson 4: Pet Lure	17
Lesson 5: Authority Lure	18
Conclusion.....	21
Student Evaluation (Pre/Post Test).....	22
Answer Key to Student Evaluation.....	23

Assets & Extras

Families as Partners in Prevention	24
Welcome Letter to Parents & Guardians, Template.....	25
Tips for Safeguarding Your Child	26
Training Module Resources for Educators and Parents/Guardians.....	27
Order Form.....	28
National Helplines	51

*Complete CORNERSTONE CONCEPT LESSONS for Grade 3

(For Grade 3 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.)

Using My Built-In Computer: <i>Staying Healthy & Safe</i>	30
People Are Like the Weather: <i>Being Kind & Respectful</i>	32
Child Luring: <i>Telling My Trusted Adults</i>	34
Laws Help Protect Me: <i>My Body Belongs to Me</i>	37
All Secrets Can Be Told: <i>Listening to My Instincts</i>	41
The Kindness of People: <i>Choosing Who Helps Me</i>	44
My Dignity: <i>Bullying and Abuse are Not My Fault</i>	47

Getting Started Grade 3



Note to Presenter

For students in **Grade 3** 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 3 Lesson Plans, beginning with **the Affection Lure** on p. 7.

For students in **Grade 3** 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 provided on pp. 30-49, then continue with **the Affection Lure** on p. 7.

Welcome Letter to Parents & Guardians

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 3 is provided on p. 25 of this manual. Tips for Parents flyer is also included on p. 26.

Corresponding Classroom PowerPoint Presentation

The **PowerPoint Presentation** 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. 22 is administered as both a Pre-Test and Post-Test, to gauge increased knowledge, developing skills, and changing attitudes and behaviors.

Evaluation results are also helpful with targeted learning, funding and oversight.

Child Development & Personal Safety, Grade 3

Children in 3rd Grade show an obvious independence from their families, and a significant increase in their friends. Healthy friendships are now very important to their development, and peer pressure can become strong during this time. Also, physical changes of puberty might be showing by now, especially for girls.

Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves. This is an important time for children to gain a sense of responsibility, along with their growing independence.

As third graders gain greater physical ability and more independence, risk to their personal safety increases and personal safety strategies gain significance. This is an important age to discuss healthy relationships, personal & digital boundaries and mutual respect, both at home and at school.

(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 job of adults to keep kids safe. Kids can help out by learning about their safety and asking adults for help when needed. We'll begin today by reviewing some important information we learned last year. I'll need your help answering some questions.

1. Using My Built-In Computer: Staying Healthy & Safe

(Show PowerPoint Slide 2) For reference, the complete Lesson Plan is on pp. 30-31.

Parents, teachers and other adults are responsible for keeping kids healthy and safe. Each one of us also has an important and useful tool to help with our safety. What is it? *Our brain*.

- To help keep our body healthy, what are some healthy food choices we can make? *Milk, fruits, vegetables, whole grains, low fat dairy and protein.*
- To help keep our bodies safe, we can wear what kind of protective gear? *Helmets, seat belts, life preserver*
- What is one of the most powerful computers in the world? *Our brain.*
- During *Think First & Stay Safe*, we will train our brain with health and safety information.

2. People are Like the Weather: Being Kind & Respectful

(Show PowerPoint Slide 3) For reference, the complete Lesson Plan is on pp. 32-33.

How do we always want to treat others? *With kindness and respect.*

(Show PowerPoint Slide 4) We learned that like the weather, most people are what? *Sunny and safe.*

- Like the weather, sometimes people's behavior turns *Stormy or unsafe* - even people we know and love.
- Is it ever okay for someone to treat us unkindly or to abuse us? *No.*
- Can we learn ways to stay safe from unwanted touching and behaviors that make us feel worried or unsafe? *Yes.* Can we ask adults for help with our safety? *Yes.* Remember, it's the job of adults to keep kids safe.

3. Child Luring: Telling My Trusted Adults

(Show PowerPoint Slide 5) For reference, the complete Lesson Plan is on pp. 34-36.

Most people are kind and safe. But sometimes people - usually people we know and trust - trick or force children into unsafe or abusive situations. In this program, what do we call that? *Child Luring.*

(Show Student Video, LURING: What Would You Do?) Show first two scenarios only.)

- Child Luring can happen in person and how else? *While using technology.*
- If we can tell when a Child Lure is being used, can we take action to help stay safe and healthy? *Yes.*
- Child Lures are usually used by people we know: adults, older kids and who else? *Kids our own age.*
- Is it tattling or telling to let an adult or Trusted Adult know about unwanted touching or attention? *It is telling.*
- Who can we tell about any touching or behavior that makes us feel uneasy or unsafe? *An adult/Trusted Adult.* We can ask for help by saying, *"I need to talk to you about my safety. Will you please listen?"*
- 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.

4. Laws Help Protect Me: My Body Belongs to Me

(Show PowerPoint Slides 6-11) For reference, the complete Lesson Plan is on pp. 37-40.

There are laws to help protect children and keep them safe. All children have a right to be safe.

- A bathing suit covers which parts of the body? *The private parts of the body.* (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.)
- Laws help protect children from abuse.
- Is it against the law to look at, take pictures/video of, or touch a child's private parts? *Yes.*
- Are there any exceptions? *Injury to private parts, doctor visit with parent present or help with bath/toilet.*
- Is it also against the law to make a child look at, touch or take pictures of someone else's private parts? *Yes.* A child's private parts should NOT be touched with ANY part of another person's body.
- What do we call these types of crimes? *Abuse, Child Abuse, Sexual abuse, molestation.*
- Who can we tell if this happens? *An adult/Trusted Adult.*
- There are also laws to help protect children from bullying, which is against school rules and against the law.
- Is it tattling to tell about touching or attention you do not want? *No, it is asking for help with your safety.*
- Should we ever make up stories about being bullied or abused? *No.*
- We 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.

Quick Review: Cornerstone Concepts, cont.

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

(Show PowerPoint Slide 12) For reference, the complete Lesson Plan is on pp. 41-43.

Does anyone know what our special inner siren is called? *Our instincts.*

Not everyone can feel their instincts. For those who can, where do we usually feel them? *Our stomach, our gut.*

- What do our instincts warn us about? *That something is wrong and to be careful.*
- The best part about our instincts is that we don't have to wait for something to happen; we can tell a Trusted Adult about the funny feelings - that "uh-oh" feeling - right away.
- We also learned that All Secrets Can Be _____. *Told.*
- If someone threatens us to keep something secret, what can we do? *We can tell an adult/Trusted Adult.*
- Is it ever too late to tell a Trusted Adult about a secret, even if we've been keeping it for a long time? *No.* That's right, we can always tell someone about attention or touching we don't want or like. If one adult doesn't help us, we can tell another adult. We can keep telling until someone helps and we feel safe again.

(Show Student Video, Tom's Secret.)

6. The Kindness of People: Choosing Who Helps Me

(Show PowerPoint Slide 13-15) For reference, the complete Lesson Plan is on pp. 44-46.

We learned that most people are kind and caring, and protective of whom? *Kids.*

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

How can we tell if someone is safe or not? *We can tell by their behaviors.*

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

We need to be on the lookout for Stormy Behaviors: behaviors that set off our inner siren or are against the law.

- When might we need to ask someone we don't know for help? *When we're lost, hurt or alone.*
- Who might some safe choices be? *A Mom or Dad with kids of their own. A person working behind the counter at a store, wearing a name tag. A police officer wearing a police uniform, in a police car.*
- 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, than to accept help from just anyone.*

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

(Show PowerPoint Slide 16-17) For reference, the complete Lesson Plan is on pp. 47-49.

- Who is unique and special, like a snowflake? *We are all unique and special - one of a kind!*
- Although different on the outside, we are all what on the inside? *We are all the same on the inside.*
- How should we treat one another? *With kindness and respect.*
- Is bullying or abusing someone treating them with respect? *No, it is treating them with disrespect.*
- If we are having thoughts about bullying or abusing others, can we ask an adult for help? *Yes.* Kids can also ask an adult for help if they are having thoughts about harming themselves. Adults want to help any child who needs it. It's the job of adults to help keep kids safe.
- Is bullying or abuse ever the fault of the person they happen to? *No.* Only the person who abuses is at fault.
- If we've been bullied or abused, does that make us any less special and wonderful? *No!*
- Remember, nothing anyone says or does can ever take away our what? *Our dignity.* Ever.

This year, we'll be learning about staying safe from four child lures: **Affection, Assistance, Pet and Authority.** We'll also talk about how we can all work together to help stop **Bullying and Cyberbullying.** Together, we can help keep our school and community healthy and safe.



Note to Presenter:

Lures Lesson Plans for Grade 3 begin on p. 7, with the **Affection Lure.**

If needed, *Complete Cornerstone Concept Lesson Plans for Grade 3* can be found on pp. 30-49.

Lesson 1

Affection Lure:
Safe & Healthy Boundaries

Presenter Overview

Grade 3

When someone takes an interest in a child, it is usually sincere. But about one in four girls and one in 20 boys are sexually abused before they turn 18 (Finkelhor et al, 2015); **90% are abused by someone known to the child/family and 30-40% are abused by another child, usually an older/stronger child or teen (Finkelhor, 2012).** Teaching students about boundaries and body ownership is essential to preventing grooming and child sexual abuse.

Best practice dictates using anatomically-correct names when discussing private body parts, as it promotes positive body image, self-confidence and clear communication. Many State Health and Education Mandates now require schools to teach proper names for private body parts, beginning in 1st grade. **Recommended terms are buttocks, anus, chest, breasts, vulva, vagina, penis and scrotum. Depending on your State Health and Education Mandates, anatomically-correct names may be used along with “private parts” and “Bathing Suit Zone.”**

When talking about private parts, students may need to get the giggles out! Please allow them to do so freely, then gently guide them back to the lesson.

Learning the difference between acts of real love and acts of fake love helps children distinguish between appropriate and inappropriate touch. It is important to avoid the terms “good touch” and “bad touch,” because a “bad touch” can actually feel good. *(The following lessons use the terms “Abuse” and “Sexual Abuse,” which aligns with National Health Education Standards for Grade 3.)*

Behavioral Objectives

- Identify private parts.
- Set and respect personal boundaries.
- Differentiate between acts of real and fake love.
- Apply assertiveness skills in response to unwanted attention and unwanted touching.
- Apply Reporting Skills.
- Understand that being abused is never a child’s fault.

End of Lesson Presenter Checklist:

- _____ Review [Lesson Recap](#) (p. 9).
- _____ Display Class Posters, *Think First & Stay Safe* and *My Body Belongs to Me!* Review with students.
- _____ Facilitate [Positive Thinking Skill](#) (box, p. 9) with students.
- _____ Have students complete [Student Workbook](#), p.10; *Fill in the Blanks and True/False*.



Key Points:

- Most people are kind & caring. They don’t abuse kids.
- Every child gets to set their own personal and digital boundaries - and let others know what they are.
- Child sexual abuse is against the law.
- Children who are sexually abused are usually mistreated by someone they know: an adult, teenager, older child or a peer.
- Kids can tell an adult/Trusted Adult about unwanted attention or touching.
- If a child is having thoughts about hurting self or others, they can ask an adult for help.
- Being abused is NEVER a child’s fault.



Vocabulary:

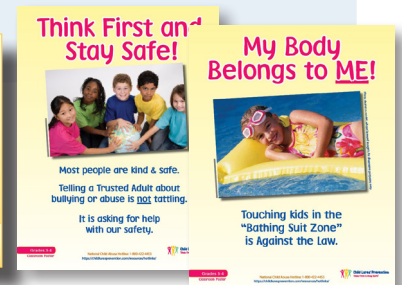
Trusted Adults, exception, injury, boundary, personal boundaries, protect, hurt, mistreat
(Optional, but recommended: buttocks, anus, chest, breasts, vulva, vagina, penis and scrotum)

Props
and
Activities:

1. Real money, fake money, bathing suits
2. PowerPoint slide 18
3. Class Posters, *Think First & Stay Safe* and *My Body Belongs to Me!*
4. Student Workbook (p. 10); Complete *Fill in the Blanks and Student Activity*



PowerPoint Slide 18



Class Posters

Teaching Lesson 1

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

Lesson Introduction:

(Show PowerPoint Slide #18)

Today's lesson is about Affection, which means caring about, liking or even loving someone. Most of the time when people show kids they care, it's real. But sometimes, **affection** is used to get close to kids and gain their trust. Let's learn more.

Affection Lure Discussion

- Let's think: Who are some people in our lives we trust and can talk to about anything?
Parents, grandparent, teacher, friend, clergy, relative, friend's parent, other.
What is it about these people that makes us trust them? Do they treat us with kindness and respect? **Yes.** Are these people we can always count on? **Yes.** Does anyone know what we call these people?
Our Trusted Adults.
Right. Trusted Adults are people we can talk to about anything, including things that worry, scare or confuse us.
- (Display fake money.)** Can we buy a pizza/burrito/cheeseburger at [local fast food restaurant] with this? **No.**
(Display real money.) Can we buy candy with this? **Yes.**

Just as there is real money and fake money, there are also acts of "Real Love" and "Fake Love."
When your parents tuck you into bed with a hug and kiss, is that an act of Real Love or Fake Love? **Real Love.**
When your grandmother hugs you goodbye, is it an act of Real or Fake Love? **Real Love.**
That's right, these are real acts of love.
An act of Real Love always shows respect.
- (Display bathing suits.)** Which parts of the body does a bathing suit cover? **The private parts.** (Optional: All people have a buttocks, anus, chest and breasts; some also have a vulva and vagina, some also have a penis and scrotum.)

Some private parts are different on people, so let's call private body parts our **Bathing Suit Zone.**

Private parts are private, and that means what?
That no one should be looking at or touching them.
There are only three exceptions to this rule. One exception is injury to privates. Can anyone think of another?
Doctor's visit, with Mom, Dad or guardian there.
Bathroom help, when child asks for help.
(Place hand inside bathing suit prop.)
If someone tries touching us inside the Bathing Suit Zone, is that an act of Real Love or Fake Love? **Fake Love.**
That's right, it's an act of Fake Love & is against the law.
- Can we tell a Trusted Adult about anyone who tries to **look at, touch or take pictures of our Bathing Suit Zone**? **Yes.**
We can tell because that person is breaking the law.
What do we call this crime? **Sexual abuse, abuse**

- OK, is the computer between your ears turned on? What if someone asked a child to touch the private parts of **their body**. Is that an act of Real Love or Fake Love?
An act of Fake Love. And it is against the law.

Suppose an uncle tells us it's okay because we have a special relationship. Is it okay? **No.** The uncle is breaking the law by asking a child to touch his private parts.

What can we do if anyone, even a family member, relative, babysitter or classmate tries to **look at, touch or take pictures of our private parts**? **Say Stop. Tell a Trusted Adult.** What if they tell us to **look at, touch or take pictures/video of their private parts**? **Say No and Tell a Trusted Adult.** Can we tell a Trusted Adult if someone **shows us their private parts**? **Yes.** That behavior is also against the law. What if our Trusted Adult doesn't help? What can we do?
Tell another adult.

We keep telling until someone at home or at school helps us and makes us feel safe again.

- I have some important questions for you to **think about**:
How close do you like people to be when they are talking to you or sitting next to you?
How close is too close?
Are you someone who likes to hug and be hugged?
Or would you rather people didn't touch you without asking?
Do you share everything in your life?
Or are you a private person who keeps things to your self?

This is called setting personal boundaries. Everyone, even kids, gets to decide their own boundaries.
Do we get to decide who can and cannot touch us?
Yes.
Do we have a right to set our own personal boundaries?
Yes.
- Part of setting personal boundaries is communicating them to others, letting people know what is okay with us and what is not okay.

Is it okay to let someone know their behavior, or something they say, bothers us? **Yes.**

But only if we feel safe doing so.

If we don't feel safe, who can we talk to about it?

An adult/Trusted Adult.

Now, repeat after me: **My Body Belongs to Me!**

Please say it again: **My Body Belongs to Me!**

Why can we say "STOP" and "NO" if anyone touches us in a way we don't like? **Because My Body Belongs to Me!**

Practice Scenario:

Maria really likes her new stepfather Mark. Since moving in with Maria and her mom two years ago, he's always really nice to Maria, giving her lots of attention and pats on the back. Lately though, when Maria is watching TV

cont.

Teaching Lesson 1, *cont.* Practice Scenario, *cont.*

alone with her stepdad Mark, he has been touching private parts of her body. At first, Maria thought it was a mistake, but it keeps happening. Mark acts like nothing is wrong.

- Is something wrong? *Yes.*
- Did Maria do anything wrong? *No.*
- Did Mark do anything wrong? *Yes.*
Mark is sexually abusing Maria.
- Is it Maria's fault that Mark is abusing her? *No.*
Abuse is never a child's fault!
- What can Maria do to get help?
Tell her mother or another Trusted Adult.
- Why might it be hard for Maria to tell someone that Mark has been abusing her?
 - *She probably still loves her stepfather.*
 - *She might think no one will believe her.*
 - *She might be afraid of getting her stepfather in trouble with the police.*
 - *She might be worried about food and housing.*
- What are some good things that could happen if Maria tells a Trusted Adult about Mark's behavior?
 - *A Trusted Adult could help stop the abuse.*
 - *Maria would feel safe again.*
 - *Mark could get some help.*

Good job with this practice scenario everyone!

Let's remember: **most people don't abuse kids.**

Most people are protective of children. But about 1 in 4 girls and 1 in 20 boys report being abused by the time they turn 18 years old. We don't want that to happen to anyone, so we will keep learning how to stay safe.

- When a child is sexually abused, is it usually by someone they know, or someone they don't know?
By someone they know.
Yes, 9 out of 10 children who are sexually abused are abused by someone they know. And of those children, about 1 in 3 are mistreated by another child or teenager, usually someone older and stronger.

If a child is having thoughts about hurting 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.
- When someone close to us does not respect our personal boundaries, it can be hard to tell a Trusted Adult.

Why might it be hard to tell about unwanted attention or touching by someone we know and may even love?
 - *May be afraid or embarrassed to tell.*
 - *May still really care about the person and don't want to get them in trouble.*
 - *May depend on them for food and a place to live.*
 - *May have been threatened not to tell.*

Is it healthier to talk about unwanted attention or touching than to keep it a secret?

Yes, it's healthier to tell someone if we're being disrespected or harmed in anyway.

- Now let's think: Would the Affection Lure work online?
Yes.
How might we get close to someone online?
 - *By spending a lot of time online with someone.*
 - *By sharing our deepest feelings, which is easier to do when we're not face-to-face.*
- If one of our friends got close to someone online, might they agree to:
Share personal information that should be kept private?
Yes.
Send inappropriate images? *Yes.*
Agree to a webcam meeting? *Yes.*
- What can we do if anyone - even someone we know and trust - does not respect our personal boundaries, online or offline?
 - *If we feel safe, tell them their comments or behavior bothers us.*
 - *Get to safety, if necessary.*
 - *Tell a Trusted Adult who can help us stay safe.*

By law, do other people have to respect our personal boundaries? *Yes, by law they do.*

- If we think we made a mistake with someone's personal boundaries, should we apologize? *Yes.*

Should we be respectful of each other's personal boundaries at all times? *Yes.*



Positive Thinking Skill:

Name fun ways to show someone we love them.

- *Make or send them a silly card.*
- *Send them a funny text message.*
- *Bake them cookies.*



Lesson Recap, Affection Lure

- Most people are kind & caring. They don't abuse kids.
- Every child gets to set their own personal and digital boundaries - and let others know what they are.
- Child sexual abuse is against the law.
- Children who are sexually abused are usually mistreated by someone they know: an adult, teenager, older child or a peer.
- Kids can tell an adult/Trusted Adult about unwanted attention or touching.
- If a child is having thoughts about hurting self or others, they can ask an adult for help.
- Being abused is NEVER a child's fault.

Lesson 2

Be Kind, No Bullying

Presenter Overview

Grade 3

This program takes an integrated approach to personal safety by addressing bullying, sexual abuse and technology-enabled crimes within one program. These are all forms of abuse which can co-occur. By incorporating anti-bullying efforts into personal safety curriculum, we help students understand that bullying behaviors are another unhealthy and unsafe form of child abuse.

Bullying can happen in person, online and via various web-enabled devices. This lesson focuses on the importance of treating others with respect by honoring their personal boundaries. Students learn that bullying, cyberbullying and all other forms of abuse are against the law and have no place in healthy relationships.

Children who embrace the differences in people and have empathy for others are less likely to engage in bullying behaviors. In this lesson, youngsters learn how and to whom to report any type of maltreatment, as well as how to obtain help when having thoughts of bullying others.

NOTE TO PRESENTER: Invite your school counselor, social worker and/or school nurse to visit your class. Introduce them to students as individuals to whom they can safely report incidents of bullying, abuse or any other problems.

Behavioral Objectives

- Treat one another with kindness and respect.
- Help keep their school free of bullying and cyberbullying
- Apply reporting skills to defend their personal space, with or without using technology.



Key Points:

- Treat one another with kindness and respect, both in-person and when using technology.
- Although we may be different on the outside, inside we are all the same.
- Everyone has a right to feel safe and accepted.
- Bullying and cyberbullying are against school rules and against the law.
- Being an Upstander helps stop bullying behaviors.
- We can ask an adult for help with bullying.
- Being bullied is NEVER a child's fault.



Vocabulary:

Bullying, cyberbullying, melting pot, gender, disability, prejudice, intolerance, exclude, distract, embarrassing, upstander



Props and Activities:

1. Class Rules & School Policy Handbook
2. PowerPoint slides 19-20
3. Student Workbook (p. 18); Complete *Fill in the Blanks and Student Activity*
4. Class Poster, *Be Kind Online*.



PowerPoint Slides 19-20



Class Poster

End of Lesson Presenter Checklist

- _____ Review [Lesson Recap](#) (p. 13).
- _____ Facilitate [Recommended School Project](#) (box, p. 13) with students.
- _____ Have students complete [Student Workbook](#), p. 18; *Fill in the Blanks*. (Optional)
- _____ Display Class poster *Be Kind Online*. Review with students.

Teaching Lesson 2



Quick Review: The **Affection Lure** taught us that when it comes to our bodies and our personal boundaries, we are in charge!

We learned that most children who are sexually abused are abused by someone they know and trust. We can tell a Trusted Adult if anyone tries to look at, touch or take pictures of our private parts, or make us do the same to them.

Lesson Introduction:

(Show PowerPoint Slide #19) Most third graders choose to be kind and accepting of others. Unfortunately, not all students act kindly toward one another all the time. Today, we'll talk about why it's important to never **bully** another person, and how to help stop it from happening in our school and community.

Be Kind, No Bullying DiscussionPromoting Tolerance

Our school is a place for learning, and that includes learning how to get along with others. Let's learn more!

- How many of you like to cook? Have you ever helped to make soup? (Show of hands.)
What ingredients go into a pot of soup?
Vegetables, pastas, rice, beans, meats or seafood.
Things of all different colors, shapes and textures.
Herbs and spices from around the world.
Once you cook it all together, how does it taste?
Great!
- We can think of our country that way too. In fact, America is sometimes called a "melting pot."
Why do you suppose that is?
Because it's like a soup made up of all different kinds of people, customs, languages, religions, music and art from all over the world.
That's what makes our country so special!
- Even though we live in a great country with a wonderful variety of people, sometime people are unkind to others just because they have a different race, language, religion, gender, or customs. What is that called?
(Student Answers.)
It's called "prejudice," right? Prejudice is making a judgment about someone, without even getting to know them first. Is that a good thing to do? *No.*
- What can happen when people show their prejudice for others?
Mean things are said.
Feelings get hurt.
Bad feelings might develop between people.
Can those bad feelings develop into feelings of extreme dislike for others? *Yes.*

Can feelings of extreme dislike lead to hurtful acts?

Yes.

Does feeling or showing dislike for others make our lives better in any way?

No.

It's a very bad feeling for everyone involved, isn't it? *Yes.*

- Are people of different races, religions or lifestyles really all that different from you and me? *No.*

Even though we may look and act differently on the outside, inside we are all what?

Inside, we are all the same.

How should we treat all people, regardless of their race, nationality, religion or lifestyle, and why?

We should always treat others with respect and kindness, because every person deserves to be treated that way.

Preventing Bullying

Today we'll talk about how we can all help stop bullying in our school and community. Being kind, standing up to bullying behaviors and telling trusted adults about bullying can help keep us healthy and safe.

- First, let's take a moment to think about our friends and how they add so much fun and happiness to our lives. How do we show our friends we care? How do we behave around our friends?
 - Pay attention when they are talking to us.*
 - Respect their personal boundaries.*
 - Think about their feelings.*
 - Be honest and trustworthy*

Those are all great ways of showing our friends kindness and respect. It's really just being polite, isn't it? *Yes.*
Would you say this is also the way we should treat all people, not just our friends? *Yes.*
- Raise your hand if you have ever had something mean said or done to you, even by a sibling or a friend?
(Show of hands.)
Sure, most of us have been mistreated at one time or another. And most of the time it's by someone we consider a friend. How does it make us feel to be bullied?
Hurt, Embarrassed, Confused, Mad, Scared, Sad
Some kids who are bullied feel so sad and unsafe they don't even want to come to school. We wouldn't want anyone in our school to feel that way, would we? *No!*
- Who can tell me the definition of bullying?
(Student responses.)
According to the dictionary, "Bullying is when one or more people mistreat another person(s)."

Is bullying usually a one-time behavior or behavior that happens more than once? *Happens more than once.*

Teaching Lesson 2, *cont.*

So it happens over and over again to the person being bullied. Just imagine how bad that feels.

There are three main kinds of bullying: Physical, Verbal and Excluding Others.

Who can give us an example of physical bullying?
Hitting, kicking, punching, pushing, choking.

Examples of verbal bullying would include what?
Teasing, name calling, spreading rumors, threats.

Now, who can tell us what it means to exclude?
*Leaving others out to be mean, such as:
“Let’s not play with Jessica anymore.” or
“Let’s not be friends with Tomas anymore!”*

NOTE TO PRESENTER: This does not suggest that students have to be friends with everyone; it is referring to the fact that students are not allowed to purposely exclude others.

4. Let’s take a few minutes to think of a time when we may have mistreated someone ourselves.

Question: Does bullying another person make us feel better, or do we end up feeling worse?

We usually end up feeling worse.

Yes, treating someone badly makes us feel badly, too.

How does it make us feel when we treat someone with kindness? *It makes us feel good!*

5. (Show PowerPoint Slide #20)

Does anyone deserve to be bullied? *No.*
Nobody deserves to be bullied.

Is it our fault if bullying happens to us? *No.* There is nothing we say, do, believe or wear that makes bullying our fault. All fault lies with whom? *The person using bullying behaviors.*

NOTE TO PRESENTER: Recent research* provides evidence that it does not help victims of bullying to tell the bully to stop, tell the bully how they feel, walk away, pretend it doesn’t bother them or fight back with words/physical aggression.

6. If we see a classmate being bullied, can we help them by:
Refusing to take part in the bullying? *Yes.*
Suggesting others don’t join in on the bullying? *Yes.*
Not giggling or whispering about the bullying? *Yes.*
Not repeating any mean things that are said or done? *Yes.*
Not pointing or staring at the bullying behavior? *Yes.*
Telling an adult what is happening/happened? *Yes.*

Could we also help them by trying to distract the bully?
Yes, but only if we feel safe doing so.

We could say something like, “*I think your teacher is looking for you.*” or “*There’s a teacher coming. Let’s got to class.*”

When we all stand up to bullying in words and actions, then everyone knows that bullying is not welcome or allowed. This is called being an Upstander.

NOTE TO PRESENTER: Invite your school counselor, social worker and/or school nurse to visit your Class. Introduce them to students as individuals to whom they can safely report incidents of bullying, abuse or any other problems.

7. What are some other ways to help support classmates who have been bullied?

Tell them you’re sorry it happened to them? *Yes.*

Sit with them in class or in the lunchroom? *Yes.*

Invite them to play with you at recess? *Yes.*

Say or post something nice about them? *Yes.*

8. Another form of bullying is cyberbullying. Anyone with a cell phone or other electronic device can be targeted.

What are some examples of cyberbullying?

Posting something mean about someone.

Excluding someone from an online game.

Posting lies about someone.

Posting private or embarrassing information, without the person’s permission.

Sending mean or threatening messages.

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

Almost everything we send and post can be traced.

Even chat apps that disappear after viewing can be saved by taking a screen shot.

9. Can we tell a trusted adult about cyberbullying? *Yes.*

Bullying and cyberbullying are against what?

Bullying and cyberbullying are against the law.

If someone is bullying us with text messages, what can we do?

Don’t respond.

Show it to our parents.

Should we delete abusive text messages? *No.*

Does anyone know why we don’t delete them?

So we can show them to our parents or a teacher.

Remember that when we type and send a message online, it can not be taken back or erased. It’s helpful to think of it as writing in permanent marker.

10. Why do you suppose some children might choose to bully or cyberbully others?

They think it’s funny.

They don’t like the person.

They get bullied themselves.

They don’t think they’ll get caught.

They don’t think it’s a big deal to bully others.

What kind of effect do you think bullying can have on the lives of kids who are bullied?

It makes kids sad and can make them feel badly about themselves.

Do we want to make people feel bad like that? *No.*

(Display & discuss class poster, *Be Kind Online.*)

Teaching Lesson 2, cont.

11. Nobody is perfect. There may be times when we make the mistake of saying or doing unkind things to others. What could happen to us if we bullied or cyberbullied someone?

*We could hurt their feelings, or their body.
We could get in serious trouble with parents, school and maybe even police.
We could lose Internet/electronic privileges.
We could lose friends over it.*

12. If we did make a mistake and bully someone, how could we try to make it right?

*Tell the person "I'm sorry" as soon as possible – and mean it.
Promise it won't happen again, and keep your promise.
Do something kind for the person.*

Suppose we really felt like saying or doing something mean 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.
Think about the other person's feelings. How would we feel if we were the one being bullied?
Ask an adult to help us.*

13. If someone does bully us, what can we do about it? Can we tell our parents or another Trusted Adult at home?

Yes.

Can we tell a friend? *Yes.*

Can we tell an adult at school? *Yes.*

These people can listen, talk to us and make us feel better.

What if a child has thoughts about bullying others?

Can they ask an adult for help before acting on those feelings? *Yes.*

Adults want to help all kids stay safe. Ask an adult for help.

Remember, each of us is special and deserves to be treated how? *With kindness and respect.*

The more we treat one another with kindness and respect, the safer our school and community will be for all.

**Lesson Recap, Be Kind, No Bullying**

- Treat one another with kindness and respect, both in-person and when using technology.
- Although we may be different on the outside, inside we are all the same.
- Everyone has a right to feel safe and accepted.
- Bullying and cyberbullying are against school rules and against the law.
- Being an Upstander helps stop bullying behaviors.
- We can ask an adult for help with bullying.
- Being bullied is NEVER a child's fault.

Recommended Class Project: Bully Wad

Give students a clean sheet of unused paper. Tell them the paper represents a person.

Next, tell them to ball the paper up. Then have them open the piece of paper and try to smooth it out.

Can they smooth it out so it looks like it did before they balled it up? *No.*

Explain to students that bullying behavior is like balling up paper. It has harmed the piece of paper.

Bullying behaviors harm people too.

Have students respectfully throw away the "Bully Wads" in the trash can while saying "*I will be kind in-person and online.*"

**Note to Teacher:* Dispose of the bully wads to ensure they are not misused in any way.

**Positive Thinking Skill:**

What are some little things we can do to make other people happy?

- *Give a compliment.*
- *Smile*
- *Share a funny story or a joke.*

**Presenter's Notes**

Lesson 3

Assistance Lure

Presenter Overview

Grade 3

This lure appeals to the helpful nature of children. Children may be asked for help at a neighbor's house or carrying items to a vehicle or building, or for directions. While we don't want youngsters to be rude, we also don't want them to risk their personal safety in order to be polite.

Sometimes offenders offer assistance -- and insist on providing it, like a ride home from sports practice. Children should always get permission from a parent/guardian before accepting or lending a helping hand.

While child abductions occur at a far lower rate than child sexual abuse (100-200 annually in the U.S.), *attempted* child abductions do occur everyday. Twelve years of data from 13,000 reported attempted child abductions¹ reveal that the Assistance Lure is used 45% of the time: asking a child for help or directions or offering them a ride.

An abductor's goal is to engage the child in conversation, lowering their guard and drawing them closer to the person and/or their vehicle. For safety, children are taught to stay a safe distance away from vehicles, ignore drivers who speak to them, and be ready to run and/or make a commotion, if necessary.

¹ National Center for Missing and Exploited Children, 2016

Behavioral Objectives

- Apply Parent Permission rule when lending a helping hand.
- Apply Ways To Stay Safe when helping a neighbor.
- Apply 3 Steps Back rule when asked for directions.
- Demonstrate making safe choices if in need of assistance when lost, hurt or alone.

Key Points:

- Ask for parent/guardian permission before giving or accepting a helping hand.
- Stay three giant steps back from vehicles, do not speak to drivers, and be ready to run like the wind in the opposite direction.
- If we need help, safe choices include a Mom or Dad with kids of their own.

Vocabulary:

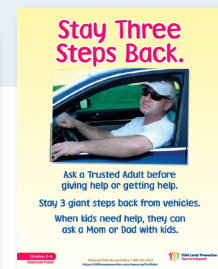
Assistance, helping hand, ignore, rude, vehicle, abduct, abduction, rare, observation, description, conversation

Props and Activities:

1. Stack of books
2. PowerPoint slides 21-22
3. Class Poster, *Stay Three Steps Back*.
4. Student Workbook (p. 10); Complete *Fill in the Blanks* and *True/False*. (Optional)



PowerPoint Slides 21-22



Class Poster

End of Lesson Presenter Checklist:

- ___ Review *Lesson Recap* (p. 16).
- ___ Facilitate *Positive Thinking Skill* (box, p. 16) with students.
- ___ Have students complete *Student Workbook*, p. 10; *Fill in the Blanks* and *True/False*. (Optional)
- ___ Display *Stay Three Steps Back* Class poster. Review with students.

Teaching Lesson 3



Quick Review: We can help keep our school welcoming and safe for all by treating one another with kindness and respect. Although different on the outside, we are all the same on the inside.

Last time, we learned that **bullying & cyberbullying** is wrong - it is against school rules and against the law. It also makes people feel sad, so we will not use bullying behaviors. We will be Upstanders to help prevent bullying & cyberbullying.

Lesson Introduction:

Most of us like to be helpful to others, and it makes us feel good. While it's thoughtful to help others, we should always put our personal safety first. Today we're going to learn about the **Assistance Lure** and what we should do in situations where people ask for, or offer us, help.

Assistance Lure Discussion

1. (Ask for a student volunteer. Approach student with an armful of books or other items. Drop some of the items as if by accident.)

"Excuse me, could you please help me carry these things into my house?"

(Ask class: "What should [student volunteer] do?")

Did that seem like an honest request for help?

It might, but this is also a lure that has been used to trick kids into unsafe situations – so we would want to **Think First & Stay Safe!**

2. (Show PowerPoint Slide #21)

How could we answer someone asking for our help, or assistance?

Say, "No thank you."

Ignore the person.

Say, "I need my parent's permission."

Get home or to another safe place.

Tell a parent or Trusted Adult about the request.

We don't want to be rude, but should adults be asking young children for help? **No.**

As a general rule, who should adults ask for help or assistance? **Adults should ask other adults for help.**

3. Who can tell us: What does "abduct" mean?

To kidnap; to take a person away by forcing or tricking them

(Sit in a chair and pretend to be driving a car. Ask two volunteers to approach your "car" – a blue Jeep with license plate XYZ-227.)

Now, let's test your observation skills!

"Excuse me, could you please give me directions to [nearby fast food restaurant]?"

(As students give directions, pretend you can't hear and entice them to come closer. As they draw near, grab the arm/sleeve of the closest student.)

If this had been for real, [student] would now be abducted, or kidnapped.

(Instruct the student who wasn't "abducted" to turn around, then ask:)

Can you give a description of the person who took your friend?

Was the person tall or short?

Heavy, thin, or average weight?

What color hair?

What color eyes?

Was the person young, middle-aged or a senior?

What kind/color of car were they driving?

Do you remember the license plate number?

Why would it be helpful to have a good description of the person or their vehicle?

There's a better chance the police can catch them and find the abducted child.

4. (Have volunteers take three giant steps back. Demonstrate how you can no longer reach them.)

If someone in a vehicle tries to start a conversation with us, what can we do?

Stay 3 giant steps back from the vehicle.

Do not speak to driver.

Be ready to run like the wind in opposite direction.

Get to safety.

Tell a Trusted Adult right away.

Child abductions are pretty rare, but, it's helpful to know what to do, just in case. What else do we practice at school for something that rarely ever happens?

Fire drill

So let's think of this lesson like it's a fire drill. Child abduction will probably never happen to us, but now we know what to do if someone tries to take us.

(Display & discuss class poster, *Stay Three Steps Back.*)

5. (Show PowerPoint Slide #22)

Suppose instead of **asking** for help, someone we don't know **offers** to help, or assist, us with something. They may offer us a ride, or help carrying or finding something.

How do you think we should answer an uninvited offer of help, knowing it could very well be a lure?

Ignore the offer.

If necessary, say, "I need my parent's permission."

Get to a safe place and/or call 911.

Tell a parent or Trusted Adult about the offer.

Teaching Lesson 3, *cont.*

The best answer is no answer. Just ignore the person by pretending not to hear, and get to safety.

Is it ever okay to just go with someone without first getting permission from our parents? *No.*

The safe thing to do is what?

First get permission from our parents or guardian.

What if the person says they already got permission from our parents/guardian. Can we go with them?

No, No, No!

This could be a lure to get us to go. We must always get permission directly from our parents or guardian.

6. Who can think of a time when we might need help from people we don't know?

If we got lost.

If we got hurt.

If we got separated from our parents/guardian in an unfamiliar place.

If we got separated from a group we were with.

Let's practice.

Practice Scenario:

Imagine we are on a class field trip to a museum we've never been to before. One student gets so caught up with the dinosaur exhibit, that before the student knows it, everyone is gone and no where in sight.

Raise your hand if you think the following people would be safe people to ask for help:

- a) Someone behind the counter in the museum gift shop, with a nametag. *Yes.*
- b) A museum security guard, in uniform. *Yes.*
- c) A mom or dad with children of their own. *Yes.*
- d) A man near the museum front door who asks if you are lost, and tells you to come with him. *No.*

Except for that last choice, these are all safe choices of people to ask for help, if we got lost or hurt.

7. In closing, while it is thoughtful to help others, what do we need to always think about first?

Our Personal Safety

And lastly, most people are what kind of people?

Kind, safe people

Most people are kind and caring and can be counted on to help children.



Lesson Recap, Assistance Lure

- Ask for parent/guardian permission before giving or accepting a helping hand, even to a neighbor.
- Stay three giant steps back from vehicles, do not speak to drivers, and be ready to run like the wind in the opposite direction.
- If we need help, safe choices include a Mom or Dad with kids of their own.



Positive Thinking Skill:

What are some things we can safely do in our school or community to help others?

- *Join a neighborhood clean-up project.*
- *Help fund-raise for a good cause.*
- *Volunteer with our family.*



Presenter's Notes

Lesson 4

Pet Lure

Presenter Overview

Grade 3

Children of all ages love animals and are easily caught off guard by lures involving them. Cute, cuddly pets such as puppies and kitties hold an especially powerful attraction to young kids. Children may be offered the opportunity to see a litter of newborn kittens, bunnies or puppies or perhaps something more exotic, like a hedgehog or sugar glider at a friend or neighbor's house. Children should not enter a home, building or vehicle - or leave a public area - to go see a pet, unless accompanied by a Trusted Adult.

In some cases, children are asked to look for a lost, sick or injured pet. Neighborhood or online postings for jobs pet sitting/walking may appeal to kids as well.

In the interest of public safety, adults should report incidents of the Pet Lure to law enforcement. Twelve years of data from 13,000 reported attempted child abductions¹ reveal that the Pet Lure is third most commonly used Child Lure. In documented cases involving the Pet Lure, offenders approached several children before securing a victim. Reporting helps protect all children.

Notably, in the 13,000 reports analyzed, only 13% of the perpetrators were registered sex offenders at the time of the incident. This reminds us that the majority of sex offenders and abductors have not been caught yet and therefore are not on their state's Sex Offender Registry.

1 National Center for Missing and Exploited Children, 2016

Behavioral Objectives

- Recognize Child Lures in action.
- Apply Parent Permission rule when visiting animals or pets.
- Apply Parent Permission rule if asked to help look for a lost or injured pet.
- Apply Reporting skills if asked to help find a lost or injured pet.



Key Points:

- Cute, cuddly animals are very effective Child Lures.
- Children should only accept an invitation to go see an animal or pet when accompanied by a parent, guardian or other Trusted Adult.
- Children should never agree to help look for a "lost" pet without a parent/guardian.



Vocabulary:

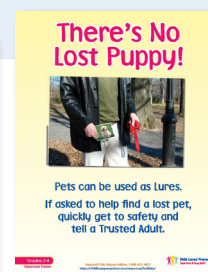
Tempt, litter, automatically

Props
and
Activities:

1. Dog leash
2. PowerPoint slide 23
3. Student Workbook (p. 11); Complete *Fill in the Blanks* and *True/False*. (Optional)
4. Student Video, Scenario #1, the Pet Lure
5. Class Poster, *There's No Lost Puppy!*



PowerPoint Slide#23



Class Poster

End of Lesson Presenter Checklist:

- _____ Review [Lesson Recap](#) (p. 18).
- _____ Facilitate [Positive Thinking Skill](#) (box, p. 18) with students.
- _____ Have students complete [Student Workbook](#), p. 11; *Fill in the Blanks and True/False*. (Optional)
- _____ Refer to, or replay, the Student Video, **LURING: What Would You Do?** - Scenario #1, the Pet Lure.
- _____ Display [There's No Lost Puppy!](#) Class poster. Review with students.

Teaching Lesson 4



Quick Review: With the **Assistance Lure**, we learned that while it's thoughtful to help others, we should always put personal safety first. We will get permission directly from our parents or guardian before accepting or giving a helping hand.

If a driver tries to talk to us, or tells us to "get in", we can pretend not to hear, get to safety and tell a Trusted Adult. If we are lost or hurt in public, a mom or dad with kids is a safe choice to ask for help.

Lesson Introduction:

Most of us love animals, especially cute little snuggly ones. Today we'll learn how to stay safe when **pets** or other animals are used to get kids to go along with someone.

Pet Lure Discussion

1. How many of you like animals? How many have pets?
(*Show of hands.*)
What is your favorite kind of pet? (*Student responses.*)

2. Let's pretend we're in a park.
(**With dog leash in hand, approach a student.**)

"Will you help me find my lost puppy? She got off her leash and ran into the woods over there. Her name is Cuddles. She's soft and fluffy white. Will you help me find Cuddles before she gets hurt?"

Who would help me look for my lost puppy?
Who would at least be tempted? Poor Cuddles is lost!
(*Show of hands.*)

Is there really a lost puppy? *Probably not.*

Why do you think someone would ask us to look if there really wasn't a lost puppy?
To lure us into going with them.

In many cases across the country, the Pet Lure has been used to lure or abduct children into unsafe situations.

Knowing that, if someone asks us to help search for a lost or hurt pet:

Do we go with them? *No*

Do we get to safety right away? *Yes.*

Do we tell a parent or guardian? *Yes.*

We always tell an adult about any child luring behaviors.

Should an adult report it to police? *Yes.*

The answer is yes, and I'll tell you why:

3. Criminals who use the Pet Lure are known to try it on several kids until they get one who comes with them. Police and all other adults need to know so they can keep an eye out for the person - and help kids stay safe! Okay, now it's time to **Think First & Stay Safe!**



Practice Scenario:

Suppose I'm your neighbor and I tell you, "My rabbit just had bunnies! They are so soft and cute. Would you like to come hold one? The rabbit hutch is right behind my shed."

That is very tempting, isn't it? Cute, tiny bunnies! Just imagine! What would we do in this situation?

(*Student responses.*)

- a) Would we go alone to see the bunnies? *No.*
- b) Would we ask a parent or guardian for permission? *Yes.*
- c) Would we bring a parent or guardian with us? *Yes.*
- d) If a Trusted Adult can't come with us to see the bunnies, what would we do? *Tell the neighbor we can't right now. Wait until we can do it safely with Mom/Dad/Guardian.*

(Show PowerPoint Slide #23)

The Pet Lure has been used many times to lure kids. Offers to look for a lost or hurt pet should set off our inner siren (instincts) right away and tell us what?

Be careful, this might be an unsafe situation.

(Refer to, or replay, the Student Video, **LURING: What Would You Do?** - Scenario #1, the Pet Lure.)

4. If someone asks us to help look for a lost or hurt pet, who do we tell?
Parent, guardian or another adult/Trusted Adult.
Yes, an adult can help us - and report it to police as well.
(Display Class Poster, *There's No Lost Puppy!*)

NOTE TO PRESENTER: You may opt to tell students that the Pet Lure was used on the late Megan Kanka, namesake of Megan's Law (a sexual offender notification law). A friendly-acting neighbor enticed Megan into his home by offering to show her a litter of puppies. Sadly, he was a sex offender who took young Megan's life.



Lesson Recap, Pet Lure

- Cute, cuddly animals are very effective Child Lures.
- Children should only accept an invitation to go see an animal or pet when accompanied by a parent, guardian or other Trusted Adult.
- Children should never agree to help look for a "lost" pet without a parent or guardian.



Positive Thinking Skill:

If you could have any kind of animal for a pet what would it be?

What would you name your new pet?

Lesson 5

Authority Lure

Presenter Overview

Grade 3

Children are taught to respect and obey adults and others in positions of authority – and rightly so. People who sexually abuse children, however, will exploit or seek out roles of authority in order to intimidate or force youngsters into abuse. A mother’s boyfriend, babysitter, older child, scout leader, clergy, camp counselor or coach may use their authority to coerce youngsters into abuse.

Reinforcing messages about personal boundaries, and stressing that sexual abuse is against the law, gives children confidence to assert themselves with any authority figure who attempts to abuse them - including a parent, step-parent, sibling, cousin or other family member.

Some sex offenders go so far as to pose as detectives, police or truant officers. They use fake badges and uniforms or attach flashing lights to a vehicle to appear authentic. Youngsters are assured of their legal right to request a uniformed police officer in a marked police car.

Behavioral Objectives

- Refuse unsafe touches from authority figures, including family members and older/bigger kids.
- Apply assertiveness skills in response to Authority Lure scenarios.
- Identify their Constitutional Right to a uniformed police officer in a marked police car.



Key Points:

- Most authority figures deserve our respect.
- Children may disobey anyone, even an adult, who tells them to do something inappropriate or unsafe.
- Some people pretend to be police or other authority figures to try and force kids into doing as they say.
- Children have a legal right to ask for a uniformed police officer in a marked police car.



Vocabulary:

Authority, authority figure, obey, disobey, respect, uniformed, badge, strobe light, marked police car

Props
and
Activities:

1. Children’s bathing suits and image of a police badge
2. PowerPoint slide 24-26
3. Positive Thinking Skill, p. 21
4. Student Workbook (p. 11); Complete *Fill in the Blanks* and *True/False*. (Optional)




PowerPoint Slide 27

End of Lesson Presenter Checklist:

- _____ Review [Lesson Recap](#), p. 20
- _____ Facilitate [Positive Thinking Skill](#) with students (box on p. 20).
- _____ Have students complete [Student Workbook](#), p. 11; *Fill in the Blanks and True/False*. (Optional)
- _____ Consider inviting a police officer into the class to familiarize students with an authentic police uniform.

Teaching Lesson 5

 **Quick Review:** Last time, we learned that animals, especially cute baby pets, can be very effective Child Lures. We learned not to go with anyone who claims to need help finding a lost or hurt pet. We can stay safe from the **Pet Lure** by bringing a Trusted Adult when someone offers to show us an animal, or asks us to help find a hurt or lost pet.

Just like with the Assistance Lure, we need to get permission from a Trusted Adult before going with, or helping, anyone.

Lesson Introduction:

Today we're going to talk about **authority** figures in our lives. When we need to obey them, and when is it okay to question their authority or disobey them.

Authority Lure Discussion

1. What is an authority figure?
Someone who is in charge, usually an adult or someone older than us (like a teenager).
2. Who are some authority figures in our lives?
Parents, Step-parents, Grandparents, Baby-sitters, Older cousin/brother/sister, Teachers, Principal, etc.
Who are some other authority figures in our community who do good work and deserve our respect?
Police, Firefighters, Doctors, Nurses, EMTs, Mail Carriers, Mayor, etc.
3. What does it mean to "obey"? *To do as we are told.*
As children, are we taught to obey authority figures? *Yes.*

What would probably happen if we **disobeyed** an authority figure? *We would get in trouble.*

Why? *Authority figures deserve our respect and obedience. There's a reason they are in charge.*
4. What if one of those authority figures did not respect our personal boundaries, and tried to touch us in the Bathing Suit Zone? Would we have to obey them then?
No.
That's right. It is okay for kids to **disobey** ANY authority figure - **including family members** - who does or says something that is inappropriate, against the law, or that makes us feel worried, scared or unsafe.

Should we obey if...
A teacher tells us to walk, not run, in the halls? *Yes.*
A classmate tells us to throw spitballs at someone? *No.*
An older and bigger kid tells us to steal another child's lunch? *No.*
A babysitter tells us to touch them in the Bathing Suit Zone? *No.*
A man in a blue car tells us he's a police officer and orders us to "get in" his car? *No.*

5. (Display bathing suits)

Why is it that no one, not even an authority figure, has the right to cross the personal boundary of our Bathing Suit Zone? *It's against the law for them to do that.*

6. (Display Slide #24)

Some abusers pretend to be police officers. They may even flash a fake police badge, (which is easy to buy online, by the way.) Why would they do this?
To trick us into thinking they are an authority figure who can tell us what to do.

If our gut (instincts) tells us that someone claiming to be a police officer, really isn't, should we:

Go with them? *No.*

Call parents or guardian? *Yes.*

Tell other adults, if available? *Yes.*

Try to get to a safe place? *Yes.*

Ask for a uniformed officer in a marked car? *Yes.*

Children have a legal right to ask for a uniformed police officer in a marked police car, especially if they are unsure if someone is really with the police.

Practice Scenario:

Cyrus' youth leader always has fun and interesting activities planned for the group. All the kids love him and look forward to spending time with him. Today, while Cyrus is waiting to be picked up by his Dad, the youth leader kisses Cyrus and puts his hand in Cyrus' Bathing Suit Zone. He asks Cyrus not to tell anyone, because then he'll get in trouble and lose his job.

Is the youth leader an authority figure to Cyrus?

Yes.

Does Cyrus have to do what the youth leader says?

No

Why not?

The youth leader overstepped Cyrus' personal boundaries.

He broke the law when he touched Cyrus in the Bathing Suit Zone.

Who can Cyrus tell?

His parents or another Trusted Adult.

Sometimes, when we know the person who abuses us, it can be harder for us to question their behavior or tell someone.

Would it be healthier for Cyrus to keep what happened a secret, or to speak up and tell a Trusted Adult?

Speak up and tell a Trusted Adult.

Cyrus didn't do anything wrong, and is not to blame.

When kids tell about abuse, it helps them feel safe again.

Remember, grown-ups are here to help children and keep them safe. Most authority figures - like parents, guardians, principals, police officers - are good people who care about kids very much. These people should be treated how?

With respect and kindness.

Teaching Lesson 5, *cont.*

 **Lesson Recap, Authority Lure**

- Most authority figures deserve our respect.
- Children may disobey anyone, even an adult, who tells them to do something inappropriate or unsafe.
- Some people pretend to be police or other authority figures to try and force kids into doing as they say.
- Children have a legal right to ask for a uniformed police officer in a marked police car.

PROGRAM CONCLUSION:

This year, we learned about the Affection, Assistance, Pet and Authority Lures, as well as Bullying and Cyberbullying.

Throughout the program, we discussed 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, and how we should expect to be treated in return.

(Show PowerPoint Slide #25. Together as a class, have students read each balloon out loud.)

1. My Body Belongs to Me!
2. Ask a Trusted Adult for Help.
3. All Secrets Can Be Told.
4. Being Abused is Never a Child's Fault.

(Display and review Slide #26)

Thank you for learning to Think First & Stay Safe!



Positive Thinking Skill:

How many different teachers have you had since kindergarten?

What's your favorite subject in school? Why?



Presenter's Notes



End of Program Recommendations:

- Administer the [Student Evaluation](#) (p. 22) as a **Post-Test**. (Answer Key on p. 23) *Reviewing the questions verbally will serve as a helpful final program review.*
- Display [Classroom Posters](#). (In kit and on blue flash drive.)
- 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 3

1. Can we train our brain to Think First & Stay Safe?

Yes: _____ No: _____ Don't Know: _____

2. Is our Bathing Suit Zone a personal boundary no one has the right to cross?

Yes: _____ No: _____ Don't Know: _____

3. Is it against the law to look at, touch or take pictures of a child's private parts?

Yes: _____ No: _____ Don't Know: _____

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

Yes: _____ No: _____ Don't Know: _____

5. Can we tell a trusted adult about attention or touching we don't like?

Yes: _____ No: _____ Don't Know: _____

6. If someone in a vehicle tries to talk to us, should we pretend we don't hear them and quickly get to safety?

Yes: _____ No: _____ Don't Know: _____

7. Can a person's behavior change from safe to unsafe?

Yes: _____ No: _____ Don't Know: _____

8. If the person in charge of us tells us to do something unsafe, do we have to obey them?

Yes: _____ No: _____ Don't Know: _____

9. Is it safe to help someone look for a lost pet without first getting permission from a parent or guardian?

Yes: _____ No: _____ Don't Know: _____

10. Is bullying against school rules AND against the law?

Yes: _____ No: _____ Don't Know: _____

11. Even though we may look different on the outside, are we all the same on the inside?

Yes: _____ No: _____ Don't Know: _____

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

Yes: _____ No: _____ Don't Know: _____

Answer Key:

1. Yes
2. Yes
3. Yes
4. Yes

5. Yes
6. Yes
7. Yes
8. No

9. No
10. Yes
11. Yes
12. No



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. 26) can be copied and sent home with the Welcome Letter.

It is recommended that the (3) Parent Training Modules, available online, be made readily available to parents and guardians prior to classroom lesson presentations to students. Parents can view the program's (3) Parent/Guardian Training Modules from the comfort of their home, office or public computer access at:

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

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

Copies of the Think First & Stay Safe Parent Guide may be ordered for \$1/copy, plus shipping & handling at <https://childluresprevention.com/shop> or by using the Order Form, p. 28.

Available in English & Spanish.

Getting Started

Contents:

- 1 Personal Safety Basics
- 2 Family Safety Plan
- 3 Family Safety Plan
- 4 Family Safety Plan
- 5 Family Safety Plan
- 6 Family Safety Plan
- 7 Family Safety Plan
- 8 Family Safety Plan
- 9 Family Safety Plan
- 10 Family Safety Plan
- 11 Family Safety Plan
- 12 Family Safety Plan
- 13 Family Safety Plan
- 14 Family Safety Plan
- 15 Family Safety Plan
- 16 Family Safety Plan
- 17 Family Safety Plan
- 18 Family Safety Plan
- 19 Family Safety Plan
- 20 Family Safety Plan

Personal Safety Basics

Who Abuses Children?

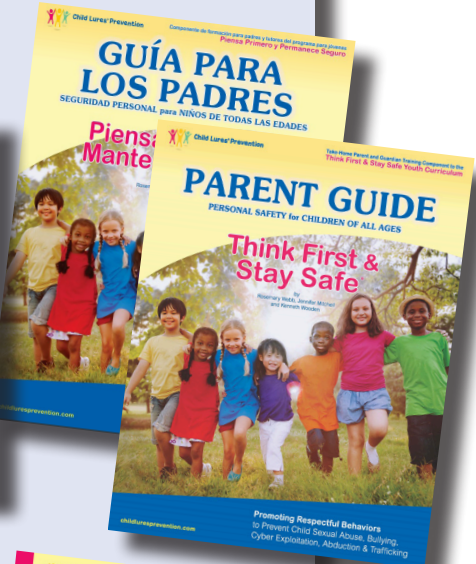
Child Lures Prevention

1. The Affection Lie

How to Stay Safe

Where does Sexual Abuse Happen?

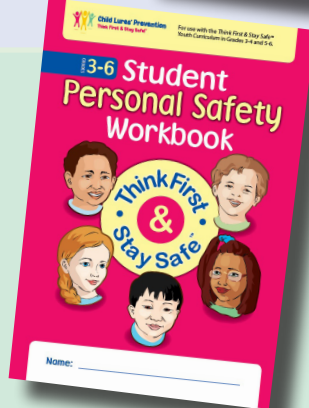
Child Lures Prevention



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.

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 job of adults to keep kids healthy and safe. In addition, children are taught they already possess a powerful tool that can also help with safety - their own brain.

Think First & Stay Safe teaches students the importance of treating one another with kindness and respect. They also learn about personal and digital boundaries, and the right to have their boundaries respected by others. The program's interactive lessons help students differentiate between healthy and unhealthy behaviors. Students are regularly reminded to ask adults for help with their safety, and that all secrets can be told.

This year, your 3rd Grader will also train their brain to learn the Affection, Assistance, Pet, and Authority Lures. They'll learn how each child lure works, determine whom to ask for help and practice proven prevention strategies to help them stay safe. Students will also participate in class discussions about Bullying and Cyberbullying, as these are unsafe behaviors that are against the law.

Youngsters whose parents and guardians support such education are less likely to be bullied, abused or otherwise mistreated. Therefore, we invite you to be our 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 be taught 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

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:

- | | |
|--|--|
| <ul style="list-style-type: none"> ☑ Make time to discuss personal safety with your child regularly - and let others know you do. ☑ Let your child know they can always talk to you about body safety, and you will help them.
----- ☑ Remind your child to be kind to others in words and actions, and expect the same in return. ☑ Bullying and cyberbullying are against school policy and against the law.
----- ☑ Urge your child to be kind/respectful when using technology and keep personal information private. ☑ Have your child share inappropriate or threatening messages and images with a Trusted Adult.
----- ☑ Establish an understanding of private body parts using anatomically-correct names. ☑ Explain that a child's private parts are not for other people to look at, touch or photograph.
----- ☑ Let children express affection on their own terms. Don't force tickles, hugs, kisses or other touches. ☑ By respecting children's choices about their own bodies, we show respect for their boundaries.
----- ☑ Children who are sexually abused are usually abused by someone they know and trust. ☑ Children can tell Trusted Adults about any unwanted attention and touching. | <ul style="list-style-type: none"> ☑ Stress that all secrets can be told, especially secrets that make children feel confused or unsafe.
----- ☑ Have your child identify 2 Trusted Adults in their life; preferably one at home and one at school. ☑ Explain to your child that being bullied or abused is never a child's fault.
----- ☑ Trust your instincts about people and situations. ☑ Teach your child to tell you right away about any weird or gut feelings they get about a person or situation. Instincts are rarely wrong.
----- ☑ Supervise children closely, especially after school and during multi-family & multi-age gatherings. <i>(30% of child sexual abuse is by other kids.)</i> ☑ Sleepovers provide opportunities for child sexual abuse by peers or adults. If you choose to allow sleepovers, inquire about supervision and let your child know they can call you any time of the day or night.
----- ☑ Give your child permission to disobey anyone, even an adult or sitter, who tells them to do something that makes them feel worried or unsafe. ☑ Tell your child that prior to going with/helping others, they must ask for & get parent permission.
----- ☑ Reassure your child that most people are kind and caring - and help children stay safe. |
|--|--|

Think First & Stay Safe™ Adult Training TRAINING MODULES



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

ORDER FORM

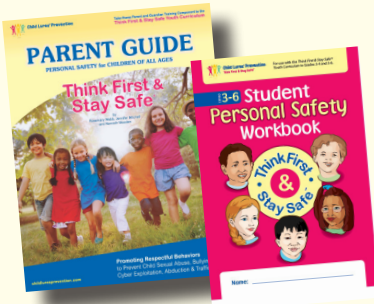
SHIPPING ADDRESS: (Please use street address)

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

BILLING ADDRESS:

Name: _____
 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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Thank you for protecting children and families!

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COMPLETE CORNERSTONE CONCEPT LESSON PLANS

Grade 3

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 3**

(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: Using My Built-In Computer: <i>Staying Healthy & Safe</i>	30
Cornerstone Concept 2: People Are Like the Weather: <i>Being Kind & Respectful</i>	32
Cornerstone Concept 3: Child Luring: <i>Telling My Trusted Adults</i>	34
Cornerstone Concept 4: Laws Help Protect Me: <i>My Body Belongs to Me</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

Using My Built-In Computer: *Staying Healthy & Safe*

Presenter Overview: Students are introduced to the *Think First & Stay Safe*™ program by learning that they already possess a powerful tool for staying healthy and safe - their own brain. Critical thinking is an effective defense against all forms of abuse, including bullying and sexual abuse. Fortunately, most crimes against children are preventable.

By assuring students that their brains are the most powerful computers in the world, we foster self-confidence and establish a sense of preparedness for the lessons that lie ahead. We begin by discussing every day things we do to stay healthy and safe.



Key Points:

- It is the job of adults to keep kids healthy and safe.
- There are everyday things we do to help keep ourselves healthy and safe.
- Our brain is an amazing and powerful built-in computer.
- We can train our brain with information to help adults keep us safe.



Vocabulary:

Personal safety, powerful, tool, gigabyte, amazing, bullying, cyberbullying, harassment, abuse



Props and Activities:

1. PowerPoint slide #1-2
2. Class Activity, p. 31
3. Positive Thinking Skill (blue box, p. 31)
4. Student Workbook (p. 2); Complete *Fill in the Blanks and Word Jumble*

Using My Built-In Computer: *Staying Healthy & Safe*

Lesson Introduction & Learning Objectives:

Today, we're starting a personal safety program called *Think First & Stay Safe*. Adults help us stay healthy and safe every day. Kids also have a powerful tool inside their bodies that can be used to help with their health and safety. Let's find out what that tool is!

Discussion & Activities

1. Parents, teachers and other adults are responsible for keeping kids healthy and safe. What are some daily things we do to help keep our bodies healthy?

- *Brush and floss our teeth.*
- *Wash our hands.*
- *Get plenty of sleep.*
- *Play sports, indoors & outdoors*
- *Eat healthy foods.*
- *Drink plenty of lowfat milk and water.*
- *Avoid tobacco products and second-hand smoke.*
- *Avoid drugs and alcohol.*

2. What are some things we do to stay safe?

- *Fasten our seat belts when riding in vehicles.*
- *Wear protective sports gear, like bike helmets and wrist/elbow pads.*
- *Follow bike safety rules.*
- *Look both ways before crossing the street.*
- *Not playing with, or picking up, real guns or other weapons.*

There are many everyday things we do to help keep ourselves healthy and safe, aren't there?

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

Personal means something related to an individual. Safety means being protected from harm. Personal safety means staying safe from behaviors like bullying, cyberbullying and sexual abuse. It is the job of adults to help kids stay healthy and safe. The *Think First & Stay Safe* program gives us tools to help.

- Speaking of tools, did you know that each one of us has our very own built-in personal computer? Who knows what I mean by “built-in personal computer”? I’ll give you a hint: it’s between your ears! **(Show PowerPoint Slide #2) Our brain.** Yes, our built-in computer is our brain.

- Now, who can tell me: What is a gigabyte? *A unit of memory in a computer.* The number of gigabytes tells us how much information a computer can remember.

How many gigabytes do you think the human brain has at 5 years old? *(Student responses.)* Scientists estimate that our brain contains over FIVE MILLION gigabytes when we are only 5 years old.¹ Just imagine! You had 5 million gigabytes of information in your amazing brain at age 5.


How many gigabytes do you think you have now? *(Student responses.)* That’s a lot of brain power, isn’t it? **Yes!**

Is there another computer anywhere in the world as powerful as the human brain? **No!** Right! Now please say with me:
“Our brains are the most powerful computers in the world!” [REPEAT]

- Computer programs store information inside a computer. Do you think we can program our brain, our built-in-computers, with information to help adults protect our personal safety? **Yes!**

Does everyone have their built-in computer turned on? **Yes.** Good! So let’s train our brains to do what? *To Think First & Stay Safe!*

1. Reference: Massachusetts Institute of Technology

Positive Thinking Skill: 

What is your favorite electronic device and why?

Class Activity

Sports Safety: How many students in our class ride bikes?
How many students wear bike helmets when they ride their bikes?

Make a list of sports students play that require protective gear.
(Soccer, football, hockey, snowboarding, skiing, lacrosse, skateboarding, etc.)
Why do we use protective gear? (To prevent injuries. To stay healthy and safe.)

Lesson Recap, Using My Built-In Computer: Staying Healthy & Safe

- It is the job of adults to keep kids healthy and safe.
- There are everyday things we do to help keep ourselves healthy and safe.
- Our brain is an amazing and powerful built-in computer.
- We can train our brain with information to help adults keep us safe.

PRESENTER CHECKLIST:

- ___ Review [Lesson Recap](#) with students, above.
- ___ Discuss [Positive Thinking Skill](#) (blue box, upper right) with students.
- ___ Have students complete [Student Workbook, p. 2](#); Fill in the Blanks and Word Jumble.
- ___ Suggest students share the Sports Safety [Class Activity](#) with friends and family.



Cornerstone 2

People Are Like the Weather: *Being Kind & 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 exploitative behaviors when they happen. In this lesson, children learn that, just as we take precautions from stormy weather, so can we take steps to stay safe from *Stormy Behaviors*.

To maintain a balanced perspective, children are assured that most people are kind, safe and protective of young people. Of course, there are exceptions, and the weather provides a wonderful analogy.



Key Points:

- Be kind and respectful to one another.
- Like the weather, most people are sunny and safe.
- Like the weather, behavior can change from sunny to stormy.
- Stormy Behaviors are used by people we know and like.
- If someone uses Stormy Behaviors, we can ask for help.
- Adults can help us stay safe from Stormy Behaviors.



Vocabulary:

Polite, permission, take cover, unsafe, mistreat



Props and Activities:

1. Pictures of sunshine and lightning
2. PowerPoint slides #3-4
3. Positive Thinking Skill (blue box, p. 33)
4. Student Workbook (p. 3); Complete *Fill in the Blanks* and *Word Find*

People are Like the Weather: *Being Kind & Respectful*



Quick Review: In the last lesson, we learned our brain is an amazing and powerful built-in computer. We can train our brain with information to help us stay healthy and safe.

Lesson Introduction & Learning Objectives:

Today we'll learn how people are like the weather. Most people are sunny and safe. However, just like the weather, sometimes a person's behavior changes from sunny and safe to stormy and unsafe. We'll talk about the steps we can take to stay safe from stormy weather and *Stormy Behaviors*.



Discussion & Activities

1. How many of us like to be outside when the weather is nice? (*Show of hands.*)
What is your favorite kind of weather? (*Student responses.*)
What kind of weather would we say is safest? *Warm and sunny with clear blue skies.*
Of course, we'd have to wear sunscreen if it's sunny, wouldn't we? *Yes.*
Still, for the sake of this program, we'll say that sunny weather is safest.
2. Now, 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 things we do to show kindness and respect to others, at school and at home?
 - *Smile and be friendly.*
 - *Say please, thank you, excuse me, and other polite phrases.*
 - *Ask permission before touching someone or their belongings.*
 - *Be a good listener.*

These are all great examples of ways people act in healthy friendships and other relationships.

4. Let's think about the weather again. Can a kind, sunny person's behavior turn stormy? **Yes.**
Sometimes even people who are usually nice to us can change their behavior to *Stormy Behaviors* that might make us feel worried, scared or unsafe. **(Show PowerPoint Slide #4)**

Raise your hand if you would feel worried or unsafe if someone was using the following behaviors:

- *Yelling at someone.*
- *Pushing or hitting someone*
- *Hugging someone without their permission*
- *Walking in on someone when they are changing/using the bathroom*
- *Forcing someone to do something they don't want to do*

How would *these behaviors* make us feel?

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

Is it ever okay to treat someone badly or make them feel unsafe? **No.**

Why not? **Because it hurts people inside and out. We wouldn't want to hurt someone that way.**

5. Here's another weather question for you: Do we have storms outside everyday? **No.**
No, we don't have storms everyday, but do we need to know what to do if a storm blows in? **Yes.**

Lightning can strike almost anytime or anywhere. During a lightning storm, how do we stay safe?

- *Stay indoors.*
- *Stay away from trees.*
- *Stay low in open areas.*
- *Stay away from water.*
- *Don't touch metal.*

Would we go outside to play during a lightning storm? **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 to stay safe? **Stay inside.**

Most of the time, adults are here to help us stay safe. But if an adult is not with us, what built-in tool can we use to help us stay safe from stormy weather? Here's a hint: It's between our ears! **Our brain.**

6. OK, now let's use our built-in computers and think: If we can take steps to protect ourselves from stormy weather, can we also take steps to stay safe from stormy, or unsafe, behaviors? **Yes.**
Most of the time, adults help keep us safe. But if an adult is not with us, or they are using *Stormy Behaviors*, we need to know what to do and which other adults we can ask for help.

7. Let's remember, though: Most of the time, is the weather safe or unsafe?
(Display drawings of sunshine and lightning.) **Most of the time, the weather is safe.**
And, like the weather, most people behave how? (Wave picture of sunshine.) **Most behave sunny and safe.**

Positive Thinking Skill: 
What are your favorite indoor activities during stormy weather?

- Play video/board games
- Read a good book
- Bake cookies
- Watch a movie



Lesson Recap, People Are Like the Weather: Being Kind & Respectful

- Be kind and respectful to one another.
- Like the weather, most people are sunny and safe.
- Like the weather, people's behavior can change from sunny to stormy.
- Stormy Behaviors are used by people we know and like.
- If someone uses Stormy Behaviors, we can ask for help.
- Adults can help us stay safe from Stormy Behaviors.

End of Lesson Presenter Checklist:

- ___ Review **Lesson Recap** with students, 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*.
- ___ Remind students to practice showing kindness and respect to others, at home and at school.



Cornerstone 3

Child Luring: Telling My Trusted Adults

Presenter Overview: Children can be tricked and forced into situations where they are abused, bullied or otherwise mistreated. To help children grasp the concept of child luring, we introduce the word “lure” in the context of fishing. Two scenarios from the student video, Luring: What Would You Do? are shown during this lesson to help demonstrate the concept of Child Luring.

In most cases of sexual abuse, the child is groomed and lured into abuse by someone they know and trust. Learning how Child Lures and Child Luring work makes children better able to recognize potentially abusive and unsafe behaviors. It helps youngsters assess what to do, and stresses the importance of going to Trusted Adults to get help with any safety matter. By discussing the concept of luring with third graders, we lay the foundation for understanding the complicated workings of peer pressure, temptation and manipulation.

Key Points:

- Child Luring is tricking kids into unsafe situations.
- Child Lures are sometimes used by adults, older kids or kids our own age.
- Telling about Stormy Behaviors is not tattling; it is asking for help with our safety.
- It’s the job of adults to keep kids safe; kids can help out by knowing and telling adults about Stormy Behaviors and Child Lures.
- Learning about Child Lures is like having a fire drill...we need to know what to do and whom to ask for help, just in case.

Vocabulary:

Bait, lure, Child Luring, recognize, avoid, hurt, inappropriate, tempt, attract, trick, unsafe, peer, tattling, fire drill

Props and Activities:

1. Fishing pole (or picture of fishing pole)
2. Student Video: *Luring, What Would You Do?, Scenarios 1 & 2 only*
3. PowerPoint slide #4-5
4. Positive Thinking Skill (blue box, p. 35)
5. Class Posters, *Think First & Stay Safe!, Stay Three Steps Back, Be Kind Online*
6. Student Workbook, (p. 4); Complete *Fill in the Blanks and Word Fit*

Child Luring: Telling My Trusted Adults

Quick Review: In our last lesson, we learned that like the weather, most people are safe. And 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:

Although most people are kind and safe, sometimes people try to trick kids into unsafe situations. We call this “Child Luring.” And just like a fish sometimes senses when it’s being lured with bait on a hook, if we know how to spot a Child Lure, it can help us to *Think First & Stay Safe*.

Discussion and Activities

1. How many of you like to fish? (Display fishing pole or picture of fishing pole.) (*Show of hands.*)
 What do we use to catch fish? *A line, a hook and bait.*
 What’s another word for bait? *Lure.*
 What exactly does a lure do? *Attracts fish, tempts them and sometimes tricks them into biting the hook.*

2. Does anyone know what fish like to eat? *Worms, minnows, crawfish, etc.*
 So would we use pizza or tacos as lures to catch fish? *No! Fish don’t eat pizza or tacos!*
 That’s right. We’d use things fish like, or are attracted to, like worms, minnows or a shiny lure, right? *Yes*
 So would you say that to catch a fish, we need to use lures that fish like? *Yes.*

3. OK, now let's use our built-in computers and think: If someone wanted to "hook" a child, what would that person use as a lure? *Something the child likes; something they know would tempt the child.* Just like with fishing, lures can also be used on kids. We call these Child Lures, and sometimes people - even people we know and trust - use lures to trick kids into unsafe or unhealthy situations.
(Show PowerPoint Slide #4)

Here are some examples of Child Lures:

- A neighbor offers us an ice cream sandwich if we don't tell anyone.
- The babysitter says we can stay up late if we kiss them on the lips.
- Our cool music teacher says we can stay after practice with him - alone.
- A stepfather lets us watch a new movie if we cuddle with him under a blanket.
- An uncle offers us a trick bike if we take our clothes off for a picture.


These are examples of Child Luring.

Raise your hand if you can tell us the lure used in one of the examples?

Ice Cream Sandwich, Stay up Late, Stay after Practice with cool music teacher, New Movie, Trick Bike

Are these lures tempting? **Yes.** That's the whole point, isn't it, offering kids things that they like? **Yes.**

But like a fish that takes the bait, once a child takes the bait, they have been lured into an unsafe situation.

4.  Now we are going to watch video demonstrations of two different Child Lures. Keep in mind that the people in this video are actors, and no one was harmed in any way.
(Play scenarios #1 & #2 only from student video, Luring: What Would You Do?)

We've just watched examples of two Child Lures we'll be learning about in this program.

What was the first lure? *Help find lost puppy.* Who might have fallen for the this lure? *(Show of hands.)*

What was the second lure? *Be paid to be in a video.* Who might have fallen for this lure? *(Show of hands.)*

It is very tempting to help people, especially for a good cause or to be paid money - but is it safe to help people without asking a parent/guardian for permission or bringing an adult? **No.**

There are more Child Lures in this program, and we will be learning some each year.

Once we know the lures, do you think we'll be better able to *Think First & Stay Safe?*

Yes.

It's the job of adults to keep kids safe; kids can help out by knowing and telling adults about Stormy Behaviors and Child Lures. **(Display Class Posters, Think First & Stay Safe! and Stay Three Steps Back.)**

5. Do you think people can use Child Lures when using technology?

Yes.

Here's a few examples of Child Lures being used with technology:

- A friend asks you to share your gaming password. What would you do?
Tell them I don't share my passwords with anyone.
- An older cousin sends you a video of them getting undressed and tells you to keep it a secret. What would you do? *Show the video to an adult to get help.*
- Some kids invite you to join their chat group, then start messaging mean things to you. What do you do?
Do not respond to the messages. Save and share the messages with a Trusted Adult.

6. Show of hands: How many of you know someone who has bullied or been bullied online?

Raise your hand if you can give an example of cyberbullying. *(Student responses.)*

i.e. Posting things that make fun of someone for the way they look, dress, act, etc.

Are these examples of how we should behave online - or even offline? **No.**

How are we supposed to behave online? **(Display Class Poster, Be Kind Online)**

Be kind and polite, be respectful of others, keep private info private, keep it appropriate

Right. **Let's all say together: "I Will Be Kind Online!"**

7. Now, who are some adults in our lives that we know and can trust. Who can we tell if someone's behavior is making us feel worried or unsafe? If someone tries to lure us into unsafe behaviors or situations?

- Can we tell our parents or guardian? **Yes.**
- Can we tell our grandparents, or another adult who lives with us? **Yes.**
- Can we tell somebody at school, like a teacher, school counselor or school nurse? **Yes.**

Yes, these are all good examples of adults we know and can trust. We call them Trusted Adults.

Positive Thinking Skill:



If you could have a large fish tank, how many fish would you put into it?

What if we tell a Trusted Adult, and they don't do anything to help us? What could we do?

Tell another adult.

This is very important: Keep telling until someone helps you!

It is the job of adults to help kids stay safe.

8. Is telling an adult about Stormy Behaviors and Child Lures the same as tattling?

No.

(Show PowerPoint Slide #5 and review)

That's right. It is not tattling if the behaviors break the law or make us feel unsafe.

Adults need to know about these behaviors so they can do what?

Help us stay safe.

9. As we finish this lesson, who can tell us: Why do we have fire drills at school?

To learn, and practice, what to do in case there is ever a fire at school.

Do we feel safer knowing what to do in case there is a fire? *Yes.*

Would you say that learning how to stay safe from Child Lures is like having a fire drill? *Yes.*

Learning about Child Lures is like having a fire drill. It probably won't happen to us -- but we need to know what to do, just in case!



Lesson Recap, Child Luring: Telling My Trusted Adults

- Child Luring is tricking kids into unsafe situations.
- Child Lures are sometimes used by adults, older kids or kids our own age.
- Telling about Stormy Behaviors is not tattling; it is asking for help with our safety.
- It's the job of adults to keep kids safe; kids can help out by knowing and telling adults about Stormy Behaviors and Child Lures.
- Learning about Child Lures is like having a fire drill...we need to know what to do and whom to ask for help, just in case.

End of Lesson Presenter Checklist:

- ___ Review [Lesson Recap](#) with students (above).
 - ___ Discuss [Positive Thinking Skill](#) (blue box, p. 36) with students.
 - ___ Have students complete [Student Workbook, p. 4](#); Fill in the Blanks and Word Fit. *(Optional)*
 - ___ Display [Class Posters Think First & Stay Safe!](#), [Stay Three Steps Back](#) and [Be Kind Online](#)
- Review 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 Posters
Available in English & Spanish

Think First and Stay Safe!

Most people are kind & safe.
Telling a Trusted Adult about bullying or abuse is not tattling.
It is asking for help with our safety.

Classroom 3.1
National Child Abuse Hotline: 1-800-4-A-CHILD
https://childluresprevention.com/parent-training-modules

Stay Three Steps Back.

Ask a Trusted Adult before giving help or getting help.
Stay 3 giant steps back from vehicles.
When kids need help, they can ask a Mom or Dad with kids.

Classroom 3.2
National Child Abuse Hotline: 1-800-4-A-CHILD
https://childluresprevention.com/parent-training-modules

Be Kind Online.

Be kind and respectful at home, at school, online and electronically.
Keep personal information private, including passwords

Classroom 3.3
National Child Abuse Hotline: 1-800-4-A-CHILD
https://childluresprevention.com/parent-training-modules





Cornerstone 4


Laws Help Protect Me: *My Body Belongs To Me*

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 - *crimes* - 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 mistreatment they may face at home, at school or in between. 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’s 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:	<ul style="list-style-type: none"> My Body Belongs to Me! 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. It is against the law to bully or cyberbully another person. Kids are usually mistreated by someone they know: an adult, older child or peer. We can tell an adult or Trusted Adult about bullying and abuse. If having thoughts about mistreating another child, ask an adult for help. Being bullied or abused is NEVER a child’s fault.
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 Vocabulary:	Trust, avoid, respectful, crime, punish, rules, law, arrest, private parts, <i>Bathing Suit Zone</i> , cleanliness, accuse, seriously. (Optional but recommended: buttocks, anus, chest, breasts, vulva, vagina, penis, scrotum - see p. 39, #2)
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 Props and Activities:	<ol style="list-style-type: none"> 1. Class Rules & School Policy Handbook/Kids’ Bathing Suits 2. PowerPoint slides #6-11 3. Positive Thinking Skill (blue box, p. 39) 4. Class Poster, <i>My Body Belongs to Me!</i> & <i>Optional Video, My Body Belongs to Me</i> 5. Student Workbook, (p. 5); Complete <i>Fill in the Blanks and Questions</i>. (Optional)
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Laws Help Protect Me: My Body Belongs To Me

 <p>Quick Review: Last lesson, we learned that Child Lures can be used to trick children into unsafe situations. If we can tell when a Child Lure is being used, it helps us know to get to safety. Telling a Trusted Adult about bullying or abuse is not tattling. It is asking for help with a safety matter. Learning about Child Lures is like having a fire drill...it probably won’t happen, but we need to know what to do and whom to ask for help, just in case.</p>
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Lesson Introduction & Learning Objectives:

Just like adults, kids have rights, including the right to live abuse-free. Today we’ll be learning about rules and laws that help keep kids safe. We’ll also talk about why it’s important to always be truthful, especially when telling a Trusted Adult about stormy behaviors like bullying and sexual abuse.

Discussion & Activities (This can be taught in 2 Lessons, if needed.)

Laws Help Protect Me From BULLYING:

1. **(Show PowerPoint Slide #6)** Do we have rules we must follow at home, school, places of worship or after-school programs? **Yes.** What happens when we break those rules?
We get in trouble. Sometimes we get punished.
2. Do we have rules in our Class? **Yes. (Review Class rules, briefly.)**
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 our actions.

So, we always want to treat others with kindness and respect, right? **Yes.**

3. Who can tell me: What is bullying? (*Student responses.*)

In the dictionary, it says, “Bullying is when one or more people mistreat another person(s).”

Is bullying behavior that usually just happens once? **No, it happens over and over again.**

What are some examples of bullying behaviors? (*Student responses.*)

Teasing, name calling, spreading rumors, excluding, ignoring, hitting, kicking, pushing, taking/breaking belongings, etc.

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

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

Teasing means your voice and mouth are both smiling!

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

4. [Center yourself among students, lower your voice and state the following:] I’ve heard that bullying and cyberbullying can happen anywhere, but it’s usually done where adults can’t see it happening. Is this true? (*Await nods.*)

Who can name some places where bullying usually happens, without adults seeing?

Playground, cafeteria, restroom, school hallway, stairways, school bus, online, etc.

Why don’t kids who use bullying behaviors want adults to see?

Kids who use bullying behaviors don’t want to get caught.

If caught, they’d be punished, because mistreating others is against school policy - and the Law.

5. What are things we can do if we see someone being bullied? (**Show PowerPoint Slide #7**)

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

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

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

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

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

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

6. (**Show PowerPoint Slide #8**) 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 a safety matter.

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?

- *Tell them they don’t deserve to be bullied.*
- *Tell them you are sorry it happened to them.*
- *Sit with them at lunch or in class.*

We’ll talk more about bullying and cyberbullying in an upcoming lesson. Let’s keep in mind that these behaviors are not only mean, they are also against school policy and against the law.

Laws Help Protect Me From ABUSE:

Note to Presenter:

Show students recommended video: ***My Body Belongs to Me!***, by Jill Starishevsky, 2:10+min.
Used with permission. <https://www.youtube.com/embed/a-5mdt9YN6I>

Keep in mind that when talking about private parts, students will likely need to get the giggles out! Please allow them to do so freely, then guide them back to the Lesson at hand.

- Like kids, adults also have rules they must follow. What are those rules called? *Laws*.
When adults break the law, what is that called? *A crime*.
What happens when an adult commits a crime? *They get arrested and punished*.
- (Show PowerPoint Slide #9) (Display bathing suits.)**
Which parts of the body does a bathing suit cover? *The private parts of the body*. (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.)
Some private parts are different on people, so during this program we'll call private body parts our *Bathing Suit Zone*.

To whom does your body belong? **(Show Poster, My Body Belongs to Me!)**

My body belongs to me! (Encourage kids to say it together as a class.)

There are 4 VERY important things I want to tell you about your *Bathing Suit Zone*:

It is against the law for someone to **look at** your *Bathing Suit Zone*. (See exceptions on #4)

It is against the law for someone to **touch** your *Bathing Suit Zone* with any part of their body.

It is against the law for someone to **take pictures or video of** your *Bathing Suit Zone*.

It is against the law for someone to **ask you to look at, take pictures or video of or touch** their *Bathing Suit Zone* with any part of your body. (See Note to Presenter on p. 40, in pink box)

- Let's put that together into one sentence we can all say together: I say it, then you say it:
It is against the law (students repeat) *to mess with* (students repeat) *my Bathing Suit Zone*. (students repeat); *Stay away!* (students repeat)
[Help students repeat this twice, then have the left side of the class stand up and say it with confidence, followed by the right side of the class standing up to say it with confidence. End with all students saying it together using strong, firm voices, but not yelling.]

To whom does your body belong? *My body belongs to me!* [Ask students to repeat together x2.]

Who is in charge of your body? *"I am in charge of my body!"* [Ask students to repeat together x2.]

- There are times when someone may need to see or touch a child's private parts for **health** or **cleanliness** reasons, like if a child hurts their private parts and needs help. Can you think of another example?
 - During a doctor's visit with a Mom, Dad, or guardian there.*
 - If a child needs help taking a bath/shower or going to the bathroom.*

- Other than an injury, a doctor's visit or bathroom help, should anyone be touching, looking at or taking pictures of our *Bathing Suit Zone* or telling us to do the same to theirs? *No*.
Should anyone be showing us their private body parts? *No*.
Does anyone know what this *behavior* is called? **(Show PowerPoint Slide #9)**
Child Abuse. Sexual Abuse. Abuse. Mistreatment.
Could someone we know (babysitter, relative, family friend) try to abuse us? *Yes*.
Could a playmate, cousin or classmate try to look at, touch or take pictures of our privates? *Yes*.

Positive Thinking Skill:



Where is your favorite place to swim?

- Swimming pool
- River/Stream/Lake
- Ocean

- If an adult, older kid or person our age tried to do any of this to us, what are some things we could say to them?
Stop that, Leave me alone, You're not allowed to do that, My body belongs to me - stay away!
Prompt students to say, *"It is against the law to mess with my Bathing Suit Zone - stay away!"*
Can we tell a Trusted Adult if someone tries to abuse us? *Yes*.
Can we tell a Trusted Adult if someone shows us their private parts? *Yes*.
It's the job of grown-ups to keep kids safe. This is why telling a Trusted Adult is so important.
And if the first person we tell doesn't help us, what can we do? **(Show PowerPoint Slide #10)**
Tell another Trusted Adult or grown-up. Yes, we can keep telling until someone helps us feel safe again.

If a child is having thoughts about harming 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..

- 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? **(Display bathing suits.)** *No.*
Why is it extra important to tell the truth when we tell a Trusted Adult about crimes like sexual abuse?
They are against the law and will be taken very seriously.
When it comes to telling about any kind of abuse, what's the right thing to do? *Always tell the truth.*

8. OK, now it's time to *Think First and Stay Safe.*

Enzo is in the locker room getting dressed for gym when an older student tries to touch him in his *Bathing Suit Zone.*

- What can Enzo do? *Get to safety and tell a Trusted Adult.*
- Why would Enzo tell a Trusted Adult?
It is an adult's job to help keep kids safe and to make sure kids are behaving appropriately.
- Who are some adults Enzo could tell?
His gym teacher, class teacher, guidance counselor, school nurse, his Mom or Dad, guardian, any adult Enzo trusts.
- Who are some Trusted Adults YOU could tell if something like this happened to you?
(Have students use private think time to identify two Trusted Adults; one who lives in their home, one from outside the home.)
- Why might it be hard for Enzo 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 Enzo doesn't want to get him into trouble.
Enzo might have been threatened not to tell anyone, so he is afraid to tell.*

9. What can Enzo do if he tells a Trusted Adult about the older student's inappropriate behavior, and for some reason the grown-up doesn't help him?

Enzo can tell another Trusted Adult.

He can tell a different adult. He can tell until someone helps him feel safe again.

10. What if Enzo made up a story about abuse to get someone in trouble?

It would be very dishonest of him - and against the law.

Remember, it's against the law to accuse someone of a crime he or she did not commit.

Why are we always truthful when reporting incidents of abuse and exploitation?

These are serious crimes, and accusations will be taken very seriously.

When it comes to telling about incidents of abuse and bullying, what's the right thing to do?

Always tell the truth.



Lesson Recap, Laws Help Protect Me: My Body Belongs to Me

- My Body Belongs to Me!
- 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.
- It is against the law to bully or cyberbully another person.
- Kids are usually mistreated by someone they know: an adult, older child or peer.
- We can tell an adult or Trusted Adult about bullying and abuse.
- If having thoughts about mistreating another child, ask an adult for help.
- 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 Poster My Body Belongs to Me!](#) Review with students.

My Body Belongs to ME!



Touching kids in the "Bathing Suit Zone" is Against the Law.

***NOTE TO PRESENTER:** For health and safety reasons, it's important to emphasize that no one should put anything in a child's mouth, or tell/force the child to put things in their mouth.

Exceptions include:

1. Dental visit, with parent or guardian present.
2. Injury to mouth.
3. Parent/guardian assistance with dental hygiene.



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 belly 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 crimes like bullying 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 trusted adults about any type of maltreatment – especially if they are threatened not to tell. Children learn that it’s never too late to tell a Trusted Adult about bullying, abuse or any secret that makes them feel sad, embarrassed or scared.

Key Points:

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

Vocabulary: Inner, instincts, reflexes, gut, creepy, weird, “uh-oh”, threatened, harm, support

Props and Activities:

1. Emergency vehicle with siren (or picture/video of siren or alarm)
2. PowerPoint slide #12
3. Student video, “Tom’s Secret” - 4 min
Class Posters, *Trust Your Gut Feelings* and *All Secrets Can Be Told*.
4. Student Workbook (p. 6); Complete *Fill in the Blanks and Activity*. (Optional)

All Secrets Can Be Told: Listening to My Instincts

Quick Review: In our last lesson, we talked about school rules and laws that help keep kids safe. We learned that bullying and physical and sexual abuse are *against the law*. We practiced what to do if someone tried to hurt us. We chose two trusted adults we can talk to about physical abuse, sexual abuse, bullying or any other form of harm. We learned to always tell the truth when reporting abuse. It’s also against the law to say someone hurt us when they did not.

Lesson Introduction & Learning Objectives:

Today, we’ll learn how our bodies have a special warning system that can help keep us safe. We will also talk about safe and unsafe secrets, and why all secrets can be told.

Discussion: Listening to My Instincts

1. (Ring siren or show image.) What does a siren, or alarm, tell us?
 - Something is wrong.*
 - Someone is in danger.*
 - Someone has been hurt.*

- How do we feel when we hear a loud siren?
- Worried.*
 - Frightened.*
 - Excited.*

Positive Thinking Skill:

What was your best surprise ever?

- A present
- Visit from friend or relative
- Surprise party

Point to where those feelings usually come from. (*Most students will point to their stomachs.*)

You probably pointed to your stomach – also called your “gut.” What do we call those feelings? *Instincts.*

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

(*Note to Presenter: Not all children can feel their instincts, especially children who have experienced trauma.*)

2. (**Show PowerPoint Slide #12**)

Instincts are our very own personal siren. Like yellow traffic lights, they tell us what?

Slow down, Be careful, Proceed with caution.

3. Let's think about how our instincts and reflexes work to protect us in everyday situations:

When something comes toward our eyes quickly, what do we do? *Blink.*

When we touch something very hot, what do we do? *Pull our hand away quickly.*

When something large is thrown at us, what do we do? *Bring our hands up and turn away.*

When we are suddenly frightened or hear a loud noise, what do we do? *Jump or freeze.*



These are ways our instincts and reflexes work to help keep us safe in everyday situations.

4. Have you ever met someone you would describe as “creepy” or “weird”?

(*Students answering “Yes”, stand up; students answering “No”, stay seated*)

Not everyone gets these feelings, but have you ever had a strange feeling about someone or something and didn't know why?

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

How many have ever received an IM or text that gave us a funny or “uh-oh” feeling in our gut?

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

Some of us have had those feelings at one time or another. What makes us feel that way?

Our instincts. Our inner siren.

If we get a funny or uh-oh feeling about a person or situation, what are our instincts telling us?

That something isn't right and to be careful.

If someone or something sets off our inner siren, who do we tell? *A parent, guardian or other Trusted Adult.*

That's right. And do you know what the coolest part is about our inner siren? (**Pause.**)

We don't have to wait until something happens! We can tell a Trusted Adult about any funny feelings we get in our stomachs (or our “gut”) from a person or situation right away!

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

Discussion: All Secrets Can Be Told

5. Who can answer this important question: What is a secret? (*Encourage student responses, then pretend to put each response into an imaginary bowl in your hand, stirring them together.*) By blending all your answers together: **A secret is something we don't want everyone to know.** Agreed? **Yes.**

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

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

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

- A surprise party for a friend. **Yes.**
 - Secretly cleaning up our room - and then surprising our parents or guardian. **Yes.**
 - Helping our Dad make dinner, then surprising our Mom with it when she gets home from work. **Yes.**
- Yes, these **safe secrets** we keep for a little while to surprise people, but all secrets can be told.

7. What is an unsafe secret? (*Encourage student responses, then “stir” the responses together again.*)

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 boy bullies us on the playground every day and says he'll hurt us if we tell. **Yes.**
- Our uncle touches us in the *Bathing Suit Zone* and tells us not to tell anyone. **Yes.**
- Another student steals our friend's tablet and warns us not to tell. **Yes.**

These **unsafe secrets** would make us feel sad, worried or afraid. It's not healthy to keep secrets that make us feel this way. The important thing to remember is: All Secrets Can Be Told.

And who do we tell about an unsafe secret?

Tell a Trusted Adult as soon as we are able.

Let's all take a minute to remember who our Trusted Adults are. We can tell a Trusted Adult any secret, even secrets about abuse, bullying or any other kind of harm. It is the job of grown-ups to help children stay safe.

8.  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 unsafe secret. (Show **Tom's Secret** video to students; 4 min in length.)

9. 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 she angry at Tom's friend Zach? *No.*

Is Tom's mother angry at Zach's older brother? *Yes.*

That's right. She is angry at Zach's older brother, because what he did was wrong.

When he touched Tom's private parts, he broke the law.

It was also against the law when Zach's brother threatened Tom into keeping the touching a secret.

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 Mom about his unsafe secret, she said, *"Your father and I will help you. We will be with you. We love you very much."*



10. Can we tell a Trusted Adult about a secret we've been keeping for a long time? *Yes.*

It's never too late to tell a Trusted Adult about a secret we've kept for a long time.

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

Threats are against the law. Our trusted adults are here to help us and support us.



(Display Class Poster, *All Secrets Can Be Told*. Have a student read the poster to the class.)



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

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

End of Lesson Presenter Checklist:

- Review [Lesson Recap](#) with students (above).
- Discuss [Positive Thinking Skill](#) (blue box, p. 41) with students.
- Have students complete [Student Workbook, p. 6](#); Fill-in-the-Blanks and Activity. (Optional)
- Display [Class Posters](#) *Trust Your Gut Feelings* and *All Secrets Can Be Told*.



Additional Resources:

[Video credit: [Tom's Secret](#) was produced by the Israeli Association of Rape Crisis Centers in cooperation with L.Raphael Geneve as part of a global initiative to increase awareness for child sexual abuse and instruct parents and children. Used with permission of Mrs. Ronit Raphael, President of global beauty brand L. Raphael Geneve.]

Class Posters: *Trust Your Gut Feelings* and *All Secrets Can Be Told*.



Cornerstone 6

The Kindness of People: Choosing Who Helps Me

Presenter Overview: Most people are kind and safe. They don't abuse children. Keeping this perspective is important for the well-being of children. It's comforting for kids to know that most people feel protective of children and are committed to keeping them safe. Less than 10% of sexual abuse is committed by strangers.* Sometimes adults and children 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.

In this lesson, students learn that we can't tell simply from the way someone looks whether or not they are safe. We pay attention to their behaviors and actions.

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



Key Points:

- Most people are sunny and safe. They don't abuse children.
- Kids who are bullied/abused are usually mistreated by someone they know and trust.
- We can watch out for Stormy Behaviors that make our inner siren go off.
- If we are lost, hurt or alone and need help, safe choices include a Mom or Dad with kids of their own, a store worker and a uniformed police officer in a marked police car.



Vocabulary:

Available, term, stranger, trust, clergy, insist, uninvited, mistreat



Props and Activities:

1. Paper and colored pencils/markers;
2. PowerPoint slides #13-15
3. Positive Thinking Skill (blue box, p. 45)
4. Student Workbook (p. 7); Complete *Fill in the Blanks and Question*. (Optional)

The Kindness of People: Choosing Who Helps Me



Quick Review: In our last lesson, we learned that we have a special inner warning system called instincts. Instincts warn us when we need to be careful. Not everyone can feel their instincts (that uh-oh feeling in our belly), but when we do, we can tell an adult about the feeling right away.

We also talked about safe and unsafe secrets. Some secrets we keep for a little while to surprise people (like a birthday present), but All Secrets Can Be Told. We can tell a Trusted Adult about any secret, especially secrets someone has threatened us not to tell, like in the video Tom's Secret. Tom told his Mom about a threat not to tell, and now she can help Tom feel safe again.

Lesson Introduction & Learning Objectives:

Today, we'll talk about choosing safe adults to help us if we're lost, hurt or alone. We see and meet people we don't know every day, and sometimes our parents ask them for help, like at the grocery store. When we're alone and need help, it's important to choose someone safe to help us out. Let's learn how.



Discussion & Activities

1. **(Pass out paper and markers/colored pencils.)** The first thing we're going to do is draw the face of a stranger. Please draw the first thing that comes to mind when I say the word, "stranger."
(After five minutes or so, ask students to hold up their drawings for others to see.)
Chances are, some of the drawings will be of scary-looking characters.)
2. Raise your hand if you've ever heard the expression "*Never talk to strangers!*" or "*Stranger = Danger?*"
What kind of people do you think of when I say the word, "stranger?" **(Student Responses.)**

3. **(Show PowerPoint Slide #13.** What exactly is a stranger?

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

How often do we meet or see strangers?

Probably every day.

Raise your hand to give us an example of a stranger.

- *A checkout person at the supermarket .*
- *Kids from other schools at sporting events.*
- *A waiter at a restaurant.*
- *A person you know only from online.*

Would you say that most strangers are kind and caring, or are they mean and unsafe?

Most strangers are kind and caring. Many have children and grandchildren of their own.

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

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

Someone the child knows.

Correct. Nine of out ten children who are sexually abused are abused by someone they know, and often trust. And 1 in 3 of these children are mistreated by another child or teen using stormy behavior.

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

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

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

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

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

5. **(Show PowerPoint Slide #14)**

Can we tell just by looking at a person, or talking to them online, if they are unsafe?

No.

When it comes to our personal safety, should we be careful of people who **look** a certain way? (hold up student drawings of a "stranger"), or people who **act** a certain way?

People who act a certain way.

Right, people who use behaviors that set off our inner siren.

6. Suppose one day we're outside or online, and someone we've never met starts chatting with 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? *Probably not.*

Are we more willing to trust a person who acts friendly and nice or a person who acts unfriendly and mean?

A person who acts friendly and nice.

7. How do you think a person who was trying to lure someone would act?
Would they act unfriendly and mean or would they act friendly and nice?

They would act friendly and nice.

Right. People 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?

Mean. Not nice. Unfriendly. Yes, like the weather, his behavior might turn stormy and unsafe.

8. **(Show PowerPoint Slide #15)**

Who can think of a time we might need to depend on the kindness of others, even strangers?

If a Trusted Adult is not with us.

If we got hurt or lost from our parents or guardian.

Do you think it would be safer for us to choose who helps us, or for someone to insist on helping?

It is safer for us to choose who helps us.

That's right. It's safer for us to choose who helps us, than to accept an uninvited offer of help.

Positive Thinking Skill:



Who are some helpful strangers?

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

9. Would the following people be safe choices if we did need help?

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

You are right. The three safest choices are a mom/dad with children of their own, someone working behind a store counter or a police officer wearing a uniform - not just someone with a badge.

Remember, it's always safer for us to choose who helps us, than for just anyone to offer us help.

10. In wrapping up our lesson on *Choosing Who Helps Us*, we also want to remember that most people are what kind 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 sunny and safe. They don't abuse children.
- Kids who are bullied or abused are usually mistreated by someone they know and trust.
- We can watch out for Stormy Behaviors that make our inner siren go off.
- If we need help, safe choices include: a Mom or Dad with kids of their own, someone working behind a store counter or a uniformed police officer in a police car.

End of Lesson Presenter Checklist:

- ___ Review **Lesson Recap** with students (above).
- ___ Discuss **Positive Thinking Skill** (blue box on p. 45) with students.
- ___ Have students complete **Student Workbook, p. 7; Fill in the Blanks and Question.**
- ___ Display **student drawings** of kind-looking strangers. This will help reinforce the message that most strangers encountered each day are kind and caring.



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:

- Like a snowflake, each of us is unique and special.
- Everyone is worthy of being treated with respect.
- Mistreating someone is not treating them with respect.
- Kids who have thoughts of mistreating others can ask a Trusted Adult for help.
- 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:

Fault, different, unique, nutrients, dignity, worth, worthy, respect, disrespect, opposite, deserve, comfortable

Props and Activities:

1. Potted plant, \$5 or \$10 bill
2. PowerPoint slide #16 and Slides #25 & 26
3. Class Activity, p. 49
4. Positive Thinking Skill (blue box, p. 48)
5. Student Workbook (p. 8); Complete *Fill in the Blanks and Student Activity*. (Optional)

My Dignity: Bullying and Abuse are Not My Fault

Quick Review: The last lesson taught us that most people are kind and caring, and they don’t abuse children. Children who are abused are usually abused by someone they know and trust, like a family friend, relative or babysitter. Strangers who try to lure children usually act friendly at first so kids will trust them.

Sometimes we need to ask people we don’t know for help, like if we’re hurt or lost. We learned that it’s safer to choose someone to help us, rather than letting just anyone offer to help us. Safe choices are a Mom or Dad with kids of their own, a uniformed police officer in a police car or a person working behind a counter in a store.

Lesson Introduction & Learning Objectives:

Today in *Think First & Stay Safe*, we’ll talk about how everyone is different, yet the same. We’ll learn why each and every person deserves to be treated with kindness and respect. We will also talk about how it’s not our fault if we are bullied or abused. The only person at fault is the person who uses bullying or abusive behavior.

Discussion & Activities

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

Now think for a moment about one or two things you don’t like as much about yourself – but don’t be too hard on yourself! (*Students don’t need to share answers.*)
Student responses.

Everything about us, both the things we like and the things we aren't so crazy about, makes us a unique person. What does the word "unique" mean? *One-of-a kind; special*

2. Let's just think about that for a minute: Out of all the billions of people in the world, is there anyone else on the entire planet just like you? *No.*

That's right, each and every one of us is a one-of-a-kind, special edition - different from everyone else! Just like **snowflakes**, we are all truly unique and special! Doesn't that make you feel special? It should!

Even though we are all unique, if we look deep inside our hearts, at our feelings and hopes and dreams, we are all what? *We are all the same.*

So we are all both different from one another and also very much like one another. Pretty cool, isn't it?

3. (Display a potted plant or image of potted plant.)
Raise your hand if you know how plants get water and nutrients.

Plants get water and nutrients through their roots.

Did you know that words have roots too? (**Write "Dignity" on the blackboard/ SMART Board.**)

The root of the word dignity is the Latin word "dignus" which means "worth."

(**Print "worth" on the board.**)

(Display a \$5 or \$10 bill.)

How much is this bill worth? (*Student Responses.*)

How much are **you** worth? *Much, much more!*

You are priceless! You are special! Every single one of you!

4. (**Show PowerPoint Slide #16**)

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

Because we are worth it.

And why should we treat others with respect and dignity?

Because they are worth it too.

We should treat others as we'd like to be treated, because it's the right thing to do, isn't it? *Yes.*

How do we all deserve to be treated? *With respect and dignity.*

What if someone tried to abuse or bully us? Is that treating us with respect? *No.*

That would be treating us with **disrespect**, which is what? *The opposite of respect.*

5. Suppose you heard some friends talking about bullying a kid on the bus. What could you do?

Tell a Trusted Adult.

If you felt comfortable, could you say something to your friends like, "That's not cool!" *Yes*

Kids care about what other kids think, so if you tell your friends you don't think it's cool to bully, they might just listen to you.

What if you or a friend were having thoughts about mistreating other kids? What could you do about it?

Do not act upon the thoughts. Ask an adult for help instead.

That's right - always reach out to an adult for help. Adults can help kids who are having thoughts about hurting themselves or others. It's the job of adults to keep kids safe. They want to help any child who needs it.

6. Sometimes, children who have been bullied, abused or hurt think they did something to cause it to happen to them. (*Keep showing PowerPoint Slide #25*)

Is there ever a time when someone deserves to be bullied, abused or hurt?

No.

That's right, nothing about the way a person looks, or what they say or do, gives anyone the right to hurt or abuse them in any way. Repeat after me: *Abuse is NEVER a child's fault.*

7. **Please listen closely to this next thing I say.** (Wait for everyone's attention.)

If you've been harmed, or are some day abused in some way, that DOES NOT and CAN NOT make you any less special or wonderful! Remember, nothing and no one can take away your dignity! Ever.

Positive Thinking Skill:



What is your favorite flower or plant?

- Sunflower
- Daisy
- Amaryllis
- Cactus

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

With kindness and respect.

9. (Show PowerPoint Slide #26) Now let's all review four important things we've been learning about staying healthy and safe.

(Point to the balloons on Slide #26.)

1. My Body Belongs to Me!
2. I Can Ask for Help with my Safety.
3. All Secrets Can Be Told.
4. Being Bullied or Abused Is Never a Child's Fault.

Class Activity

Have Students Make Paper Snowflakes. Have students make a paper snowflake out of white paper. Ask students: The snowflakes are all the same color, but are there any two snowflakes that are exactly alike? Is each snowflake beautiful in its own way?

Display the snowflakes in the classroom as a reminder that each student is different and beautiful in their own way. Let the display also serve as a reminder to treat one another with kindness and respect.



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

- Like a snowflake, each of us is unique and special.
- Everyone is worthy of being treated with respect.
- Mistreating someone is not treating them with respect.
- Kids who have thoughts of mistreating others can ask a Trusted Adult for help.
- 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. 48) with students.
- ___ Have students complete [Student Workbook, p. 8](#); *Fill in the Blanks and Activity*. (Optional)
- ___ Display student-made [Dignity Class Poster](#) to remind students how special they all are, and also as a reminder to treat one another with kindness and respect.



Presenter's Notes:

This concludes the Cornerstone Lessons for 3rd grade students who are new to the program. Now please turn to the remaining 3rd Grade Lessons, beginning on p. 7 of this manual:

Lesson 1: Affection Lure	7
Lesson 2: Be Kind, No Bullying	10
Lesson 3: Assistance Lure	14
Lesson 4: Pet Lure	17
Lesson 5: Authority 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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