



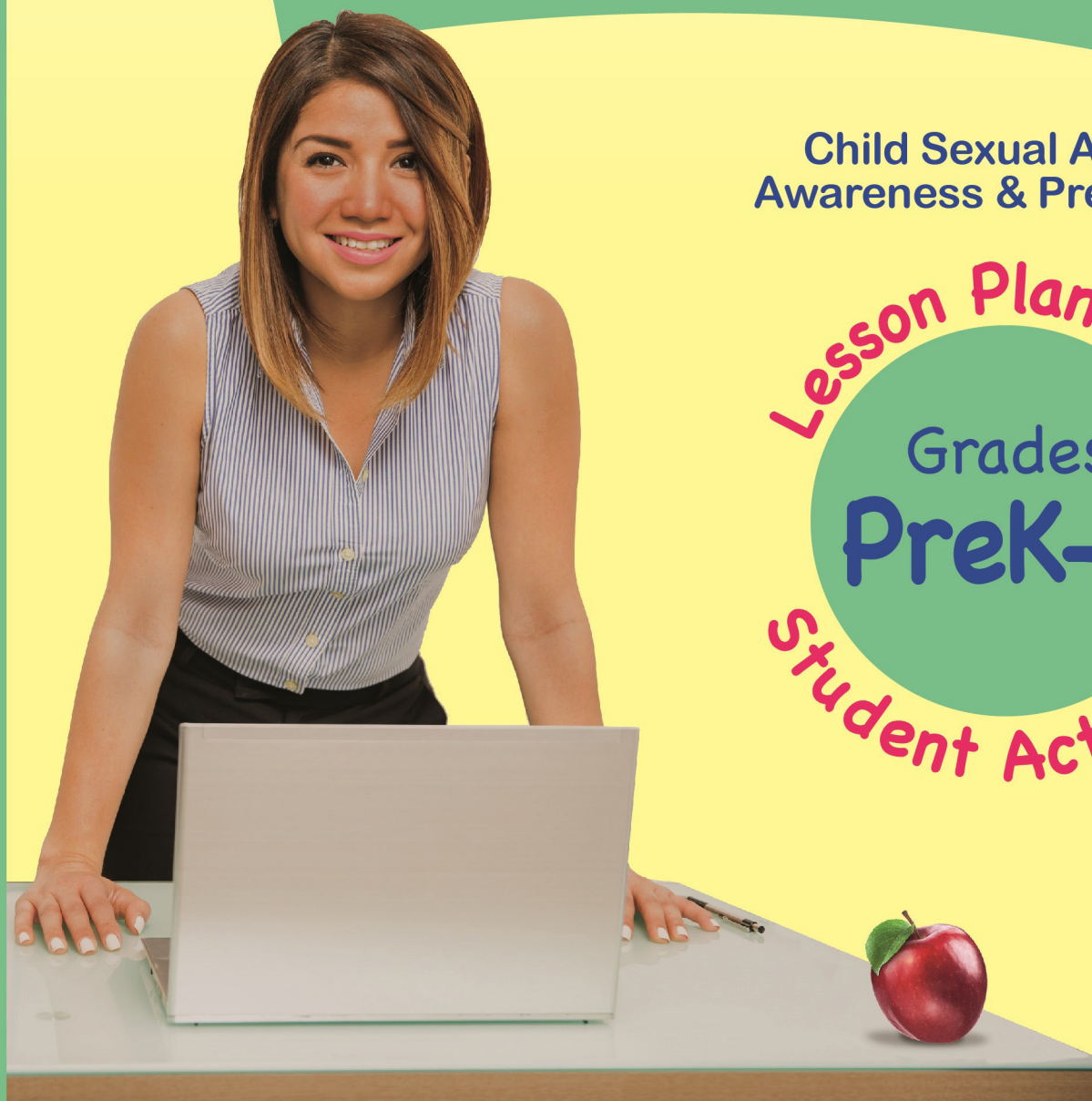
Child Lures® Prevention

# Think First & Stay Safe™

PRESENTER'S GUIDE

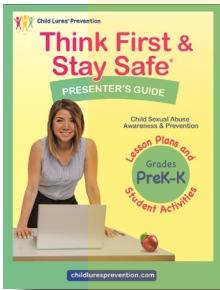
Child Sexual Abuse  
Awareness & Prevention

Lesson Plans and  
Grades  
**PreK-K**  
Student Activities



Grades PreK-K Lesson Plans and Student Activities

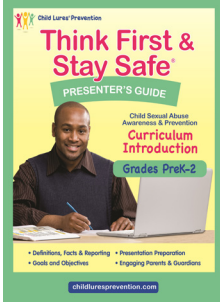
## Note to Presenter



**This Presenter's Guide contains Lesson Plans for Grades PreK-K only.**

A corresponding PowerPoint presentation for PreK-K is located on the program's **blue** USB Flash Drive.

*(Separate Lesson Plan manuals and resources for Grades 1-2, 3, 4, 5 and 6 are also included with this program on the **blue** USB Flash Drive.)*



Prior to teaching the classroom lessons contained in this Presenter's Guide, it is recommended Program Presenters read the program's **Curriculum Introduction** manual for Grades PreK-2 in its entirety.

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 Grades PreK-K program implementation, the following Training Module is recommended:

- **Module III, Grades PreK-2 Implementation** (11 min. in length)



## Getting Started

### Welcome Letter to Parents & Guardians

Prior to classroom presentations:

- Send home **Welcome Letter** (Template on p. 34)
- Send home **Tips for Safeguarding Your Child** (see p. 35)

### Program Evaluation: Pre and Post Tests

Consider administering the verbal and/or written **Student Evaluation** (pp. 23-24) as both a Pre-Test and Post-Test prior to teaching the seven *Think First & Stay Safe* lesson plans that follow.

The **Student Evaluation** is also provided on slides 28-37 of the **Grades PreK-K Classroom PowerPoint Presentation**, located on the program's **blue** USB Flash Drive. (Questions on Slides 28-37; Answer Key on Slide 38) The slides may be shown as a visual companion to the written Pre/Post Test.

## PreK-K Lessons

<b>Lesson 1: Think First and Stay Safe: Using My Built-In Computer.....</b>	<b>4</b>
<b>Lesson 2: People are Like the Weather: Being Kind to Others.....</b>	<b>6</b>
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<b>PreK-K Student Evaluation (Pre/Post Test).....</b>	<b>23-24</b>
<b>Student Handouts.....</b>	<b>25-33</b>
<b>Welcome Letter to Parents/Guardians, Template.....</b>	<b>34</b>
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<b>ORDER FORM: Think First &amp; Stay Safe PARENT GUIDE.....</b>	<b>36</b>
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## Student Handouts

Student Handouts are included for each lesson and are licensed to be copied and distributed to students as a take-home program component. (pp. 25-33)

## Corresponding Classroom PowerPoint Presentation

The PreK-K Classroom PowerPoint Presentation slides are to be shown during the Lessons when designated.

## Child Development & Personal Safety, Grades PreK-K

As children in Pre-Kindergarten and Kindergarten grow into early childhood, their world begins to open up. Children in Pre-Kindergarten and Kindergarten become increasingly independent and begin to focus more on adults and children outside of their family. They want to further explore and inquire about things in their world. Their interactions with family and those around them help to shape their personality and their own ways of thinking and moving.

As children in Pre-Kindergarten and Kindergarten become more independent and spend more time in the outside world, it is important for the child and their family to be aware of ways to stay safe.

(Source: Centers for Disease Control)



## Lesson #1

# Think First and Stay Safe

## Using My Built-In Computer

### Presenter Overview & Resources

Grades PreK-K

Students are introduced to the *Think First & Stay Safe*™ program with the reassurance that it is the job of grown-ups to help kids stay healthy and safe. In addition, children are taught they already possess a powerful tool that can also help them stay healthy and safe - their own brain.

By assuring children that they are endowed with this effective personal safety tool, we foster student confidence and establish a sense of preparedness for the lessons that lie ahead. The program begins with a discussion of everyday things grown-ups and kids do and use to stay healthy and safe.

#### Behavioral Objectives:

- Identify everyday things grown-ups and kids do and use to stay healthy and safe.
- Recognize they have a built-in computer (their brain) in which to store information.
- Train their brain to help them stay safe.



#### Key Points

- It is the job of grown-ups to help kids stay safe.
- There are things we do to help us stay **healthy**, like *getting lots of sleep*.
- There are things we do to help us stay **safe**, like *locking doors and windows*.
- Our brain is our built-in computer.
- We can train our brain to *Think First and Stay Safe!*



#### Vocabulary

Healthy, safe, life jacket, fire alarm, smoke detector, built-in, store, information, brain power, power



#### Props and Activities

1. Computer (or picture of computer)
2. Classroom PowerPoint, Slides 1-3
3. Class Activity, p. 5 (Related worksheets, pp.26-27)
4. Student Handout, *Think First and Stay Safe*, p. 25



Student Handout



PowerPoint Slides 1-3

#### Presenter Checklist

- \_\_\_\_\_ Send [Welcome Letter/Tips for Safeguarding Your Child](#) home to parents and guardians, p. 34/35.
- \_\_\_\_\_ Administer [Pre-Test Evaluation](#) to students.
- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout](#), *Think First and Stay Safe*, for students to color, p. 25
- \_\_\_\_\_ Review and send home with students.
- \_\_\_\_\_ Send [Class Activity and Student Handout](#) home with students.



Teaching Lesson 1

Discussion and Activities

(Show PowerPoint Slide #1)

Today we are starting a body safety program called *Think First & Stay Safe*. Grown-ups work together everyday to help kids stay healthy and safe.

Kids have something inside their bodies that can also help with safety. We'll find out what it is, but first I have two questions to ask you.

1. What are some things we do every day to help keep our bodies healthy?

- One thing we do is wash our hands. Washing our hands can help keep us from getting sick. Who can name another thing we do to stay **healthy**?  
*Eat healthy foods, like fruits & vegetables/ less sugars & fats. (Keeps our hearts healthy.)*  
*Drink milk. (Helps our bones grow healthy/strong.)*  
*Get lots of sleep. (Allows our bodies and brains to rest and grow.)*  
*Exercise and play outside. (Both are healthy.)*  
*No smoking/vaping and stay away from other people's smoke. (Keeps our lungs healthy.)*

2. What are some things we use to help keep us **safe**?  
 Example: We wear sports helmets to protect our heads. (Allow several students to respond.)  
*Sunscreen*  
*Booster Seats/Car Seats*  
*Life jacket*  
*Fire alarms and smoke detectors*  
*Door and window locks*  
*Shoes*

3. As I said before, each one of us already has something inside our bodies that can help us stay safe. Each one of us is made with our very own "built-in computer" inside our body.

(Point at computer, or picture of a computer.)  
 What do you think I mean when I say your "built-in computer"? What is it? (Show PowerPoint Slide #2)  
*Your brain.*

Yes, our brain is our body's built-in computer. And like a computer, what do we store in our brains?  
*Information, data. (Things we see, hear and learn.)*

4. Think about all the information you already have stored in your brain - colors, numbers, shapes, letters, words, songs, people, foods and places. Would you say you have a lot of brain power?  
*Yes!*

Yes, you DO have a LOT of brain power!

Are there any other computers in the world that have more power than the human brain?  
*No.*

5. Let us all say this together:  
*"Our brains are the most powerful computers in the world."*

Do you think we can train our brains to ask for help and stay safe?  
*Yes!*

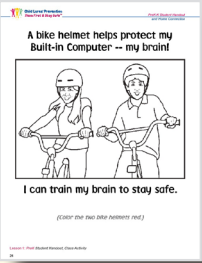
6. Does everyone have the computer between their ears turned on (your brain)?  
*Yes!*

Good, because we are going to train our brains to do what? (Show PowerPoint Slide #3)  
*To stay safe.*

That is right. We are going to learn to **Think First and Stay Safe!** It is the job of grown-ups to help kids stay safe. Kids can use their brains to help too.

Conduct Class Activity

Pre-K:  
Review handout.



(Handout on p. 26)

Kindergarten:  
Review worksheet.



(Handout on p. 27)

- Review Student Handout, *Think First and Stay Safe*, p. 25  
 (Children may color. Send handout home with students.)

- Review Lesson Recap, below



1. Reference: Massachusetts Institute of Technology

Lesson 1 Recap: Think First & Stay Safe; Using My Built-In Computer

- It is the job of grown-ups to help kids stay safe.
- There are things we do to help us stay **healthy**, like getting lots of sleep.
- There are things we do to help us stay **safe**, like locking doors and windows.
- Our brain is our built-in computer.
- We can train our brain to *Think First and Stay Safe!*

## Lesson #2



# People are Like the Weather

## Being Kind to Others

### Presenter Overview & Resources

Grades PreK-K

By talking openly with young children about the importance of being kind in words and actions, we set behavioral expectations for family and social relationships. This helps children better recognize unkind and “Stormy Behaviors.” (Knowing about such behaviors, practicing assertiveness, and asking for help from a Trusted Adult are covered in upcoming lessons.)

Most children are NOT sexually abused. However, approximately 1 in 4 girls and 1 in 20 boys report experiencing childhood sexual abuse before age 18 (Finkelhor et al, 2015). Nine in 10 children who are sexually abused are abused by someone the child and family personally knows - and often trusts. Notably, 1 in 3 children who are sexually abused are abused by another child, usually an older/stronger child or teen (Finkelhor, 2012).

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

While most people are sunny and safe, people’s behavior can change from sunny and safe to stormy and not safe. Even people children love and trust can and do use Stormy Behaviors.

### Behavioral Objectives

- Demonstrate kindness in words and actions.
- Use words that make people feel good.
- Ask permission to touch others.
- Say “No” to unwanted touching.
- Understand that most people are sunny & safe.
- Understand that people’s behavior can change from sunny & safe to stormy & not safe.
- Understand that both grown-ups and kids sometimes use Stormy Behaviors, even people we know and like.
- Ask a grown-up for help with Stormy Behaviors.

### Key Points

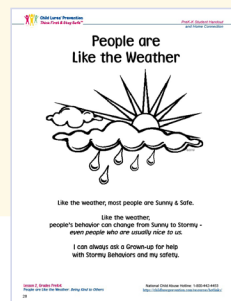
- Being kind to others makes us feel good.
- Like the weather, most people are sunny and safe.
- Like the weather, people’s behavior can change from sunny to stormy.
- Both grown-ups and kids sometimes use *Stormy Behaviors*.
- *Stormy Behaviors* are used by people we know and like.
- If someone uses *Stormy Behaviors*, we can ask for help.
- Grown-ups can help us stay safe from *Stormy Behaviors*.

### Vocabulary

Kind, weather, stormy, scared, safe, not safe

### Props and Activities

1. Images of sunshine and lightning.
2. Classroom PowerPoint, Slides 4-8
3. Class Activity, p. 7
4. Student Handout, *People are Like the Weather*, p. 28



Student Handout



PowerPoint Slides 4-8

### End of Lesson 2 Presenter Checklist


- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout](#), *People are Like the Weather* for children to color, p. 28 Review and send home with students.
- \_\_\_\_\_ Suggest students share and practice their [Class Activity](#) at home with their families.

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

Finkelhor, D. (2012). *Characteristics of Crimes Against Juveniles*; Crimes Against Children Research Center, University of New Hampshire.

## Teaching Lesson 2

### Discussion and Activities

 **Quick Review:** In our last lesson, we learned - and let us say this together: *“Our brains are the most powerful computers in the world.”* Everything we learn is stored in our brain. We can train our brain to *Think First & Stay Safe*.

Today we will talk about how people are like the weather: most people are sunny and safe. But just like the weather can change, people’s behavior can change too.

1. We all like to play outside. What is your favorite kind of weather for playing outside?  
*(Student responses, i.e. Sunny and warm, cold and snowy, cool and rainy, hot and sticky.)*
2. What kind of weather is most safe?  
*Warm and sunny with clear blue skies.*  
But not too hot, right? And with sunscreen! During this program, we’ll say that sunny weather is safest.
3. What kind of people do we like best?  
*Most of us like nice, “sunny” people.*  
How do nice, sunny people behave?  
*(Show PowerPoint Slide #4)*  
*They are friendly and kind.*  
*They smile and help others.*  
*They help keep kids safe.*
4. What are some things we can do to be nice and kind to one another? *(Show PowerPoint Slide #5)*  
*Say “please” and “thank you.”*  
*Say something nice to someone.*  
*Share and take turns.*  
*Ask to use others’ belongings.*  
*Ask before touching someone.*

These are all great examples of how people behave in healthy families and healthy friendships!

#### Conduct Class Activity

**Pre-K: Circle of Kindness** - Have the children sit in a circle. Have each child say something nice to the child on their right. Continue around the circle until each child has given and received a compliment. Ask children how the kind words made them feel.

**Kindergarten: Permission to Touch** - Have each child ask another student for permission to touch them, beginning with *“May I please...”* *(i.e....hold your hand, give you a hug, touch your hair, dance with you, pat your head, etc.)*

*cont.*

*cont.* Discuss the need to ask for permission before touching others, each student’s right to say “No” to touching and the need to follow their wishes.

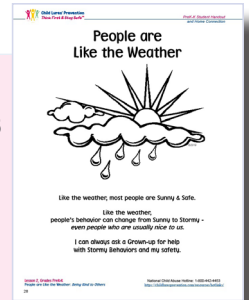
5. Let us think about the weather again.  
***(Display image of sunshine, then lightning.)***  
Is it possible for a nice, sunny day to suddenly become a stormy day? *(Show PowerPoint Slide #6)*  
*Yes.*
6. Can people’s behavior change like the weather?  
*Yes.*  
Can a person’s sunny behavior turn stormy, like when the weather outside sometimes changes from sunny to stormy? *(await responses.)...even if we know the person and they have always been sunny before? Yes.*
7. Sometimes, people who are usually nice to us can change their behavior in a bad way and do things we do not like. We call these *Stormy Behaviors*. What are some examples of stormy behaviors?  
*(Show PowerPoint Slide #7)*  
*- Taking something without asking first.*  
*- Tickling someone, even when told to stop.*  
*- Hitting, punching or kicking someone.*  
*- Touching someone when asked not to.*  
*- Walking in on private bathroom time without asking.*  
  
Can grown-ups **and** kids use Stormy Behaviors? *Yes.*  
Even grown-ups and kids we know and really like? *Yes.*
8. Raise your hand if you would like to share with the class how these *Stormy Behaviors* can make a person feel?  
*Scared, hurt, sad, mad, angry, not safe, other.*  
  
Is it okay to use *Stormy Behaviors*? *No.*  
Are these behaviors ever okay? *No.*  
We know these behaviors make us feel bad. Would we want to make someone else feel bad? *No.*
9. Now, let us think about the weather again. Do we have storms every day? *(Student Answers.)*  
No, we do not have storms every day -- but we do need to know what to do when storms happen.  
  
Would we keep playing on the playground if a lightning storm started? *No.*  
So what are some ways we can stay safe during a lightning storm?  
*Go inside (or Stay Inside).*  
*If outside, stay away from tall trees.*  
*Lie down on the ground, on your belly.*  
A grown-up would also help make sure we are safe.
10. Let us use our built-in computers and think: If we know how to stay safe from stormy weather, can we also learn how to stay safe from *Stormy Behaviors*? *Yes.* *(Show PowerPoint Slide #8)*

### Teaching Lesson 2, cont.

11. Grown-ups help us with *Stormy Behaviors*. During this program, we will be learning what we can do to *Think First & Stay Safe* from *Stormy Behaviors* and when to ask grown-ups for help.
12. And again, most of the time, is the weather safe or not safe? (Display images of sunshine/lightning.)  
*Most of the time, the weather is safe.*

And, like the weather, most people use behavior that is.... (Wave picture of sunshine.)  
*...Sunny and safe. Nice and kind.*

- Review Student Handout, *People are Like the Weather*, p. 28 (Children may color. Send handout home with students.)
- Review Lesson Recap, below



### Lesson 2 Recap: People are Like the Weather; Being Kind to Others

- Being kind to others makes us feel good.
- Like the weather, most people are sunny and safe.
- Like the weather, people's behavior can change from sunny to stormy.
- Both grown-ups and kids sometimes use *Stormy Behaviors*.
- *Stormy Behaviors* are used by people we know and like.
- If someone uses *Stormy Behaviors*, we can ask for help.
- Grown-ups can help us stay safe from *Stormy Behaviors*.



### Presenter's Notes:

A large, empty rectangular box with a yellow border, intended for the presenter to take notes during the lesson.



## Lesson Plan #3



# Telling My Trusted Adults

## Child Luring

### Presenter Overview & Resources

Grades PreK-K

Children who are abused or otherwise mistreated are usually lured into the situation by someone they know, be it an adult, adolescent or peer.

To help children grasp the concept of Child Luring, we introduce the word “lure” in the context of fishing. Nearly all children possess at least some familiarity with fishing and can understand the concepts of being tricked or forced.

It's important for young children to know they can ask a grown-up or Trusted Adult in their life for help with any safety matter. When helping students identify their (2) Trusted Adults, encourage students to choose one adult who lives in their household and one adult who lives outside their household. For young children, good choices for someone outside the home include grandparents, other relatives, neighbors and (pre)school personnel.

Identifying an adult outside the home is important. For children who are being harmed by a family member or someone living in their home, telling an adult within the home may not change the situation. Telling a mandated reporter at daycare/school/afterschool can help ensure proper authorities are contacted to help the child and the family.

### Behavioral Objectives:

- Apply the concept of a fishing lure to a child lure.
- Recognize that Child Lures can be used by grown-ups or kids.
- Identify, by name, 2 Trusted Adults (1 inside the home/1 outside the home) who can help with a safety issue.
- Apply assertiveness skills in response to Child Luring scenarios.



### Key Points

- Trusted Adults can help with *Stormy Behaviors*.
- Child Lures are *Stormy Behaviors* that are sometimes used by grown-ups and kids.
- Learning about Child Luring is like having a fire drill...it probably won't happen, but we can train our brain about what to do and whom to ask for help, just in case.



### Vocabulary

Bait, lure, Child Luring, trick, force, situation, trust, Trusted Adult, tattling



### Props and Activities

1. Fishing pole (or image of fishing pole)
2. Classroom PowerPoint, Slides 9-12
3. Class Activity, p. 10
4. Student Handout, *My Trusted Adults*, p. 29



Student Handout



PowerPoint Slides 9-12

### End of Lesson 3 Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout](#), *My Trusted Adults* for students to color, p. 29
- \_\_\_\_\_ Review and send home with students.
- \_\_\_\_\_ Remind students to share any concerns or problems with their trusted adults.

## Teaching Lesson 3

### Discussion and Activities



**Quick Review:** In our last lesson, we learned that like the weather, most people are sunny and safe. But like the weather, sometimes people change from being sunny and safe to using *Stormy Behaviors* - even grown-ups and kids we know and like. We are learning how to Think First and Stay Safe from *Stormy Behaviors*.

Today, we will talk about a *Stormy Behavior* called Child Luring. We will also choose grown-ups who can help us with our safety.

1. How many of you like to fish? (Display fishing pole or picture of fishing pole.) (*Show of hands.*)  
How many of you have never been fishing?  
How many of you think fishing is just plain stinky?

Fishing is fun. And whether we fish from land, a dock or a boat, what are the 3 things we need to catch a fish?

*A fishing pole, a hook and bait.*

What is another word for bait? *Lure.*

What exactly does a lure do?

*It makes a fish look and sometimes tricks them into biting the hook.*

Does anyone know what fish like to eat?

*Worms, minnows, crawfish, nightcrawlers, grubs, etc.*

So would we use broccoli or macaroni as a lure to catch fish?

*No! Fish do not eat broccoli or macaroni!*

That is right. We would use things fish like. For example, worms, minnows or a shiny fishing lure. So would you say that to catch or hook a fish, we need to use something a fish likes?

*Yes.*

OK, now let us use our built-in computers and think: If someone wanted to lure a child, what would that person use?

*Something a child likes.*

2. Right, so we call that a *Child Lure*. Using a *Child Lure* to “hook” kids is a *Stormy Behavior*.

Here are some examples of *Child Lures*:

- a. An uncle promises us a dollar if he can have a hug.
- b. Our neighbor tells us they will give us candy if we don't tell our parents.
- c. A classmate says he'll be our friend if we don't tell the teacher that he hit another student.
- d. Someone at the park tells us to come help look for a cute little lost puppy.
- e. The babysitter says we can play with bathtub crayons if we take our clothes off for a picture.

These are examples of *Child Lures*.

In the first one, the uncle promises a dollar if he can hug us. The uncle is using a dollar as a *Lure* so he can touch us. That is a *Stormy Behavior*.

Raise your hand if you can tell us what was used as a *lure* in any of the other examples. (*b. Candy, c. Friendship, d. Lost Puppy, e. Play with Bathtub Crayons*) *Child Lures* are used by grown-ups, older kids and even kids your age. And it is usually someone we know. (*Show PowerPoint Slide #9*)

3. Most of the time, a parent or other grown-up is with us to help keep us safe. But what if someone tries to use a *lure* on us? What could we do to stay safe?
  - *Refuse to do what they say.*
  - *Get to a safe place as soon as possible.*
  - *Tell a grown-up what happened.*
4. Let us think of some grown-ups we know and trust. Who can we tell if someone tries to *lure* us like a fish? (*Show PowerPoint Slide #10*)
  - a. Can we tell our parents, or another grown-up who lives with us? *Yes.*
  - b. Can we tell our grandparents? *Yes.*
  - c. Can we tell our best friend's Mom or Dad? *Yes.*
  - d. Can we tell somebody at school, like our teacher? *Yes.*

Yes, these are all good examples of grown-ups (adults) we know and can trust. We call them *Trusted Adults*.

#### Conduct Class Activity

**PreK-K: My Trusted Adults** - Ask each student to think of two *Trusted Adults* they can talk to about anything, including *Stormy Behaviors*.

(*If possible, have students choose one adult who lives in their household and one adult who does not. Mention that each student will have different Trusted Adults.*)

**Note to Presenter:** If possible, this activity should be repeated prior to school breaks, as *Trusted Adults* in children's lives often change throughout the year, especially during holiday and summer breaks.

5. Is telling a *Trusted Adult* about *Stormy Behaviors* or *Child Luring* the same thing as tattling?  
*No.*  
Tattling is about trying to get someone in trouble. Telling is to help keep people safe. So, is it tattling to tell about behavior that is not safe?  
*No.*  
Adults need to know so they can help us to stay safe.
6. Does anyone know why we have fire drills at school?  
*To learn what to do in case there is ever a fire at school.*

Teaching Lesson 3, cont.

Do we feel safer knowing what to do in case there is a fire? (Show PowerPoint Slide #11)

Yes.

Do you think learning to *Think First & Stay Safe* from **Stormy Behaviors** is like having a fire drill?

Yes.

Do you think learning to *Think First & Stay Safe* from **Child Lures** is like having a fire drill?

Yes.

7. Right. Learning about Stormy Behaviors and Child Luring is like having a fire drill.

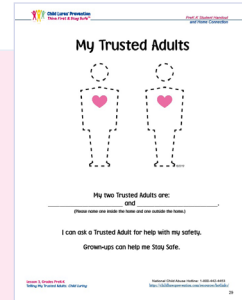
(Show PowerPoint Slide #12)

Since most people are sunny and safe, it probably won't happen to us -- but we can train our brain about what to do, just in case!

And grown-ups work together to help us stay safe.

- Review Student Handout, *My Trusted Adults*, p. 29 (Children may color. Send handout home with students.)

- Review Lesson Recap, below



 Lesson 3 Recap: Telling My Trusted Adults; Child Luring

- Trusted Adults can help with *Stormy Behaviors*.
- Child Lures are *Stormy Behaviors* that are sometimes used by grown-ups and kids.
- Learning about Child Luring is like having a fire drill...it probably won't happen, but we can train our brain about what to do and whom to ask for help, just in case.

 Presenter's Notes:

## Lesson Plan #4

# My Body Belongs to Me!

## Laws Help Protect Me



### Presenter Overview & Resources

Grades PreK-K

When children understand there are rules and laws about personal safety, it is easier for them to recognize and report Stormy Behaviors, including Abuse.

During this lesson, children are taught the terms “Private Parts” and “Bathing Suit Zone.” (Some state Health Education Standards suggest or mandate teaching anatomically-correct names for private body parts in school, *but not until first grade.*)

Using the terms “private parts” and “Bathing Suit Zone,” will most likely cause students to giggle. Please allow them to get the giggles out, then guide them back to the lesson at hand.

When teaching children in Grades PreK-K, you’ll notice this curriculum uses the word “Abuse” instead of “Sexual Abuse.” This aligns with National Health Education Standards for Pre-K and Kindergarten.

Children are reassured that abuse is never the fault of the person to whom it happens.

### Behavioral Objectives:

- Recognize that rules and laws help protect children.
- Identify body parts, including private parts; “Bathing Suit Zone.”
- Apply My Body Belongs to Me rule.
- Apply assertiveness skills in response to attempted abuse.
- Apply Tell a Trusted Adult rule in response to being hurt or abused.
- Apply Always Tell the Truth rule when telling about being hurt or abused.
- Recognize that being abused is NEVER a child’s fault.



### Key Points

- My Body Belongs to Me!
- It is against the law for anyone to look at, take pictures/ video of, or touch a child’s private parts with any part of their body.
- It is against the law to make a child look at, take pictures/ video of, or touch another person’s private parts with any part of their body.
- Abuse is usually by someone we know.
- We can tell a Trusted Adult about abuse.
- Being abused is NEVER a child’s fault.



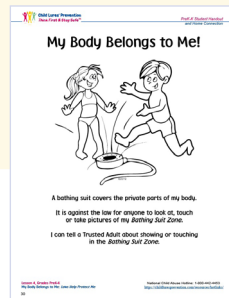
### Vocabulary

Rules, laws, respect, manners, mistake, private parts, Bathing Suit Zone, hurt, Abuse, fault



### Props and Activities

1. Bathing Suits (or images of bathing suits)
2. Classroom PowerPoint, Slides 13-18
3. Class Activity, p. 13
4. Student Handout, *My Body Belongs to Me!*, p. 30
5. **Recommended Video: *My Body Belongs to Me*, <https://www.youtube.com/embed/a-5mdt9YN6l> (2 min. in length; Stop video promptly at 2:10 min.)**



Student Handout



PowerPoint Slides 13-18

### End of Lesson 4 Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout](#), *My Body Belongs to Me!* for children to color, p. 30.
- \_\_\_\_\_ Review and send home with students.



## Teaching Lesson 4

 Discussion and Activities

In our last lesson we learned that Child Lures are *Stormy Behaviors* that can be used by grown-ups or kids. We learned about asking a Trusted Adult for help with *Stormy Behaviors*.

Today we will learn how rules and laws help keep children safe. (Show PowerPoint Slide #13)

- Do we have rules we must follow at home? At school? In our classroom? **Yes.**  
What happens when we break those rules?  
*We get in trouble. Sometimes we get punished.*
- One of the rules in our class is to be kind to each other. We know what kind means.  
Who can tell us what respect means?  
*Be nice with our words and actions.*  
So, we always want to treat others how?  
*With kindness and respect.*
- Just like kids, grown-ups also have rules they must follow. Who can tell me what we call rules for grown-ups? **Laws.** Police officers help with laws. Everyone needs to follow rules and laws.

**Conduct Class Activity****PreK-K: My Body**

As a class, have students stand up and identify their major body parts.

Where is our head? (*Put your hands on your head*)  
Where is our mouth? (*Point to your mouth*)  
Where are our shoulders? (*Touch your shoulders*)  
Where are our arms? (*Cross your arms*)  
Where are our hands? (*Clap your hands*)  
Where are our legs? (*Jump up and down in place*)  
Where are our feet? (*Stomp your feet*)  
(Have students sit back down.)

- Now, close your eyes. Think of the last time you went swimming. What were you wearing? Now open your eyes. (Show PowerPoint Slide #14)  
Which parts of the body does a bathing suit cover?  
*The private parts of the body.*

Our private parts are not for others to see. Some private parts are different for people, so we will call private body parts our **Bathing Suit Zone**.  
(Show PowerPoint Slide #15)

There are four VERY important things I need to tell you about your **Bathing Suit Zone** (private parts).

**IT IS AGAINST THE LAW for someone to:**

- look at** your *Bathing Suit Zone*.  
(See exceptions on #6)
- touch** your *Bathing Suit Zone*.

- take pictures/video of** your *Bathing Suit Zone*.
- ask or tell you to look at, touch or take pictures/video of, their *Bathing Suit Zone*.**

- To whom does your body belong?  
*My body belongs to me!*

So, if someone tries to touch the private parts of our body or make us touch or look at theirs, what are some things we could do?

- Refuse to do what they say.*
- Say "NO!"*
- Get to a safe place as soon as possible.*
- Tell a grown-up what happened.*

If this happens to someone at home, can they tell a grown-up at school about it? **Yes.**

We can ask for help with our safety, at home or at school.

**Recommended Video: My Body Belongs to Me,** <https://www.youtube.com/embed/a-5mdt9YN6I> (Stop the video promptly at 2:10 min), by Jill Starishevsky.

- There are only three reasons why someone may need to see or touch a child's *Bathing Suit Zone*. They are:
  - If a child's private parts get hurt*
  - For a doctor's visit, with Mom/Dad/Guardian there*
  - Help going to the bathroom or with bathing.*

Other than a boo-boo, doctor visit or bathroom help, should anyone be touching us in the *Bathing Suit Zone*?  
**No.**

This *Stormy Behavior* is called Abuse.

(Show PowerPoint Slide #16)

Could someone we know abuse a child? **Yes.**

Could a grown-up we know abuse a child? **Yes.**

Could an older, stronger child (or teen) we know try to look at, take pictures of or touch a child's private parts? **Yes.**

Are these *Stormy Behaviors* against the law? **Yes.**

Let's use our built-in computers to answer this question: If a child is thinking about using *Stormy Behaviors* on another child, what can they do instead? *Ask a grown-up for help.*

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

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

Grown-ups can help kids to stop having those thoughts.

- Can we tell a Trusted Adult if someone tries to abuse us, or hurt us in any way? (Show PowerPoint Slide #17)  
**Yes.**

It is 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, can we tell another Trusted Adult or grown-up, at home or at school?

**Yes.**

Would it be hard to tell about being hurt or abused by someone we love, like someone in our family?

**Yes.**

## Teaching Lesson 4, cont.

I think it would be very hard too, but **kids have a right to be safe**, so you can tell a Trusted Adult or other grown-up.

And when it comes to telling about abuse, we always tell the **truth**. Let us all say this together:

*"We always tell the truth."*

*(Show PowerPoint Slide #18)*

8. Sometimes, children who have been abused think they did something to make it happen to them, but they did not. Being abused is NEVER a child's fault.

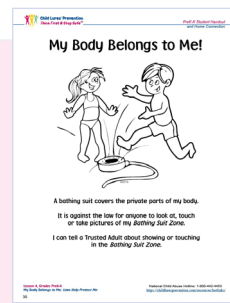
Let us all say this together:

*"Being abused is NEVER a child's fault."*

Let us all say this together again:

*"Being abused is NEVER a child's fault."*

- Review Student Handout, *My Body Belongs to Me!*, p. 30  
*(Children may color. Send handout home with students.)*
- Review Lesson Recap, below, with students.



## Lesson 4 Recap: My Body Belongs to Me! Laws Help Protect Me

- My Body Belongs to Me!
- It is against the law for anyone to look at, take pictures/video of, or touch a child's private parts with any part of their body.
- It is against the law to make a child look at, take pictures/video of, or touch another person's private parts with any part of their body.
- Abuse is usually by someone we know.
- We can tell a Trusted Adult about abuse.
- Being abused is NEVER a child's fault.

## Presenter's Notes:

## Lesson Plan #5

All Secrets Can Be Told  
*The Siren in My Belly*

## Presenter Overview &amp; Resources

Grades PreK-K

The human body is wired with an impressive inner warning system. These gut feelings work every day to protect us against unhealthy and unsafe situations. By teaching children to recognize and listen to the funny or “uh-oh” feeling in their belly -- the “siren in their belly” (instincts), we can help them stay safe.

In an effort to stop or interrupt grooming, children are taught that they don't need to wait until something happens to tell a Grown-up about the funny or “uh-oh” feeling in their belly. Instead, they can tell any Grown-up right away! (NOTE: *Not everyone can feel their instincts, especially if trauma has been experienced. The lesson is sensitive to this fact. See p. 16, #4*)

Because secrets play an important role in child sexual abuse, students learn that All Secrets Can Be Told, even if they've been keeping their secret for a long time or have been threatened not to tell.

This lesson ends with a positive thinking activity (My Best Surprise Ever) to help ensure children finish on an upbeat note.

## Behavioral Objectives:

- Apply the Funny or “Uh-Oh” Feeling in Our Belly rule in response to bullying and abuse scenarios.
- Apply the Rules About Secrets, and tell a grown-up if not sure about whether to tell.
- Apply the All Secrets Can Be Told rule, even if they have been keeping a secret for a long time or are scared to tell.
- Identify their two Trusted Adults by name.



## Key Points

- All secrets can be told.
- Remember the Rules about Secrets: If NOT SURE, TELL a grown-up.
- Instincts are a siren in my belly.
- If we get a funny or “uh-oh” feeling in our belly, we can tell a grown-up right away.

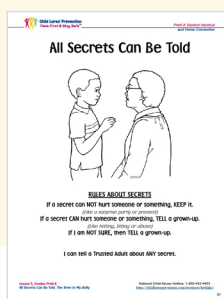


## Vocabulary

Warning system, belly, instincts, siren, weird, yucky, funny feeling, secret, threaten

Props  
and  
Activities

1. Toy emergency vehicle with siren (or image of emergency vehicle or siren)
2. Classroom PowerPoint, Slides 19-20
3. Class Activity, p. 17
4. Student Handout, *All Secrets Can Be Told*, p. 31



Student Handout



PowerPoint Slides 19-20

## End of Lesson 5 Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout](#), *All Secrets Can Be Told*, for children to color, p. 31.
- \_\_\_\_\_ Review and send home with students.
- \_\_\_\_\_ Suggest students share and practice their [Class Activity](#) at home with their families.

## Teaching Lesson 5

### Discussion and Activities



**Quick Review:** In our last lesson, we learned that the private parts of our body are just that - private. Our private parts are covered by a bathing suit. We call it our Bathing Suit Zone.

We also learned that it is Against the Law for someone to look at, touch or take pictures of a child's private parts. This is called abuse. No one should abuse a child. Ever.

Today we will learn about a special warning system that we have in our bodies. This special warning system can help us stay safe. We will also talk about secrets, and learn that all secrets can be told.

1. What does an emergency siren tell us? (*Show image of emergency vehicle or sound a siren.*)
  - *Something is wrong.*
  - *Someone is in danger. Someone is hurt.*
2. How do we feel when we hear a loud siren?
  - *Scared, Worried, Excited*

Please point to where those feelings come from.  
*(Most students will point to their belly.)*
3. Yes, most of us pointed to our belly. Does anyone know what those feelings are called?
 

*Instincts.* (*Show PowerPoint Slide #19.*)

Instincts are:

  - feelings we get about people or situations.
  - a warning that something is wrong or not safe.
4. Instincts are our very own siren in our belly. Not everyone gets these feelings, but have you ever had a weird, yucky or funny feeling about someone or something, but did not know why? (*Show of hands.*)

Has somebody ever said or done something that gave you a funny or "uh-oh" feeling in your belly?

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

*The siren in our belly. Our instincts.*

If we get a funny or "uh-oh" feeling in our belly about someone or something, what is our siren telling us?

*That something is not right. Be careful.*

If someone or something makes our siren go off, giving us a funny feeling in our belly, do you think we should tell a parent or another grown-up? *Yes.*

5. Do you know what the best part is about the siren in our belly? (**Pause**)  
We do not have to wait until something happens. We can tell a grown-up about any funny feelings right away!

6. Here's another question: What is a secret?  
*Something you do not tell anyone; something you keep to yourself.*

7. How many of you have shared a secret with a friend, a brother or a sister? (Show of hands.)  
That is fun. Lots of kids tell and share secrets with friends, brothers and sisters. Most of these secrets are silly - and safe.

But sometimes secrets can hurt people. So, here are **Rules\* About Secrets:**

- If a secret can NOT hurt someone or something, **keep it.** (*Like surprise parties and presents*)
- If a secret CAN hurt someone or something, **tell a Grown-up.** (*Like hitting, biting or abuse.*)
- **If you are NOT SURE, tell a Grown-up.** You will not get in trouble for asking a grown-up to help you with a secret. **Remember, All Secrets Can Be Told.**

8. Time to practice. Are these secrets we keep or tell?  
(Have students say "Keep" or "Tell")
  - a. A surprise party. *Keep.*
  - b. A gift you made for Mother's Day. *Keep.*
  - c. Surprising your Dad with cookies when he gets home from work. *Keep.*

Very good! Surprises like these we keep for a little while, **but we know when they will be told.**

9. What about these secrets: should we keep these secrets or tell a Grown-up? (Have students say "Keep" or "Tell." If they are not sure, they should say "Tell.")
  - a. Your Mom or Dad hits you at home. *Tell.*
  - b. Your neighbor touches you in the *Bathing Suit Zone* and says not to tell anyone. *Tell.*
  - c. An older cousin puts their finger in your mouth. *Tell.*  
No one should put things in your mouth. Always tell.
  - d. A friend says someone hurt her once. *Not Sure/Tell.*

**Remember the Rules about Secrets: If you are NOT SURE, TELL a grown-up.**

10. Can we tell a Trusted Adult about a **secret** we've been keeping for a long time?  
*Yes.*  
It is never too late to tell a Trusted Adult or other grown-up about **any** secret. (*Show PowerPoint Slide #20*)
11. Can we tell a Trusted Adult about secrets we have been told not to tell?  
*Yes.*  
Yes, we can tell a Trusted Adult, even if someone would be sad that we told. We can tell a grown-up even if someone threatens to hurt us, or a pet, if we tell. Grown-ups and Trusted Adults are here to help us stay safe!

Let us say this together one more time:

**All Secrets Can Be Told.**

\*Nat'l Crime Prevention Council



## Teaching Lesson 5, cont.

**Conduct Class Activity**

**PreK-K: My Best Surprise Ever** - Each student shares with the class the best surprise they ever had. (Examples: A birthday present, toy, trip, visitor, new game, event.)

If students do not have a best surprise to share with the class, encourage them to share a surprise they wish would happen to them.

*(Note to Presenter: This activity is used in both PreK and K, as it reinforces the lesson and allows students to celebrate happy moments in their lives.)*

- Review Student Handout, *All Secrets Can Be Told*, p. 31 (Children may color. Send handout home with students.)

- Review Lesson Recap, below

**Lesson 5 Recap: All Secrets Can Be Told; The Siren in My Belly**

- All secrets can be told.
- Remember the Rules about Secrets: If NOT SURE, TELL a grown-up.
- Instincts are a siren in my belly.
- If we get a funny or "uh-oh" feeling in our belly, we can tell a grown-up right away.

**Presenter's Notes:****\*NOTE TO PRESENTER**

On page 16, #9c: 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.

## Lesson Plan #6



# The Kindness of People *Grown-ups Who Can Help Me*

## Presenter Overview & Resources

Grades PreK-K

In this lesson, students learn that we can't tell just by looking at someone whether or not they are safe. Instead, we need to pay attention to a person's behavior. At least 90% of children who are sexually abused are abused by someone they already know, such as a family friend, relative, babysitter or older child.

Teaching children to equate stranger with danger enforces the myth that strangers are mean, scary-looking people who lure children into unsafe situations. The reality is that most people are kind, caring and protective of children. And sometimes, we need to rely on the very kindness of strangers. Therefore, it's helpful to teach children how to seek out adults who can safely help them if they are lost, hurt or alone.

### Behavioral Objectives:

- Identify that most strangers are kind, caring and protective of children.
- If lost or hurt, choose help from a Mom or Dad with kids, a store worker or a police officer wearing police clothes (uniform.)
- Demonstrate an understanding that Child Lures are usually used by someone the child knows, not by a stranger.



### Key Points

- Most people are sunny and safe. They do not abuse kids.
- Children who are abused are usually abused by someone they know, not by a stranger.
- If we are lost or hurt, some grown-ups who can help us are parents, police officers and store workers.



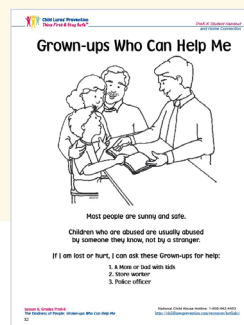
### Vocabulary

Stranger, careful, Stormy Behaviors, name tag, police officer, uniform



### Props and Activities

1. Paper and crayons/colored pencils/markers
2. Classroom PowerPoint, Slides 21-24
3. Class Activity, p. 19
4. Handout, *Grown-ups Who Can Help Me*, p.32



Student Handout



PowerPoint Slides 21-24

### End of Lesson 6 Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout](#), *Grown-ups Who Can Help Me* for children to color, p. 32.
- \_\_\_\_\_ Send home with students.

## Teaching Lesson 6

### Discussion and Activities



**Quick Review:** In our last lesson, we learned that All Secrets Can Be Told. We also learned that we have a siren in our belly called instincts. If we get a funny or “uh-oh” feeling in our belly about someone or something, we can tell a grown-up about our feelings **right away!**

Today, we will talk about choosing grown-ups to help us if we are lost, hurt or alone. We see and meet people we do not know everyday, and sometimes our parents ask them for help, like at the grocery store. If we need to ask for help, it is important to choose someone who can help us safely.

- Who can tell me: What do we call a person we do not know? (*Show PowerPoint Slide #21*)  
*A stranger.*  
How often do we meet or see strangers?  
*Probably every day.*  
Are the following people strangers?  
Kids at the playground you have never met? *Yes.*  
Our school principal? *No.*  
The checkout person at the grocery store? *Yes.*

#### Conduct Class Activity:

**PreK-K: Draw a Picture of a Stranger -**  
Ask students to use colored markers to draw a picture of what they think a stranger looks like.

- What do the faces of our strangers look like?  
*(Mean, scary, funny, nice, sad.)*  
Some of the faces look scary or mean, but most look like regular people – like us!  
  
Would you say that most people we meet, even strangers, are kind and safe? *Yes.*  
Even so, would we ever just go with someone we do not know? *No, we would not.*
- Most of the time, when a child is abused, do you think it is by a stranger, or by someone they already know?  
*Most kids are abused by someone they already know.*  
*(Show PowerPoint Slide #22)*  
  
Could it be someone very close to us, like someone in our family, a babysitter or a friend?  
*Yes.*  
Could it be someone we know, but not very well, like a bus driver, older child or neighbor?  
*Yes.*
- Can we tell just by looking at someone if they are safe or not safe? (*Show PowerPoint Slide #23*)  
*No.*

So when it comes to staying safe, should we be careful of people who look a certain way (hold up student drawing of a scary “stranger”) or people who use Stormy Behaviors?

*People who use Stormy Behaviors*

Yes, we need to watch out for Stormy Behaviors, especially ones that give us a funny feeling in our belly.

- It is also important to remember that there are times we may need help from people we don’t know. Like if we got hurt or lost.

Time to use our Built-In Computers again. Would the following people be safe choices to help us?

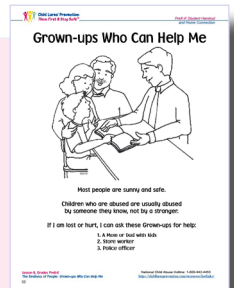
*(Show PowerPoint Slide #24)*

- A mom or dad, with children of their own.  
*Yes.*
- Someone working at a store, (wearing a name tag, and working behind the store’s counter.)  
*Yes.*
- A police officer wearing a police uniform, (in their police car.)  
*Yes.*

Yes, if we need help, these are some safe and sunny grown-ups.

- Review Student Handout, *Grown-ups Who Can Help Me*, p. 32  
*(Children may color. Send handout home with students.)*

- Review Lesson Recap, below



### Lesson 6 Recap: Kindness of People, Grown-ups Who Can Help Me

- Most people are sunny and safe.
- Most people do not abuse children.
- Children who are abused are usually abused by someone they know, not by a stranger.
- If we are lost or hurt, some grown-ups who can help us are parents with children of their own, police officers wearing a police uniform (in their police car) and store workers wearing a name tag.



## Lesson Plan #7

# I am Special!

## Being Abused is Never a Child's Fault

### Presenter Overview & Resources

Grades PreK-K

When we nurture their self-esteem, we help instill in children the belief that all people deserve to be treated with kindness.

Since juveniles who commit sexual offenses are responsible for 30-40% of childhood sexual abuse, children are encouraged to seek help from an adult if they have thoughts of harming another child - or their self. Additional strategies are offered to help children calm down and relax. The lesson's suggested musical video, which teaches students how to "Belly Breathe," brings smiles to children and adults alike.

It's important to reassure children that being abused is never a child's fault. Children who experience the trauma of any type of harm, sexual abuse, or attempted abuse, need to be reassured that it was in no way their fault, nor does it make them any less special.

### Behavioral Objectives:

- Believe they deserve to be treated with kindness.
- Treat others with kindness.
- Ask for help if having thoughts of harming self or others.
- Program their brains with Think First & Stay Safe Rules:
  1. My Body Belongs to Me
  2. I Can Ask for Help with my Safety
  3. All Secrets Can Be Told
  4. Being Abused is Never a Child's Fault



### Key Points

- Like a snowflake, each of us is special.
- We treat one another with kindness and respect.
- Abusing someone is not being kind.
- Being abused is never a child's fault.
- Kids who are thinking about abusing other kids can ask a grown-up for help instead.



### Vocabulary

One-of-a-kind, special, snowflake, kind, kindness, treat, hurt, calm, relax, Yoga stretch, Belly Breathe, different, fault



### Props and Activities

1. Classroom PowerPoint, Slides 25-27
2. Class Activity, p. 21
3. Student Handout, *I am Special*, p. 33
4. Post-Test Student Evaluation, pp. 23-24  
(Also available on the PreK-K PowerPoint, slides 31-42; Answer Key on slide 43)
5. Recommended Video: **Elmo's Belly Breathe**, [https://www.youtube.com/watch?v=\\_mZbzDOpyIA](https://www.youtube.com/watch?v=_mZbzDOpyIA) (2 min. in length)



Student Handout



PowerPoint Slides 25-27

### End of Lesson 7 Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Instruct children to color [Student Handout](#), *I am Special*, p. 33.
- \_\_\_\_\_ Review & send home with students.
- \_\_\_\_\_ Conduct [Post-Test Student Evaluations](#), pp. 23-24.  
(Pre/Post Test also on PreK-K PowerPoint: Questions on Slides #28-37, Answer Key on Slide #38).



## Teaching Lesson 7

 Discussion and Activities

**Quick Review:** In our last lesson, we learned that most people are sunny and safe. They do not abuse children. But children who are abused are usually abused by someone they know. Kids can ask a grown-up for help with their safety.

If we are ever lost or hurt, who are some grown-ups who can help us? Some safe choices are a Mom or Dad with kids, a police officer (wearing police clothes) or a store worker.

We are all very special people. Each one of us is different and beautiful in our own way.

1. Let us take a moment and think: what are some of the many things you like about yourself?

What are one or two things you do not like so much about yourself? Do not be too hard on yourself!!

2. Does anyone know what “one-of-a-kind” means?

*There is only one like it.*

Is there anyone else in the entire world just like you?

*No.*

Are each of us “one-of-a-kind”?

*Yes.*

Everything about us, both the things we like and even the things we do not like, make each of us a one-of-a-kind person.

**Conduct Class Activity****PreK-K: I am Special!**

Pass out the “*I am Special!*” Student Handout (p. 33). Ask students if any two snowflakes on the page are the same. *No.* Explain to students that no two snowflakes are ever the same. They are all “one-of-a-kind.” Ask students if they think each snowflake on the page is beautiful in its own way. *Yes, they are.*

3. Let us think about this: Out of all the billions of people in the whole world, there is no one else just like you.

Does that make you feel special?

*Yes. (Display students' snowflakes.)*

It should! Just like **snowflakes**, we are all one-of-a-kind!  
(Show PowerPoint Slide #25)

4. Knowing that each of us is one-of-a-kind, why should we expect people to always treat us with kindness?

*Because we are special.*

And why should we try to always treat other people with kindness?

*Because they are special too!*

5. If someone tries to hit, hurt or abuse us, is that person treating us with kindness? *No.*

Time to use our built-in computers to answer this next question: If a child is having thoughts about hurting their self or others, what can they do instead?

*Ask a grown-up for help.*

That is right. Who could the child ask for help?

*A parent, grandparent, teacher, school nurse or counselor, doctor or another grown-up.*

Kids can also do something to help them calm down and relax, like taking a walk, dancing or doing a Yoga stretch.

Here is another thing kids can do to help calm down and relax. It is called Belly Breathe. Let's watch Elmo show us how to do it. (**Show Elmo's Belly Breathe musical video**, [https://www.youtube.com/watch?v=\\_mZbzDOpyIA](https://www.youtube.com/watch?v=_mZbzDOpyIA))

6. Sometimes, children who have been abused think they did something to make it happen to them. But they did not!  
(Keep showing PowerPoint Slide #25)

This is something very important for everyone to know:

**Being Abused is Never a Child's Fault.**

Nothing a child says or does gives anyone the right to hurt or abuse them in any way. Let us all say this together:

**Being abused is NEVER a child's fault.**

7. **Please listen closely to this next thing I say.**

(Wait for everyone's attention.)

If you have been hurt or abused, that DOES NOT make you any less special. Remember, nothing and no one can make us less special! Ever.

8. Just like snowflakes, each one of us is different and beautiful in our own way.

So how should we treat other people?

*With kindness.*

And how should other people treat us?

*With kindness.*

**PROGRAM CONCLUSION:**

9. Let us all say these four **Safety Rules** together:  
(Show PowerPoint Slide #26. Point to each balloon.)
  - 1) My Body Belongs to Me!
  - 2) I Can Ask for Help with my Safety.
  - 3) All Secrets Can Be Told.
  - 4) Being Abused is Never a Child's Fault.
10. **Please remember to be kind to one another and ask for help if needed.** (Show PowerPoint Slide #27)  
**Thank you for training your brain to Think First & Stay Safe!**

- Review Handout, *I Am Special*, p. 33  
(Children may color and take home.)
- Review Lesson Recap, p. 22
- **Conduct Post-Test Student Evaluation.**



## Program Conclusion

At this time, it is recommended Presenters:

- Administer the **Post-Test Student Evaluation** (pp. 23-24 and **PowerPoint Slides #28-37**). *Reviewing the questions/answers verbally will serve as a helpful final program review. Documenting written answers on provided Student Evaluation form is best practice.*

**Think First & Stay Safe Student Evaluation**

Name: \_\_\_\_\_ This Test / Post-Test / Check One  
Date: \_\_\_\_\_ Grade Level: Pre-K, K, 1-2, 3-4, 5-6

1. Is the human brain the most powerful computer in the world?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

2. Are most people funny and safe?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

3. Do some people use liberty belts?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

4. Can kids be abused by someone they know?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

5. Does a bathing suit cover the private parts of the body?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

6. Is abusing a crime against the law?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

7. Should we always tell the truth about abuse?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

8. Can all secrets be bad?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

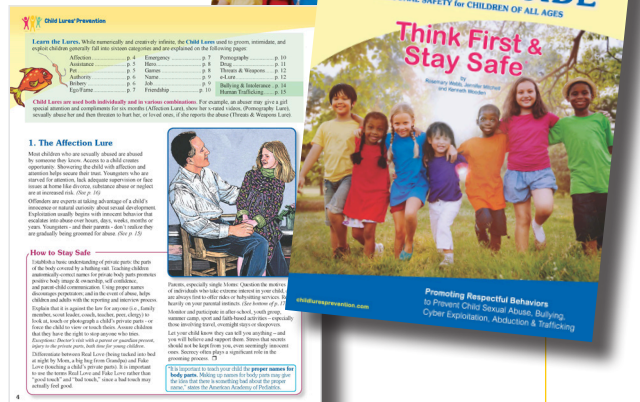
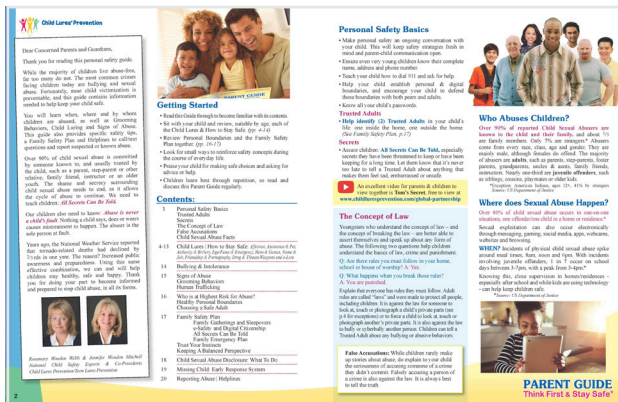
9. Is it a child's fault if they are abused?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

10. Can we train our brain to Think First and Stay Safe?  
Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

**ANSWER KEY:** 1. Yes 2. No 3. Yes 4. Yes 5. Yes 6. Yes 7. Yes 8. No 9. No 10. Yes

- **Optional:** Distribute a **Parent Guide** for each student to take home before, or after, classroom presentations. The Think First & Stay Safe™ Parent Guide (20-page, color-illustrated) provides parents and guardians with current, relevant personal safety information - including proven prevention strategies - to sit down and share with their youngsters, age appropriately. The Parent Guide provides the words and illustrations to help reinforce curriculum concepts at home.

Encourage families to review often, especially prior to holiday and summer breaks. Available in English and Spanish.



Sample pages, Think First & Stay Safe™ PARENT GUIDE

# Think First & Stay Safe™

## Student Evaluation

Name: \_\_\_\_\_

**Pre-Test / Post-Test** (Circle One)

Date: \_\_\_\_\_

**Grade Level** PreK K (Circle One)



1. Is the human brain the most powerful computer in the world?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_



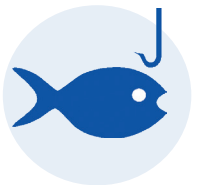
2. Are most people sunny and safe?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_



3. Do some people use Stormy Behaviors?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_



4. Can kids be abused by someone they know?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_



5. Does a bathing suit cover the private parts of the body?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_



6. Is abusing a child against the law?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_



7. Should we always tell the truth about abuse?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_



8. Can all secrets be told?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_



9. Is it a child's fault if they are abused?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_



10. Can we train our brain to Think First and Stay Safe?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Don't Know: \_\_\_\_\_

**ANSWER KEY:**

1. Yes  
2. Yes

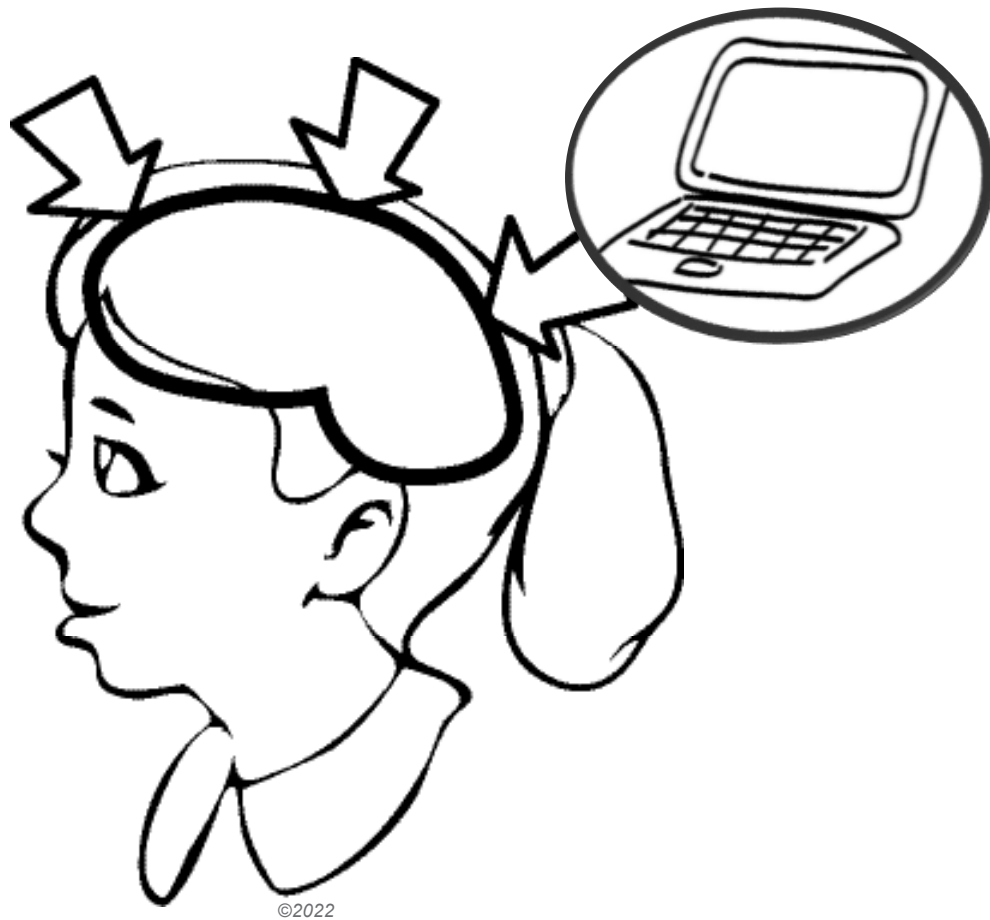
3. Yes  
4. Yes

5. Yes  
6. Yes

7. Yes  
8. Yes

9. No  
10. Yes

# Think First and Stay Safe



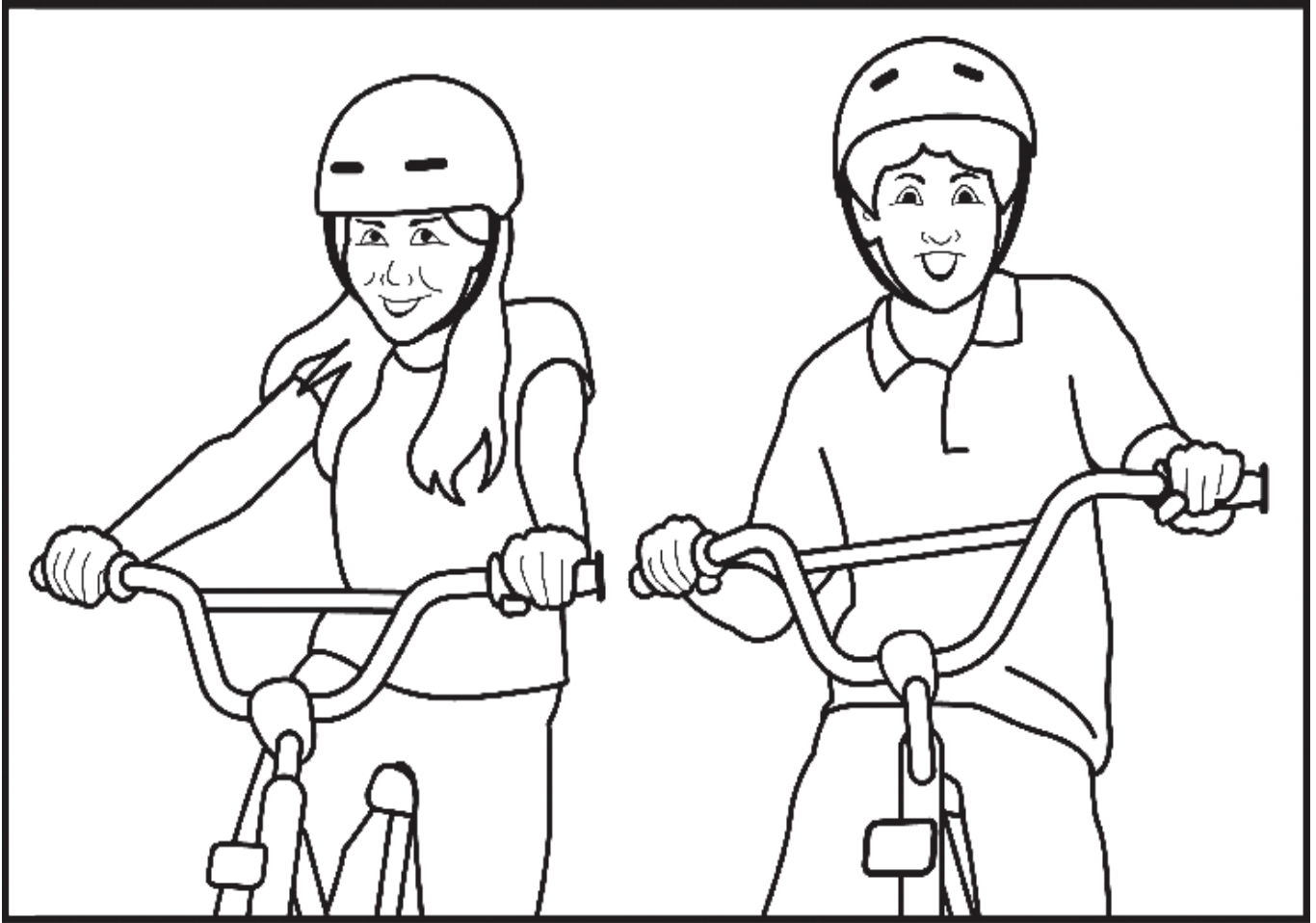
**My brain is my built-in computer.**

**I am learning the *Think First & Stay Safe* program.**

**I can train my brain to help me stay healthy and safe.**



# A bike helmet helps protect my Built-in Computer -- my brain!



I can train my brain to stay safe.

*(Color the two bike helmets red.)*

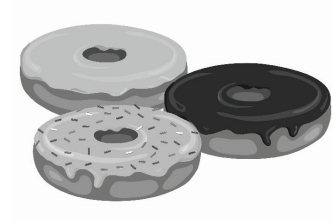
# Planning a Healthy Snack!

(Circle the healthiest choices below)

I will eat:



Carrots



Donuts

I will eat:



Apple



Candy Bar

I will drink:

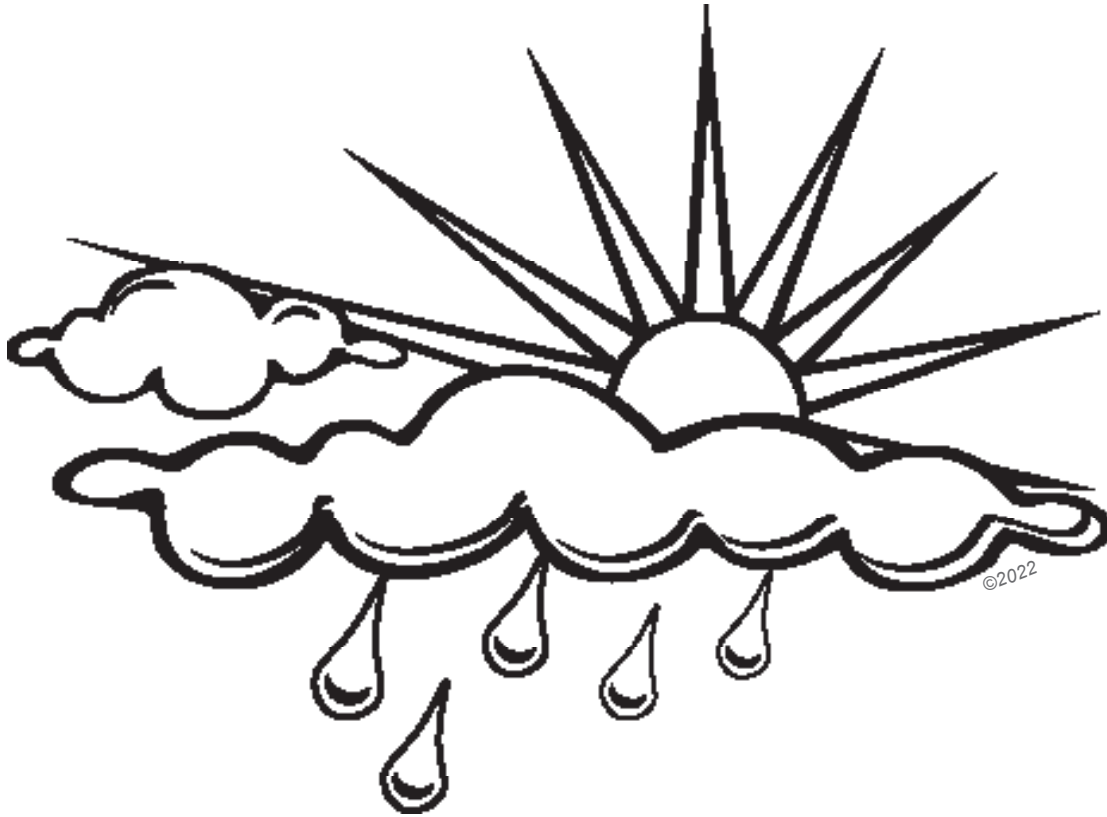


Soda



Milk

# People are Like the Weather

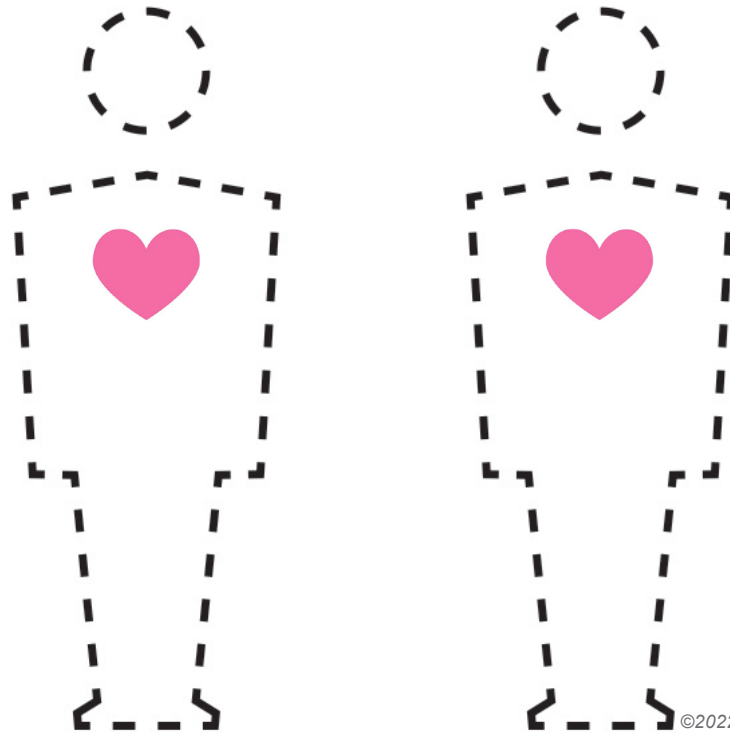


Like the weather, most people are Sunny & Safe.

Like the weather,  
people's behavior can change from Sunny to Stormy -  
*even people who are usually nice to us.*

I can always ask a Grown-up for help  
with Stormy Behaviors and my safety.

# My Trusted Adults



My two Trusted Adults are:

and \_\_\_\_\_.

I can ask a Trusted Adult for help with my safety.

Grown-ups can help me Stay Safe.

# My Body Belongs to Me!



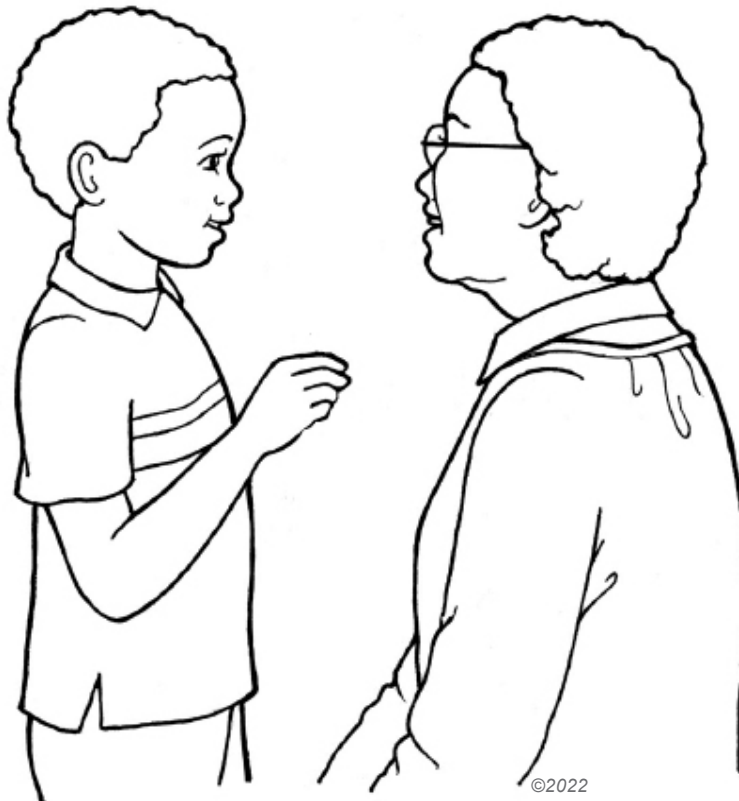
**A bathing suit covers the private parts of my body.**

**It is against the law for anyone to look at, touch  
or take pictures of my *Bathing Suit Zone*.**

**I can tell a Trusted Adult about showing or touching  
in the *Bathing Suit Zone*.**



# All Secrets Can Be Told



## RULES ABOUT SECRETS

If a secret can NOT hurt someone or something, KEEP it.

*(Like a surprise party or present)*

If a secret CAN hurt someone or something, TELL a grown-up.

*(Like hitting, biting or abuse)*

If I am NOT SURE, then TELL a grown-up.

I can tell a Trusted Adult about ANY secret.

# Grown-ups Who Can Help Me



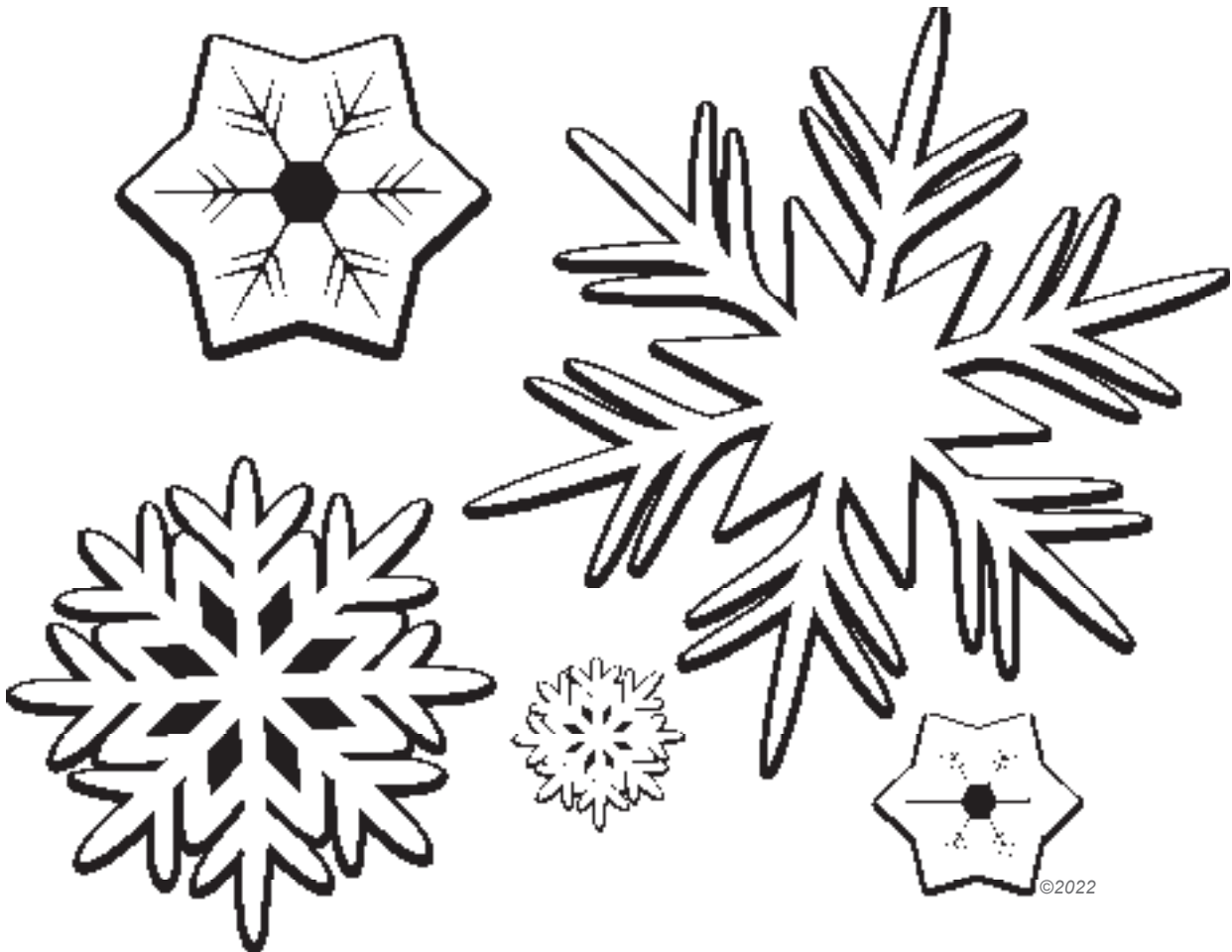
Most people are sunny and safe.

Children who are abused are usually abused  
by someone they know, not by a stranger.

If I am lost or hurt, I can ask these Grown-ups for help:

1. A Mom or Dad with kids
2. Store worker
3. Police officer

# I am Special!



I am special and one-of-a-kind, like a *snowflake*.

I deserve to be treated with kindness.

Being abused is never a child's fault.

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

Dear Family,

Our school will begin using the *Think First & Stay Safe™* personal safety program.

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

PreKindergarten and kindergarten students are taught the importance of treating one another with kindness and respect. They will learn to recognize sunny and “stormy” behaviors, talk about safe and not safe touching and choose grown-ups who can help them with their safety.

After each classroom lesson, we’ll be sending home a Student Handout for you to review with your child. Parents and guardians who support personal safety education are taking an important step to help reduce the risk of abuse. We’d like to invite you to be our Partners in Prevention by reviewing and reinforcing the program’s safety messages regularly with your child.

In addition to the take-home Student Handouts, (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 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 the 16 Child Lures outlined in the guide, the proven safety strategies 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 safety of our precious children.

Sincerely,

---

Program Director/School Principal  
(Phone | email)

# Tips for Safeguarding Your Child

Dear Family,

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

- ☑ Teach your child their full name, address and phone number (including area code.)
- ☑ Teach your child how to dial 911.  
-----
- ☑ Discuss body safety as a family on a regular basis, especially for holidays & school breaks.
- ☑ 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 to expect the same in return.
- ☑ Teach your child to ask for permission before touching others or their belongings.  
-----
- ☑ At home, help ensure all family members have privacy during dressing, bathing, toilet time, sleeping and other personal activities.
- ☑ Teach your child that their body belongs to them.  
-----
- ☑ Establish an understanding of private body parts using anatomically-correct names.\*
- ☑ Make family members, caretakers and babysitters aware that you teach your child body safety.  
-----
- ☑ 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.

- ☑ Stress that all secrets can be told, especially secrets that make kids feel confused or scared.  
-----
- ☑ Help your child name two Trusted Adults in their life; preferably one at home and one at school.
- ☑ Explain the importance of telling a Trusted Adult about being hurt or abused.  
-----
- ☑ Trust your instincts about people and situations.
- ☑ Teach your child to tell you right away about any funny or "uh-oh" feelings they get about a person or situation. Instincts are rarely wrong.  
-----
- ☑ Closely supervise children, especially during multi-family and/or multi-age gatherings.  
*(30% of child sexual abuse is by other kids.)*
- ☑ Sleepovers provide opportunities for child sexual abuse by peers or adults. If you choose to allow sleepovers, inquire about supervision and ensure your child can reach you at all times.  
-----
- ☑ Assure children that being abused is never a child's fault.
- ☑ Children who have thoughts about hitting or harming others can ask a grown-up for help.  
-----
- ☑ Reassure your child that most people are kind and caring - and help children stay safe.

\*The American Academy of Pediatrics recommends parents use anatomically-correct names for private body parts, starting at birth.



# ORDER FORM

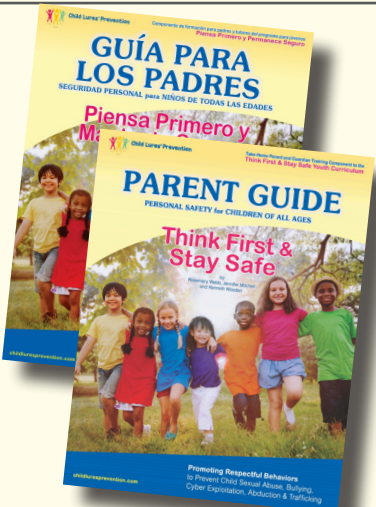
**SHIPPING ADDRESS:** (Please use street address)

**BILLING ADDRESS:**

Name: \_\_\_\_\_  
 Address1: \_\_\_\_\_  
 Address2: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

Name: \_\_\_\_\_  
 Address1: \_\_\_\_\_  
 Address2: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

Item#	Description	Unit Price	Quantity	Price
<b>THINK FIRST &amp; STAY SAFE™ - ADDITIONAL RESOURCES</b>				
CLPG-E	TFSS <b>Parent Guide:</b> English	\$ 1.00	_____	\$ _____
CLPG-Sp	TFSS <b>Parent Guide:</b> Spanish	\$ 1.00	_____	\$ _____
	<b>ADD 15% Shipping &amp; Handling</b>			<b>\$ _____</b>



Subtotal: \_\_\_\_\_

Tax Exempt Number (If Applicable): \_\_\_\_\_

CA, FL, GA, IL, NJ, NY, TX, VT Residents Add State Sales Tax: \_\_\_\_\_

Total: \_\_\_\_\_

*Thank you for protecting children and families!*

**ORDER ONLINE, <https://childluresprevention.com/shop>**

**Purchase Orders Accepted**

**PHONE ORDERS:** Call 1.802.985.8458  
 Email: [info@childluresprevention.com](mailto:info@childluresprevention.com)

**U.S. MAIL ORDERS, SEND TO:**  
 Child Lures Prevention  
 P.O. Box 189  
 Hinesburg, Vermont 05461-0189

**INDICATE PAYMENT METHOD:**

**Check:** (Payable to "Child Lures Prevention")

**Credit Card:** VISA\_\_\_ MasterCard\_\_\_

Name: \_\_\_\_\_

Card #: \_\_\_\_\_

Expires: \_\_\_\_/\_\_\_\_ (Month/Year)

**TRAINING  
RESOURCES  
for  
All Adults**

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



## Think First & Stay Safe™ Adult Training TRAINING MODULES

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

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

**Educator Training for Youth Curriculum Implementation**

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

**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**

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**Authored by Kenneth Wooden, Rosemary Wooden Webb and Jennifer Wooden Mitchell**

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## Important 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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