



Child Lures® Prevention

# Think First & Stay Safe™

PRESENTER'S GUIDE

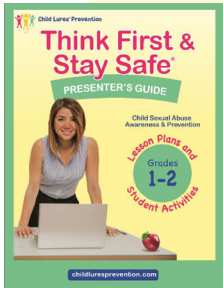
Child Sexual Abuse  
Awareness & Prevention

Lesson Plans and  
Grades  
**1-2**  
Student Activities



Grades 1-2 Lesson Plans and Student Activities

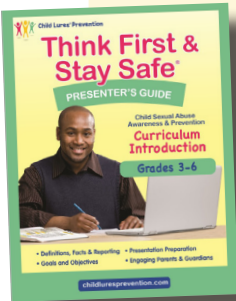
## Note to Presenter



**This Presenter's Guide contains Lesson Plans for Grades 1-2 only.**

A corresponding PowerPoint presentation for Grades 1-2 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 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.

For Grades 1-2 program implementation, the following Training Module is recommended:

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



Training Modules  
on yellow USB Flash Drive



## 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. 24-25) 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 1-2 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.

## Lesson Plans for Grades 1-2

<b>Lesson 1: Training My Brain to Think First &amp; Stay Safe</b> .....	4
<b>Lesson 2: Sunny People &amp; Stormy Behaviors: Being Kind &amp; Respectful</b> ....	6
<b>Lesson 3: Child Luring: Telling My Trusted Adults</b> .....	9
<b>Lesson 4: Laws Help Protect Me: My Body Belongs to Me!</b> .....	12
<b>Lesson 5: All Secrets Can Be Told: Listening to the Siren in My Belly</b> .....	16
<b>Lesson 6: The Kindness of People: Choosing Grown-Ups to Help Me</b> .....	19
<b>Lesson 7: My Dignity: Bullying and Abuse are Not My Fault</b> .....	21
<b>Student Evaluation (Pre/Post Test)</b> .....	24-25
<b>Student Handouts</b> .....	26-33
<b>Welcome Letter for Parents/Guardians, Template</b> .....	34
<b>Tips for Safeguarding Your Child, Family Handout</b> .....	35
<b>Order Form for optional Parent Guide</b> .....	36
<b>Training Module Resources for Educators and Parent/Guardians</b> .....	37
<b>National Helplines</b> .....	38

## Student Handouts

Student Handouts are located on pp. 26-33 and are licensed to be printed and distributed to students each year.

## Corresponding Classroom PowerPoint Presentation

The **Grades 1-2 Classroom PowerPoint Presentation** slides are to be shown during the Lessons when designated.

## Child Development & Personal Safety, Grades 1-2

**First and second graders** experience many changes in their lives. Independence from family becomes more important now. School brings them into regular contact with the larger world, and friendships become progressively important.

Physical, social, and mental skills develop quickly at this time. This is a critical time for children to develop confidence in all areas of life, such as through friends, schoolwork, and sports.

As **children in grades 1-2** 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



# Training My Brain to Think First and Stay Safe

### Presenter Overview

Grades 1-2

Students are introduced to the *Think First & Stay Safe™* program with the assurance 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 kids do and use to stay healthy and safe.
- Recognize they have a powerful 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 everyday things we do to help keep our bodies healthy and safe.
- Our brain is our built-in computer. It is an amazing and powerful tool!
- We can train our brains to *Think First and Stay Safe!*



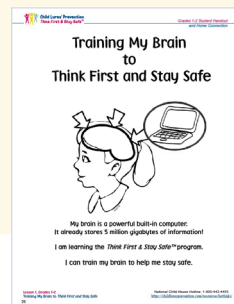
### Vocabulary:

Tool, healthy, unsafe, sunscreen, life jacket, fire alarm, smoke detector, gigabyte, amazing, powerful, program

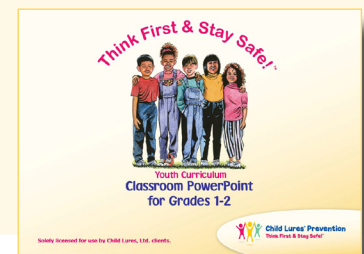


### Props and Activities:

1. Computer (or picture of computer)
2. Grades 1-2 PowerPoint (PPT); Slides #1-3
3. Class Activity, p. 5
4. Student Handout, "Training My Brain" p. 26



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, pp. 24-25 and on slides #28-38 of Class PowerPoint.
- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout](#), "Training My Brain to Think First and Stay Safe" for students to color, p. 26
- \_\_\_\_\_ Review and send home with students.

## Teaching Lesson 1

 Discussion and Activities

Today we're starting a body safety program called *Think First & Stay Safe*, which is all about staying healthy and safe. Grown-ups help us stay safe, but did you know that each one of us *also* has a powerful tool to help with our safety? (*Show PowerPoint Slide #1*)

Let's find out what powerful tool each one of us already has to help us stay healthy and safe!

1. Before I teach you something, I'm hoping you can teach me something! I have two questions for you. One: What are some everyday things we can do to help keep our bodies healthy and safe?

An example is to wear sunscreen. Sunscreen protects our skin from the sun. Who can name another thing we do to stay healthy and safe?

- Wash our hands.* (Protects us from germs.)
- Eat a healthy diet with more fruits & vegetables/ less sugars & fats.* (Keeps our hearts healthy.)
- Drink milk.* (Helps our bones grow healthy/strong.)
- Exercise and play outside.* (Both are healthy.)
- Get plenty of sleep.* (Allows our bodies and brains to rest and grow.)
- Don't smoke/vape and avoid other people's smoke.* (Keeps our lungs healthy.)

2. Question two: What are some things we use to help keep us safe and healthy? Example: Bicycle helmets (*Allow several students to respond.*)

- Car/booster Seat & Seat Belt.*
- Wrist/elbow/knee/shin guards.*
- Fire alarms and smoke detectors.*
- Wear a life jacket.*

3. Each of us has our very own built-in personal computer that helps us store information, like the information you all just shared with the class. Who can tell me: what do I mean when I say your "built-in-computer"? (*Show PowerPoint Slide #2*) What is it? *Our brain.*  
Yes, our built-in computer is our brain.

4. Now, can anyone 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 when we are just 5 years old? (*student guesses*)

Scientists estimate that our brain contains over FIVE MILLION gigabytes when we are 5 years old.<sup>1</sup> Just imagine – you have at least 5 million gigabytes of information in your brain!

That's a lot of brain power, isn't it?

*Yes!*

5. There is no other computer anywhere in the world that can compare with the human brain.

Let's all say this together:

*"Our brains are the most powerful computers in the world."*

Our brains are amazing and powerful tools.

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

*Yes!*

6. Computer programs store information inside a computer. (*Show PowerPoint Slide #3*) We're going to program our built-in computers, our brains, to store information about staying safe and who we can ask for help when needed.
7. Does everyone have the computer between their ears turned on? *Yes!*  
Good, because we're going to train our brains, our built-in computers, to do what?  
*To Think First & Stay Safe!*  
It's the job of grown-ups to help kids stay safe. Kids can use their brains to help too.

**Presenter, if time permits, conduct grade specific Class Activity, in yellow box below.**

- Distribute and review Student Handout, *Training My Brain to Think First and Stay Safe* p. 26.
- Review Lesson Recap, below.

## Class Activity

**Grade 1:** Ask students: are the following things Safe or Unsafe (Not Safe). Have them stand up for Safe; sit down for Unsafe. Swimming alone, wearing sunscreen, touching a hot stove, looking both ways before crossing the street, playing with matches/lighter, playing a game with your family.

**Grade 2:** Safe | Unsafe (Not Safe): Make two columns, Safe & Unsafe (Not Safe). Have students suggest items to list under each heading (i.e. *Safe*: Flashlight, game, toy, kite. *Unsafe*: Matches, sharp scissors, knife, electrical outlet, hot stove, swimming alone.) Discuss.



## Lesson Recap:

- It is the job of grown-ups to help kids stay safe.
- There are everyday things we do to help keep our bodies healthy and safe.
- Our brain is our built-in computer. It is an amazing and powerful tool!
- We can train our brains to *Think First and Stay Safe!*



## Lesson 2

# Sunny People and Stormy Behaviors

## Being Kind and Respectful

### Presenter Overview:

Grades 1-2

By talking openly with youngsters about what constitutes healthy, respectful family and social relationships, we set behavioral expectations, which helps children better recognize aggressive and exploitive 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 by a child having atypical or problem sexual behavior, usually an older/stronger child or teen (Finkelhor, 2012).

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

### Behavioral Objectives:

- Demonstrate kindness and respect in words and actions, and expect the same in return.
- 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:

- 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.
- 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 help us stay safe from *Stormy Behaviors*.



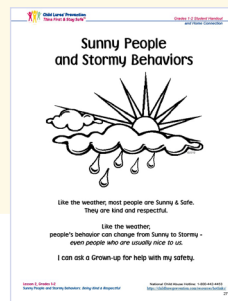
### Vocabulary:

Kindness, respect, caution, tornado, blizzard, hurricane, unsafe



### Props and Activities:

1. Images of sunshine and lightning.
2. Grades 1-2 PowerPoint (PPT), Slides #4-8
3. Class Activity, p. 8
4. Student Handout, *Sunny People/Stormy Behaviors*, p. 27



Student Handout



PowerPoint Slides 4-8

### End of Lesson Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout, Sunny People and Stormy Behaviors](#) for children to color, p. 27
- \_\_\_\_\_ 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's all say this together: *"Our brains are the most powerful computers in the world."* We can program our built-in computers with information, and train our brains to *Think First & Stay Safe*.

Today we'll talk about how people are like the weather: Most people are sunny and safe. But just like the weather, people's behavior can change from sunny and safe to stormy and unsafe. Let's find out how to stay safe from stormy behaviors.

1. 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 safest?  
*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 kind and respectful to one another? *(Show PPT Slide #5)*
  - Say "please" and "thank you."
  - Give someone a compliment (say kind words).
  - Share and take turns fairly.
  - Ask for permission to use others' belongings.
  - Ask permission before touching someone.

These are all great examples of how people behave in healthy families and friendships! Everyone deserves to be treated with kindness and respect.

**(Note to teacher:** Have students participate in the grade-appropriate [Class Activity](#). See yellow box, p. 8.)

5. Let's 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 PPT 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've known the person to be sunny for a long time?  
*Yes.*

7. Sometimes, people who are usually nice to us can change their behavior in a bad way and do things we don't like. We call these *Stormy Behaviors*. What are some examples of stormy behaviors?  
*(Show PowerPoint Slide #7)*

- Taking something without permission.
- Tickling someone, even when told to stop.
- Hitting, punching or kicking someone.
- Touching someone when asked not to.
- Walking in on private bathroom time.

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'd like to share with the class how *Stormy Behaviors* can make a person feel?  
*Worried, confused, sad, hurt, scared, mad, unsafe, other.*

Is it okay to treat someone badly or make them feel scared? *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's think about outside weather again. Do we have storms every day? *Student Answers.*  
No, we don't have storms every day -- but we do need to know what to do when storms happen.

For example, would we continue playing on the playground if a lightning storm suddenly started? *No.*  
We use caution to avoid danger.

What are some ways we can stay safe during a lightning storm?

- Stay indoors.
- If outside, stay away from tall trees.
- Lie down on the ground.

- Would we ride a bike during a tornado? *No.*
- Would a grown-up drive during a blizzard? *No.*
- Would we go on a picnic during a hurricane? *No.*

Right, we would not do any of these activities in stormy weather. We would go indoors to stay safe.

10. Now let's use our built-in computers and think: If we can take steps to stay safe from stormy weather, can we also take steps to stay safe from *Stormy Behaviors*?  
*(Show PPT Slide #8) Yes.*
11. During this program, we'll be learning how to *Think First & Stay Safe* from *Stormy Behaviors*.

Most of the time, grown-ups are here to help us stay safe. But if a grown-up is not with us, or they are using *Stormy Behaviors*, what built-in tool can we use to help us stay safe? Here's a hint: It's between our ears!

*Our brain.*

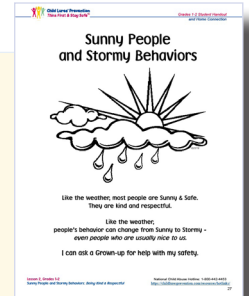
## Teaching Lesson 2, *cont.*

12. Let's review: Most of the time, is the weather sunny or stormy? (Display images of sunshine/lightning.)  
*Sunny and safe.*

And, like the weather, most people behave how?  
(Wave picture of sunshine.)  
*Most people use sunny and safe behaviors.*

- Distribute and Review Student Handout, *Sunny People and Stormy Behaviors*, p. 27

- Review Lesson Recap, below.



### Class Activity

**Grade 1: Sunny Weather or Stormy Weather?** Have students look out the window (or recall what the weather was like when they came into school.)

Is the weather outside Sunny or Stormy today?

If sunny, have each student name one thing they like to do outside in sunny weather.

*If cloudy, students can still name one thing they like to do outside in sunny weather.*

If stormy, have each student name one thing they like to do inside during stormy weather.

(Play board games, bake, color, draw, read, play an instrument, watch a movie, etc.)

**Grade 2: The Power of Words:** Have each student tell the class how they feel when someone:

1. Says something nice to them. "I feel..." (i.e. happy, smart, proud, creative.)
2. Says something mean to them. "I feel..." (sad, hurt, scared, worried.)
3. Says something mean about someone else. "I feel..." (sorry for them, sad, scared.)
4. Does something kind for them. "I feel..." (i.e. special, pleased, joyful, glad.)

Discuss the power of words and how they make us feel. Remind students that mean words can hurt others, so it's always best to say and do kind things.

### Lesson Recap: Sunny People and Stormy Behaviors; 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.
- 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 help us stay safe from *Stormy Behaviors*.

### Presenter's Notes:





Lesson Plan #3

# Child Luring

## Telling My Trusted Adults

Presenter Overview:

Grades 1-2

Children who are bullied, abused or otherwise mistreated are usually lured into the situation by someone they know, be it an adult, peer or adolescent. 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 first and second grade students, good choices for someone outside the household include grandparents, other relatives, neighbors and a teacher or other school personnel.

Identifying an adult outside the home is very 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 school 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 luring or safety issue.
- Apply assertiveness skills in response to Child Luring scenarios.

Key Points:

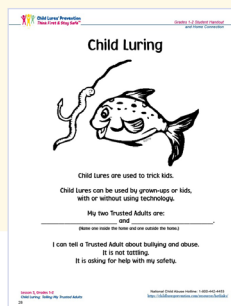
- Trusted Adults can help with *Stormy Behaviors*.
- Child Luring is tricking kids into unsafe situations.
- Child Lures can be used by both grown-ups and kids, with and without using technology.
- Telling a Trusted Adult about *Stormy Behaviors* is not tattling. It is asking for help with our safety.
- 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, hook, lure, attract, Child Luring, trick, force, avoid, situation, Trusted Adult, tattling, peers, offline, online, technology

Props and Activities:

1. Fishing pole (or image of fishing pole)
2. Grades 1-2 Class PowerPoint, Slides #9-12
3. Class Activity, p. 11
4. Student Handout, *Child Luring*, p. 28



Student Handout




PowerPoint Slides 9-12

End of Lesson Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout](#), *Child Luring* for students to color, p.28
- \_\_\_\_\_ 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 are going to talk about *Stormy Behaviors* that are used to trick or force kids into unsafe situations.

We will also choose grown-ups at home and at school 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 the shore, a dock or a boat, what are 3 things we need to catch a fish?

*A fishing pole, a hook and bait.*

What's another word for bait? *Lure.*

What exactly does a lure do?

*It attracts fish 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 a gummy worm or spaghetti as a lure to catch fish?

*No! Fish don't eat candy or spaghetti!*

That's right. We'd use things fish like. For example, an earthworm, minnow or a shiny fishing lure.

So would you say that to catch a fish, we need to use something a fish likes?

*Yes.*

OK, now let's use our built-in computers and think: If someone wants 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. A family friend says they will give us candy if we will sit in their lap during a movie.
  - b. A cousin offers to take us fishing if we don't tell our parents.
  - c. Our stepfather says we can not have ice cream until we give him a kiss on the lips.
  - d. Coach says we are the best player on the team and will give us free equipment.
  - e. Our mother's partner says we will get a new bike if we don't tell that they have been hitting us.

These are examples of Child Lures.

In the first example, a family friend says they will give us candy if we will sit on their lap during a movie. The friend is using candy as a Lure so they can touch us. That is a Stormy Behavior.

Raise your hand if you can tell us what was used as a lure in the other examples. (*b. Fishing c. Ice Cream, d. Compliments/Free Equipment, e. New Bike*)  
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's think of some grown-ups in our lives that we know and can trust. Who can we tell if someone tries to lure us into unsafe behaviors or situations?  
(*Show PowerPoint Slide #10*)
  - a. Can we tell our parents or guardian? *Yes.*
  - b. Can we tell our grandparents, or another grown-up who lives with us? *Yes.*
  - c. 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.

**(Note to teacher:** Conduct the *Class Activity, My Trusted Adults* with students. See yellow box, p. 11.)

5. Is telling a Trusted Adult about Stormy Behaviors or Child Luring the same thing as tattling?  
*No.*  
Tattling is more about getting someone in trouble. Telling is to help keep people safe.  
So, is it tattling to tell about behavior that is unsafe?  
*No.*  
Adults need to know so they can help us stay safe.
6. (*Show of hands.*) How many of you play games online? What are some of your favorite games?  
(Allow 5-7 student responses.)  
  
Who do you like to play games with online?  
*Parents, brothers/sisters, friends, cousins, etc.*
7. Do you think people can use *Stormy Behaviors* online? *Yes.*  
You are right. Who can think of an example?  
*Being mean to another player.*  
*Not letting someone play.*  
*Using swear/curse words.*

**Teaching Lesson 3, cont.**

How should people behave when they are online?  
*They should be kind and respectful.*

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

Here are some examples of how Child Lures can be used online:

- A gaming buddy tells you to give him your password. What would you do?  
*Tell my friend I don't share my passwords with anyone except my parents/guardians.*
- An online friend offers you a video game if you'll tell them where you live. What would you do?  
*I would not give out my address out to anyone online. I would tell my parents.*
- An uncle shows you pictures on his phone of someone taking a shower - and tells you to keep it a secret. What would you do?  
*Tell a Trusted Adult or other grown-up right away. It's not safe to keep secrets from parents or guardians.*

So, do you think we need to be careful of Child Lures both with and without using technology?  
*Yes.*

9. Does anyone know why we have fire drills at school?  
*To learn 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? (Show PowerPoint Slide #11)  
*Yes.*

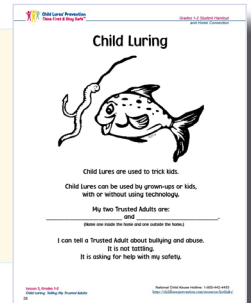
Would you say learning to *Think First & Stay Safe* from **Stormy Behaviors** is like having a fire drill?  
*Yes.*

Would you say learning to *Think First & Stay Safe* from **Child Lures** is like having a fire drill?  
*Yes.*

10. 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 and whom to ask for help, just in case!

- Distribute and Review Student Handout, *Child Luring*, p. 28

- Review Lesson Recap, below.



**Class Activity**

**Grades 1-2: My Trusted Adults:** Ask each student to think of two Trusted Adults they can talk to about anything, including inappropriate and unsafe 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:** This activity should be repeated annually, as Trusted Adults in a child's life usually change throughout the year, and from year to year.



**Lesson Recap: Child Luring; Telling My Trusted Adults**

- Trusted Adults can help with Stormy Behaviors.
- Child Luring is tricking kids into unsafe situations.
- Child Lures can be used by both grown-ups and kids, with and without using technology.
- Telling a Trusted Adult about Stormy Behaviors is not tattling. It is asking for help with our safety.
- 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

# Laws Help Protect Me My Body Belongs to Me!

### Presenter Overview:

Grades 1-2

When children understand what healthy relationships look like, it is easier for them to recognize and report inappropriate and abusive behaviors.

When discussing private parts, best practice dictates using anatomically-correct names, as it promotes positive body image, self-confidence and clear communication. State Health and Education Mandates are increasing requiring schools to teach children 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, these names may be used along with the terms **private parts** & **“Bathing Suit Zone.”** (See p. 14, #2)

When talking about children’s private parts and/or using anatomically-correct terms, students will most likely need to get the giggles out! Please allow them to do so freely, then guide them back to the lesson at hand.

Children are reassured that being bullied or abused is never a child’s fault, and that telling is not tattling - it is asking for help with a safety problem. To prevent false accusations, children learn that it is never okay to make up stories about bullying and sexual abuse. (This curriculum uses the terms *“Abuse”* and *“Sexual Abuse,”* which aligns with National Health Education Standards for Grades 1-2.)

### Behavioral Objectives:

- Recognize that rules and laws help protect children.
- Identify what constitutes bullying, cyberbullying and abuse.
- Identify body parts, including private parts.
- Refuse unwanted touching assertively.
- Apply My Body Belongs to Me rule.
- Apply Tell a Trusted Adult rule in response to bullying and abuse.
- Apply Always Tell the Truth rule when reporting bullying and abuse.



### 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.
- When kids are abused, it is usually by someone they know.
- If a child is having thoughts about hurting another child, they can ask a grown-up for help.
- It is against the law to bully or abuse another person.
- We can tell a Trusted Adult about bullying and abuse.
- Being bullied or abused is NEVER a child’s fault.



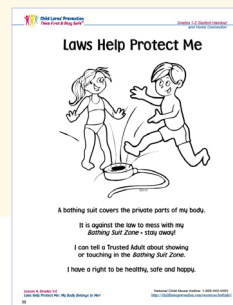
### Vocabulary:

Rules, worship, respectful, bullying, cyberbullying, tattling, mistake, appropriate, laws, crime, punish, private parts, property, mistreat, abuser, fault  
(Optional but recommended: **buttocks, anus, chest, breasts, vulva, vagina, penis, scrotum** - see p.14, #2.)



### Props and Activities:

1. Class Rules/School Policy Handbook/Bathing Suits (Boy’s & Girl’s)
2. Grades 1-2 Class PowerPoint; Slides #13-18
3. Class Activity, p. 15
4. Student Handout, *Laws Help Protect Me*, p. 30
5. Recommended Videos: **Belly Breathe with Elmo** and **My Body Belongs to Me**



Student Handout




PowerPoint Slides 13-18

### End of Lesson Presenter Checklist

- \_\_\_\_\_ Review **Lesson Recap** with students.
- \_\_\_\_\_ Distribute **Student Handout, Laws Help Protect Me** for children to color (p. 30).
- \_\_\_\_\_ Review and send home with students.
- \_\_\_\_\_ Grades 1-2: Send **“My Body Parts” Class Activity** worksheet home with students, p. 29.

## Teaching Lesson 4

 Discussion and Activities

 In our last lesson we learned that Child Lures can be used by both grown-ups and kids, with or without using technology. Telling a Trusted Adult about *Stormy Behaviors* and *Child Luring* is not tattling. It is asking for help with our safety.

Today we will be learning how rules and laws help keep kids safe.

**Part I: Laws Help Protect Me From Bullying**

1. Do we have rules we must follow at home? At school? During sports? At a place of worship?

*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.*

*(Point to Class rules, review briefly.)*

All schools have rules to help keep everyone healthy and safe. *(Show PowerPoint Slide #13)*

3. One of the rules is to be kind and respectful to each other. We know what kind means.

Who can tell us what respectful means?

*Being polite with our words and our actions.*

So, we always want to treat others how?

*With kindness and respect.*

4. Raise your hand if you can tell us: What is bullying?  
*When one or more people say or do mean things to another person, usually, more than once.*

What are some ways that people bully other people?

*Name calling, not letting them play, pushing, hitting, punching, kicking, choking, other.*

Who can tell me what cyberbullying is?

*Bullying online.*

5. *[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 grown-ups can't see it happening. Is this true? *[Await nods.]* Can anybody name a place where bullying happens, without grown-ups seeing?

*School hallways, bathrooms, bus stop, school bus, playground, cafeteria, stairways, other.*

Why do you think people who bully or hurt others usually don't want others to see?

*They don't want to get caught.*

Right, because bullying is against school rules.

Do kids who are caught bullying get punished?

*Yes.* They also get help to stop the behavior.

6. Okay, now let's use our built-in computers again! Is bullying and cyberbullying showing kindness and respect to others? *No.*

Is bullying/cyberbullying against class and school rules?

*Yes.*

All bullying is against school rules and also against the law. Laws like these help us stay safe.

7. So, who can we tell if someone is being bullied? Can we tell a teacher or someone at school? *Yes.* Can we tell parents or another grown-up or Trusted Adult about bullying? *Yes.*

It is an adult's job to help keep kids safe.

Why is it helpful to tell a grown-up if someone is being mean, or hurting you?

*The behavior is wrong and needs to be stopped. It probably won't just go away.*

Now, let's think really hard with our built-in computers. What if the person who has been hurting you (hitting, punching, kicking) is a grown-up, even a family member or one of your Trusted Adults? What can you do?

*Ask another grown-up, or Trusted Adult for help - at school, at home, doctor's office, neighborhood.*

Adults have to follow the rules and laws too. Keep telling until a grown-up helps you and stops the hurt.

Some kids say it is tattling, or trying to get someone in trouble, to tell about bullying or being hurt.

Is that true?

*No.*

Telling about Stormy Behaviors is not tattling. It is asking for help with a safety problem.

8. How can we help a friend or classmate who has been bullied?

*- Tell them you are sorry it happened to them.  
- Sit with them in class, and/or at lunch.  
- Tell them they matter to you.*

Those are great ideas and very helpful to kids who are being bullied or hurt.

9. Nobody is perfect. There may be times when we make the mistake of saying or doing unkind things to others. If we do make a mistake, what can we do?

*Tell the person "I'm sorry."*

*Promise it won't happen again.*

Suppose we 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.*

**Recommended Video: Belly Breathe with Elmo,**  
[youtube.com/watch?v=\\_mZbzDOPyIA](https://www.youtube.com/watch?v=_mZbzDOPyIA) (2:25)  
**(This musical video is excellent for young children.)**

When we treat one another with kindness and respect, we help make the world a better place for everyone.

**Part II: Laws Help Protect Me From Abuse**

1. Just like kids, grown-ups also have rules they must follow. Who can tell me what we call rules for grown-ups? *Laws.*

## Teaching Lesson 4, *cont.*

When grown-ups break the law, what is it called?  
*A crime.*

Can grown-ups get punished for crimes? **Yes.**  
Everyone needs to follow rules and laws.

2. (Grade 1: Conduct **Class Activity**, in yellow box, p. 15)  
Close your eyes and think of the last time you went swimming, ran through a sprinkler or went to a water park. Now open your eyes. (*Show PowerPoint Slide #14*)  
Which parts of the body does a bathing suit cover?  
*The private parts. (Optional:* For health and safety reasons, we need to know the correct 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.) (Gr 2: Use worksheet, p. 29.)

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

There are four VERY important things I want to tell you about the **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/video of** your *Bathing Suit Zone*.
- ☞ It is against the law for someone to **ask or tell you to look at, take pictures/video of, or touch their Bathing Suit Zone** with any part of your body.

3. Let's put that together into a sentence we can all say together: I say it, then you say it: (*Show Slide #15*)  
*It is against the law* (students repeat)  
*to mess with* (students repeat)  
*my Bathing Suit Zone. Stay away!* (repeat)  
(Help students repeat this twice, with firm voices.)

To whom does your body belong?

*My body belongs to me. It is my private property.*

Who is in charge of your body?

Students point to selves & say, "*I am in charge of my body! My Body Belongs to Me!*")

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

4. There are three reasons why someone may need to see or touch a child's *Bathing Suit Zone* for health reasons. Can anyone think of a health reason?  
1) *If a child hurts the private parts of their body.*  
2) *During a doctor's visit, with Mom/Dad/Guardian*  
3) *Help going to the bathroom or with bathing.*

Other than an injury, doctor visit or bathroom help, should anyone be touching us in the *Bathing Suit Zone* or telling us to look at, touch, or take pictures of their private parts?  
*No.*

Does anyone know what these *Stormy Behaviors* are called? (*Show PowerPoint Slide #16*)

Child Abuse. Sexual Abuse. Abuse.

During this program, we will use the word, "abuse."  
Could someone we know abuse a child?

**Yes.** (i.e. Parent, relative, neighbor, teacher)

Could an older, stronger child (or teen) we know try to look at, take pictures 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.

5. If someone tried to abuse us, what are some things we could say or do? *If possible, get to safety.*  
Say: *Stop that, My body belongs to me - stay away!*  
*You're not allowed to do that. Leave me alone.*  
**Prompt students to say, as a group:**  
*"It is against the law to mess with my Bathing Suit Zone - stay away!"*

6. Sometimes, children who have been bullied or abused think they did something to cause it to happen to them, but they did not.

Is there ever a time when a child causes someone to hurt, bully or abuse them? **No.**

That's correct. Being abused is never a child's fault. Let's say that together: *Being abused is NEVER a child's fault.*

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

Can we tell a Trusted Adult if someone shows us their private parts? **Yes.**

If this happens at home, can we tell a grown-up at school?  
**Yes.**

It's the job of grown-ups to keep kids safe. This is why telling a Trusted Adult is so important. 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.**  
We can tell as many people as needed to get help.

8. Do you think it would be hard to tell about abuse if it's done by someone we know, care about, or even love?  
**Yes.**  
I think it would be very difficult too, but **kids have a right to be safe**, so you can tell.
9. Being bullied or abused can make kids feel sad. If a child thinks about hurting themselves, can they ask for help from a parent, teacher, doctor or another grown-up? **Yes.**  
We can always ask for help with our safety.





## Lesson Plan #5

# All Secrets Can Be Told

## Listening to the Siren in My Belly

### Presenter Overview:

Grades 1-2

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, trust and listen to their instincts, we can help them stay safe. *(NOTE: Not everyone can feel their instincts, especially if trauma has been experienced. The lesson is sensitive to this fact.)*

Because secrets play an important role in crimes like bullying and sexual abuse, students learn the difference between safe and unsafe secrets. Children are reassured that they can tell a Trusted Adult or other grown-up about any secret, especially if they are scared or have been threatened not to tell. Children learn they can always tell a grown-up about bullying, abuse or being hurt in any way, even if they've been keeping it a secret for a long time.

### Behavioral Objectives:

- Demonstrate how their special inner siren can help them stay safe.
- Apply the Funny Feeling in Our Belly rule in response to bullying and abuse scenarios.
- 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:

- Some secrets we keep at first, to surprise people - but all secrets can be told.
- We can tell about any secret, especially those we've been told not to tell, or have kept for a long time.
- Instincts are an inner siren in our belly.
- Instincts tell us to slow down and be careful.
- Listening to instincts can help us stay safe.
- If someone's behavior sets off our inner siren, we can tell a Trusted Adult about it right away.



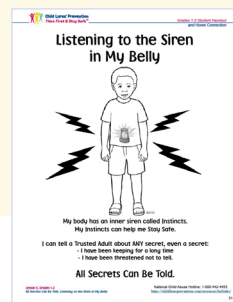
### Vocabulary:

Warning system, instincts, gut, inner, siren, gut, weird, uncomfortable, secret, disappointed, threaten



### Props and Activities:

1. Toy emergency vehicle with siren (or image of emergency vehicle)
2. Grades 1-2 Class PowerPoint; Slides #19-20
3. Class Activity, p. 18
4. Student Handout, *Listening to the Siren in My Belly*, p. 31



Student Handout



PowerPoint Slides 19-20

### End of Lesson Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute [Student Handout](#), *Listening to the Siren in My Belly* 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 bullying and abuse are against the law. We learned the private parts of our body are just that - private. Together, we practiced saying, ***“It is Against the Law to mess with my Bathing Suit Zone - stay away!”***

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

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

Point to where those feelings come from.  
*(Most students will point to their belly.)*
3. Yes, most of us pointed to our belly, our “gut.” Does anyone know what we call those feelings?  
*Instincts.*  
What are instincts? (*Show PowerPoint Slide #19.*)
  - *Feelings we get about people or situations*
  - *Sometimes instincts warn us that something is wrong or unsafe.*

Some people call instincts “gut feelings” because many of us can feel them in our gut or belly.
4. Instincts are our very own inner sirens. Like yellow traffic lights, they can tell us what?
  - *Slow down.*
  - *Be careful.*
5. Not everyone gets these feelings, but have you ever had a weird or uncomfortable feeling about someone or something, but didn't know why? (*Show of hands.*)  
  
Has somebody ever said or done something that gave you a funny, or sinking, feeling in your belly? (*Show of hands.*)  
  
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 weird feeling in our belly about someone or something what is our inner siren telling us?  
*That something isn't right and to be careful.*  
  
If someone or something makes our inner siren go off, giving us a funny feeling in our belly, do you think we should tell a parent or another Trusted Adult? *Yes.*

6. Do you know what the best part is about our inner siren? (**Pause**) **We don't have to wait until something happens. We can tell a Trusted Adult about the funny feelings we are having right away!**
7. Okay, I have a question to ask you. What is a secret?  
*Something you don't tell anyone; something you keep to yourself.*
8. I am going to tell you some secrets. You decide if they are the kind of secrets that make you feel happy, the kind you can't wait to tell. [*Raise both hands to answer “Yes”; no hands to answer “No.”*]
  - a. A surprise party. *Yes.*
  - b. Telling a friend what you got someone for their birthday. *Yes.*
  - c. Surprising your Dad with some cookies when he gets home from work. *Yes.*

Very good! Surprises like these are **safe secrets**; they are told quickly, and they make us feel happy.

9. I am going to tell you some more secrets. Again, you decide if they are the kind of secrets that make you feel happy. Are these **safe secrets** you can't wait to tell?
  - a. A boy bullies you on the bus every day and says he'll hurt you if you tell. *No.*
  - b. Your neighbor touches you in the *Bathing Suit Zone* and threatens you not to tell. *No.*
  - c. Another student steals your lunch money and says not to tell or he'll kick your dog. *No.*

So, these secrets are different. How do they make us feel? *Sad, mad, worried, scared, unsafe, etc.*

That's why we call them **unsafe secrets**. What can we do if someone tells us to keep an **unsafe secret**?

*We can tell a Trusted Adult as soon as possible.*

Right. All secrets can be told.

Let's all close our eyes and take a minute to remember: Who are our Trusted Adults?

10. Can we tell a Trusted Adult about an **unsafe secret**?  
*Yes.*  
Can we tell a Trusted Adult about an **unsafe secret** we've been keeping for a long time?  
*Yes.*  
It's never too late to tell a Trusted Adult about **any** secret. (*Show PowerPoint Slide #20*)
11. Can we tell a Trusted Adult about unsafe secrets we've been threatened not to tell?  
*Yes.*  
Yes, we can tell a Trusted Adult, even if someone would be disappointed in us. Or threatens to hurt us, or a pet, if we tell. Our Trusted Adults are here to help keep us safe!  
Let's say this together: ***“All Secrets Can Be Told.”***

Teaching Lesson 5, *cont.*

Class Activity

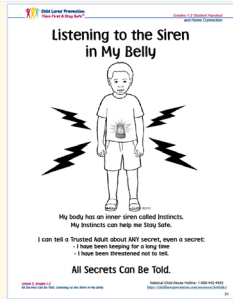
Grade 1: **I Have A Secret:** Each student shares with the class one safe secret (surprise) they recently kept and then told. (Examples: A birthday present, visitor, new game.) If students don't have a safe secret to share, encourage them to make one up.

Grade 2: **Visit your school or public library** for an age-appropriate book about secrets and read it aloud to the class.

*(Note to Presenter: If a book about secrets is unavailable, repeat the I Have A Secret Class Activity (above), as second graders will have new secrets, the activity reinforces the lesson well and it allows students to celebrate happy moments in their lives.)*

- Review Student Handout, *Listening to the Siren in My Belly*, p. 31

- Review Lesson Recap, below.



**Lesson Recap: All Secrets Can Be Told; Listening to the Siren in My Belly**

- Some secrets we keep at first, to surprise people - but all secrets can be told.
- We can tell about any secret, especially those we've been told not to tell, or have kept for a long time.
- Instincts are an inner siren in our belly.
- Instincts tell us to slow down and be careful.
- Listening to instincts can help us stay safe.
- If someone's behavior sets off our inner siren, we can tell a Trusted Adult about it right away.



**Presenter's Notes:**



## Lesson Plan #6

# The Kindness of People

## Choosing Grown-ups to Help Me

## Presenter Overview:

Grades 1-2

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 behaviors and actions. At least 90% of children who are sexually abused are abused by someone they already know and trust, i.e. family friend, relative, babysitter, classmate. Likewise, most kids who are bullied are bullied by someone they know, i.e. classmates, kids on the bus, siblings, older kids.

It's important to remind children that most people are kind, caring and protective of children. Sometimes, we need to rely on the very kindness of others, including people we don't know. This lesson teaches students how to choose adults who can safely help children if they are lost, hurt or alone.

## Behavioral Objectives:

- Identify that most strangers are kind, caring and protective of children.
- Apply the Stormy Behaviors rule to all people.
- Identify Grown-ups who can help when they are lost or hurt.
- 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 don't abuse kids.
- Kids who are bullied and 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.

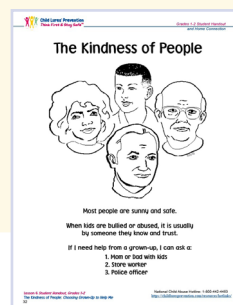


## Vocabulary:

Stranger, help, trust, inappropriate, unsafe, not safe

Props  
and  
Activities:

1. Paper and crayons/colored pencils/markers
2. Grades 1-2 Class PowerPoint, *Slides 21-24*
3. Class Activity, p. 20
4. Student Handout, *The Kindness of People*, p. 32



Student Handout



PowerPoint Slides 21-24

## End of Lesson Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Distribute Student Handout, *The Kindness of People* 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. If our instincts give us a funny feeling in our belly, we don't have to wait - we can tell a Trusted Adult about it 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 don't know? **A stranger.**  
(Show PowerPoint Slide #21)  
How often do we meet or see people we don't know?  
**Probably every day.**  
  
Are the following people strangers?  
The checkout person at the grocery store? **Yes.**  
Our school principal? **No.**  
Kids at the mall you've never seen before? **Yes.**
- Now, I'm going to ask you to draw/describe the first thing you think of when you hear the word "stranger."  
[See **Class Activity**, yellow box on the bottom right]  
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 didn't know? **No, we would not.**
- Most of the time, when a child is bullied or abused, do you think it's by a stranger, or by someone they already know? **Most kids are bullied or abused by someone they already know, and usually trust.**  
  
Could it be someone very close to us, like a family member, babysitter or friend? **Yes.**  
Could it be someone we know, but not very well, like a bus driver, older kid or neighbor? **Yes.**
- Let's pretend that someone we've never met before starts talking to us. He is very friendly and funny. After a little while, do you think we would still consider that person a stranger? **Probably not.**
- Would we be more trusting of a person who acts friendly and nice, or a person who acts mean?  
**A person who acts friendly and nice.**  
Would a person who was trying to lure a child act mean or would they act nice? **Nice.**  
Right. People who try to lure children usually act friendly and nice to try and get kids to trust them.

Okay, let's use our built-in computers now: How might that "nice" person act once they got us alone? Here's a hint: Think about the weather.

**Stormy. Mean. Not nice.**

(Show PowerPoint Slide #22)

Yes, like the weather, their behavior might change and become stormy or unsafe.

- Can we tell just by looking at someone if they might be unsafe? **No.** (Show PowerPoint Slide #23)  
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 behave a certain way?  
**People who behave a certain way. People whose actions are inappropriate and unsafe.**  
Right. We need to watch out for Stormy Behaviors, especially behaviors that set off our inner siren!
- It is also important to remember that there are times we may need to depend on the kindness of people we don't know. For example: if we got hurt or lost. Would the following people be safe choices?  
(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 needed help, these are some grown-ups we could choose to help us safely.
- To finish our Think First & Stay Safe lesson, let's review: Most people are what kind of people?  
**Sunny and Safe.** That's right. Most people are kind and caring. They help keep kids safe!

- Review Student Handout, p. 32

- Review Lesson Recap, below.

#### Class Activity:

**Grade 1: Draw a picture of a stranger.**

Is your stranger nice looking? Why?

Is your stranger mean looking? Why?

**Grade 2: Describe a Stranger to a partner.**

Are many people we see each day

strangers? Are they usually nice?

Are they friendly? Helpful?



#### Lesson Recap: The Kindness of People

- Most people are sunny and safe. They don't abuse kids.
- Kids who are bullied and 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.



## Lesson Plan #7

## My Dignity

## Bullying and Abuse are Not My Fault

## Presenter Overview:

Grades 1-2

When we nurture their self-esteem, we help instill in children the belief that they, and others, deserve to be treated with respect and dignity.

It is also important to establish that bullying, cyberbullying, physical and sexual abuse are never the victim's fault. Children who have had the traumatic experience of bullying, sexual abuse or attempted abuse need to be reassured that it was in no way their fault, it does not make them any less special or wonderful, nor take away their dignity. Ever.

By explaining these concepts to students, we nurture empathy and build support for treating others with dignity and respect. Empathy can also be an important factor in teaching kids what bullying and abuse are and how not to engage in bullying or abusive behaviors.

## Behavioral Objectives:

- Believe they are worthy of being treated with kindness and respect.
- Treat others with kindness and respect.
- Do not use bullying or abusive behaviors.
- Ask for help if having thoughts of bullying or abusing other children.
- Program their built-in computers with Think First & Stay Safe Rules:
  1. My Body Belongs to Me
  2. Being Abused is Never a Child's Fault
  3. I Can Ask for Help with my Safety
  4. All Secrets Can Be Told



## Key Points:

- Like a snowflake, each of us is unique and special.
- Everyone is worthy of being treated **with respect**.
- Abusing someone is not treating them with respect.
- Kids who are having thoughts of hurting themselves or others can ask a grown-up 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.

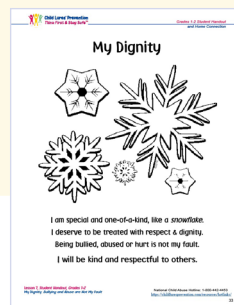


## Vocabulary:

Unique, special, dignity, respect, disrespect, opposite, worth, worthy, harmed, victim

Props  
and  
Activities:

1. Potted plant, \$5 or \$10 bill
2. Grades 1-2 Class PowerPoint; Slides 25-27
3. Class Activity, p. 23
4. Student Handout, *My Dignity*, p. 33
5. Post-Test Student Evaluation, pp. 24-25  
(Also available on the Grades 1-2 Class PowerPoint, slides #28-37; Answer Key on slide #38)



Student Handout



PowerPoint Slides 25-27

## End of Lesson Presenter Checklist

- \_\_\_\_\_ Review [Lesson Recap](#) with students.
- \_\_\_\_\_ Instruct children to color [Student Handout, My Dignity](#), p. 33.
- \_\_\_\_\_ Review & send home with students.
- \_\_\_\_\_ [Display Student Snowflakes](#) in the Class as a reminder that each person is unique & special.
- \_\_\_\_\_ Conduct [Post-Test Student Evaluations](#) (pp. 24-25 and on slides #28-38 of Class PowerPoint).

## Teaching Lesson 7

### Discussion and Activities



**Quick Review:** In our last lesson, we learned that when bullying and abuse happen, it's usually done by someone we already know and trust. We can ask a grown-up for help with our safety.

We also practiced choosing a grown-up to help us if we're alone, lost or hurt. Safe choices include a Mom or Dad with their kids, a police officer or a store worker.

Today we'll talk about how we are all different and beautiful in our own way. We are all very special!

We'll learn why each and every person should be treated with kindness and respect.

1. **[Conduct Class Activity, yellow box, p. 23.]**

Let's take a moment and think: what are some of the many things you like about yourself?

What are one or two things you don't like so much about yourself? Don't be too hard on yourself!!

2. Does anyone know what the word "unique" means?

*Special, one-of-a-kind.*

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

Each one of us is unique, aren't we?

*Yes.*

Everything about us, both the things we like and even the things we don't like as much, makes each of us a one-of-a-kind person.

3. Just think of it! Out of all the billions of people in the whole world, there is no one else just like you. Doesn't that make you feel special?

*Yes. (Display students' snowflakes.)*

It should! Just like **snowflakes**, we are all truly unique and special! *(Show PowerPoint Slide #25)*

4. (Display a potted plant.) Raise your hand if you can tell me how plants get water and nutrients.

*Through their roots.*

Did you know that words have roots too? **(Show the word "Dignity" on a screen/board.)**

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

**(Show the word "worth" on a screen/board.)**

**(Display \$5 or \$10 bill.)** How much is this bill worth? How much are you worth?

*Much, much more!*

You are priceless! You are special!

5. Knowing how special each one of us is, why should we expect people to always treat us with respect and dignity? *Because we are worth it.* Yes, each one of us is worthy of dignity and respect.

And why should we try to always treat other people with respect and dignity?

*Because they are also worth it.*

6. If someone tries to bully, abuse or hurt us, is that person treating us with respect? *No.* That's actually treating us with **disrespect** - which is the opposite of respect.

If kids are having thoughts about hurting themselves or others, what can they do?

*Ask for help.* That's right. Ask a parent, teacher, school nurse, doctor or other grown-up for help.

What else can kids do? Could they do Elmo's Belly Breathing? *Yes. (If time permits, re-show Elmo's Belly Breathe musical video, [https://www.youtube.com/watch?v=\\_mZbzDOpyIA](https://www.youtube.com/watch?v=_mZbzDOpyIA))*

If we need to calm down and relax, we could take a deep breath, give ourselves a big hug or do a Yoga stretch.

7. 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.*

8. **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.

9. 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.*

### PROGRAM CONCLUSION:

10. Now let's review four important things we've been learning about staying healthy and safe.

*(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 Bullied or Abused is Never a Child's Fault.

**Presenter, if time permits, conduct grade specific Class Activity, in yellow box, p. 23 (next page)**

- Review Student Handout, *My Dignity*, p. 33
- Review Lesson Recap, p. 23
- Conduct Post-Test Student Evaluation

Teaching Lesson 7, *cont.*

**Class Activity**

**Grade 1: I'm Special.** Pass out **My Dignity** Student Handout (p. 33) Ask students if any two snowflakes on the page are exactly alike in size and shape. **No.** Ask students if each snowflake on the page is beautiful. **Yes, they are.** And just like snowflakes, each student is different, but beautiful.

**Grade 2: Make Paper Snowflakes.** Have students cut snowflakes out of white paper. Ask students: Although our snowflakes are all the same color, are any of them exactly the same in size and shape? **No.** Are they all beautiful and special? **Yes.** Point out the similarity with the students: they are all the same in that they are children, but like their snowflakes, they are not exactly the same in size and shape, but each of them is beautiful and special.



**Lesson Recap: My Dignity; Bullying and Abuse are Not My Fault**

1. Like a snowflake, each one of us is unique and special.
2. Everyone is worthy of being treated with kindness and respect.
3. Bullying and sexual abuse are never the fault of the person they happen to.
4. Kids who are having thoughts of hurting themselves or others can ask a grown-up for help.
5. Bullying and sexual abuse can not take away our dignity. Ever.
6. *(Show and review PowerPoint Slide #27)*  
**Please remember to be kind and respectful to one another and ask for help if needed. Thank you for training your brain to Think First & Stay Safe!**

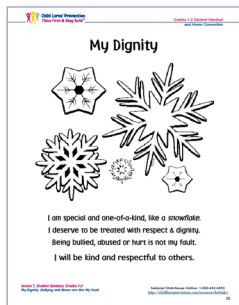
**This Concludes Grades 1-2 Lesson Plans.**

At this time, it is recommended Presenters:

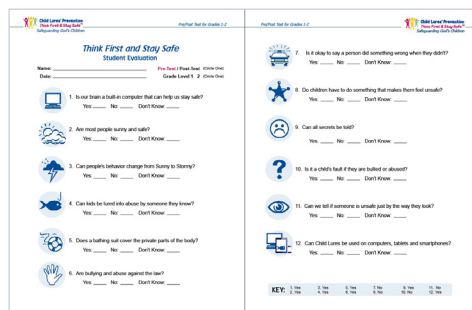
- Administer the **Grades 1-2 Post-Test Student Evaluation\*** (pp. 24-25 and PowerPoint Slides #28-38.) Reviewing the questions/answers verbally will serve as a helpful final program review. Documenting written answers on provided Student Evaluation form is best practice.
- Distribute **Student Handouts**, if not previously done.
- Optional: Distribute a **Parent Guide** for each student to take home. (Order Form on p. 36 or order online at <https://childluresprevention.com/shop/>)



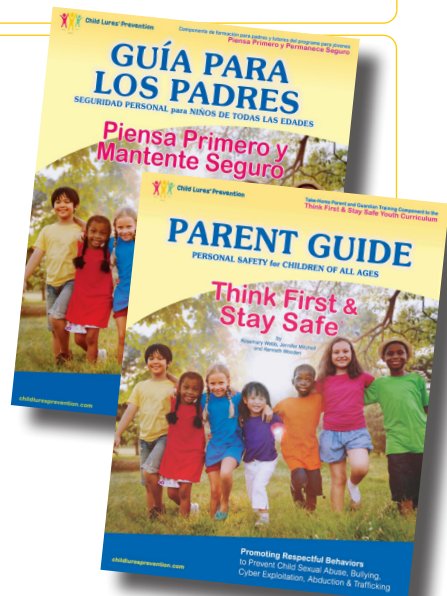
**Presenter's Notes:**



Student Handout, p. 33



Student Evaluation, pp. 24-25  
(Grades 1-2 Pre/Post-Evaluation)



**Optional:** Distribute Parent Guides  
(Order Form on p. 36 or order online at <https://childluresprevention.com/shop/>)

**Note to Presenter:** Lures Lessons can be taught to students in Grade 2 if time and student knowledge allows. It is recommended Presenters use the Grade 3 Lessons, and modify for age and development appropriateness as needed. Lures taught in Grade 3 are Affection, Be Kind/No Bullying, Assistance, Pet and Authority. Since children learn best from repetition, it is acceptable to teach the same Lures Lessons in consecutive years. As students mature over a year, the Lessons will be learned from a different perspective.

# Think First and Stay Safe™

## Student Evaluation

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

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

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

**Grade Level 1 2** (Circle One)



1. Is our brain a built-in computer that can help us stay safe?

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



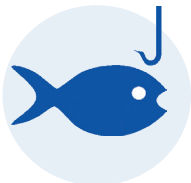
2. Are most people sunny and safe?

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



3. Can people's behavior change from Sunny to Stormy?

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



4. Can kids be lured into abuse 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. Are bullying and abuse against the law?

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





7. Is it okay to say a person did something wrong when they did not?

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 bullied or abused?

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



10. Can Child Lures be used on computers, tablets and cell phones?

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

1. Yes  
2. Yes

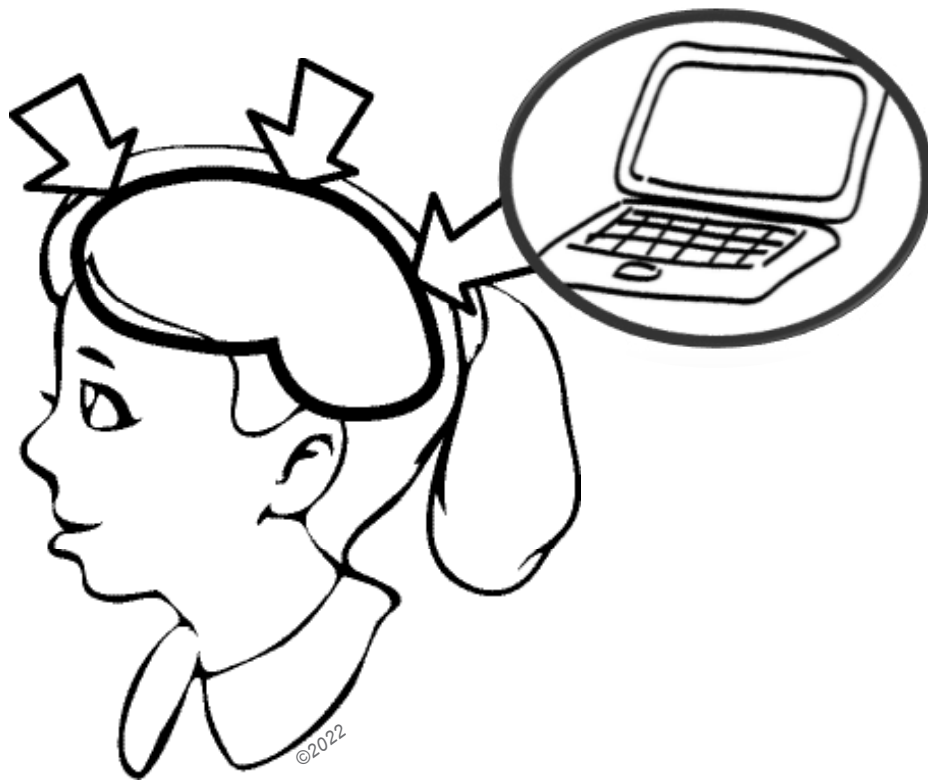
3. Yes  
4. Yes

5. Yes  
6. Yes

7. No  
8. Yes

9. No  
10. Yes

# Training My Brain to Think First and Stay Safe



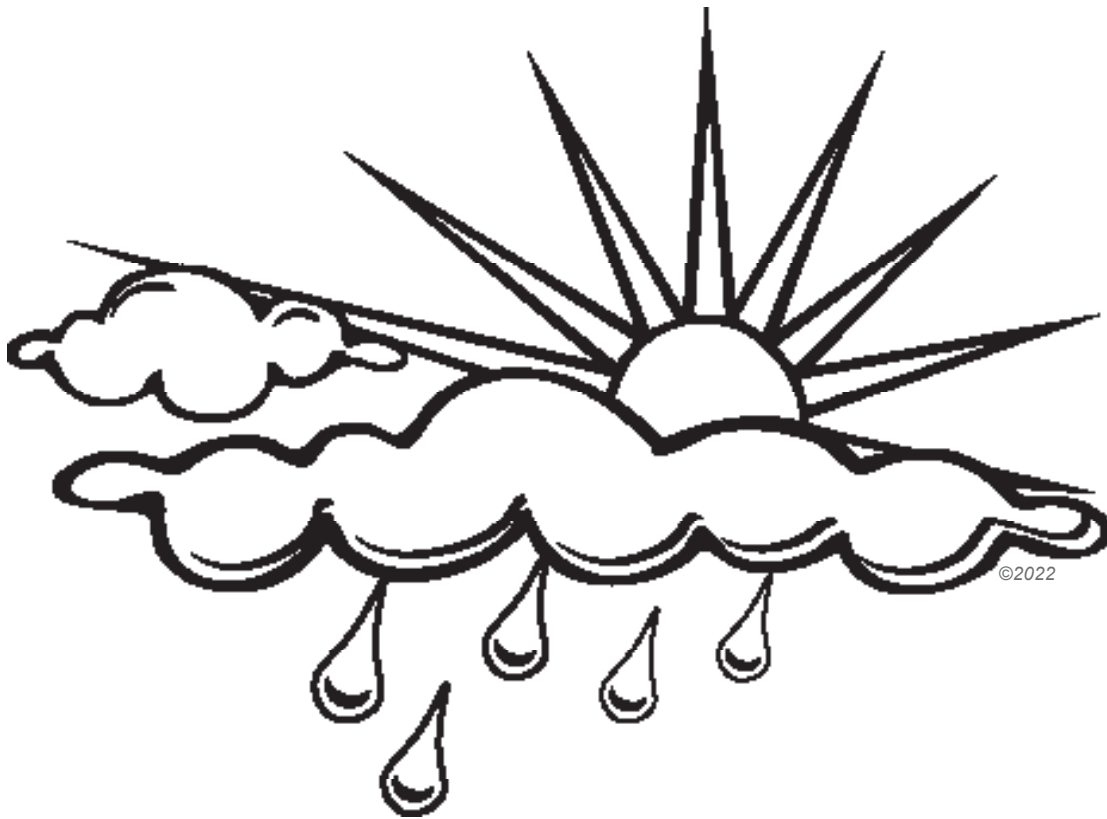
**My brain is a powerful built-in computer.  
It already stores 5 million gigabytes of information!**

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

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



# Sunny People and Stormy Behaviors

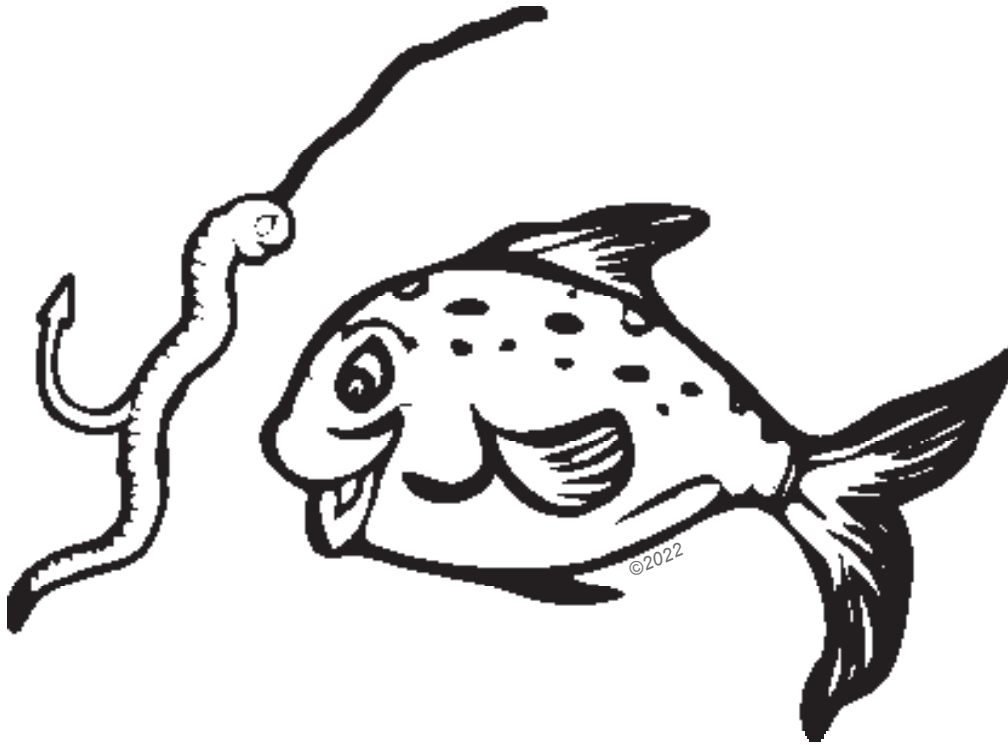


Like the weather, most people are Sunny & Safe.  
They are kind and respectful.

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

I can ask a Grown-up for help with my safety.

# Child Luring



Child Lures are used to trick kids.

Child Lures can be used by grown-ups or kids,  
with or without using technology.

My two Trusted Adults are:

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

(Name one inside the home and one outside the home.)

I can tell a Trusted Adult about bullying and abuse.

It is not tattling.

It is asking for help with my safety.

# My Body Parts

Name the following body parts.



## My Body Belongs to ME!

**NOTE TO PARENTS & GUARDIANS:** Teaching children anatomically-correct names for private body parts, beginning at birth, promotes positive body image and ownership, self confidence and parent-child communication. Using proper names discourages perpetrators; and in the event of abuse, helps children and adults with the reporting and interview process.

# Laws Help Protect Me



A bathing suit covers the private parts of my body.

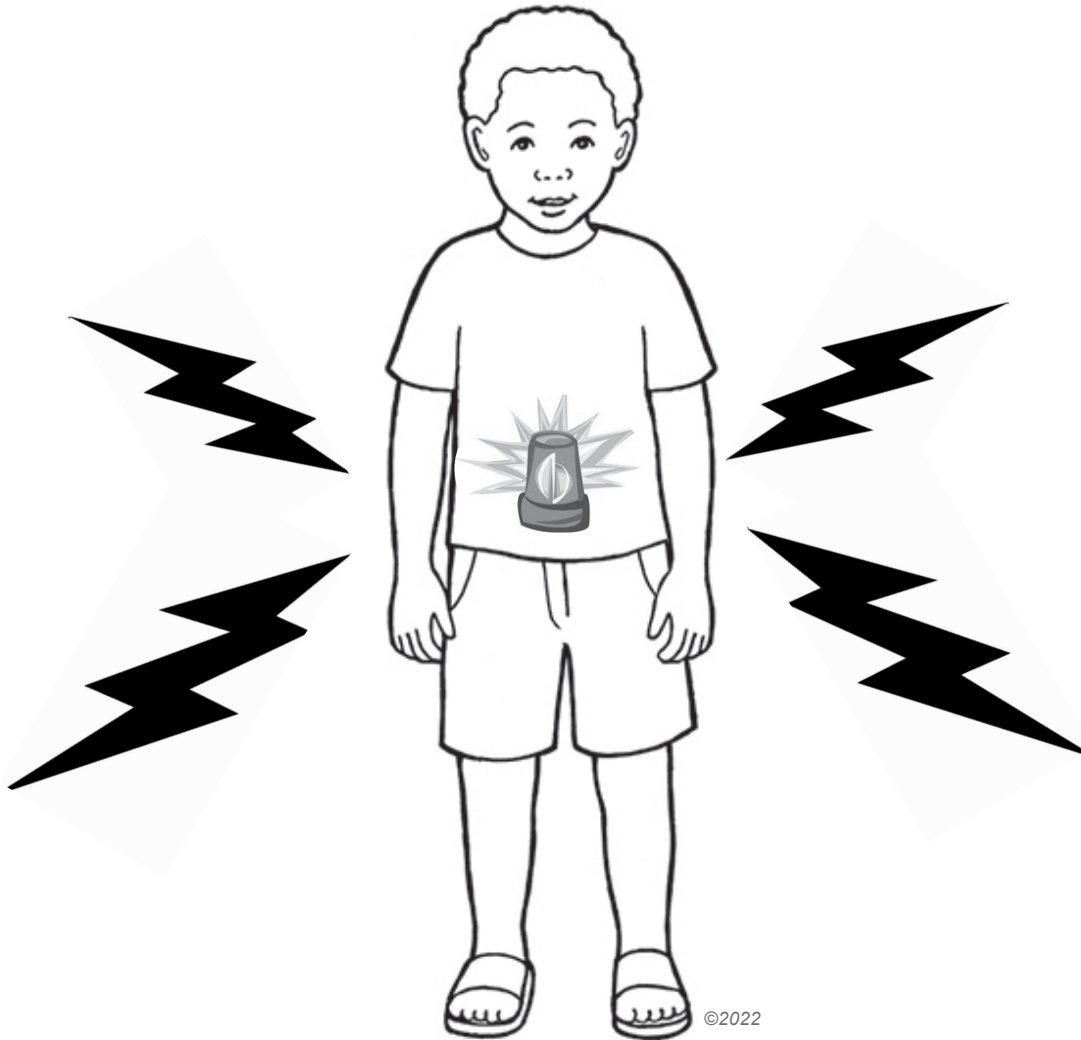
It is against the law to mess with my  
*Bathing Suit Zone* - stay away!

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

I have a right to be healthy, safe and happy.



# Listening to the Siren in My Belly



**My body has an inner siren called Instincts.  
My Instincts can help me Stay Safe.**

**I can tell a Trusted Adult about ANY secret, even a secret:**

- I have been keeping for a long time
- I have been threatened not to tell.

**All Secrets Can Be Told.**

# The Kindness of People



Most people are sunny and safe.

When kids are bullied or abused, it is usually  
by someone they know and trust.

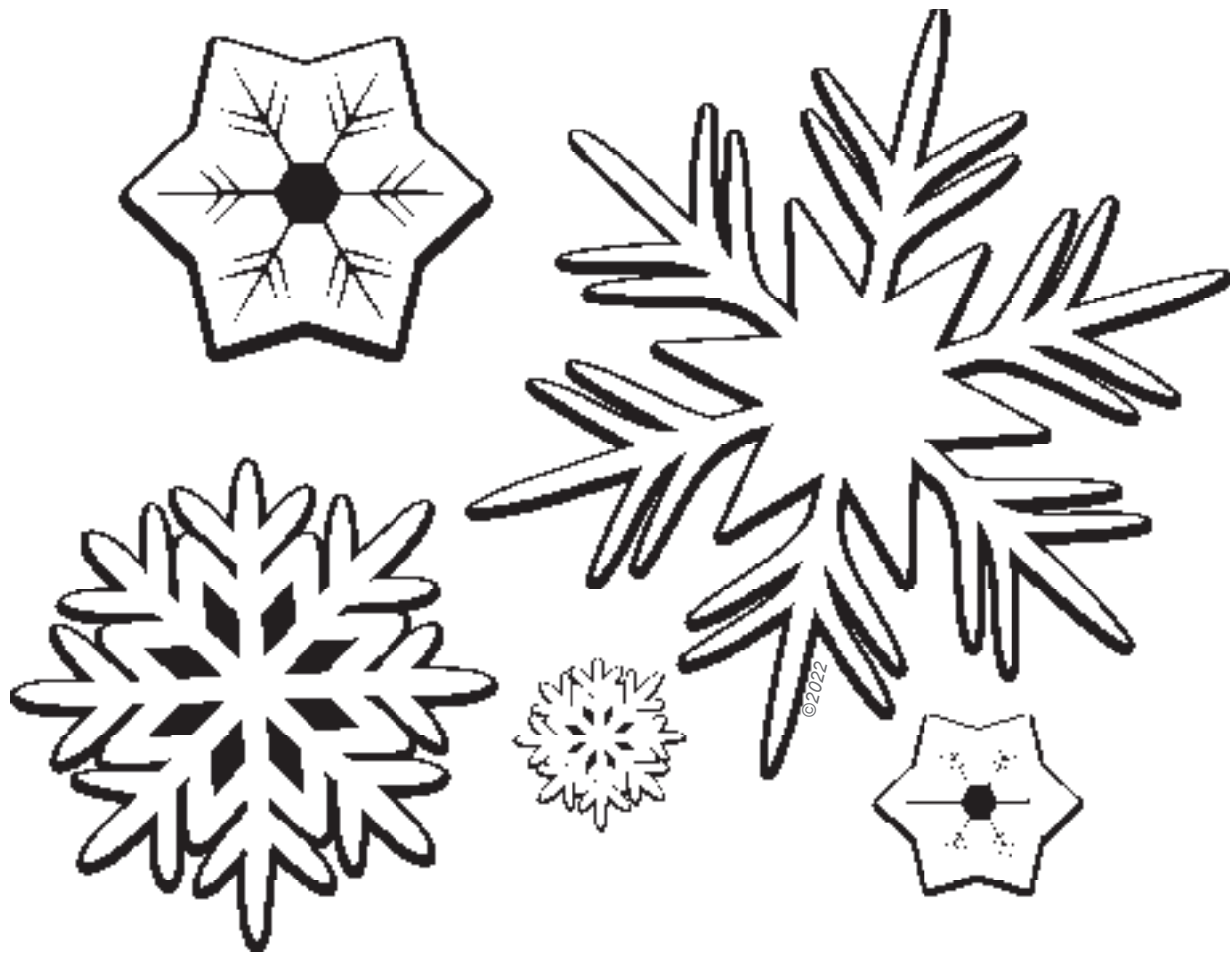
If I need help from a grown-up, I can ask a:

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





# My Dignity



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

I deserve to be treated with respect & dignity.

Being bullied, abused or hurt is not my fault.

I will be kind and respectful to others.

## 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 help 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.

First and second graders 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:

- ☑ Ensure your child knows their full name, address and phone number (including area code.)
- ☑ Review with 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.
- ☑ Remind your child that their body belongs to them.  
-----
- ☑ When talking about private body parts with your child, use 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 unsafe.  
-----
- ☑ Have your child name two Trusted Adults in their life; preferably one at home and one at school.
- ☑ Discuss the importance of telling a Trusted Adult about being hurt or abused.  
-----
- ☑ Trust your instincts about people and situations.
- ☑ Remind 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.  
-----
- ☑ Supervise children closely, especially after school and during multi-family & 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 bullied or abused is never a child’s fault.
- ☑ Children who have thoughts about harming self or 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

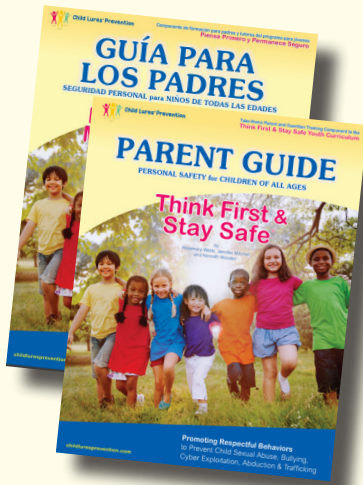
**SHIPPING ADDRESS:** (Please use street address)

**BILLING ADDRESS:**

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

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

Item#	Description	Unit Price	Quantity	Price
CLPG-E	TFSS <b>Parent Guide:</b> English	\$ 1.00	_____	\$ _____
CLPG-Sp	TFSS <b>Parent Guide:</b> Spanish	\$ 1.00	_____	\$ _____
ADD 15% Shipping & Handling)				\$ _____



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, <http://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 the  
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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