



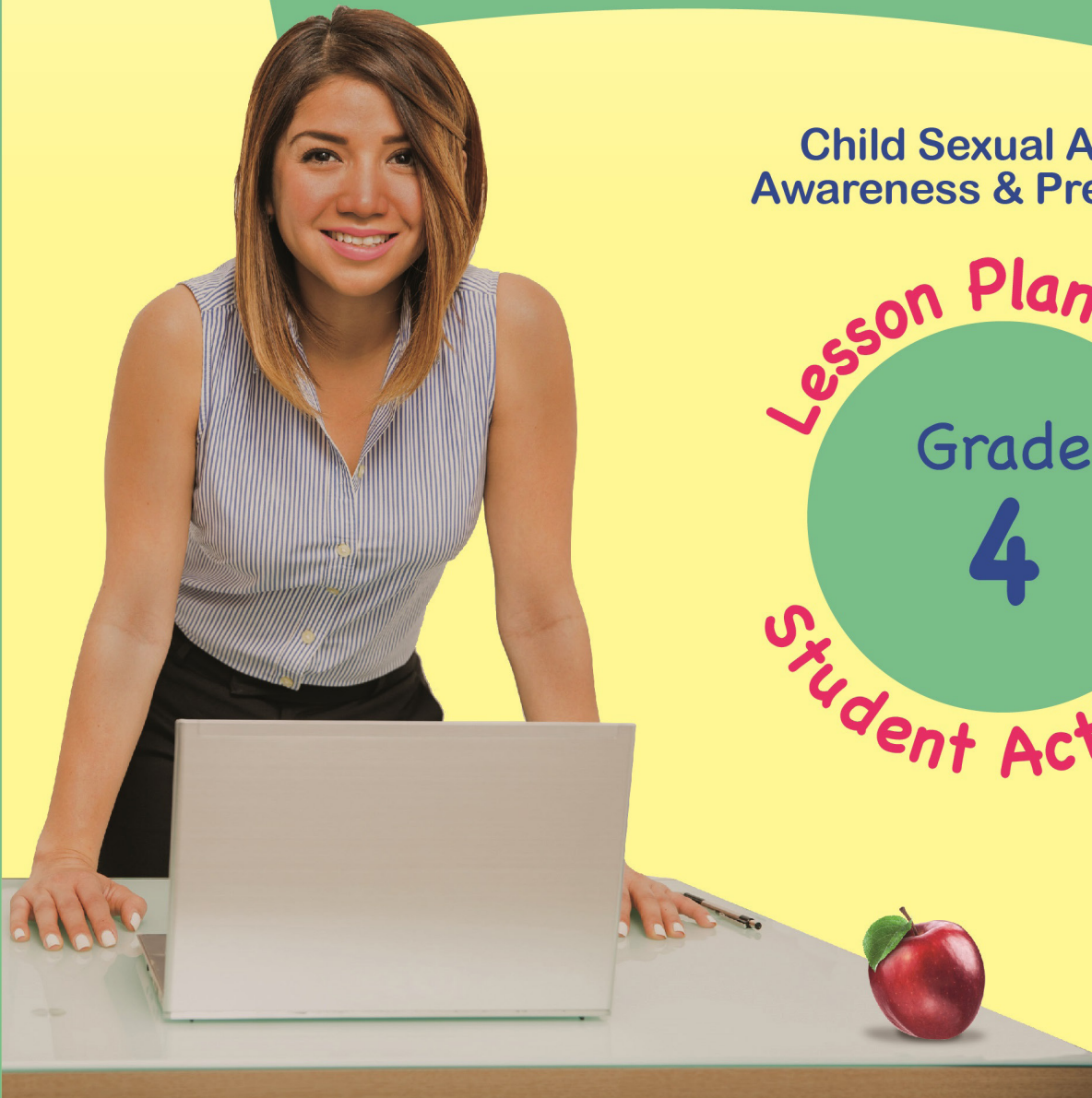
Child Lures® Prevention

Think First & Stay Safe™

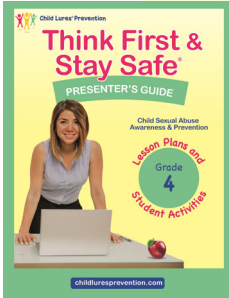
PRESENTER'S GUIDE

Child Sexual Abuse
Awareness & Prevention

Lesson Plans and
Grade
4
Student Activities



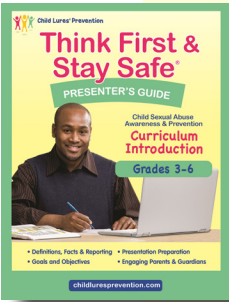
Grade 4 - Lesson Plans and Student Activities



Note to Presenter

This Presenter's Guide contains Lesson Plans for Grade 4 only.

A corresponding PowerPoint presentation for Grade 4 is located on the program's blue USB Flash Drive.



A **Curriculum Introduction** manual for Grades 3-6 (and one for Grades PreK-2) is also provided. Included are child sexual abuse definitions, facts and fundamentals of mandated reporting, Presentation Preparation, Educational Goals & Behavioral Objectives, resources for Parents/Guardians and more.

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



Training Modules on yellow USB Flash Drive



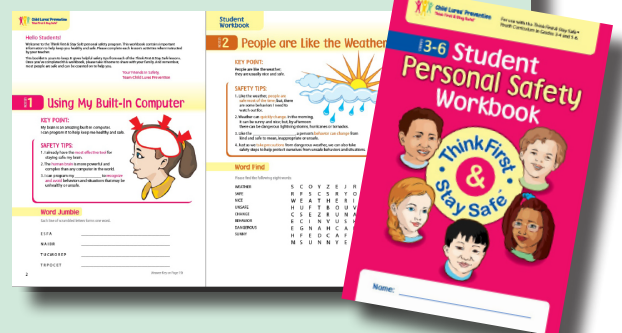
For Grade 4 program implementation, the following Training Module is recommended:
Module IV, Grades 3-4 Implementation
(15 min. in length)

Student Personal Safety Workbook

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

Follow-along activities include:

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



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

Order Form, p. 29 or Order Online:
<https://childluresprevention.com/shop>
(Available in English and Spanish.)

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*Complete CORNERSTONE CONCEPT LESSON PLANS for Grade 4

(For Grade 4 students who **have NOT** learned *Think First & Stay Safe™* in previous grades and/or for reference when presenting the Cornerstone Concepts QUICK REVIEW, if needed.)

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Think First & Stay Safe™

Getting Started:

Grade 4



Note to Presenter

For students in Grade 4 who learned the Cornerstone Lesson Plans in previous grades, presenters may begin with the Quick Review on pp. 5-6. Once the Quick Review is complete, continue to Grade 4 Lesson Plans, beginning with the **Emergency Lure** on p. 7.

For students in Grade 4 who are new to the **Think First & Stay Safe™** program, please consider gauging student knowledge using the Quick Review on pp. 5-6. Should student responses indicate a need for additional instruction, use the complete Cornerstone Lesson Plans on pp. 31-49, then continue with the **Emergency Lure Lesson** on p. 7.

Welcome Letter to Parents

Prior to classroom presentations, a **Welcome Letter** is sent to parents and guardians, encouraging their support and participation in prevention education efforts. A template for Grade 4 is provided on p. 26 of this manual, and a Tips for Parents flyer is included on p. 27.

Classroom PowerPoint for Grade 4

The **Grade 4 PowerPoint** slides are to be shown during the Quick Review and all Lessons.

Pre and Post Test: Student Evaluation

Best practice recommends evaluating programs on a local basis.

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

Child Development & Personal Safety, Grade 4

Children in 4th Grade show an obvious independence from their families, and a significant increase in their friends. Healthy friendships are now very important to their development, and peer pressure can become strong during this time. Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves. This is an important time for children to gain a sense of responsibility along with their growing independence.

Also, physical changes of puberty might be showing by now, especially for girls. Another big change children need to prepare for during this time is starting middle school.

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

(Source: Centers for Disease Control)

Quick Review: Cornerstone Concepts

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

1. Programming My Brain: Staying Healthy & Safe

(Show PowerPoint Slide 2) For reference, the complete Lesson Plan is on pp. 31-32.

Parents, teachers and other adults are responsible for keeping kids healthy and safe. When it comes to keeping ourselves healthy and safe, each one of us already has the most important and useful tool we need. What is it? *Our brain.*

- During *Think First & Stay Safe*, we will continue to program our brain with personal safety information.

2. People Are Like the Weather: Being Kind and Respectful

(Show PowerPoint Slide 3) For reference, the complete Lesson Plan is on pp. 33-34.

Most of the time, people are sunny and safe - like the weather. And like the weather, can people's behavior change from safe to unsafe? *Yes.*

- How should we expect to be treated, and how should we always treat others? *With kindness & respect.*

3. Child Luring: Telling My Trusted Adults

(Show PowerPoint Slides 4-5) For reference, the complete Lesson Plan is on pp. 35-37.

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

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

- Child Luring can happen in person and how else? *While using technology.*
- Child Lures are usually used by people we know: adults, older kids and who else? *Kids our own age.*
- Is it tattling or telling to let a Trusted Adult know about unwanted touching or attention? *It is telling.*
- Who can we tell about behaviors that make us feel uneasy or unsafe? *A Trusted Adult.*
We can ask for help by saying, *"I need to talk to you about my safety. Will you please listen?"*
- Learning about Child Lures is like having _____ at school? *A fire drill.* Child Luring probably won't happen to us, but we need to know what to do, and whom to ask for help, just in case.

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

(Show PowerPoint Slides 6-10) For reference, the complete Lesson Plan is on pp. 38-41.

There are rules and laws to help keep kids safe. Adults have rules too. What are they called? *Laws.*

- A bathing suit covers which parts of the body? *The private parts of the body.* (Optional: For health and safety reasons, it's important to know the proper names of private body parts. All people have a buttocks, anus, chest and breasts; some also have a vulva and vagina, some also have a penis and scrotum.)
- Laws help protect children from abuse.
- It is against the _____ for someone to look at, take pictures/video of, or touch the private body parts of a child's body with any part of their body. *Law.*
Are there any exceptions? *Injury to private parts, doctor visit with parent present or help with bath/toilet.*
- Is it against the law to make a child look at, take pictures/video of, or touch someone's private parts with any part of the child's body? *Yes, it is against the law.*
- Who can we tell? *An adult/Trusted Adult, or even a friend.*
- There are also laws to help protect children from bullying, which is against school rules and against the law.
- Is it tattling to tell about touching or attention we do not want? *No, it is asking for help with our safety.*
We also learned to always tell the _____ about bullying and abusive behaviors. *Truth.*
- It's _____ to say someone abused or mistreated us when they did not. *Against the law.*

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

(Show PowerPoint Slide 11) For reference, the complete Lesson Plan is on pp. 41-43.

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

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

- What do our instincts warn us about? *That something is wrong and to be careful.*
- The best part about our instincts is that we don't have to wait for something to happen; we can tell an adult or Trusted Adult about the funny feelings - that "uh-oh" feeling - right away.

- We also learned that All Secrets Can Be _____. *Told.*
- If someone threatens us to keep something secret, what can we do? *We can tell a Trusted Adult.*
- Is it ever too late to tell a Trusted Adult about a secret, even if we've been keeping it for a long time? *No.* That's right, we can always tell someone about attention or touching we don't want or like. If one adult doesn't help us, we can tell another adult. Keep telling until someone helps and we feel safe again. **(Show Student Video, Tom's Secret.)**

6. The Kindness of People: Choosing Who Helps Me

(Show PowerPoint Slide 12-13) For reference, the complete Lesson Plan is on pp. 44-46.

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

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

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

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

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

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

(Show PowerPoint Slide 14) For reference, the complete Lesson Plan is on pp. 48-49.

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

8. Last year (in 3rd grade), we learned about staying safe from the Affection, Assistance, Pet and Authority

Lures. We also talked about how we can work together as Upstanders to help stop **Bullying and Cyberbullying.***

(Show PowerPoint Slide 14a) For reference, complete Lesson Plans are in the Grade 3 Presenter's manual.

- The **Affection Lure** taught us that if anyone, even a family member, relative, babysitter or classmate tries to look at, touch or take pictures of our private parts (or tell us to do this to them), we can say "Stop," get to safety and tell a Trusted Adult - at home or at school. We learned that most people **do not** abuse kids. But when kids are abused, it is usually by someone they know and trust. We chose two Trusted Adults to tell about unwanted attention and touching. We don't want abuse to happen to anyone and that's why we're learning this program.
- It's really nice to help people out, but the **Assistance Lure** taught us that we should always put our personal safety first, like checking with our parents and staying three giant steps back from vehicles.
- If someone offers to show us an animal, or asks us to help find a lost or hurt pet, we need to get our parent or guardian's permission before going with, or helping, anyone. It could be the **Pet Lure**, so bring an adult.
- Most authority figures serve our communities well and deserve our respect. But it's okay to disobey an authority figure who tells us to do something that makes us feel worried or unsafe, or something that we know is against the law. We can tell a Trusted Adult if we think someone is using the **Authority Lure.**
- We learned that all **bullying and cyberbullying** is wrong - it is against school rules and against the law. It also makes people feel sad. We talked about the importance of treating one another with kindness and respect, because we all belong here. We can tell a Trusted Adult about any bullying and cyberbullying.

This year, we'll be learning about staying safe from the **Emergency, Games, Name, Friendship and Threats/ Weapons Lures.** We'll also talk about the **e-Lure** and the importance of using technology responsibly.

* A separate **Review of Lures** classroom PowerPoint presentation, **3c) PowerPoint-LURES-REVIEW-TFSS**, is on the USB Flash Drive for use during #8 (above) review of Lures learned previously; **Slides 1-5 align with this review.**



Note to Presenter:

Lures Lessons for Grade 4 begin on p. 7 with the **Emergency Lure.**

If needed, *Complete Lesson Plans for the above Cornerstone Concepts can be found on pp. 31-48.*

Lesson 1

Emergency Lure

Presenter Overview

Grade 4

Emergencies are a fact of life, which most families experience from time to time. Knowing how to handle an emergency situation is an important life skill that will serve kids well throughout their lives.

Encourage students to complete and discuss the *Family Emergency Safety Plan* with their families. (Template follows on p. 9.)

Some abusers fabricate emergency situations to pressure children into making split-second decisions or to trick kids into going with them willingly. Children might be told that someone they love has been seriously hurt or is in danger and needs help.

Learning the importance of staying calm and verifying an emergency can help keep youngsters safe. If uncertain what to do, children should stay put and call or text for help from a relative, neighbor or other Trusted Adult.

Behavioral Objectives

- Demonstrate staying calm during an emergency situation.
- Apply Verification Rule to any stated emergency.
- Apply Family Emergency Plan rules to any emergency situation.



Key Points:

- It is important to stay calm and think clearly during emergencies.
- Following a *Family Emergency Safety Plan* can help keep us safe.
- Verify all emergencies by asking a Trusted Adult or calling/texting/running home.



Vocabulary:

Rare, verify, *Family Emergency Plan*, acquaintance

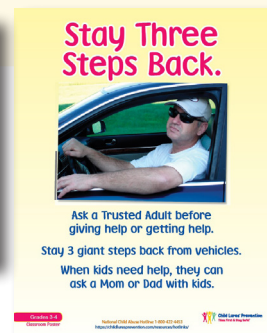


Props and Activities:

1. PowerPoint slides 15-16
2. *Family Emergency Safety Plan* template (p. 9)
3. Class Poster, *Think First & Stay Safe*
4. Positive Thinking Skill, p. 8
5. Student Workbook (p. 13); Complete *Fill in the Blanks and Student Activity*. (Optional)



PowerPoint Slides 15-16



Class Poster

Presenter Checklist

- _____ Send *Welcome Letter/Tips for Safeguarding Your Child* home to parents and guardians, p. 26 and p. 27.
- _____ Administer *Pre-Test Evaluation* to students, p. 23.
- _____ Review *Lesson Recap*, p. 8
- _____ Display Class Poster, *Think First & Stay Safe* (Grades 3-4 Posters). Review with students.
- _____ Facilitate *Positive Thinking Skill* with students (p. 8).
- _____ Have students complete *Student Workbook*, p. 13; *Fill in the Blanks and Student Activity*. (Optional)

Teaching Lesson 1

Discussion and Activities

Prior to Presenting this Lesson:

- For students who have learned this program in previous grades, present the Quick Review on pp. 5-6
- For students new to the program, present the complete Cornerstone Lesson plans on pp. 31-48 and then proceed with the following lessons.

Lesson Introduction:

Today we're going to learn about the **Emergency Lure**. Emergencies can and do happen in life, and we need to be prepared for them. Like practicing a fire drill, we need to know what to do, just in case!

And while rare, some people use emergencies to try to trick kids into going along with them. Let's learn more.

1. What are some examples of emergencies?
 - *Car accident.*
 - *Sudden illness (heart attack, appendicitis).*
 - *House fire.*
2. Emergencies are a fact of life. How many of you have ever had a family emergency? (*Show of hands.*) Emergencies can be scary, so it's best to have a plan.
3. Having a *Family Emergency Safety Plan* can help us to think clearly during what can be a confusing, scary or stressful time.

(Display PowerPoint slide 15 & Review Safety Plan)

Here's a *Family Emergency Safety Plan* to complete with your family. If we are not with our family when an emergency happens, this plan can help us stay calm and make safe decisions.

Note to Presenter: *Distribute the Family Emergency Safety Plan to students. Have them take it home to discuss and complete with their families.*

4. Emergencies can also be used as a lure. Here are three examples:
 - “Your Mom is really sick, and she sent me to pick you up. Let's go make sure she's okay!”
 - “Your father was in a car accident and was taken to the hospital. Come on, I'll take you!”
 - “Your house is on fire! Your parents want to make sure you're safe. Hurry, let's go!”

If someone told us that our mother or father was hurt or that our house was on fire, how would we feel?

Scared, worried, panicked, confused, other.

(Show PowerPoint Slide 16)

Would we be thinking clearly? *No, probably not.*

Would we feel pressured to make a quick decision about what to do and where to go? *Yes.*

Practice Scenario:

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

Ray and his older brother are home alone. A family acquaintance - who is not on their *Family Emergency Safety Plan* - comes to the door and says, “Come quickly! Your Mom was just taken to the hospital. She's not breathing, and there isn't much time!”

What should Ray and his brother do?

- a. Should they automatically go with the family acquaintance? *No.*
- b. Should the boys try to stay calm so they can think clearly? *Yes.*
- c. Could they call another relative? *Yes.*
- d. Could they call the hospital to verify their mother is actually there? *Yes.*
- e. Should they stay home until they can talk to someone listed on their Plan? *Yes.*
- f. Should they follow their *Family Emergency Safety Plan*? *Yes.*

Calling or texting a Trusted Adult can help verify if there really is an emergency.

5. Would our parents send just anyone to get us if there was a real emergency in our family? *No.* How can we verify emergencies to make certain they are true? *Call/text/run home, ask a Trusted Adult.* So until a Trusted Adult tells us what to do and where to go, it is safer to stay where we are.
6. Do you think having a Family Emergency Safety Plan could be helpful during an emergency? *Yes.* Would it be helpful to know whom to contact to verify that there really is an emergency? *Yes.*
7. (Show poster, *Think First & Stay Safe*.) And, remember, most people are what kind of people? *They are kind and caring and can be counted on to help us when needed.*



Lesson Recap, Emergency Lure

- It is important to stay calm and think clearly during emergencies.
- Following a *Family Emergency Safety Plan* can help keep us safe.
- Verify all emergencies by asking a Trusted Adult or calling/texting/running home.



Positive Thinking Skill:

- Do you have a fire escape plan at home?
- How would you get out of your room, and your home, during a fire?

Family Emergency Safety Plan

DIAL 911 in case of illness, accident, fire, storm, or other emergency.

If I am not with my family when an emergency happens, my safety plan includes:



Contacts:

In a real family emergency, only these people will contact me. If anyone else tells me there's an emergency, one of these people **MUST VERIFY IT**.



Rides:

In a real family emergency, only these people will pick me up. If anyone else offers to give me a ride, I will **REFUSE** and check with a Trusted Adult right away.



Safe Places:

In a real family emergency, I should only go to these places. If someone wants to take me somewhere else, I will say **"NO!"** and stay where I am.



Guardians:

In a real family emergency, only these people will help my parents take care of me. If someone else says they are in charge, I will say **"NO!"**

Emergencies happen. My Family Emergency Safety Plan can help me *Think First & Stay Safe!*

EMERGENCY? DIAL 911!

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Lesson 2

Games Lure

Presenter Overview

Grade 4

Kids love to play games, and most games enrich their lives and are perfectly safe to play. Games involving body contact, however, can begin innocently, then escalate into fondling and sexual abuse. Since some physical contact is normal during these activities, children can initially be unaware that anything out of the ordinary is happening. While most young children play “doctor,” there is a vast difference between innocent exploration among peers of similar size, age, and social and emotional development and sexual abuse.

Online gaming is popular with young players. Risks involve cyberbullying, harassment, requests for personal information, passwords and images. Encourage students to be responsible when using technology, and to keep passwords private, even from friends. If asked for personal information or images, students should refuse and tell a Trusted Adult.

This lesson’s Practice Scenario encourages youngsters to tell a Trusted Adult about inappropriate touching or requests to remove clothing during a game or sport. Children learn to avoid games that include handcuffs, ropes, duct tape or other restraints that can make it difficult to protect themselves or escape.

Behavioral Objectives

- Refuse to play, or quit playing, games involving undressing.
- Apply assertiveness skills to unwanted or unsafe touching or the use of restraints.
- Refuse to share passwords, personal information or images when gaming online.
- Tell a Trusted Adult about unsafe or unwanted behaviors during games or gaming.



Key Points:

- Games and gaming are usually fun and safe.
- Bullying & abuse can happen during sports, games and gaming.
- We can say, “Stop!” to bullying behaviors or unwanted touching.
- We can tell a Trusted Adult about unsafe behaviors during games or gaming.
- Do not share passwords, information or images while gaming online.



Vocabulary:

Body contact, opportunity, unwanted, duct tape

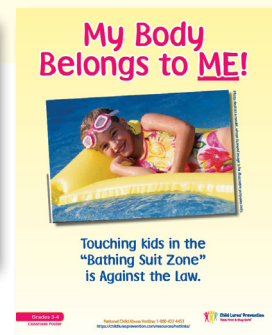


Props and Activities:

1. Quarter, length of rope, roll of duct tape and/or toy handcuffs, Bathing Suits
2. PowerPoint slide 17
3. Poster, *My Body Belongs to Me!*
4. Student Workbook (p. 13); Complete *Fill in the Blanks and True/False*. (Optional)



PowerPoint Slide 17



Class Poster

End of Lesson Presenter Checklist:

- ___ Review [Lesson Recap](#) (in blue box above).
- ___ Display Class Poster, *My Body Belongs to Me!* (Grades 3-4 Posters).
- ___ Have students complete [Student Workbook](#), p. 13; *Fill in the Blanks and True/False*. (Optional)

Teaching Lesson 2

 Discussion and Activities

Quick Review: The **Emergency Lure** taught us that emergencies can and do happen, and we need to be prepared for them. Though rare, some abusers may fake an emergency to cause worry and confusion, telling kids that someone they love is hurt or in danger.

A Family Emergency Safety Plan helps us stay calm and know who to contact and which safe places we can go to in any emergency situation.

Lesson Introduction

Most games and sports are safe, and they are a great way to get exercise and have fun! The **Games Lure** teaches us, though, that sometimes games and sports can provide opportunities for bullying and unwanted touching. Let's learn how to keep sports and gaming safe.

- Which games and sports do you like to play with friends? (*Student Responses.*)
(**Show PowerPoint Slide 17**)
Are most games and sports safe to play? **Yes.**
- There are many games we play that involve body contact. Do we touch other people while:
 - Playing tag? **Yes.**
 - Tickling? **Yes.**
 - Playing touch football? **Yes.**
 - Wrestling? **Yes**
- (*Ask for a volunteer to join you at the front of the Class. Whisper to your volunteer that you will hide the quarter on your head, and they are to "find" it.*)

[Volunteer] and I are playing "Hide the Quarter," which means we will take turns hiding a quarter on our body or in our clothing. (*Ask volunteer to turn around, then place quarter on your head.*)

Okay, **Volunteer**, try to find the quarter! (*Volunteer points to quarter on your head and grabs it.*)
Your turn, **Volunteer!** (*Looking at the class, say:*)

See how this game leads to body contact? **Yes.**
Is there anything wrong with games that include touching? *Only when they lead to unwanted touching or touching private parts, which is against the law.*

(*Hold up bathing suit(s) and demonstrate with the quarter.*)

What should we do if someone touches a private part of our body or makes us touch their private parts?

(Show poster, *My Body Belongs to Me.*)

Can we speak up and tell the person, "Stop!"? **Yes.**

Can we stop playing the game? **Yes.**

What if someone tries to put the quarter in our mouth? **No!**

That's right. Don't let them. No one should put anything in a child's mouth.

Can we tell a Trusted Adult if someone tries? **Yes.**

Practice Scenario

Sofie is playing House with her older cousin, Julio, even though he's a little old for playing House. When it is time for them (the "Mom" and "Dad") to go to bed, Julio says, "We sleep naked in this game!" Sofie's inner siren goes off, but if she doesn't go along with Julio, he'll think she's being a baby to quit the game. What can Sofie do?

- Was Julio's idea to get undressed appropriate? **No.**
- Can Sofie quit the game? **Yes.**
- Can Sofie leave and go tell a Trusted Adult? **Yes.**
- Is Sofie being a baby if she tells a Trusted Adult that Julio wanted her to get undressed? **No.**

Should Sofie listen to her instincts (her inner siren) and quit the game? **Yes.** Kids should not take their clothing off during games.

- (Display handcuffs.) Can anyone think of a game where handcuffs, rope or duct tape might be used on kids?
Magic tricks, cops and robbers
It is not safe for anyone to use handcuffs, rope or duct tape on a child at any time - especially if the child is alone with them. Why? *It makes it hard to protect oneself or to get away.*
- Interactive gaming is really fun, but watch out for cyber bullying and people asking for passwords, personal information or images.

Should we share passwords with other players? **No.**
What about our closest friends? **No.**
Should we share images with other online players? **No.**
Should we tell a Trusted Adult if someone is using unsafe behaviors while gaming? **Yes.**
- Most games are perfectly fun and safe to play. If we are bullied or abused during a game or gaming, what can we do?
Quit playing and tell a Trusted Adult.



Lesson Recap, Games Lure

- Games and gaming are usually fun and safe.
- Bullying & abuse can happen during sports, games and gaming.
- We can say, "Stop!" to bullying behaviors or unwanted touching.
- We can tell a Trusted Adult about unsafe behaviors during games or gaming.
- Do not share passwords, information or images while gaming online.

Lesson 3

Name Lure

Presenter Overview

Grade 4

For safety's sake, a child's full name should not be shared with just anyone, either in-person or when using technology. Names can easily be overheard, inquired about and/or seen on belongings, enabling anyone to call a child by name. This creates a false sense of familiarity and trust. The same false sense of security is also quickly created via technology when kids share their names on open networks.

Well-meaning parents and teachers mark backpacks, clothing, sports equipment, and other student belongings with plainly visible name tags. If names or name tags are necessary, they should be placed where not visible to the passing observer.

In this lesson, children learn it's not safe to trust, communicate, or go with someone simply because the individual addresses them by name. A parent or guardian needs to give the child direct permission.

Behavioral Objectives

- Recognize the importance of keeping their full name private.
- Apply Trust Rule when called by name, with or without technology.



Key Points:

- Our full name is private information, and we will keep it private, especially when using technology.
- We will not trust someone just because they know our name.
- We will mark belongings in ways that do not allow our full name to be easily seen by others.



Vocabulary:

Private, overhear, trust, valuable

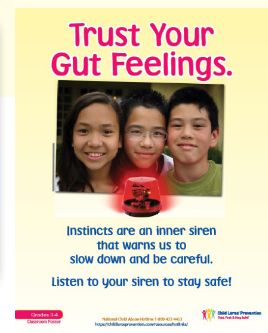


Props and Activities:

1. PowerPoint slide 18
2. Poster, *Trust Your Gut*.
3. Student Workbook (p. 15); Complete *Fill in the Blanks and Student Activity*. (Optional)



PowerPoint Slide 18




Class Poster

End of Lesson Presenter Checklist:

- ____ Review [Lesson Recap](#), p. 11.
- ____ Display Class Poster, *Trust Your Gut*, on USB Flash Drive (Grades 3-4 Posters).
- ____ Have students complete [Student Workbook](#), p. 15; *Fill in the Blanks and True/False*. (Optional)

Teaching Lesson 3

 Discussion and Activities

 **Quick Review:** Most games and sports are safe, and they are a great way to get exercise and have fun!

The **Games Lure** taught us that unwanted or unsafe touching during a game, even by another child, is against the law. If someone touches our private parts during a game or asks us to remove clothing, we can tell them to stop, quit the game and tell a Trusted Adult. When gaming online, we don't bully others or share passwords, information or images.

Lesson Introduction:

Today, we'll learn about the **Name Lure**. Our full name is something to be proud of. It's also private information. We shouldn't share our full name with just anyone. Let's learn why.

- If someone we didn't know called us by name, how many of us would feel: *(Shows of hands.)*
Surprised? Confused? Important? Scared?
- How can someone who doesn't know us learn our name? Could they:
 - See it on what we're wearing or carrying? Yes.*
 - Overhear someone say it? Yes.*
 - Ask someone who knows our name? Yes.*
 - See it on social media? Yes.*
 These are all ways someone could learn our name.
- What are some belongings we might label with our name? *Clothing, backpack, sports equipment, screen name, social media accounts.*
Is it easier to keep track of our things if we label them?
Yes.
If we need to mark belongings, where can we safely place our name? *Inside, where it can't be easily seen.*
What are some ways to safely mark our belongings on the outside?
 - Use just initials.*
 - Use a code or symbol instead of our name.*
 - Tie something onto it that clearly shows it's yours. (i.e. striped shoe laces, bright bungee cord, bright hair ties, orange duct tape, etc.)**(Show PowerPoint Slide 18)*

Practice Scenario

Brian is walking home from school when some older boys he doesn't really know call out to him by name, "Hey Brian, come up to the basketball court with us. We have something to show you!"

Can Brian trust the older boys just because they know his name? *No, he doesn't really know them.*

Would it be safer for Brian to:

- go see what the older boys have to show him?
- ask a parent or guardian to go with him?
- ignore them, go home and tell a Trusted Adult?

Answer: b or c

Since Brian doesn't really know the older boys, it would be safer for him to c.) not go at all and tell a Trusted Adult or b.) ask a Trusted Adult to come with him. Brian should not go alone to see what they have to show.

It's normal to be more trusting when people know our name. What gut feeling might warn us to be careful?

Our instincts. (Show poster, Trust Your Gut.)

Again, just because the boys know Brian's name doesn't mean Brian should trust them. Always put safety first.

- Now, what about online or electronically?
Is it safe to share our full name online? *No.*
Would we use our full name as a username or with social media? *No.*
What could we use instead? *A nickname, series of letters & numbers, made-up name.*
Is it safe to use terms like "soccerkid," "YankeeFan" or "AllThingsMusic"? *No.*
Why not? *Names like "mathpro" give others too much information about our personal interests.*
It gives people an easy way to start talking with us online about things we like.

People who lure kids online are always on the lookout for information like a child's name, school and hobbies. You'd be surprised how much criminals can learn when they put all that information together. So let's not make it easy for them!

- Are most people who call us by name people we know and can trust? *Yes.*

Remember, our full name is valuable private information. Let's be careful with it!

 **Lesson Recap, Name Lure**

- Our full name is private information, and we will keep it private, especially when using technology.
- We will not trust someone just because they know our name.
- We will mark our belongings in ways that do not allow our full name to be easily seen by others.

**Positive Thinking Skill:**

- What does your name mean?
- If you could change your first name, what new name would you choose?

Lesson 4

Friendship Lure

Presenter Overview

Grade 4

The most recent U.S. Department of Justice study reports that 30-40% of all child sexual abuse is by juveniles with problem sexual behavior. Many youth with problem sexual behavior have experienced adverse childhood trauma themselves, including sexual abuse.

Sometimes, kids innocently bring friends into an abusive situation. This is demonstrated and discussed in the Lesson's Practice Scenario.

Help is available for juveniles with problem sexual behavior, as well as for kids who use bullying behaviors. *Think First & Stay Safe* gives kids who are having thoughts of harming themselves or others opportunities to ask for help.

When children practice how to be good, responsible friends, it encourages empathy and understanding, and helps support positive health outcomes, both now and in the future.

Behavioral Objectives

- Identify ways responsible friends and family members behave.
- Recognize unsafe behaviors by friends/peers.
- Ask for help if having thoughts of bullying or abusing other children.

Key Points:

- Responsible friends are kind, honest, reliable & loyal.
- Kids can be lured into unsafe situations by friends.
- If someone is being inappropriate, we can say, "Stop!," then tell a Trusted Adult.
- Telling about friends who use bullying or abusive behaviors may be difficult, but we all deserve to be safe.
- A child having thoughts of harming self or others can ask an adult for help.

Vocabulary:

Responsible, honest, reliable, loyal, trustworthy, supportive, inappropriate, difficult, prevent

Props and Activities:

1. Drawing or photo of two children together
2. PowerPoint slides 19-21
3. Poster, *All Secrets Can Be Told*.
4. Student Workbook (pp. 9 & 15); Complete *Fill in the Blanks and Student Activity*. (Optional)



PowerPoint Slides 19-21




Class Poster

End of Lesson Presenter Checklist:

- ___ Review [Lesson Recap](#) p. 15
- ___ Display poster, *All Secrets Can Be Told*, on USB Flash Drive (Grades 3-4 Posters).
- ___ Have students complete [Student Workbook](#), pp. 9 & 15; *Fill in the Blanks and True/False*. (Optional)

Teaching Lesson 4

 Discussion and Activities

 **Quick Review:** We all like to hear our names. It's nice to see someone and say "Hi, _____!"

The **Name Lure** taught us that just because someone knows our name, it doesn't mean we should trust them. We also learned that our full names are private information that should not be shared online or electronically. Instead, we can use a nickname, our initials or a made-up username.

Lesson Introduction:

Friends are a wonderful part of life, and it's important that we know how to be good friends to one another. Today we'll talk about how being a trustworthy friend makes others feel good, and helps us feel good about ourselves. Knowing how to be a responsible friend can also help prevent hurt feelings, bullying and abuse. Let's find out how.

- What are some things we like to do with friends?
Play sports, ride bikes, play video games, etc.
Where are some places we like to go with friends?
Bike path, skate park, online, friend's house, etc.
- Who can tell us: What does it mean to be a good, responsible friend? **(Display PowerPoint slide 19)**
Being kind, honest, reliable, loyal, supportive
Being a good, responsible friend means being trusted to do what's right, isn't it?
Yes.
- Most kids need a parent's or guardian's permission to go somewhere without them.
Why do you think it's important for adults to know where kids are, and what kids are doing - even online?
To help keep kids safe.
That's right. It's the job of adults to keep kids safe.
- (Instruct a volunteer to choose a classmate and bring them to the front of the class.)**
Did I lure (the classmate)?
No, (the volunteer) did.
This is one way the Friendship Lure works. **(Display PowerPoint slide 20, or picture of two kids.)**
Friends lure friends to an unsafe place or situation.

Knowing about the Friendship Lure, what can we do if a friend invites us to a place where:

- An adult offers alcohol or drugs? or
- An adult is showing kids pornography? or
- Our friend disappears with an older teen? or
- We get that "uh-oh" or funny feeling in our stomach?

What can we do if we ever find ourselves in unsafe situations such as these?

Leave, get to safety and tell a Trusted Adult.

- Sometimes, kids try to mistreat other kids, even their own friends.
What can we do if a friend tries to touch the private parts of our body or asks us to touch theirs?

Say, "Stop!", Get to safety, Tell a Trusted Adult
(Display poster, All Secrets Can Be Told.)

Why might it be difficult to tell a Trusted Adult about a friend who tries to mistreat us?

- *Embarrassed or afraid to tell*
- *Worried it will ruin the friendship*
- *Think we won't be believed*

Even if it's difficult, telling a Trusted Adult can help stop mistreatment and make us feel safe again.

- If a child has thoughts of mistreating others, can they tell an adult about it and ask for help? *Yes.*
(Display PowerPoint slide 21)
With the help of a trained doctor, such thoughts and feelings can be stopped.
If anyone is having these thoughts or feelings, please let a Trusted Adult know. Kids who ask for help instead of harming others do not get in trouble. They get help.

NOTE TO PRESENTER: Have students complete activities on p. 9, "Adults are Here to Help Me," in the Student Workbook. Point out help hotlines, and consider putting together a list of local help hotlines for students & families.

Practice Scenario:

Sam's friend invites him to a secret place to play. It's a really cool house where a man lives by himself and lets kids do anything they want. There are tons of video games, snacks, a pool and hot tub, and even dirt bikes they can ride. This guy never says no to anything! Sam can come along - if he doesn't tell his parents.

- "If he doesn't tell his parents"...Does that phrase make your personal siren go off? *Yes.* It should!
Remember: All Secrets Can Be Told.
- Is it safe for Sam to go with his friend?
Probably not (Even though it sounds awesome, the situation may be a way to lure kids there.)
- Why do parents and guardians need to know about situations like this?
Because they want to keep kids safe.
Most friends do not lure us into unsafe situations, but is it helpful to know what to do, just in case?
Yes.

 Lesson Recap, Friendship Lure

- Responsible friends are kind, honest, reliable & loyal.
- Kids can be lured into unsafe situations by friends.
- If someone is mistreating us, we can say, "Stop!," then tell a Trusted Adult.
- Telling about friends who use inappropriate behaviors may be difficult, but we all deserve to be safe.
- A child having thoughts of harming self or others can ask an adult for help.

Lesson 5

Threats & Weapons Lure

Presenter Overview

Grade 4

With bullying, sexual abuse and other crimes of relational aggression, verbal threats are routinely used to intimidate children into cooperation or silence. The physical size alone of an adult or older youth can easily intimidate a child into compliance.

Threats may also be physical, electronic or involve a weapon. Though rare, being threatened with a weapon is by far the most frightening scenario for a child.

This lesson plan assures children that threats are rarely carried out, and weapons are rarely used. Threats and weapons are usually used for intimidation purposes only.

When children are aware that all threats are against the law, they are less likely to keep bullying and sexual abuse secret and more likely to disclose to a Trusted Adult. In this lesson, students practice making a commotion, since most offenders will flee a loud, attention-getting child so as not to get caught.

Behavioral Objectives

- Identify that all threats are Against the Law and need to be reported.
- Recognize weapons are rarely used: if used, make a commotion.
- Apply the All Secrets Can Be Told rule, especially if threatened not to tell.



Key Points:

- Kids who are bullied or abused are often threatened into keeping it secret.
- Verbal threats are rarely carried out, and weapons are rarely used.
- All threats are *against the law* and can be reported to a Trusted Adult.
- If faced with a weapon, children can make a loud commotion and try to get to safety.



Vocabulary:

Verbal threat, weapon, threaten, commotion, rare, scare, inappropriate

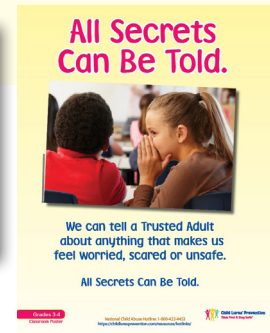


Props and Activities:

1. PowerPoint slide 22
2. Positive Thinking Skill, p. 17
3. Poster, *All Secrets Can Be Told*.
4. Student Workbook (p. 16); Complete *Fill in the Blanks and Student Activity*. (Optional)



PowerPoint Slide 22




Class Poster

End of Lesson Presenter Checklist:

- _____ Review [Lesson Recap](#), p. 17.
- _____ Display Class Poster, *All Secrets Can Be Told*, (Grades 3-4 Posters).
- _____ Facilitate [Positive Thinking Skill](#) with students (box, p. 17)
- _____ Have students complete [Student Workbook](#), p. 16; *Fill in the Blanks and True/False*. (Optional)

Teaching Lesson 5

 Discussion and Activities

 **Quick Review:** Responsible friends are kind, honest, reliable & loyal.

The **Friendship Lure** taught us that a friend may invite us to a place where there are inappropriate or unsafe activities. We learned that if someone is doing or saying something that makes us feel unsafe, we can leave, get to safety and tell a Trusted Adult.

We now know that help is available for kids who have thoughts of hurting others. They can ask an adult at home or at school. Kids who ask for help instead of abusing others do not get in trouble. They get help.

Lesson Introduction:

Today, we'll discuss what to do if someone threatens us, with words or weapons. While use of **weapons** is rare, **verbal threats** are common with bullying and sexual abuse. The most important thing for us to know is that it is Against the Law to threaten anyone, either with words or weapons. All threats can be reported to a Trusted Adult right away.

- Let's start by discussing threats. What is a threat?
A promise to do something mean or bad.
- What is a verbal threat? Here's a hint: It uses words.
When someone says they are going to do something to hurt us or someone we love.
Why do you think someone would threaten a child?
To scare the child into doing what they want.
- Could someone also threaten us online or on social media? *Yes.*
How would any kind of threat make us feel?
Scared, worried, upset, unsafe
Is it healthy for us to feel that way? *No.*
- Sometimes threats are used to scare kids into keeping abuse a secret. Suppose an abuser told a child, "If you tell anyone what I did to you, I'll hurt your Mother." Is that a threat? *Yes.*

What does the abuser want the child to do?
Keep abuse a secret.
Do you think the abuser would really hurt the Mother if the child told?
Probably not.
Is it ever safe to keep abuse a secret?
No.
Who do we tell if someone threatens us?
A Trusted Adult.
Giving in to threats may only make a situation worse. Remember: **All Secrets Can Be Told!**
- Now let's talk about weapons. It's actually rare for children to be threatened with a weapon, but it would be very scary, wouldn't it? *Yes.*

Why would someone use a weapon on a child?
(Display PowerPoint slide 22)

- To scare the child into doing what they want*
- To make the child go with them*

What does "make a commotion" mean?

To make a lot of noise; call attention to oneself.

If faced with a weapon, is it safer to do as the person says? Or to make a commotion?

Make a commotion - scream loudly for help.
(Encourage class to yell very loudly.)

- Why is it a good idea to scream loudly and make a commotion if threatened with a weapon?

It will let adults know what is happening so they can get involved and help.

Making a loud commotion calls attention to the situation and usually makes criminals go away. People who use criminal behaviors do not want to get caught.

Practice Scenario

Whenever Mia's older cousin, Mike, comes to visit, he touches her private parts. Each time, Mia tells him to stop and tries to push him away, but Mike is too strong for her. He also threatens Mia that if she tells anyone, he will hurt her even worse. Besides, he says, no one will believe her, because she's just a little kid. What should Mia do?

Why is Mia's cousin threatening her?

So she'll keep the touching a secret.

Is Mike breaking the law, both by touching Mia's private parts and threatening her not to tell? *Yes.*

Can Mia tell her parents about Mike's inappropriate behavior? *Yes.*

Will Mia's parents/guardian believe her? *Yes, they should.*

If they do not believe or help Mia, what could she do?

Ask other adults until someone helps her.

- If someone threatens us, is it safe to keep it secret?

No, all secrets can be told.

Great job! As we finish this lesson, let's remember that verbal threats are rarely carried out, and weapons are rarely used.

 **Lesson Recap, Threats & Weapons Lure**

- Kids who are bullied or abused are often threatened into keeping it secret.
- Verbal threats are rarely carried out, and weapons are rarely used.
- All threats are *against the law* and can be reported to a Trusted Adult.
- If faced with a weapon, children can make a loud commotion and try to get to safety.

**Positive Thinking Skill:**

Who are some people we can always count on to keep us safe? *[Class responses.]*

Lesson 6

e-Lure/Digital Citizenship

Presenter Overview

Grade 4

Today's fourth graders use technology in school and outside of school, with and without adult supervision. Although most kids use technology responsibly, regular reminders are very helpful at this age. Also, discussing digital citizenship in the context of personal safety is another opportunity for youngsters to be reminded of its importance.

Encouraging children to use technology responsibly sets behavioral expectations for using any type of technology, anywhere.

A 2015 meta analysis found that about one out of every four kids experience cyberbullying, and about one out of every six kids cyberbully others¹. This Lesson walks students through how to best handle cyberbullying, both when it is directed at self and at others. Upstander intervention strategies are discussed.

Visible reminders of this lesson include the e-Safety Pact for take-home, and the Classroom poster for Grades 3-4, **Be Kind Online**.

NOTE: Online luring is discussed in the Grade 6 e-Lure/Digital Citizenship Lesson Plan, but not in this lesson.

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

Behavioral Objectives

- Demonstrate how to be a responsible digital citizen by being kind and respectful.
- Identify that cyberbullying is against school rules and against the law.
- Be caring, helpful and supportive if others are being cyberbullied.
- Share mean and threatening messages and inappropriate images with a Trusted Adult.
- Keep personal information and passwords private.



Key Points:

- Be kind and respectful when using technology.
- Cyberbullying is against school rules and the law.
- If we see cyberbullying happening, we can be caring, helpful and supportive - an "upstander."
- Share mean and threatening messages and inappropriate images with a Trusted Adult.
- Keep personal information and passwords private.



Vocabulary:

Responsible digital citizen, online, avoid, permission, consent, electronically, social media, gaming, inappropriate, threatening, Upstander



Props and Activities:

1. PowerPoint Slides 23-26
2. Student Workbook (p. 17); Complete *Fill in the Blanks and Student Activity*. (Optional)
3. Poster, **Be Kind Online**.



PowerPoint Slides 23-26




Class Poster

End of Lesson Presenter Checklist:

- ___ Review [Lesson Recap](#), p. 20.
- ___ Display Class Poster, **Be Kind Online**, (Grades 3-4 Posters).
- ___ Have students complete [Student Workbook](#), p. 17; *Fill in the Blanks and True/False*. (Optional)
- ___ Hand out [e-Safety Pact](#) (p. 21). Have students take the Pact home to complete and discuss.

Teaching Lesson 6

 Discussion and Activities

 **Quick Review:** As we continue the Think First & Stay Safe program, let's remember that most people in the world are peaceful and loving.

But sometimes they are not. The **Theats & Weapons Lure** taught us that people who mistreat kids might use threats or weapons to scare a child into doing what they say. We learned that all threats are against the law, and most threats are never carried out. We practiced making a commotion and screaming for help in case we're ever faced with a weapon.

We also learned that all secrets can be told, even ones we've been keeping for a long time or have been threatened not to tell. Let's all say that together: "All Secrets Can Be Told."

Lesson Introduction:

Today, we're going to talk about the **e-Lure/Digital Citizenship**. Just as it's important to treat others with kindness and respect at home and at school, we also need to treat others respectfully when we're using technology. The Name Lure taught us that our full name is private, and it's unsafe to share it with just anyone. Today, we'll also discuss how to stay safe from cyberbullying and how we can help others who are being bullied online.

- How many of you use technology every day?
(Show of hands.)
- What are some of the things we like to do, using technology?
Play games, watch videos, chat with friends and family, use social media, gaming, do homework, etc.
Most of the time, we have a lot of fun, don't we? *Yes.*
How do we act most of the time when we're online?
Do we get along with others? *Student responses.*
Are most people kind and respectful? *Student responses.*
- What is it called when we use good manners online?
Being a responsible digital citizen
How does a responsible digital citizen act when online? *(Show PowerPoint Slide 23)*
Polite, respectful, kind, safe
Right! And what are some behaviors to avoid when using technology responsibly?
Making fun of others, being mean, posting untrue things about people, sending inappropriate texts, etc.
Yes, these are behaviors we would avoid, because they are what kind of behaviors? *Bullying Behaviors.*
- What is it called when bullying behaviors are used online or electronically? *Cyberbullying*

Is cyberbullying a one-time behavior or a repeated behavior? *It's usually a repeated behavior.*

So these unkind bullying behaviors usually happen over and over again, don't they? *Yes.*

Now, imagine that we are checking our messages, and there's one that says, "Everybody hates you!"

Think about that. How would it make us feel?

Sad, alone, scared, embarrassed, hurt, mad, etc.

Do you know that some kids get messages like that every day, usually from kids they know?

How do you suppose it makes those kids feel?

Very sad, alone, worried, unwanted, unloved.

Thankfully, most kids (over 80%) do NOT cyberbully. They are kind, polite and respectful.

- If we see cyberbullying taking place, should we ever join in on the unkind behavior? *No.*
How can we be caring, helpful and supportive when we see or hear about cyberbullying?
Post a reminder that kindness is cool.
Post something nice about the person being bullied.
Let them know they don't deserve it.
Tell a Trusted Adult & show them the messages.
This is known as being an "upstander."
- What if someone sent mean or threatening messages to us? Could we:
Leave the messages unanswered? *Yes.*
Leave new messages from the person unopened? *Yes.*
Tell a parent/guardian about the messages? *Yes.*

Why would we also tell a Trusted Adult at school?
Cyberbullying can affect us at school too.

(**Teachers:** Cyberbullying needs to be reported to school officials, local police and/or cybertipline.com.)
- Is cyberbullying a crime?
Yes.
It's against the law to cyberbullying, in every state in the country. How do cyberbullies get caught?
Most messages can be traced back to the sender.

Why is it helpful to save and print mean or threatening messages? *They are evidence of a crime.*

Is cyberbullying reported to police?
Sometimes cyberbullying is reported to local police and/or cybertipline.com.
So bullying can get us into a lot of trouble!
Is that a good reason to not use bullying behaviors? *Yes.*

Cyberbullying is against the law, so we don't have to put up with it. Who do we tell? *A Trusted Adult.*
What if we tell and no one helps us?
Keep telling until someone helps.

e-Lure/Digital Citizenship, cont.**Class Activity:**

Write a complimentary email: Instruct each student to write a complimentary email to an assigned classmate, (i.e. *I like your stories because they are always funny. You are very helpful at lunch. You're a great artist!*)

Once students receive their messages, facilitate a discussion about how it made them feel to send and receive compliments. Forward the emails home and encourage students to discuss this activity with their families.

Note to Presenter: If your school is without email capability, have students write each other a note to place on one another's desks. Send notes home with students. Encourage family discussion.

Practice Scenario

Sarah gave her phone number to her friend, Parker. Parker gave Sarah's number to another friend, without her permission. Now Sarah is receiving mean texts from Parker's friend, and she doesn't like it. What can Sarah do?

- Should Sarah respond to the texts? **No.**
Can she tell Parker about the mean messages and ask him to tell his friend to stop it? **Yes.**
- Can she show the texts to her parents? **Yes.**
- Should Parker have given out Sarah's phone number without her permission? **No.**
- What should we always get from someone before sharing their private information, like a phone number?
Their permission (their consent).

Remember, personal information is very valuable, and we want to keep it what? **Private**
(Display the **Be Kind Online** poster and discuss.)

We know to keep our passwords private, even from our friends. But let's take a look at what could happen if we did share a password:

Practice Scenario

Shuria and Claire game two days a week after school, and have shared their passwords with each other. Shuria has gotten up to 1,000,000 points. One day, he logs into the game and notices that all his points are gone.

Shuria tells Claire about it, and she admits that her friend, April, may have seen Shuria entering his password. When they ask April about it, she admits that she used Shuria's password without permission and spent all his points. Nothing can be done to get the points back.

What can we learn from this story?

Don't share passwords with anyone, even close friends.
(Exception: parents!) *Make sure no one can see you typing your password.*

Is using other people's passwords without permission being a responsible digital citizen? **No!**

8. (Hand out e-Safety Pact to students. Template on following p. 21.)

This is an e-Safety Pact. When signed with a parent or guardian, it is a promise to be a responsible digital citizen; to be kind and respectful when using any type of technology. **(Display PowerPoint Slide 24)**

One last thought: What if we sign the e-Safety Pact, but then do something unkind or unsafe when using technology? What should we do? *Apologize for our actions and recommit to the e-Safety Pact.*

That's right. Mistakes are made from time to time.

If we do make a mistake, we can apologize right away, promise not to do it again and recommit to the Pact.

9. Nice work on this lesson everyone.

Let's review the key points:

**Lesson Recap, e-Lure**

- Be kind and respectful when using technology.
- Keep passwords and personal information private.
- Cyberbullying is against the law. Share inappropriate or threatening messages/images with a Trusted Adult.
- All secrets can be told, even secrets we've been keeping for a long time or have been threatened not to tell.

PROGRAM CONCLUSION:

(Display PowerPoint Slide 25) This was our last Think First & Stay Safe lesson for this year. Together, let's say these four safety rules out loud:

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

(Display PowerPoint Slide 26)

And remember: Most people are good people who help keep children safe!

Please continue to show kindness and respect as you move through the world.

**Presenter's Notes**

NOTE: See p. 22 for the final Program Wrap-Up.

e-Safety Pact



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

Student's Signature

Parent's Signature

Date

Date

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

Excerpted from the *Think First & Stay Safe™* Youth Curriculum,
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Teaching Lesson 6, cont.**Students, this concludes our Think First & Stay Safe™ program for 4th Grade.**

This year, we learned five Child Lures: **Emergency, Games, Name, Friendship and Threats & Weapons**. We also learned about the **e-Lure** and using technology responsibly and safely.

Throughout this program, we talked about the importance of treating one another with kindness and respect. Let's use what we've learned as a reminder of how to treat the people in our lives, and how we should expect to be treated by others.

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

**At this time, it is recommended Presenters:**

- Administer the [Grade 4 Student Evaluation](#) (pp. 23) as a **Post-Test**. (Reviewing the questions verbally will serve as a helpful final program review.)
- If purchased, collect [Student Personal Safety Workbooks](#) for use again next year.
- **Optional:** Distribute a [Parent Guide](#) for each student to take home. Order Form on p. 28 or order online at <https://childluresprevention.com/shop/>

Student Evaluation

Name: _____

Pre-Test | Post-Test (Circle One)

Date: _____

Grade 4

1. Can learning about personal safety help kids stay safe?

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

2. Can kids call or text a Trusted Adult to verify an emergency?

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

3. If someone knows our name, does that mean we can automatically trust them?

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

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

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

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

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

6. Can we tell a Trusted Adult about attention or touching we don't like?

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

7. Can we tell a Trusted Adult any secret, even secrets we've been told not to tell?

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

8. If a classmate touches us in the private parts during a game, can we quit playing and tell a Trusted Adult?

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

9. If faced with a weapon, should we make a commotion to call attention to the situation?

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

10. Should we play games that involve being tied up, handcuffed or asked to remove clothing?

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

11. Can we tell a Trusted Adult about any unkind or threatening messages received?

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

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

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

Answer Key:

1. Yes
2. Yes
3. No
4. Yes

5. Yes
6. Yes
7. Yes
8. Yes

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



Families as Partners in Prevention

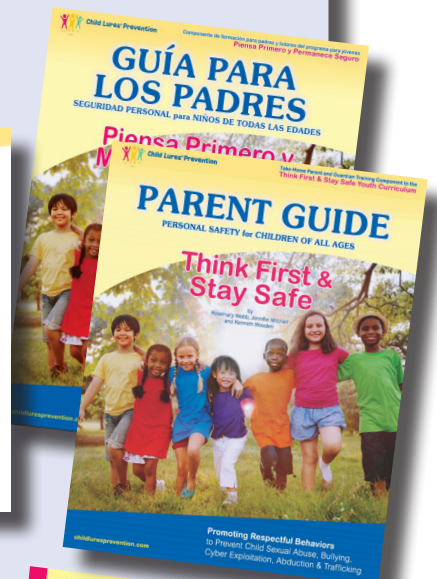
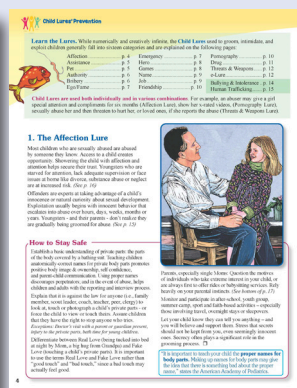
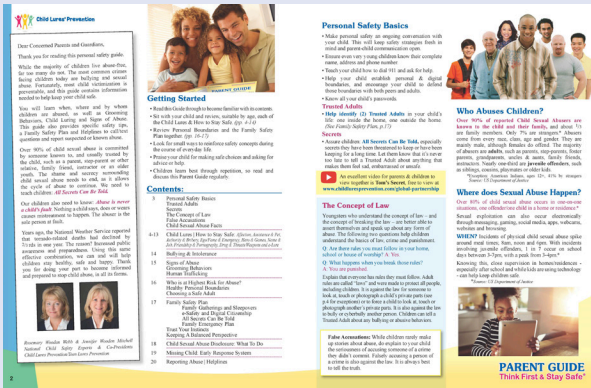
Think First & Stay Safe™ is most effective when parents and guardians support program implementation and reinforce safety strategies at home. The Tips for Safeguarding Your Child flyer (p. 27) can be copied and sent home with the Welcome Letter.

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

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

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

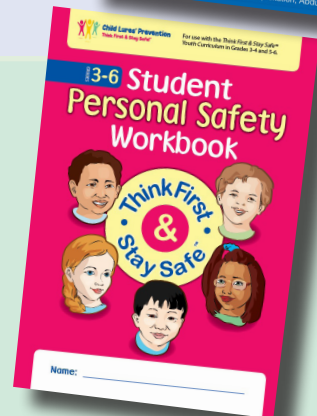
Available in English & Spanish.



Student Personal Safety Workbook

Teaching Aid, color illustrated for Grades 3-6

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



Available in English & Spanish.

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

Dear Family,

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

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

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

This year, your 4th Grader will train their brain to learn the Emergency, Games, Name, Friendship and Threats/Weapons Lures. They'll learn how each child lure works, determine whom to ask for help and practice proven prevention strategies to help them stay safe. Students will also participate in class discussions about the e-Lure and the importance of using technology responsibly.

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

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

(Optional): Enclosed please find a *Think First & Stay Safe*™ PARENT GUIDE, which is for you, the parent or guardian. This guide is intended to help raise awareness about grooming, luring and abusive behaviors. While your young learner will not yet be taught all 16 of the Lures outlined in the guide, the safety information can be shared with your child as you see fit. Please consider using the Family Safety Plan (on page 17) and keeping this guide handy to review often, and to use as a family resource for years to come.

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

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

Sincerely,

Program Director/School Principal
(Phone | email)

Tips for Safeguarding Your Child

Dear Family,

Our school is using the *Think First & Stay Safe™* child personal safety program. Home reinforcement can help ensure your child’s long-term safety, so please familiarize yourself with these tips:

- | | |
|--|---|
| <ul style="list-style-type: none"> ☑ Discuss personal safety with your 4th grader on a regular basis. ☑ Let your child know they can always talk to you about body safety, and you will help them. ☑ Bullying, cyberbullying and abuse are against school policy and against the law. ----- ☑ Remind your child to keep personal information and passwords private when using technology. ☑ Tell your child they won’t get in trouble for telling you about inappropriate or unsafe messages. ☑ Kids can tell an adult about unkind & threatening messages (or inappropriate images) they receive. ----- ☑ Let children express affection on their own terms. Don’t force hugs, kisses or other touches. ☑ By respecting children’s choices about their own bodies, we show respect for their boundaries. ----- ☑ Stress that a child’s private parts are not for other people to look at, take images of or touch. ☑ Use anatomically-correct names for private parts. ----- ☑ Children who are sexually abused are usually abused by someone they know and trust. ☑ Reassure your child they can tell an adult about any unwanted attention and touching. ☑ Being bullied or abused is never a child’s fault. | <ul style="list-style-type: none"> ☑ Stress that “All Secrets Can Be Told,” even long-held secrets or those kids are threatened not to tell. ----- ☑ Games involving body contact provide opportunities for inappropriate touching. ☑ Children can speak up and say, “Stop!” if someone touches them inappropriately and/or tell an adult. ----- ☑ Trust your instincts about people and situations. ☑ Teach your child to tell you right away about any weird or gut feelings they get about a person or situation. Instincts are rarely wrong. ----- ☑ Supervise children closely, especially after school and during multi-family & multi-age gatherings. <i>(30% of child sexual abuse is by other kids.)</i> ☑ Sleepovers provide opportunities for child sexual abuse by peers or adults. If you choose to allow sleepovers, inquire about supervision and let your child know they can call you any time of the day or night. ----- ☑ Kids who are bullied or abused are often threatened into keeping it secret. Explain that threatening a child with words or weapons is against the law. ☑ Children can ask a Trusted Adult for help. ----- ☑ Reassure your child that most people are kind, caring, and help children stay safe. |
|--|---|

**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/Org Personnel and Volunteers

Welcome Module (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.)

Presenter 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

ORDER FORM

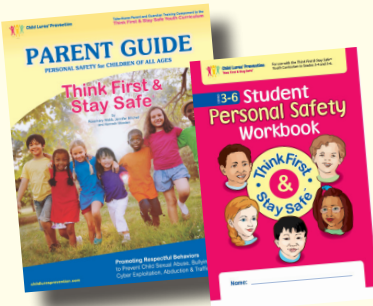
SHIPPING ADDRESS: (Please use street address)

BILLING ADDRESS:

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

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

Item#	Description	Unit Price	Quantity	Price
THINK FIRST & STAY SAFE™ - ADDITIONAL RESOURCES				
CLPG-E	TFSS Parent Guide: English	\$ 1.00	_____	\$ _____
CLPG-Sp	TFSS Parent Guide: Spanish	\$ 1.00	_____	\$ _____
	(ADD 15% Shipping & Handling)			\$ _____
SPSW-E	TFSS Student Wrkbk: English	\$ 1.25	_____	\$ _____
SPSW-Sp	TFSS Student Wrkbk: Spanish	\$ 1.25	_____	\$ _____
	(ADD 15% Shipping & Handling)			\$ _____



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!

Purchase Orders Accepted

PHONE ORDERS: Call 1.802.985.8458
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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)

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

childluresprevention.com

COMPLETE CORNERSTONE CONCEPTS

Grade 4

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

Complete CORNERSTONE CONCEPT LESSONS for Grade 4

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

Cornerstone Concept 1: Programming My Brain: Staying Healthy & Safe	31
Cornerstone Concept 2: People Are Like the Weather: <i>Being Kind & Respectful</i>	33
Cornerstone Concept 3: Child Luring: <i>Telling My Trusted Adults</i>	35
Cornerstone Concept 4: Laws Help Protect Me: <i>My Body Belongs to Me</i>	38
Cornerstone Concept 5: All Secrets Can Be Told: <i>Listening to My Instincts</i>	42
Cornerstone Concept 6: The Kindness of People: <i>Choosing Who Helps Me</i>	45
Cornerstone Concept 7: My Dignity: <i>Bullying and Abuse are Not My Fault</i>	48



Cornerstone 1

Programming My Brain: *Staying Healthy & Safe*

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

Students learn they already possess an effective tool to help with safety - their own brain. The brain's ability to think critically is an effective defense against all forms of abuse, including bullying, harassment and sexual misconduct. By establishing that critical thinking is an effective personal safety tool, we foster self-confidence and establish a sense of preparedness for the lessons that lie ahead.



Key Points:

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



Vocabulary:

Personal safety, effective, gigabyte



Props and Activities:

1. PowerPoint slide #1-2
2. Class Activity, p. 32
3. Positive Thinking Skill (blue box, p. 32)
4. Student Workbook (p. 2); Complete *Fill in the Blanks and Word Jumble*

Programming My Brain: *Staying Healthy & Safe*

Lesson Introduction: (Show PowerPoint Slide #1)

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

Discussion & Activities

1. Parents, teachers and other adults are responsible for keeping kids healthy and safe.

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

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

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

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

So there are a lot of things adult and kids do to help kids stay healthy and safe, aren't there?

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

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

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

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

How many gigabytes do you think the human brain has at 5 years old?

Scientists estimate that our brain contains over FIVE MILLION gigabytes when we are only 5 years old.¹
Just imagine! You had 5 million gigabytes of information in your brain at age 5.

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

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

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

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

Positive Thinking Skill:



What is your favorite electronic device and why?

- Cell Phone
- Tablet
- Gaming system

1. Reference: Massachusetts Institute of Technology

Class Activity

Sports Safety: How many of us like to ride bikes? (Show of hands.)
How many of us wear a bike helmet when we ride our bikes? (Stand up if yes.)

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



Lesson Recap, Programming My Brain: Staying Healthy and Safe

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

PRESENTER CHECKLIST:

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



Cornerstone 2

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

Presenter Overview: By talking openly with youngsters about what constitutes healthy and respectful social relationships, we set behavioral expectations and help children better recognize aggressive and exploitative behaviors when they happen. In this lesson, children learn that, just as we take precautions from stormy weather, so can we take steps to stay safe from *Stormy Behaviors*.

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



Key Points:

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



Vocabulary:

Polite, unsafe, mistreat



Props and Activities:

1. Pictures of sunshine and lightning
2. PowerPoint slides #3
3. Positive Thinking Skill (blue box, p. 34)
4. Student Workbook (p. 3); Complete *Fill in the Blanks* and *Word Find*

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



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

Lesson Introduction:

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



Discussion & Activities

1. How many of us like to be outside when the weather is nice? (*Show of hands.*)
What is your favorite kind of weather? (*Student responses.*)
What kind of weather would we say is safest? *Warm and sunny with clear blue skies.*
Of course, we'd have to wear sunscreen if it's sunny, wouldn't we? *Yes.*
Still, for the sake of this program, we'll say that sunny weather is safest.
2. Now, what kind of people do we like best, and why?
Most of us like nice, "sunny" people, because they are kind, friendly and feel safe to be around.
3. (**Show PowerPoint Slide #3**) What are some things we do to show kindness and respect to others, at school and at home?
 - *Smile and be friendly.*
 - *Say please, thank you, excuse me, and other polite phrases.*
 - *Ask permission before touching someone or their belongings.*
 - *Be a good listener.*

These are all excellent examples of ways people behave in healthy friendships and other relationship

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

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

- *Yelling at someone.*
- *Pushing or hitting someone*
- *Hugging someone without their permission*
- *Walking in on someone's private bathroom/changing time without asking*
- *Forcing someone to do something they don't want to do*

How would *these behaviors* make us feel?

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

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

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

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

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

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

Would we go outside to play during a lightning storm? **No.**

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

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

Right! We would not do any of these things. What would we do to stay safe? *Stay inside.*

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

6. OK, now let's use our built-in computers and think: If we can take steps to protect ourselves from stormy weather, can we also take steps to stay safe from stormy, or unsafe, behaviors? **Yes.**
Most of the time, adults help keep us safe. But if an adult is not with us, or they are using *Stormy Behaviors*, we need to know what to do and which other adults we can ask for help.
7. Let's remember, though: Most of the time, is the weather safe or unsafe?
(Display drawings of sunshine and lightning.) *Most of the time, the weather is safe.*
And, like the weather, most people behave how? (Wave picture of sunshine.) *Most behave sunny and safe.*

Positive Thinking Skill:



What are your favorite indoor activities during stormy weather?

- Watch the storm
- Take a nap
- Play music
- Play video games
- Watch a movie



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

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

End of Lesson Presenter Checklist:

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



Cornerstone 3

Child Luring: *Telling My Trusted Adults*

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

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



Key Points:

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



Vocabulary:

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



Props and Activities:

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

Child Luring: *Telling My Trusted Adults*



Quick Review: In our last lesson, we learned that like the weather, most people are safe. And like the weather, people's behavior can change from being sunny and safe to stormy and unsafe, even people we know and trust. We learned that it's not okay to hurt others, in words or actions. We practiced being kind and respectful to ourselves and to others by saying and doing nice things at home and at school.

Lesson Introduction:

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



Discussion and Activities

1. How many of you like to fish? (Display fishing pole or picture of fishing pole.) (*Show of hands.*)
What do we use to catch fish? *A line, a hook and bait.*
What's another word for bait? *Lure.*
What exactly does a lure do? *Attracts fish, tempts them and sometimes tricks them into biting the hook.*
2. Does anyone know what fish like to eat? *Worms, minnows, crawfish, etc.*
So would we use pizza or tacos as lures to catch fish? *No! Fish don't eat pizza or tacos!*
That's right. We'd use things fish like, or are attracted to, like worms, minnows or a shiny lure, right? *Yes*
So would you say that to catch a fish, we need to use lures that fish like? *Yes.*

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

Here are some examples of Child Lures:

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

Positive Thinking Skill:



If you could go fishing anywhere, where would you go, and with whom?


These are examples of Child Luring.

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

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

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

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

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

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

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

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

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

There are more Child Lures in this program, and we will be learning them all.

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

Yes.

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

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

Yes.

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

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

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

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

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

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

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

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

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

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

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

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

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

Tell another adult.

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

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

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

No.

(Show PowerPoint Slide #5 and review)

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

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

Help us stay safe.

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

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

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

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

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

Lesson Recap, Child Luring: Telling My Trusted Adults

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

End of Lesson Presenter Checklist:

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

Additional Resources:

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

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

Presenter's Notes:

Class Posters
Available in English & Spanish





Cornerstone 4

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

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

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



Key Points:

- My Body Belongs to Me!
- It is against the law to look at, take images of, or touch a child's private parts.
- It is a crime to make a child look at, take images of or touch someone's private parts.
- It is against the law to bully or cyberbully another person.
- Kids are usually mistreated by someone they know: an adult, older child or peer.
- We can tell an adult or Trusted Adult about bullying and abuse.
- If having thoughts about mistreating another child, ask an adult for help.
- Being bullied or abused is NEVER a child's fault.



Vocabulary:

Trust, avoid, respectful, crime, punish, rules, law, arrest, private parts, *Bathing Suit Zone*, cleanliness, accuse, seriously. (**Optional** but recommended: buttocks, anus, chest, breasts, vulva, vagina, penis, scrotum - see p. 40, #2)



Props and Activities:

1. Class Rules & School Policy Handbook/Kids' Bathing Suits
2. PowerPoint slides #6-10
3. Positive Thinking Skill (blue box, p. 40)
4. Class Poster, *My Body Belongs to Me!* & *Optional Video*
5. Student Workbook, (p. 5); Complete *Fill in the Blanks and Questions*

Laws Help Protect Me: My Body Belongs To Me



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

Lesson Introduction & Learning Objectives:

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



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

Laws Help Protect Me From BULLYING:

1. (**Show PowerPoint Slide #6**) Do we have rules we must follow at home, school, places of worship or after-school programs? **Yes.** What happens when we break those rules?
We get in trouble. Sometimes we get punished.
2. Do we have rules in our Class? **Yes.** (**Review Class rules, briefly.**)
All schools have rules to help keep everyone healthy and safe. (**Show School Policy Handbook.**)

One of the rules is to be kind and respectful to one another. What do we mean by respectful?

Being polite with our words and our actions.

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

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

In the dictionary, it says, "Bullying is when one or more people mistreat another person(s)." Is bullying behavior that usually just happens once? *No, it happens over and over again.*

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

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

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

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

Teasing means your voice and mouth are both smiling!

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

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

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

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

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

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

If caught, they'd be punished, because bullying others is against school policy - and against the law.

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

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

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

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

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

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

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

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

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

Who can we tell about bullying and cyberbullying?

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

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

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

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

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

Laws Help Protect Me From ABUSE:



Note to Presenter:

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

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

- Like kids, adults also have rules they must follow. What are those rules called? *Laws*.
When adults break the law, what is that called? *A crime*.
What happens when an adult commits a crime? *They get arrested and punished*.
- (Show PowerPoint Slide #8) (Display bathing suits.)**
Which parts of the body does a bathing suit cover? *The private parts of the body*. (Optional: For health and safety reasons, it's important to know the proper names of private body parts. All people have a buttocks, anus, chest and breasts; some also have a vulva and vagina, some also have a penis and scrotum.)
Some private parts are different on people, so during this program we'll call private body parts our *Bathing Suit Zone*.

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

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

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

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

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

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

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

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

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

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

- There are times when someone may need to see or touch a child's private parts for **health** or **cleanliness** reasons, like if a child hurts their private parts and needs help. Can you think of another example?

- During a doctor's visit with a Mom, Dad, or guardian there.*
- If a child needs help taking a bath/shower or going to the bathroom.*

- Other than an injury, a doctor's visit or bathroom help, should anyone be touching, looking at or taking pictures of our *Bathing Suit Zone* or telling us to do the same to theirs? *No*.
Should anyone be showing us their private body parts? *No*.

Does anyone know what this *behavior* is called? **(Show PowerPoint Slide #9)**

Child Abuse. Sexual Abuse. Abuse. Mistreatment.

Could someone we know (babysitter, relative, family friend) try to abuse us? *Yes*.

Could a playmate, cousin or classmate try to look at, touch or take pictures of our privates? *Yes*.

- If an adult, older kid or person our age tried to do any of this to us, what are some things we could say to them?

Stop that, Leave me alone, You're not allowed to do that, My body belongs to me - stay away!

Prompt students to say, *"It is against the law to mess with my Bathing Suit Zone - stay away!"*

Can we tell a Trusted Adult if someone tries to abuse us? *Yes*.

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

It's the job of grown-ups to keep kids safe. This is why telling a Trusted Adult is so important.

And if the first person we tell doesn't help us, what can we do? **(Show PowerPoint Slide #10)**

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

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

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

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

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

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

(Students will respond with unlimited stories of injustice.)

Positive Thinking Skill:

Where is your favorite place to swim?

- Swimming pool
- River/Stream/Lake
- Ocean



Is it fair to say someone committed a crime when they did not? **(Display bathing suits.)** *No.*
 Why is it extra important to tell the truth when we tell a Trusted Adult about crimes like sexual abuse?
They are against the law and will be taken very seriously.
 When it comes to telling about any kind of abuse, what's the right thing to do? *Always tell the truth.*

8. OK, now it's time to *Think First and Stay Safe*. Enzo is in the locker room getting dressed for gym when an older student tries to touch him in his *Bathing Suit Zone*.
- What can Enzo do? *Get to safety and tell a Trusted Adult.*
 - Why would Enzo tell a Trusted Adult?
It is an adult's job to help keep kids safe and to make sure kids are behaving appropriately.
 - Who are some adults Enzo could tell?
His gym teacher, class teacher, guidance counselor, school nurse, his Mom or Dad, guardian, any adult Enzo trusts.
 - Who are some Trusted Adults YOU could tell if something like this happened to you?
(Have students use private think time to identify two Trusted Adults; one who lives in their home, one from outside the home.)
 - Why might it be hard for Enzo to tell someone about what happened?
He might be embarrassed or scared that he won't be believed.
The older student might be a friend, and Enzo doesn't want to get him into trouble.
Enzo might have been threatened not to tell anyone, so he is afraid to tell.
9. What can Enzo do if he tells a Trusted Adult about the older student's inappropriate behavior, and for some reason the grown-up doesn't help him?
Enzo can tell another Trusted Adult.
 He can tell a different adult. He can tell until someone helps him feel safe again.
10. What if Enzo made up a story about abuse to get someone in trouble?
It would be very dishonest of him - and against the law.
 Remember, it's against the law to accuse someone of a crime they did not commit.
 Why are we always truthful when reporting incidents of abuse and exploitation?
These are serious crimes, and accusations will be taken very seriously.
 When it comes to telling about incidents of abuse and bullying, what's the right thing to do?
Always tell the truth.

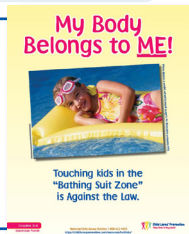


Lesson Recap, Laws Help Protect Me: My Body Belongs to Me

- My Body Belongs to Me!
- It is against the law to look at, take images of, or touch a child's private parts.
- It is a crime to make a child look at, take images of or touch someone's private parts.
- It is against the law to bully or cyberbully another person.
- Kids are usually mistreated by someone they know: an adult, older child or peer.
- We can tell an adult or Trusted Adult about bullying and abuse.
- If having thoughts about mistreating another child, ask an adult for help.
- Being bullied or abused is NEVER a child's fault.

End of Lesson Presenter Checklist:

- _____ Review **Lesson Recap** with students (above).
- _____ Discuss **Positive Thinking Skill** (blue box, p. 40) with students.
- _____ Have students complete **Student Workbook**, p. 5; Fill in the Blanks and Questions.
- _____ Display **Class Poster *My Body Belongs to Me!*** Review with students.



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

Exceptions include:

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



Cornerstone 5

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

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

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



Key Points:

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



Vocabulary:

Inner, instincts, reflexes, gut, uneasy, careful, eventually, warn



Props and Activities:

1. Emergency vehicle with siren (or picture/video of siren or alarm)
2. PowerPoint slide #11
3. “Tom’s Secret” video - 4 min (<https://childluresprevention.com/global-partnership/>)
4. Class Posters, *Trust Your Gut Feelings* and *All Secrets Can Be Told!*
5. Student Workbook (p. 6); Complete *Fill in the Blanks and Activity*

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



Quick Review: In our last lesson, we talked about school rules and laws that help keep us safe. We learned that bullying and physical and sexual abuse bullying are *against the law*.

We chose two Trusted Adults in our own lives who we can talk to about physical and sexual abuse, bullying or any other form of harm. We learned that it’s also against the law to make up stories about sexual abuse and bullying, to say someone abused or bullied us when he or she did not. It is always best to tell the truth in every situation.

Lesson Introduction:

Today, we’ll learn how our bodies have a special warning system, like an inner siren, which can help keep us safe. We will talk about being aware of our inner siren and how we can use it to help us stay healthy and safe. We will also talk about safe and unsafe secrets, and why all secrets can be told.



Discussion: Listening to My Instincts

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

How do we feel when we hear a loud siren?

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

Positive Thinking Skill:



What was your best surprise ever?

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

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

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

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

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

2. **(Show PowerPoint Slide #11)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our instincts. Our inner siren.

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

That something isn't right and to be careful.

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

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

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

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



Discussion: All Secrets Can Be Told

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

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

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

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

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

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

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

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

Do the following secrets make us feel bad or afraid?


- a. A kid bullies you on the playground every day and says they'll hurt you if you tell. **Yes.**
- b. Your uncle touches you in the *Bathing Suit Zone* and tells you not to tell anyone. **Yes.**
- c. Another student steals your friend's tablet and warns you not to tell. **Yes.**

That's right. These **unsafe secrets** would make us feel sad, embarrassed or afraid. It's not healthy to keep secrets that make us feel this way. The important thing to remember is: All secrets can be told.

What can we do if someone tells us to keep an unsafe secret that makes us feel embarrassed or afraid?

Tell a Trusted Adult as soon as we can.

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

8.  We are now going to watch a video called **Tom's Secret**. While watching, let's all think about what we would do if we were Tom. You'll notice that Tom's mother is proud that he tells her his unsafe secret. (Show **Tom's Secret** video to students; 4 min in length.)

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

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

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

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

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

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

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

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

Will Tom's Mom and Dad help keep him safe? **Yes.**

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



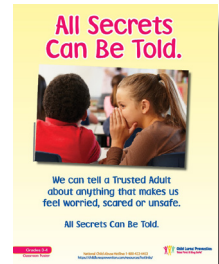
10. Can we tell a Trusted Adult about a secret **we've been keeping for a long time**? **Yes.**

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

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

Threats are against the law. Our Trusted Adults can help us with our safety. If one adult we

tell doesn't help us, we can tell a different adult. We can keep telling until someone helps us feel safe again.



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



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

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

End of Lesson Presenter Checklist:

- ___ Review [Lesson Recap](#) with students (in blue box above).
- ___ Discuss [Positive Thinking Skill](#) (blue box, p. 42) with students.
- ___ Have students complete [Student Workbook](#), p. 6; Fill-in-the-Blanks and Activity.
- ___ Display [Class Posters Trust Your Gut Feelings](#) and [All Secrets Can Be Told](#).



Additional Resources:

Video: "Tom's Secret" available for viewing @ <https://childluresprevention.com/global-partnership/> in English & Spanish [**Video credit:** [Tom's Secret](#) was produced by the Israeli Association of Rape Crisis Centers in cooperation with L.Raphael Geneve as part of a global initiative to increase awareness for child sexual abuse and instruct parents and children. Used with permission of Mrs. Ronit Raphael, President of global beauty brand L. Raphael Geneve.]

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



Cornerstone 6

The Kindness of People: Choosing Who Helps Me

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

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

*Exception: American Indians, ages 12+, 41% by Strangers. (Source: US Department of Justice, American Indians & Crime) Finkelhor, D., Turner, HA., Shattuck, A., & Hamby, SL., (2015). Prevalence of Childhood Exposure to Violence, Crime, and Abuse: Results From the National Survey of Children’s Exposure to Violence. JAMA Pediatrics - The Science of Child and Adolescent Health. 2015 Aug;169(8): 746-54. doi: 10.1001/jamapediatrics.2015.0676. Finkelhor, D. (2012). Characteristics of Crimes Against Juveniles; Crimes Against Children Research Center, University of New Hampshire.

Key Points:

- Most people are sunny and safe. They don’t abuse children.
- Kids who are abused are usually mistreated by someone they know and trust.
- We can watch out for Stormy Behaviors that make our inner siren go off.
- If we need help, safe adults include: a Mom or Dad with kids of their own, someone working behind a store counter or a uniformed police officer in a police car.

Vocabulary:

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

Props and Activities:

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

The Kindness of People: Choosing Who Helps Me

Quick Review: In our last lesson, we learned that we have a special inner warning system called instincts. Instincts warn us when we need to be careful. Not everyone can always feel their instincts (that uh-oh feeling in our belly), but when we do, it can help keep us safe.

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

Lesson Introduction & Learning Objectives:

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

Discussion & Activities

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

3. What exactly is a stranger?

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

How often do we meet or see strangers?

Probably every day.

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

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

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

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

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

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

Someone the child knows.

Correct. Nine of out ten children who are sexually abused are abused by someone they know, and often trust.

And 1 in 3 of these children are mistreated by another child or teen using stormy behavior.

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

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

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

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

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

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

Can we tell just by looking at a person, or talking to them online, if they are unsafe? *No.*

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

People who act a certain way.

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

6. Suppose one day we're outside or online, and someone we've never met starts talking with us. He is very friendly and funny. After a little while of talking and laughing with him, would we still consider that person a stranger? *Probably not.*

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

A person who acts friendly and nice.

7. How do you think a person who was trying to lure someone would act?

Would the person act unfriendly and mean or would they act friendly and nice?

He would act friendly and nice.

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

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

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

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

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

If a Trusted Adult is not with us.

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

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

It is safer for us to choose who helps us.

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

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

- A mom or dad, with children of their own. *Yes.*

Positive Thinking Skill:



Who are some helpful strangers?

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

- A person who walks up to you and offers help. *No.*
- Someone working behind a store counter. *Yes.*
- A uniformed police officer with a marked police vehicle. *Yes.*

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

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

10. In wrapping up our lesson on *Choosing Who Helps Us*, we also want to remember that most people are what kind of people?

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



Lesson Recap, The Kindness of People: Choosing Who Helps Me

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

End of Lesson Presenter Checklist:

- ___ Review [Lesson Recap](#) with students, above.
- ___ Discuss [Positive Thinking Skill](#) (blue box, p. 46) with students.
- ___ Have students complete [Student Workbook, p. 7](#); *Fill in the Blanks and Question*.
- ___ Display [student drawings](#) of kind-looking strangers for Grade 4. This will help reinforce the message that most strangers encountered each day are kind and caring.



Presenter's Notes:



Cornerstone 7

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

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



Key Points:

- Like a snowflake, each of us is unique and special.
- Everyone is worthy of being treated with respect.
- Mistreating someone is not treating them with respect.
- Kids who have thoughts of mistreating others can ask a Trusted Adult for help.
- Bullying and sexual abuse are never the fault of the person they happen to.
- Bullying and sexual abuse can not take away our dignity. Ever.



Vocabulary:

Unique, dignity, respect, worth, worthy, respect, disrespect, harm, mistreat, deserve, responsible



Props and Activities:

1. Potted plant, \$5 or \$10 bill
2. PowerPoint slide #14 and slides #25 & 26
3. Class Activity, p. 49
4. Positive Thinking Skill (blue box, pg. 49)
5. Student Workbook (p. 8); Complete *Fill in the Blanks and Student Activity*

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



Quick Review: The last lesson taught us that most people are kind and caring, and they don't mistreat kids. Children who are lured into unhealthy or unsafe situations are usually lured by someone they know and trust, like a family friend, relative or babysitter. Strangers who try to lure children usually act friendly so kids will trust them.

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

Lesson Introduction:

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



Discussion & Activities

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

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

Student responses.

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

2. Let's just think about that for a minute: Out of all the billions of people in the world, is there anyone else on the entire planet just like you? *No.*
That's right, each and every one of us is a one-of-a-kind, special edition - different from everyone else! Doesn't that make you feel special? It should!

Even though we are all unique, if we look deep inside our hearts, at our feelings and hopes and dreams, we are all what? *We are all alike.*
So we are all both different from one another and also very much like one another. Pretty cool, isn't it?

3. (Display a potted plant or image of potted plant.)
Raise your hand if you know how plants get water and nutrients.
Plants get water and nutrients through their roots.
Did you know that words have roots too? (**Write "Dignity" on the blackboard/ SMART Board.**)
The root of the word dignity is the Latin word "dignus" which means "worth."
(**Print "worth" on the board.**)

(Display a \$5 or \$10 bill.)
How much is this bill worth? (*Student Responses.*)
How much are **you** worth? *Much, much more!*
You are priceless! You are special! Every single one of you!

Positive Thinking Skill:



What is your favorite flower?

- Sunflower
- Daisy
- Buttercup

4. (**Show PowerPoint Slide #14**)
Why then, should we expect others to treat us with respect and dignity?
Because we are worth it.
And why should we treat others with respect and dignity?
Because they are worth it too.
We should treat others as we'd like to be treated, because it's the right thing to do, isn't it? *Yes.*
How do we all deserve to be treated? *With respect and dignity.*

What if someone tried to bully or abuse us? Is that treating us with respect? *No.*
That would be treating us with **disrespect**, which is what? *The opposite of respect.*

5. Suppose you heard some friends talking about bullying a kid on the bus. What could you do?
Tell a Trusted Adult.
If you felt comfortable, could you say something to your friends like, "That's not cool!" *Yes*
Kids care about what other kids think, so if you tell your friends you don't think it's cool to bully, they might just listen to you.

What if you or a friend were having thoughts about mistreating other kids? What could you do about it?
Do not act upon the thoughts. Ask an adult for help instead.
That's right - always reach out to an adult for help. Adults can help kids who are having thoughts about hurting themselves or others. It's the job of adults to keep kids safe. They want to help any child who needs it.

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

Is there ever a time when someone deserves to be bullied, abused or hurt?
No.

That's right, nothing about the way a person looks, or what they say or do, gives anyone the right to harm or mistreat them in any way. Repeat after me: *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'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.

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

With kindness and respect.

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

(Point to the balloons on Slide #26.)

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

Class Activity

Create "Dignity" Poster. Have students make or find large letters to spell the word "Dignity" on a poster. Have students write one thing they like about themselves, and one thing they like about another student (assign a student to each child), on the poster.

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



My Dignity: Bullying and Abuse are Not My Fault

- Like a snowflake, each of us is unique and special.
- Everyone is worthy of being treated with respect.
- Mistreating someone is not treating them with respect.
- Kids who have thoughts of mistreating others can ask a Trusted Adult for help.
- Bullying and sexual abuse are never the fault of the person they happen to.
- Bullying and sexual abuse can not take away our dignity. Ever.

End of Lesson Presenter Checklist:

- ___ Review [Lesson Recap](#), above.
- ___ Facilitate [Positive Thinking Skill](#) (blue box, p. 49) with students.
- ___ Have students complete [Student Workbook](#), p. 8; Fill in the Blanks and Activity.
- ___ Display "[Dignity](#)" [Class Activity Poster](#) in Class to remind students how special they all are, and to treat one another with kindness and respect.



Presenter's Notes:

This concludes the Cornerstone Lessons for 4th grade students who are new to the program. Now please turn to the remaining 4th Grade Lessons, beginning on p. 7 of this manual:

Lesson 1: Emergency Lure	7
Lesson 2: Games Lure	10
Lesson 3: Name Lure	12
Lesson 4: Friendship Lure	14
Lesson 5: Threats & Weapons Lure	16
Lesson 6: e-Lure/Digital Citizenship	18

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National Helplines

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



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