

Lesson 5 for Grades 3-5

Partnering with Parents & Guardians for Safety: *Being a Safe Friend*

PRINCIPLE

Children must know that being a friend means that we “do the right thing” when it comes to healthy friendships with their peers: meaning we recognize unsafe situations, intervene (when possible) and get the information to a safe adult.

OBJECTIVES

After lesson 5, children should be able to:

- Participate in healthy friendships
- Recognize that they can do something to help themselves and their friends when confronted with unsafe situations
- Respond appropriately to unsafe situations involving themselves or their friends:
 - Say “No!” if involved in an unsafe situation
 - Try to leave the situation if they feel uncomfortable
 - Tell a safe adult as soon as possible (even if it happened to a friend)

CATECHISM / SCRIPTURE

“Faithful friends are a sturdy shelter; whoever finds one finds a treasure. Faithful friends are beyond price, no amount can balance their worth.” —Sirach 6:14-1

“Do not be a foe instead of a friend.” —Sirach 6:1

Background for Parents and Guardians:

In preparation for teaching this lesson and to lead the activities, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Before sitting down with your child(ren) and beginning the activities, read through this entire lesson and view the video. Choose the activities that you are most comfortable with first and gradually moving to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. These activities are intended to empower young people to think about safety issues with you as their partner.

Considerations for the age group—

Grades 3-5 This age group is learning how to function independently of their parents. They know how to read, and their comprehension levels are giving them a better sense of abstract ideas. Their writing skills are getting better as they become more refined with communicating their ideas. Children this age are away from home more often and are recognizing that safety issues can arise when they are off with friends. They like to be in constant motion and are always on the go. Groups are important. Capable of intense loyalty to others, they usually have a best friend in which to confide. They have a strong sense of right / wrong, fair / unfair and are more able to discern the difference between safe / unsafe. They are able to use logic, can argue and hold strong debates. Parents and guardians can include them in discussions establishing rules or guidelines.

Activity #1: Introductory Video

Directions: View and discuss the introductory video with your child. The introductory video for all grades is designed to open a simple discussion with children about personal boundaries and touching safety. The video is approximately six minutes long and is neither created nor intended as a substitute for the activities. It's merely an intro designed to “break the ice” and assist the transition into completing the interactive Lesson Activity options. It can be used in to introduce any of the following activities. Discussion and practice are the critical components needed to teach children how to protect themselves. They learn best by “doing”; not just listening or watching.

Grades K-2 Video links:

English K – 5: <https://vimeo.com/1180989990/bba700f579>

Spanish K – 5: <https://vimeo.com/1181320109/2bc9fbf3c1>

Activity #2: Review and Discuss Vocabulary words in an age-appropriate way with your child

Private body parts—those body parts covered by a bathing suit.

Saying “No”—to say “no” means to refuse, deny, reject or express disapproval of. This word is used to express a boundary and communicate that you do not want something to happen or continue. [Let children know it’s OK to say “No” to an adult if they make you feel scared or uncomfortable, or if they touch your private body parts.]

Rules—a prescribed guide for conduct or action. We follow the rules to make sure we are safe—just like how we have a seatbelt rule to keep us safe in the car, or the safety rules before we cross the street. [For example, teach the child a simple rule for what to do if someone tries to touch him / her in an unsafe way, which is to say “No!”, try to get away, and tell an adult as soon as possible.]

Uncomfortable—experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the “pit of your stomach” or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]

Confusing—is something that is hard to figure out because it doesn’t make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it’s hard to figure out where each part goes how to straighten it all out.]

Respecting boundaries—we should have respect for ourselves, and respect for others. Respect for ourselves means we understand our dignity and value as a person, and work to create or maintain boundaries to protect ourselves. We feel upset or uncomfortable when someone doesn’t honor our own boundaries, and we communicate with the right person if we need help. Respecting another’s boundaries means you care about them, and won’t do anything that would bring them harm, and that you communicate with the right person to get them help if they are being harmed by someone else. [Give children examples of respecting others, i.e. not calling people mean names, not hitting others, following rules at school or at home, stopping an activity when someone asks, letting an adult know when someone is in pain or hurt, etc.]

Safe friends and safe adults—safe people won’t hurt you without a good reason and won’t intentionally confuse you. They listen to and consistently respect boundaries, and follow the rules. [Explain that a child may have many safe friends and adults. Give children examples of adult behavior that could hurt them, but may be necessary for the child’s safety, i.e. medical exams, vaccinations, throat swabs, removing splinters, stopping a child from running into the road, etc.]

Unsafe friends and unsafe adults—unsafe friends and unsafe adults put a child at risk for emotional, spiritual and physical harm. These are people who place a child in danger for their own purposes without concern for the welfare of the child. They also do not consistently listen to the parents’ wishes or the child’s boundaries. [Tell children we can know when someone is unsafe if they do not follow the rules or listen to our boundaries.]

Safe touches—touches that have a good purpose, aren’t intended to hurt and should be familiar. They’re safe and can also be meant to keep you healthy, even if the person isn’t known well, as long as the touches are appropriate for the particular relationship, such as when mom kisses your forehead at night, when you high-five your teammate, etc. [Avoid saying safe touches that feel good are “safe, loving or show someone loves you” since sometimes touches are safe and necessary, but can also hurt— although they hurt for a good reason to keep children safe, such as stitches, a doctor shot or dental cleanings.]

Unsafe touches—touches that are inappropriate, could be meant to hurt or scare, or are contrary to the touching rules. If unsure about a touch, ask a parent. [Unsafe touches include hitting, punching, tripping, kicking, spitting, touching private parts, etc.]

Secret—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable. [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children it’s wrong for an adult or another child to ask to keep a secret about safety—especially unsafe touches—because that’s a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of “telling.”]

Rude—describes behavior where someone inadvertently or accidentally does or says something hurtful. Rudeness is usually unplanned and not intended to hurt. [Examples include social awkwardness, such as burping into someone’s face, cutting someone off, behaving narcissistically, having poor manners, bragging about an accomplishment, etc.]

Mean—describes behavior where someone says or does something hurtful on purpose, once (maybe twice). The aim is to intentionally hurt and is often motivated by anger. [Examples include putting someone down so the mean person looks/sounds better, making fun of

how the person dresses or looks, insulting person's skills or intelligence or saying / behaving in an unkind way after a disagreement, saying things like: "why would you wear that, it looks terrible on you" or "you're so dumb, you should quit."]

Bullying—is different from being rude or mean. It is cruel; the intentional, repeated exposure of negative and aggressive behaviors to a targeted person over time. The bully will say or do something intentionally hurtful, and keep doing it, without a sense of remorse. A key aspect is the ongoing pattern, involving an imbalance of power where the bully has more control or influence. [Examples include physical, verbal and emotional aggression, in-person and online; social exclusion, hazing others, spreading rumors or inappropriate content, cyberbullying, etc.]

Activity #3: Thumbs Up for Safety

Activity: In this activity your child will have an opportunity to hear different scenarios involving safety and provide their initial reactions with a "thumbs up" or a "thumbs down." Then, you will have a discussion emphasizing any areas that needed special attention.

Preparation: In preparing for this activity, review all of the questions and answers ahead of time, and *Activity #2: Review and discuss key vocabulary words.*

Directions: You will ask your child a few questions about safety. Ask your child to hold up a thumb for an answer of (Yes) to the question and point their thumb down for an answer of (No). If they are unsure, they should place their hand palm down on the top of their head. Observe responses and make notes of any responses that will need future attention.

Discussion: For the first part of this activity, you'll simply be asking prior knowledge questions, making a mental note when there seems to be confusion regarding the answers. Simple answers are provided below.

Question 1: Is it our parents' responsibility to keep us safe and healthy?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** YES / THUMBS UP, parents and caring adults are responsible for the welfare and safety of children. Children can help protect others, too, because it's the right thing to do, but it isn't the child's job to keep anyone else safe—that's the job of the adult.

Question 2: Do kids need to know about bicycle safety, like wearing a helmet?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** YES / THUMBS UP, while it's the adult's job to primarily protect children, youth can also be aware of how to be safe, too.

Question 3: Is it OK for a kid to say "no" to an adult or friend if they don't feel safe or comfortable?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** YES / THUMBS UP, boundaries are important! And, it's OK to say "no," when you don't feel comfortable.

Question 4: Is it OK if someone calls you "stupid" or other names, and doesn't make you feel good about yourself?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** NO / THUMBS DOWN, it's not OK for anyone to make you feel bad about yourself or call you names. This is an unhealthy relationship, and it's not OK to be in an unhealthy relationship. You deserve to be in a safe and happy friendship and relationship with others—especially with your friends and family members.

Question 5: Does anyone have the right to harm your body by causing bruises, burns, bleeding, broken bones, or bites?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** NO / THUMBS DOWN, no one has a right to cause you harm or put you in an unsafe situation—not even an adult; in fact, you have a right to be safe.

Question 6: Are strangers the only people who hurt children?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** NO / THUMBS DOWN, no; strangers can

hurt youth, and people we know, trust and love can hurt youth, too. Sometimes people hurt us, but they also tell us they love us, which can feel very confusing. Someone who is safe will never hurt you (or allow you to be hurt without a good reason, like removing a splinter to prevent an infection) or cause you to feel confused about a safe touch or action.

Question 7: Do you have the *right* to tell an adult to stop if he or she is touching you in a way you don't think is okay?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** YES / THUMBS UP, boundaries are important! And, it's OK to say "no," when you don't feel comfortable. It's also important to try and leave the situation if you feel uncomfortable (or scared, or confused, or puzzled, or unsure, or if someone tries to touch your private parts), and then tell a safe adult as soon as possible (even if it happened to a friend).

Question 8: Should you *tell* someone if physical abuse happened to you, like hitting you, pushing, or punching?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** YES / THUMBS UP, sometimes we have to be a safe friend to ourselves, too! That means, standing up for ourselves when we are hurt, or being abused, or even just feel uncomfortable, and getting the information to a safe adult.

Question 9: Should you tell someone if the physical abuse happened to your friend, and they made you promise not to tell?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** YES / THUMBS UP; When we know (or feel like) there's an unsafe situation where a friend is hurting, we should always take that information to a safe adult, even if you promise your friend. It's safer to ask an adult for help when this happens. Tell a safe adult; ask for their help.

Question 10: Should you tell someone if someone only threatened to hurt you—verbally or online)?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** YES / THUMBS UP, even just the "threat" of abuse can be just as bad as actual abuse. Sometimes we have to be a safe friend to ourselves, too! That means, standing up for ourselves when we know that someone is a problem, or when we are hurt, or being abused, or even just feel uncomfortable, and getting the information to a safe adult.

Question 11: If a youth is hurt by someone, or abused, is it ever their fault?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** NO / THUMBS DOWN, no, it's never a youth's fault (nor will it ever be their fault) if they or someone they know has been abused, or is hurting. [It's also not a youth's fault if an adult isn't taking care of them the way that they're supposed to, like giving them the food they need, or a blanket for sleeping when it's cold, etc.]

Question 12: Is it OK to keep quiet about being abused if you also did something wrong, and are worried you might get into trouble?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** NO / THUMBS DOWN, no, it's not OK to keep quiet about being abused, even if you're afraid you're going to get into trouble—even if you are afraid that you also did something wrong. It is never your fault, regardless of the circumstances, if you've been abused.

Note: This answer to whether or not children will have the courage to stand up for themselves or for a friend will be subjective, and dependent on the individual youth. The hope is that each child will say "YES" with THUMBS UP, because they will recognize that standing up for themselves when they are unsafe or when they *feel* unsafe, or even just uncomfortable, is the right thing to do, and the best way to "be a safe friend."

An important point for parents to recognize is that children may be aware that something unsafe or unhealthy is going on their own lives or in the lives of their friends, and they need to deliver that message to a safe adult. Emphasize that we bring these types of unsafe situations that are hidden or secretive, "out into the open."

Question 13: Do you have the courage to stand up for yourself or for a friend, and tell an adult when you're hurt, uncomfortable or being abused?

If your child answered correctly ask why they answered that way. If they answered incorrectly help them with understanding the reasoning behind the correct answer. **Answer:** RESPONSE WILL BE SUBJECTIVE.

Explanation to give to the youth: Sometimes we have to be a safe friend to ourselves, too! That means, standing up for ourselves when we feel uncomfortable, or getting the information to a safe adult. The fact that you feel upset and uncomfortable is a good sign that you have to do something about it! When someone is hurting you or making you feel uncomfortable, regardless of whether it's from a friend, and regardless of what they've said to you to try and get you not to tell, you have to tell a safe adult about it as soon as you can. Even if the situation happened in the past, it's never too late to tell a safe adult!

"Discuss the truth" discussion component. After all of the questions have been asked, you will begin a discussion that goes through the following points:

- There are also people in our lives who are our safe adults. Safe adults are there to protect us, to listen to us, and get us help when we need it. It's a very important responsibility they have to protect us! Some of us know a safe person for sure, our school guidance counselor! Can you think of other examples of safe adults? (perhaps our parents, grandparents, other family, teachers, church employees, doctors when mom/dad are there, fire fighters, etc.)
- Kids can also be a "safe person" for others. This is called being a "safe friend." **As a kid, it's not your JOB (as kids) to protect others. It is not your responsibility, because you are kids.** But, when we do know that someone is hurt or hurting, then we **should try to help** by getting that information to a safe adult. Let's recap these really important points:
 - Whose responsibility is it to keep kids safe? (ADULTS; It's the adult's job to protect kids)
 - Can we, as kids, also help when we know there's a problem? (Yes, usually kids can help, too)
 - How can we, as kids, help the most? (Take the information to a safe adult; a trustworthy person)
- Sometimes there are people in our lives who are not safe.
 - These are called unsafe adults. Unsafe adults don't follow our safety rules, and being around them can feel confusing. Sometimes they might hurt us. Sometimes we might just feel uncomfortable with what they are saying or doing, and it's important to pay attention to those feelings.
 - We can tell when someone is unsafe when they don't listen to our boundary rules, especially when it comes to "unsafe" and "safe" touches.
 - Friends can be unsafe, too.
- Sometimes adults don't listen to kids—even ones who we thought were safe.
 - Have you ever had a situation where an adult doesn't listen to you? (You have a right to be safe. Your friends have a right to be safe. If you know that there's important information about safety, adults should listen to you. If a safe adult isn't listening to you, take the information to another safe adult. Keep taking the information to a trustworthy person, and may a different trustworthy person, until you feel that you've been heard.)
- In our communities, homes, schools, and friendships, sometimes we know that someone is really sad or that someone is hurt, or that they are unsafe. When our family or friends are hurt, there are different ways we can help them, depending on the situation.
 - For example, what is the first number to call if you are home alone with an adult and they fall and get really hurt? (You can always call 911 to get help from safe people)
 - Or, maybe your good friend told you that someone at home hit them, or hurt them. In these cases, you can still call 911, or you can also tell your safe adult to get help. It's the adult's job to keep kids safe.
- Sometimes we are around people who make us feel sad, nervous, or confused. They might try to touch us in our private parts, and may not listen to us when we say "no." This is not a safe person.
 - If this happens to you, whom should you talk to? Talk to a safe adult, as soon as you can.

Lesson 6 for Grades 3-5

Partnering with Parents & Guardians for Safety: Boundaries: Feelings and Facts

PRINCIPLE

Children should be taught tools to recognize what it feels like when adults or other children do not uphold healthy boundaries. Children need to understand objective and subjective signs of boundary infringement, how it physically and emotionally might feel and what to do about it.

OBJECTIVES

After Lesson 6, children should be better able to:

- Distinguish the difference between objective situations where boundaries are violated or infringed upon and healthy relationships.
- Recognize the range of sensations beginning with feeling happy/content, to "uncomfortable" to potentially feeling unsafe or violated (physically and emotionally).
- Respond appropriately to unsafe situations involving themselves or their friends.

CATECHISM / SCRIPTURE

"Be strong and courageous. Do not be afraid or terrified because of them, for the LORD your God goes with you; he will never leave you nor forsake you."

—Deuteronomy 31:6

Background for Parents and Guardians:

In preparation for teaching this lesson and to lead the activities, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Before sitting down with your child(ren) and beginning the activities, read through this entire lesson and view the video. Choose the activities that you are most comfortable with first and gradually moving to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. These activities are intended to empower young people to think about safety issues with you as their partner.

This age group: Dealing with the primary age—key concept is "energy"

This age group is learning how to function independently of their parents. They know how to read and their comprehension levels are giving them a better sense of abstract ideas. Their writing skills are better as they learn proper grammar / punctuation, and become more refined with communicating their ideas. Children of this age are away from home more often than earlier in life and need to start recognizing that safety issues can arise when they are off with friends, under the supervision of a 3rd party, or at other events / locations. They like to be in constant motion and are always on the go. Groups are important. This is the "gang" age with friends of the same sex. Capable of intense loyalty to others, they usually have a best friend in which to confide. Although truthful about big things, they are less so about the smaller things, often making up alibis or shifting the blame to others. They have a strong sense of right / wrong, fair / unfair and are more able to discern the difference between safe / unsafe. They are able to use logic, can argue and hold strong debates. The difficulty in dealing with boundaries with this age group is that these children are moving from dependence toward independence. Ultimately, we all must learn to listen to that guiding voice inside our head and to trust "that uneasy feeling in our gut." That little voice or uneasy feeling is a warning sign that something is wrong. Telling them "the rules" will not be enough. Children of this age need to learn to reason it out for themselves. The adults involved are primarily concerned with safety issues that the children don't seem to be able to see clearly—at least not yet. Caregivers can be more effective when dealing with this age by including them in the discussion while establishing rules or guidelines.

Prior to Teaching the Lessons—A Map for Parents

1. **Complete the VIRTUS Children's Programs Lesson Leader Orientation and Certification Training.** This training module will provide the foundational knowledge necessary for any Lesson Leader to successfully lead a safe environment lesson. For access to this training, please communicate with your diocesan coordinator.

2. **Review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.** This document (also available in module format) gives a wealth of information regarding boundaries. While adults are the main protectors of children, there are skills children can learn to better protect themselves and each other when faced with tough situations where caring adults aren't present. For access to this resource, please communicate with your diocesan coordinator.
3. **Review the Key Vocabulary Words for Parents to Know** (below). These key words and concepts should be woven throughout the entire lesson. The lesson leader should read through and understand these terms and apply them to each activity.

Key Vocabulary Words for Parents to Know

Rules—a prescribed guide for conduct or action. We follow the rules to make sure we are safe—just like how we have a seatbelt rule to keep us safe in the car, or the safety rules before we cross the street. [For example, teach the child a simple rule for what to do if someone tries to touch him / her in an unsafe way, which is to say “No!”, try to get away, and tell an adult as soon as possible.]

Limits—the point or edge beyond which something cannot go. The furthest edge of something.

Rights—We are all born free and equal, and have certain rights that are automatically ours. Everyone is entitled to these rights, and they should not be taken away from us. For example, teach children, “you have a right to be safe, and your body belongs to you!”

Boundaries—the limits that define one person as separate from another or from others. There are boundaries you can see (like a fence around a yard) and boundaries you can't see with your eyes (like the comfort zone around us that we call our “personal space”). Boundaries vary depending on the relationship with the other person. For example, a boundary between a child and a grandparent is different than the boundary between a child and a teacher or coach.

Saying “No”—to say “no” means to refuse, deny, reject or express disapproval of. This word is used to express a boundary and communicate that you do not want something to happen or continue. [Let children know it's OK to say “No” to an adult if they make you feel scared or uncomfortable, or if they touch your private body parts.]

Secret—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable. [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children that it's wrong for an adult or another child to ask a child to keep a secret about safety—especially unsafe touches—because that's a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of “telling”.]

Feelings—Your emotional state, such as being happy, sad, excited or nervous. Your feelings help you understand what you like and what you don't like. Feelings can also help you determine whether you like what is happening to you (such as feeling happy when playing with a friend) or you do not like what is happening to you (such as getting upset if you drop an ice cream cone on the ground, or having your stomach feel yucky if someone touches you in an unsafe way).

Discomfort—To feel uneasy, anxious, or embarrassed (such as when your face starts to feel hot and get red because you tripped on the playground in front of your friends).

Uncomfortable—Experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the “pit of your stomach” or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]

Feeling safe—When you are with a safe adult or safe friend (someone who listens to you, consistently respects your boundaries, and follows the rules) and you feel happy and cared for. You feel comfortable and calm.

Feeling unsafe (not right)—To feel scared, nervous, anxious or uneasy. You might be worried that something bad is going to happen. Your body might start to sweat, or your stomach might feel sick and you know that something is not right. [This could happen if an unsafe adult or unsafe friend puts you in danger for their own purposes, or doesn't follow the rules or respect your boundaries.]

Confusing—is something that is hard to figure out because it doesn't make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it's hard to figure out where each part goes how to straighten it all out.]

Rude—describes behavior where someone inadvertently or accidentally does or says something hurtful. Rudeness is usually unplanned, and not *intended* to hurt. [Examples include social awkwardness, such as burping into someone's face, cutting someone off, behaving narcissistically, having poor manners, bragging about an accomplishment, etc.]

DURING THE LESSON

Each lesson should begin with the Introductory Video. Following the video, you are able to choose which activity options you would like to do with your child. There are multiple activities to choose from, and you may choose to do one, or all, of the activities. Each activity can also be tailored to the needs and grade level of your child.

STEP 1: Play Introductory Video

View and discuss the introductory video with your child. The introductory video for all grades is designed to open a simple discussion with children about personal boundaries and touching safety. The video is approximately six minutes long and is neither created nor intended as a substitute for the activities. It's merely an intro designed to "break the ice" and assist the transition into completing the interactive Lesson Activity options. It can be used in to introduce any of the following activities. Discussion and practice are the critical components needed to teach children how to protect themselves. They learn best by "doing"; not just listening or watching.

Grades 3-5 Video links:

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<https://vimeo.com/1180989990/bba700f579>

Spanish K – 5

<https://vimeo.com/1181320109/2bc9fbf3c1>

ACTIVITY OPTION #1: Be Your Own Superhero

Background: This activity will provide opportunities for discussion and role-playing on what it feels like [physically, emotionally and psychologically] when a child is in an unsafe situation, and actions they can take to be safer.

Discussion: Begin the activity with a discussion regarding feelings and how your body responds to feelings.

First, identify that feelings are normal—they're neither good, nor bad, and everyone has them. Having feelings is a healthy part of being a person.

Ask your child, "what does your body feel like when it is... Happy? Joyful? Excited? Content? Calm?" Give examples of events that would cause children to typically feel excited or happy, such as: a birthday party, Christmas, going to the park, riding a bike, hearing a favorite song, playing a game, flying a kite, etc.

Then, explain that sometimes, things might happen to us that might cause us to feel ways that our bodies don't like as much. We might feel uncomfortable, or "yucky" inside our tummies. Sometimes our bodies might react in a way we don't expect—so that's why we are learning about them now, to help us recognize when our bodies might not feel the best. The feelings we have in our body are telling our brain something—whether it is for something happy or for something wrong, uncomfortable or unsafe. Feeling uncomfortable or unsafe might feel like the following:

- Your body might feel like fighting—wanting to strike out or hit
- Your body might want to take flight—wanting to run away or get away
- Your body might freeze—feeling like you can't move, like your body feels like concrete
- You might feel afraid
- You might have clammy or sweaty hands
- Your body might shake all over
- You might feel very cold or "shivery"
- Your heart might race or start beating/thumping really fast
- Your body might feel heavy or stuck
- Your tummy might feel sick, like you want to throw up
- You want to scream or yell, etc.
- You might cry
- You might feel sad

- You might feel lonely
- You might want to squeeze your eyes shut and try to pretend that you are somewhere else
- You might want to daydream about a better place
- You might feel dizzy
- You might feel confusion—not knowing what to do, or understanding what is happening
- And, you might feel disconnected, like you're watching something happen to you—and maybe not even feeling it physically

Highlight the following facts to children:

1. If someone makes you feel any of these [physical, emotional or psychological] feelings, your body is telling you that something is the matter, that something is wrong.
2. If you ever feel this way, it is not your fault!
3. If you ever feel this way, it's important to try and say "no!" to the person, and to do whatever you need to do to get away as soon as possible.
4. Then, you'll need to go to a safe adult for help. Can anyone tell us the names of their safe adults?

Activity:

Scenarios: You will need to guide their responses in some of the scenarios.

- A. An older child starts rubbing your shoulders while you are playing over at their house and this makes you uncomfortable, or embarrassed, so your face starts to feel hot and gets red, and your heart starts beating faster. What might your body be telling you? What can you do?
 - a. Say "NO! I don't like it when you do that."
 - b. Go to another area of the room and play with something else.
 - c. Tell a safe adult.
 - d. Call your parents and ask them to come and pick you up.
- B. A friend of your parents tells your mom that they can watch you after school one day so your mom can go to the store. But, when you're around that person, you start to sweat and your hands feel clammy because you don't like how they touch you. What might your body be telling you? What can you do?
 - a. Tell your mom that you do not feel comfortable being alone with this person.
 - b. Tell another safe adult.
 - c. Let your mom or the other safe adult know exactly why you do not want this person to stay with you.
- C. At school, another child touches you in a way that makes you feel confused and makes your stomach feel yucky like you are going to be sick. What might your body be telling you? What can you do?
 - a. Tell the other child "No! Don't touch me like that again."
 - b. Tell your teacher or another safe adult at school.
 - c. Tell your mom or dad when you get home from school.
 - d. Stay away from that other child at school.
- D. A neighbor comes over to your house and tries to grab you and pull you into a big bear hug, which you don't like. It makes your whole body freeze, even though you want to get away, but your whole body feels heavy and it's hard to move. What might your body be telling you? What can you do?
 - a. Take a deep breath and know that it's OK to not hug someone if you don't want to.
 - b. Use your arms to push them away.
 - c. Duck out from under their arms so they can't grab hold of you.
 - d. Tell them "I don't like that—don't hug me that way."
 - e. Go tell a safe adult.
- E. Someone gives you twenty dollars to spend on a videogame or app, but you know you are not allowed to play that game or app. Then they ask you to keep it a secret, which makes you feel uncomfortable and your eyes tear up because you don't want to get into trouble and feel like you are going to cry. What might your body be telling you? What can you do?
 - a. Tell a safe adult.
 - b. Tell them "No! I don't keep secrets from my mom or dad."
 - c. Tell a safe adult you don't want to spend time with that person anymore.
- F. A friend tells you she doesn't like her mom's new boyfriend because her hands start to feel clammy and her knees start to shake whenever she is around him. Because of this, your friend lies to her mom so she could spend more time at school. She's afraid to tell her mom because she doesn't want to get in trouble for lying and she doesn't want you to tell anyone else. What might your body be telling you? What should you do?
 - a. Tell your teacher or another safe adult at school.
 - b. Tell your friend we can't keep secrets when it comes to our safety.

- c. Encourage your friend to also tell her mom.
 - d. Tell your mom or dad when you get home from school.
 - e. Tell your friend that you will go with her to talk to someone safe.
 - f. Tell your own safe adult, even if your friend doesn't want you to.
- G. (Online component) While you were playing your favorite game or app online, someone sent you a picture of a person without any clothes on that makes you feel confused. You know that you aren't supposed to see these types of images. Your heart might start to beat harder, and you want to close your eyes and not look at it, and not say anything to anyone because you might get into trouble. Then they ask you to send them a picture of you without any clothes on. What might your body be telling you? What can you do?
- o Take a deep breath and remember that you have safe adults who want to keep you safe, and tell a safe adult right away.
 - o Stop playing the game or app until you can tell a safe adult—leave the content there while you go find them.
 - o Talk to a safe adult about how that made you feel, because your feelings are important.
 - o Do not respond to the person who makes you feel unsafe, and tell a safe adult.

Discussion: Ask your child the following questions, listen to their responses, gently correct if necessary, and discuss the responses below (that are shown under each question). Sometimes more than one action will be required:

- How might you feel if someone (either an adult or another child) touches you in a way you don't like or is unsafe?
 - o Pay attention to your body and feelings.
 - Your stomach might feel yucky or funny inside.
 - You might start to sweat.
 - Your hands might feel clammy.
 - You might feel sad or confused.
- What can you do if you are in a situation where another adult or child is touching you in an unsafe way?
 - o Say "No! Stop that."
 - o Try to leave the situation if possible, and
 - o Tell a safe adult as soon as possible.
 - o Talk to a safe adult about how it made you feel.
- What about if something feels good, but you know it's not safe or okay—such as an adult or an older child touching your private parts—what should you do?
 - o Say "No!" because it's an unsafe touch.
 - o Try to leave and get away if possible.
 - o Tell a safe adult as soon as possible.

Concluding Statement: Whenever something happens that makes you feel unsafe, whether it is happening now, or it happened in the past, or maybe even the future, it is never your fault and it is never too late to tell. Remember the safety plan! Say no, try to leave and get away, and tell a safe adult as soon as possible. If you don't get help with being safe, tell another safe adult! You have lots of safe adults in your life who can help you and want you to feel safe (such as your teacher, your school counselor, and your family).

ACTIVITY OPTION #2: NetSmartz Video "Enter Badromeda"

Background: This short 5-minute video is shared with permission from the National Center for Missing and Exploited Children (NCMEC) and can be played for children. It is designed to open a simple discussion with children about cyberbullying.

Description: In, "Enter Badromeda," watch two friends, Nettie and Webster, get lost in the online land of Badromeda. After falling into an abandoned transport tube, Nettie and Webster are carried into a deeper layer of the cloud called Badromeda. They quickly realize that they'll have to put their NetSmartz skills to work by not responding to the taunts and drama of the strange creatures they encounter.

Click here for the video link and then look through the videos to find "Enter Badromeda":
<https://www.netsmartzkids.org/into-the-cloud/>

Discussion: Before showing the video, pose these questions:

Ask: "How would you feel if someone said something mean or unkind to you online?" *Answers could range from sad, angry, confused, scared, upset, etc.*

Ask: "How would you feel if someone said something mean or unkind to a friend of yours? What if it were online, on the computer, or on your cell phone?" *(There's no wrong answer at this point; just accept the responses and let the children know that you'll discuss the best safety plan for unsafe or uncomfortable situations that happen in person AND online.)*

Say: "Sometimes these things can happen when we are online, when talking to others, playing games, or looking at websites. If it does happen, there's a really important safety plan that we need to know about—and we're going to talk about it after watching this video."

After the video, discuss in conclusion: Let's recap what we should do when we feel upset, confused, scared, upset, or angry about something that we see online, or regarding something unkind or mean that someone says or writes to us when online, while playing a game or just simply watching videos. Here are the options we can do when something upsets us online:

- Block the person
- Report any cyberbullying to the website or app.
- You can also save the message or visual, and show it to a safe adult.
- Always bring safe adults into the conversation when you feel unsafe or uncomfortable, or when you know something isn't right—there are lots of safe adults in your life!