

# Child Safety *Matters*<sup>®</sup>

Powered by  
Monique Burr Foundation for Children

## Facilitator Script

5th Grade / Lesson 1



# Acknowledgments

MBF Prevention Education Programs are comprehensive, evidence-based and trauma-informed primary prevention programs developed by the Monique Burr Foundation for Children (MBF). The programs educate and empower youth with the MBF 5 Safety Rules® to prevent, recognize, and respond appropriately to all types of child abuse, bullying, cyberbullying, digital dangers, exploitation, and human trafficking. The programs were developed by a team of subject matter experts and educators with the goals of producing quality content based on sound theoretical and pedagogical concepts and best practices for prevention education while ensuring the programs are practical and easy for facilitators to present and developmentally appropriate, fun, and engaging for youth.



2010



2016



2019



2019



2020



2020



2022

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**The following individuals have reviewed, contributed to or supported the development, refinement, and evaluation of MBF Prevention Education Programs. We are grateful for their commitment to helping us protect children.**

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**MBF would also like to thank the following supporters and partners for their invaluable assistance.**

**Bivona Child Advocacy Center**, Rochester, NY  
**Bold City Design**, Jacksonville, FL  
**CAPS**, Elkhart, IN  
**Dalton Agency**, Jacksonville, FL  
**Darkness to Light**, Charleston, SC  
**Drummond**, Jacksonville, FL  
**Florida Department of Education and Florida School Districts**  
**Florida Office of the Attorney General**  
**Florida State Alliance of YMCAs**, St. Petersburg, FL  
**Go Bright Marketing**, Jacksonville, FL  
**Gulf Coast Children's Advocacy Center**, Panama City, FL

**Gulf Coast Kids House**, Pensacola, FL  
**Horizon Education Alliance**, Elkhart County, IN  
**Kristi House**, Miami, FL  
**Maria Chrissovergis PR and Marketing**, Jacksonville, FL  
**National Center for Missing & Exploited Children**, Washington, DC  
**One Love Foundation**, Bronxville, NY  
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**Thorn**, Los Angeles, CA  
**Will Harden**, Jacksonville, FL  
**YMCA of Florida's First Coast**, Jacksonville, FL

## 5th Grade / Lesson 1 Overview

<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>The <i>MBF Child Safety Matters®</i> program is a comprehensive, streamlined program for schools and organizations. Certified Facilitators present two lessons covering a wide range of personal safety and youth victimization prevention topics to students in grades K-5 in individual grade-specific classrooms.</li> <li>Alternatively, the two lessons can be delivered in four shorter lessons providing increased exposure, learning, and engagement with students.</li> </ul>
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Students will demonstrate understanding the importance of personal safety and general safety concepts.</li> <li>Students will demonstrate understanding of who harms children and how.</li> <li>Students will learn and apply the MBF 5 Safety Rules to recognize and respond appropriately to unsafe situations.</li> <li>Students will identify at least two Safe Adults and demonstrate knowledge about what to communicate with Safe Adults.</li> <li>Students will learn how to identify a Safe Friend and demonstrate knowledge about how to use a Safe Friend.</li> <li>Students will demonstrate increased knowledge regarding the four types of child abuse.</li> <li>Students will demonstrate identifying Red Flags indicating unsafe situations.</li> </ul>
<b>LESSON TIMING</b>	<ul style="list-style-type: none"> <li>Prep time: 30 minutes / Lesson time: 55 minutes</li> <li>If splitting the lesson into two parts, each part is approximately 30 minutes.</li> <li><i>MBF Child Safety Matters</i> was developed as a streamlined curriculum to be presented in schools with limited time. It can be presented in two lessons within the stated time with limited discussion. To stay within the time limit listed, you will need to closely monitor your time and pacing and present each page within the suggested time noted on that page of the script, only eliciting answers from a few students for each question asked.</li> <li>For increased exposure, learning, and discussion with students, you may break this lesson into two separate lessons (thus presenting four total <i>MBF Child Safety Matters</i> lessons) and increase the time allowed for each lesson. This provides additional time for student engagement and discussion, which is better for student learning and safety.</li> <li>This option will also allow you to include some optional Student Discussion Point activities noted throughout the script in the Facilitator Notes.</li> <li>Additionally, breaking the lesson into two parts allows you to monitor students' comprehension and adjust the instructional pace to allow for increased processing time and student response for various learners.</li> <li>Note: To ensure program fidelity, it is recommended that you NOT skip content or scenarios to save time.</li> </ul>

## 5th Grade / Lesson 1 Overview – Continued

<b>KEY TERMS</b>	<ul style="list-style-type: none"> <li>• Assertive</li> <li>• Authority Figure</li> <li>• Child Abuse</li> <li>• Consent</li> <li>• Discipline</li> <li>• Emotional Abuse</li> <li>• Force</li> <li>• Harassment</li> <li>• Healthy Relationships</li> <li>• Inappropriate Images</li> <li>• Intentionally</li> <li>• Neglect</li> <li>• Password</li> <li>• Peer Abuse</li> <li>• Personal Boundary</li> <li>• Physical Abuse</li> <li>• Private</li> <li>• Private Body Parts</li> <li>• Reporting</li> <li>• Responsible</li> <li>• Safe Adult</li> <li>• Safe Friend</li> <li>• Secret</li> <li>• Sexual Abuse</li> <li>• Sexual Harassment</li> <li>• Snitching</li> <li>• Stranger</li> <li>• Supervision</li> <li>• Surprise</li> <li>• Tattling</li> <li>• Telling</li> <li>• Threaten</li> <li>• Tricks</li> <li>• Trust</li> <li>• Unhealthy Relationships</li> <li>• Unique</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>• Technology for presenting the lesson (computer, projector, screen, speakers)</li> <li>• 5th Grade / Lesson 1 Facilitator Script</li> <li>• 5th Grade / Lesson 1 PowerPoint</li> <li>• 5th Grade / Lesson 1 Parent Information Sheets</li> <li>• Safe Adult Bookmarks (x2 per student)</li> <li>• Optional: Opt-Out Forms (send home prior to lesson)</li> <li>• Optional: 5th Grade Pre-Tests</li> <li>• Optional: Student Exit Slips</li> <li>• Optional: Student Stickers</li> <li>• Optional: MBF 5 Safety Rules Banner and/or Classroom Poster</li> </ul>
<b>LESSON PREPARATION</b>	<ul style="list-style-type: none"> <li>• Print a copy of the 5th Grade / Lesson 1 Facilitator Script to present the lesson. Review the script prior to presenting the lesson, including the Facilitator Notes, to prepare for discussions and activities, fill in any state, school, or district specific information, as well as note optional Student Discussion Points.</li> <li>• Access the 5th Grade / Lesson 1 PowerPoint from the Facilitator Portal.</li> <li>• Print/copy one 5th Grade / Lesson 1 Parent Information Sheet for each child, or you may send these home electronically.</li> <li>• Print/copy two Safe Adult Bookmarks for each student. (See printing instructions on Facilitator Portal.)</li> <li>• Optional: If using Pre-/Post-tests, print/copy one 5th grade Pre-test for each student.</li> <li>• Optional: If using the Exit Slips, print/copy one exit slip for each student.</li> <li>• Optional: Display the MBF 5 Safety Rules Poster in a visible location where it can be viewed by all students during the lesson.</li> <li>• Optional: Copy Key Terms onto a board/chart paper to refer to during lesson.</li> <li>• Note: If you are presenting virtually or remotely, lesson handouts are available as fillable PDFs on the Facilitator Portal for you to access and share digitally with students and/or parents/guardians.</li> </ul>

## 5th Grade / Lesson 1 Overview – Continued

### FACILITATION TIPS

- The lesson is best received in small groups of 25-30 or less.
- Key Terms are located throughout the script as **bolded and underlined** words. During the lesson, define these words to ensure their comprehension.
- Allow students to remain seated at their desks or tables, where each student has their own personal space and feels safe and comfortable during the discussions about sensitive topics.
- Ensure you have the needed technology including a computer, projector, screen, and speakers for videos.
- Follow the script with the PowerPoint to present the lesson, clicking where noted to advance the slide animations or play videos.
- If the embedded videos will not play directly from the PowerPoint, you may play them from the Facilitator Portal if you have Internet access. Alternatively, you may download the videos to have ready to play on your local system if you don't have Internet access in the classroom.
- Although it is not noted in the script, at the end of each script page advance to the next slide.
- To help guide discussions, suggested answers to questions are italicized and in parentheses after each question. Reinforce correct answers, and if any students answer incorrectly, validate their answers with a comment like, "It's sometimes hard to know the difference between things that are safe or unsafe, but let's think about this some more."
- Facilitators should adhere to lesson scripts to ensure program fidelity with the exception of instances where definitions and information provided (which are based on generally accepted national definitions, statutes, and instructional and health education standards) differ from your state's specific definitions, statutes, or policy requirements. In those instances, facilitators may modify the content where applicable.
- If you have additional time, utilize the Student Discussion Points to engage in deeper conversations with students about important topics. Alternatively, you can use these discussion points for follow up conversations at a later time after presenting the lessons.
- If you are presenting virtually, please review the Virtual Facilitator Guide before presenting lessons.
- There is a Facilitator Adaptation Guide available to assist you with modifying lessons based on students' specialized needs in the classroom. Always discuss any needed modifications with the classroom teacher prior to presenting MBF lessons to ensure you are responding to students with intellectual and development disabilities or any other special needs.
- Allow students the opportunity to engage based on their choice and comfort level. Given the content discussed in the lesson, only solicit responses from students who are volunteering to talk.
- Ensure that conversations between students are respectful and supportive and that students observe appropriate boundaries.
- Ensure students have a means to report/disclose abuse, trauma or victimization safely following the lesson and follow up in a timely manner. Please report all suspected or disclosed abuse to the proper authorities.
- Follow MBF Child Safety Matters lessons with MBF Mental Health Matters, supplemental mental health and wellness and substance use and abuse lessons. There is one blended lesson for grades K-2 and one for 3-5.

## Related Slide



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### WELCOME & INTRODUCTION

#### CLASS WELCOME

» *Begin by welcoming students and discussing lesson and behavior expectations in whatever way is appropriate.*

#### LESSON INTRODUCTION

» Today we are doing a lesson from the *MBF Child Safety Matters* program.

» We will be talking about your safety, and you will learn 5 Safety Rules you can use to help the adults in your lives keep you safe.

» Some of the topics we discuss may be difficult to talk about, but it's really important information that will benefit you, so I ask that everyone please pay attention and participate in the discussion and activities.

» I also want everyone to know this is a safe space where everyone is supported and respected.

» So, please remember during the activities in today's lesson if you would like to speak, raise your hand. I want us all to be kind to our classmates while they are talking. And when you are communicating with your peers, please act maturely and be respectful of others' feelings, emotions, and privacy. We are all equal and deserve to be treated with respect.

» If any of the information we discuss today is difficult to hear or talk about, you may ask your teacher to be excused from the classroom for a few moments. And if you'd like to talk about it after the lesson, you can talk to me, your teacher or counselor, or another Safe Adult.

» I also ask that if you have any personal stories to share related to what we are discussing today, you wait and share those with me, your teacher/counselor, or another Safe Adult privately after the lesson; not because they're not important, but because we have a limited amount of time to get through the lesson today.

## Related Slide



## Slide Time

1:30

## Facilitator Notes

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students how increased responsibility and independence can impact their safety to help them understand the importance of following safety rules. (For example, more time on digital devices without supervision will expose them to increased risks.)

## Facilitator Script

### SAFETY

» In this lesson, we are going to talk about 5 Safety Rules that you can use to help protect you from different dangers and from unsafe situations.

» **Click to advance slide.**

» Raise your hand if you agree that you are starting to become more **responsible** as you get older, meaning you are doing more things for yourself and are more accountable for your behavior and choices. *(Raise hands)*

» **Click to advance slide.**

» What kinds of things are you starting to take more responsibility for? *(Elicit responses from a few students such as the following:)*

- Homework
- Schoolwork
- Chores
- Time with friends
- Sports
- Going online
- Using a phone

» Even though it is ultimately adults who are responsible for your safety, as you become more independent and responsible, it will be more important than ever for you to learn to help keep yourself safe by learning and using the MBF 5 Safety Rules.

» **Click to advance slide.**

» The 5 Safety Rules have motions that go along with them and they will be introduced to you by our Safety Squad. You will practice the motions first at your desk as we go through each rule and talk about them, and then after each rule has been introduced, we will all stand up together beside/behind your desk and do the motions with our Safety Squad.

» The motions might seem silly, but think of them as a mnemonic, or memory aid, or a catchy way to help you remember the rules.

## Related Slide

Safety Rule #1

Child Safety  
Matters®



## Slide Time

1:30

## Facilitator Notes

- The Safety Rules are the foundation of the MBF Child Safety Matters curriculum, and therefore, are very important.
- Deliver the rules with enthusiasm and use the Safety Squad to help you demonstrate the corresponding motions.
- Have students remain seated as they repeat each Safety Rule and demonstrate the motions from their seats, with you providing the motion as an example.
- Once you have demonstrated and discussed all 5 Safety Rules, have the students stand up and practice the motions for the Safety Rules.
- This saves time and eliminates standing and sitting over and over as you go through the rules.

## Facilitator Script

### SAFETY RULE #1

- » The first rule you can use to help adults keep you safe is **Safety Rule #1, Know What's Up**. Watch the Safety Squad on the screen to learn how to do the motion. The motion is to point to your temples with both index fingers and then point both fingers up to the sky.
- » Say it with me, and do the motion while you are sitting: **Safety Rule #1 is Know What's Up**.
- » **Click to advance slide.**
- » Knowing What's Up means knowing your personal information and knowing emergency safety procedures for school and home, and for each place you go.
- » **Click to advance slide.**
- » I am sure you all know your personal information, but do you know your parent's, caregiver's, or guardian's full names and phone numbers?
- » And how many of you have cell phones? *(Raise hands)*
- » If you lost your cell phone or it stopped working, how many of you would be able to remember your parent's, caregiver's, or guardian's phone number? *(Raise hands)*
- » It is important to know your personal information, because it may someday be needed to help other people know who you are or where to find your family in an emergency.
- » **Click to advance slide.**
- » Knowing What's Up also means if your family has a private family **password**, or a secret word, that you know what the password is and how to use it.
- » Many families have a private password that only the family knows. If someone ever needs to come pick you up, your parents can share the password with the person picking you up, and they can tell you the password so you know that your parents really did send them.
- » If your family does not have a family password, you can share the paper I will give you later with your parent, caregiver, or guardian to create one.

## Related Slide

Safety Rule #2

Child Safety  
Matters®



## Slide Time

1:30

## Facilitator Notes

- Feel free to add other examples of Red Flags to give students a better idea of the different dangers and unsafe situations they may experience.

## Facilitator Script

### SAFETY RULE #2

- » Now that you Know What's Up, the next rule is **Safety Rule #2 - Spot Red Flags**.
- » Watch the Safety Squad on the screen to learn how to do the motion. The motion is to put your hands over your eyebrows as if you were scanning the horizon to be on the lookout.
- » Say it with me, and do the motion while you are sitting: **Safety Rule #2 is Spot Red Flags**.
- » Spotting Red Flags means that you can see some warning signs that might tell you that a person or situation is unsafe.
- » **Click to advance slide.**
- » One way to think of it is like a stoplight and the red light means do not go. Red Flags are the same way. They are not really red flags, but they are warning signs that let you know that you, or someone you know, might not be safe.
- » **Click to advance slide.**
- » Some examples of Red Flags, or warning signs, are when an adult or another child:
  - Uses mean or abusive words.
  - Uses hurtful touches.
  - Touches your private body parts or asks you to touch their private body parts.
  - Plays games about private body parts.
  - Plays tricks to try to get you to do something unsafe, or something you do not want to do.
  - Asks you to keep an unsafe secret.
  - Shows you special interest or gives you gifts.
  - Tries to get you to use drugs and/or alcohol.
  - Tells you that you have done something wrong or says you will get in trouble if you tell anyone about something they want you to do.
- » Other Red Flags may include:
  - Parents, caregivers, or guardians fighting all the time in front of you.
  - Someone you do not know asking for your personal information.
  - Someone you do not know well staying in your home.
- » We will talk more about these Red Flags throughout the lesson today.

## Related Slide

Safety Rule #3

Child Safety  
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## Slide Time

1:00

## Facilitator Notes

- You may allow students to make their own move, or you may demonstrate a move you would like them to do, such as a dance move or moving their arms like they are running in place.

## Facilitator Script

### SAFETY RULE #3

- » Now that you Know What's Up and you know how to Spot Red Flags, let's talk about what to do when you Spot Red Flags and know that a situation or person might not be safe.
- » You will use **Safety Rule #3**, which is **Make a Move**.
- » Watch the Safety Squad on the screen to learn how to do the motion. The motion is to do a move of your choice such as a dance move or moving your arms like you are running in place.
- » Say it with me, and do the motion while you are sitting: **Safety Rule #3** is **Make a Move**.
- » *Click to advance slide.*
- » If you find yourself in an unsafe situation and you are able to, you can Make a Move to GET AWAY.
- » Or if you know a situation or a person is not safe, you can STAY AWAY from that situation or person.

## Related Slide

### Safety Rule #4



## Slide Time

1:30

## Facilitator Notes

- The discussion about tattling vs. telling is important so students understand they do not need to tattle but they do need to report any unsafe situations or behaviors they may see.

## Facilitator Script

### SAFETY RULE #4

- » When adults or other children do hurtful things to a child, it can be hard to understand. Sometimes you may not know if something that is being done is wrong, or if it is okay to say no. You may not know who to talk to.
- » This is when you need **Safety Rule #4, Talk It Up.**
- » Watch the Safety Squad on the screen to learn how to do the motion. The motion is to put your hands around your mouth like a megaphone.
- » Say it with me, and do the motion while you are sitting: **Safety Rule #4 is Talk It Up.**
- » Talking It Up means you can use your voice to help keep you safe.
- » **Click to advance slide.**
- » Here are some ways you can Talk It Up:
  - Use an assertive voice to say "No" in unsafe situations; for example, if someone is hurting you.
  - Use an assertive voice to tell a person to stop hurting someone else.
  - Talk to a Safe Adult.
- » **Telling** a Safe Adult about something unsafe that is happening or has happened is important; it is also called **reporting**.
- » Telling is not **tattling** or **snitching**, which is done to annoy someone else, or to get someone else in trouble.
- » Telling or reporting is to keep you or someone else safe.
- » If you are telling just to get someone in trouble, do not tell.
- » But if you are telling to get someone help, even if it may also get someone else in trouble, you should tell.

## Related Slide

Safety Rule #5

Child Safety  
Matters®



## Slide Time

1:00

## Facilitator Notes

- Statistics say 1 in 4 students is or will be a victim of some type of maltreatment while they are school-aged.
- It's important when presenting this information to watch for signs of distress or sadness in students.
- If you notice this in a student, be sure to follow up with them after the lesson.

## Facilitator Script

### SAFETY RULE #5

- » And our last Safety Rule is **Safety Rule #5, No Blame | No Shame.**
- » Watch the Safety Squad on the screen to learn how to do the motion. The motion is to put one thumb up and say, "**No Blame**" and then put your other thumb up and say, "**No Shame.**"
- » Say it with me, and do the motion while you are sitting: **Safety Rule #5 is No Blame | No Shame.**
- » If you are ever hurt, you must remember Safety Rule #5, because it is never your fault, no matter what happens. No matter when, where, how, or who hurts you, it is never your fault, and it is never too late to tell a Safe Adult.
- » Even if the person who hurts you tells you that what happened is a secret, or that you did something wrong, or that you will get in trouble if you tell. None of those things are true.
- » You are not to blame, and you should not be ashamed to tell.

## Related Slide

MBF 5 Safety Rules®



**Let's Practice  
the  
MBF 5 Safety Rules**

## Slide Time

1:30

## Facilitator Notes

- The slide automatically begins with a countdown timer. This is a perfect time to have students stand up and get ready to practice the motions for all 5 Safety Rules.

## Facilitator Script

### MBF 5 SAFETY RULES

- » Now that you know all 5 Safety Rules, let's stand up and do them together with their motions.
- » *Click to advance slide.*
- » **Safety Rule #1** is **Know What's Up**.
- » *Click to advance slide.*
- » **Safety Rule #2** is **Spot Red Flags**.
- » *Click to advance slide.*
- » **Safety Rule #3** is **Make a Move**.
- » *Click to advance slide.*
- » **Safety Rule #4** is **Talk It Up**.
- » *Click to advance slide.*
- » **Safety Rule #5** is **No Blame | No Shame**.

## Related Slide

Using an Assertive Voice



## Slide Time

2:00

## Facilitator Notes

### STUDENT DISCUSSION POINT (OPTIONAL):

- Discuss with students why it might be difficult to say no to an adult they admire/trust or one in a position of authority. Explain that abusers often count on that to victimize children.
- Follow up with a discussion about other ways they may be able to say no or get out of unsafe or concerning situations. (For example, sorry, I have to leave now, I'm late for...)

## Facilitator Script

### USING AN ASSERTIVE VOICE

- » There are some things we talked about in **Safety Rule #4** that I want to make sure you understand before we move on.
- » The first thing we talked about is using an assertive voice to say "No" if someone is hurting you or someone else.
- » **Click to advance slide.**
- » What does assertive mean? (*Elicit responses*)
- » **Click to advance slide.**
- » Being **assertive** means being confident and forceful with your words to make sure someone understands. You don't have to be mean to be assertive, you just have to get your point across.
- » For example, if someone is touching you or hurting you, or wants to hug you or show you affection you don't want, you can say, "No thank you, I do not want to be touched like that," or "I do not want a hug," or "I do not want to sit on your lap."
- » And you can always give them alternatives and say something like, "I don't want a hug right now, but here's a high-five or fist-bump."
- » Sometimes it may be hard to say "No," especially to an adult. However, when it comes to your body, you always have a right to say "No" and not be touched in a way you don't want.
- » **Click to advance slide.**
- » Let's practice using an assertive voice to say, "I do not want to be touched." (*Have students repeat with you*)
- » If using an assertive voice doesn't stop someone from touching you or violating your personal boundaries, you can try to use **Safety Rule #3** to **Make a Move** and GET AWAY.
- » If anyone touches you in a way that makes you feel uncomfortable or hurts you, or if you tell someone to stop and they don't, always tell a Safe Adult.

## Related Slide

Safe Adults



A Safe Adult is someone you can go to if you

## Slide Time

2:00

## Facilitator Notes

- Many students will readily identify their parents as their Safe Adult; however, you should encourage them to identify additional Safe Adults, including some outside of the home.
- It is better for students to identify multiple Safe Adults, but they can choose two to give their Safe Adult Bookmarks to.

## Facilitator Script

### SAFE ADULTS

- » Who is a Safe Adult?
- » A **Safe Adult** is someone you can go to if you ever feel unsafe, if you've ever been hurt, or if you're not sure if a situation is unsafe.
- » **Click to advance slide.**
- » You should choose a Safe Adult that:
  - Is older than you and can get you help if you're ever hurt or unsafe.
  - Doesn't break any safety rules or try to get you to break any.
  - You can easily talk to about things that may be difficult or tough to talk about.
  - Is someone you can trust to keep you safe.
  - Is a good listener.
- » **Click to advance slide.**
- » Does anyone know what it means to **trust** someone? *(Being able to count on or depend on someone to take care of you and keep you safe)*
- » Think for a minute if you have someone who is old enough to take care of you, someone who keeps you safe and doesn't hurt you, who would be easy to talk to, and who would know how to get you help. If you have someone with those traits, you have a Safe Adult.
- » I want you to try to think of at least two Safe Adults you can go to if you ever need to. If you can, choose one Safe Adult who lives in your home with you, and another Safe Adult who lives outside your home.
- » Later, you will receive two bookmarks that I want you to give to your two Safe Adults so they know how to help keep you safe.
- » Even if you cannot think of anyone right now, you can always talk to a Safe Adult at school. These can include people such as your teacher or the principal, *\*and I am always available to talk to you as well. (\*If you are a school staff member)*
- » **Click to advance slide.**
- » Does anyone want to share with the class who one of their Safe Adults is? *(Elicit responses from a few students only)*

## Related Slide

Safe Friend



## Slide Time

2:00

## Facilitator Notes

- Some students may have a difficult time talking to an adult about abuse or other unsafe situations.
- If they identify a Safe Friend, a friend they can easily talk to, they can ask that friend to go with them to talk to a Safe Adult.
- It is important for students to understand that a Safe Friend is someone who will help them talk to a Safe Adult, but not a replacement for a Safe Adult.
- Even if they talk to a Safe Friend, they still need to talk to a Safe Adult about abuse or other unsafe situations.

## Facilitator Script

### SAFE FRIEND

- » Sometimes it is easier to talk to an adult if you have someone with you, so you can also talk to a Safe Friend.
- » A **Safe Friend** is a good friend that you trust and feel comfortable talking to. You can tell them what is happening and ask them to help you talk to a Safe Adult.
- » And if you become someone's Safe Friend and they tell you about an unsafe situation, be a good listener, and then help them tell a Safe Adult.
- » Once you know who your Safe Friends and Safe Adults are, you also need to know what to talk to them about.
- » You would want to tell them any time you feel unsafe. Even if you are not sure if a situation is unsafe, if you have spotted any Red Flags, or if you are not sure if someone or something is safe, you should talk to your Safe Adult.
- » **Click to advance slide.**
- » But remember, you should never tell a Safe Friend about being hurt or being unsafe instead of a Safe Adult. A Safe Friend is someone to help you talk to a Safe Adult, but you always need to talk to a Safe Adult.
- » What do you do if you tell one of your Safe Adults that you have been hurt or that you feel unsafe and for some reason, you still do not feel safe? *(Tell another Safe Adult)*
- » You need to keep telling Safe Adults that you do not feel safe or are being hurt until someone listens and does something to help you.
- » Remember, it is an adult's job to keep you safe.
- » And if you have a Safe Adult now, and sometime in the future that Safe Adult doesn't make you feel safe, you can always choose another Safe Adult. It's always a good idea to have a few Safe Adults, both in your home living with you, and outside of your home.

## Related Slide

Who is a Stranger?

Child Safety  
Matters



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### WHO IS A STRANGER?

- » Who can tell me who a **stranger** is? *(Someone you do not know well and do not know if they will hurt you or keep you safe)*
- » Raise your hand if you have ever been taught to avoid strangers. *(Raise hands)*
- » Why do you think that is? *(Elicit responses)*
- » Raise your hand if you think strangers are dangerous; if you think they hurt children. *(Raise hands)*
- » A lot of people think that strangers should be avoided because they are a danger to children, but we cannot really avoid strangers, can we? Our parents often say "hi" to strangers in public, don't they? They do this to be polite.
- » Have you ever heard the saying "You cannot judge a book by its cover?"
- » That saying means you cannot judge someone by how they look.
- » Some people may look a little scary, but they may be very nice and helpful, yet other people may be very nice looking and may be hurtful.
- » Strangers do occasionally hurt children, but most of the time, even though it may be hard to believe, when a child is hurt or abused, it is by someone that a child knows, loves, and trusts.

## Related Slide

Abuse

Child Safety  
Matters®



## Slide Time

1:30

## Facilitator Notes

- When talking about abuse, if you see any signs of discomfort in students, be prepared to assess the need to ask the teacher (privately and quietly) to intervene and take the child somewhere to ask if they are okay.
- If the child seems like they cannot continue in the lesson, it is best to remove them to a different activity until the counselor or social worker can speak with them to assess if a report is warranted.

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students how they feel about the fact that most of the time when a child is harmed, it is by someone that the child knows and trusts.
- Explain that people that victimize children use their relationship with the child or the family to keep kids quiet and continue the abuse.

## Facilitator Script

### ABUSE

- » Raise your hand if you have ever heard of child abuse. (*Raise hands*)
- » Who can tell me what child abuse is? (*Elicit responses*)
- » **Click to advance slide.**
- » **Child abuse** is when an adult or another child/teen **intentionally**, or on purpose, harms a child or causes injuries.
- » As I said, when a child is hurt or abused, it may be done by a stranger, but most often it is by someone the child knows.
- » In fact, 90% of child abuse is done by someone very close to the child.
- » Child abuse may be done by a member of your family, including a parent, caregiver, or guardian, a brother or sister, an aunt, or a cousin, but it may also be done by a family friend, a neighbor, a teacher, a coach, or even another child.
- » Whether you know them or not, people who hurt children do not always look mean or bad, and they are often people you know.
- » How do they hurt kids? There are 4 types of child abuse:
- » **Click to advance slide.**
  1. Physical Abuse
  2. Neglect
  3. Emotional Abuse
  4. Sexual Abuse

## Related Slide

Physical Abuse



## Slide Time

1:30

## Facilitator Notes

- Physical abuse vs. spanking can be a difficult concept for students this age. If students ask about spanking, make sure they understand parents are allowed to spank them for discipline as long as they don't injure them or leave marks or bruises.
- While MBF does not condone spanking, the fact remains that corporal punishment in the home is legal in all states. Therefore, unfortunately, we cannot tell children that parents cannot hit or spank them. Instead, we try to explain in an age- and developmentally- appropriate way that abuse is different than discipline.
- To learn more about this topic and efforts to end corporal punishment, visit: <https://endcorporalpunishment.org/reports-on-every-state-and-territory/usa/>.

## Facilitator Script

### PHYSICAL ABUSE

- » Sometimes people think of child abuse only as a bruise or broken bone, but abuse can happen in a lot of different ways.
- » The first type of abuse I want to talk about is **physical abuse**. This is when someone intentionally hurts your body by hitting, punching, kicking, shaking, or doing other harmful things that hurt you.
- » Physical abuse can leave injuries like bruises, broken bones, burns, and scratches.
- » But not all hitting is physical abuse.
- » If your babysitter or brother hits or grabs your arm – is that physical abuse? (No)
- » They may just be trying to get your attention; for example, to stop you from walking out in front of a car.
- » And some parents or guardians use spankings to discipline children if they do something wrong; that might seem confusing because spanking involves hitting.
- » If spanking is used for **discipline** and does not injure you or leave a mark, it is not physical abuse.

## Related Slide

Neglect



## Slide Time

2:00

## Facilitator Notes

## Facilitator Script

### NEGLECT

- » The second kind of child abuse we are going to talk about today is called neglect.
- » Raise your hand if you have a pet at home. *(Raise hands)*
- » What do those pets need to be healthy? *(Food, water, and shelter)*
- » What will happen to a pet if it is neglected or doesn't get the things that it needs to be healthy? *(It might get sick)*
- » The same is true for children who are neglected.
- » **Click to advance slide.**
- » **Neglect** is when a child is not getting what they need to be healthy and safe.
- » Raise your hand if you can tell me some things children need to be healthy and safe: *(Elicit responses)*
- » **Click to advance slide.**
- » Kids need:
  - A safe place to live
  - Food to eat
  - Clothes to wear
  - Proper **supervision** (Someone to watch out for you when you are too young to be home alone)
  - People who are safe and trustworthy to care for them
  - Proper medical care when a child is sick or injured
- » Let's talk about things that children sometimes want, but may not need.
- » If some of your friends have their own laptop and you do not, is that neglect? *(No)*
- » Why is that not neglect? *(It is not something you need to be safe and healthy)*
- » Neglect is not about what you want. It is about what you need to be healthy and safe.

## Related Slide

Emotional Abuse



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### EMOTIONAL ABUSE

- » A third kind of child abuse is emotional abuse.
- » **Emotional abuse** is when you are told mean or hurtful things over and over again.
- » An example of emotional abuse might be a parent, caregiver, or guardian saying mean things to you over and over, like saying you are stupid.
- » It may also be considered emotional abuse if you always see your parents, caregivers, or guardians, or the adults in your life yelling, screaming, hitting, or saying hurtful things to one another.
- » Emotional abuse doesn't leave a mark like a bruise or a broken bone, but it can hurt you on the inside. It hurts your feelings and the way you feel about yourself, and it is wrong.
- » No child deserves to be told that they are worthless or stupid.
- » Every child is special and unique.
- » You are special and **unique**, meaning there is no one else like you, and you deserve to be safe – not just your body, but your feelings, too.

## Related Slide



## Slide Time

2:00

## Facilitator Notes

- **OPTIONAL:** You may want to show the video a second time and have students read the words out loud. This will reinforce the concepts and ensure that all students comprehend the words and meaning.

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to list on a sheet of paper two or three things about themselves that make them special and unique.
- Alternatively, you can ask students to list a positive trait about one or two classmates and share it/them. (If you choose this option, be sure to have students select classmates in a systematic manner so no one is left out. For example, they could each share a positive trait with the student who sits just behind them.)

## Facilitator Script

### YOU ARE PERFECT

By Monique Burr Foundation for Children

» Let's watch a quick video.

» **Click to play video. (1:34)**

### FOLLOW-UP

» **Click to advance slide.**

» What was the message of the video? *(Elicit responses)*

» Each of you is unique and perfect just the way you are, and you deserve to be safe.

» If you have been hurt in the past, or if you are ever hurt, even if it is with words, it's important to use **Safety Rule #4** to **Talk It Up** to a Safe Adult and remember **Safety Rule #5, No Blame | No Shame**.

## Related Slide

Safety Check

Child Safety  
Matters



## Slide Time

2:00

## Facilitator Notes

- Check in with students using a Safety Check to determine what they have learned.
- If a statement is true, students will show you a thumbs up. If it is false, they will show you a thumbs down.
- Follow up with clarifying statements after false statements. (Sample responses are given in parentheses.)

## Facilitator Script

### SAFETY CHECK

» Let's review what we have talked about so far today with a Safety Check.

» I will read a statement, and if you think the statement is true, show me a thumbs up. If you think the statement is false, show me a thumbs down, and tell me why. *(Demonstrate the motions)*

#### SAFETY CHECK STATEMENTS

» **Click to advance slide.**

1. Strangers are most often the people likely to hurt children. *(Thumbs down/False)*

» 90% of the time when a child is abused or hurt, it is by someone they know.

» **Click to advance slide.**

2. An example of neglect would be when a child needs medical care and their parent/caregiver doesn't take them to the doctor. *(Thumbs up/True)*

» **Click to advance slide.**

3. If someone seems unsafe to you, it is important to be polite and not hurt their feelings by running away or saying anything to them. *(Thumbs down/False)*

» If you Spot Red Flags, use the Safety Rules to help you stay safe; Make a Move to GET AWAY or STAY AWAY and Talk It Up to a Safe Adult.

» **Click to advance slide.**

4. Emotional abuse leaves a mark on your body. *(Thumbs down/False)*

» Emotional abuse does not leave a mark, but it hurts children just as much as physical abuse.

» **Click to advance slide.**

5. Physical abuse can be from an older child, as well as an adult. *(Thumbs up/True)*

## Related Slide

Lesson Break – End Part 1



LESSON  
BREAK

## Slide Time

1:00

## Facilitator Notes

- If you ARE splitting the lesson into two shorter lessons, stop at the end of this page and resume the next lesson on the next page.
- If you ARE NOT splitting the lesson, you will skip this page and the next.
- If you'd like, you may also hide Slides 19 and 20 in the PowerPoint to avoid having to skip through them when presenting the lesson.
- **OPTIONAL:** If you are splitting the lesson and you are using Exit Slips, you may want to give students an exit slip to complete here. Be sure to follow up if any child marks that they would like to speak to you or another Safe Adult.

## Facilitator Script

### LESSON BREAK – END PART 1

**\*\*\*IF YOU ARE CONTINUING THIS LESSON AS ONE LESSON VS. BREAKING IT INTO TWO PARTS, SKIP THIS AND THE NEXT PAGE AND GO TO PAGE 21.\*\*\***

» We're going to stop for now, and I'll be back soon to complete the second half of this lesson.

» Let's review all 5 Safety Rules one last time before we end.

» **Click to advance slide.**

- **Safety Rule #1** is **Know What's Up**
- **Safety Rule #2** is **Spot Red Flags**
- **Safety Rule #3** is **Make a Move**
- **Safety Rule #4** is **Talk it Up**
- **Safety Rule #5** is **No Blame | No Shame**

» **Click to advance slide.**

» Great work today. I hope you all have enjoyed this MBF Child Safety Matters lesson and learned a lot.

» You have been a great class, and I appreciate your attention and participation.

» Does anyone have any questions?

» If you think of any questions, you can ask your teacher, *\*or you can ask me. (\*If you are a school employee)*

**\*\*\*THIS IS THE END OF CONTENT FOR PART 1 IF YOU ARE IMPLEMENTING LESSON 1 IN TWO SHORTER LESSONS.\*\*\***

**END LESSON 5.1 PART 1 HERE**

## Related Slide

Lesson Break – Begin Part 2



**Welcome Back!**

## Slide Time

1:00

## Facilitator Notes

- If you ARE splitting the lesson into two shorter lessons, resume the lesson with this page.
- If you ARE NOT splitting the lesson and are continuing with 5.1 as one lesson, skip this page.
- Students may remain seated or stand to practice the Safety Rules and motions.

## Facilitator Script

### LESSON BREAK – BEGIN PART 2

**\*\*\*THIS IS WHERE YOU WILL BEGIN PART 2 IF YOU ARE IMPLEMENTING LESSON 1 IN TWO SHORTER LESSONS.\*\*\***

### BEGIN LESSON 5.1 PART 2 HERE

- » Begin by welcoming students back and discussing lesson and behavior expectations.
- » Today I am back so we can finish the second half of Lesson 1 from the MBF Child Safety Matters program.
- » Remember, if you have any personal stories to share related to what we are discussing today, I want you to know they are very important, but because we have a limited amount of time to get through the lesson, I ask that you wait to share them with your teacher or with me after the lesson.
- » Also remember, sometimes when we talk about safety and dangers we have to talk about uncomfortable or difficult things. Please be respectful of each other and pay attention because it is important for everyone's safety.
- » Let's begin today by reviewing the MBF 5 Safety Rules.
- » **Click to advance slide.**
  - **Safety Rule #1 is Know What's Up**
  - **Safety Rule #2 is Spot Red Flags**
  - **Safety Rule #3 is Make a Move**
  - **Safety Rule #4 is Talk it Up**
  - **Safety Rule #5 is No Blame | No Shame**
- » In the first half of the lesson, we talked about the 5 Safety Rules. Let's continue today and talk more about safety.

## Related Slide

### Another Type of Abuse



## Slide Time

0:30

## Facilitator Notes

- Some Facilitators find it helpful to begin this topic by allowing students to verbalize their uncomfortable feelings. If you'd like, you can add the following when starting to talk about sexual abuse with students.
- Before we move on, let's get all of our uncomfortable feelings out. On the count of three, I want everyone to say a big, long, "Ewwwww."
- Ready...1, 2, 3.  
(Ewwwwwww)
- Good job. Now we can continue and talk about this very important subject.

## Facilitator Script

### ANOTHER TYPE OF ABUSE

- » We have talked about physical abuse, neglect, and emotional abuse. Another type of child abuse is called sexual abuse.
- » I know this topic may make some people uncomfortable, but unfortunately, it does happen to a lot of kids, so we have to talk about it to help you stay safe.

## Related Slide

Private Body Parts



## Slide Time

1:30

## Facilitator Notes

- This may be an uncomfortable topic, however it is developmentally-appropriate and very necessary at this age as children are most vulnerable to sexual abuse between the ages of 7 and 13 and perpetrators often disguise abuse as a special secret or kiss.
- Even at this age, children understand that some words and phrases aren't supposed to be said out loud. This secrecy creates a perception of both mysteriousness and power associated with the words or terms.
- The intention with this discussion is to take the mystery and power away from the terms.
- Note: If your state guidelines require the use of teaching the anatomically correct names of body parts, please feel free to add that information here.

## Facilitator Script

### PRIVATE BODY PARTS

- » Sexual abuse involves your private body parts, so let's start by defining what that means.
- » **Private body parts** are the parts of the body that you cover when you wear a bathing suit.
- » For boys, this is your bathing suit or swim trunks, front and back, and for girls, your bathing suit top and bottom, front and back. These are the parts of your body you keep **private**, meaning you do not show other people.
- » And if anyone tries to touch or look at your private parts, that is a Red Flag. Remember, **Safety Rule #2** is **Spot Red Flags**, and these are warning signs that tell you a situation is unsafe.
- » There are only a few times when it might be okay for someone to look at or touch your private body parts. For example, if you hurt yourself and a doctor or your parent needs to look to be sure you are okay.

## Related Slide

Sexual Abuse



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### SEXUAL ABUSE

- » **Sexual abuse** is when someone touches your private body parts, but there are other things that are sexual abuse as well.
- » If anyone touches your private body parts with any part of their body, even their hands or mouth, or if they ask you to touch theirs, this is also sexual abuse.
- » But sexual abuse doesn't just happen by touching. Anything involving private body parts – yours, theirs, or anyone else's – such as talking about them, or showing or taking pictures is also sexual abuse.
- » **Click to advance slide.**
- » It can happen by different people: by adults, other children, or teens. And it can happen by people you know and trust, or people you don't know.
- » **Click to advance slide.**
- » It most often happens by people you know and trust. And it can be very confusing, especially if the person doing this tells you they care about you or says what they are doing is okay.
- » It is also important to understand that abuse can also happen by other children or teens. This typically happens when one child or teen has power over another; in other words, they are older, bigger, or maybe they are put in charge of you like your babysitter or someone who helps you with homework. This type of abuse is sometimes called **peer abuse**.

## Related Slide

### Inappropriate Images



## Slide Time

1:30

## Facilitator Notes

- Some people are uncomfortable with this topic of discussion for 5th grade students; however, we highly recommend teaching children about this subject, as research has shown it is developmentally appropriate and necessary at this age.
- It is also important to use the correct terminology with students so if they need to tell an adult something is happening, they can accurately tell, without confusing someone else or being embarrassed.
- You may choose to use the term inappropriate images or pornography. Whatever term you use, it is important to use correct and developmentally appropriate terminology to teach kids how to respond if they encounter these images online, as "porn" is the 4th most frequently searched term online by children 7 and younger. It is also important for children to know how to respond if someone shows these types of images to them.

## Facilitator Script

### INAPPROPRIATE IMAGES

- » It is also sexual abuse if an adult or another child shows you pictures of people without their clothes online on a computer or phone. These are called **inappropriate images**. (You may also hear the terms *pornography* or *porn* to refer to these types of inappropriate images)
- » It is also sexual abuse if someone tries to take pictures of you without your clothes on.
- » No one should take pictures of you without your clothes on and no one should show you pictures of others without their clothes on. These are Red Flags.
- » **Click to advance slide.**
- » You can try to use **Safety Rule #3** to **Make a Move** and GET AWAY or try to STAY AWAY if you can.
- » You can also use **Safety Rule #4** to **Talk It Up** to a Safe Adult. Tell them about any Red Flags that may be sexual abuse. They can help you.
- » And remember **Safety Rule #5, No Blame | No Shame**. No matter what happens or has happened in the past, no matter what the person says, even if they say you will get into trouble, or if they say no one will believe you, or if they made you promise not to tell, it is important to remember that abuse is never your fault.
- » You are never to blame for abuse, and you will not get into trouble if you tell. You should never be ashamed to ask for help or tell a Safe Adult.
- » If abuse or anything unsafe has ever happened to you, it is never your fault, and it is never too late to tell.

## Related Slide

Boundaries and Consent



## Slide Time

2:00

## Facilitator Notes

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to define what consent means to them and to give examples of when consent is important (for example, touching, posting pictures online, etc.).

## Facilitator Script

### BOUNDARIES AND CONSENT

- » Another thing you need to know to keep your body safe and respected is your personal boundary.
- » Most people have a **personal boundary**, or an invisible line around their body that they do not want people to cross. This is your personal, private space, and other people should respect that boundary.
- » You can think of it like you were holding a hula hoop around you and the space inside the hula hoop is your personal space.
- » **Click to advance slide.**
- » Other people should always respect your personal space.
- » Someone violating or crossing your personal boundary when you don't want them to, or when you have not given permission, or **consent**, can be a Red Flag for sexual abuse.
- » **Click to advance slide.**
- » You should also respect other people's personal space. You cannot assume someone else's personal space is the same as yours. You need to watch for others' actions and words that tell you when you are making them uncomfortable by crossing into their personal space (like fidgeting or backing away from you), and you need to have consent before you enter someone's personal space or touch them.
- » Even though everyone has their own personal space, most of us do not mind when the people we love enter that space, like when your parent, caregiver, or guardian gives you a hug and a kiss goodnight, or when a teacher pats you on the back. This kind of closeness can feel very comforting and make you happy.
- » But you can choose who to let cross your personal boundary and enter your personal space. And you can also decide when it is ok. Just because you have allowed someone to hug you or come close to you in the past doesn't mean they automatically have access to your personal space. You always get to decide who can enter your personal space and when.
- » For example, others, even family members, like grandparents should get your consent or permission before they hug you, tickle you, or ask you to sit on their lap.
- » If someone crosses your personal boundary without your permission and it makes you feel uncomfortable or seems like a Red Flag, you can use your Safety Rules to help you.
- » You can use **Safety Rule #3** to **Make a Move** and GET AWAY! You can also use **Safety Rule #4** to **Talk It Up**. Use an assertive voice to tell them to stop and then talk to a Safe Adult.

## Related Slide

### Boundaries

By Monique Burr Foundation for Children



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### BOUNDARIES

By Monique Burr Foundation for Children

» Let's watch a video about boundaries.

» **Click to play video. (1:20)**

## Related Slide

### Building Boundaries



## Slide Time

5:00

## Facilitator Notes

- You will help students identify their personal space and comfort level with others entering their personal space through an activity.
- Have students pair up through whatever method you prefer (for example with their elbow partner).
- Then have them line up across from their partner so half of the class is on one side of the room and half on the other.
- You may have to be creative depending on space constraints, but the goal is to have students facing each other a few feet apart so they can walk towards one another.
- If space is limited, you can alternatively ask for volunteers and have two to four pairs of students demonstrate this activity for the class.

## Facilitator Script

### BUILDING BOUNDARIES

- » Next, let's do an activity to better understand personal boundaries. Everyone find a partner and line up in a straight line facing your partner, so we have two lines on opposite sides of the room.
- » Everyone to my left is partner #1 and everyone to my right is partner #2. When I say go, I want all partner #1s to start slowly walking toward your partner #2s. Partner #2s, when your partner gets to your personal space boundary, meaning you do not want them to go any farther or they will be too close and in your personal space, I want you to hold up your hand to stop them, and at that point, partner #1, I want you to stop and do not move.
- » Go. (Allow students to complete the activity; when everyone is still, ask the following questions:)
  - Does everyone see that we all have different personal boundaries?
  - Why do you think that is? (Different people have different relationships and different comfort levels with friends and classmates.)
  - Did any of your partners keep moving after you said stop, even a little bit? Did anyone take a step back? If yes, how did that make you feel? If no, were any of you worried they might? (Elicit responses)
  - Partner #1s...Did anyone feel hurt because your partner made you stop sooner than you wanted to or sooner than you thought they would? If yes, why? (Elicit responses)
  - Someone asking you to respect personal space is not meant to hurt your feelings, it is about their personal comfort.
- » Next, I would like everyone to go back to their original place and partner #2s are going to walk toward their partner #1s when I say go until partner #1s tell them to stop.
- » Go. (Allow students to complete the activity; when everyone is still, ask the following questions:)
  - Did anyone stop sooner or later than when you did this activity the other way around? (Elicit responses)
  - Why? (Even if it was the same relationship, different people may like more space)
  - What has this activity taught you about personal space and boundaries? (You can never tell what someone's personal space requirement is just by guessing, so watch for personal cues, such as a person backing away or looking uncomfortable as you are getting closer to them)
- » **Click to advance slide.**
- » Great job, everyone!

## Related Slide

Red Flags – Tricks



## Slide Time

1:30

## Facilitator Notes

- The concepts of tricks and secrets are introduced here and may be difficult concepts for students to understand fully, even at this age, due to their complex nature.
- These examples are not intended to frighten children, but to give them real examples of Red Flags. Knowing what Red Flags to watch for can help children stay safe. However, children at this age have differing levels of exposure to such issues.
- Take your time in covering these concepts and gauging the students' level of understanding based on their non-verbal communication and other cues.
- Keep an eye on children's non-verbal communication, and if there are concerns, follow up with the teacher so he/she can "check in" with the children after the lesson.

## Facilitator Script

### RED FLAGS – TRICKS

- » Sometimes people may use tricks that make kids unsafe and may lead to child abuse. These tricks are not fun, and they are wrong.
- » Unsafe **tricks** are when someone tells you something or does something to fool you into doing something you do not want to do, especially something that is unsafe.
- » **Click to advance slide.**
- » Some examples of unsafe tricks might be:
  - Offering you candy, gifts, or money to get you to do something you do not want to do, or something unsafe.
  - Asking you to help them find something like a lost pet or child.
  - Telling you there is an emergency and that you need to go with them, when there really isn't an emergency.
  - Telling you a lie or asking you to tell a lie.
  - Calling something a game to get you to do something that is dangerous or unsafe, like taking your clothes off.

## Related Slide

Red Flags – Safe vs. Unsafe Secrets

Child Safety Matters



## Slide Time

2:00

## Facilitator Notes

- One key thing for students to understand from this section is that abusers commonly use tricks and secrets to groom children, and that children can begin to notice Red Flag behaviors.

## Facilitator Script

### RED FLAGS – SAFE VS. UNSAFE SECRETS

- » It's also important for you to know that people may try to get kids to keep secrets, or they may force kids to do unsafe things to try to abuse them. Knowing this information will help you stay safe.
- » Let's talk first about secrets as Red Flags.
- » **Click to advance slide.**
- » There are some secrets that are safe and some that are unsafe.
- » A surprise is an example of a safe secret.
- » A **surprise** is something people usually only keep for a short time and will eventually tell others about. A surprise is usually for something good like giving someone a gift or a party.
- » **Click to advance slide.**
- » An unsafe **secret** is something that a person doesn't want others to know about. Usually when someone wants you to keep a secret, it is because they are doing something unsafe or bad, or something they should not be doing.
- » People sometimes ask children to keep secrets as a way of tricking them into abuse or other unsafe situations.
- » If someone asks you to promise not to tell your parents or another adult about a secret, or about something they are doing that is unsafe or hurtful, you should use **Safety Rule #4** and **Talk It Up** to a Safe Adult.
- » Even if they ask you or tell you not to tell, or if they say what they did was your fault and you will get into trouble, or if they say no one will believe you, or anything like that, you should remember **Safety Rule #5, No Blame | No Shame** and use **Safety Rule #4** to **Talk It Up** to a Safe Adult.

## Related Slide

Red Flags – Force



## Slide Time

2:30

## Facilitator Notes

- The concept of force is introduced here and may be a difficult concept for children to understand at this age.
- A key concept for children to understand is that they may notice Red Flag behaviors that may indicate that someone is trying to trick them or force them to do something they do not want to do. That is when they should use their 5 Safety Rules.

## Facilitator Script

### RED FLAGS – FORCE

- » If I said to you, “A classmate tried to force me to give her my lunch.” Can you tell me what the word force means in this sentence? *(Elicit responses)*
- » **Click to advance slide.**
- » **Force** is making someone do something they do not want to do or do not understand. It is when someone is not given a choice about whether or not they are going to do something.
- » **Click to advance slide.**
- » Sometimes your parent, caregiver, or guardian may force you to do something that you do not want to do, like eat vegetables, clean your room, or study. They are not trying to hurt you, so this is considered good or safe force because those types of things, like being healthy and creating good habits, are good for you and are not done to hurt you.
- » **Click to advance slide.**
- » There might be times, however, when an adult or another child tries to force you to do unsafe things or uses unsafe force to hurt you or abuse you. It is not safe when someone tries to force you to do something that makes you feel uncomfortable, unsafe, or that is harmful to you!
- » Usually people who use force have some kind of power over you. It might be that they are bigger or stronger, or they may **threaten** you with harm, or tell you bad things will happen to you if you don't do what they want.
- » It might be that they are an **authority figure**, which means they are in a position to tell you what to do because they are in charge, or they make the rules. For example, a parent, an older sibling, a babysitter, a teacher, a coach, etc.
- » No matter who it is, if someone is trying to force you to do something that is wrong or unsafe, it is not okay and you should remember your Safety Rules.
- » You should use **Safety Rule #3 to Make a Move** and GET AWAY when you can, and use **Safety Rule #4 to Talk It Up** to your Safe Adult.

## Related Slide

Healthy Relationships



## Slide Time

2:30

## Facilitator Notes

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to give examples of behaviors they've witnessed in both healthy and unhealthy relationships with friends or peers.
- Follow up with ways to improve unhealthy relationships using the Safety Rules.

## Facilitator Script

### HEALTHY RELATIONSHIPS

- » We've talked a lot about abuse, and I know it's hard stuff to talk about. But I want us to remember, most people, both adults and other kids and teens, are good people who will not hurt us. Even though that is true, it's important to talk about this, because it does happen.
- » But it's also important to talk about healthy relationships in general.
- » Personal boundaries and consent are not just things we need to be aware of to help protect us from abuse, they are a part of all healthy relationships.
- » **Click to advance slide.**
- » What do you think the term healthy relationship means? (*Elicit responses*)
- » No matter what kind of relationship we're talking about, whether it's with family members or friends, or with our peers at school, healthy relationships are important.
- » **Click to advance slide.**
- » The signs of a **healthy relationship/friendship** include things like:
  - using healthy, positive communication
  - being supportive of each other's time, activities, and friends
  - disagreeing without causing the other emotional or physical harm
  - treating each other with respect, including their thoughts, privacy, and boundaries
- » **Click to advance slide.**
- » Red Flags of an **unhealthy relationship/friendship** include things like:
  - being mean or disrespectful
  - violating someone's personal boundary
  - bullying or harassing others
- » **Harassment** is any unwanted behavior or attention that makes someone feel scared, uncomfortable, or upset.
- » Someone making sexual comments, jokes, inappropriate grabbing or touching, whistling, and even asking personal questions is a particular type of harassment called **sexual harassment**, and it is wrong. No one should treat another person this way.
- » **Click to advance slide.**
- » If you see or experience any of these Red Flags of unhealthy relationships or harassment, or if someone crosses your personal boundary without your permission, and it makes you feel uncomfortable or seems like a Red Flag, you can use your Safety Rules to help you.
- » You can use **Safety Rule #3 to Make a Move** and GET AWAY and **Safety Rule #4 to Talk It Up**. And always remember **Safety Rule #5, No Blame | No Shame**. Never be ashamed to talk to a Safe Adult.

## Related Slide

Final Review

Child Safety  
Matters®



## Slide Time

2:00

## Facilitator Notes

- Students will demonstrate knowledge of key concepts learned in the lesson using a thumbs up/thumbs down final review.
- If they think the statement is true, they will show you a thumbs up. If they think it is false, they will show you a thumbs down.
- When you are explaining the instructions to students, demonstrate the thumbs up and thumbs down motions.

## Facilitator Script

### FINAL REVIEW

- » We are almost out of time, so let's review what you've learned today.
- » I will read a statement, and if you think the statement is true, show me a thumbs up. If you think the statement is false, show me a thumbs down and tell me why.

### REVIEW STATEMENTS

» **Click to advance slide.**

1. Child abuse is when someone harms or hurts a child, whether they do it with their hands or their words. *(Thumbs up/True)*

» **Click to advance slide.**

2. There are 3 types of child abuse. *(Thumbs down/False)*

» There are 4 types of abuse. Who can name them all? Physical, emotional, sexual, and neglect.

» **Click to advance slide.**

3. It is not safe for an adult or older child to force you to do something you don't want to do, something that is unsafe, or something that is harmful to you. *(Thumbs up/True)*

» **Click to advance slide.**

4. Keeping a secret about something unsafe is okay if you made a promise to the person. *(Thumbs down/False)*

» Even if you promise to keep a secret, if it is about something unsafe or hurtful, you need to tell a Safe Adult.

» **Click to advance slide.**

5. You can talk to a Safe Friend instead of telling an adult if you have been abused. *(Thumbs down/False)*

» A Safe Friend should help you tell a Safe Adult so you can get help. A Safe Friend is never a replacement for a Safe Adult.

» **Click to advance slide.**

» Great job, everyone!

## Related Slide

Let's Play Fact or Fiction

Child Safety  
Matters®

**FACT  
OR  
FICTION?**

## Slide Time

8:00 (OPTIONAL)

## Facilitator Notes

- You will review today's lesson with students using a Fact or Fiction activity.
  - There are several options for playing Fact or Fiction:
1. Have all students write Fact on one side of a sheet of paper and Fiction on the other side, and hold up the correct answer for each statement.
  2. Place students into teams and allow each team to guess on alternate statements
  3. Have students raise their hands and call on students for each statement.

## Facilitator Script

### FACT OR FICTION (OPTIONAL)

- » Let's do a review of today's lesson with a Fact or Fiction activity. For each statement I read, tell me whether the statement is fact or fiction.
- » If a statement is fiction (or false) and you know why, raise your hand and I will call on someone to explain.
- » As a reminder, a fact is a true statement and fiction is a false statement or something that is made up or imagined.

### FACT OR FICTION STATEMENTS

1. There are 5 Safety Rules. *(Fact)*
2. Emotional abuse does not hurt kids as bad as physical abuse. *(Fiction; emotional abuse can hurt a child's feelings as badly as physical abuse can hurt their body)*
3. Bigger or stronger kids can sometimes abuse other kids. *(Fact)*
4. Strangers hurt children more often than people who the child knows, loves, and trusts. *(Fiction; children are more often abused by someone they know and trust)*
5. When parents fight all the time, it is only considered abuse if the child physically gets hurt. *(Fiction; if parents fight a lot in front of their children and yell and scream, it may be emotional abuse)*
6. We should all have the same Safe Adults. *(Fiction; everyone needs their own Safe Adults that they trust and feel comfortable talking with)*
7. Everyone has their own personal boundary. *(Fact)*
8. If your teacher, older sibling, babysitter, or another adult who is in charge tells you to do something you think is unsafe, you can Talk It Up by using an assertive voice and say "No." *(Fact)*
9. It is okay to keep a secret from your parents if the person asking you to keep a secret tells you it is okay. *(Fiction; it is never okay to keep a secret; surprises for things that are good, like parties or gifts, are okay for a short period of time, but secrets are usually for bad things, and are not okay)*
10. If your grandmother wants a hug, you must hug her to be nice. *(Fiction; you are in control of your body, and you have control of your personal boundary; you do not need to hug or show affection to anyone you do not want)*

## Related Slide

MBF 5 Safety Rules®

Child Safety  
Matters®

**Let's Practice  
the  
MBF 5 Safety Rules**

## Slide Time

1:00

## Facilitator Notes

- The slide automatically begins with a countdown timer. This is a perfect time to have students stand up and get ready to practice the motions for all 5 Safety Rules.

## Facilitator Script

### MBF 5 SAFETY RULES REVIEW

- » Let's finish up by reviewing the 5 Safety Rules that you can use to help keep you safe.
- » Stand up and practice the rules and their motions with me and the Safety Squad one last time to help you remember them.
- » **Click to advance slide.**
- » **Safety Rule #1 is Know What's Up.**
- » **Click to advance slide.**
- » **Safety Rule #2 is Spot Red Flags.**
- » **Click to advance slide.**
- » **Safety Rule #3 is Make a Move.**
- » **Click to advance slide.**
- » **Safety Rule #4 is Talk It Up.**
- » **Click to advance slide.**
- » **Safety Rule #5 is No Blame | No Shame.**

## Related Slide



## Slide Time

1:00

## Facilitator Notes

- Reinforcement items are an important part of the program, as research shows that multiple exposures to a concept contribute to student learning and retention.
- Most reinforcement items are available on the Facilitator Portal for you to self-print or share with parents and/or students digitally.
- As you end the lesson with students, be sure to explain any reinforcement materials you will be providing and how students will get them (skip any reinforcements you will not be providing).
- **OPTIONAL:** If you are using Exit Slips, you may want to give students an exit slip to complete here. Be sure to follow up if any child marks that they would like to speak to you or another Safe Adult.

## Facilitator Script

### WRAP-UP

- » I hope you all have enjoyed this MBF Child Safety Matters lesson and learned a lot, and I want to thank you for your attention.
- » **To finish up, let students know about any reinforcement items you will provide to them or how you will make them available.**
- » **Share the following as applicable:**
  - » There is a Parent Information Sheet for your parent or guardian with information about what you learned today, and there is also an activity for you to do together.
  - » You will each receive two Safe Adult Bookmarks. I want you to give these to whomever you choose as your two Safe Adults. Make sure you choose at least one Safe Adult who lives inside your home and one outside your home. You can write their names on the bookmarks, and you can ask your parent, guardian, or caregiver to help you give the bookmarks to your Safe Adults so if you ever need their help, they will know how to help you.
  - » You will also receive an Ask Me About the Safety Rules Sticker just for fun.

## Related Slide



## Slide Time

1:00

## Facilitator Notes

- Tell students to continue practicing the 5 Safety Rules so they can show you when you return for Lesson 2.
- **OPTIONAL:** If you have additional time, the exit slip activity is a great way to gauge student engagement and learning. It also provides a method for students to ask to speak with someone if they have concerns.

## Facilitator Script

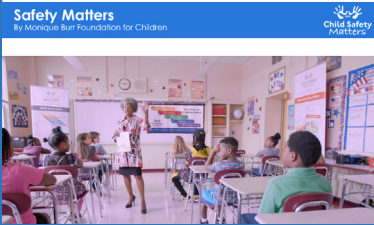
### CLOSE

- » Fantastic work today! Thank you again for your attention, and thank you Mr./Mrs. \_\_\_\_\_ (teacher).
- » I hope you all have enjoyed today's MBF Child Safety Matters lesson and learned a lot.
- » Remember to practice your 5 Safety Rules so you don't forget them.
- » Does anyone have any questions before I leave?
- » If you think of any questions, you can ask me the next time I come to see you, or if it cannot wait until then, you can ask your teacher, or you are welcome to come see me.\* (\*If you are a school staff member)
- » Remember, every child deserves to be safe. You each deserve to be safe!
- » Thank you again, you all did great today!

### OPTIONAL ACTIVITY

- » If you would like to assess student learning or determine the need for follow up, you may ask students to do an exit slip with the following instructions.
- » Before I go, I have one last activity for you to do. I would like each of you to get a sheet or slip of paper and write three things on it for me.
- » First, write one thing you heard today that you didn't know or that really stood out to you.
- » Second, write any questions you may still have after today's lesson.
- » And third, let me know if you would like to speak to me, your teacher, or the school counselor or social worker privately about anything you heard in the lesson.

## Related Slide



## Slide Time

4:00 (OPTIONAL)

## Facilitator Notes

- **OPTIONAL:** If you have additional time, this is an optional but worthwhile activity.
- It will help reinforce the 5 Safety Rules through a fun music video.
- If students are interested in learning more about the artist, Will Harden currently resides in Atlanta and can be found on various social media channels. Additionally, his music can be found on Apple Music, ReverbNation, Spotify, Sound Cloud, and Amazon Music.

## Facilitator Script

### SAFETY MATTERS (OPTIONAL)

By the Monique Burr Foundation for Children

- » I have one last video to share with you guys today.
- » This video was created by a young man named Will Harden who was 14 at the time, and he writes and performs songs at schools to promote anti-violence and safety.
- » This is a great example of someone using their passion and talent to be a Safe Friend and help others stay safe.
- » **Click to play video. (3:53)**

**Note: This and various other videos, including an animated “MBF 5 Safety Rules” video, are available for use within the lessons or as reinforcements. Videos can be accessed on the MBF website at <https://www.mbfpreventioneducation.org/videos/>.**