

Child Safety *Matters*[®]

Powered by
Monique Burr Foundation for Children

Facilitator Script

Kindergarten / 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.



CURRICULUM DEVELOPMENT TEAM

Cynthia Bean Educator, St. Johns County Schools, FL	Beth Dudjak, MA MBF Outreach Manager	Lynn Layton MBF President/CEO	Mallory Layton Educator, Duval County Schools, FL	Stacy Vaughan (Pendarvis), MSW, MA MBF Vice President - Programs *Lead Curriculum Developer
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MBF TEAM MEMBERS

Hazel Cressler, Senior Learning Experience Manager
Ashle Fike, Marketing Manager/Curriculum Graphic Design
Julie LeMay, Customer Service Manager

Shelly Mason, Accounting Assistant/Program Editor
Megan Richard, Customer Service Manager
Cori Wilson, Vice President - Finance/Operations

CONSULTANTS / SUBJECT MATTER EXPERTS

Beth Jenkins, M.Ed., School Counselor, Duval County Schools, FL
Carol Neal-Rossi, Issues Consulting, MBF Curriculum and Program Specialist
Mikayla Parsons, Marketing/Graphic Design Intern

Joni Shook, MA, School Counselor/ASCA Certified Trainer
Stefanie Szejbka, MCJ, Community Education Manager, Bivona Child Advocacy Center
Nan Worsowicz, M.Ed., School Counselor/ASCA Certified Trainer

CURRICULUM RESEARCH TEAM

Melissa A. Bright, Ph.D. – Executive Director, Center for Violence Prevention Research
David Finkelhor, Ph.D. – Director, Crimes against Children Research Center, Family Research Laboratory, Department of Sociology, University of New Hampshire

David Miller, Ph.D. – Professor, Research Methods and Evaluation; Director, Collaborative Assessment and Program Evaluation Services (CAPES); Director, UF Quality Enhancement, University of Florida

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Randell Alexander, MD, Ph.D. – Professor and Chief, Division of Child Protection and Forensic Pediatrics, University of Florida
Michele Borba, Ed.D. – Educational Psychologist, Parenting and Child Expert, Award-Winning Author and Speaker
Sharon W. Cooper, MD, FAAP – CEO, Developmental and Forensic Pediatrics; Consultant, Internet Crimes Against Children; Faculty, University of North Carolina at Chapel Hill; Consultant, National Center for Missing & Exploited Children
Richard Guerry – Founder/Executive Director, Institute for Responsible Online and Cellphone Communication (IROC2), Author, and Speaker
Sameer Hinduja, Ph.D. – Co-Director, Cyberbullying Research Center; Professor of Criminology/Criminal Justice, Florida Atlantic University
Maureen C. Kenny, Ph.D. – Professor and Program Director, Counselor Education, School of Education and Human Development, Florida International University

Erin Merryn, MSW – Survivor, Author, and Child Advocate; Founder and President of Erin's Law
Shannon Miller – President, Shannon Miller Enterprises; 7-Time Olympic Medalist
Donna Orender – CEO, Orender Unlimited; Monique Burr Foundation for Children Board Member
Russell A. Sabella, Ph.D. – Professor of Counseling, College of Education, Florida Gulf Coast University
Tiffany Sawyer – Director of Prevention Services, Georgia Center for Child Advocacy
Erin Weeks, MPH – Research Coordinator, National SafeCare Training and Research Center, School of Public Health, Georgia State University
Daniel Whitaker, Ph.D. – Professor and Co-Director, National SafeCare Training and Research Center, School of Public Health, Georgia State University

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Kindergarten / Lesson 1 Overview

INTRODUCTION	<ul style="list-style-type: none"> 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. Alternatively, the two lessons can be delivered in four shorter lessons providing increased exposure, learning, and engagement with students.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Students will demonstrate understanding the importance of personal safety and general safety concepts. Students will demonstrate understanding of who harms children and how. Students will learn and apply the <i>MBF 5 Safety Rules®</i> to recognize and respond appropriately to unsafe situations. Students will identify at least two Safe Adults and demonstrate knowledge about what to communicate with Safe Adults. Students will learn how to identify a Safety Buddy and demonstrate knowledge about how to use a Safety Buddy. Students will demonstrate increased knowledge regarding abuse with words and abuse to their bodies. Students will demonstrate identifying Red Flags indicating unsafe situations. Students will demonstrate knowing their personal information and their parent's/guardian's information, and how and when to disclose this information.
LESSON TIMING	<ul style="list-style-type: none"> Prep time: 30 minutes / Lesson time: 40 minutes If splitting the lesson into two parts, each part is approximately 20-25 minutes. <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. 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. This option will also allow you to include some optional Student Discussion Point activities noted throughout the script in the Facilitator Notes. 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. Note: To ensure program fidelity, it is recommended that you NOT skip content or scenarios to save time.

Kindergarten / Lesson 1 Overview – Continued

KEY TERMS	<ul style="list-style-type: none"> Abuse Abuse to your body Abuse with words Danger Emergency Guardian Password Private body parts Red Flags Reporting Rule Safe Safe Adults Safety Buddy Secrets Stranger Strong voice Surprise Tattling Telling Trick
MATERIALS NEEDED	<ul style="list-style-type: none"> Technology for presenting the lesson (computer, projector, screen, speakers) Kindergarten / Lesson 1 Facilitator Script Kindergarten / Lesson 1 PowerPoint Kindergarten / Lesson 1 Parent Information Sheets Safe Adult Bookmarks (x2 per student) Optional: Opt-Out Forms (send home prior to lesson) Optional: Kindergarten Pre-Tests Optional: Student Stickers Optional: MBF 5 Safety Rules Banner and/or Classroom Poster
LESSON PREPARATION	<ul style="list-style-type: none"> Print a copy of the Kindergarten / 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. Access the Kindergarten / Lesson 1 PowerPoint from the Facilitator Portal. Print/copy one Kindergarten / Lesson 1 Parent Information Sheet for each child, or you may send these home electronically. Print/copy two Safe Adult Bookmarks for each student. (See printing instructions on Facilitator Portal.) Optional: If using Pre-/Post-tests, print/copy one Kindergarten Pre-test for each student. Optional: Display the MBF 5 Safety Rules Poster in a visible location where it can be viewed by all students during the lesson. Optional: Copy Key Terms onto a board/chart paper to refer to during lesson. 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.

Kindergarten / 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

1:00

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 five safety rules you can use to help the adults in your lives keep you safe.

» This is very important information, so I want everyone to really pay attention and participate.

» If you would like to speak, raise your hand. I want us all to be kind to our classmates while they are talking.

» And if any of the information we discuss today is hard to listen to or talk about, please let your teacher know. 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.

» Also, if you have any personal stories to share related to what we are discussing, I want you to know they are very important, but because we don't have much time for the lesson, I want you to wait and share them with your teacher or me after the lesson.

Related Slide

Safety



SAFE



Slide Time

1:00

Facilitator Notes

- Students will begin to identify safe vs. unsafe situations through this discussion.

Facilitator Script

SAFETY

- » Let's start by defining some words. Raise your hand if you know what each of these words means. *(Raise hands)*
- » **Safe** means not hurt or not in danger.
- » **Click to advance slide.**
- » **Danger** means a situation or place where you could get hurt.
- » **Click to advance slide.**
- » A **rule** is something you are told to follow or do in certain situations to keep you safe and healthy.
- » **Click to advance slide.**
- » Part of personal safety is knowing how to look out for danger, or dangerous situations, and following rules so we can stay safe.
- » Raise your hand if you have been told to follow these rules: *(Raise hands)*
 - Wear a helmet when you ride your bike.
 - Buckle your seat belt when you ride in a car.
 - Hold an adult's hand when crossing the street.
- » Did you know that by following rules like these, you are helping adults keep you safe?

Related Slide

Who is Safe?



Slide Time

1:30

Facilitator Notes

- Stranger Danger has become a taboo subject, because we now know that most abuse is perpetrated by someone a child knows, not a stranger.
- However, strangers are still a potential danger to children, and we must teach them how to be safe when interacting with or when approached by a stranger.
- The ultimate goal of these discussions is that children understand anyone can potentially abuse them, even people they know.

Facilitator Script

WHO IS SAFE?

- » Raise your hand if you can tell me some safety rules we follow here at school? *(Raise hands)*
- » What about safety rules at home or outside of schools? *(Raise hands)*
- » Raise your hand if you have been taught safety rules about talking to strangers. *(Raise hands)*
- » **Click to advance slide.**
- » Who is a stranger? *(Anyone you don't know)*
- » A **stranger** is anyone you don't know well and don't know if they will keep you safe.
- » Many children are taught not to talk to strangers because some adults think strangers hurt children.
- » But adults talk to strangers; they say hi to strangers in stores and other places all the time, don't they?
- » So we know it's okay to say hello and be polite to someone we don't know.
- » It's important to know about strangers because there are some strangers that may not be safe.
- » But most of the time when a child is hurt, it's not by a stranger, it's by someone the child knows and trusts.
- » So how do we know who is safe and who is unsafe by looking at them?
- » **Click to advance slide.**
- » Which one of the people in this picture would be safe and which one of them might hurt a child? *(Elicit responses)*
- » Since we don't know them, they are both strangers, aren't they? And we can't really know if they would hurt a child by looking at them.
- » Because people who are unsafe don't always look scary. And people that hurt children often seem nice.

Related Slide

Safe vs. Unsafe Strangers



Slide Time

1:00

Facilitator Notes

Facilitator Script

SAFE VS. UNSAFE STRANGERS

- » But, if you ever get lost or separated from your parent or **guardian** (someone who takes care of you other than a parent) while you are out somewhere, you may have to ask a stranger to help you.
- » How do you tell a safe stranger from an unsafe stranger?
 - » **Click to advance slide.**
- » Safe strangers may be hard to find, but look for someone who is wearing a uniform, a police officer or firefighter, or someone who works where you are, like a store clerk.
- » You can also look for a group of adults to ask for help. It's even better to ask for help from adults who have children with them.
- » It is also best to stay where you are and let the adults helping you find your parents.
- » If someone offers to help you, tell them your first name and your parent's name, and tell them you want to wait where you are, as long as it's safe, in case your parent/guardian comes back to find you.

Related Slide

Staying Safe

Child Safety
Matters



Slide Time

1:30

Facilitator Notes

Facilitator Script

STAYING SAFE

- » Here are some other safety tips to help you stay safe.
- » Never go anywhere with an adult or another child if:
 - You don't know them really well, and
 - If your parent or guardian hasn't given you permission.
- » **Click to advance slide.**
- » Adults should not ask children to come into their homes without their parent's permission, even if it is to get ice cream or a treat.
- » **Click to advance slide.**
- » Also, adults should not ask children to help them look for a lost puppy or to help with anything else. Adults should ask other adults for help, not children.
- » **Click to advance slide.**
- » You should never get into a car or go somewhere with someone you don't know, no matter what they tell you or ask you.
- » Tell them you cannot go anywhere without your parent or guardian, and then tell a Safe Adult right away.
- » **Click to advance slide.**
- » What about other safety rules? How many of you have been taught to never answer the door without an adult with you? *(Raise hands)*
- » Should you open the door if you don't know who is knocking or ringing the doorbell? *(Elicit responses)*
- » No. You should never open the door unless there is a Safe Adult with you.
- » Always remember to get permission from a parent/guardian or Safe Adult.
- » Let's talk about some other safety rules that will help you stay safe.

Related Slide

Safety Rule #1

Child Safety
Matters



Slide Time

1:00

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 them with the motions.
- This saves time and eliminates standing and sitting over and over as you go through the rules.

Facilitator Script

SAFETY RULE #1

- » These are the MBF 5 Safety Rules and they have motions that go along with them to help you remember the rules. We can learn the motions together along with our Safety Squad.
- » 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 of your first 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**.
- » To Know What's Up means knowing your personal information such as:
 - Your first name and last name.
 - Your parent's, guardian's, or caregiver's full names and phone numbers.
 - Where you live/your home address.
- » It also means that you know what to do in an emergency, like calling 9-1-1 when you need someone to come help you.
- » What is an **emergency**? (*A dangerous situation where someone needs help right away*)
- » Sometimes when there is an emergency, people trying to help you may need to know your personal information.

Related Slide



Slide Time

1:30

Facilitator Notes

- Check students' knowledge of their personal information with a Safety Check. If they know their information, have them show you a thumbs up. If they do not know, have them show a thumbs down.
- Demonstrate the thumbs up/thumbs down motions for students prior to starting the Safety Check.

Facilitator Script

SAFETY CHECK

» Let's do a Safety Check to see what you know about your personal information.

» **Click to advance slide.**

» Show me a thumbs up if your answer is yes, and a thumbs down if your answer is no. *(Demonstrate the motions)*

SAFETY CHECK QUESTIONS

1. Do you know your first and last name?
 2. Do you know your parent's, guardian's, or caregiver's first and last names?
 3. What about their phone numbers?
 4. Do you know what to do in an emergency, such as how and when to call 9-1-1?
- » So, Knowing What's Up also means if your family has a private family **password**, or a secret word, that you know what it is and how to use it, and you know to keep it private and not share it with anyone.
- » 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 your parents really did send them.
- » If someone came to pick you up and said your parent sent them but they did not know the password, would you go with them? *(No)*
- » It is okay if you do not know all of this information right now. I am going to give you a worksheet to take home. When you go home today, ask your parent to review it with you. Write down your information and keep it somewhere safe in your house so you will see it, and you can practice it until you know it.
- » Also, if your family does not have a family password, you can talk to your parent/guardian tonight and ask them to come up with a family password with you.

Related Slide

Safety Rule #2

Child Safety
Matters®



Slide Time

1:00

Facilitator Notes

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 looking for clues.
- » 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 or clues that might tell you that a person or situation is unsafe.
- » One way to think of it is like a stoplight or a traffic light, and the red light means do not go.
- » Red Flags work the same way. They are not really red flags, but they are warning signs that let you know that you, or someone else might not be safe.
- » Some examples of Red Flags, or warning signs, are when an adult or another child:
 - » **Click to advance slide.**
 - uses hurtful or unsafe touches.
 - uses mean or hurtful words.
 - or asks you to keep unsafe secrets.

Related Slide

Safety Rule #3

Child Safety
Matters



Slide Time

1:30

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, 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 or around an unsafe person, and you are able to, you can Make a Move to GET AWAY.
- » This means you walk away, run away, or do whatever you can to get away from the unsafe situation or person.
- » Or if you know a situation or a person is not safe, you can STAY AWAY from that situation or person.
- » This means if you know going to a certain place or being around a certain person is unsafe, or you've spotted Red Flags and don't feel safe, you can ask your parent or guardian to keep you away from that place or person.

Related Slide

Safety Rule #4

Child Safety
Matters



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 that you have a voice, and you can use it to help keep you safe.
- » **Click to advance slide.**
- » Here are some ways you can Talk It Up:
 - Use a strong voice to say "No" in unsafe situations; for example, if someone is hurting you or to tell a person to stop hurting someone else.
 - Talk to a Safe Adult to ask for help.
- » **Click to advance slide.**
- » **Telling** a Safe Adult about something unsafe that is happening, or that happened in the past is important; it is also called **reporting**.
- » Telling is not **tattling**, which is done to get someone else in trouble.
- » Telling or reporting is done to keep you or someone else safe.
- » So, if you are telling just to be hurtful or get someone in trouble, do not tell.
- » But if you are telling to be helpful or get someone help, even if it may get someone else in trouble, you should tell.

Related Slide

Safety Rule #5

Child Safety Matters



Slide Time

1:00

Facilitator Notes

- Statistics show that 1 out of 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 ends.

Facilitator Script

SAFETY RULE #5

- » So now that you know Safety Rules 1–4, let's talk about our last Safety Rule, which 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's 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 should still tell.
- » 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

1:00

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.

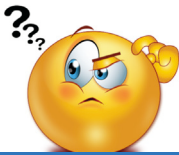
Facilitator Script

MBF 5 SAFETY RULES

- » Now that you know all 5 Safety Rules, let's stand up and practice them together with their motions along with our Safety Squad.
- » *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 a Strong Voice



Slide Time

1:30

Facilitator Notes

STUDENT DISCUSSION POINT (OPTIONAL):

- Provide students additional opportunities to practice using a strong voice.
- Ask students if they think it may be hard to say "No" to an adult.
- Explain the difference between saying no to be defiant and no to protect themselves. Ensure they understand the difference, and that the latter is okay.

Facilitator Script

USING A STRONG VOICE

- » There are some things we talked about in Safety Rule #4 that I want to make sure you understand.
- » The first thing we talked about is using a strong voice to say "No" if someone is hurting you or someone else.
- » What does strong mean? *(Elicit responses)*
- » **Click to advance slide.**
- » We usually think of strong as someone with muscles, right?
- » But strong can also mean using strong words or a strong voice.
- » **Click to advance slide.**
- » Using a **strong voice** means saying something in a way to make sure someone understands you. You don't have to be mean or loud, you just have to make your point.
- » 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."
- » 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 a strong voice to say, "I do not want to be touched." *(Have students repeat with you)*
- » If using a strong voice doesn't stop someone from touching you, 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, you can also use **Safety Rule #4** to **Talk It Up** and tell a Safe Adult.

Related Slide

Safe Adults



SAFE ADULTS

Brought to you by:



Slide Time

3:30

Facilitator Notes

- Many students will readily identify their parents as their Safe Adults; 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.
- Safe Adult Bookmarks are essential reinforcements for students. Too often we tell kids to report abuse and when they do, the adult doesn't respond appropriately because they are unsure how to respond. The Safe Adult Bookmarks teach the adults what to do.
- Please download/print the Safe Adult Bookmarks from the Facilitator Portal and distribute two bookmarks to each student.

Facilitator Script

SAFE ADULTS

By the Monique Burr Foundation for Children

- » We also talked about Safe Adults, but 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.
- » Let's watch a video to learn more.
- » **Click to play video. (2:06)**
- » **Click to advance slide.**
- » Let's talk about who you should choose as a Safe Adult. It should be someone that:
 - is older than you and can get you help if you're ever hurt or unsafe.
 - doesn't break any rules about safety, 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 count on to 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.
- » **Click to advance slide.**
- » I want you to try to think of at least two Safe Adults you can go to if you ever need them. 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 two of your 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, the Principal, **and I am always available to talk to you as well. (*If you are a school staff member)*
- » Does anyone want to share with the class who one of their Safe Adults is? *(Elicit responses from a few students only)*

Related Slide

Safety Buddy



Slide Time

1:30

Facilitator Notes

- Some students may have a difficult time talking to an adult about abuse or other unsafe situations.
- If they identify a Safety Buddy, or 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 Safety Buddy 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 Safety Buddy, they still need to talk to a Safe Adult about abuse or other unsafe situations.

Facilitator Script

SAFETY BUDDY

- » Sometimes it is easier to talk to an adult if you have someone with you, so you can also talk to a Safety Buddy.
- » A **Safety Buddy** 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.
- » You should never tell a Safety Buddy about being hurt or being unsafe instead of a Safe Adult. A Safety Buddy is someone to help you talk to a Safe Adult, but you always need to talk to a Safe Adult.
- » If you become someone's Safety Buddy 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 Safety Buddies 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. 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.
- » 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)*
- » This is why we try to have at least two Safe Adults. 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

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 16 and 17 in the PowerPoint to avoid having to skip through them when presenting the lesson.
- Students may remain seated or stand to practice the Safety Rules and motions.

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 18.*****

- » 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 and practice the motions 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 K.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 K.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 K.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 things or things that are hard to talk about. But I want everyone to listen and pay attention because this is very important for everyone's safety.
- » Let's begin today by reviewing the MBF 5 Safety Rules and the motions that go with each rule.
- » **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

Abuse

Child Safety
Matters



Slide Time

1:00

Facilitator Notes

- The discussion about abuse may make some children uncomfortable. This can manifest itself in different ways through both verbal and nonverbal cues.
- Please be aware of giggling, talking, squirming, fidgeting, sadness, avoidance, and other types of behaviors that you might see as you start discussing abuse concepts.
- If you see any student that looks uncomfortable, be prepared 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 you or another counselor or social worker can speak with them to assess if a report is warranted.

Facilitator Script

ABUSE

- » Now that you have learned the Safety Rules, let's talk about how they can help keep you safe from abuse.
- » Remember we talked about strangers and said that sometimes they can hurt children.
- » It's also important to know that people you know can also hurt you.
- » It's hard for us to talk about, but sometimes people that a child knows, such as neighbors, teachers, coaches, a friend's parents, or sometimes, even the child's own parents, hurt them.
- » **Click to advance slide.**
- » Abuse is a big word that most of you have probably not heard before.
- » **Click to advance slide.**
- » Raise your hand if you have ever heard the word abuse. *(Raise hands)*
- » **Abuse** means someone is hurting a child on purpose, either with words or by hurting a child's body.

Related Slide

Abuse with Words

Child Safety
Matters



Slide Time

1:30

Facilitator Notes

Facilitator Script

ABUSE WITH WORDS

- » Many of us have had our feelings hurt before.
- » Raise your hand if you have ever had your feelings hurt. *(Raise hands)*
- » Sometimes someone says something by accident that hurts a person's feelings.
- » For example, if your parent gets mad and yells at you for not cleaning your room, that is not abuse.
- » But, if someone says mean things to hurt you, and they say them over and over, then it is called **abuse with words**.
- » ***Click to advance slide.***
- » For example, if a parent or someone else who takes care of you tells you mean or hurtful things about yourself over and over, like "You are stupid," or "You are driving me crazy," or "I wish you would go away," it is abuse with words.
- » It's also abuse with words if your parents fight and yell at each other a lot in front of you.
- » This kind of abuse does not leave a mark on the outside, like a bruise or a broken bone, but it does hurt on the inside.
- » This is wrong, because all children deserve to be safe, not just their bodies, but their feelings, too.

Related Slide



Slide Time

1:30

Facilitator Notes

- Physical abuse and spanking can be difficult for students this age to understand. 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

ABUSE TO YOUR BODY

- » It is also abuse when an adult or another child hurts your body.
- » Did you all bring your bodies with you today? Good! Where are they?
- » So, let's talk about abuse to your body and safe and unsafe touches.
- » **Click to advance slide.**
- » *Demonstrate giving a high-five to a student.*
- » Show me a thumbs up if you think giving someone a high-five is safe or a thumbs down if you think it is unsafe. (*Thumbs up/Safe*)
- » Raise your hand if you have other examples of safe touches. (*Raise hands*)
- » *Call on a few students to elicit things like hugging, high-fiving, patting on the back, etc. and provide examples if students don't offer them.*
- » **Click to advance slide.**
- » Raise your hand if you can think of any unsafe touches, or ways people might touch your body that would hurt you. (*Raise hands*)
- » *Call on a few students to elicit things like slapping, kicking, hitting, etc. and provide examples if students don't offer them.*
- » This is called abuse to your body.
- » **Abuse to your body** is when someone hits you or does something purposely that hurts you and leaves a mark, or when someone does something to your body that is hurtful or unsafe.
- » I am not talking about spankings by a parent if a child disobeys; parents can spank their children as long as they don't injure them or leave a mark.
- » I am also not talking about accidents like someone running by you and knocking you down. If they did not mean to hurt you, it is not abuse.

Related Slide

Private Body Parts



Slide Time

2:00

Facilitator Notes

- It is critical that children learn the correct terminology for their private body parts as a preventative measure.
- Because some schools and parents prefer it, the script does not name body parts for students, but we encourage parents to have this conversation with their children in the Parent Information Sheet.
- However, if your state mandates or health education standards require it, or if you simply choose to include it to better educate and empower children, please add age-appropriate language after identifying where children wear a bathing suit.

Facilitator Script

PRIVATE BODY PARTS

- » There is another kind of touch that is not safe, and that is when an adult, or another child, touches your private body parts or asks you to touch theirs. This is also abuse to your body.
- » **Private body parts** are those parts of your body you keep private or keep to yourself.
- » They are the parts of your body covered by your 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.
- » **Safety Rule #2, Spot Red Flags**, can help keep your private body parts safe.
- » Remember, Red Flags are warning signs to help you know that a situation is unsafe.
- » If anyone, either an adult or another child touches your private body parts with any part of their body, even their hands or mouth, that is a Red Flag. It is abuse to your body, and it is wrong.
- » If they ask to look at or take pictures of your private parts, that's a Red Flag.
- » And if anyone asks you to look at or touch their private body parts, that is also a Red Flag.
- » Even if someone tells you it's okay or it's a game, it's still a Red Flag.
- » **Click to advance slide.**
- » If any of these things happen, even if they tell you it's a secret or you will get in trouble if you tell, you can use **Safety Rule #4, Talk It Up** and tell a Safe Adult. Because you have **Safety Rule #5** to remind you **No Blame | No Shame**, and it's always okay to talk to a Safe Adult.
- » 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 where you wear a bathing suit and a doctor or your parent needs to look to be sure you are okay, or if your parent or guardian needs to help you take a bath, those things are okay. If you are old enough to do those things for yourself, then parents or adults do not need to help you.
- » Let's practice how well you can Spot Red Flags with a touchdown/squat down game.

Related Slide

Touchdown/Squat Down

Child Safety
Matters®



Slide Time

2:00

Facilitator Notes

- The concept of Red Flags may be challenging for kindergarten students, but it is important for them to understand to help Safe Adults better protect them.
- Students will begin to learn to identify Red Flags using a Touchdown/Squat down activity. If they think the situation is safe, they will show you a touchdown sign; if they think it is unsafe, they will squat down.
- When you are explaining the instructions to students, demonstrate the motions.
- Have students stand up and/or put their arms down after each response so they are starting from a neutral position.

Facilitator Script

TOUCHDOWN/SQUAT DOWN

- » For this activity, I want you to stand up. I am going to read you a statement, and if you think the child is safe, I want you to make a touchdown sign like in the picture. *(Demonstrate a touchdown signal)*
 - » If you hear any Red Flags in the scenario and you think the child is unsafe, then squat down by your desk. *(Demonstrate a squat down signal)*
 - » **Click to advance slide.**
- SCENARIO 1
- » Faith's mom's boyfriend moved in with Faith and her mom, and he has been yelling at Faith every day about the house, her schoolwork, her clothes, etc. He says he really doesn't like Faith and wishes her mom would send her away to school.
 - » **Click to advance slide.**
 - » Show me a touchdown if you think this is safe, or squat down if you think it is unsafe. *(Squat down/Unsafe)*
 - » **Click to advance slide.**
 - » This would be a squat down; it is unsafe.
 - » Who can tell me the Red Flags that might help us know that this is unsafe? *(Elicit responses from a few students, making sure you cover the following points:)*
 - Faith's mom's boyfriend is saying mean/hurtful things.
 - He is mean to her every day, over and over.
 - This is abuse with words.
 - » What if her mom's boyfriend was usually very kind to Faith, but one day he had a bad day at work, and came home and yelled at Faith because her bedroom was a mess? Show me a touchdown if you think that is safe, or squat down if you think it is unsafe.
 - » This might be confusing, but this would be a touchdown; this is safe.
 - » Why is this one safe and the first one wasn't? *(Elicit responses)*
 - » In the first situation, he was always mean and said very hurtful things over and over, but this time he yelled once because he was mad. Sometimes parents get upset and yell. It is not abuse unless they hurt a child over and over, on purpose.

Related Slide

Touchdown/Squat Down



Slide Time

1:30

Facilitator Notes

- You may also include other examples of tricks that may come to mind when presenting this situation.

STUDENT DISCUSSION POINT (OPTIONAL):

- Discuss tricks with students and provide additional examples, such as: someone tricking a child into going somewhere with them by saying they have something to show them, or their parent sent them, or they need the child's help, etc.
- Help them understand if they follow the rule and always talk to their parent/guardian or Safe Adult, they will know if it's safe to go with someone.

Facilitator Script

TOUCHDOWN/SQUAT DOWN

SCENARIO 2

- » Chang is outside playing when a neighbor he does not know very well asks him to come inside her house for some cookies.
- » **Click to advance slide.**
- » Show me a touchdown if you think this is safe, or squat down if you think it is unsafe. (*Squat down/Unsafe*)
- » **Click to advance slide.**
- » This is a squat down, it is unsafe because it might be a trick.
- » A **trick** is when someone fools you, lies to you, pretends to be doing something nice or fun, or calls something a game that really is not a game, like taking off clothes to show private body parts.
- » Some people might try to trick children to get them to do things that are not safe. They may say they have cookies or another treat, or that they want to play a game, or that their pet is lost.
- » So you should never go inside someone's house or get into someone's car without your parent/guardian's permission, even if the person seems nice, or has kids with them, or you see them in your neighborhood all the time.
- » This is why it is important to ask a parent, guardian, or a Safe Adult and they can tell you if someone is safe.
- » Remember, whether someone is a stranger or someone you know, you always need to use your Safety Rules to help keep you safe.

Related Slide

Touchdown/Squat Down



Slide Time

1:00

Facilitator Notes

- Encourage students to talk to their parents or guardian about setting up a family password.
- Make sure students know they should not share the family password with anyone.

Facilitator Script

TOUCHDOWN/SQUAT DOWN

SCENARIO 3

- » Riley's family has dinner with their neighbors every week, so they know them well. One day, the neighbor, Ms. Pam, comes to pick Riley up from school. Ms. Pam tells Riley the family password and says that Riley's mom is not feeling well and that she is supposed to take Riley home.
- » **Click to advance slide.**
- » Show me a touchdown if you think this is safe, squat down if you think it is unsafe. (*Touchdown/Safe*)
- » **Click to advance slide.**
- » This would be a touchdown; this is safe.
- » Raise your hand if you can tell me why this situation seems safe. (*Elicit responses from a few students, making sure you cover the following points:*)
 - Riley knows the family well; they have dinner together often.
 - The neighbor, Ms. Pam knows the family password, a special word that only Riley's family knows.
- » Many families have a private password that only the family knows. If someone ever does need to come pick you up, your parent or guardian can share the password with the person picking you up, and they can tell you the password so you know it is safe to go with them.
- » What would be another way you could check to see if your parent or guardian sent someone to pick you up if you don't have a family password? (*Ask a Safe Adult at school to call your parent or guardian and ask them if it is safe to go with that person*)

Related Slide

Touchdown/Squat Down



Slide Time

1:00

Facilitator Notes

Facilitator Script

TOUCHDOWN/SQUAT DOWN

SCENARIO 4

» Robert's soccer coach has been getting upset with Robert a lot lately and recently has started hurting him. Robert now has bruises on his arms from where his coach has been grabbing him.

» **Click to advance slide.**

» Show me a touchdown if you think this is safe, or squat down if you think it is unsafe. (*Squat down/Unsafe*)

» **Click to advance slide.**

» This would be a squat down; it is unsafe.

» Raise your hand if you can tell me why this situation is unsafe. (*Elicit responses from a few students, making sure you cover the following points:*)

- His coach is grabbing him, hurting him, and leaving marks.
- His coach is doing this a lot lately.

» Right, this is abuse to his body and is not safe.

» This is a situation where Robert should Make a Move to Get Away and Stay Away and Talk It Up to a Safe Adult.

Related Slide

Touchdown/Squat Down



Slide Time

1:30

Facilitator Notes

Facilitator Script

TOUCHDOWN/SQUAT DOWN

SCENARIO 5

- » Tamika's aunt and uncle are staying with Tamika while her parents are out of town.
- » Her uncle is really nice to Tamika. In fact, he gave her a special present when they arrived. One day after school, her uncle wanted to play a game with Tamika to see who could take off their clothes the fastest. He told Tamika that she should not tell her aunt or her parents about their game because it was a special secret.
- » **Click to advance slide.**
- » If you think Tamika is safe, show me a touchdown. If you hear any Red Flags in the story and you think she is unsafe, squat down. (*Squat down/Unsafe*)
- » **Click to advance slide.**
- » This would also be a squat down; it is unsafe.
- » Raise your hand if you can tell me some of the Red Flags that Tamika might not be safe. (*Elicit answers from a few students, making sure to cover the following points:*)
 - He is calling something involving them taking their clothes off a game, and that is not safe.
 - Her uncle is an adult who is paying special attention to her and gave her a special gift. Sometimes when someone is going to abuse a child, they will give them special gifts or show them a lot of attention to make the child think the abuse is okay and get them not to tell their Safe Adults what happened. But it's still a Red Flag, and you can use your Safety Rules to help you.
 - He is asking her to keep a secret.

Related Slide

Safe vs. Unsafe Secrets



SECRETS

Slide Time

1:30

Facilitator Notes

STUDENT DISCUSSION POINT (OPTIONAL):

- Discuss secrets vs. surprises with students and ask them to provide additional examples of each.
- Be sure to clarify if an example is a safe vs. unsafe secret.

Facilitator Script

SAFE VS. UNSAFE SECRETS

- » Let's talk more about secrets because often when someone asks you to keep a secret, it's a Red Flag. There are some secrets that are safe and some that are unsafe. A surprise is an example of a safe secret.
- » **Click to advance slide.**
- » A secret is different from a **surprise**, which 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 often ask children to keep secrets as a way of tricking them into abuse or other unsafe situations.
- » **Click to advance slide.**
- » Now that you've learned how to Spot Red Flags, including someone asking you to keep a secret, you can use your other Safety Rules to help keep you safe.
- » You can use **Safety Rule #3** to **Make a Move** and GET AWAY or STAY AWAY if you can.
- » You can also use **Safety Rule #4** and **Talk It Up** to a Safe Adult.
- » And even if someone tries to blame you for something and says you will get into trouble or no one will believe you if you tell, you should remember **Safety Rule #5, No Blame | No Shame** and still use **Safety Rule #4** and **Talk It Up** 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 have learned today.
- » I'm going to read five statements.
- » As I read each statement, if you think the statement is true, show me a thumbs up.
- » If you think it is false, show me a thumbs down.

REVIEW QUESTIONS

» **Click to advance slide.**

1. The Safety Rules will help me stay safe from unsafe situations.
(Thumbs up/True)

» **Click to advance slide.**

2. If someone tries to take pictures of my private body parts, this is abuse with words. (Thumbs down/False)

» This is abuse, but it is abuse to your body.

» **Click to advance slide.**

3. Red Flags are signs that a situation or person might be unsafe.
(Thumbs up/True)

» **Click to advance slide.**

4. I can tell a Safety Buddy about being hurt instead of a Safe Adult.
(Thumbs down/False)

» You can talk to a Safety Buddy and ask them to help you tell a Safe Adult, but you still need to talk to a Safe Adult about abuse or unsafe situations.

» **Click to advance slide.**

5. Only adults can hurt you. (Thumbs down/False)

» Adults and other children can hurt you. But, you can always talk to a Safe Adult if anyone hurts you.

» **Click to advance slide.**

» Great job, everyone!

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 review 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.
- » **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).

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

0:30

Facilitator Notes

- Tell students to continue practicing their Safety Rules so they can show you when you return for Lesson 2.

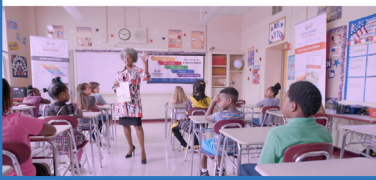
Facilitator Script

CLOSE

- » You all did a great job today. We will have another lesson soon, but in the meantime, remember to practice your 5 Safety Rules so you do not 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!

Related Slide

Safety Matters
By Monique Burr Foundation for Children



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 safety.
- » This is a great example of someone using their passion and talent to be a Safety Buddy 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/>.