



# Child Safety Matters®

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Monique Burr Foundation for Children

## Facilitator Script

Kindergarten / Lesson 1

24-25 EDITION



24-25 EDITION

## Kindergarten / Lesson 1 Overview

|                            |   |
|----------------------------|---|
| <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 Safety Buddy and demonstrate knowledge about how to use a Safety Buddy.</li> <li>Students will demonstrate increased knowledge regarding abuse with words and abuse to their bodies.</li> <li>Students will demonstrate identifying Red Flags indicating unsafe situations.</li> <li>Students will demonstrate knowing their personal information and their parent's, guardian's, or caregiver's information, and how and when to disclose this information.</li> </ul> |
| <b>LESSON TIMING</b>       | <ul style="list-style-type: none"> <li>Prep time: 30 minutes / Lesson time: 40 minutes</li> <li>If splitting the lesson into two parts, each part is approximately 20-25 minutes.</li> <li>Note: To ensure program fidelity, it is recommended that you NOT skip content or scenarios to save time.</li> </ul>  |
| <b>MATERIALS NEEDED</b>    | <ul style="list-style-type: none"> <li>Technology for presenting the lesson (computer, projector, screen, speakers)</li> <li>Kindergarten / Lesson 1 Facilitator Script</li> <li>Kindergarten / Lesson 1 Presentation</li> <li>Kindergarten / Lesson 1 Parent Information Sheets</li> <li>Kindergarten Pre-tests</li> <li>Safe Adult Bookmarks (x2 per student)</li> <li>Optional: Opt-Out Forms (send home prior to lesson)</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>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 Kindergarten / Lesson 1 Presentation from the Facilitator Portal.</li> <li>When using Pre-/Post-tests, print/copy one Kindergarten Pre-test for each student.</li> <li>Display the MBF 5 Safety Rules Poster in a visible location where it can be viewed by all students during the lesson.</li> <li>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 or caregivers.</li> </ul>   |

## Kindergarten / Lesson 1 Overview – Continued

### KEY TERMS

|                  |  |
|------------------|--|
| <b>KEY TERMS</b> | <ul style="list-style-type: none"><li>• Abuse</li><li>• Abuse to Your Body</li><li>• Abuse with Words</li><li>• Danger</li><li>• Emergency</li><li>• Guardian</li><li>• Password</li><li>• Private Body Parts</li><li>• Red Flags</li><li>• Reporting</li><li>• Rule</li><li>• Safe</li><li>• Safe Adults</li><li>• Safety Buddy</li><li>• Secrets</li><li>• Stranger</li><li>• Strong Voice</li><li>• Surprise</li><li>• Tattling</li><li>• Telling</li><li>• Trick</li></ul> |
|------------------|--|

**SAMPLE**

## Related Slide



## Slide Time

1:00

## Facilitator Notes

SAMPLE

## 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.
- » 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



## 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?

SAFETY

## Related Slide



## Slide Time

1:00

## Facilitator Notes

SAFETY

## 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, or caregiver comes back to find you.

## Related Slide



## Slide Time

1:30

## Facilitator Notes

SAFETY

## 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.
  - 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, caregiver, or Safe Adult.
- » Let's talk about some other safety rules that will help you stay safe.

## 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.

» 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 or caregiver tonight and ask them to come up with a family password with you.

## Related Slide



## 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, guardian, or caregiver to keep you away from that place or person.

SAFETY SQUAD

## Related Slide



## 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.

SAFETY SQUAD

## Related Slide



## Slide Time

1:00

## Facilitator Notes

- It is estimated that 1 in 4 children experience some form of child abuse or neglect in their lifetimes and 1 in 7 children have experienced abuse or neglect in the last year.
- 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



## 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.

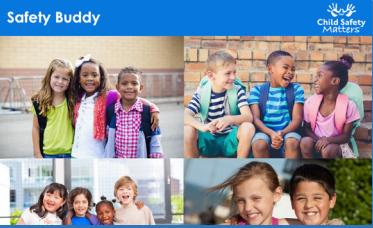
## Facilitator Script

### 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



## 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

Child Safety  
Matters

### 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.
- 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



## 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.
- 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



## Slide Time

1:30

## Facilitator Notes

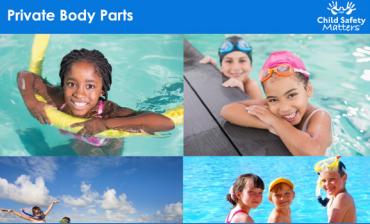
SAFETY

## 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, guardian, or caregiver 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

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.
- Click to advance slide.**
- 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, 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.
- 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. Otherwise, no part of anyone's body should touch your private body parts.
- 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.
- Let's practice how well you can **Spot Red Flags** with a touchdown/squat down game.

## Related Slide



## 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



## Slide Time

1:00

## Facilitator Notes

SAFETY

## 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



### 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



## 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**

1. The Safety Rules will help me stay safe from unsafe situations. (Thumbs up/True)
2. If someone tries to take pictures of my private body parts, this is abuse with words. (Thumbs down/False)
3. Red Flags are signs that a situation or person might be unsafe. (Thumbs up/True)
4. I can tell a Safety Buddy about being hurt instead of a Safe Adult. (Thumbs down/False)
5. Only adults can hurt you. (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.

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

» Great job, everyone!

## 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, guardian, or caregiver 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

**Great Job!**



## 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.
- **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
- 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 [www.mbfpreventioneducation.org/videos/](http://www.mbfpreventioneducation.org/videos/).

## 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!

» **Click to advance slide.**

### **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)**