

Children's Curriculum

Day One - My Body (30 minutes)

Purpose: This module will provide the students and facilitators the opportunity to get to know one another, become acquainted with Blue Sky Bridge, learn the program goals, and become familiar with the format of the presentation. The presenters will establish rules for communication, introduce a discussion about **My Body Belongs to Me**, and about the **Touching Rules**.

Trainer: Two volunteer presenters from Blue Sky Bridge

Objectives: As a result of this training, participants will understand:

1. Rules for sharing during the presentation
2. 'Touching rules' and how to apply them
3. The difference between safe and unsafe touch.

<u>Time</u>	<u>Cumulative Time</u>	<u>Topic</u>
5 Minutes	5 Minutes	Introduction / Pre-survey
3 Minutes	8 Minutes	Rules for Sharing
3 Minutes	11 Minutes	Body Parts
2 Minutes	13 Minutes	Safe/Unsafe touch
4 Minutes	17 Minutes	Touching Rules
3 Minutes	20 Minutes	Mini-Lecture/puppet show
6 Minutes	26 Minutes	Examples and discussion
3 Minutes	29 Minutes	Writing Exercise
1 Minutes	30 Minutes	Closing

Roles: This session is led by two presenters. A Blue Sky Bridge staff member will always be present, and sometimes there might be an observer. A liaison will also be present and they can assist by providing time cues, helping administer Pre-Survey, hanging up posters, passing out handouts, tracking demographic info, and ensuring that all BSB team members are wearing a name tag. The presenters need to watch the liaison for time cues.

Volunteers and staff will be available to meet with the students outside of the classroom, following the presentation. The Blue Sky Bridge staff member will take disclosures.

Posters / Materials:

- Curious and Playful puppets
- Felt dolls (remember to take off the Felt dolls' clothes and swimsuits and to remove selected body parts from Felt).
- Display Posters: Sharing Rules, Touching Rules

Handouts: Pre-Survey, Touching Rules worksheet to take home for discussion, Touching Rules Poster to leave in the classroom.

Liaison:

- Be sure to check in with the teacher about opt outs and students with learning/behavioral needs.
- Place survey at each child's desk
- Once the survey is complete, collect it and place "Touching Rules" worksheet at each child's desk or on the clipboards.
- Write down statistics (Number of boys/girls/opt-outs).
- You have a speaking part during the puppet show.

Note: ***When children raise their hands and ask/answer a question, be sure to repeat what the child has said so that all can hear.***

Day One:

Staff: Introductions/Survey (5 minutes)

Students are seated at their desks. Go through this section quickly.

My name is _____ and these are my friends _____. We work for Blue Sky Bridge. Blue Sky Bridge is a place where kids and families come if someone hurts a child.

Before we teach you anything, we want to see how much you already know about keeping your body safe. We talk to lots of kids so we like to know what kids know before we come and what they learned during our lessons. This helps us know if we're doing a good job teaching you.

This is a survey; it is not a test. We do not expect you to know the answers. I will read the questions out loud to you and you can mark your one best guess. We want to find out what each of you knows, so please don't share your answers. This survey is anonymous, so please do not write your name on it. Participation is voluntary, which means you don't have to fill it out if you don't want to. Please try to answer all the questions. If you don't know, it's fine to guess. If you have a question or need someone to help read the question again, raise your hand and one of us will help you.

Read the pre-survey questions, ask students to come sit in a circle on the floor. Liaison will collect surveys.

Okay, please leave the surveys and pencils on your desk and come sit on the floor.

Presenter 1: Rules for sharing (Display poster)

What are some of the rules in your classroom to show respect for each other and make sure that everyone gets a chance to be heard? *Let them share one or two.*

Those are great rules. When we come to your classroom, we also have a few rules.

- **Everyone in this room deserves respect.** Everyone here deserves a chance to be heard. What we talk about in our lessons is different than what you usually talk about in school, so it is important that we listen to each other.

What signal does your teacher use to get your attention? Great, we'll use that too while we're here.

- **Sharing is for the Hallway.** If you have a personal story you want to share, we will be available in the hallway for 10 minutes after our presentation, and we can talk with you then.
- The last rule is: **It is an adult's job to keep kids safe.** If any of the adults in this room think a child is in an unsafe situation, we are required to tell the police or human services. Our job is to keep kids safe and get children and their families help if they need it.

Can I get a thumbs up if you agree to these rules? (*thumbs up signal to the kids*) Thank you!

Does anyone know why we are here today? (*Wait for a response to see how much the kids know, how shy they are, and how the teacher may have prefaced the visit*)

One of our most important jobs is coming to talk to kids like you about how you can keep yourself safe. If anyone is hurting you or making you feel unsafe, make sure you talk to an adult about it.

Very few kids receive unsafe touch, but it is important that we talk about it. We don't want you to be worried, but we do want you to be prepared in case you or a friend feels unsafe.

You'll notice that sometimes while we're talking to you, we'll be reading from our notebooks. That's because what you'll be learning is really important and we want to be sure all the third graders in all the schools hear the same thing.

Presenter 2: Okay, there are a lot of ways we keep our bodies safe every day, a lot of times we don't even think about it. For instance, when you ride a bike, what do you wear to keep yourself safe? (helmet).

And what is the first thing you do when you get into a car? (wear a seatbelt). What about before you eat a meal; what do you do to keep yourself healthy? (wash hands).

Another way we keep our bodies protected is by making sure that the types of touches we get from others and give to others are safe. We're going to talk about what types of touches are safe and which ones are not. We'll visit your school and classroom 4 times for about 30 minutes each time.

Presenter 1: When I say each person has their own personal space, what does that mean? *Wait for responses.* Personal space is the invisible boundary or bubble that each person keeps around them to remain safe and show respect. Our personal space, or bubble, may change based on who is around us.

If you feel safe and comfortable with someone your personal space may not be as big. Sometimes you may want a bigger personal space and that's okay too. It's important that people respect your personal space when you ask them and that you respect their personal space.

The presenters demonstrate personal space by putting their arms around each other/or by standing really close together with one saying, "I feel okay being this close to (insert presenter's 1 name) because we are friends and know each other well. Do you feel comfortable with me being this close to you?" Presenter 1 says yes.

Then say (pointing to a student) "I don't know you very well, right? So it would be weird or it might make you feel uncomfortable if I tried to give you a hug, right?"

Trust your instincts. When you get that weird feeling in your stomach, it's time to say "You're in my personal space and I don't like it." Your personal space is yours and you can let people know if you are uncomfortable. Also, remember that you should respect other people's boundaries and personal space.

Presenter 2: Body Parts (3 Minutes, 11 cumulative)

*Presenter 2 holds the Felty dolls and Presenter 1 quickly passes out **one of each** of the body parts to students within reach. The pieces are: arm, leg, hair and the swimsuits.*

We all know the names of our body parts, right? Okay good, we brought the Felties with us today. They're called Felties because they are made of felt. We used to call them Felty Boy and Felty Girl but we know that kids are just kids and we want to include everybody, so we call them the Felties.

After each question, Presenter 2 attaches the piece to the appropriate area on Felty after the child gives it to them...

Presenter 2: Which body part is used to give high-fives? hand

Presenter 1: *Who has the hand?*

Presenter 2: Which body part is used to kick a soccer ball? foot

Presenter 1: *Who has the foot?*

Presenter 2: Which body part do we wash and comb? Hair

Presenter 1: *Who has the hair?*

Presenter 2: You can see that the Felties don't have a mouth or eyes because there are times that they are happy and other times when they are not and we want you to use your imagination.

Let me see your happy face, now your sad face.

Who has the swimsuits? Swimsuits cover our private parts. (*Presenter 2 places bathing suits on the Felties.*) The swimsuit covers your private parts in front **AND** in back (gesture with hand).

We hope that at home you call these parts by their real names, but while we are here in school we are going to call them private parts.

Presenter 1: Safe / Unsafe Touch (2 minutes, 13 cumulative)

So we talked about our body parts, now let's talk about safe and unsafe touch.

Who likes to get hugs from their friends or family? A lot of us like hugs because they make us feel happy. This is an example of a safe touch.

Would you like it if someone pinched you? No, of course not that would hurt, right? We call that an unsafe touch.

A touch that hurts our bodies or makes us feel sad/scared/icky/yucky or even mad is inappropriate and is called unsafe touch. It's a touch we don't want. This could be a pinch right?

Can anyone name another type of unsafe touch? (Punching, kicking, biting – take 2 answers).

Okay, now here's a question for you - Could a hug or a kiss be an unsafe touch even if it comes from someone you know? (Pause. If students say yes, say "tell me more about that.")

Yes, if you don't want it. If someone hugs you and makes you feel icky or uncomfortable, then that is an unsafe touch.

So remember that an unsafe touch is a touch that hurts or a touch you don't want.

Presenter 2: Touching Rules (4 minutes, 17 cumulative) - *Point to Touching Rules poster.*

Something else we are going to talk about today are the Touching Rules. By the fourth lesson, you will know these by heart and might even be able to say them with your eyes closed.

Let's all read the Touching Rules together out loud:

- 1. My body belongs to me – I do not have to share my body. This means I am the boss of my body.**
- 2. No one is allowed to make me touch their body and I will not make anyone touch my body.**
- 3. No one is allowed to touch my private parts, except to keep me safe and healthy.**

So who decides who touches your body? That's right, you. You are the boss of your body.

When I count to 3, point to yourself and we'll say together "I am the boss of my body."
1,2,3 I AM THE BOSS OF MY BODY!

So do you think after hearing these touching rules that you can decide who gives you a hug? (Yes)

There is only one reason it would be OK for an **ADULT** to touch your private parts: to keep you safe and healthy. For instance, when you were younger, adults needed to help you get clean to stay healthy right? They changed your diaper or helped you wash in the bath. But now you are a third grader. Do you need help taking a shower or a bath to get clean? (Most of the time, NO).

Think about this, if you were riding your bike and you hit a bump that makes you fall off your seat and hit the crossbar really hard between your legs, is it OK for your grown-up to check your private parts? (Yes because they want to keep you healthy and make sure you aren't hurt.)

Doctors are another adult who checks your private parts to make sure you are healthy. You see a doctor for check-ups. The doctor checks your **WHOLE** body, even your private parts. When the doctor is checking you, there usually is another adult in the room, like a nurse or the person who brought you to the appointment. But, if there is no one there you can ask for another adult to be in the room.

Is it OK to play doctor with a friend if you don't touch private parts and keep your clothes on? (Yes) **Absolutely, that is the safe way to play doctor.**

(name of liaison) has a Touching Rules poster for you to hang up in your classroom!
(Give to teacher).

Presenter 2: Puppet Show (3 minutes, 20 cumulative)
Presenter 1 is Curious; Presenter 2 is Playful

Here are our puppets, Curious the raccoon and Playful the pig. Curious and Playful are friends and they are in third grade just like you. They are riding the bus home from school.

Curious: Hey Playful, I saved a seat for you on the bus! Come sit with me.

Playful: Awesome thanks!

Curious: How's it going?

Playful: Great, Curious! How are you?

Curious: I'm OK. Didn't do well on a spelling test today, so something that would make me feel better is to tickle you! *Curious tickles Playful under arms and Playful giggles.*

Playful: Oooh, that makes me giggle! Hehe!
Tickling becomes more aggressive.

Hey, Curious cut it out. You're making me feel uncomfortable and invading my personal space. Ouch!!
Tickling continues with Curious moving towards Playful's private parts.

Playful: STOP! I don't like it when you touch me down there!!

Curious: What do you mean "down there"?

Playful: I don't like it when you touch my private parts!

Curious: Why not?

Playful: Don't you remember those touching rules we learned in class? My body belongs to me and I don't have to share my body with anyone. And I don't want you to touch my private parts.

Curious: Don't be such a baby! Can't you take a joke? I was just messing around...

Playful: I'm not a baby...you broke the touching rules and you can't make me feel bad.

Liaison: *Turn to class to ask*

Which touching rule did Playful the pig remember? (yes, let's read them together: 1 and 3)

Was Curious the raccoon being respectful of Playful the Pig? No, you are right, Curious was being disrespectful because Curious wasn't listening. Curious and Playful can still be friends though if Curious learns to respect the touching rules and to listen when someone says stop.

Thank you for being good listeners!

Look at the clock to determine whether there is time for the role play activities. The presenters can decide whether to do one or two. You need to reserve 4 minutes for the worksheet and the closing.

Presenter 1: Discussion Examples (6 minutes, 26 cumulative)

We have talked about safe and unsafe touch. Let's see if we can come up with some solutions to these situations. (*Repeat what the kids say so everyone can hear and reinforce the learning- if students aren't reaching the correct answer, presenters should model response*)

Example 1

Your neighbor is watching you while your parents are out for the evening. You're taking a bath and your neighbor walks into the bathroom without knocking. They stay and talk to you while you're washing and it makes you feel weird and uncomfortable.

Raise your hand and tell us what you could say to your neighbor:

- Ask the neighbor to leave and tell them you don't need help,
- Say you need privacy and we can talk when I'm done.
- Ask them to leave the bathroom.

Remember your body belongs to you. *Refer to Touching Rule*

What if the neighbor ignores you and insists on helping you wash your whole body? What could you do or where could you go?

- If the neighbor won't leave, you leave. Grab your towel and go to another room and call your parents

Raise your hand if you want to pretend to be the kid and tell me what happened last night. I'll start you off... "Last night when you were out and I was taking a bath..."
(Tell them "I was taking a bath and the neighbor came in without knocking. I asked her to

leave more than once but she stayed in the bathroom and wanted to help wash my body. I don't want the neighbor to watch me again.")

This is the first time your neighbor did this while babysitting. Do you think you need to wait and see if it happens again before telling your parents?

Right, you should tell them as soon as you can because it made you uncomfortable and that's something adults want to know. It can be hard to tell but it's important that you tell your parents all of the facts about the situation, exactly what happened, where it happened, who was with you and how it made you feel.

Presenter 2: Example 2

Here's another situation - You like to go over to your friend's house after school. He has an older brother in middle school who is really cool. But, during this visit he slaps you on your bottom.

What could you say?

- Ask him to stop
- Say "Don't do that"
- Say "You're in my bubble"

He ignores you and pulls you over toward him, to sit on his lap. So, now what could you do?

- Say "**NO**" like you mean it.
- Say "Let's go play somewhere else" - away from the brother.

It's also important to tell your friend's parents and your parents what happened, all of the facts— (model how to tell) – "Today when I was at my friend's house his brother slapped my bottom. I told him to stop but then he grabbed me and pulled me onto his lap, I didn't like it. Next time can we hang out at my house?"

Which touching rules did your friend's brother break? Refer to Touching Rules 1, 2, 3).

Presenter 1: Closing and Writing Exercise (4 Minutes, 30 cumulative)

Good job helping us with these situations. In these two examples a neighbor and a friend's older brother were breaking the touching rules. But we know that not all neighbors or older brothers break touching rules.

In the next few weeks we will have other examples with many different people and we want you to remember that most people don't break the touching rules. We don't want you to be scared of everybody, but we do want you to know what to do in case you are in an uncomfortable situation or if someone breaks the touching rules.

Liaison: Today you learned about safe and unsafe touches. You also learned the “Touching Rules” (refer to poster) and how to use them.

Now we have a worksheet for you. I’ll give you some instructions here in the circle and when I’m done everyone will go back to their desks to do the activity. We have the Touching Rules written on a piece of paper, but some words are missing. We will go through the rules together and you can call out the answers. Okay, now quietly, go to your seats and get your pencils.

Wait until all the students are quiet and paying attention.

You can use the touching rules poster for clues. We’ll write the words up on the board as we fill in the answers. If you need help spelling, they’ll be on the board. Have a presenter or staff member hold up the touching rules poster so students can see the words for spelling. Students can call out the answers. Presenter(s) gather up materials and set them by the door for next presentation.

This worksheet is for you to keep so write your name at the top. Take it home and show it to your grownups and siblings. Talk to them about what you learned today and teach them the touching rules.

Presenter 2: Thanks for your participation. We will be outside the classroom in case you have any questions or anything to share. Just let your teacher know that you are coming out. See you next week.

Children’s Curriculum

Day Two - Secrets vs. Surprises (30 Minutes)

Purpose: This module will provide the students the opportunity to review the material they learned on day one. The presenter will read from the book “A Felty Story” and discuss the implications with the participants. The presenter will help the participants understand the difference between **surprises, secrets and personal information** and the importance of asking a **trusted adult** for help.

Trainer: Two volunteer presenters from Blue Sky Bridge

Objectives: As a result of this training, participants will understand:

1. The difference between surprises and secrets
2. Why you need to identify multiple trusted adults to tell about uncomfortable situations

<u>Time</u>	<u>Cumulative Time</u>	<u>Topic</u>
5 Minutes	5 Minutes	Review of previous lesson
9 Minutes	14 Minutes	Read <u>A Felty Story</u>
7 Minutes	21 Minutes	Secrets
8 Minutes	29 Minutes	Who Can You Tell
1 Minutes	30 Minutes	Closing

Roles: This session is led by two presenters. A Blue Sky Bridge staff member will always be present, and sometimes there might be an observer. A liaison will also be present and they can assist by providing time cues, hanging up posters, passing out handouts, tracking demographic info, and ensuring that all BSB team members are wearing a name tag. The presenters need to watch the liaison for time cues. Volunteers and staff will be available to meet with the students outside of the classroom, following the presentation. The Blue Sky Bridge staff member will take disclosures.

Posters / Materials:

- Posters (Sharing Rules, Touching Rules, Trusted Adults Hand poster (hold to the side & cleaned off) and Trusted adults list.
- Washable Marker
- The book A Felty Story.
- One blank Touching Rules handout to remind them about last week.
- One blank trusted adults handout

Handouts: Trusted Adults worksheet for all students.

Other Logistics: Children should be sitting on the floor or as they were last time. Place the posters where the participants can easily see them.

Liaison:

- Place a trusted adult worksheet at each child's desk or on the clipboards
- Write down statistics (Number of boys/girls/opt-outs).
- You have a speaking part explaining how to complete the trusted adult worksheet.
- Assist kids with completing their trusted adult worksheets

When children raise their hands and ask/answer a question, be sure to repeat what the child has said so that all can hear.

Review (5 minutes)

Staff: My name is _____, these are my friends _____. Remember that we're from Blue Sky Bridge and our job is to help keep kids safe. We'll be with you for 30 minutes today and then we'll return 2 more times. Just like last week, we'll be in the hallway after our lesson in case you have any questions or want to talk to us privately. Remember we don't share stories during class so if we're talking and you think of something you want to tell us, wait and tell us in the hallway.

Presenter 1: Review Rules for Sharing

Pointing to the poster. Does everyone remember our sharing rules? They are listed right here. Remember that some of the things we will be talking about are different than what you usually talk about in school, so it is really important that we listen to each other. We'll use this signal to get your attention (reference signal established in week 1). Also, remember to raise your hand when you have a question or an answer.

Presenter 2: Review Touching Rules

You remember the Touching Rules right? Let's read them together (*reference poster*).

1. **My body belongs to me – I do not have to share my body. This means that I am the boss of my body.**
2. **No one is allowed to make me touch their body, and I will not make anyone touch my body.**
3. **No one is allowed to touch my private parts, except to keep me safe and healthy.**

Who is the boss of your body? That's right; **YOU** are the boss of your body! When I count to three, point to yourself and we'll say together "I am the boss of my body."
1, 2, 3, **I am the boss of my body!**

Presenter 1: Read A Felty Story (9 Minutes, 14 cumulative)

Have one presenter read the Felty Story and the other one ask the questions.

Presenter 1: Now, I'm going to read a book called *A Felty Story*. This is a story about one of the Felties, who is a lot like you kids. They live in a house with their parents and go to school just like you do. They are even in the 3rd grade! In the story, someone breaks one of the touching rules, and Felty is uncomfortable, but you will learn what Felty did to make the situation better. While I'm reading this, pay close attention because we'll pause sometimes in the story and (insert presenter 2's name) will ask you some important questions.

Presenter 1: My name is Felty. I go to school and I live in a red house with my mom, my step-dad, and my brothers and sisters. That's me in the pink dress.

I have a very important story that I think all children should hear. It's a sad story but it has a happy ending. It's about my step-dad and me. My step-dad always said I was his special kid. I felt special because I always got treats that my brothers and sisters didn't get.

Presenter 2: Raise your hand if you can tell me, how do you think Felty feels about being singled out for special attention? I'll take two answers.

- They might enjoy all the attention,
- They might feel bad about the siblings being left out
- They might be afraid that the siblings will be angry or jealous
- They might feel good and bad at the same time.

Presenter 1: Late one night, my step-dad came into my room and he told me there was something that daddies do with their special kids. Then my step-dad touched my private parts. I didn't like his special attention, and I didn't like how he touched me.

(Pause)

My step-dad said that I couldn't tell anyone about his special attention because everyone would just get jealous and be mad at me. It was going to be our secret. Many nights after that, my step-dad would come into my room and touch me.

Presenter 2: Is it OK for Felty's step-dad to touch their private parts? (NO)
Is he touching their private parts to keep them safe & healthy? (NO)

Raise your hand if you can remind us what an unsafe touch is? (Take 2 answers then reiterate)

An unsafe touch is a touch that hurts or a touch that you don't want.

Why do you think that Felty’s step dad is calling the unsafe touch “special attention”? *(the people that give unsafe touch sometimes try to confuse kids by making them think that there is nothing wrong with the unsafe touches.)*

Always remember that your body belongs to YOU.

Did Felty’s step-dad break any touching rules? (YES)

Which ones?

(1 and 3 – maybe 2 - we don’t know for sure) - Let’s read them out loud together.

Presenter 1: I became very sad and felt very alone. I didn’t like how my step-dad touched me and I didn’t want his special attention anymore. I still loved my step-dad though, so I didn’t know what to do.

Presenter 2: Now how do you think Felty is feeling? (sad, lonely, hurt, confused, uncomfortable, mad, disappointed)

If a child gets an unsafe touch, is it ever the child’s fault? No! It’s never the child’s fault.

Was this Felty’s fault? (NO!)

Who is making Felty feel this way? (the step-dad)

While “Felty” is based on a true story, it doesn’t have to be a step-dad who breaks the touching rules. It could be any relative or even someone outside the family. The person who breaks the touching rules could be someone of any age.

When kids come to Blue Sky Bridge because they got an unsafe touch, the unsafe touch usually comes from someone the child knows. Let’s see what happens next.

Presenter 1: One day, Blue Sky Bridge came to our class to talk about keeping our bodies safe, and explained the difference between safe and unsafe touch. I recognized that my step-dad’s touch was unsafe so I asked my teacher what kids should do when these touches happen.

She said I should ask for help from someone I trust like a teacher, police officer or the school counselor. So I told her about my step-dad’s special attention.

I was scared when I told the teacher. She said it was not my fault and that no one should give me that kind of attention. She said I did the right thing by not keeping secrets and that I was very brave.

When I got home that night, I remembered about not keeping secrets so I told my mom about my step-dad's special attention. Mommy talked to me and she wasn't mad at me. She said she was sorry and loves me very much.

Presenter 2: Who did Felty talk to about the unsafe touch?

(They told the teacher, and they told their mom. Sometimes kids say BSB – say “Yes, they might have told the Blue Sky Bridge teacher.”)

Do you think it was difficult for Felty to tell their teacher and mom that they were getting unsafe touches? It might be difficult. The only way that Felty could get help to stop the unsafe touches was by telling a trusted adult.

Presenter 1: Sometimes I still feel uncomfortable about what happened, but since I talked to an adult, the unsafe touch has stopped. If anyone touches you in a way that makes you uncomfortable, or asks you to keep a secret, even if it is scary, be brave and tell a trusted adult.

The End

Presenter 2: How do you think Felty feels now that they told a trusted adult?

(relieved, happy, safe, brave)

Because they told a trusted adult, the unsafe touch stopped and Felty is safe.

Even though this story is about a Felty doll, do you think it could happen to a child in real life? Sometimes people think that **ONLY** strangers hurt children, but that's not true. Unfortunately, people we know and even love **CAN** hurt us or make us feel uncomfortable through an unsafe touch.

*Note: If the question comes up about what happens to Felty's step-dad: We don't really know what happened to the step-dad, the most important thing is that the **unsafe touch stopped and that Felty is safe**. And, remember, it is not always a step-dad who can break the touching rules.*

Presenter 1: Secrets (7 Minutes, 21 cumulative)

The story of Felty introduced the word secret. A lot of people don't know the difference between a surprise and a secret. Let's talk about it.

Surprises are things we keep quiet for a short period of time (*indicate a short time with your hands*). Surprises eventually get shared and make people happy.

If you and your mom picked out a birthday present for your sister and you didn't tell her until she opened it on her birthday that would be a surprise. Who can give me a different example of a surprise? I'll take two answers.

Secrets are very different from **surprises**. A **secret** is something that someone asks you to keep quiet about FOREVER, not just a short time. Keeping **secrets** can make you feel icky or uncomfortable, and give you that yucky feeling in your stomach.

Nobody should ever ask a child to keep a secret, and if **anyone** – an adult or a kid - asks you to keep a secret, especially if it involves breaking the touching rules, then that's when you know you should tell an adult. Even if telling could make someone sad or mad, you should never keep a secret.

Presenter 2: Sometimes there are situations that are confusing. It's not a secret and it's not a surprise, so we call this personal information.

Nobody is being hurt, and no touching rules are being broken. It's just information you don't want to share. Like if someone in this class thinks someone else is cute, but they don't want everyone to know. Or when your parents share their phone password with you.

It's okay to keep personal information and not share it. If you aren't sure, or if it makes you feel weird, you should talk to an adult to help you figure it out.

Now that you know the difference between secrets, surprises and personal information, let's see if we can apply these ideas to the Felty story.

Did Felty's step-dad ask them to keep a **surprise** or a **secret**? (A secret.)

Was it o.k. for Felty's step-dad to ask them to keep a **secret**? (NO!)

How does it feel to keep a **secret**? (Sad, confusing, scary, angry, possibly guilty)

Where do you feel it in your body? (yucky feeling in stomach, headache, sweaty hands)

Presenter 1: Let's play a game – I want you to tell me if these situations are a secret or a surprise. If the situation is a secret I want you to give the signal for secret (demonstrate putting finger to lips like shhh), if the situation is a surprise I want you to give the surprise signal (demonstrate throwing hands up in the air like you are surprised). If the situation is personal information, point to yourself (demonstrate pointing to your chest. Read statements and wait for students to make the action/motion. Explain what it is – secret, surprise or personal information).

For this game, you will turn your voices off and use your hands to answer. Are you ready?

- You are going to have a party for your Mom on Friday but don't tell her. (surprise)
- You and your brother are playing ball in the house and accidentally break a picture frame. You tell your brother **never** to tell what happened. (secret)

- You watch a kid on the playground push your friend down. Then the kid turns to you and tells you not to tell anyone, or else they will punch you. (secret)

- You tell your friend about the grade you got on a test, but you don't want anyone else to know (It's not a secret or a surprise and no one is unsafe or being hurt. We call that personal information)

- Your coach asks you to stay a couple minutes after practice. He shows you photos of naked people on his phone. When he sees you are shocked, he asks you not to tell anyone and gives you a chocolate bar as a bribe for not telling. (secret)

Presenter 2: Good Job! You know the difference between a secret and a surprise. Now we are going to talk about lies, bribes and threats.

Sometimes, a person might try to bribe you with special treats or they may even try to scare you into not telling. The coach might have said "If you want to play in the game on Saturday, you better not tell."

If someone tries to bribe you or threaten you, go tell a trusted adult. Even if you took the candy from the coach, you should still tell because that is a promise you don't have to keep. Eat the candy if you want, but make sure you share the secret.

Unfortunately, people might even tell you lies so that you will keep the secret. They might say grownups will get angry at you or that they won't believe you or love you anymore. You know that is NOT true! They might even say it is your fault. Remember it is NEVER your fault. Secrets can be scary, but be brave and tell.

If someone asks you to keep a secret, what can you say? (Say NO, we don't keep secrets in our family.) If someone tells you not to tell anyone, especially not to tell an adult, then you know right away that it's not right and you need to tell a trusted adult. It's never fair for an adult or anyone to ask a child to keep a secret.

It's not your fault if anyone asks you to keep a secret and you do. Just remember you can tell a trusted adult anytime. It's never too late to tell.

Presenter 1: Who Can You Tell? (8 Minutes, 29 cumulative)

How old do you have to be in order to be considered an adult? (At least 18 years old.)

Is your best friend in this class an adult? No! If you tell your best friend something is that the same as telling an adult? No, but they can go with you to talk to an adult if you are scared.

What if your best friend tells you someone broke the touching rules and they want you to keep it a secret? What should you do?

- encourage them to talk to an adult,
- go with them to talk to an adult,

What if they say they still don't want to tell and ask you not to tell either? If they still won't tell, you need to go tell one of your trusted adults.

We've been using the phrase trusted adults. This is a special type of adult - it's someone who you feel comfortable with and someone you can talk to about things that are bothering you.

Raise your hand and help us list some people that might be trusted adults. Remember these are adults you can talk to about anything that's worrying or upsetting you.

Presenter 2: *writes on poster: Write 5 names of trusted adults on the helping hand poster.*

Those are all great suggestions (*make sure to mention camp counselors as trusted adults*).

Here are some more....

Uncover Trusted Adult poster and read aloud if time permits.

Presenter 2: **Why did we list more than one adult?** (Pause and let them come up with ideas) **What do you do if the first person on your list doesn't listen or doesn't know how to help you? You go to a different person on your list. It's important to keep telling until someone listens and gets you help. Keep telling until the unsafe touch stops.**

Presenter 1: Today we talked about:

- A. The difference between surprises and secrets**
- B. Why you need to list more than one trusted adult**
- C. If unsafe touch happens to kids, it usually comes from someone the child knows.**
- D. Is it ever the child's fault? (NO!)**

Now you get to fill out your own trusted adult hand. (*Liaison's name*) is going to explain.

Liaison:

Thanks _____. Just like last week, I'll give you some instructions here in the circle and when I'm done everyone will go back to their desks to do the activity. You will each have a trusted adult worksheet. You will write your name on the worksheet since it is going home with you to share with your grown-ups.

Each person will be writing 5 names of people you trust and feel comfortable talking to about anything. These are your trusted adults. Everyone's list is going to be different and may change over time, like if you get a new teacher or go to summer camp.

Use specific names like your teacher's name instead of just "teacher." Raise your hand if you need help spelling anything. There's a spot for the person's name and their phone number. If you don't know the phone number, don't worry about it. Your grown-ups at home can help you with the phone numbers when you share the list with them later.

Now it's time to go back to your desks and get a pencil.

Leave the poster up for reference. Volunteers will circulate the room to help kids with ideas and spelling. Students return to desks and complete worksheet.

Closing (1 Minute, 30 cumulative)

Presenter 2: Thank you for your participation today. You have been great listeners. Remember to think about your touching rules and your list of trusted adults as tools to help you with a situation that is unsafe or uncomfortable for you.

Go home and talk to your family about the difference between surprises and secrets because sometimes adults don't even know there is a difference, and show them your list of trusted adults.

We'll be in the hallway for questions or comments, just let your teacher know if you want to come talk. See you next week.

Children’s Curriculum

Day Three - Safety Plan (30 minutes)

Purpose: This module will provide the students an opportunity to review the material they learned on day one and two. The presenters will introduce a 3-step safety plan for children.

Trainer: At least two volunteer presenters from Blue Sky Bridge plus the teacher (and possibly observer) to help with puppet show.

Objectives: As a result of this training, participants will be able to:

- Understand the steps: NO, GO, TELL
- Use the 3-step process to take action

<u>Time</u>	<u>Cumulative Time</u>	<u>Topic</u>
5 Minutes	5 Minutes	Review of two previous lessons
5 Minutes	10 Minutes	NO, GO, TELL Plan
8 Minutes	18 Minutes	Puppet show
10 Minutes	28 Minutes	Examples
2 Minutes	30 Minutes	Closing

Roles: This session is led by two presenters. A Blue Sky Bridge staff member will always be present, and sometimes there might be an observer. A liaison will also be present and they can assist by providing time cues, hanging up posters, passing out handouts, tracking demographic info, and ensuring that all BSB team members are wearing a name tag. The presenters need to watch the liaison for time cues. Volunteers and staff will be available to meet with the students outside of the classroom, following the presentation. The Blue Sky Bridge staff member will take disclosures.

Posters/Materials:

- 5 puppets, scripts, and skittles in the puppet bag
- Nametags for presenters
- Puppet show script for teacher’s part
- Display Posters: Touching Rules, Sharing Rules (can be covered after). NO, GO, TELL poster at front of room and hide until needed.
- One blank Trusted Adults handout from Day 2

Handouts: NO, GO, TELL Safety Plan can be given to the teacher during presentation to be sent home.

Other Logistics: Children should be sitting on the floor, or as they were the previous two times.

Liaison:

- Ask teacher/other adults to participate in puppet show and hand them scripts
- Write down statistics (Number of boys/girls/opt-outs)
- Count out No Go Tell worksheets and hand them to the teacher to go home in Friday folders
- You have a part in the puppet show today (speaking part and you may have to play a character)

When children raise their hands and ask/answer a question, be sure to repeat what the child has said so that everyone can hear.

Review (5 Minutes)

Staff: We're from Blue Sky Bridge and our job is to keep kids safe. We will be with you for 30 minutes today and then will be back for one more visit. Just like last week, we'll be outside your classroom after the presentation in case you have any questions or want to talk privately.

Presenter 1: *Review Rules for Sharing*

You remember our sharing rules right? (point to poster) Remember that what we're talking about is different than what you usually talk about in school, so it is really important to follow these rules.

Remember that we'll use this signal to get your attention (reference signal decided on week 1) and to raise your hand when you have a question or a comment. And we don't share stories in the classroom, we save them for the hallway.

Presenter 2: *Review Touching Rules*

Do you remember the Felty Story from last week? Their step-dad broke the touching rules.

Let's read the touching rules together. Point to the poster and have the children read along with you:

- 1. My body belongs to me. I do not have to share my body. This means I am the boss of my body.**
- 2. No one is allowed to make me touch their body and I will not make anyone touch my body.**
- 3. No one is allowed to touch my private parts except to keep me safe and healthy.**

Raise your hand if you can tell me the difference between a secret and a surprise? A surprise is kept quiet for a short time and it usually makes someone happy. A secret is kept quiet forever and it gives you that icky feeling in your stomach.

Raise your hand and tell us what you could do or say if someone asks you to keep a secret? We tell them that we don't keep secrets and then we tell an adult we trust.

It's okay to call out the answer here: In the Felty story last week, did their step-dad ask Felty to keep quiet about a secret or a surprise? (secret) Right, it was a secret because it made Felty sad and the secret was about an unsafe touch. Nobody, not an adult or a kid, should ask you to keep a secret.

Remember, just because a step-dad broke the touching rules in the story, not ALL step-dads give unsafe touch.

Raise your hand if you remember who Felty told? (First the teacher and then the mom.)

Presenter 1: NO GO TELL PLAN (5 Minutes, 10 cumulative)

Now you know that you're the boss of your body, the touching rules, the difference between surprises and secrets, and who you should tell about unsafe touches. Let's talk about a way we can use all this information to make a 3-step plan.

Raise your hand if you can tell us the three step plan if you catch on fire? (STOP, DROP and ROLL.)

We have a three step plan for getting help with unsafe touch – it's going to be easy for you to learn this one. Pull out the hidden poster:

NO GO TELL

The first step is to say NO

NO – means that no matter who it is, if someone, an adult or a kid, is asking you to do something that makes you feel uncomfortable or that involves private parts, you have the right to say NO! There are a lot of ways we can say no. Now let's learn how to say no like you mean it. Then we'll practice.

Everyone quietly stand up in your spot. Give each other some space because remember we respect each other's bubbles.

Okay, put your feet about as far apart as your shoulders. Tuck your shoulders up to your ears and then roll them back and down. Put both hands on your stomach (*presenter demonstrates*). Now in a strong voice that comes from your belly, when I count to three we're going to say "no" together.

The idea is not to yell. You don't have to scream to communicate a strong message. We want you to practice saying it in a solid, confident voice. When you do, think about how you also feel solid in your body. Your feet are on the floor, your shoulders are back and your head is up. Okay, ready...1,2,3 "no!"

Good.

I'm going to ask you some questions so we you practice a few more times. Notice how it feels in your body to say a strong no.

If someone tells you to eat worms, and you don't want to, what could you say? (NO!)

If someone asks you to keep a secret, what could you say? (NO!)

If one of your friends asks you to do something that makes you feel uncomfortable or that involves private parts, what can you say? (NO!)

Even if someone you really like, or love makes you feel uncomfortable you can say NO. Whether you say no or not, if the unsafe touch still happens, is it ever your fault?

NO, it is never, ever your fault. *Make sure this is a solid no. If not, reinforce it by asking again*

Remember it doesn't matter what kind of voice you say no in, sometimes people still don't listen and no matter what, it is never your fault.

Good job practicing saying NO with a strong voice. Now everyone quietly sit back down.

Presenter 2: The next step is GO.

GO – means leave the situation - if you can do so safely. If anything gives you that sick or icky feeling in your stomach, trust your feelings and GO!

When you walk up to a group of birds, they fly away, don't they? They trust their instincts and they try to get away from what they think is unsafe, right? We should do the same thing. We should get away from what we think is unsafe or makes us feel icky or uncomfortable. Trust your instincts!

If someone makes you feel unsafe, the best place to go is where other people are because people who give unsafe touch don't want anyone to see them. So for example, imagine you're at the park with your friend. Your grownups aren't with you but there are other kids and adults hanging out at the park. While you're playing your friend does something that makes you feel uncomfortable. Where could you go?

- near other people
- to a phone, neighbor's house if it's safe, find a SAFE place

So, what are the first two things we do when we feel scared, icky, or uncomfortable?
Have them say NO and GO while you point to poster.

Presenter 1: The last step is TELL

TELL – We know what TELL means. Who do we tell? (a trusted adult) That’s right we tell a trusted adult.

Remember your list of trusted adults?

Hold up laminated worksheet or poster or use hand as a prop.

If something happens only one time, do you need to wait and see if it happens again before you tell? No! If it makes you feel uncomfortable, no matter how small it may seem, it’s a good idea to tell.

As soon as you can, tell one of your trusted adults. If the first adult doesn’t listen or know how to help you, do you stop? No, you go to another trusted adult. If someone is breaking the touching rules, or making you feel uncomfortable, you keep telling until

- someone listens,
- believes you,
- and knows how to help you

It isn’t tattling if you need help from an adult, and you don’t need proof. Your word is enough. Grown-ups WANT you to tell them about unsafe touches and it is never ever your fault.

When you tell it’s also important to tell ALL the details. So the who, the what, the where and how it made you feel.

Puppet Show (8 minutes, 18 cumulative)

Presenter 1: Are you ready for a puppet show? We brought the puppets back to show us how to use the NO, GO, TELL plan. Remember Curious the raccoon and Playful the Pig? Roles are played by staff as available. The teacher plays him/herself.

I’m going to play Curious, and _____ (presenter 2’s name) is going to be Playful. Curious likes to give all types of touches but needs to learn about safe and unsafe touch. When Curious asks Playful about a touch, you need to help Playful decide, so pay close attention! If you think it’s okay, I want you to give Playful a thumbs up. If you don’t think the touch is okay, you’ll give playful a thumbs down.

You’re going to turn your voices off for the show, and use our signals to help Playful. Are you ready?

Curious and Playful are on the playground at recess. They are outside with their 3rd grade classmates.

Curious: Hi Playful. Can I give you a fist bump?

Playful (to audience): I like getting fist bumps, should I? Yes!!!!

Playful (to Curious): Sure Curious They bump hands

Curious: Hey Playful, I don't think I did very well on our spelling test today. Can I have a hug?

Playful (to audience): I like getting hugs too, should I? Curious is my friend. (Yes, No, Maybe – all good answers, it depends on how you feel)

Playful (to Curious): Okay Curious. They hug

Curious: Hey, let's play a game that a kid in my neighborhood taught me. It's really fun. Let's go behind the school.

Playful (to audience): Hey, I wonder why Curious wants to go behind the school. I don't know, Curious. That might not be a good idea.

Curious: Come on, I have Skittles in my backpack and I'll give them to you if you play the game...

Playful (to audience): Ooh, I'm not sure what to do. I really like Skittles! Maybe I should find out what the game is about.

Hey Curious, what kind of game is it?

Curious: It's called "Explorers" and we show each other our private parts. Come on, let's play!

Playful (to audience): Ooh, that makes me feel really weird and kind of icky. Should I do it? Yes, I think you're right, I'll tell Curious No.

Playful (to Curious): No thanks, Curious, I don't want to play Explorers. My body belongs to me and I don't have to share it with you.

Curious: Quit being such a baby. All the big kids in my neighborhood play Explorers. If you don't play, I'm not going to invite you to my birthday party at Water World. Everyone will be invited, except you. All you have to do is come play Explorers with me behind the school and I'll invite you, too!

No one will see; we can keep it a secret.

Playful (to audience): I'm confused. Curious is my friend and I don't want to have a fight. Curious is bribing me with Skittles and the party and I really want to go to Water World. I don't know what to do.

(pause) **Hmm...** I remember about the touching rules we learned in class. I know my body belongs to me and I don't have to share it with anyone, even my close friend Curious. Curious is also asking me to keep a secret and I know we're not supposed to keep secrets.

I don't want to do what Curious is asking but I really don't want Curious to be mad at me or stop being my friend. This is hard. (pause) I remember what Blue Sky Bridge said when they came to my class. I'm nervous but I'm going to try the no, go, tell plan. Ok, let's see what happens when I tell Curious **NO**.

Playful (to Curious): Curious, **NO**, I don't want to play Explorers and I don't want to share private parts. Don't you remember the Touching Rules?

Curious: Well Playful, you have just wrecked my day. I'm not going to invite you to Water World and it's all your fault.

Playful: Curious, I think it's time for me to **GO** and play with someone else. I'm leaving.

Playful (to audience): I remember the **NO, GO, TELL** plan, but I'm afraid to go tell someone by myself. I'm scared to get Curious in trouble. I know telling someone is the right thing to do, but it's really hard so I'm going to ask my friend Buddy for help.

Playful (to Buddy- use dramatic kid voice): Hey Buddy, I have a problem with Curious. Curious is asking me to go behind the school, show private parts and keep it a secret. Then Curious tried to bribe me with Skittles and said if I don't play, I won't be invited to the birthday party at Water World. Curious says it's all my fault. I know I can go and tell, but I don't want to go by myself. This is so embarrassing.

Buddy: Playful, it is **NOT** your fault. I'll go with you to tell. Let's find the gym teacher they are really easy to talk to-

Buddy (to Gym Teacher): Hey gym teacher, Playful has a problem to tell you about.

Gym teacher (BSB member): Hi Playful, tell me what's wrong.

Playful: Curious wants me to play this game behind the school and I'm supposed to keep it a secret. I don't want to.

Gym teacher: Oh that Curious, what a goofball, always making up funny games. Just go play with someone else then. Recess is almost over.

Playful turns to Buddy: **I know Curious wasn't being a goofball and was asking me to do something I didn't want to do even though Curious is supposed to be my friend.**

Buddy: **I don't think the gym teacher really understood what you were trying to tell them. Let's find another trusted adult. There's our teacher; I know that he/she will listen. But, this time Playful tell all the details.**

Buddy *(to 3rd grade teacher)*: **Hey teacher, Playful has a problem to tell you about.**

Third grade teacher (played by the actual teacher or a BSB member): **Hey Playful, tell me what's going on.**

Playful: **Ok, tell the whole story, all the details.** (deliver in self-talk style)

Playful: **Curious wants me to play this game called Explorers where we show each other our private parts behind the school. I'm supposed to keep it a secret. Curious was trying to bribe me with Skittles and won't invite me to the party at Water World. I really don't want to play that game.**

Third grade teacher: **Thank you for telling me, I believe you. You did a good job telling me all the details, I will handle it from here. This is not your fault. I'll see how we can help Curious because that is not appropriate behavior. I need to remind Curious about the touching rules.**

Playful: **Thank you, teacher. Thank you too, Buddy, for helping me tell and reminding me to tell all the details. I feel better now. You are a good friend.**

Buddy: **Playful, you are brave and you did the right thing.**

Liaison: Let's give a hand to all the actors!

OK class, let's talk about what happened to Playful the Pig.

I have some questions and we're going to keep using our thumbs up for yes, and down for no.

- Was it OK for Curious the raccoon to try to get Playful the pig to go behind the school by bribing him with Skittles and Water World? (No)
- Is Curious the raccoon being a respectful friend? (No)
- Is it ever OK for someone to try to bribe you to get you to do something? (No)

Okay, now turn your voices back on for these questions. Remember to raise your hand if you want to answer.

- Why wasn't the gym teacher able to help Playful? (Right, because Playful didn't tell the whole story)
- When the kid in the neighborhood first told Curious about the Explorer game, what should Curious have done? (No, Go, Tell)
- Do you think Playful should go home and talk to their parents or other trusted adults about what happened? (Yes)

Raise your hand if you want to pretend to be Playful and finish the sentence. "Today, when I was at school..." (Curious wanted to go behind the school to show private parts, wanted me to keep it a secret and tried to bribe me with Skittles and Water World. I told my teacher at school about it. Make sure they get all the details of the story)

Examples (10 minutes, 28 cumulative)

Presenter 2: So we saw how Playful used the NO, GO, TELL Plan. Now we're going to practice using the NO, GO, TELL plan. We're going to tell you about some situations and you're going to help us think about what to do.

Example1 Let's pretend that your parents are going out for the evening and your favorite uncle comes over to watch you. Sometimes you like to wrestle with each other. But this time when you are wrestling, he touches your private parts.

You like your uncle and you don't want to get him in trouble, but you don't think it was an accident. You don't want your uncle to be mad at you, but you have a weird feeling in your stomach. What can you say to your uncle right then? *Let them provide some answers.*

Tell your uncle:

- “Stop; I don’t like how you’re touching me!” or “You’re invading my personal space.”
- “You touched my private parts. Don’t do that”

Okay so you did the “no” part of our plan, now what about the go? What could you do or where could you go?

- “I don’t want to wrestle anymore; let’s go outside and play basketball, or a different game.”
- “I don’t feel well; I’m going to my room now.”

What’s the last step in our plan? Point to NO GO and TELL on the poster. What if your grown-ups don’t get home until after you go to bed? In the morning you can talk to them about what happened.

What do you say to your grown-ups? Raise your hand if you want to pretend that I’m your grownup and you tell me what happened. Remember to give all the details. Give students a chance to talk it through saying how they would tell their parents...

You might feel embarrassed or bad, but the most important thing is to stay safe and tell. You can say something like:

- **Uncle was wrestling with me last night and touched my private parts.**
- **I asked him to stop.**
- **I don’t want uncle to come again when you’re not home with me.”**

Even if this happened only one time, even if you think it was an accident, tell your parents. It might not have hurt you, it may have even tickled, but when private parts are involved, you should always tell. Remember to tell the whole story.

Ok, so you told your grown-ups about what happened when you were wrestling. Then a few weeks later they tell you that they have a party to go to and guess who is coming over to stay with you? Your uncle. You feel uncomfortable, what would you say?

- Remind them that he touched your private parts (make sure students include this)
- Ask for someone else to watch you
- Tell them you don’t want him to watch you
- See if you can stay somewhere else
- Tell a different trusted adult.

If your grow-ups still want Uncle to babysit, you should tell another trusted adult because it’s not safe for you to be with someone who is breaking the touching rules.

Presenter 1: Example 2

Let's imagine that you just came back from going swimming with your friend and their family. You are in the middle of changing your clothes and your friend's mom walks into the room, and takes a picture of you while your clothes are off. Your friend's mom says "Don't worry, I'll delete the picture and we'll just keep this between us. No one needs to know."

Raise your hand and tell me: What are you going to say to your friend's mom? I'll take two ideas.

- "Excuse me, I'm changing."
- "I need privacy please."
- "That's not okay, get out."

Do you need to tell a trusted adult? (YES!) Is it ok for anyone to take photos of you without your clothes on? No, it's never okay for anyone to take your picture without your clothes on. Even if the photo is deleted, it's still not okay and you need to tell a trusted adult.

What if it wasn't an adult who took the picture, what if it was your friend? (Still not okay, don't even take your own picture without your clothes on)

So did this situation involve any touching? (No) But, it's still breaking a touching rule – touching rule 1. Let's read it together: My body belongs to me and I do not have to share my body - even in photos.

Presenter 2: Example 3 (only if time):

Imagine that you are at a sleepover. When you all get into your sleeping bags, another kid quietly comes over to you and wants to crawl into your sleeping bag with you and "snuggle". It makes you feel weird and uncomfortable.

What do you say to that kid?

- "I like to sleep by myself."
- "Please sleep in your own sleeping bag."
- "You can put your sleeping bag right next to mine."

If the kid didn't listen, where could you go?

- Move to another area
- Go to the bathroom
- Go get the adult in the house
- You could call your parents to pick you up,

How would you “TELL” a trusted adult?

- “This kid is in my personal bubble.”
- “Mom/dad, there is something I need you to know about....”
- “Last night, at the sleepover this kid wanted to get into my sleeping bag, it made me feel weird.”

So, what if you don’t feel weird? Would it be alright for your friend to snuggle next to you? (Yes, in their own sleeping bag). You are the boss of your body; you decide what you are comfortable with. When you go to sleepovers you need to remember everyone’s pajamas stay on, there is no touching or looking at private parts, and no taking inappropriate photos.

Presenter 1: Closing (2 Minutes, 30 cumulative)

Let’s review: If someone is touching you in a way that makes you feel uncomfortable or is unsafe you:

Say NO – how do you say it? (like you mean it)

GO – leave, where do you go? (Go to where other people are or to a trusted adult)

TELL – who do you tell? (trusted adult) **Always tell no matter who it is... even if it feels scary. Remember, adults want to know and it is never your fault.**

Trust your instincts when someone makes you feel icky or weird and tell an adult.

Presenter 2: Thank you for listening today. We have a handout (*show handout*) about the NO, GO, TELL Plan that we gave to your teacher to send home. Please take it home and talk with your grown-ups about it. We will be back one more time next week. We’ll be outside the classroom for ten minutes if you have a question or a story, just let your teacher know.

Script to give to Third Grade Teacher:

Buddy: **I don't think the gym teacher really understood what you were trying to tell them. Let's find another trusted adult. There's our teacher; I know that he/she will listen. But, this time Playful tell all the details.**

Buddy (*to 3rd grade teacher*): **Hey teacher, Playful has a problem to tell you about.**

Third grade teacher (played by the actual teacher or a BSB member):

Hey Playful, tell me what's going on.

Playful: **Ok, tell the whole story, all the details.** (deliver in self-talk style)

Playful: **Curious wants me to play this game called Explorers where we show each other our private parts behind the school. I'm supposed to keep it a secret. Curious was trying to bribe me with Skittles and won't invite me to the party at Water World. I really don't want to play that game.**

Third grade teacher:

Thank you for telling me, I believe you. You did a good job telling me all the details, I will handle it from here. This is not your fault. I'll see how we can help Curious because that is not appropriate behavior. I need to remind Curious about the touching rules.

Script to give Buddy

Playful (*to audience*): I remember the **NO, GO, TELL** plan, but I'm afraid to go tell someone by myself. I'm scared to get Curious in trouble. I know telling someone is the right thing to do, but it's really hard so I'm going to ask my friend Buddy for help.

Playful (*to Buddy- use dramatic kid voice*): Hey Buddy, I have a problem with Curious. Curious is asking me to go behind the school, show private parts and keep it a secret. Then Curious tried to bribe me with Skittles and said if I don't play, I won't be invited to the birthday party at Water World. Curious says it's all my fault. I know I can go and tell, but I don't want to go by myself. This is so embarrassing.

Buddy: **Playful, it is NOT your fault. I'll go with you to tell. Let's find the gym teacher they are really easy to talk to-**

Buddy (*to Gym Teacher*): **Hey gym teacher, Playful has a problem to tell you about.**

Gym teacher (BSB member): **Hi Playful, tell me what's wrong.**

Playful: **Curious wants me to play this game behind the school and I'm supposed to keep it a secret. I don't want to.**

Gym teacher: **Oh that Curious, what a goofball, always making up funny games. Just go play with someone else then. Recess is almost over.**

Playful turns to Buddy: **I know Curious wasn't being a goofball and was asking me to do something I didn't want to do even though Curious is supposed to be my friend.**

Buddy: **I don't think the gym teacher really understood what you were trying to tell them. Let's find another trusted adult. There's our teacher; I know that he/she will listen. But, this time Playful tell all the details.**

Buddy (*to 3rd grade teacher*): **Hey teacher, Playful has a problem to tell you about.**

Third grade teacher (played by the actual teacher or a BSB member): **Hey Playful, tell me what's going on.**

Playful: **Ok, tell the whole story, all the details.** (deliver in self-talk style)

Playful: **Curious wants me to play this game called Explorers where we show each other our private parts behind the school. I'm supposed to keep it a secret. Curious was trying to bribe me with Skittles and won't invite me to the party at Water World. I really don't want to play that game.**

Third grade teacher: **Thank you for telling me, I believe you. You did a good job telling me all the details, I will handle it from here. This is not your fault. I'll see how we can**

help Curious because that is not appropriate behavior. I need to remind Curious about the touching rules.

Playful: Thank you, teacher. Thank you too, Buddy, for helping me tell and reminding me to tell all the details. I feel better now. You are a good friend.

Buddy: Playful, you are brave and you did the right thing.

Script to give Gym Teacher

Buddy (*to Gym Teacher*): **Hey gym teacher, Playful has a problem to tell you about.**

Gym teacher (BSB member): **Hi Playful, tell me what's wrong.**

Playful: **Curious wants me to play this game behind the school and I'm supposed to keep it a secret. I don't want to.**

Gym teacher: **Oh that Curious, what a goofball, always making up funny games. Just go play with someone else then. Recess is almost over.**

Children’s Curriculum

Day Four – Follow-up Presentation (30 minutes)

Purpose: This module will provide participants an opportunity to review the material from the 3 previous sessions presented earlier in the school year. The presenter will reiterate the steps of a safety plan for children.

Trainer: Two presenters from Blue Sky Bridge.

Objectives:

1. Review the No, Go, Tell plan
2. Provide students with examples of how to make disclosures.
3. Remind students that it is never their fault.
4. Clarify that the offender is often someone the child knows, not a stranger.
5. Facilitate post-survey

<u>Time</u>	<u>Cumulative</u>	<u>Topic</u>
5 Minutes	5 Minutes	Review of previous lessons or video
15 Minutes	20 Minutes	Practical examples of NO, GO, TELL plan
5 Minutes	25 Minutes	Discussion, Q&A
5 Minutes	30 Minutes	Post-Survey, Pencils, Book presentation and Closing

Roles: This session is led by two presenters. A Blue Sky Bridge staff member will always be present, and sometimes there might be an observer. A liaison will also be present and they can assist by providing time cues, hanging up posters, passing out handouts, tracking demographic info, and assisting with administering the post-survey. The presenters need watch the liaison for time cues. Volunteers and staff will be available to meet with the students outside of the classroom, following the presentation. The Blue Sky Bridge staff member will take disclosures.

Posters / Materials:

- Posters: Sharing Rules, Touching Rules, NO GO TELL, Pie Chart poster (hidden), trusted adult laminated worksheet
- Felties with clothes on
- Stethoscope
- Cell phone
- Books for Classroom (liaison)
- Portable drive with video

Handouts: Post-survey, books to give to the classroom (if applicable), pencils for children. Blue Sky Bridge handout and bookmark.

Other Logistics: Students can sit on the floor. Place the posters from the previous lessons where they can be easily seen. Make sure the teacher has the projector and the video ready to go.

Liaison:

- Write down statistics (Number of boys/girls/opt-outs)
- Give the teacher the program evaluation
- Count out Bookmarks and Blue Sky Bridge worksheets and hand them to the teacher to go home in Friday folders
- Place a post survey on each child's desk or on clipboards
- Keep track of time...5 minutes needed for post survey
- You have a speaking part at the end of presentation to give books to classroom
- Help collect surveys and hand out pencils

Note: *When children raise their hands and ask/answer a question, be sure to repeat what the child has said so that all can hear.*

Opening (5 Minutes)

Staff: We're _____ from Blue Sky Bridge and our job is to keep kids safe. Today is our last time with you. In the last three weeks you have learned so much about keeping your bodies safe. We want to review all that so you can show us what you know. Just like all of the weeks before, we'll be outside your classroom after the presentation in case you have any questions or want to talk privately.

Presenter 1: Do you remember the Sharing Rules *(Point to the poster)*

Who remembers our Touching Rules? Let's read the rules all together one last time. *Point to the poster and have the children read along with you.*

1. **My body belongs to me. I do not have to share my body. This means that I am the boss of my body.**
2. **No one is allowed to make me touch their body, and I will not make anyone touch my body.**
3. **No one is allowed to touch my private parts, except to keep me safe and healthy.**

Possible video here – 3 minutes

To start today we have a video. Pay attention so we can talk about it after.

(if we play the video, skip the next 2 pages)

{Raise your hand if you can tell me what is an unsafe touch? (a touch that is uncomfortable and unwanted)

Does an unsafe touch have to hurt? (No) Can a hug or a kiss be an unsafe touch? (Yes, if you don't want it). Can taking a photo be an unsafe touch? (Yes, if your clothes are off or your private parts are showing.) If anything makes you feel uncomfortable, trust your instincts and tell a trusted adult.

Presenter 1: If someone touches you in an unsafe way or in a way that makes you feel uncomfortable or scared, or even asks you to keep a secret, what is the 3-step plan for getting help? (Refer to the poster)

NO! GO! TELL!

Did you go home and teach your family about the NO, GO, TELL plan? Would anyone like to share what they talked about with their parents or guardians?

So, the first step is to say NO.

How do we say NO? – say it like you mean it!

If you are too scared to say NO, or if you say NO and the unsafe touch still happens, is it ever your fault? No, Let me hear you say that one again. NO it is never, ever your fault.

The next step is GO.

GO – You know that this means to leave the situation, if you can do so safely. If you get that icky feeling in your stomach, or if you feel scared...trust your feelings and leave as quickly and as safely as you can.

Try to get to a place with other people.

The final step is: TELL.

TELL - means, as soon as you can, tell a ? (trusted adult). What do you tell them?

That's right you tell them exactly what happened – the whole story. Do you remember the Felty story? Who were the trusted adults Felty chose to tell about the unsafe touch? (teacher and mom.)

Do you remember in the puppet show who did Playful tell about Curious and the Explorers game?

(Told Buddy and then they told the gym teacher and 3rd grade teacher.)

You remember your list of trusted adults right? Refer to trusted adults handout

These are the adults you can talk to about anything that makes you feel uncomfortable, not just about an unsafe touch. As soon as you can, tell one of these trusted adults. You have it all filled in right?

What if the first adult doesn't know how to help you? They still care about you, but you need to go tell someone else. That's right, you need to go to another trusted adult and keep telling until ? (someone listens and believes you and the unsafe touch stops)

If someone breaks your touching rules and you were too scared to tell it is NEVER too late to tell a trusted adult.

Remember, it is not your fault. So don't be afraid to tell. You could even ask a friend to help you tell – like Playful asked Buddy to go with him to talk to the teacher.}

(START HERE AFTER THE VIDEO)

Presenter 2: Using the NO GO TELL Plan (15 minutes, 20 cumulative)

What did you notice or what did you think about the video?

Was there any touching involved in the video? No, you are right but Jen felt uncomfortable so her friends gave her good advice to talk to a trusted adult. Remember how her friend said “if it’s bothering you, it IS a big deal.” Never worry that something isn’t serious enough to talk about. If you’re worried about it, talk to a trusted adult.

Does anyone remember the three step plan we use to get help with unsafe touches?
(NO GO TELL)

Remember, if someone is touching you in a way that makes you feel uncomfortable or is unsafe you can use the no go tell plan

Say **NO** – how do you say it? (*like you mean it*)
GO – where do we go? (*Go to where other people are, to a safe place or to a trusted adult*)
TELL – who do you tell? (*trusted adult*) Always tell no matter who it is... even if it feels scary. Remember, adults want to know and it is never your fault.

We brought our Felties back to practice using the NO GO TELL plan. We’re going to talk about a few different situations, and we need your help.

Presenter 1: Example 1:

Felty is at their cousin’s house doing homework after school. Felty’s cousin is helping Felty with their homework. I’m going to pretend to be the cousin.
(*Start acting now*)

Felty, come sit next to me so I can see what you are working on. Scoot closer, even closer than that. (*Pull Felty close*). Are you afraid of me? I’m your cousin, we can sit close. Oh, I remember multiplication from when I was in third grade, I can help you. What is $6 \times 7 = 42$ right *cousin gives Felty a congratulatory pat on the arm.*

Presenter 2: Give me a thumbs up if you think Felty is okay with the cousin patting their arm or a thumbs down if you think Felty feels uncomfortable. They might feel comfortable with a touch on the arm – or they might not. Everyone’s personal space is different.

Presenter 1: How about $9 \times 9 = 81$, excellent. *Cousin praises Felty and pats on the knee*

Presenter 2: Thumbs up if you think Felty is okay with the cousin patting their knee or thumbs down if you think Felty feels uncomfortable.

Presenter 1: Now, let me see if you can work that problem with double digits. Oh yes, you have been practicing! *Cousin moves up the thigh on TOP of the skirt.*

Presenter 2: How do you think Felty is feeling when the cousin sits close and pats close to their private parts?

Okay, you remember our three step plan called No, Go, Tell? We're going to divide you into three groups and each group is going to help with one step of the plan. *Presenter divides the class into three roughly equal groups, motioning down three lines in the circle to indicate which students are in which group. Students do not move from where they are sitting and they do not select their own groups.*

Group 1 (*motion to indicate group*) will do the **No**, **Group 2** (*motion to indicate group*) will do the **Go** and **Group 3** (*motion to indicate group*) will do the **Tell**. We're going to move quickly so we have enough time to practice as much as we can.

We'll take about a minute and answer these questions:

Group 1: what can Felty say to their cousin in that moment?

Group 2: What can Felty do or where can they go?

Group 3: What can Felty say to a trusted adult?

Give students 1 minute to discuss amongst themselves in their small groups. Presenter 1, Presenter 2 and Liason each sit with one of the groups to help keep the discussion on track.

After 1 minute: Okay, we're going to come back together now and talk about your answers.

Group 1, what can Felty say to their cousin?

No

- "NO! I don't like that, stop it."
- "Please don't do that."
- "You're breaking a touching rule."
- "I would like to sit by myself."
- "I need a break, I want to get up."
- "I don't feel so good; I want to call my mom."

Group 2, Felty said no, now where can Felty Go?

- “I need to go to the bathroom”
- move away from their cousin

Excellent, you are doing a great job of helping Felty with the no, go tell plan. Now it’s time to tell.

Group 3, help Felty finish this sentence to their trusted adult, “Today when I was doing homework with my cousin...

- “My cousin did something today that didn’t feel right. They kept moving their hand up my leg.”
- “Cousin put their hand on my leg higher and higher. It was gross and it scared me. I don’t want to do homework with that cousin anymore.”

It is important to tell the trusted adult exactly what happened. Remember how we’ve talked about telling all the details - who, what, where and how it made you feel?

Even though Felty’s cousin is helping them, does Felty have to go along with the touch if they are feeling uncomfortable?

Presenter 1: Felty’s cousin may not move from Felty’s arm to knee to higher up on the leg all in one day. It could happen over the course of many weeks and the touching could get more and more uncomfortable. This is one way that people who give unsafe touch might test children to see if they already understand the NO, GO, TELL plan, and to test their personal space boundaries.

As soon as Felty feels uncomfortable, or something happens that involves private parts, that is when they should tell. Everyone’s bubble is different, right? So one person might feel uncomfortable when cousin sits too close (*demonstrate*), someone else might feel uncomfortable when the cousin patted the knee(*demonstrate*), or thigh (*demonstrate*). Another person might feel safer to have someone else sitting at the table with them.

What if Felty doesn’t use the No, Go, Tell plan with their cousin at first because they thought the touch was weird but hoped it never happened again? What if the touch does happen again and continues to get more and more uncomfortable? Is it ever too late to tell? NO! It is always good to talk to a trusted adult if you are confused so they can help keep you safe. Is it Felty’s fault? No, never.

Presenter 2: Example 2 (USE CELL PHONE AS PROP)

Felty is over at a friend’s house hanging out. The friend’s mom is home but busy. The friend wants to show them something on the phone. I’m going to be the friend ok? (*Start acting now*)

I am so glad that you came over to hang out. I've been sending text messages to this kid who is really cool. Look at these photos they sent me (*pretend to scroll*). Look, they have no clothes on. They want me to send naked photos of myself. Want to help me? My parents are okay with it.

Presenter 1: Felty does not want to do this. Just like last time, you'll be in the same three groups to help Felty use the no, go tell plan. This time, we'll have Group 2 help Felty with how to say No, Group 3 help Felty with ideas about where to Go, and Group 1 come up with some ideas about WHO Felty can tell.

Remember you'll have a minute to answer the questions in your small groups and then we'll come back and talk about the answers all together.

Give students 1 minute to discuss amongst themselves in their small groups. Presenter 1, Presenter 2 and Liaison each sit with one of the groups to help keep the discussion on track.

After 1 minute: Okay, we're going to come back together now and talk about your answers.

Group 2, what can Felty say to the friend?

No

- "No! I don't want to, that is not a good idea."
- "I don't want to see those pictures."
- "We could get in BIG trouble!"

Group 3, Where can Felty go?

Go?

- Felty can say they want to go outside and play ball.
- "I am going home if this is what we are going to do"

Group 1, who can Felty Tell?

- Felty can tell the friend's Mom.
- Felty can leave and tell their parents or another trusted adult.

Do you think the friend's parents are okay with it?

Presenter 2: Did this involve any touching? Even though the friend didn't touch Felty, is it OK to show or take inappropriate pictures with a phone or another device?

No, and it's not okay to use cell phones or the internet to look at or to share inappropriate pictures or videos. It's important to tell a trusted adult if anyone shows you pictures or videos with naked people or if you hear that kids are looking at inappropriate pictures or videos.

Also, if an adult or another kid contacts you online asking you to send pictures, that is definitely something your grown-up should know about.

What if someone asks but you don't send any pictures? Does a grownup still need to know?

Presenter 1: Example 3 (*Use the stethoscope*)

Felty is at home with the family's regular babysitter. The parents are out for the evening, and Felty's brothers and sisters are already asleep. I'm going to be the babysitter, and remember that I could be a man or a woman babysitter ok? (*Start acting now*)

Of all the kids I babysit, you are my favorite. I play special games only with smart kids like you. Let's play doctor. Just take off your shirt so I can listen to your heart. *Place stethoscope on heart.*

Let's check to see if we can hear what you ate for lunch today. *Place stethoscope on stomach.*

The sitter slowly moves towards touching private parts on top of the clothes. What does it sound like down here?

What do you mean you don't want to play this game? ALL the big kids play doctor like this. You want to be a big kid, don't you? If you promise not to tell, we can get some ice cream from the freezer. It will be our secret.

Presenter 2: You are all so good at practicing our No, Go, Tell plan! For this example, let's have Group 3 tell us how Felty could say No. Group 1 will tell us where Felty could Go, and Group 2 will give us an idea of what Felty could say when they Tell.

Ready? Get into your groups and talk about it for a minute.

Give students 1 minute to discuss amongst themselves in their small groups. Presenter 1, Presenter 2 and Liason each sit with one of the groups to help keep the discussion on track.

After 1 minute: Okay, we're going to come back together now and talk about your answers.

Group 3, can you help Felty with the No part of our plan? What can they say to the babysitter? Take 2 answers, repeat what each child says for validation.

NO

“I don’t keep secrets from my parents.”

- “My parents know I tell them everything that happens when I’m with a babysitter.”
- “NO! STOP. I have touching rules and you are breaking them.”

Okay Group 1, Felty did step one, say no. Now what can Felty do or where could they Go?

- go to another room
- go where other kids are.
- “Let’s go do something else. Let’s play a board game.”

Good ideas. Felty has done the “no” and “go” parts of our plan now it’s time to help Felty with the “tell” part.

Group 2, one person in group 2 can pretend to be Felty and finish my sentence: “Last night when you were out...” Take 1 answer, fill in holes. Make sure the answers include: Private Parts, Secret and Bribe

TELL -

- “The babysitter wanted to play doctor and told me to keep it a secret.”
- “I played doctor with the babysitter and the stethoscope was on my private parts.”
- “The babysitter tried to bribe me with ice cream to keep the game a secret.”
- “I don’t want to be with that sitter again. Can we use a different babysitter next time?”

Presenter 1: Even though the babysitter is in charge, does Felty have to play? No, we don’t have to follow directions that break touching rules.

What if it wasn’t a babysitter? What if it was your friend? Would that be any different? How? (No, someone was still trying to touch private parts, to keep a secret and to bribe. You should still tell a trusted adult).

Is it okay to play doctor if you keep your clothes on, and don’t touch or show private parts? Yes

Presenter 2: Discussion (5 minutes, 25 cumulative)

In these examples: with a cousin, with a babysitter, or with a friend, think about the people who made the Felties feel uncomfortable. Were they strangers or were they people the Felties knew?

Not many children get unsafe touches, but if they do, it’s usually from someone they know.

Let's take a look at this chart. It says "who gives unsafe touch to kids?" What does the blue stand for? (people the kid knows). What does the orange stand for? (strangers). So, if a child gets an unsafe touch, does it come from a stranger? (Most of the time, No)

93% of those who give unsafe touches are people the child knows. If a child gets an unsafe touch, the person breaking the touching rules is almost always someone the child knows.

Presenter 1: Now I have a few questions for you; it's alright to call out the answer.

- Are the people who give unsafe touch men, women or anybody? (anybody)
- Are the people who give unsafe touch grown-ups, kids or both? (both)
- Are the people who give unsafe touch mostly strangers or people kids know? (usually people they know)
- If the person who touches you is someone you know, do you still tell? Yes, no matter who it is- even if you like them or love them. Always tell if someone breaks the touching rules.
- In any of these situations was it ever Felty's fault? (No!)

Sometimes you can't get away safely, or you might be too scared to tell, or it is too hard to say something at all. Just remember that it is never your fault and it is never too late to tell.

So what if it is one day later? Is that too late? How about a week, a month, a year? No it's never too late to tell, it is important to tell a trusted adult. You could ask a friend to help, just like Playful asked Buddy for help.

When you tell, not only are you keeping yourself safe, but you are also keeping other kids safe. No one should ever touch a child in an unsafe way.

Presenter 2: Thanks so much for letting Blue Sky Bridge come and talk to you. Thanks for being good listeners, for participating and for your great ideas

Liaison: *present book set to the teacher.* (Note: schools that have been program participants for more than 3 years don't receive books).

I have a set of books for your classroom. I'll give them to your teacher so you can continue to read about staying safe.

We also have a handout for you to take home and a bookmark listing the No Go Tell plan and touching rules.

Post Presentation Survey (5 minutes)

We have one last activity. I'll give you some instructions here before you go back to your desks.

You remember on the first day we asked you to help us by taking a survey. We ask all everyone to answer those same questions at the end of the fourth day. That helps us know if we're doing a good job teaching you the information.

Just like the first week, it's anonymous so please don't put your name on it. Participation is voluntary, which means you don't have to fill it out if you don't want to. Please try to answer all the questions. If you don't know, make your best guess. If you have a question or want someone to read it again, raise your hand and we'll come around to help.

If you finish early, please wait quietly until we're done reading all the questions.

I'll read the questions out loud, and you'll quietly check your answer. Do not yell out the answer. You can do the survey at your own pace too, just make sure to answer the questions on the back too. Raise your hand when you're done because we want to give you something to remind you of what you have learned. After the survey, we'll be outside the classroom for a few minutes in case you want to talk.

Okay, you can go back to your desks and find a pencil. We'll do the survey together.

Staff, volunteers and liaison gather the surveys and give each child a pencil.
Liaison puts surveys inside BSB bag.

Liaison collects Program evaluation from teacher.
