

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**.

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.

Posters / Materials:

- Curious and Playful puppets
- Display Posters: Sharing Rules, Touching Rules
- Tell people no video (send email after lesson)

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 that helps kids and families stay safe. We're going to be with you for 30 minutes today and then 3 more times in the weeks ahead.

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.

The blue sheet in front of you 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, which means please don't write your name on it. Please answer all the questions. If you don't know, make your best 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? *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.** This means everyone here deserves a chance to be heard. What we talk about in our lessons is different from what you usually talk about in school so sometimes while we're here you might feel uncomfortable or awkward about the topics. If you feel uncomfortable, you can look down at your hands, take some slow breaths, or use whatever other tools you use to bring you back to feeling calm so you can listen.
- **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!

Presenter 2: 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. We know that this is really important information for everyone, kids and adults. 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 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.

So, 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.

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 be 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 2's name) because we are friends and know each other well. Do you feel comfortable with me being this close to you?" Presenter 2 says yes.

"I don't know you all yet so it would be weird if I tried to give one of 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.

Body Parts (3 Minutes, 11 cumulative)

Presenter 2: Okay, now we're going to talk about parts of the body.

Which body part is used to give high-fives? *hand*

Which body part is used to kick a soccer ball? *foot*

Which body part do we wash and comb? *hair*

We also have parts of our body called **private parts**. These are the parts covered by a swimsuit in the front and the back. (*Show laminated photo of kids in swimsuits*).

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 or even mad is inappropriate and is called unsafe touch. It's a touch we don't want.

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!**

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 example, 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.)*

You see a doctor for checkups every year. The doctor checks your **WHOLE** body, even your private parts. When the doctor is checking you, there should be another adult in the room, like a nurse or the person who brought you to the appointment.

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 1: Puppet Show (3 minutes, 20 cumulative)

Are you ready for a puppet show? 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.

Presenter 2: Hey Playful, I saved a seat for you! Come sit with me.

Presenter 1: Awesome thanks!

Presenter 2: How's it going?

Presenter 1: Great, Curious! How are you?

Presenter 2: 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.*

Presenter 1: Oooh, that makes me giggle! Hehe!

Presenter 2: *Tickles more aggressively.*

Presenter 1: Hey, Curious cut it out. You're making me feel uncomfortable and invading my personal space. Ouch!!

Presenter 2: *Tickling continues with Curious moving towards Playful's private parts.*

Presenter 1: **STOP!** I don't like it when you touch me down there!!

Presenter 2: What do you mean "down there"?

Presenter 1: I don't like it when you touch my private parts!

Presenter 2: Why not?

Presenter 1: 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.

Presenter 2: Don't be such a baby! Can't you take a joke? I was just messing around...

Presenter 1: I'm not a baby...you broke the touching, and you can't make me feel bad.

Presenter 2: Whatever, if you tell anyone I won't sit with you on the bus or share my M&M's with you.

Liaison: *Turn to class to ask*

Okay, let's use what we learned today to talk about what happened. Which touching rule did Playful the pig remember? (*yes, let's read them together: 1 and 3*)

Was it okay for Playful to say “no” to the touch even though Curious is his friend and Curious was sad? Yes, it’s okay to say no if it’s a touch you don’t want, even if that person is your friend, or they say that they’re sad or they need help. You don’t have to use your body to make someone else feel better.

Was Curious the raccoon being respectful of Playful the Pig? No, you are right, Curious was being disrespectful because Curious wasn’t listening. Curious also tried to trick playful into thinking the unsafe touch wasn’t a big deal by saying it was a joke and they were just messing around. Curious also threatened not to sit by playful or share their M&M’s. 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 sit down and start talking to you and it makes you feel weird and uncomfortable.

Raise your hand and tell us what you could say to your neighbor right in that moment:

- 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, friends, you don’t have to wait for something to happen more than once. If something makes you feel uncomfortable, 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.

Example 2

Presenter 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.
- Make up an excuse to leave

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? Raise your hand if you think it was #1...#2...#3 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 or worried, but we do want you to know what to do in case you are in an uncomfortable situation.

Staff: 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 so we’re going to fill them in together. The first thing you’ll do is write your name at the top. 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. Remind students to put their names on the paper. Students can call out the answers. Presenter(s) gather up materials and set them by the door for next presentation.*

Presenter 2: Great job making your own touching rules poster for home. We want you to take these touching rules share what we’re teaching you with your grownups and anyone else who lives with you. A good thing to do is to put them somewhere where everyone who comes over can see, like your friends, babysitters, and family. That way everyone will know you have touching rules. *(ask teacher out loud where students should put the touching rules worksheets to make sure they get home safely).* 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 Super Brave Kid" 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.

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

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 Super Brave Kid.
- 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 be back 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. You know from last week 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.

If you feel uncomfortable while we're talking, remember you can take some deep breaths or use whatever other calming tools you've learned.

Presenter 2: Review Touching Rules

Since this is our second time, we'll do a short review of what we learned last week before we teach you something new.

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? Point to that person. That's right; YOU are the boss of your body!

Presenter 1: Read A Super Brave Kid (9 Minutes, 14 cumulative)

Have one presenter read the story and the other one ask the questions.

Now, I'm going to read a book called *A Super Brave Kid*. This is a story about a kid, who is a lot like you all.

This kid lives in a house with their parents and goes to school just like you do. They are even in the 3rd grade! In the story, someone breaks one of the touching rules, and our super brave kid is uncomfortable, but you will learn what they 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.

Hi there! My name is Kit.

I'm in third grade just like you. I live with my mom, my step-dad, and my brothers and sisters.

I have a very important story I think all kids 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 Kit 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 their 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 their 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.)

Did their step-dad break any touching rules? (YES)

Which ones?

(1 and 3 – maybe 2 - we don't know for sure)

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 Kit is feeling? *(sad, lonely, hurt, confused, uncomfortable, mad, disappointed, unheard)*

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

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 stepdad'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. My stomach hurt and my heart was beating really fast. I almost didn't tell her. What helped me was remembering a book we read about how you can be brave and scared at the same time. I knew I needed help, so I decided to tell.

My teacher thanked me for telling her. 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. She thanked me too and said she knew it must have been hard to tell.

Presenter 2:

Who did Kit 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 them to tell their teacher and mom that they were getting unsafe touches? Yes, it might be difficult. The only way to get help is 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, try to be brave and tell a trusted adult. Whether you tell or not, if an unsafe touch happens, it's never your fault and it's never too late to tell.

The End

Presenter 2: How do you think Kit feels now that they told a trusted adult? (*relieved, happy, safe, brave*)

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

Even though this is a story, do you think it could happen in real life? Yes, it's based on a true story. 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 like the step dad did in this story.

We know that not all step-dads break 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.

*Note: If the question comes up about what happens to the 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 the child is safe.** And, remember, it is not always a step-dad who can break the touching rules.*

Presenter 1: Secrets (7 Minutes, 21 cumulative)

Our story today introduced the word secret. A lot of people, even grownups, don't know the difference between a surprise and a secret so 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.

For example, 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. For example, if your parents share their phone password with you or your friend tells you they got a bad grade on a test.

It's okay to keep personal information and not share it. If you're not 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 story we read.

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

Was it o.k. for their 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 best friend on Friday but don't tell her. (surprise)
- You and your brother are wrestling 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 losing your soccer game, 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 friend's older sister shows you a picture of herself on her phone with no clothes on. When she sees you are shocked, she 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're going to talk about LIES, BRIBES and THREATS

An example of a lie is if someone says “if you tell, your grownups will get angry at you and 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.

A bribe might be offering you candy or a gift so you don’t tell. Like your friend’s sister in the example we just gave. Even if you took the candy you should still tell because that is a promise you don’t have to keep.

Last, a threat might be, “don’t tell anyone or I won’t be your friend OR I’ll say it was your idea.” If someone tells you not to tell anyone, especially not to tell your grown-ups, then you know that it’s not okay 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 someone 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 their touching rules and they want you to keep it a secret? How can you help them?

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

If they still don’t want to tell and ask you not to tell either, then 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.

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, gets you help, and the unsafe touch stops.

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

Staff: Thanks. Just like last week, I'll give you some instructions 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 so you can bring it home to your grownups.

Each person will be writing the names of 5 people they 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."

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 stories, just let your teacher know if you want to talk to us. 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.

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

Posters/Materials:

- 5 puppets, scripts
- 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 don't share stories in the classroom, we save them for the hallway.

Presenter 2: *Review Touching Rules*

Let's start by reviewing what we talked about last week. In the book we read, someone 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.

Right, and in the book Kit's step dad asked them to keep a secret. It was about an unsafe touch and it made Kit feel sad. Remember, if someone asks you to keep a secret, you can tell them "no, I don't keep secrets."

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

You remember from week one that you're the boss of your body. Last week we talked about the difference between surprises and secrets, and who you should tell about unsafe touches. Now we're going to put all this information together 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 anything that makes you feel uncomfortable – 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.

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.

Now, 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*).

Okay, your feet are on the floor, your shoulders are back and your head is up. Now in a strong voice that comes from your belly, when I count to three we're going to say "no" together. Ready...1,2,3 "no!"

Good.

I'm going to ask you some questions so we can practice a few more times. Notice how it feels in your body to say a strong 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 weird or that involves private parts, what can you say? (NO!) Good job practicing saying NO with a strong voice. Now everyone quietly sit back down.

Even if someone you really like, or love makes you feel weird you can say NO.

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.

Presenter 2: The next step is GO.

GO – means leave the situation as soon as 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 might hurt them.

We should do the same thing. We should get away from what we think is unsafe or makes us feel scared. 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 pulls down your pants and laughs. 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?

Use your 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 the unsafe touch stops.

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, 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, my team lost our game yesterday and I'm kinda sad. 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 (to audience) Do you think that's a good idea?

I don't know, Curious. That might not be a good idea.

Curious: Come on, I have M&M's 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 M&M's! (to audience) Should I find out what the game is about?

Playful (to Curious): 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 the trampoline place. 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. 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. They talked about the No Go Tell plan. Should I use it? Okay, let's see what happens when I tell Curious no...

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 my party 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 looks around for Buddy and when Playful sees Buddy: There you are!

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 M&M's and said if I don't play, I won't be invited to their birthday party. 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. This time Playful tell all the details.**

There's our teacher; I know that they will listen.

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 M&Ms and won't invite me to their birthday party. 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 okay. 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.**

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

OK class, let's use what you've been learning to 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 to try to get Playful to go behind the school by bribing him with M&M's and the trampoline park? (No)**
- Is Curious the raccoon being a respectful friend? (No)**
- Is it ever OK for someone to try to bribe or threaten you to get you to do something unsafe? (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? What did Playful need to do? (*Right, tell the whole story*)
- Why do you think Curious used the word "game" to talk about showing each other private parts?
Right sometimes people might try to trick kids into doing something unsafe by calling it a 'game' but games never involve private parts
- Good, now think about the plan we taught you today and tell me, when the kid in the neighborhood first told Curious about Explorers, what should Curious have done? (*No, Go, Tell*)
- Even though the teacher was able to help, do you think Playful should still tell their grownups 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 M&Ms and the trampoline park. I told my teacher at school about it. Make sure they get all the details of the story)

Examples (10 minutes, 28 cumulative)

Presenter 1: So we saw how Playful used the **NO, GO, TELL** Plan. Now we're going to tell you about some situations so we can practice using the **NO, GO, TELL** plan together.

Example 1

Presenter 1: 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 or your cousin? (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.

Example 2

Presenter 2: 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. If your grown-ups don't get home until after you go to bed, then you talk to them in the morning.

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...

Even if this happened only one time, even if you think it was an accident, tell your grownups. Sometimes, a touch like a tickle can start out feeling good but then turn confusing or uncomfortable. It might not have hurt you but when private parts are involved, you should always tell.

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 and confused, 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 your 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.

Example 3

Presenter 1: 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.”

What about if it was your best friend and they wanted to snuggle NEXT to you in their own sleeping bag. Would that be okay? Sure, because you are the boss of your body and everyone is in their own sleeping bag. When you go to sleepovers everyone's pajamas stay on, there is no touching or looking at private parts, and no taking inappropriate photos.

Presenter 2: 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** like you mean it
Then **GO** – leave and go to where other people are

And **TELL** a trusted adult. Always tell no matter who it is... even if it feels scary. Trust your instincts. Remember, adults want to know and it is never your fault.

Presenter 1: 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 M&M's and won't invite me to the party. 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 okay 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 M&M's and said if I don't play, I won't be invited to the birthday party. 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 M&M's and won't invite me to the party. 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.

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

Posters / Materials:

- Posters: Sharing Rules, Touching Rules, NO GO TELL, Pie Chart poster (hidden), trusted adult laminated worksheet
- Video link
- Cell phone
- Books for Classroom (liaison)

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

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.*

***PRESENTERS – PLEASE COORDINATE BEFORE
WHICH 2 or 3 OF THE EXAMPLES YOU WOULD LIKE TO INCLUDE***

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.**

Video here – 3 minutes

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

(START HERE AFTER THE VIDEO)

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

What happened in the video? Were all the kids happy? Why was Jen upset?

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." 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)

Right, if someone is touching you in a way that makes you feel uncomfortable or is unsafe you can use the NO GO TELL plan. So, say No like you mean it. Go to a trusted adult or where there are other people. And then Tell a trusted adult. Always tell no matter who it is... even if it feels scary. Adults want to know so they can help you.

Today we are going to practice using the NO GO TELL plan.

We're going to give you some situations and we want you to use what you've learned in the last three weeks to help solve the problems.

Presenters select 2 or 3 from the options below

Example 1

Presenter 1: You remember our puppets? Right? Playful is a third grader, just like you. Playful is at their cousin's house doing homework after school. Our porcupine Spike is going to pretend to be the cousin. (*Start acting now*)

Presenter 2: Playful, come sit next to me so I can see what you are working on. Scoot closer. Even closer than that. You can lean up against me here. 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.

How about $9 \times 9 = 81$, excellent. You're really good. You know this. I'm getting bored. Let's do something else. I know, we should do something fun. Let's play family. We can lay down on the couch and take our clothes off under the blanket. (pause). Come on, are you scared to do it? I've done it before. It's fun. Just do it quick. It will be our secret.

Presenter 1: Playful does not want to do this. Playful feels uncomfortable and knows what the cousin is asking is something that breaks the Touching Rules. So let's help Playful go through each step of the No, Go, Tell plan.

Sometimes it's tempting to be silly here because it feels hard or awkward, but this is your chance to really practice. We know it can seem weird to say some of these things out loud but be brave, be serious and really use this time. Okay?

Good, now turn to the person next to you and we're going to take 30 seconds to practice how you would say no, where you would go, and how you would tell your trusted adult...

If someone needs a partner, invite them to join your group. (*pause while class practices the plan you can use a phone timer or the classroom clock to measure 30 seconds*)

Remember, you're going to talk about 3 things – No, Go, and Tell.

Presenter 2: Okay let's share what you came up with. First the "no" -what can Playful say to their cousin in that moment?

- NO! I don't want to do that
- "I don't feel so good; I'm going to the bathroom.

Now where can they go?

- "I need to go to the bathroom"
- Move away from their cousin
- Go to another adult

And how is Playful going to Tell their trusted adult?

- “My cousin did something today that didn’t feel right. They wanted me to sit really close to them and then wanted to play family where we take our clothes off and get under a blanket together. I didn’t want to do it. 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?

Presenter 1: Playful’s cousin might not ask about taking their clothes off right away. Did you notice at the start of the example that the cousin asked Playful to sit closer and lean on them? Sometimes people who break touching rules test kids slowly over a period of time by doing things that get more and more uncomfortable. Trust your instincts. As soon as you feel weird, or something happens that involves private parts, that is when you should tell.

Also remember, even if you don’t say anything right away, it’s never too late to tell.

Example 2

Presenter 2: (USE CELL PHONE AS PROP) Playful is over at Spike’s house hanging out. Spike’s mom is home but busy. Spike wants to show Playful something on the phone. (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: Playful does not want to do this. Just like last time, you’ll help Playful use the no, go tell plan. Remember you’ll have a minute to answer how to say no, where to go and how to tell.

Okay, we’re going to come back together now and talk about your answers. What can Playful say to Spike?

How can Playful say no?

- “No! I don’t want to, that is not a good idea.”
- “That’s embarrassing!”
- I don’t want to see those pictures.”

Where can Playful go?

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

Who can Playful tell and what are they going to say?

- Playful can tell Spike's Mom.
- Playful can leave and tell their parents or another trusted adult.

Do you think Spike's parents are really okay with it?

Did this involve any touching? Even though Spike didn't touch Playful, 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. Sometimes you might even see something by accident - if that happens talk to an adult about what you see.

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?

Example 3

Presenter 2: *(Use the stethoscope)*

Playful is at home with the family's regular babysitter. The parents are out for the evening, and Playful'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. I'm going to 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.* 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 1: You are all so good at practicing our No, Go, Tell plan let's do it again! Turn to the person next to you and talk about how Playful will say no, where they'll go and how they'll tell.

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

What can Playful 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 Playful did step one, say no. Now what can Playful 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. Playful has done the "no" and "go" parts of our plan now it's time to help Playful with the "tell" part.

Pretend to be Playful 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 2: Even though the babysitter is in charge, does Playful have to play? No, just because the babysitter is older does not mean Playful has to do what the babysitter says if it involves an unsafe touch. It's okay to say no, even to a grownup, if they're asking you to do something that breaks the 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).* **What if it was your older brother or sister?**

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

Example 4

Presenter 1: Playful and their brother are playing hide and seek outside with some friends in the neighborhood. They find a good spot and hide together. **This is perfect! They'll never find us.**

Presenter 2: Yeah, great spot. Hey while we're back here, let's play our own hide and seek.

Presenter 1: What do you mean?

Presenter 2: You know, like secret hide and seek. A kid in my class taught me.

Presenter 1: How do you play?

Presenter 2: I point to a part that's covered by clothes so it's hiding and then you show it to me. That's the hide and seek part. We'll just do it quick while we're waiting. It's going to take them forever to find us anyway.

Presenter 1: I don't think it's a good idea

Presenter 2: Come on. No one can see us. No one will know.

Presenter 1: Playful does not want to do this. Let's help Playful use the No, Go, Tell plan

Turn to the person next to you and talk about how Playful will say no, where they'll go and how they'll tell. Remember to practice all three steps.

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

What can Playful say to their brother? *Take 2 answers, repeat what each child says for validation.*

- "I don't want to play this game."
- "You're breaking the touching rules"
- "Let's just play regular hide and seek"

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

- Go back to where the other kids are
- Say "I'm going to go hide somewhere else."

Good ideas. Playful has done the "no" and "go" parts of our plan now it's time to help Playful with the "tell" part. When Playful gets home, what are they going to say to their grownups?

- When we were at the park, my brother wanted to play a game where we show each other private parts
- He said he learned it from other kids

Presenter 2: In this example, the brother asked Playful to play a game. You remember from the puppet show last week that games NEVER involve private parts. Sometimes people might try to trick kids by making something unsafe seem like it's okay by calling it a game, or a dare, or a joke. Trust your instincts. If someone is asking you to do something that makes you feel weird, even if they say it's no big deal, you know you can always use the No, Go, Tell plan.

Example 5

Presenter 1: Once a month Playful has a private session with his soccer coach after regular practice. Playful gets a treat after if he follows instructions and works hard. Usually it's something like watching a fun YouTube video, or a popsicle, or a cool sticker. One week after the lesson, Playful's coach pulls up a video on his phone

Presenter 2: Great job today Playful. You're really getting better. Do you want your reward for working so hard?

Presenter 1: Yeah!

Presenter 2: I know you usually decide but today I thought I'd show you a video I like. I only share it with my favorite players.

Presenter 1: Cool!

Presenter 2: *The coach shows Playful a video of people without their clothes on.*

Presenter 1: *(giggles)* Did you mean to show me this one? They don't have any clothes on!

Presenter 2: That's right Playful. You're old enough to see these kinds of videos. What do you think?

Presenter 1: Playful feels really uncomfortable and doesn't know what to do. Playful likes their coach and is really confused.

Presenter 2: Turn to the person next to you and talk about how Playful will say no, where they'll go and how they'll tell. Remember to practice all three steps.

Presenter 1: Okay, let's come back together now and talk about your answers.

What can Playful say to their coach? *Take 2 answers, repeat what each child says for validation.*

- No, I don't want to see that
- That makes me really uncomfortable
I want a different treat

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

- Tell the coach “I’m not feeling good”
- I think it’s time for me to go home

Good ideas. Playful has done the “no” and “go” parts of our plan. Now it’s time to help Playful with the “tell” part. When Playful gets home, what are they going to say to their grownups?

- When I was at practice my coach showed me a video on his phone with naked people. I didn’t like it and it made me really gross. He said I was old enough so it was okay. I don’t want to practice alone with him.

Even though there wasn’t any touching in this example, remember if someone shows you photos or videos of people without their clothes on, you should use the No, Go, Tell plan.

Presenter 2: Discussion (5 minutes, 25 cumulative)

In these examples, think about the people who made Playful feel uncomfortable. Were they strangers or were they people Playful 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?” The blue stands for people the child knows. The orange stands for strangers. So, if a child gets an unsafe touch, does it usually come from a stranger? (Most of the time, No)

Right, 93% of those who give unsafe touches are people the child knows. Sometimes kids think that they can tell who is unsafe because it will be a mean or scary looking stranger. Usually though, if a child gets an unsafe touch, the person breaking the touching rules is 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.**

- **What if you're not sure if someone broke the touching rules or maybe they haven't yet but you have a weird feeling whenever you're around them. Is that something a grownup needs to know about? (Yes)**

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 ever too late to tell. Even if it's a day, week, month or year later, it's never too late to tell.

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. We hope that we were able to give you some tools in case you need them. Keep trusting your instincts to help you stay safe, strong and healthy.

Staff: *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. Please answer all the questions so don't skip any. 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.

I'll read the questions out loud, and you'll quietly check your answer. Do not yell out the answer. If you want to go at your own pace and you finish early, please wait quietly until we're done reading all the questions. There are questions on both sides.

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.

After you finish reading all questions, pause for a minute or two to give the class time to respond to the open-ended questions. If students are done early, remind them to wait quietly.

If you're still working that's fine, take your time. If you're done, you can raise your hand and we'll come around and trade your survey for something to help you remember Blue Sky Bridge. Also we'll be in the hallway for 10 minutes if you want to ask a question or share a story.

*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.
