

Feelings

Lesson 1



Outcome

Students will be able to identify and label the following feelings:

- Sad
- Happy
- Mad
- Scared
- Surprised



Background

Teaching lessons about feelings is an important component in promoting self-awareness. Becoming aware of emotions includes understanding how we feel in situations, how to label and express our feelings, and how to recognize feelings in others (Mark Greenberg, 2004).

If a child is feeling uncomfortable, unsure, or scared in a situation, being aware of how they feel will help the child reach out for the support of an adult who they have identified they can go to for help. Additionally, teaching about feelings promotes talking about emotions as a means to solve problems.

People naturally try to avoid negative feelings. Although adults typically try to protect children from negative feelings, they can help children learn about empowerment and avoiding helplessness. Anxiety, sadness, and anger carry messages of pain that motivate people to act to remove any threats that they might encounter. **These types of feelings are often the first line of defence against danger.¹**

¹ Seligman, Martin. *Learned Optimism: How to Change Your Mind and Your Life*. 1998.

A Grown-up You Can Go to for Help

Lesson 2



Outcome

Students will be able to identify grown-ups who they can go to for help.



Background

It is important for children to be able to explicitly identify grown-ups in their lives who they can go to for help and support. Children need to know that when their personal safety is at risk and they feel uncomfortable, scared, or threatened, they can go to an adult for help. Some children will be able to identify many adults in their lives who they can go to for help, while others may only be able to identify one.

The term *grown-up* is used in this lesson, rather than *adult*, because children at this age find the word *grown-up* less abstract than the term *adult*.



Safety Meeting

Start your lesson by putting up the **Kids in the Know Safety Meeting PowerPoint slide**.

Required Materials

- Kids in the Know Safety Meeting PowerPoint slide
- Help Box activity sheet
- Grown-up I Would Go to for Help certificate
- Crayons or markers *
- Chart paper (Optional) *

Suggested Time: 30 minutes

Note: Materials with an asterisk (*) are not supplied.

SAMPLE

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Boundaries — How to Be Safe

Lesson 3



Outcome

Students will be able to recognize the difference between appropriate and inappropriate behaviour.

Students will be able to distinguish between safe and unsafe behaviour.

SAMPLE

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Background

Learning about boundaries from a young age decreases a child's vulnerability to sexual abuse. Boundaries help define appropriate limits in relationships and behaviour between individuals.

Individuals who sexually offend against children break boundaries and try to normalize inappropriate behaviour. Teaching children about boundaries will increase the likelihood that the child will know if someone is behaving inappropriately or unsafely, as well as increase the likelihood that the child will tell someone about it.

Required Materials

- Kids in the Know Safety Meeting PowerPoint slide
- *Is this OKAY or NOT OKAY?* scenario colouring sheets
- OKAY and NOT OKAY wall labels
- OKAY or NOT OKAY? activity sheet
- Pictures (from any magazine that is available to you) showing a variety of public and private settings *
- Crayons or markers *
- Masking tape *

Suggested Time: 45 minutes

Note: Materials with an asterisk () are not supplied.*

KEEP and SPEAK Secrets

Lesson 4



Outcome

Students will discriminate between safe behaviour and unsafe behaviour.

Students will be able to identify who to tell if they need help.

Students will learn to make decisions that will help increase their safety.

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Background

Safe and Unsafe Secrets

A core component in personal safety is teaching children how to distinguish between appropriate/safe and inappropriate/unsafe touching. Abuse occurs in a veil of secrecy, so a standard of measure for children is that **secrets about touching are inappropriate/unsafe**. There is also an increased use of recording devices in child sexual abuse. When building children's safety competence, teach them that **secrets about picture taking/recording are unsafe**.

The safety focus should be on the **secretive** aspect of touching and picture taking/recording as being inappropriate/unsafe.

Body Parts

The second essential component is to explain to children what is meant by the private areas of our bodies and bodily autonomy (our rights over our bodies). Use the correct anatomical terms to describe private areas so that children have the proper terminology. This is especially helpful if a child discloses sexual abuse because it will increase the likelihood that the adult receiving the disclosure will understand what the child is telling them.

Possible labels for private areas include: vagina, vulva, testicles, scrotum, and penis.

You may want to use the following explanation: A girl's vagina is on the inside and the vulva is on the outside, and a boy's scrotum is on the outside and the testicles are inside the scrotum.

The Buddy System

Lesson 5



Outcome

Students will understand the importance of going places with someone to increase their personal safety.

Students will understand how to use the Buddy System as a safety tool.

SAMPLE



Background

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The Buddy System is a safety strategy to reduce the likelihood of children going missing. Children who are alone have a greater risk of being harmed. Using the Buddy System is one way children can reduce their vulnerability. The habit of staying together with friends and travelling to and from places with a safe buddy is behaviour that can be taught and practiced at school in routine activities. However, children at this age require a buddy who is old enough to supervise them (age 12 and up).

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- Billy plush doll
- *Billy Brings his Buddies* classroom poster
- Parent/guardian letter
- *My Buddies* home activity sheet
- *Billy's Safety Journal* family activity sheet
- *Billy Brings His Buddies* activity book
- Access to a computer lab*

Suggested Time: 45 minutes

Note: Materials with an asterisk () are not supplied.*

Trust Your INSTINCTS

Lesson 6



Outcome

Students will learn to monitor their bodies' physiological responses to guide safe decision making.

Students will learn to make decisions that reduce their risk of victimization.

SAMPLE



Background

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Children need to recognize their physiological reactions to situations they encounter and evaluate their feelings.

The ability to identify when they are scared or uncomfortable is an important part in knowing how to react to situations. Learning to make a decision based upon their feelings will help protect them against sexual exploitation and abduction.

The concept of instincts is an abstract notion for children to comprehend. Therefore, it is important to integrate other senses to make it more concrete.

Teaching children behaviours that place them less at risk is an important component of child safety education.

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- Cosmo the Dog puppet
- *Cosmo Trusts His Instincts* storybook
- *Instinct* scenarios
- *Class Sequencing* activity pictures
- *Class Sequencing* scenario
- *Student Sequencing* activity sheet
- *How to Create Your Own Instinct Story* home activity
- *Hooty Knows* storybook
- Hooty the Owl puppet
- Blank paper *

Suggested Time: 40 minutes

Note: Materials with an asterisk () are not supplied.*