

Emotions

Lesson 1



Required Materials

- Kids in the Know Safety Meeting PowerPoint® slide
- Children's Emotions poster
- Emotions exit slip
- Chart paper *
- Storybook *Don't Let the Pigeon Drive the Bus!* by Mo Willems, 2003 *

- Blank sheets of paper to draw on (3 sheets per child) *
- Storybook *Big Feelings Come and Go* (optional)*

Suggested Time: 40 minutes

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



Outcome

Students will be able to identify and label emotions.

Students will be able to identify physiological responses to anger.

Students will understand that all feelings are okay, but not all behaviours are appropriate.



Background

Incorporating lessons on feelings into the **Kids in the Know** program is an important component in promoting self-awareness. Feelings are emotional responses to what is going on in our environment; they prepare us to act accordingly.

Identifying a Safe Grown-up

Lesson 2



Outcome

Students will be able to identify safe grown-ups in their environment.



Background

It is important for children to explicitly identify safe grown-ups in their lives with whom they can share private information. Children need to know that in situations where their personal safety is at risk, they should go to a grown-up for help as opposed to a friend. In dangerous situations, going to a friend for help can place the friend at risk.

Some children will be able to identify many safe grown-ups in their lives. Others may choose one grown-up and others may need guidance identifying a safe grown-up in their lives.

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

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- Kids in the Know *Safety Meeting* PowerPoint slide
- *Safe Box* activity sheet
- *Safe Grown-up* certificate
- Chart paper *
- Crayons or markers *

Suggested Time: 30 minutes

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

Safety Awareness

Lesson 3



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- Hooty the Owl puppet
- *Hooty Knows* storybook
- Cosmo the Dog puppet
- Cosmo the Dog puppet
- *© Canadian Centre for Child Protection Inc. All rights reserved. Sample from Kids in the Know: Grade 2 Lesson.*
- *Luring scenarios*
- *If Asked to Go and Your Parents Don't Know, SHOUT NO!* poem

- *Sequencing Activity* exit slip
- Poster paper *
(one sheet per child)
- Pencil crayons or markers *
- Glue *

Suggested Time: 50 minutes

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



Outcome

Students will be able to identify dangerous situations and know how to respond safely.

Students will learn to make decisions that increase their safety.



Background

Children need to be aware of their surroundings. Sometimes offenders will attempt to lure a child to go with them by appealing to their emotions and interests. Children who are taught about and have opportunities to anticipate possible dangerous situations, and practice how to respond safely are more likely to employ a safe response if they are to encounter such a situation.



Safety Meeting

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

The Buddy System

Lesson 4



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Safety Strategy* scenario cards
- Baxter Bunny puppet
- *Baxter Bunny Brings His Buddies* storybook
- *Scenario Cards* answer key
- *Billy Brings His Buddies* activity book
- Chart paper for groups of four *
- Pencils *

Suggested Time: 50 minutes

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



Outcome

Students will learn to increase their safety by using the Buddy System.

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



Background

In previous years, the children have been introduced to the Buddy System and the safety strategy, *If asked to go and your parents don't know, SHOUT NO!*

Now it is important for them to recognize which safety strategy to use depending upon the situation presented to them. The more children are exposed to these safety strategies, the more comfortable they will feel using them.



Safety Meeting

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

Crossing Boundaries

Lesson 5



Outcome

Students will distinguish between behaviour that is safe and behaviour that is unsafe.

Students will identify boundary-breaking behaviour.

Students will identify who to go to for help.

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Background

It is important for children to understand the difference between safe and unsafe behaviour (behaviour that crosses boundaries).

Examples of safe behaviour:

- Leaving an unsafe situation.
- Going to a grown-up for help.

Examples of unsafe behaviour:

- When a grown-up/teenager asks a child to do things that aren't okay.
- When a grown-up/teenager asks a child to do things that aren't safe.
- When a grown-up/teenager doesn't listen when a child says "no" or is uncomfortable.
- When a grown-up/teenager tells a child to keep secrets from their parent/guardian.
- When a grown-up/teenager wants a child to keep secrets about touching or picture taking.



Safety Meeting

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

KEEP and SPEAK Secrets

Lesson 6



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- Teatree the Turtle or Makoon the Bear puppet
- Teatree's *KEEP and SPEAK Secrets of Makoons* *KEEP and SPEAK Secrets* storybook
- Two sheets of blank paper *
- Pencil crayons or markers *

Suggested Time: 50 minutes

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

Note: Please refer to the introduction in the **Kids in the Know** program for information pertaining to disclosure of sexual abuse and *The Child and Family Services Act*, or its equivalent in your jurisdiction.



Outcome

Students will understand that there are two types of secrets.

Students will understand that a secret without an ending needs to be told to a safe grown-up.

Students will identify safe grown-ups in their lives.

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



Background

It is important to help children distinguish between an appropriate/safe secret they can keep (a secret that will eventually come out) and an inappropriate/unsafe secret that they should tell someone (a secret they are told never to tell anyone). Child sexual abuse thrives in secrecy and manipulating children into keeping the abuse a secret. A core safety competence for children to build is the ability to discern situations that are safe vs. unsafe, and who to tell about unsafe situations.