

Seven Root Safety Strategies

Lesson 1



Outcome

Students will learn how to incorporate the *Seven Root Safety Strategies* into their everyday lives and reduce their risk of being victimized.



Presentation

Activate Prior Knowledge

Read the following story:

Get Into the Habit

When Jack wakes up in the morning, he isn't always excited to get out of bed. Once Jack is up, he gets going. Jack has a routine. Jack drinks a glass of water every day before he eats breakfast. Sometimes he eats eggs for breakfast and sometimes he eats cereal or toast. There are mornings when he isn't very hungry, so he eats fruit. After breakfast, he always brushes his teeth before getting dressed. On the days Jack goes to school, sometimes he and his sister ride their bikes and sometimes their mom drives them to school. When they ride their bikes, they always wear their bike helmets. When their mom drives them to school, they always fasten their seatbelts. Once they get to school, Jack finds his friends in the playground and usually plays a game before the school bell rings. That is Jack's morning routine.



Background

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Children need to learn protective factors to incorporate into their daily lives to increase their personal safety. The *Seven Root Safety Strategies* need to become an integral part of children's lives for them to be effective. They transcend environments so that children can employ them wherever they are such as while on the internet, in a public place, on the street, at home alone, etc.



Safety Meeting

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

Emotions

Lesson 2



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Emotions* poster
- *What I Do With My Emotions* activity sheet
- *Emotions* activity sheet
- *Safety Rocks* activity booklet
- Blank sheets of paper *
- Chart paper *
- Storybook *Big Feelings Come and Go* (optional)*

Suggested Time: 50 minutes

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



Outcome

Students will increase their awareness of various emotions (e.g., happiness, sadness, anger, surprise, fear, disgust, embarrassment) and non-verbal language.



Background

Incorporating lessons on feelings is an important component of the **Kids in the Know** program in order to promote students' self-awareness. Feelings are our emotional response to what is going on in our environment. They prepare us to act accordingly.

Strong emotions exist because they make us aware that change is necessary. If children feel uncomfortable, unsure, or scared in a situation, being aware of how they feel will help them reach out for support from a safe grown-up.

Identifying a Safe Grown-up

Lesson 3



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *My Safety Net* activity sheet
- *Circle of Support* activity sheet
- *Safe Grown-up* certificate
- Chart paper *

Suggested Time: 30 minutes

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



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 need to access a grown-up for help, not just a friend. In dangerous situations, only going to a friend for help can place the friend at risk.

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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 one 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*.



Outcome

Students will identify safe grown-ups in their environment.

Students will consider qualities to look for in a safe grown-up.

Students will know how to tell a safe grown-up something that is difficult to share.



Safety Meeting

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

Personal Boundaries and Assertiveness

Lesson 4



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Healthy or Unhealthy Boundaries* activity sheet
- *Healthy or Unhealthy Boundaries* situation sheet
- *Healthy or Unhealthy Boundaries* student number sheet
- *Healthy or Unhealthy Boundaries* teacher number sheet
- *Okay or Not Okay* activity sheet
- *Assertiveness* exit slip
- *Safety Rocks* activity booklet
- Chart paper *
- Scissors *
- Glue *
- Tape *

Suggested Time: 50 minutes

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



Outcome

Students will demonstrate the difference between healthy and unhealthy boundaries.

Student will demonstrate understanding that healthy personal boundaries increase personal safety.

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

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Background

Teaching children personal boundaries is an integral component of personal safety. Setting personal boundaries and recognizing when someone is crossing personal limits or engaging in behaviour that is unsafe by violating personal boundaries will help increase personal safety competence.



Safety Meeting

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

Friendship

Lesson 5



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Friendship Is About* and *Friendship Is Not About* sheets
- *Friendship Sorting Cards* sheet
- *Friendship Is About* and *Friendship Is Not About* Teacher's Copy

- One large blank sheet of paper per student *
- Two sheets of chart paper *

- Pencil crayons or markers *
- Scissors *
- Glue *
- Students' journals *

Suggested Time: 80 minutes
(break into 2 lessons)

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



Outcome

Students will increase their understanding of qualities of healthy friendships.

Students will increase their understanding of qualities of unhealthy friendships.

Students will increase their understanding of friendship behaviour that is healthy or unhealthy, both online and offline.

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Background

In an effort to reduce the risk of children being sexually victimized, it is important they can distinguish between healthy and unhealthy characteristics of friendship. Those looking to sexually exploit children from this age group typically groom them in a relationship under the guise of friendship. In order to empower children, they need to be explicitly taught the difference between what friendship is and what it is not. First, they need to be directly taught about healthy friendship: what it looks like, sounds like, and feels like. Once consolidated, children need to be directly taught what friendship is not about (e.g., control): what it looks like, sounds like, and feels like.

Safe and Unsafe Secrets

Lesson 6



Required Materials

- Kids in the Know Safety Meeting PowerPoint slide
- Teatree the Turtle or Makoons the Bear puppet
- © Canadian Centre for Child Protection Inc. All rights reserved. Sample from Kids in the Know: Grade 3 lesson. Teatree's KEEP and SPEAK Secrets or Makoons' KEEP and SPEAK Secrets storybook
- Safety Rocks activity booklet
- Secrets activity sheet
- KEEP and SPEAK Secrets activity sheet
- Two sheets of blank paper *

Suggested Time: 30 minutes

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

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



Outcome

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Students will understand that there are two types of secrets.

Students will understand that an unsafe secret (SPEAK secret) needs to be told to a safe grown-up.

Students will identify safe grown-ups in their lives.

Students will know how to tell an unsafe secret to a grown-up.

The Buddy System

Lesson 7



Required Materials

- Kids in the Know Safety Meeting PowerPoint slide
- Seven Root Safety Strategies poster
- The Buddy System question sheet
- The Buddy System answer key
- The Buddy System exit slip
- My Buddy Story home activity sheet

Suggested Time: 50 minutes



Outcome

Students will recognize which root safety strategy to use based on the specific situation. Students will learn to make decisions that reduce their risk of victimization.

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Background

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

Now it is important for students 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**.

Online Safety

Lesson 8



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Zoe and Molly online: Stuck in a weird spot* video (a PDF version of the comic is available with this lesson, or online at ZoeAndMolly.ca)
- Grade 3–4 presentation (optional)
- *Safety Stickers* activity sheet
- Chart paper *
- Scissors *
- Glue *

Suggested Time: 70 minutes

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



Outcome

Students will understand the benefits of the internet.

Students will understand how to increase safety online.

Students will know how to get help if they are uncomfortable while online.



Background

The internet is an interactive, public environment that has become an integral part of children's social lives. Children from eight to 11 years old typically use the internet for fun and entertainment. In light of these benefits, we need to take a step back and examine the magnitude of the internet, its inherent risks, and what children need to help them be prepared.

Children often find themselves in situations online where they are communicating with others. It quickly becomes confusing for them as to what information is okay to share and what information is not.

Before communicating with others and sharing information, children should check with their parents or a grown-up who is caring for them.