

Seven Root Safety Strategies

Lesson 1

Required Materials

- Kids in the Know *Safety Meeting PowerPoint®* slide
- *Seven Root Safety Strategies* prior knowledge activity sheet
- *Seven Root Safety Strategies* exit slip
- *Seven Root Safety Strategies* poster
- Blank sheets of paper *
- Chart paper *

Suggested Time: 45 minutes

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



Outcome

Students will learn protective factors to incorporate into everyday life to increase their personal safety.



Background

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, the internet, a public place, the street, home alone, etc.



Safety Meeting

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



Presentation

Activate Prior Knowledge

Hand out a ***Seven Root Safety Strategies* prior knowledge activity sheet** to each student. Have the students complete the activity sheet individually.

Emotions

Lesson 2



Outcome

Students will increase emotional awareness (especially survival emotions).

Students will increase nonverbal language awareness.

Students will distinguish feelings from behaviours.

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Emotions* poster
- *Feelings vs. Behaviour* activity sheet
- *Feelings Range of the Day* activity sheet
- Chart paper *
- Blank sheets of paper or cards * (10 per student)

Suggested Time: 120 minutes
(break into 3 sessions)

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



Background

Incorporating lessons on feelings is an important component of the **Kids in the Know** program to promote self-awareness. Feelings send information about ourselves and get us ready to act accordingly.

Strong emotions exist because they make us aware that change is necessary. If a child is feeling uncomfortable, unsure, or scared in a situation, being aware of how they feel will help them reach out for support from a safe adult. Additionally, teaching about feelings helps demonstrate how talking about feelings can help solve problems.

Circle of Protection

Lesson 3

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Who Is a Safe Grown-up?* scenario sheet
- *KEEP It or SPEAK It?* cards
- *KEEP or SPEAK Secrets* activity sheet
- *Diamante Poem* activity sheet
- Chart paper *
- Blank sheets of paper (three per student)
- Scissors *
- Red and green sticker dots *

Suggested Time: 90 minutes
(break into 2 sessions)

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



Outcome

Students will identify the safe grown-ups in their lives.

Students will know how to identify a safe grown-up.

Students will know what to tell to a safe grown-up.

Students will distinguish between safe and unsafe secrets.

Students will know how to tell something to a safe grown-up.

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Background

A key component of child personal safety competence is for children to identify safe grown-ups they can access for help. Children need to know that in situations where their personal safety is at risk, they need to reach out to a grown-up for help, as opposed to a friend. In dangerous situations, only going to a friend for help without involving a grown-up, can also place the friend at risk.

Some children will be able to identify many safe grown-ups in their lives they can go to for help. Others may choose one grown-up, and some may need guidance identifying a grown-up they could go to for help or with whom they can share concerning information.

Boundaries

Lesson 4

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Personal Boundary Sentences* activity sheet
- *Be Smart, Strong & Safe* activity booklet
- Envelopes * (1 per pair)
- Large sheets of construction paper * (1 per pair)
- Felt markers * (1 per pair)
- Blank sheets of paper *
- Glue sticks * (1 per pair)
- Green and red markers *

Suggested Time: 70 minutes

Materials with an asterisk () are not supplied.*



Outcome

Students will understand that respecting themselves is as important as respecting others.

Students will understand that personal boundaries are important to personal safety.

Students will know when to tell and/or seek help from a safe grown-up.



Background

Teaching children about 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. Children also need to understand that it is important to respect the personal boundaries set by other people.

Friendship

Lesson 5



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Friendship Is About / Friendship Is Not About* sheets
- *Friendship Pyramid Poem* activity sheet
- Blank sheets of paper (2 per student)
- Students' journals or paper for a journal response *
- Magazines *
- Poster paper *
- Scissors *
- Glue *

Suggested Time: 50 minutes

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



Outcome

Students will identify friendship characteristics.
Students will distinguish between cooperative and controlling behaviours.

Students will know how to get support for relationship problems.

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Background

In an effort to reduce the risk of children being sexually victimized, it is important that they understand the difference between cooperative and coercive behaviours. Those looking to sexually victimize children will often groom them in a relationship under the guise of friendship. In order to empower children, they need to be directly taught behaviours that constitute a healthy friendship and behaviours that do not (e.g., controlling behaviour). Children need the opportunity to consider which friendship qualities are important to them and which friendship qualities are considered controlling.

Common Lures

Lesson 6



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- Lures cards
- Luring Scenarios question sheet
- Luring Scenarios answer key
- Create Your Own Luring Scenario activity sheet
- Scissors *

**Suggested Time: 75 minutes
(break into 2 sessions)**

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



Outcome

Students will understand what it means to be lured.

Students will be able to identify common lures used by offenders.

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

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Background

Children are raised to respect, trust, and obey adults. Offenders use children's reverence of adults to manipulate them. Empowering students with personal safety knowledge and helping them anticipate possible situations will increase the likelihood that they will be able to identify and avoid potentially dangerous situations.



Safety Meeting

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

Home Alone

Lesson 7

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Home Alone Safety Tips* sheet
- *Home Alone Scenarios* sheet
- *Home Alone Scenarios Group Response* activity sheet
- *Create Your Own Home Alone Scenario* activity sheet
- *Home Alone Safety* exit slip
- Chart paper *
- Blank sheets of paper *

Suggested Time: 60 minutes

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



Outcome

Students will identify personal safety strategies to use when home alone.

Students will build assertiveness skills and safety competence when home alone.

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

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Background

In order to promote the personal safety of children as they are preparing to be home alone, these strategies are incorporated at this age level.

With the busy lifestyles of families, it is common for children under the age of 12 to be left unattended for varying periods of time.

The *Seven Root Safety Strategies* that have been presented in previous years can be drawn upon. They can be practiced with assertiveness.

Online Safety

Lesson 8



Required Materials

- Kids in the Know Safety Meeting PowerPoint slide
- Internet Anticipation Guide True or False sheet
- Internet Anticipation Guide answer key
- Healthy Relationship and Personal Boundaries for Grades 5 and 6 PowerPoint presentation and speaking notes (kids in the know.ca/teacherpresentations)
- Maggie's Story Word Splash activity sheet
- Maggie's Story teacher copy
- Maggie's Story student copy
- Represent and Write – Listen/Draft/Predict sheet
- Maggie's Vocabulary – Listen/Draft/Predict sheet
- Maggie's Story evaluation sheet
- Online Safety exit slip
- Online Safety Information for Parents sheet
- Be Smart, Strong & Safe activity book
- Chart paper *

Suggested Time: 65 minutes

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



Outcome

Students will identify benefits and risks of the internet.

Students will know how to make safe decisions to increase personal safety online.



Background

Since technology is seamlessly weaved into children's lives, it is important they are aware of both the benefits and the risks of instantaneous communication with the world. With billions of internet users worldwide, the internet is an unregulated space. Therefore, children need to be empowered with the knowledge of how they can use the internet safely.

The internet presents the following risks that can be broken into three categories: content, conduct, and contact (the 3Cs).

Content: Exposure to sexually explicit material

Much of what children come across online is uncensored. Ensure they understand the pornographic material they are likely to come across is not representative of healthy relationships. Assure students it is common to feel uncomfortable when they come across this online. Reinforce the message that this material makes a lot of grown-ups uncomfortable as well.