

Seven Root Safety Strategies

Lesson 1



Outcome

Students will learn how to incorporate protective factors into their daily lives and increase their safety.

SAMPLE



Background

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Children need to learn protective factors and incorporate them 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, etc.



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
- *Seven Root Safety Strategies* sheet
- What Seven Root Safety Strategy Am I? clue cards
- What Seven Root Safety Strategy Am I? answer key
- Chart paper *
- Markers *
- Blank sheets of paper *
- Whistle *

Suggested Time: 45 minutes

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

Emotional Range

Lesson 2

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Emotions* poster
- *Emotional Range Words* activity sheet
- *Emotional Range Category* activity sheet
- *Story Map* activity sheet
- *Feelings Range of the Day* activity sheet
- Musical instruments or computer sound effects * (optional)
- Scissors *
- Glue *
- Blank sheets of paper *

Suggested Time: 45 minutes

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



Outcome

Students will increase their awareness of the range of emotions.

Students will understand how non-verbal language assists communication.

Students will increase self-awareness.



Background

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

Strong emotions serve to 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 to reach out for support from a safe adult. Additionally, teaching about feelings helps demonstrate how talking about feelings can help solve problems.

According to psychologist Martin Seligman¹, people naturally try to avoid negative feelings. He says that although adults typically try to protect children from negative feelings, there are certain feelings that, although negative, are needed as they help children learn about empowerment and avoiding helplessness. These three feelings are anxiety, sadness, and anger.

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

Circle of Protection

Lesson 3

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Safe vs. Unsafe Behaviour* category cards
- *First Turn/Last Turn* scenarios
- 6 sheets of chart paper *
- Blank sheets of paper *

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(break into 4 sessions)

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



Background

It is important for children to explicitly identify safe adults in their lives to whom they can go for support. Children need to know that in situations where their personal safety is at risk, they need to access an adult for help as opposed to a friend. In dangerous situations, asking a friend for help can place the friend at risk. It is also important for children to know to tell a safe adult if a friend shares information that signals their need for help.

Some children will be able to identify many safe adults in their lives to whom they can go for help. Others may choose one adult, and some may need guidance identifying an adult they could go to for help or share personal information with. It is often assumed that children know who to go to when they need help, but identifying a safe adult can sometimes be confusing for children. When talking to children about safe adults, it's important to talk about what makes an adult safe, what should be told to a safe adult and how to tell a safe adult.



Outcome

Students will know how to identify a safe adult.

Students will identify the safe adults in their lives.

Students will know what to tell to a safe adult.

Students will distinguish between safe and unsafe secrets.

Students will know how to tell something to a safe adult.

Relationships

Lesson 4



Required Materials

- Kids in the Know Safety Meeting PowerPoint slide
- Relationship Characteristics cards
- Relationship Sensory triangle activity sheet
- Chart paper *
- Tape *
- Recipe cards *

Suggested Time: 45 minutes

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



Outcome

Students will distinguish between characteristics of healthy vs. unhealthy relationships.



Background

In an effort to reduce the risk of children being sexually exploited, it is important that they understand healthy and unhealthy relationships. Those looking to sexually exploit children from this age group typically groom them under the guise of friendship or a dating relationship. In order to empower children, they need to be explicitly taught the difference between healthy relationships and unhealthy relationships.

First, students need to be taught about healthy relationships: what they look like, sound like, and feel like. Once consolidated, students need to be taught about unhealthy relationships: what they look like, sound like, and feel like.

SAMPLE

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Healthy vs. Unhealthy Boundaries

Lesson 5

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Be Smart, Strong and Safe* activity booklets (one booklet per student)
- 3, 2, 1 + 1 activity sheet
- Blank sheets of paper *

Suggested Time: 50 minutes

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



Outcome

Students will differentiate between healthy and unhealthy boundaries.

Students will understand that all people deserve dignity and respect.

Students will differentiate between safe and unsafe secrets.

Students will understand how to get help from an adult.

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Background

Respecting people's personal boundaries plays an important role in personal safety. Individuals who present a risk to children will exploit their authority to breach boundaries with children. It is more effective to pay attention to people's behaviour and their respect for boundaries as a measure of safety, as opposed to relying on the traditional safety slogan, "Don't talk to strangers." Children often aren't sure how to re-establish the line if someone, especially an adult, breaks personal boundaries. It is important to explicitly discuss the purpose of boundaries and to encourage children to tell a safe adult about any inappropriate/uncomfortable interactions they experience with adolescents or adults.

Common Lures

Lesson 6



Outcome

Students will know how supervision increases personal safety.

Students will be able to identify high-risk situations and behaviours.

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



Background

Children are raised to respect, trust, and obey adults. Individuals looking to victimize children often use manipulation techniques to gain compliance. Empowering students with personal safety knowledge and helping them anticipate possible unsafe situations and behaviour will increase the likelihood that they will be able to identify and avoid potentially dangerous situations and understand how parent/guardian supervision increases personal safety.

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Lure Names* card
- *Walk About — Common Lures* activity sheet

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- *Lures and Definitions Mix 'n' Match* activity sheet
- *Common Lures* information cards
- *Seven Root Safety Strategies* sheet

- *Common Lures* safety sheet
- *Common Lures* exit slip
- Chart paper *

Suggested Time: 50 minutes

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

Online Safety

Lesson 7



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Life Line* information sheet
- *Online Safety Competition* sheet
- *Online Safety Competition* answer key
- *Life Line* tickets
- *The Gaming Slope* story sheet
- *Recall, Insight, Question 3, 2, 1* sheet

- Sheets of paper *
- Red markers/pens *
- Sticky notes *
- Chart paper *

Suggested Time: 90 minutes

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



Outcome

Students will be able to identify benefits and risks to online communication.

Students will be able to describe safe and unsafe behavior related to online communication.

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Students will be able to recognize personal responsibility in social contexts online.

Students will be able to describe ways to seek help and respond safely in unsafe situations.



Background

Children in this generation have instantaneous communication with the world. With this comes both benefits and risks to personal safety. Children need to be empowered with knowledge and skills so they can use the internet safely.

Babysitters' Safety

Lesson 8

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Seven Root Safety Strategies* sheet
- *Babysitters' Multiple Choice* activity sheet
- *Babysitters' Multiple Choice* answer key
- *Babysitters' Safety* scenario sheet
- *Babysitters' Safety* response sheet
- *Babysitting Tips* sheet
- *Babysitters' Safety* recipe card
- Blank sheets of paper *

Suggested Time: 50 minutes

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



Outcome

Students will know how to make decisions to increase personal safety while babysitting.

Students will know how to respond to potentially unsafe situations.



Background

At this age, many children are interested in taking babysitting courses so they can begin to babysit for families. In addition to preparing to properly care for children, youth also need to learn how to make safe decisions around personal safety. In order to build their safety confidence and competence, they need to learn how to respond safely in various precarious situations they may encounter.

Youth need an opportunity to anticipate a variety of problems that may arise when babysitting, and to practice making decisions to use safe responses that will increase their safety and the safety of the children they are caring for.