

Feelings

Lesson 1



Outcome

Students will learn to identify and label the following feelings:

- Sad
- Happy
- Mad
- Scared
- Surprised

SAMPLE

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Background

Teaching lessons about feelings is an important component in promoting a child's 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 them in reaching out for the

Required Materials

- Kids in the Know Safety Meeting PowerPoint® slide
- Teatree's Feelings poster
- Children's Feelings poster

- Teatree's Feelings worksheet
- Modelling clay *
- Sheets of paper and finger paints *
- Music that expresses or conveys happy, sad, mad, scared, and surprised feelings (optional) *

- Storybook *The Way I Feel* by Janan Cain (optional)*
- Storybook *Big Feelings Come and Go* (optional)*

Suggested Time: 45 minutes

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

Identifying a Grown-up Who 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 a grown-up for help. Some children will be able to identify many grown-ups in their lives who they can go to for help, while others may need help to identify someone.

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
- Teatree and Sahara scenario pictures
- Teatree the Turtle or Makoons the Bear puppet
- A Grown-up Who You Can Go to for Help scenario pictures
- Help Box activity sheet
- Grown-up I Would Go to for Help certificate
- Crayons or markers *

Suggested Time: 30 minutes

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

SAMPLE

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Naming Body Parts

(including private parts)

Lesson 3



Outcome

Students will be able to identify and label their body parts.

Students will be able to identify and label parts of the body that are private.

Students will know who to tell about inappropriate/unsafe touching.



Safety Meeting

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



Presentation

Activate Prior Knowledge



Background

A core component of building children's safety competence is providing them with a standard of measure for what constitutes appropriate/safe vs. inappropriate/unsafe touching.

A second component is teaching children the correct terms for their body parts. This builds safety skills to enhance communication between children and adults. If a child needs to share something that has happened, knowing the correct terms for private body parts reduces their reliance on the idiosyncratic language often used by offenders. For example, it will be clear where the child has been touched (penis vs. snake), been asked to touch (penis vs. lightsaber), or the nature of a game played (touching penis and scrotum vs. playing golf), etc.

© Canadian Centre for Child Protection Inc. All rights reserved. Sample from *Kids in the Know: Kindergarten Lesson* reference sheet. Ask the children: What is in the picture? Explain that the picture is a house and that the house is made up of parts. Ask the children: What are the parts of the house? Responses may include: windows, doors, chimney, roof, walls, and paint. Tell the children that they are right and that all of these parts make up the house.

Explain to the children that we are the same. We are made up of parts and all of our parts make us who we are. Ask the children: What are the parts of our bodies?

Okay and Not Okay Touching

Lesson 4



Outcome

Students will be able to distinguish between appropriate and inappropriate touching.

Students will be able to recognize the difference between safe and unsafe behaviours and situations.

SAMPLE



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Background

It is important to teach children about personal boundaries and what type of touching is okay and not okay. Educators need to help children understand that their bodies belong to them and that no one has the right to touch them.

In order for children to recognize when behaviour is inappropriate and should be told to a grown-up who they can go to for help, discuss with children how secretive touching with a grown-up or teenager is not okay. Due to an increase in child pornography online, it is also important to teach children that secretive picture taking is not okay and must also be told to a grown-up who they can go to for help.

Children need to know that:

- **Any** touching that they are told not to tell about is not okay.
- **Any** picture taking (or pictures they are shown) that they are told not to tell about is not okay.

As there may be guilt associated with sexual exploitation and abuse, children need to understand that it is never their fault.

Children at this age do not understand the concept of a secret as they do not understand abstract concepts. It is important to use concrete language and examples with them.

Regardless of what someone says to try and get kids to keep abuse a secret, it needs to be told to a grown-up who they can go to for help.

Children can be very confused about this type of behaviour as they often know and trust the person who is doing it. They can have very mixed feelings because even though they may not like what the person is doing to them, they may care about the person or enjoy some aspects of the relationship. It is important to send a very clear message during the lesson that it is never their fault if that happens to

The Buddy System

Lesson 5



Outcome

Students will understand the importance of going places in twos/groups/packs/pairs/crews together to increase their personal safety.

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

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Background

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.



Safety Meeting

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



Presentation

Activate Prior Knowledge

Introduce the **Baxter Bunny puppet**. Tell the children that Baxter is five years old and has learned a lot about safety. Baxter wants to share what he learned. Last night Baxter wanted to go to the park. He asked his mom if she would take him to the park. Baxter and his mom went to the park and played.

Ask the children:

Is it okay for Baxter to go to the park with his mom?

Answer: Yes. Baxter's mom is a safe buddy because she can look after him.

SAMPLE

If Asked to Go and Your Parents Don't Know, SHOUT NO!

Lesson 6



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- Hooty the Owl puppet
- *Hooty Knows* storybook
- *Luring* scenarios
- *Sequencing Activity* exit clip
- *About Me* activity sheet
- Cosmo puppet
- *Cosmo Trusts His Instincts* storybook
- Blank sheets of paper *
- Glue *
- Crayons or pencils *
- Red and green sheets of construction paper * (one red and one green per student)

Suggested Time: 30 minutes

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



Outcome

Students will understand the need to check with parents/guardians first before going somewhere or accepting something from someone.



Background

Children are less likely to be victimized if they understand and regularly practice safety strategies. Teach children to check first with a parent or guardian before going somewhere with someone. This concept applies to ALL SITUATIONS, including those involving people who children know.

The concept "don't go, if your parents don't know" encourages children to check first before going somewhere with someone (whether they know them or not), before accepting something from someone, and before changing their plans. If they are unsure and have a question about something, the rule is to check with parents/guardians first.

SAMPLE

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What to Do When Lost

Lesson 7



Required Materials

- Kids in the Know Safety Meeting PowerPoint slide
- Lost in a Store or at a Park scenarios
- Finding Help activity sheet
- Finding Help answer key
- Lost in a Store or at a Park exit slip
- Red and green sheets of construction paper * (one red and one green per student)
- Crayons or pencils *
- Baxter Bunny puppet (optional)

Suggested Time: 40 minutes

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



Outcome

Students will have the skills needed to help reduce their chances of being victimized when lost in a store or at a park.

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

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Background

In a store or at a park, children often become distracted or wander off and become separated from their parents/guardians. It is important for children to learn how to keep themselves safe when lost in a store or at a park. Children are less likely to panic if they know what to do. Knowing what to do and who to approach for help will reduce their chance of victimization.