



Boundary Town School Kids

Child Sexual Abuse & Human Trafficking Prevention

**K-2nd Grade
2025 Fall Submission**

Protective Factors

1 How PCAU's Curriculum promotes and builds protective factors for students:

- **Social Connections**
 - We ask students to identify trusted adults in their lives
 - We connect students to their teachers and school counselors
 - We talk with them about who they know that they can turn to for help
- **Concrete Supports in Times of Need**
 - We talk with students about neglect and what resources exist to meet their needs
 - We connect them with school counselors who can then further connect them to community resources
 - We report any disclosures we receive from students, bringing concerns to the attention of child welfare
- **Resilience**
 - We build resilience with students when we talk with them about body autonomy and encourage them to listen to their own instincts to identify when something is wrong
 - We say repeatedly that if something happens, it is never the child's fault
 - We offer parent nights and ask children to connect with adults who can keep them safe
 - We let students know that their parents are likely doing the very best they can and that the student has a right to be well cared for and loved
- **Knowledge of Child Development**
 - We offer parent nights and allow parents to review the curriculum if they desire
 - Parents are invited to attend the presentations and/or opt their child out of the presentation
 - We have age-appropriate education and times of presentations to accommodate student needs and development
 - We have the ability to provide the information to students with disabilities
- **Social Emotional Competence of Children**
 - We teach students body autonomy
 - We teach children to listen to their "uh oh feeling" or how to recognize when something is wrong
 - We teach them how to say, "no," and how to report when something is wrong
 - We teach the difference between surprises and secrets and which secrets can be kept and which should be told

Positive Childhood Experiences

2 How PCAU's promotes and builds Positive Childhood Experiences

- **The ability to talk with family about feelings**
 - Throughout the curriculum, children are encouraged to talk with their parents about what they have learned and discern between secrets to keep and secrets to tell. They are given examples of things that may produce feelings of shame and embarrassment and encouraged to talk with parents
- **The sense that family is supportive during difficult times**
 - Students are invited to reflect on what it feels like to be safe and encouraged to think of the adults who protect them and keep them safe
- **The enjoyment of participation in community traditions**
 - While this PCE isn't explicit in the content, having students participate in school and in these presentations IS participating in a community tradition
- **Feeling a sense of belonging in high school**
 - This curriculum is for elementary students
- **Feeling supported by friends**
 - Children are taught how to support their friends who may experience abuse or neglect. They are taught that sometimes keeping secrets, even when a friend asks you to, isn't the best way to get help.
- **Having at least two non-parent adults who genuinely cared**
 - Children are asked to think about and identify at least FIVE adults they trust. It helps them to think beyond the obvious and have a deep bench of grownups they can tell when they need support
- **Feeling safe and protected by an adult in the home**
 - Children are asked to think about adults they can trust and then draw a picture and write their names. They take their handouts home and talk with their parents about what they have learned.

For the Trainer

1 Utah's Child Sexual Abuse Laws:

In the state of Utah, Law 62A-4a-403 requires any person who has reason to believe that a child has been subjected to abuse, neglect, or dependency to immediately notify the nearest office of Child and Family Services, a peace officer, or a law enforcement agency. Abuse, neglect, or dependency of a child can be physical, emotional, or sexual.

The child abuse hotline is 1-855-232-3237.

2 You are required to personally make the report. If the child spoke to you directly, then you must make the report yourself, you cannot report it to a supervisor and have them make the call. The supervisor may be present while you make the call for support if needed, but you need to do the talking.

3 If you make a report, and it is investigated and no evidence is found, you will not be held liable because you made the report in good faith and were making sure that the child was safe. Failure to report, however, can have consequences. You can be charged with a Class B Misdemeanor. This law (Utah Code 62A-4a-411) changed in 2021. A person found guilty will likely need to complete community service or complete a program on child abuse prevention.

4 Child abuse crosses all racial and socio-economic groups. As you prepare to teach, keep in mind how your own culture or upbringing may or may not hinder your ability to teach students in an equitable way. Talk with your supervisor if you have specific concerns or if those you are teaching express concerns.

5 In human trafficking prevention, certain traits or behaviors of a child can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are engaged in sexting or have been subjected to sextortion are also at risk. Sextortion is a form of electronic blackmail that usually happens online and can cause stress and problems for the child. Sextortion is when someone threatens to share private or explicit pictures of a person unless that person does what they want (like sending more pictures or giving them money).

6 In human trafficking prevention, vulnerable youth populations include those involved in the Children Juvenile Justice System; Division of Child and Family Services (DCFS) and the foster care system; Also, refugees and immigrant youth; homeless and runaway youth; lesbian, gay, bisexual, or transgender (LGBTQ+) youth; and American Indian and Native Alaskan youth.

Standards/Guiding Principles

1 The following are **guiding principles** adapted from the USBE Standards about our content and things to keep in mind as you present.

This curriculum is in compliance with USBE rule 277-630 and must be administered with fidelity and according to the script in order to adhere to rule and law

2 The materials focus on awareness, prevention, and interruption of child abuse and human trafficking.

3 The materials are age-appropriate and comply with the definition in [Utah Code 53G-9-207 \(a\)\(I\) and \(II\)](#). Instructors should not modify the content or delivery without express written permission of the Executive Director and only with written approval from USBE.

4 The following are strictly prohibited:

- Do not invite students to share personal experiences about abuse during the presentation
- Do not discuss consent. In Utah, no child under the age of 14 can legally consent so that is NOT a topic that will be covered in this curriculum.
- Do not include any sexually explicit language or depictions.
- Do not ask students to role-play where one student play acts the abuser and the other says no.

5 You do not know the histories of students or teachers. Please be sensitive to the fact that there are likely abuse survivors in the room.

6 Highlight what safe and appropriate adult behavior looks like. It should be clear that it is the responsibility for adults to keep children safe. Adults have a legal responsibility not to abuse or exploit children and can be punished for doing so. Modeling appropriate adult behavior is a preferred method of teaching. Children should be taught that they have the right to ask an adult to stop behavior that makes them uncomfortable and that they can report any behavior that concerns them to a trusted adult. Adults should not give gifts to children and expect repayment or something in return.

7 Empower children to listen to and trust their feelings. This includes anything from an uneasy feeling at being alone with an adult, to inappropriate activities that make them feel uncomfortable, as well as inappropriate comments about their body or matters of a sexual nature, and more. When children feel uncomfortable, they should communicate that with an adult they trust, and keep telling trusted adults until they receive help. Children should also tell an adult if they suspect a friend is being abused, trafficked, or exploited in any way. Gut feelings can be an indicator that something is wrong or headed in that direction.

8 The child should think of the adults in their life who they trust so that when a problem arises with them or a friend, they know who they can go to for help.

9 The concept of body ownership is the idea that one is in charge of their own body and may choose how they use their body, including deciding who may and may not touch their body. Include how to recognize and respond to inappropriate activities.

Standards/Guiding Principles Cont.

- 10** If someone tells a child to keep a secret about inappropriate activities, including touching or viewing private body parts, the child can and should tell another adult. Give scenarios to the child that all have the same answer: “Tell an adult you trust!” Include activities to help children outline a safety plan, both physically and verbally.
- 11** Teach children how to recognize general warning signs of a person who may be abusing a child. An adult can be an abuser even if they are in a position of power or trust. Remind children how red flags, or indicators, can help alert adults that something is not right. Children should be taught that no single indicator is necessarily proof of abuse or human trafficking. Recognizing the general signs of an abuser is the first step in identifying those who are potentially being targeted for abuse or trafficking (See minimum standards for examples of general warning signs)
- 12** Cover the concept of grooming. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building trust with a child and the child’s parent(s) or other caregivers, when the intent is to hurt or abuse the child.
- 13** Include activities that help adults recognize red flags, such as what an abuser might say or do at different stages in the grooming process. Point out how grooming might be hard to recognize at first, that grooming often happens at a gradual pace, and that the red flags may escalate over time. Some red flags for you to be aware of and explain to the teacher and counselor are:
- Fake trustworthiness – pretending to be the child’s friend in order to gain their trust.
 - Fake romantic relationship – providing false feelings of love and affection.
 - Testing boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.), making the child feel extra special and telling them they are their favorite.
 - Touch – Over time, touch progresses from regular, mostly comfortable non-sexual touch, to “accidental” touch of private parts, then to explicit sexual touching.
 - Intimidation – using fear, embarrassment, or guilt to keep a child from telling anyone, or threatening to hurt them or their family members and friends.
 - Sharing sexual material – capitalizing on a child’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc. of a sexual nature.
 - Breaking rules – encouraging a child to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future.
 - Drugs and alcohol – Giving the child drugs and/or alcohol, as an incentive or in exchange for engaging in sexual acts, or as a way to make the child less able to stop the abuse because they are under the influence.
 - Communicating secretly – texting, emailing, or calling without parent knowledge; also visiting them at school or work unexpectedly, or dropping by the school or home when they’re outside playing. Parents do not know about the visits and the visits happen frequently and consistently. The child is told to keep the visits a secret.
 - Blaming and confusing – making the child feel responsible for the abuse or what could happen to the child, his/her family, or the abuser if the child tells anyone.
 - Giving gifts—abusers may give gifts and then expect a repayment or may make the child feel like they owe the abuser in some way.

Standards/Guiding Principles Cont.

- 14** Teach children how technology can contribute to abuse and/or human trafficking. Give examples of appropriate and responsible behavior regarding technology use, and examples of behaviors that may put the child at risk to be in unsafe situations or that may lead to abuse or human trafficking.
- 15** Help children design a safety plan. The safety plan should cover both a physical safety plan (what the physical boundaries are of the child) and verbal safety plan (such as a safe word the child can say to a parent when the child feels unsafe) and provide various examples on what to do in dangerous situations.
- 16** Children should be provided with necessary tools to recognize when and how they should report something to a trusted adult. Help the child create a reporting plan that is clear and concise. Questions they should be able to answer include: What do you do if you suspect someone is being abused or trafficked, or if it is happening to you? What are the specific names you can write down today of adults you know you can trust to help you?
- 17** Cover what a child should do if they suspect a friend is being abused. If one suspects a friend is being abused, one of the most powerful things to do is to check with the friend about their feelings and encourage them to express concerns to an adult they can trust. (See minimum standards for examples of actions that the child may take)
- 18** Cover reasons why the child should report if a friend discloses abuse. Telling an adult who can help about suspected abuse can lead to protecting the person being abused. You care about your friend and want him/her to be safe. No one deserves to be abused or afraid.
- 19** Educate students about how to have safe interactions with others through electronic means, as well as the risks of sharing personal information and images. Give strategies to identify inappropriate electronic requests and how to address those situations.
- 20** We use the Protective Factor Framework and Positive Childhood Experiences to shape and guide our content. See above for more details. PFs and PCEs increase the well-being of children and families and protect against harm.
- 21** PCAU's materials demonstrate an understanding of Utah code as it applies to providing child sexual abuse prevention instructional materials to students. The materials also do not have inconsistencies with Utah's laws in regard to child sexual abuse (Utah Code 53E-9-302) or the code related to child sexual abuse prevention instructional materials.
- 22** PCAU's materials cover, in an age-appropriate way, that any sexual act towards a child is not safe or appropriate, whether it is done by an adult towards a child or by a child towards another child. There are situations where the child may not feel uncomfortable, but it is still considered abuse. The material should focus on the inappropriate behavior of the sexual act and not the feelings generated in the child to define abuse or inappropriate interactions.

Standards/Guiding Principles Cont.

- 23** In an age-appropriate manner, define sexual abuse. Sexual abuse is defined in Utah Code, section 80-1-102 and includes acts or attempted acts of sexual intercourse, sodomy, incest, or molestation by an adult directed towards a child. It also includes acts or attempted acts by a child towards another child under certain conditions defined in the law.
- 24** Remind children that they have the right to say “no” in any situation that makes them feel unsafe or uncomfortable, and have them practice saying no.
- 25** Abuse can and does happen to anyone regardless of age, gender, race, etc. Most often an abuser is someone the child knows and trusts.
- 26** Children who have been sexually abused may likely feel the abuse is somehow their fault and that they brought it on themselves or encouraged it in some way. It is important to teach that responsibility falls on the adult who committed the acts and that as children they are in no way to blame for the abuse.
- 27** In an age-appropriate manner, teach the concept that abusers can be anyone. Sometimes, abusers can be people that use their positions of power and trust to get close to children in order to abuse them. The person may be a respected and admired member of society and may be charming and charismatic. Abusers can be a family member, relative, friend, neighbor, community leader, celebrity, teacher, coach, clergy or church leader, and even an older child living in the home or neighborhood. It can also be a child the same age as the child being abused. A person they like or care for deeply could still hurt them.
- 28** Abuse can happen anywhere and at any time. It generally happens in places where it is easy to be alone with a child and when there is some assurance that the abuse will not be seen, discovered, or interrupted by others. It can happen anywhere, such as in the child’s home, a friend’s home, at school, outside, in a car, bathroom, locked room, in dark areas or areas protected from view, on social media, etc. There is no specific time of day that abuse happens, although children may be more vulnerable when they are tired or asleep. It is important to emphasize that it is not the child’s fault if they find themselves in a place or situation where it is easy for an adult to abuse them. The responsibility falls on the adult who committed the acts and that as children they are in no way to blame.
- 29** Provide students with examples of signs of abuse or ways that children can be impacted by inappropriate contact. Examples of warning signs may include (but are not limited to) the following: • Fear, sadness, mood changes, problems sleeping, acting out, isolating themselves, keeping to themselves more than usual, refusing to be left alone with certain people, they emphasize keeping secrets, they have a sudden decline in grades and/or they stop participating in activities that they normally love. • Emphasize that if a friend reports to them that they may be experiencing abuse, they should tell a trusted adult. This is not breaking a promise. It is being a good friend so that their friend is safe and is not hurt. • If a child notices that a friend is acting differently than normal, encourage them to check in on that friend.

Standards/Guiding Principles Cont.

30 PCAU's materials demonstrate an understanding of Utah code as it applies to providing the material to students. The content does not have inconsistencies with Utah's laws in regard to human trafficking or the code related to human trafficking prevention instructional materials, including the following: • Utah Code 53E-9-203 Activities prohibited without prior written consent - Validity of consent -Qualifications -Training on implementation. • Utah Code 76-5-308 Human trafficking for labor. • Utah Code 76-5-308.5 Human trafficking of a child -- Penalties. • Utah Code 76-5-309 Benefitting from trafficking and human smuggling -- Penalties. • Utah Code 76-5-310 Aggravated human trafficking -- Penalties. • Utah Code 76-5-311 Human trafficking of a vulnerable adult -- Penalties. • Understanding human trafficking as a form of abuse: Curriculum content should include both sex and labor trafficking. See Utah Code 78A-6-105, which specifies the definition of "Abuse".

31 In an age-appropriate manner, cover the concept of human trafficking. Human trafficking is a form of abuse and modern-day slavery in which traffickers use force, fraud, or coercion to control those they abuse for the purpose of engaging in commercial sex acts or labor services against their will. Children who are exploited for commercial sex acts or for labor are unwilling subjects of human trafficking, even if force, fraud, or coercion are not used to compel their participation in those acts. It may be helpful to explain force, fraud, and coercion in an age-appropriate way.

32 Our materials cover concepts for both sex trafficking and human trafficking in an age-appropriate manner. • Sex trafficking means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such act has not attained 18 years of age. Note: A child (under 18) cannot consent to any form of commercial sex. Thus, exchanging anything of value (money, food, water, shelter, controlled substances, a ride, etc.) for sex with a minor is a form of human trafficking where the minor is always the victim. • Labor trafficking means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for labor or services, using force, fraud, or coercion. (See Utah Code 76-5-308). Note: Labor trafficking can occur at industrial facilities, sweatshops, households, agricultural enterprises, even in the child's own home, or any other workplace. The key question is whether the labor was obtained using force, fraud, or coercion. Examples of labor trafficking situations may include (but are not limited to) when a child: • is not permitted and/or is physically restrained from leaving their work environment or from quitting to find another job. • shows signs of physical abuse or injury from the employer. • appears to be fearful of or under the control of the person who employs them. • is afraid of being handed over to the authorities due to threats of the employer. • is forced to work under a threat of violence. • is forced to work by the employer as a way of repaying a loan or services that the employer has provided or will provide to the child or the child's family (such as travel or immigration services). • has their movements and freedom restricted by their employer. • is kept isolated and prevented from getting help. • has their activities restricted and monitored closely. • is escorted or guarded by associates of the traffickers. • is not allowed to have access to their own documents, such as a birth certificate, passport, or visa. • is not provided payment for work. • is not provided a safe work conditions or an environment free of physical, mental, and emotional threats and coercion. • is not permitted to "work off" a debt, or the debt is continuously added to so it becomes impossible to work off. • is forced to work long or late hours. • is consistently not provided regular breaks, as required by labor law. Examples of what is not labor trafficking of a child may include (but are not limited to) when a child is asked by their parent to: • help with chores in their home • work on their home work • assist with yard work

Standards/Guiding Principles Cont.

33 In addition to the general warning signs that a person may be abusing a child (outlined in section I), the information should focus on teaching children how to recognize specific warning signs that a friend or peer has possibly been or is being trafficked or exploited. Children should be taught that no single indicator is necessarily proof of human trafficking. Recognizing the signs is the first step in identifying those who are potentially being subjected to trafficking. Emphasize that if a friend reports to them, they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). This is not breaking a promise. It is being a good friend, so their friend is safe and is not hurt. If a child notices that a friend is acting differently than normal, encourage them to check in on that friend. Examples of general warning signs of human trafficking may include (but are not limited to) the following: • Emotional signs: fear, sadness, mood changes, problems sleeping, acting out, isolating themselves, keeping to themselves more than usual, refusing to be left alone with certain people, they emphasize keeping secrets, they have a sudden decline in grades and/or they stop participating in activities that they normally love. • Physical signs: an attempt to conceal scars, bruises, or other signs of maltreatment. They may also be “branded” with tattoos. They may present as hungry or malnourished. They may act uncomfortable with showing skin, or they may be inappropriately dressed based on weather conditions or surroundings. They may also show up with new or expensive clothing, revealing clothing, jewelry, or other items (such as phones or makeup) and not be able to explain where they came from, OR they may say they were “gifts”. They may have to take unexplained calls and have to leave at a moment’s notice. They may also be seen with adults that they introduce as their “boyfriend” or “girlfriend”. They seem to be very controlled by adults and they are afraid to make the adult angry or upset.

34 Human trafficking can happen to anyone. Most often the trafficker is someone the child knows or has met (in the real world or online) and feels they can trust them. Children who have been trafficked may feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as children they are in no way to blame.

35 Discuss certain traits or behaviors of a child can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are engaged in sexting or have been subjected to sextortion are also at risk. Sextortion is a form of electronic blackmail that usually happens online and can cause stress and problems for the child. Sextortion is when someone threatens to share private or explicit pictures of a person unless that person does what they want (like sending more pictures or giving them money).

Standards/Guiding Principles Cont.

- 36** Vulnerable child populations include children with medical needs or special needs. Children involved in the juvenile justice system, Division of Child and Family Services (DCFS) and the foster care system; refugees and immigrant children; homeless and runaway children; and children who may have a gender identity or sexual orientation that may put them at greater risk; and American Indian/Native Alaskan children.
- 37** Children should learn rules that keep them safe from people, places, and situations that make them feel scared, uncomfortable, or confused. Remind children they have the right to say “no” in any situation that makes them feel unsafe, and they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Children should learn skills to get them out of situations as fast as possible when the person, place, or situation makes them feel scared, uncomfortable, or confused.
- 38** In our work on the Utah Trafficking In Persons Task Force, we have learned that the most effective way to report when Trafficking is suspected is to call the child abuse reporting hotline. Other actions an adult might take to report a suspected trafficking or exploitation may include (but are not limited to) the following: • Emergency call 911. • Utah Human Trafficking Tip line: 801-200-3443. The Utah Human Trafficking Tip Line is a 24-hour tip line run by the Utah Attorney General’s office. Call the tip line to report human trafficking. Leave a detailed message, along with your contact information, and an investigator from the SECURE Strike Force will return your call. • National Human Trafficking Hotline: 888-373-7888 or text 233733 (BEFREE). National Human Trafficking Hotline: The National Human Trafficking Hotline is a national, toll-free hotline, available to answer calls, texts, and live chats from anywhere in the United States, 24 hours a day, 7 days a week, in more than 200 languages. The National Hotline’s mission is to connect human trafficking victims and survivors to critical support and services to get help and stay safe, and to equip the anti-trafficking community with the tools to effectively combat all forms of human trafficking. The National Hotline offers round-the-clock access to a safe space to report tips, seek services, and ask for help. • Internet Crimes Against Children (ICAC) Tip line: 801-281-1211 or email ICAC. Utah Attorney General’s Internet Crimes Against Children Task Force is a multi-jurisdictional task force that investigates and prosecutes individuals who use the Internet to exploit children.
- 39** In Utah, sexual abuse is defined in Utah Code, section 80-1-102 and includes acts or attempted acts of sexual intercourse, sodomy, incest, or molestation by an adult directed towards a child. It also includes acts or attempted acts by a child towards another child under certain conditions defined in the law.

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About

- 1** Prevent Child Abuse Utah's Human Trafficking and Child Abuse Prevention curricula were designed to satisfy the standards created by the Utah State Board of Education. The curricula are scaffolded to introduce concepts at developmentally appropriate levels. The goal of the program is to ensure that all standard criteria have been met by the time students exit secondary school.
- 2** This curriculum is also adapted for students with disabilities or special needs. For mild and moderate disabilities, our instruction in the mainstream classroom uses teaching methods conducive to all different learning types. Accommodations can be made for Spanish speaking students, including a student handout in Spanish. For severe disabilities, instructors can modify the curriculum by blowing up pictures, and using fewer words. Asking questions can gauge the student's level of understanding. Teachers can often help navigate the level of instruction that should be used and ensure the instruction suits each student's Individualized Education Program.
- 3** Students with disabilities, particularly those who are non-verbal, are statistically proven to be more vulnerable to child abuse. This training can help them learn how to advocate for themselves and understand what is appropriate.

Kindergarten/First Grade Curriculum Overview (One 30-minute Session)

- 1 Before the presentation:**
 - Learn the name of the school counselor or social worker so that you can use their name in the presentation when talking about school counselors as trusted adults. If the school counselor is sitting in on the presentation show the students who they are
 - Give the teacher an Evaluation Form to be filled out and returned after class
 - Ask the teacher to have the students sit at the rug, or carpet
 - Invite the teacher or counselor to briefly share thoughts/feelings at the end of the presentation about what has been discussed. Ask them to offer support and help to the students if they need it (the purpose of this time is to include the teacher and/or counselor as part of the prevention team, so students feel comfortable talking to them about concerns of abuse)

- 2 Materials needed:**
 - Powerpoint/Slides
 - Safety Sarus
 - Secrets to keep vs secrets to tell game (popsicle sticks)
 - K-1 worksheet

- 3 Students will:**
 1. Understand everyone has a right to protect their body;
 2. Realize that when someone hurts a child on purpose, it is not the child's fault;
 3. Describe appropriate versus inappropriate behaviors relative to:
 - physical abuse,
 - sexual abuse;
 4. Recognize differences between secrets to tell and secrets to keep;
 5. Learn the Three Safety Rules for protecting themselves;
 6. Identify, draw, and write names of five people they could tell if someone was hurting them and they needed help

Introduction

1 Rapport Building:

(Greet students warmly; introduce yourself to the class. Let students know that you are there to teach them how to keep their bodies safe. Explain what your time together will look like. Set behavior expectations for the class. Simple rules like raising your hand if you would like to answer a question, saving stories for the end of class, being respectful about what we talk about today etc. Doing this will help with classroom management, and if anything happens during the presentation you can remind the students of the rules that you have.)

2 Safety Rules

Ask/Discuss:

Q: Raise your hand if you have a body? How many of you have a body?

A: (Act relieved) Oh good, we all have bodies! (the children will most likely laugh)

Explain: We want to keep our bodies safe, so we follow these things called safety rules. For example: How many of us look both ways before we cross a street? (Kids should raise their hands) That's a great safety rule to follow! I want to hear about some of the rules that you follow to keep your body safe.

Slide #2 House & School

Ask/Discuss:

Q: What are some safety rules that you follow at home to help keep your body safe?

A: Don't answer the door for strangers, don't play with sharp objects, etc.

Q: What about safety rules for here at school?

A: Make sure to walk in the hallways, play nice at recess, keep hands and feet to ourselves, etc.

Q: Why do we have these rules in place?

A: To help keep our bodies, and other kids bodies safe

Explain: We follow these rules to help make sure that our bodies are staying safe. So, today we are going to learn a few extra rules to keep our bodies even safer!

Who Owns Our Body?

1 ***Explain:*** I'm going to show you some pictures. Show me a thumbs up if the kids in the picture look safe, happy, and healthy, or a thumbs down if you think they look unsafe or unhappy.

Slide # 3: Grandma Hugging Child

Ask/Discuss:

Q: Is this picture a thumbs up or a thumbs down?

A: Right this is a thumbs up!

Q: What is happening in this picture?

A: The boy in the picture is hugging his grandma

Q: How do you think the little boy feels in this picture?

A: Good, happy, safe, loved.

2 ***Explain:*** Some of us might like hugs, but are we going to want a hug all the time from every person? No, some people might not like hugs either, and that's okay! If our body doesn't feel safe with a hug or with being touched, we can always say things like "Not right now," "No Thank you," or "How about a fist-bump or a high-five instead?" It's not mean or rude, because we own our bodies! So if this boy didn't feel like a hug what could he say to his grandma?

Ask/Discuss:

Q: So if this boy didn't feel like a hug from his Grandma, what could he say?

A: No, not right now, I need some space, maybe later, etc.

Q: Is that mean to say?

A: Not at all! We own our bodies, and grownups should be here to help keep our bodies safe, happy, and healthy.

3 It's the grownups' job to keep children safe and not to hurt children. When or if grownups hurt children, they can get in trouble. You can ask a grownup to stop any behavior that makes you uncomfortable and you can tell another grownup anytime you are worried about how someone is acting with you.

4 Some things grownups can do to keep kids safe are: giving high-fives (like we talked about before), giving you space when you ask for it, not touching you - we'll talk more about that later, not being alone with you, having a parent with you or having your parent close by, keeping the door open where others are around.

5 Some things that grown ups may do that may not keep you safe are: forcing hugs or other touching, showing inappropriate things to you, sharing a lot of things about them with you, paying a lot of attention to only you and no one else, telling jokes about private things, inviting you to come with them or be alone with them, talking with you when your parents don't know about it.

Friend Body Safety

1 Slide #4: Friends High Fiving

Ask/Discuss

Q: Is this picture a thumbs up or a thumbs down?

A: Right, this picture is a thumbs up!

Q: What is happening in this picture?

A: They are giving each other a high five

Q: How are these children feeling?

A: Happy and excited. They look like they're having a good time!

2 Explain: These two friends were outside at recess playing when the girl asked the boy for a hug. The boy said "No thanks, I don't really feel like a hug right now. How about a high five instead?" So she gave him a high five! She knows that he owns his body/ That's what friends and trusted adults do. They know that we own our bodies and they are here to help keep our bodies safe, happy, and healthy.

Online Safety

1 Slide #5: Child Playing Video Games with Parent

Ask/Discuss:

Q: Is this a thumbs up or a thumbs down?

A: A thumbs up

Q: What is happening in this picture?

A: A child is playing video games asked an adult for help)

Explain: This child is playing their video game! Sometimes our grownups have rules for us to follow online because we want to keep our bodies safe in person, and online! To keep our bodies safe we don't talk to online strangers or chatbots. We don't give our phone numbers, addresses, personal information, or show pictures to anyone online. We never want to keep anything that we do on screens a secret. If something is making us feel uncomfortable, we feel like it's wrong, or someone is asking us for our information, favors, or pictures, we always want to go tell a trusted grownup. Not only does it keep our bodies safe, it can also help other kids too!

Safe Chores (Labor Trafficking)**1 Slide #6: Child Doing Dishes**

Ask/Discuss:

Q: Is this a thumbs up or a thumbs down?

A: A thumbs up

Q: What is happening in this picture?

A: Doing dishes, doing chores, helping at the house

2 Explain: This child's family just finished their dinner, and their chore is to do dishes. It helps them be responsible! But, should kids have to go to work, no? Children can be asked to do chores, but children shouldn't be responsible or forced to work for money.

Bullies**1 Slide #7: Bully****Ask/Discuss:****Q: Is this a thumbs up or a thumbs down?****A:** A thumbs down!**Q: What is happening in this picture?****A:** One boy is hurting another boy. He is acting like a bully.**Q: How do you think the boy who is being hurt feels?****A:** Sad, angry, scared**Q: Can only certain kids be bullied or hurt by others?****A:** No. It can happen to any child anywhere.

2_ Explain: Someone who is being mean to our bodies could be called a bully. Bullies might think they are the boss of our bodies, but is that true? No. But sometimes bullies may say mean things about our bodies or may hurt our bodies. Anyone can hurt us; young kids, older kids, boys, girls, and grownups.

Keeping Our Bodies Safe

1 Slide #8: Angry Adult

Explain: Just like bullies can hurt kids, grown-ups can hurt children too. These grownups can even be someone that we know and love. Anyone could choose to hurt a child. It could be a family member, another child, a relative, neighbor, teacher, coach, or a church leader. Sometimes people we love and know are the ones who hurt us. These grownups might hit a child on their body hard enough to leave marks like bruises or broken bones.

Ask/Discuss:

Q: Is it okay for grown-ups to hit children hard enough to leave bruises or broken bones on purpose?

A: No, it is NEVER okay for grown-ups such as parents, stepparents, or neighbors to hit a child on their body hard enough to leave marks like bruises or broken bones.

Q: Would it ever be a child's fault if they were being hurt by a grownup on purpose?

A: No, never. It will never be a child's fault, even if it feels like it is.

Slide #9: Safety Saurus

2 Explain: So today we are going to learn about how to keep our bodies safe from kid bullies and grownup bullies. No matter where we are! To help us out with that, I have my friend Safety Saurus.

Q: Has anyone ever met Safety Saurus Before?

Explain: Safety is this giant dinosaur who travels around with me to help teach kids about how to keep their bodies safe! Now he's so big, he has to shrink down into a puppet. Right now, he's sleeping in my bag. He did tell me that he would love to meet you at the end of the presentation!

Q: Would you like to meet him too?

Explain: Perfect! Let's make sure that we're sitting up straight, raising our hands, and listening really well so that way we can have time to meet him at the end! (This is a good reminder tool to use for if the kids are starting to lose focus or are calling out.) Before we meet Safety though, he has a couple stories he would like for me to share about him and his friends and how they kept their bodies safe.

Oscar's Story

1 Slide #10: Oscar's Story

Explain: When Safety Saurus was little, he and his best friend, Oscar, were playing at Oscar's house. Oscar's Mom told Safety Saurus and Oscar that they had to be very quiet so that she could take a nap because she had a headache.

Safety and Oscar told her that they would stay quiet and started to play with their cars and racetrack. It wasn't long before they found themselves making all sorts of racing noises. In fact, they got really loud with their racing noises because Oscar's mother walked in with a mean look on her face.

They were being too loud, and they woke her up. Oscar's mother grabbed a piece of the racetrack and hit Oscar over and over with it. Safety Saurus was so scared that he ran back to his house. The next day at school, Oscar had bruises on his arm where his mother had hit him.

This really scared Safety Saurus, and made him sad for his friend. He wasn't sure what he should do. He wasn't sure if he should keep this secret, or if he should tell.

Slide #11: Secrets to Keep vs Secrets to Tell

2 Explain: Let's talk about the difference between secrets to keep and secrets to tell. Let's talk about secrets to keep. Secrets to keep are things that make us feel happy, excited, and fun! Like, a surprise! Surprises are here to make us or others feel safe, happy, and fun! Surprises should never hurt someone. Secrets to keep, just like surprises, should always come out at the end!

Ask/Discuss:

Q: Have you ever had a surprise, & how did that make you feel?

A: It made me feel happy and excited

Q: When you kept this secret was anybody getting hurt?

A: No.

Q: Did the surprise come out at the end?

A: Yes, they got their gift, we had a party, etc.

3 Explain: So secrets to keep make us feel happy, excited, and fun!... but secrets to tell? Those make us feel sad, scared, or confused. They give us what we call the **Uh-Oh Feeling**. The Uh-Oh feeling is that feeling you get in your stomach like when you see something scary on tv, have a nightmare, or go through a haunted house. It's our body's way of telling us "uh oh! Something is not right!" Have you ever had an Uh-Oh feeling? So if our body is telling us that something is wrong or that we feel scared or uncomfortable, should we keep that a secret? No! We don't like the Uh-Oh feeling, so we want to get rid of it. The best way to do that is, to go tell a trusted grownup!

Oscar's Story Cont.

1 Ask/Discuss:

Q: So, right now Safety's friend Oscar is being hurt so hard that he's getting bruises. Is this a secret that Safety should keep? Or a secret that he should tell?

A: Safety should tell this secret. He is feeling sad and scared and Oscar is getting hurt

Q: Does that make Safety a Tattle Tale?

A: Tattling is just to get someone in trouble for no good reason and telling is to get help for a real problem.

2 Explain: Finally, Safety Saurus decided he should tell his mom. She was sad for Oscar but glad that Safety Saurus had told her. She told Safety Saurus that it was not okay for Oscar's mother to hit him with the track hard enough to leave a mark. Then she told Safety Saurus that it was too big of a problem for him to solve and that he did the right thing by telling a grown-up. Big problems need big people to help.

Ask/Discuss:

Q: If Safety Saurus didn't tell his Mom would that be a secret to keep or a secret to tell?

A: A secret to tell, Oscar is getting hurt and he feels scared.

Q: What might happen if Safety kept it a secret that Oscar was getting hurt?

A: Oscar's mom might keep hurting him.

Q: If Oscar told, is he a tattletale?

A: No, Safety had a real problem and needed a grownup's help!

Katy's Story

1 Explain: Now we know that sometimes kid bullies or grownup bullies can say mean things or hurt our bodies leaving bruises, cuts, or scrapes. We are going to talk about another way that people might hurt children and we're going to do that with another story about a different friend of Safety's, her name is Katy, and she has a secret.

2 **Slide #13: Katy's Story (Sexual Abuse)**

Ask/Discuss:

Q: Look at Katy's face. How do you think Katy Feels?

A: Accept answers such as scared, or sad

Explain: You are right. She does feel sad. She feels that way because a grownup that she knows is hurting her and they gave her this scooter so that she would keep it a secret. Katy's secret is that someone is touching her on the private parts of the body.

3 **Slide #14: Swimsuit**

Explain: The private parts of the body are covered by a swimsuit. No one should ever touch a child anywhere a swimsuit covers or force a child to show their private parts. There are 3 times an adult might need to see or touch where a swimsuit covers:

1. Changing a baby's diaper
2. Helping a child go to the restroom or get changed because they cannot do it by themselves or children who need some extra help.
3. For a medical or safety reason like at a doctor's office.

4 **Slide #15: Katy (Grooming)**

Explain: So let's check. Is Katy a baby? No. Does Katy need help changing or going to the restroom? Nope, she can do that by herself. Is Katy at the doctor's office? No. So it's not okay for anyone to be touching where a swimsuit covers.

Ask/Discuss:

Q: So what should Katy do? Should she keep this secret or tell?

A: Tell!

Q: The person gave her a scooter and made her promise not to tell. Does she have to keep that promise?

A: No. It is okay to break a promise about secrets. Secrets need to be told to get help.

Q: If a grown-up is hurting a child, is it the child's fault?

A: No. It's the grown-up's fault. It will never be a child's fault. Even if it feels like it is

Katy's Story Cont.

Slide #16: Katy & Her Teacher

1 Explain: So Katy told her teacher. Her teacher said she was brave and was so glad she said something. If someone asks to see or touches you on the private parts of the body, asks you to see or forces you to touch them on the private parts of their body, or leaves a mark on your body it isn't right, and you need to tell someone. You can create a safety plan with the grownups you trust in your life. It can include what they will do to keep you safe and what you will do to get help. It can also include a word that only you and your grownups know that tells them you are scared or need help.

There are some things that grownups can look for to keep us safe from something happening like what happened to Katy and we can help them by pointing these things out if they happen to us. Adult or older children might do things like be too interested in you, more than other people usually are. They might try to do things alone with you - where others can't see or hear you. They might give you gifts. They might text or call you or say inappropriate things. They might try to get you to do things like hugs, kisses, or tickles when you don't want to. They might show you things that frighten you or make you feel uncomfortable or weird. They might try to make you keep secrets. And they might try to make you do things for them. These are all things we should talk to our trusted adults about if they are happening.

A grownup or older child might slowly build trust over time with you before anything happens. That is another thing you can look out for.

Safety Rules: Uh Oh Feeling

1 Slide #17: The Uh Oh Feeling

Explain: The first safety rule is to listen to the uh oh feeling. This is the warning from your body that tells you to stay away from danger. Uh oh feelings can make us feel sad, worried, or scared, nervous, upset, or uncomfortable. Uh Oh feelings might make our hearts beat fast or make our hands sweaty. Sometimes our body knows it's not safe before our mind does. If our body is telling us it feels scared or uncomfortable, we want to listen to it! We don't have to wait for something bad to happen!

Ask/Discuss:

Q: Do you think the stuff we have talked about today only happens to the people in these stories?

A: No. The truth is, it could happen to anybody, anywhere! That's why we want to talk about it today, so that you can remember what to do if it ever happens to you, or somebody that you know.

2 *Explain:* The way we remember the safety rules is by doing a chant. It starts off like this "Listen to the uh oh feeling" Let's see how well we can say that out loud. Say it in a strong voice, but not yelling. Let's do it on the count of three. One, two, three: "Listen to the uh oh feeling!" Great job! *(Have the children repeat the first safety rule a couple of times to help them remember it. You can have Safety Saurus clap and tell them good job when they say it well.)*

Safety Rules: Say No

1 Slide #18: Say No

Explain: The next safety rule is to say no. If an adult was hurting you in one of the ways we talked about today, say no in a strong voice. That way they know you're serious and you don't like what's going on. And if anyone is nearby, they can hear you and come and help. We are the person who owns our body so we can say no to any time someone, a kid or adult, is touching our bodies or saying things making our bodies feel uncomfortable or scared. There are many different ways to say "No". Even if we are too scared to say "No." we can always think "No" too.

Ask/Discuss:

Q: If an adult makes you feel scared and uncomfortable, what are some ways that you could say no to them?

A: Leave me alone, I don't like it when you do that, don't touch me.

Q: Is it okay to say no to an adult if they are trying to hurt you?

A: Yes.

Q: Who remembers what the first safety rule was?

A: Listen to the uh oh feeling

Q: If our body didn't feel safe being touched or with a hug, what's a way that we can say no?

A: No Thank you, Not right now, stop, no, etc.

Q: Is it rude to say no?

A: Not at all!

2 ***Explain:*** Good job! We are going to combine our two safety rules and say them together, it will sound like this, "Listen to the uh oh feeling, say no!" Let's put them together and say this out loud on the count of three. One, two, three: "Listen to the uh oh feeling, say no!" (*Have students repeat both safety rules a couple of times to help them remember.*)

Safety Rules: Go Tell

1 Slide #19: Go Tell

Explain: The next safety rule is go tell. That is the best way to get rid of the Uh-Oh feeling! Anytime that we have a secret to tell, or someone is hurting our body or making it feel uncomfortable, we don't want to keep that inside. We want to go tell! But who should we tell? A trusted grownup

2 Explain: A trusted adult is someone who is over 18 years old, and who knows that a child owns their body, & helps to keep the child's body safe. It is an adult's job to help keep a child safe. If we go tell an adult that our bodies are being hurt or that we feel uncomfortable, those adults should help us. A trusted adult should never make you keep secrets that make you feel sad, scared or uncomfortable. Trusted adults can be anyone! We're all going to have different trusted adults, and that's okay! As long as you feel safe talking to yours, that's what is important.

Slide #20: 5 Trusted Adults

3 Explain: I want you to close your eyes, and I want you to think about some of the trusted adults in your life that you could talk to if you had an Uh-Oh Feeling. These adults can be someone in your family, maybe it's a Mom, Dad, Aunt, Uncle, etc. Someone here at school: Teacher, Counselor, Principal, etc. Or someone else in your life like a neighbor, babysitter, coach, friends mom or dad, etc.

4 Explain: You said so many trusted adults! These are all trusted adults that we can talk to if we get uh oh feelings, or if someone is hurting us. A trusted adult is an adult who knows that a child owns their body, & helps to keep the child's body safe. A trusted adult should never make you keep secrets that make you feel scared or uncomfortable.

Ask/Discuss:

Q: What should you do if the grown up you told didn't believe you?

A: Keep telling other adults until you get the help you need.

Q: What if one of these people was the one hurting you or making you feel uncomfortable? What could you do?

A: Tell a different trusted adult. Sometimes the ones who seem like they are our trusted adult are the ones that are hurting us. Because this could happen from any of these people. If that is the case, you want to keep telling different trusted adults until you get the help that you need.

Q: What's the difference between tattling and going to tell?

A: Tattling is just to get someone in trouble for no good reason, telling is to get someone help for a real problem.

Q: What if we think a friend is being hurt. Should we keep that a secret?

A: No, we should go tell an adult! If one of your friends tells you they are being hurt or if you think they might be being hurt. and they will know what to do. You can let your friend know they are important to you and that if someone is hurting them, it is not their fault. Listen to your friend and believe them. Get help.

5 Explain: If anyone makes you feel unsafe or confused or gives you an uh-oh feeling whether you know them or not you need to tell a trusted adult. Even if the person doing it says that you shouldn't, and even if it is someone you love. We can even come up with a safe word to use with our trusted adults, so that way they know if we use that certain word they understand we are feeling uncomfortable and may not be able to ask for help right now.

Review

1

Slide #21: Safety Rules

Explain: Alright, now that we know all 3 of our rules, let's say all of the safety rules together! Remember to use a loud strong voice, but don't yell. Let's try it on the count of three. One, two, three: "Listen to the uh oh feeling, say no, go tell!" Great job!

2

Slide #22: Safety Plan

(Pass Out K-1 Worksheets and show the students)

Explain: This is your Safety Plan to help you remember what we've talked about. You are going to draw the face and/or write down the names of five trusted adults who could help you if you or a friend ever had a problem and needed help. Once you are done, you can color the front.

Adults keep kids safe but adults can also hurt children so that is why it is important to know FIVE adults you can talk to when you need to. Sometimes adults may notice "red flags" when something is wrong. Some kids might seem sad or not doing the things they normally do. But other times, there are no signals at all that something is happening. The only way to know for sure that an adult knows what is going on is to tell them. You'll know you have told the right grownup when you get help and get safe

*(Pass the handouts to the children, and send them to their desks to work on it. Walk around and help students with spelling and help keep them on task. **If you have run out of time, you can leave the handout with the teacher to do with the students later in the day).***

3

Our Family Safety Plan

Your trusted grownups want you to be safe so one of them will always know why and when you will be alone with an adult or older child. Pick a word that only you and your trusted adult know that you can say when something doesn't feel right or if a grownup, older child, someone online, or a chatbot makes you feel uncomfortable or weird. Your body belongs to you and you get to decide. You have a right not to be hurt. You can talk to the adults you trust to get help. You understand the difference between secrets to keep and secrets to tell. This worksheet is one you can work on with your parents at home.

4

Conclusion

(Have the students repeat all of the safety rules three or four times until the students can say them on their own. Once you have finished the safety rules, ask if any students may have any questions before you leave. Once answered, you can also share that they can talk with their trusted adults if any other questions come up after you are gone.)

You can now bring out Safety Saurus for the kids to meet. Ask them if they have any jokes for safety to help him feel better. Then ask if they can sing the safety rules song for Safety one last time before I go. Let's say them on the count of three. One, two, three: "Listen to the uh oh feeling, say no, go tell!" Great job everyone! Remember the safety rules and take your handouts home to talk about what you learned with your family.

(Gather supplies and the evaluation from the teacher)

Second Grade Curriculum
(Two 30-minute sessions on consecutive days)

1 Before the presentation:

- Learn the name of the school counselor or social worker so that you can use their name in the presentation when talking about school counselors as trusted adults. If the school counselor is sitting in on the presentation show the students who they are
- Give the teacher an Evaluation Form to be filled out and returned after class
- Invite the teacher or counselor to briefly share thoughts/feelings at the end of the presentation about what has been discussed. Ask them to offer support and help to the students if they need it (the purpose of this time is to include the teacher and/or counselor as part of the prevention team, so students feel comfortable talking to them about concerns of abuse).

2 Materials needed:

- Flipbook
- Book: Not in Room 204
- Tic Tac Toe questions
- 2nd grade worksheet

Day 1 Objectives

3 Students will:

1. Understand everyone has a right to protect his/her body;
2. Realize that when someone hurts a child on purpose, it is not the child's fault;
3. Describe appropriate versus inappropriate behaviors relative to:
 - physical abuse,
 - sexual abuse;
4. Recognize differences between secrets to tell and secrets to keep

Day 2 Objective

Students will:

5. Learn the Three Safety Rules for protecting themselves;
6. Practice the Three Safety Rules when presented with scenarios;
7. Develop their own Personal Safety Plan that includes specific names, phone numbers, and strategies for getting help.

Introduction

1 Rapport Building:

(Greet students warmly; introduce yourself to the class. Let students know that you are there to teach them how to keep their bodies safe. Explain what your time together will look like. Set behavior expectations for the class. Simple rules like raising your hand if you would like to answer a question, saving stories for the end of class, being respectful about what we talk about today etc. Doing this will help with classroom management, and if anything happens during the presentation you can remind the students of the rules that you have.)

2 Safety Rules

Ask/Discuss:

Q: Raise your hand if you have a body? How many of you have a body?

A: (Act relieved) Oh good, we all have bodies! (the children will most likely laugh)

Explain: We want to keep our bodies safe, so we follow these things called safety rules. For example: How many of us look both ways before we cross a street? (Kids should raise their hands) That's a great safety rule to follow! I want to hear about some of the rules that you follow to keep your body safe.

Slide #2 House & School

Ask/Discuss:

Q: What are some safety rules that you follow at home to help keep your body safe?

A: Don't answer the door for strangers, don't play with sharp objects, etc.

Q: What about safety rules for here at school?

A: Make sure to walk in the hallways, play nice at recess, keep hands and feet to ourselves, etc.

Q: Why do we have these rules in place?

A: To help keep our bodies, and other kids bodies safe

Explain:: We follow these rules to help make sure that our bodies are staying safe. So, today we are going to learn a few extra rules to keep our bodies even safer!

Who Owns Our Body?

1 ***Explain:*** I'm going to show you some pictures. Show me a thumbs up if the kids in the picture look safe, happy, and healthy, or a thumbs down if you think they look unsafe or unhappy.

Slide # 3: Grandma Hugging Child

Ask/Discuss:

Q: Is this picture a thumbs up or a thumbs down?

A: Right this is a thumbs up!

Q: What is happening in this picture?

A: The boy in the picture is hugging his grandma

Q: How do you think the little boy feels in this picture?

A: Good, happy, safe, loved.

2 ***Explain:*** Some of us might like hugs, but are we going to want a hug all the time from every person? No, some people might not like hugs either, and that's okay! If our body doesn't feel safe with a hug or with being touched, we can always say things like "Not right now," "No Thank you," or "How about a fist-bump or a high-five instead?" It's not mean or rude, because we own our bodies! So if this boy didn't feel like a hug what could he say to his grandma?

Ask/Discuss:

Q: So if this boy didn't feel like a hug from his Grandma, what could he say?

A: No, not right now, I need some space, maybe later, etc.

Q: Is that mean to say?

A: Not at all! We own our bodies, and grownups should be here to help keep our bodies safe, happy, and healthy.

Friend Body Safety

1 Slide #4: Friends High Fiving

Ask/Discuss

Q: Is this picture a thumbs up or a thumbs down?

A: Right, this picture is a thumbs up!

Q: What is happening in this picture?

A: They are giving each other a high five

Q: How are these children feeling?

A: Happy and excited. They look like they're having a good time!

2 Explain: These two friends were outside at recess playing when the girl asked the boy for a hug. The boy said "No thanks, I don't really feel like a hug right now. How about a high five instead?" So she gave him a high five! She knows that he owns his body/ That's what friends and trusted adults do. They know that we own our bodies and they are here to help keep our bodies safe, happy, and healthy.

3 It's the grownups' job to keep children safe and not to hurt children. When or if grownups hurt children, they can get in trouble. You can ask a grownup to stop any behavior that makes you uncomfortable and you can tell another grownup anytime you are worried about how someone is acting with you.

4 Some things grownups can do to keep kids safe are: giving high-fives (like we talked about before, giving you space when you ask for it, not touching you - we'll talk more about that later, not being alone with you, having a parent with you or having your parent close by, keeping the door open where others are around.

5 Some things that grown ups may do that may not keep you safe are: forcing hugs or other touching, showing inappropriate things to you, sharing a lot of things about them with you, paying a lot of attention to only you and no one else, telling jokes about private things, inviting you to come with them or be alone with them, talking with you when your parents don't know about it.

Online Safety

1 Slide #5: Child Playing Video Games with Parent

Ask/Discuss:

Q: Is this a thumbs up or a thumbs down?

A: A thumbs up

Q: What is happening in this picture?

A: A child is playing video games asked an adult for help)

Explain: This child is playing their video game! Sometimes our grownups have rules for us to follow online because we want to keep our bodies safe in person, and online! To keep our bodies safe we don't talk to online strangers or chatbots. We don't give our phone numbers, addresses, personal information, or show pictures to anyone online. We never want to keep anything that we do on screens a secret. If something is making us feel uncomfortable, we feel like it's wrong, or someone is asking us for our information, favors, or pictures, we always want to go tell a trusted grownup. Not only does it keep our bodies safe, it can also help other kids too!

Safe Chores (Labor Trafficking)**1 Slide #6: Child Doing Dishes**

Ask/Discuss:

Q: Is this a thumbs up or a thumbs down?

A: A thumbs up

Q: What is happening in this picture?

A: Doing dishes, doing chores, helping at the house

2 Explain: This child's family just finished their dinner, and their chore is to do dishes. It helps them be responsible! But, should kids have to go to work, no. Children can be asked to do chores, but children shouldn't be responsible or forced to work for money.

Bullies

1 **Slide #7: Bully**

Ask/Discuss:

Q: Is this a thumbs up or a thumbs down?

A: A thumbs down!

Q: What is happening in this picture?

A: One boy is hurting another boy. He is acting like a bully.

Q: How do you think the boy who is being hurt feels?

A: Sad, angry, scared

Q: Can only certain kids be bullied or hurt by others?

A: No. It can happen to any child anywhere.

2_ Explain: Someone who is being mean to our bodies could be called a bully. Bullies might think they are the boss of our bodies, but is that true? No. But sometimes bullies may say mean things about our bodies or may hurt our bodies. Anyone can hurt us; young kids, older kids, boys, girls, and grownups.

Keeping Our Bodies Safe

1 Slide #8: Angry Adult

Explain: Just like bullies can hurt kids, grown-ups can hurt children too. These grownups can even be someone that we know and love. Anyone could choose to hurt a child. It could be a family member, another child, a relative, neighbor, teacher, coach, or a church leader. Sometimes people we love and know are the ones who hurt us. These grownups might hit a child on their body hard enough to leave marks like bruises or broken bones.

Ask/Discuss:

Q: Is it okay for grown-ups to hit children hard enough to leave bruises or broken bones on purpose?

A: No, it is NEVER okay for grown-ups such as parents, stepparents, or neighbors to hit a child on their body hard enough to leave marks like bruises or broken bones.

Q: Would it ever be a child's fault if they were being hurt by a grownup on purpose?

A: No, never. It will never be a child's fault, even if it feels like it is.

Slide #9: Safety Saurus

2 *Explain:* So today we are going to learn about how to keep our bodies safe from kid bullies and grownup bullies. No matter where we are! To help us out with that, I have my friend Safety Saurus.

Q: Has anyone ever met Safety Saurus Before?

Explain: Safety is this giant dinosaur who travels around with me to help teach kids about how to keep their bodies safe! Now he's so big, he has to shrink down into a puppet. Right now, he's sleeping in my bag. He did tell me that he would love to meet you at the end of the presentation!

Q: Would you like to meet him too?

Explain: Perfect! Let's make sure that we're sitting up straight, raising our hands, and listening really well so that way we can have time to meet him at the end! (This is a good reminder tool to use for if the kids are starting to lose focus or are calling out.) Before we meet Safety though, he has a couple stories he would like for me to share about him and his friends and how they kept their bodies safe.

Oscar's Story

1 Slide #10: Oscar's Story

Explain: When Safety Saurus was little, he and his best friend, Oscar, were playing at Oscar's house. Oscar's Mom told Safety Saurus and Oscar that they had to be very quiet so that she could take a nap because she had a headache.

Safety and Oscar told her that they would stay quiet and started to play with their cars and racetrack. It wasn't long before they found themselves making all sorts of racing noises. In fact, they got really loud with their racing noises because Oscar's mother walked in with a mean look on her face.

They were being too loud, and they woke her up. Oscar's mother grabbed a piece of the racetrack and hit Oscar over and over with it. Safety Saurus was so scared that he ran back to his house. The next day at school, Oscar had bruises on his arm where his mother had hit him.

This really scared Safety Saurus, and made him sad for his friend. He wasn't sure what he should do. He wasn't sure if he should keep this secret, or if he should tell.

Slide #11: Secrets to Keep vs Secrets to Tell

2 Explain: Let's talk about the difference between secrets to keep and secrets to tell. Let's talk about secrets to keep. Secrets to keep are things that make us feel happy, excited, and fun! Like, a surprise! Surprises are here to make us or others feel safe, happy, and fun! Surprises should never hurt someone. Secrets to keep, just like surprises, should always come out at the end!

Ask/Discuss:

Q: Have you ever had a surprise, & how did that make you feel?

A: It made me feel happy and excited

Q: When you kept this secret was anybody getting hurt?

A: No.

Q: Did the surprise come out at the end?

A: Yes, they got their gift, we had a party, etc.

3 Explain: So secrets to keep make us feel happy, excited, and fun!... but secrets to tell? Those make us feel sad, scared, or confused. They give us what we call the Uh-Oh Feeling. The Uh-Oh feeling is that feeling you get in your stomach like when you see something scary on tv, have a nightmare, or go through a haunted house. It's our body's way of telling us "uh oh! Something is not right!" Have you ever had an Uh-Oh feeling? So if our body is telling us that something is wrong or that we feel scared or uncomfortable, should we keep that a secret? No! We don't like the Uh-Oh feeling, so we want to get rid of it. The best way to do that is, to go tell a trusted grownup!

Oscar's Story Cont.

1 Ask/Discuss:

Q: So, right now Safety's friend Oscar is being hurt so hard that he's getting bruises. Is this a secret that Safety should keep? Or a secret that he should tell?

A: Safety should tell this secret. He is feeling sad and scared and Oscar is getting hurt

Q: Does that make Safety a Tattle Tale?

A: Tattling is just to get someone in trouble for no good reason and telling is to get help for a real problem.

2 Explain: Finally, Safety Saurus decided he should tell his mom. She was sad for Oscar but glad that Safety Saurus had told her. She told Safety Saurus that it was not okay for Oscar's mother to hit him with the track hard enough to leave a mark. Then she told Safety Saurus that it was too big of a problem for him to solve and that he did the right thing by telling a grown-up. Big problems need big people to help.

Ask/Discuss:

Q: If Safety Saurus didn't tell his Mom would that be a secret to keep or a secret to tell?

A: A secret to tell, Oscar is getting hurt and he feels scared.

Q: What might happen if Safety kept it a secret that Oscar was getting hurt?

A: Oscar's mom might keep hurting him.

Q: If Oscar told, is he a tattletale?

A: No, Safety had a real problem and needed a grownup's help!

Katy's Story

1 ***Explain:*** Now we know that sometimes kid bullies or grownup bullies can say mean things or hurt our bodies leaving bruises, cuts, or scrapes. We are going to talk about another way that people might hurt children and we're going to do that with another story about a different friend of Safety's, her name is Katy, and she has a secret.

2 **Slide #13: Katy's Story (Sexual Abuse)**

Ask/Discuss:

Q: Look at Katy's face. How do you think Katy Feels?

A: Accept answers such as scared, or sad

Explain: You are right. She does feel sad. She feels that way because a grownup that she knows is hurting her and they gave her this scooter so that she would keep it a secret. Katy's secret is that someone is touching her on the private parts of the body.

3 **Slide #14: Swimsuit**

Explain: The private parts of the body are covered by a swimsuit. No one should ever touch a child anywhere a swimsuit covers or force a child to show their private parts. There are 3 times an adult might need to see or touch where a swimsuit covers:

4. Changing a baby's diaper
5. Helping a child go to the restroom or get changed because they cannot do it by themselves or children who need some extra help.
6. For a medical or safety reason like at a doctor's office.

4 **Slide #15: Katy (Grooming)**

Explain: So let's check. Is Katy a baby? No. Does Katy need help changing or going to the restroom? Nope, she can do that by herself. Is Katy at the doctor's office? No. So it's not okay for anyone to be touching where a swimsuit covers.

Ask/Discuss:

Q: So what should Katy do? Should she keep this secret or tell?

A: Tell!

Q: The person gave her a scooter and made her promise not to tell. Does she have to keep that promise?

A: No. It is okay to break a promise about secrets. Secrets need to be told to get help.

Q: If a grown-up is hurting a child, is it the child's fault?

A: No. It's the grown-up's fault. It will never be a child's fault. Even if it feels like it is

Katy's Story Cont.**Slide #16: Katy & Her Teacher**

1 *Explain:* So Katy told her teacher. Her teacher said she was brave and was so glad she said something. If someone asks to see or touches you on the private parts of the body, asks you to see or forces you to touch them on the private parts of their body, or leaves a mark on your body it isn't right, and you need to tell someone. You can create a safety plan with the grownups you trust in your life. It can include what they will do to keep you safe and what you will do to get help. It can also include a word that only you and your grownups know that tells them you are scared or need help.

There are some things that grownups can look for to keep us safe from something happening like what happened to Katy and we can help them by pointing these things out if they happen to us. Adult or older children might do things like be too interested in you, more than other people usually are. They might try to do things alone with you - where others can't see or hear you. They might give you gifts. They might text or call you or say inappropriate things. They might try to get you to do things like hugs, kisses, or tickles when you don't want to. They might show you things that frighten you or make you feel uncomfortable or weird. They might try to make you keep secrets. And they might try to make you do things for them. These are all things we should talk to our trusted adults about if they are happening.

A grownup or older child might slowly build trust over time with you before anything happens. That is another thing you can look out for.

Not in Room 204

Slides: Not in Room 204

1 ****At this point, students may start to get restless. To get their wiggles out, consider doing head, shoulders, knees, and, toes in different ways, or doing some quick stretches, jumping jacks, or running in place before moving onto the next section****

2 Explain: We are going to read a book called “Not in Room 204”. It is a story that is similar to Katy’s story. In this book, a girl named Regina is being touched on the private parts of her body by her father. You won’t see that happen in the book, but I want you to pay attention to how that makes Regina feel and who she talks with to get help.

3 *(Read the book to the children while showing them the pictures, if the classroom has a document camera you can use that to project the images onto the screen for the children to get a better look. After you are done reading, ask the following questions to help the children process what they’ve heard.)*

Ask/Discuss:

Q: What is Regina’s Secret?

A: Her father has been touching her on the private parts of her body

Q: Who is touching her on the private parts of her body?

A: Her father

Q: Is it Regina’s fault that she’s been touched on her private parts? Is it ever a kid’s fault that they’re touched on the private parts of their body?

A: No, it is always the grown up’s fault

Q: What does her teacher say when she tells her?

A: “I know exactly what to do

Q: Why do you think it was hard for Regina to talk to someone?

A: She loves her Dad, doesn’t want her dad to get in trouble, afraid that her mom will get mad if she tells, afraid of causing trouble in the family, she think/feels like it’s her fault

Q: Do you think that things like this happen in real life?

A: Yes, and that’s why we should talk about them with the grown-ups in our lives

4 Conclusion

Explain: Regina talked to Mrs. Salvador to get help. It is so important to know who the trusted adults in our lives are. Tonight when you go home, I want you to think of five adults who you could talk to if you or someone you know was being hurt in the ways we’ve talked about today. Tomorrow when I come back we will play a game to review everything we’ve talked about today, so try to remember it as best as you can! We’ll also go over some safety rules and do some activities! Before I leave do you have any questions? *(Answer questions before leaving.)*

Day 2: Review Game

1 **Rapport:** *Greet students warmly; introduce yourself to the class for those who might not remember, explain what your time together will look like and review behavior expectations.*

2 **Tic Tac Toe Review Game**

Explain: We are going to play a game to review all of the things that we discussed yesterday. I'm certain you've played this game before.

Draw a tic-tac-toe grid on the board.

Explain: We are going to play tic tac toe. To win you need to get three x's or o's in a row, but our rules are going to be a little different.

Number the boxes 1-9

Explain: I am going to split you into two teams, one team will be team X the other will be team O. When it is your team's turn, you will pick the box with the number on it that matches where you want your team to go. I will ask your team a question that matches that box and if your team gets it right, you get your X or O in the spot. You get two chances to get the answer right.

(Split the children into teams. This can easily be done by splitting the room down the middle.)

Explain: To decide who goes first, I am going to pick one person who is sitting quietly at their desk to come up and do rock paper scissors. Whoever wins will get to decide if their team is X's or O's and their team will go first.

(Call one student from each team up to do rock paper scissors. You can decide whether you want them to do best out of three or just one round. Ask whoever wins which team they would like to be, and tell the students that that team will go first. Send the two students back to their desks and begin the game.)

(Remind students to raise hands if they want to pick a spot or answer. Choose one child to select the spot and a different one to answer. If the answer is correct, put an X or O in the box. You can decide whether or not to let the other team steal the question if the students get the question incorrect. If you think the class won't handle stealing of questions well, simply ask the whole class the question, discuss it, and move on. You can play two rounds of tic tac toe if they are handling the game well. If they are rambunctious, play one and move on.)

Explain: Wow! I am so impressed with how much you remembered from yesterday! Let's now go over safety rules so that we know how to keep ourselves and our friends safe!

Safety Rules: Uh Oh Feeling

1 Slide #17: The Uh Oh Feeling

Explain: The first safety rule is to listen to the uh oh feeling. This is the warning from your body that tells you to stay away from danger. Uh oh feelings can make us feel sad, worried, or scared, nervous, upset, or uncomfortable. Uh Oh feelings might make our hearts beat fast or make our hands sweaty. Sometimes our body knows it's not safe before our mind does. If our body is telling us it feels scared or uncomfortable, we want to listen to it! We don't have to wait for something bad to happen!

Ask/Discuss:

Q: Do you think the stuff we have talked about today only happens to the people in these stories?

A: No. The truth is, it could happen to anybody, anywhere! That's why we want to talk about it today, so that you can remember what to do if it ever happens to you, or somebody that you know.

2 ***Explain:*** The way we remember the safety rules is by doing a chant. It starts off like this "Listen to the uh oh feeling" Let's see how well we can say that out loud. Say it in a strong voice, but not yelling. Let's do it on the count of three. One, two, three: "Listen to the uh oh feeling!" Great job! *(Have the children repeat the first safety rule a couple of times to help them remember it. You can have Safety Saurus clap and tell them good job when they say it well.)*

Safety Rules: Say No

1 Slide #18: Say No

Explain: The next safety rule is to say no. If an adult was hurting you in one of the ways we talked about today, say no in a strong voice. That way they know you're serious and you don't like what's going on. And if anyone is nearby, they can hear you and come and help. We are the person who owns our body so we can say no to any time someone, a kid or adult, is touching our bodies or saying things making our bodies feel uncomfortable or scared. There are many different ways to say "No". Even if we are too scared to say "No." we can always think "No" too.

Ask/Discuss:

Q: If an adult makes you feel scared and uncomfortable, what are some ways that you could say no to them?

A: Leave me alone, I don't like it when you do that, don't touch me.

Q: Is it okay to say no to an adult if they are trying to hurt you?

A: Yes.

Q: Who remembers what the first safety rule was?

A: Listen to the uh oh feeling

Q: If our body didn't feel safe being touched or with a hug, what's a way that we can say no?

A: No Thank you, Not right now, stop, no, etc.

Q: Is it rude to say no?

A: Not at all!

2 ***Explain:*** Good job! We are going to combine our two safety rules and say them together, it will sound like this, "Listen to the uh oh feeling, say no!" Let's put them together and say this out loud on the count of three. One, two, three: "Listen to the uh oh feeling, say no!" (*Have students repeat both safety rules a couple of times to help them remember.*)

Safety Rules: Go Tell

1 Slide #19: Go Tell

Explain: The next safety rule is go tell. That is the best way to get rid of the Uh-Oh feeling! Anytime that we have a secret to tell, or someone is hurting our body or making it feel uncomfortable, we don't want to keep that inside. We want to go tell! But who should we tell? A trusted grownup

2 Explain: A trusted adult is someone who is over 18 years old, and who knows that a child owns their body, & helps to keep the child's body safe. It is an adult's job to help keep a child safe. If we go tell an adult that our bodies are being hurt or that we feel uncomfortable, those adults should help us. A trusted adult should never make you keep secrets that make you feel sad, scared or uncomfortable. Trusted adults can be anyone! We're all going to have different trusted adults, and that's okay! As long as you feel safe talking to yours, that's what is important.

Slide #20: 5 Trusted Adults

3 Explain: I want you to close your eyes, and I want you to think about some of the trusted adults in your life that you could talk to if you had an Uh-Oh Feeling. These adults can be someone in your family, maybe it's a Mom, Dad, Aunt, Uncle, etc. Someone here at school: Teacher, Counselor, Principal, etc. Or someone else in your life like a neighbor, babysitter, coach, friends mom or dad, etc.

4 Explain: You said so many trusted adults! These are all trusted adults that we can talk to if we get uh oh feelings, or if someone is hurting us. A trusted adult is an adult who knows that a child owns their body, & helps to keep the child's body safe. A trusted adult should never make you keep secrets that make you feel scared or uncomfortable.

Ask/Discuss:

Q: What should you do if the grown up you told didn't believe you?

A: Keep telling other adults until you get the help you need.

Q: What if one of these people was the one hurting you or making you feel uncomfortable? What could you do?

A: Tell a different trusted adult. Sometimes the ones who seem like they are our trusted adult are the ones that are hurting us. Because this could happen from any of these people. If that is the case, you want to keep telling different trusted adults until you get the help that you need.

21

Q: What's the difference between tattling and going to tell?

A: Tattling is just to get someone in trouble for no good reason, telling is to get someone help for a real problem.

Q: What if we think a friend is being hurt. Should we keep that a secret?

A: No, we should go tell an adult! If one of your friends tells you they are being hurt or if you think they might be being hurt. and they will know what to do. You can let your friend know they are important to you and that if someone is hurting them, it is not their fault. Listen to your friend and believe them. Get help.

5 Explain: If anyone makes you feel unsafe or confused or gives you an uh-oh feeling whether you know them or not you need to tell a trusted adult. Even if the person doing it says that you shouldn't, and even if it is someone you love. We can even come up with a safe word to use with our trusted adults, so that way they know if we use that certain word they understand we are feeling uncomfortable and may not be able to ask for help right now.

Review

1

Slide #21: Safety Rules

Explain: Alright, now that we know all 3 of our rules, let's say all of the safety rules together! Remember to use a loud strong voice, but don't yell. Let's try it on the count of three. One, two, three: "Listen to the uh oh feeling, say no, go tell!" Great job!

2

Slide #22: Safety Plan

(Pass Out K-1 Worksheets and show the students)

Explain: This is your Safety Plan to help you remember what we've talked about. You are going to draw the face and/or write down the names of five trusted adults who could help you if you or a friend ever had a problem and needed help. Once you are done, you can color the front.

Adults keep kids safe but adults can also hurt children so that is why it is important to know FIVE adults you can talk to when you need to. Sometimes adults may notice "red flags" when something is wrong. Some kids might seem sad or not doing the things they normally do. But other times, there are no signals at all that something is happening. The only way to know for sure that an adult knows what is going on is to tell them. You'll know you have told the right grownup when you get help and get safe

*(Pass the handouts to the children, and send them to their desks to work on it. Walk around and help students with spelling and help keep them on task. **If you have run out of time, you can leave the handout with the teacher to do with the students later in the day).***

3

Our Family Safety Plan

Your trusted grownups want you to be safe so one of them will always know why and when you will be alone with an adult or older child. Pick a word that only you and your trusted adult know that you can say when something doesn't feel right or if a grownup, older child, someone online, or a chatbot makes you feel uncomfortable or weird. Your body belongs to you and you get to decide. You have a right not to be hurt. You can talk to the adults you trust to get help. You understand the difference between secrets to keep and secrets to tell. This worksheet is one you can work on with your parents at home.

4

Conclusion

(Have the students repeat all of the safety rules three or four times until the students can say them on their own. Once you have finished the safety rules, ask if any students may have any questions before you leave. Once answered, you can also share that they can talk with their trusted adults if any other questions come up after you are gone.)

You can now bring out Safety Saurus for the kids to meet. Ask them if they have any jokes for safety to help him feel better. Then ask if they can sing the safety rules song for Safety one last time before I go. Let's say them on the count of three. One, two, three: "Listen to the uh oh feeling, say no, go tell!" Great job everyone! Remember the safety rules and take your handouts home to talk about what you learned with your family.

(Gather supplies and the evaluation from the teacher)

Utah Code

Utah child sexual abuse prevention law

[UT Code 53G-9-207](#)

Utah child abuse reporting law

[UT Code 53E-6-701](#)

Utah safe harbor law for child victims of sex trafficking

[UT Criminal Code 76-10-1315](#)

Utah law prohibiting human trafficking of children

[UT Criminal Code 76-5-308.5](#)

Utah laws prohibiting sexual abuse of a child

[UT Criminal Code 76-5-404.1](#)

[UT Criminal Code 76-5-404.3](#)

Utah law governing student privacy

[UT Code 53E-9-203](#)

Utah law about benefitting from trafficking and human smuggling

[UT Criminal Code 76-5-309](#)

Utah law defining aggravating human trafficking

[UT Criminal Code 76-5-310](#)

Man Utah law about human trafficking of a vulnerable adult

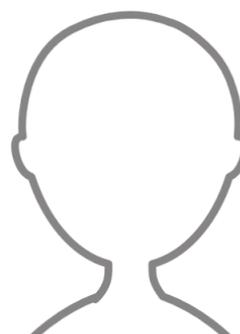
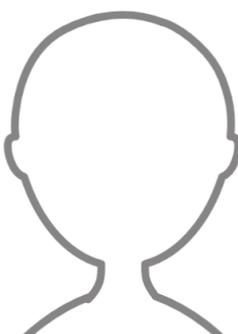
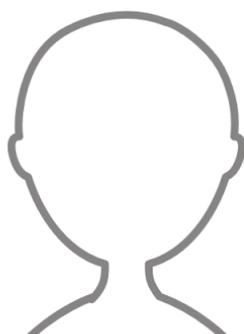
[UT Criminal Code 76-5-311](#)

Utah law defining abuse

[UT Criminal Code 76-5-109](#)

TRUSTED ADULTS

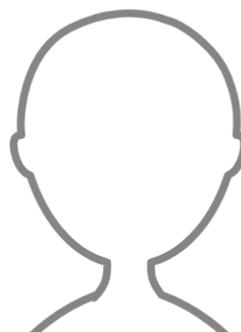
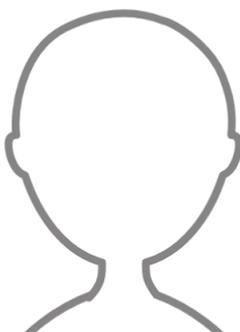
Write names and draw pictures of five trusted adults you could talk with if you get an "Uh Oh Feeling".



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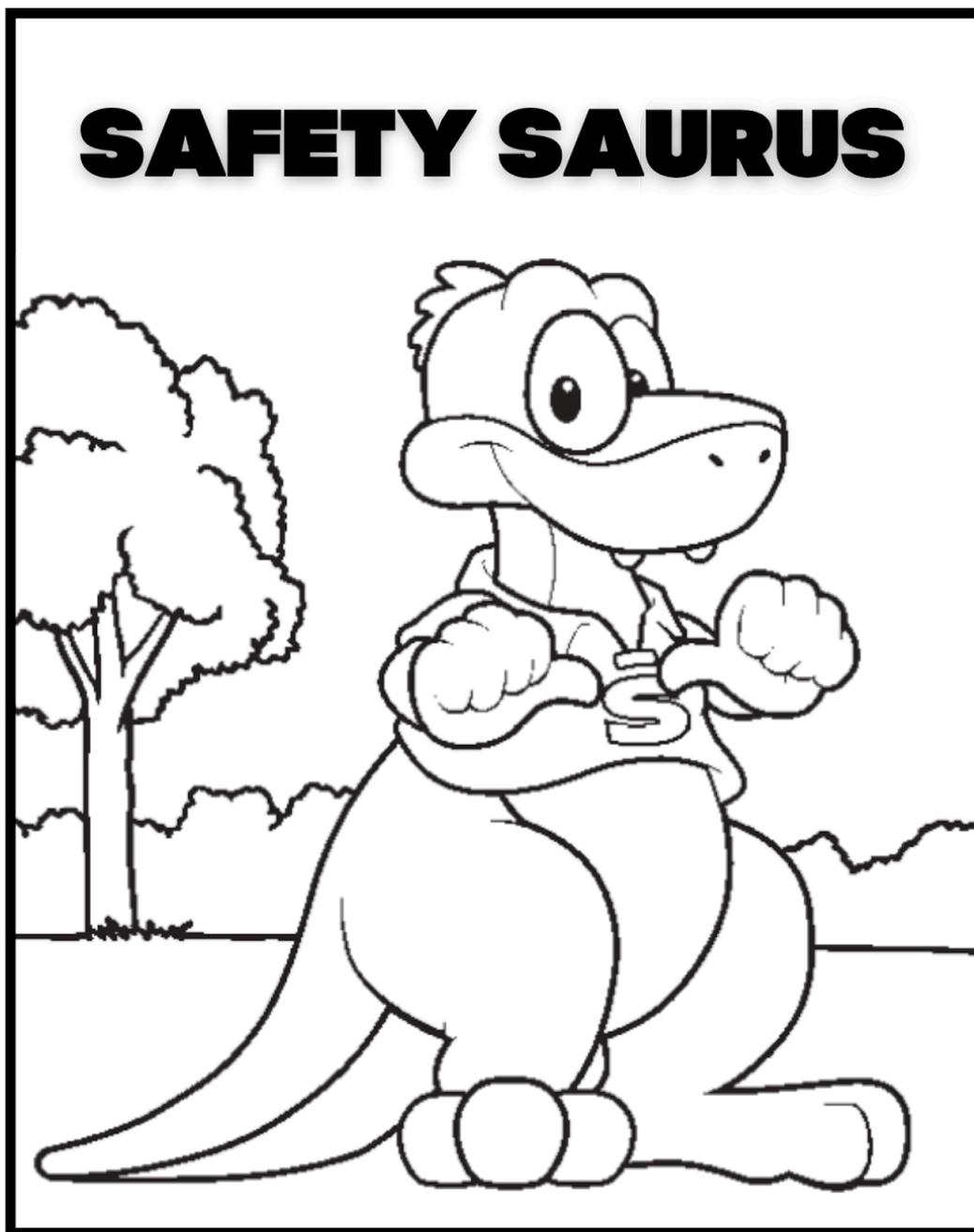


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Keep telling until you get the help that you need!

Name: _____



SAFETY SAURUS

Remember the safety rules! Listen to the Uh-oh Feeling, Say No, Go Tell!

2ND GRADE**1**

How would someone feel if they had a secret to tell?

2

When a grownup hurts a child, is it the child's fault or the grownup's?

3

Is it ever okay for kids to hurt other kids?

4

Is it ever okay for grownups to hurt children so hard that it leaves bruises or broken bones?

5

What are the 3 times it might be okay for someone to touch a child on the private parts of their body?

6

Who did Regina talk with to get help?

7

Who does your body belong to?

8

What was Regina's secret?

9

Should we ever keep the "Uh Oh Feeling" a secret?

2ND GRADE**1**

If someone makes you promise to keep a secret that makes you feel sad, do you have to keep it?

2

What was one of the rules in Room 204?

3

The private parts of the body are covered by a what?

4

What's a safety rule you follow to keep your body safe?

5

What would happen if Safety didn't tell someone about what happened to Oscar?

6

What's the difference between tattling and telling?

7

How do you feel when you have a secret to keep, like a surprise?

8

Why do you think it was hard for Regina to talk to someone?

9

What kind of marks did Oscar have on his arm?

ADULTOS DE CONFIANZA

Escribe los nombres y dibuja las caras de cinco adultos con los que tú puedas hablar si tienes un sentimiento de oh-oh



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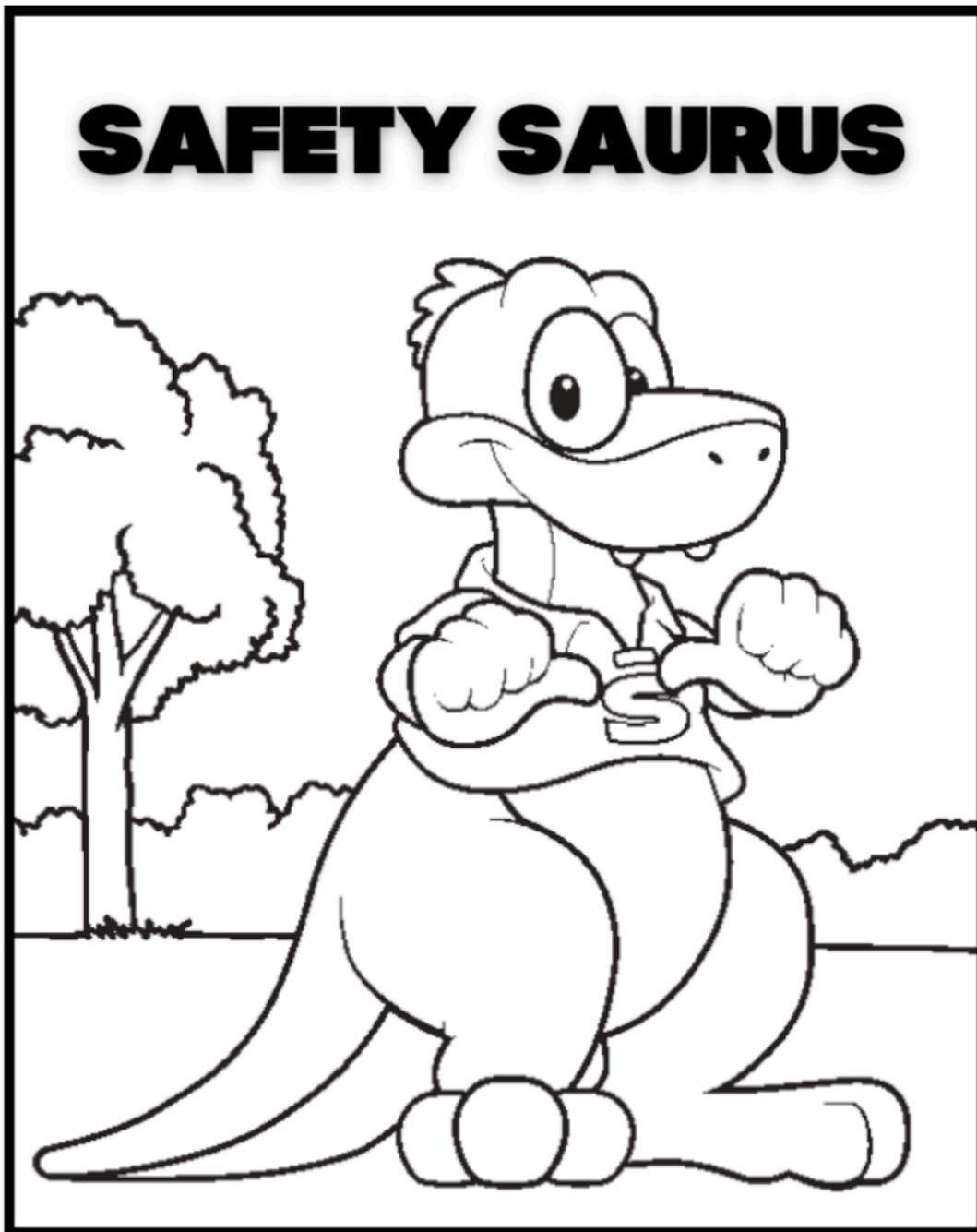


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¡Sigue diciéndolo hasta que tengas la ayuda que tu necesitas!

Nombre: _____



¡Recuerda las reglas de seguridad! Escucha a tu sentimiento de oh-oh, di No, ve y dilo.



FOR EMERGENCIES CALL 911

OUR FAMILY SAFETY PLAN

As a family, discuss and decide safety rules together and fill them in below. Post this list in a location where everyone can see it, and review the rules often, so no one forgets! Be sure to talk about them with caregivers and other family members and friends who will be in the home.

Some ideas could be: Two babysitters at a time, babysitters do not give baths, no sleepovers, a family password when being picked up by someone, computers are in a public place in the house...

SAFETY RULES OF OUR FAMILY

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

#6 _____

#7 _____

#8 _____

#9 _____

#10 _____

THESE RULES HAVE BEEN SHARED WITH:

_____	_____	_____	_____
Name	Date	Name	Date
_____	_____	_____	_____
Name	Date	Name	Date

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BODY SAFETY!

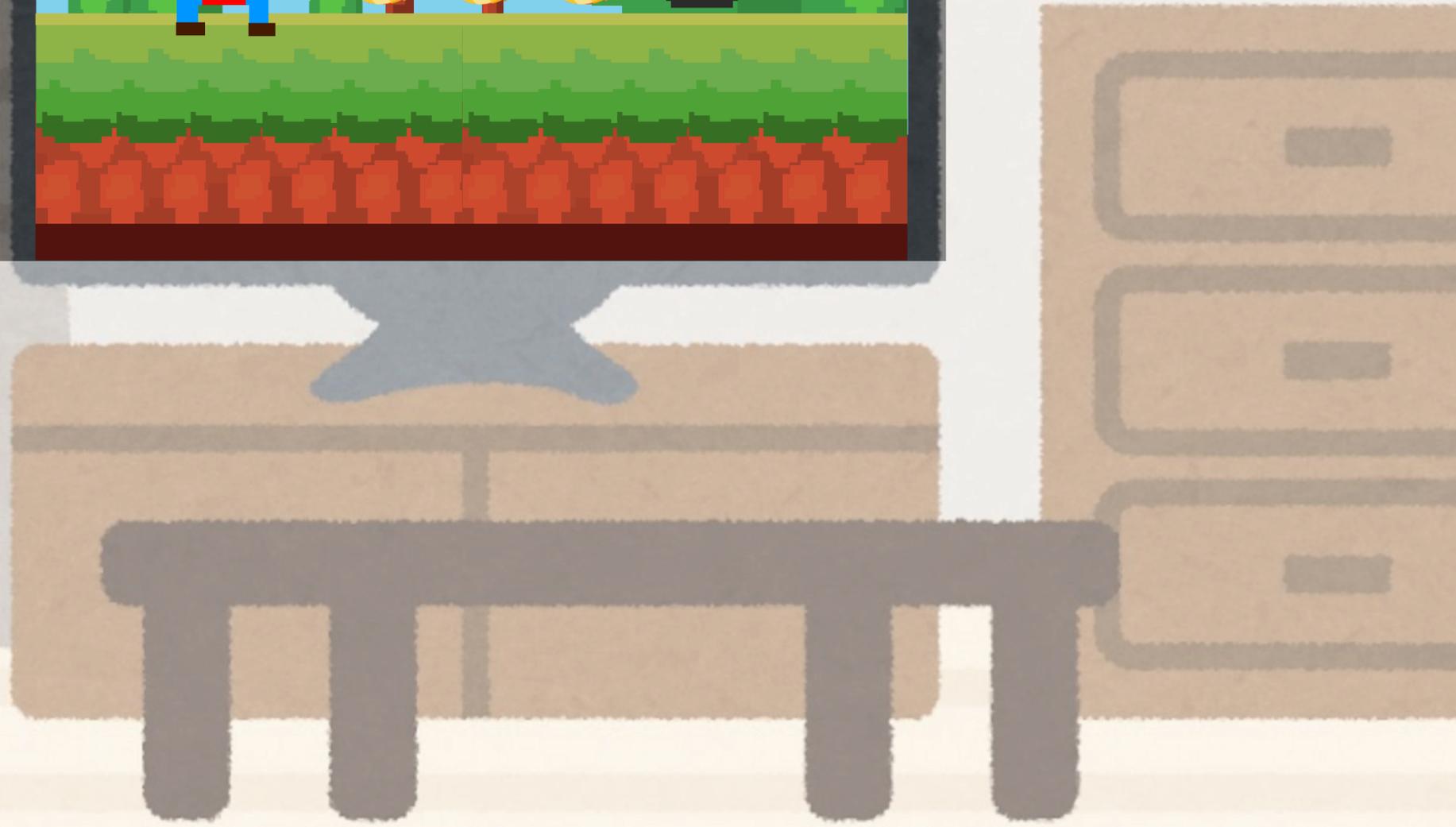
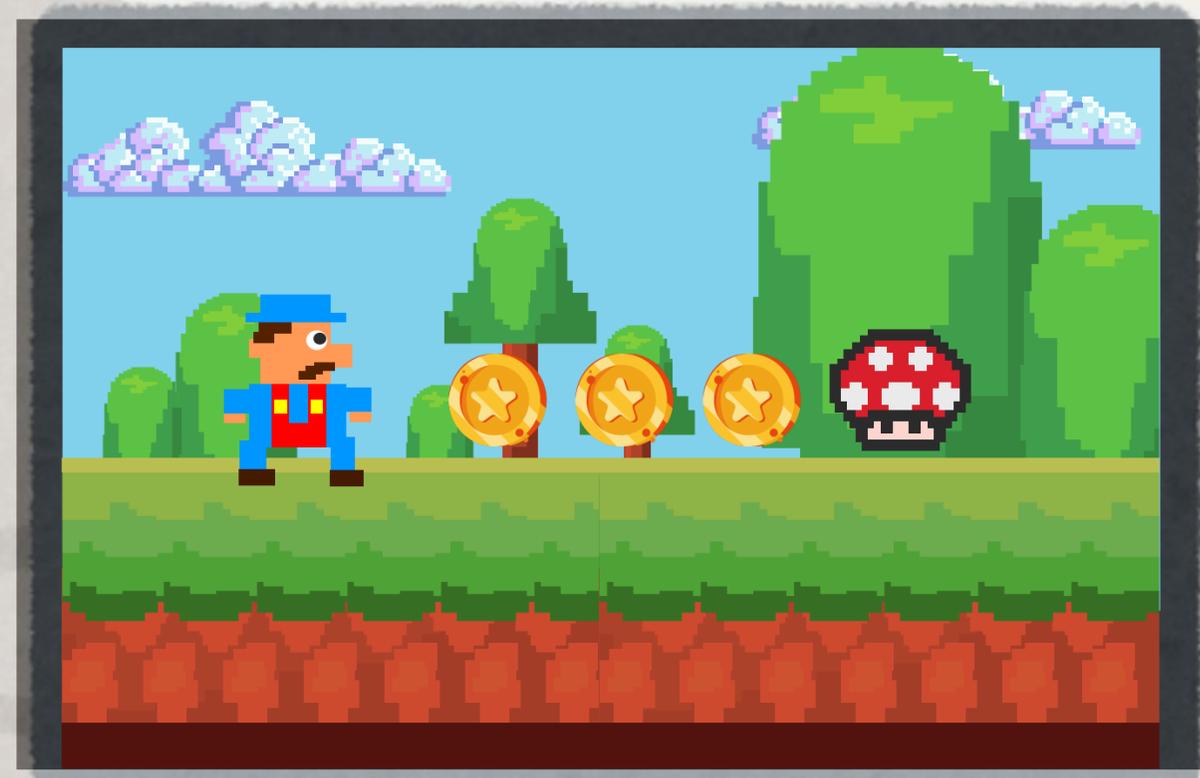
KINDERGARTEN & 1ST GRADE

SAFETY RULES



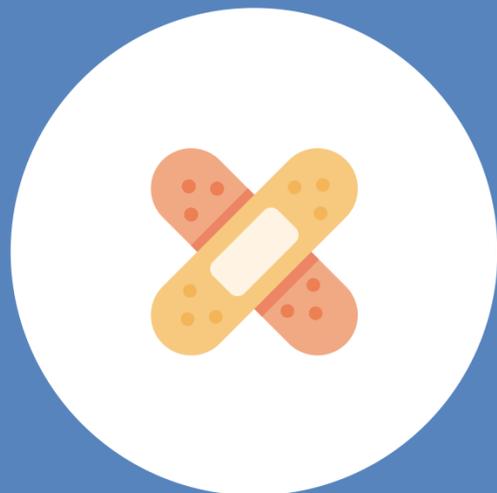
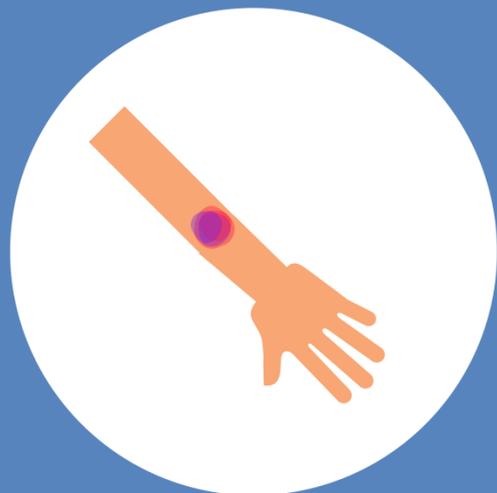
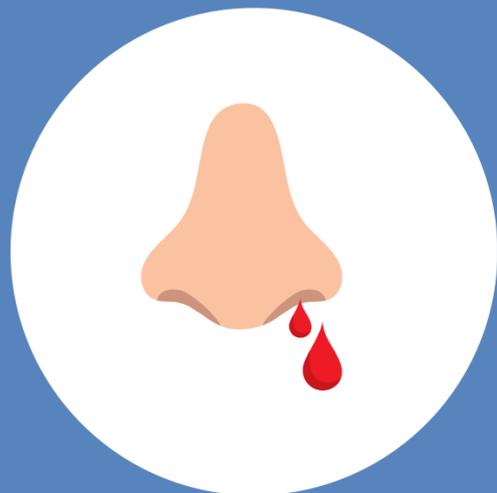
















SECRETS TO...



KEEP



TELL













UH OH!

SAY NO!

GO TELL!

5 TRUSTED ADULTS!



A yellow triangular warning sign with a thick orange border. The text "UH OH!" is written in white, bold, distressed font in the center.

UH OH!

A red octagonal stop sign with a dark red border. The text "SAY NO!" is written in white, bold, distressed font in the center.

SAY NO!

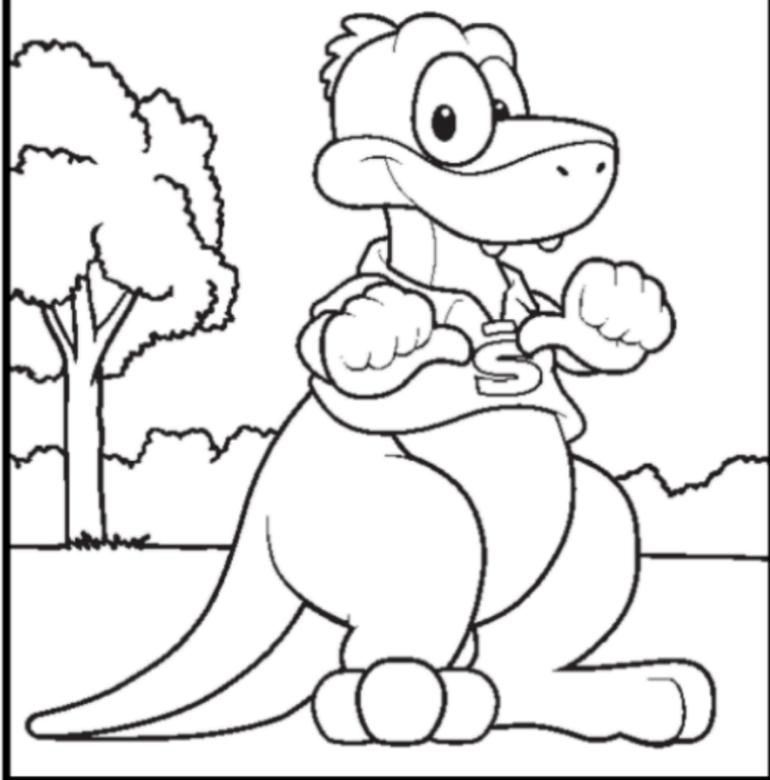
A dark blue speech bubble with a jagged, scalloped border. The text "GO TELL!" is written in white, bold, distressed font in the center.

GO TELL!

Name: _____



SAFETY SAURUS



Remember the safety rules! Listen to the Uh-oh Feeling. Say No. Go Tell!



TRUSTED ADULTS

Write names and draw pictures of five trusted adults you could talk with if you get an "Uh Oh Feeling".



.....



.....

Keep telling until you get the help that you need!



THANK YOU

www.pcautah.org | (801) 393-3366

NOT IN ROOM 204

Breaking the Silence of Abuse



SHANNON RIGGS

pictures by
JAIME ZOLLARS



On the first day of school, Mrs. Salvador said, “At home, when your parents tell you to clean your rooms, you might shove dirty socks under the bed & heap toys in the closet, & you might get away with it.”



The children in Room 204 smiled secret smiles. “But not in Room 204. Here, we keep our desks neat.” Some of the children fidgeted, but Regina sat up straight.

“In other places, you might get away with less than your best work,” Mrs. Salvador said. “But not in Room 204. In Room 204, if you turn in work that isn’t your best, I’ll give it right back to you, & you’ll have to do it over.”

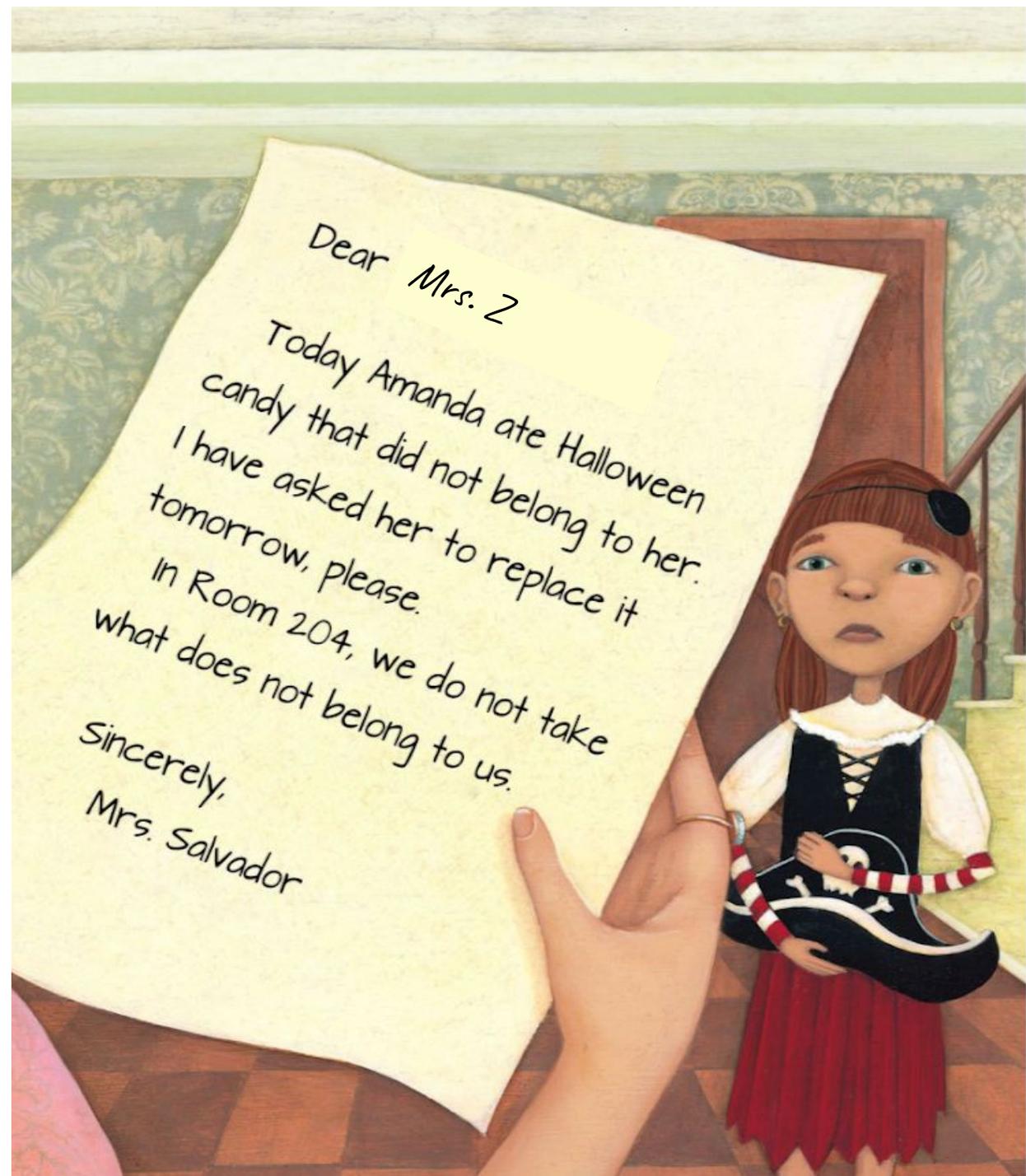
Jack whispered, “I think I’ll move my desk into the hall.” Mrs. Salvador heard.

“Jack, you might get away with distracting your neighbor in other classrooms but not in Room 204.”



“In other places,” she continued, “you might get away with name-calling or being mean to other students. Not in Room 204. The students of Room 204 will show kindness to one another.”

In October, in Room 204, Amanda ate Brenda's Halloween candy without asking. Mrs. Salvador sent a note home to Amanda's mom.





In November, the class went on a field trip to the aquarium. Just loud enough for everyone to hear, Melanie Dickson said that the tour guide looked like a whale. Regina shook her head with disapproval.

Mrs. Salvador said, "Melanie, children in other classes might get away with making rude remarks, but not the students of Room 204. The students of Room 204 show respect. Please apologize, and then you will be my partner for the rest of the day." Melanie said she was sorry & was lead to the front of the line.

Report card conferences were at the end of the term.

Regina took a seat beside her mother.

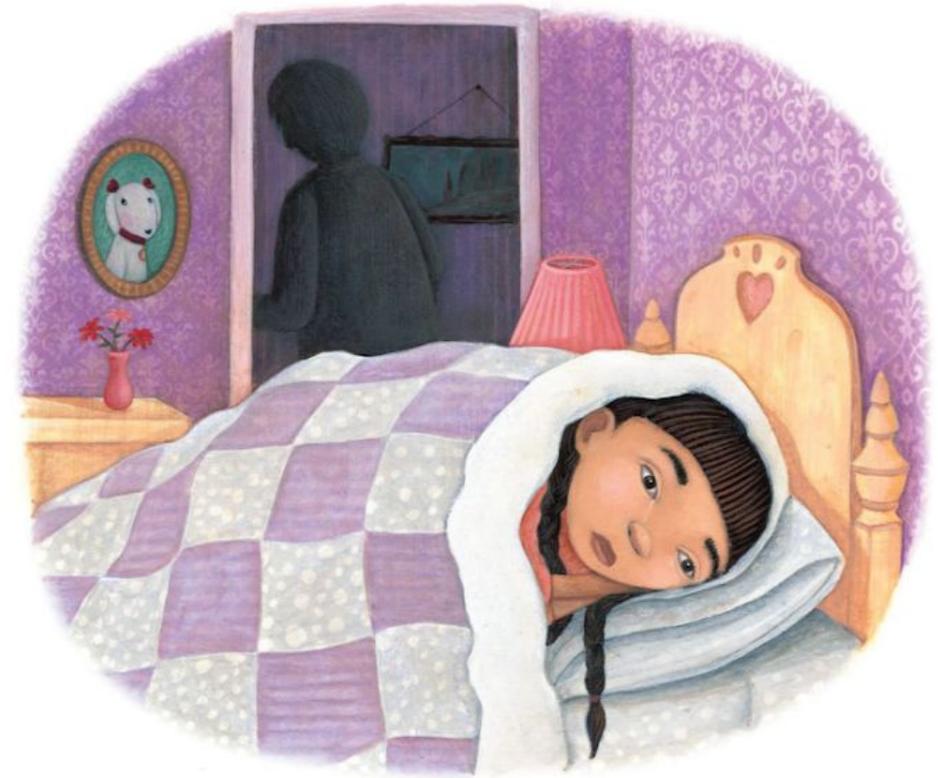
“Regina, I am very pleased with all of your written work. You are a very bright girl & you’re always trying your best! Mrs. Salvador turned her head to the side. “Are you quiet at home like you are in school?”

“Regina is always...” her mother began to say, but Mrs. Salvador held a finger up. “Maybe we can let Regina answer.” She smiled.





Regina thought of the many ways that she kept quiet, like reading, or playing with her Raggedy Ann doll.



But, there were things that her father did, that Regina kept so quiet about, not even her mother knew. “Yes.” Regina said. “I’m quiet at home too.” Mrs. Salvador nodded. “Maybe this is something that we could work on,” she said.

On the last day of school before winter vacation, the class had a party in Room 204. Regina did not want to be away from Room 204 for three whole weeks. When the bell rang, the other children rushed out the door, but Regina stayed behind.

“I’ll help you erase the boards.” She offered

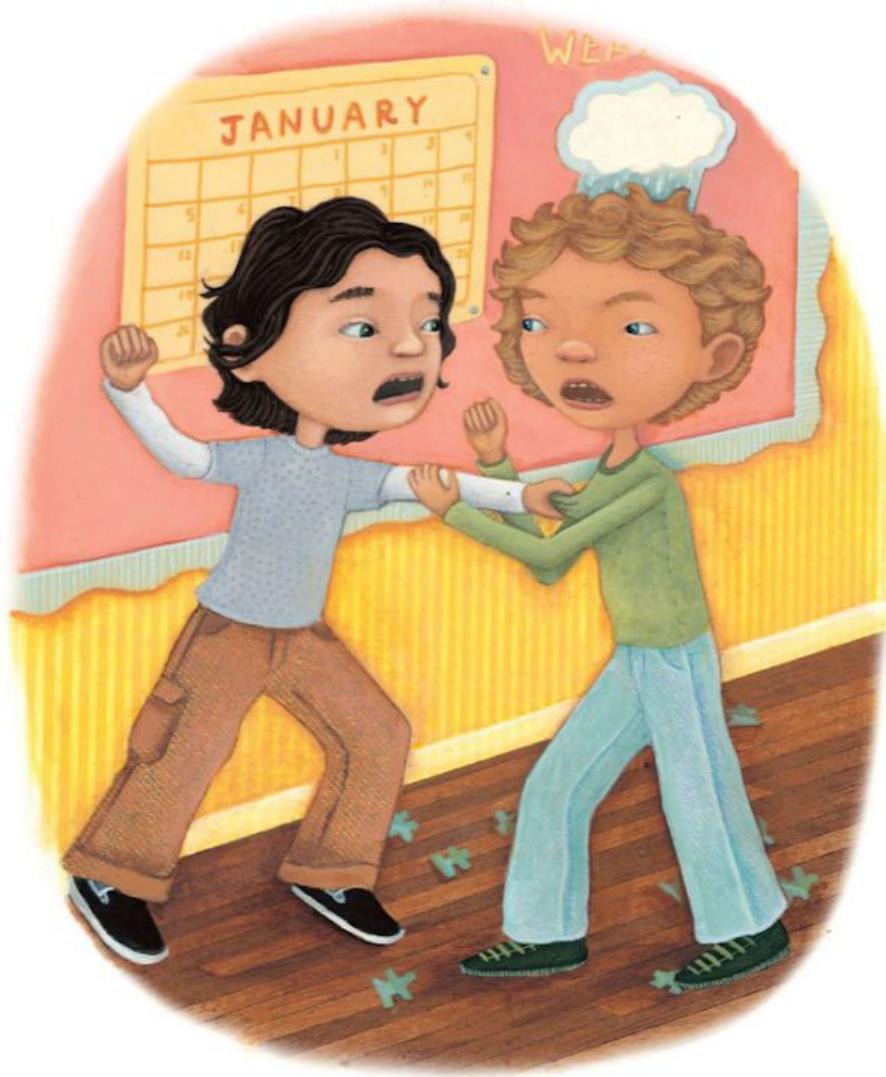
“Aren’t you excited to begin your vacation?” Mrs. Salvador asked.

“No.” Regina said.



When all the boards were clean, Regina walked slowly home.





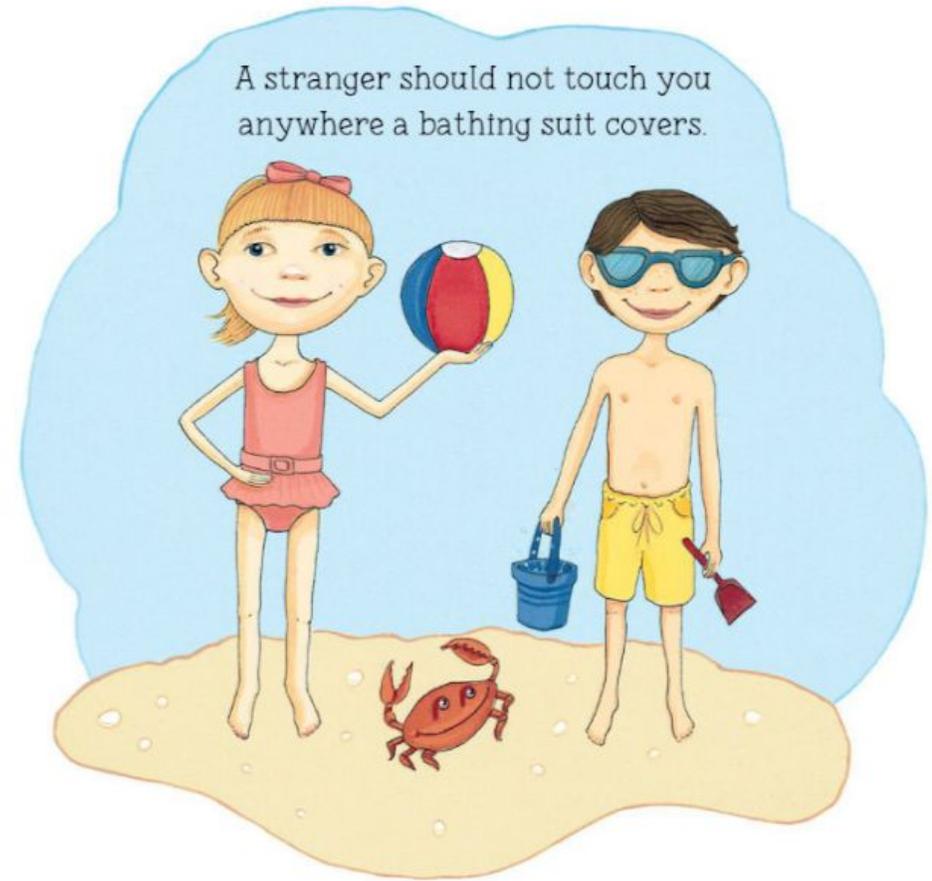
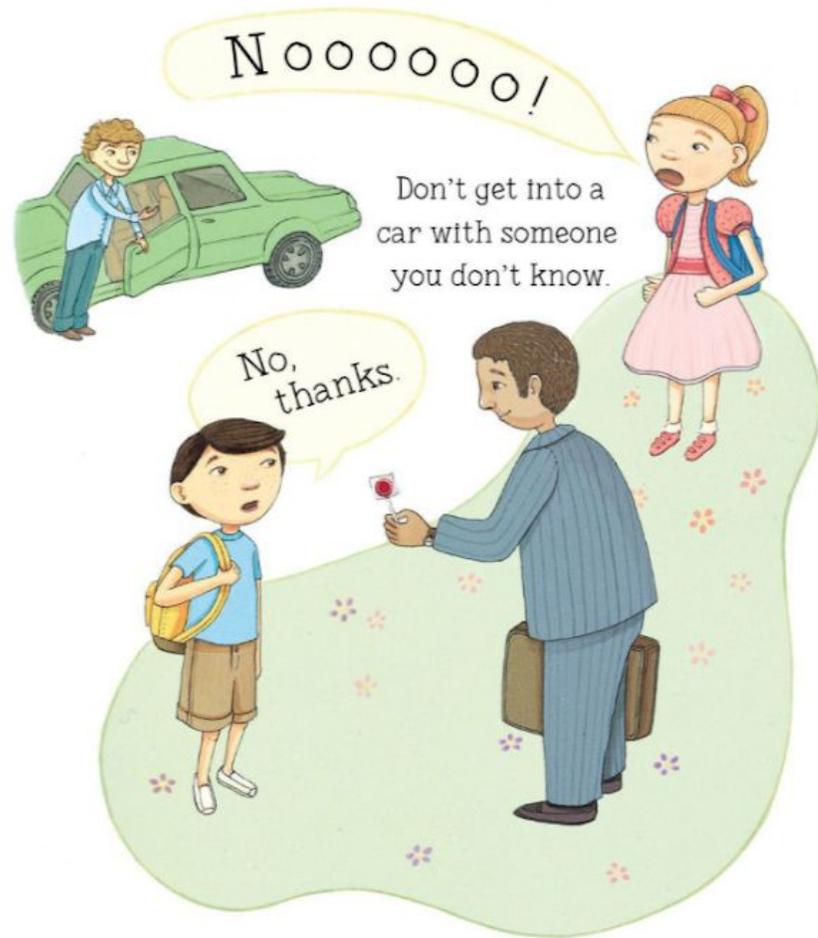
In January, after three days of bitter cold and indoor recess, Jack and Trevor had a fistfight.



Mrs. Salvador pulled them apart and stood between them.

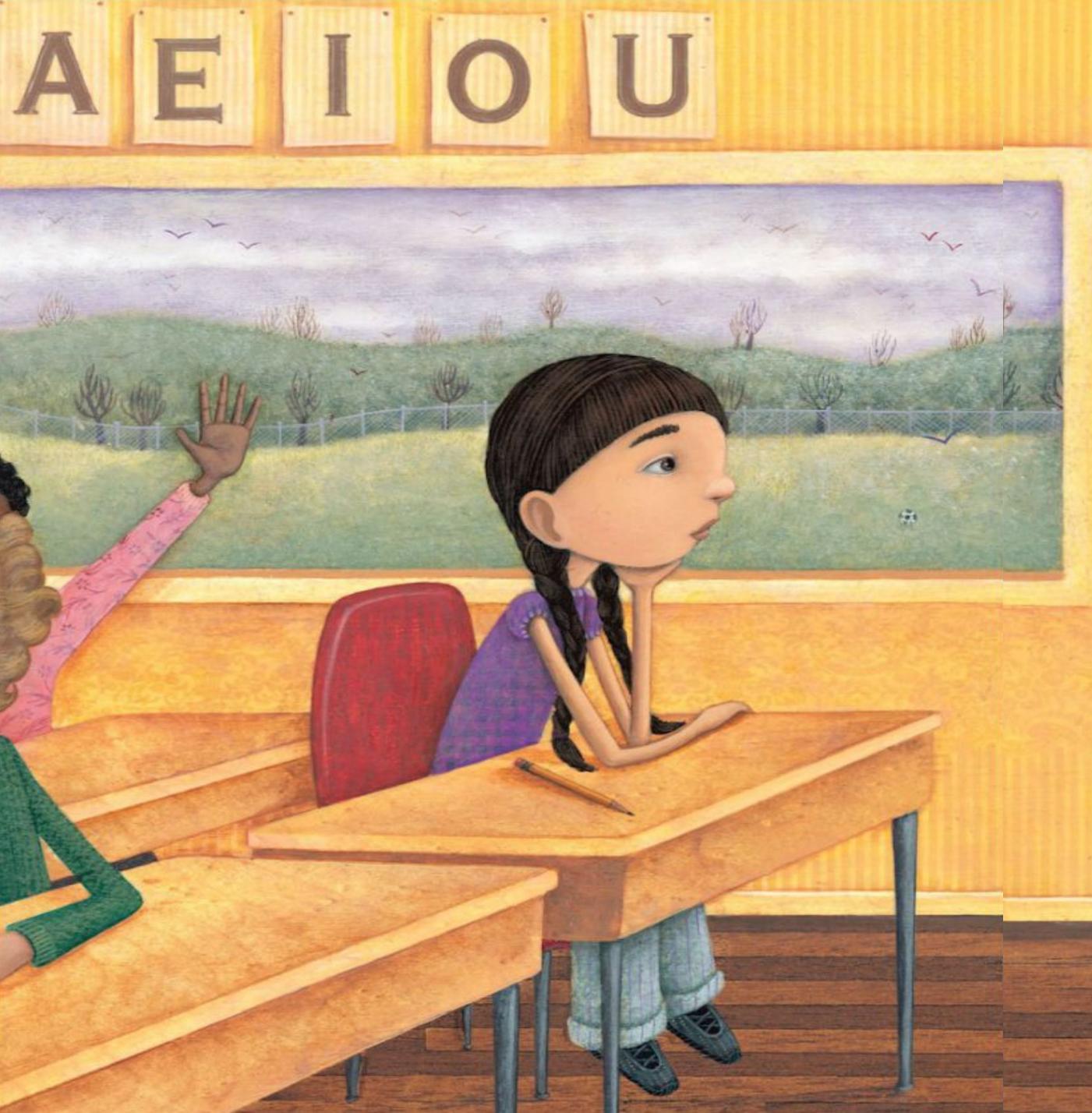
“In Room 204 we keep our bodies to ourselves,” she said.

Regina liked the rules of Room 204 very much.



In February, Mrs. Salvador read a book about stranger danger, the same lesson they have had every year since kindergarten. Don't talk to strangers. The children in room 204 slouched in their seats. Don't get in a car with someone that you don't know. A stranger should not touch you anywhere a bathing suit covers. They had heard it all before.

"I want to talk to you about something else." Mrs. Salvador said closing the book. "Knowing about stranger danger is important," but it's not always strangers who touch children in ways that they shouldn't be touched. Usually, it's someone the child knows."



“It could be a friend, a babysitter, or someone in your own family. It happens more than most people think.” Mrs. Salvador sighed.

Regina felt very small and far away.

Amanda raised her hand. “Has it ever happened to a kid in this school?”

“Yes. More than one.” Mrs Salvador said.

“Has it ever happened to a kid in your class?”

Regina watched the clock click through its slow circle.

“I would never tell other students such a private thing.” Mrs. Salvador said. “But I can tell you this. If someone told me this had happened to them, I know exactly what to do to help.”



The next day, Regina walked to school early in the rain.



Regina made her way down the long hallway, took a seat outside of classroom 204, and waited for Mrs. Salvador to arrive. When finally she did, Regina took a very deep breath.



“You’re an early bird! Come, help me take the chairs down!” Mrs. Salvador said.

She turned her head to one side. “Was there something that you wanted to ask me?”

Regina’s voice sounded small and quiet in Room 204.

“You know how yesterday you said you knew exactly what to do for a kid who...” Regina got quiet.

“Yes. Mrs. Salvador said.”

“Do you think you could help me like that?”

“Yes,” Mrs. Salvador said. “Has someone touched you in ways that you shouldn’t be touched?”

Regina nodded her head yes, looked away, then looked back.

Mrs. Salvador squeezed her hand. “You are very brave to tell me. I know exactly what to do to help.”



Regina looked around Room 204.
Soon the other children would arrive, and a new day in Room
204 would begin.
“Good.” Mrs. Salvador said. “Let’s take down the chairs.”