



Child Safety Matters™

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Monique Burr Foundation for Children, Inc.

Facilitator Script 3rd Grade - Lesson 2





3rd Grade – Lesson 2 Overview

LESSON TIMING	<ul style="list-style-type: none">» Prep time: 15 minutes» Lesson time: 50 minutes (Optional two 25-minute lessons)<ul style="list-style-type: none">- The noted lesson time is the minimum time it will take you to present the lesson.- Suggested times are noted on each page of the script.- Monitor your time/pacing for each section to help you present the lesson within the allotted time.- Throughout the lesson, monitor students' comprehension and adjust instructional pace to allow for additional processing, student response, etc.- Depending on the amount of discussion, the number of students allowed to answer each question, the number of additional questions students ask, etc., it may take longer to complete the lesson.- It is better for student learning and safety to allow for more time, rather than to skip scenarios.
LEARNING OBJECTIVES	<ul style="list-style-type: none">» Students will demonstrate retention of Lesson 1 concepts.» Students will review and practice using the 5 Safety Rules to recognize and respond appropriately to unsafe situations.» Students will demonstrate increased knowledge of harm from peers and others.» Students will demonstrate increased knowledge regarding bullying and cyberbullying.» Students will demonstrate increased knowledge regarding Bystanders and Upstanders.» Students will practice identifying Red Flags in unsafe situations.» Students will demonstrate knowledge regarding digital dangers and digital safety practices.
MATERIALS	<ul style="list-style-type: none">» Classroom PowerPoint Lesson (on Facilitator Flash Drive)» Facilitator Script» "We Follow the Safety Rules" Classroom Poster (from Lesson 1)» Safety Connection 3.2: Parent Information and Activity Sheets» Student Coloring Bookmarks



3rd Grade – Lesson 2 Overview Continued...

KEY TERMS

- » Bullying
- » Bystanders
- » Cyberbullying
- » Digital Abuse
- » Digital Dangers
- » Drama
- » Peers
- » Pornography (or Inappropriate Images)
- » Reporting
- » Safe Adult
- » Safety Friend
- » Snitching
- » Social Media
- » Tattling
- » Telling
- » Upstanders

FACILITATION TIPS

- » Before starting the lesson:
 - If not done in Lesson 1, hang the Safety Rules poster in a visible location in the classroom.
 - Write the key terms on the board to refer to throughout the lesson.
- » Have students remain seated at their desks or tables.
- » Key terms are located throughout the script as **bolded and underlined** words. Throughout the lesson, please define these words for students to ensure their comprehension.
- » To help guide discussions, suggested answers to questions are in parentheses after each question.
- » Reinforce correct answers and if any students answer incorrectly, validate their answers with a comment like, "It is hard to know the difference sometimes between something that is safe or unsafe, but let's think about this one some more."
- » It may be helpful for students to have paper and a pen/pencil out during the lesson to write down any words or concepts they don't understand, questions they may have, or stories they may wish to share with you later.

Related Slide



Slide Time

1:00

Facilitator Notes

Facilitator Script

WELCOME & INTRODUCTION

CLASS WELCOME

» Begin by welcoming students and discussing lesson and behavior expectations in whatever way is appropriate.

LESSON INTRODUCTION

» Today we are doing another lesson from the MBF Child Safety Matters program.

» I hope everyone remembers what we talked about in Lesson 1.

» Remind students of the Safety Rules Poster hanging in their classroom.

» In Lesson 2 we are going to talk about kindness, acceptance, bullying, and digital safety.

» Remember, if you have any personal stories to share related to what we are discussing, I want you to know they are very important, but because we don't have much time for the lesson, I want you to wait and share them with your teacher or me after the lesson.

» To start, I would like to see what you remember from Lesson 1.

Related Slide



Slide Time

2:30

Facilitator Notes

- » Students will review what they learned in Lesson 1 using a Safety Check. If they think the answer is true, they will show you a thumbs up; if they think it is false, they will show a thumbs down.
- » When you are explaining the instructions to students, demonstrate this by showing a thumbs up and thumbs down.

Facilitator Script

SAFETY CHECK

- » Let's start with a Safety Check to see what you remember from our previous lesson about abuse and the 5 Safety Rules.
- » During the Safety Check, I will read a statement to you and I want you to show me a thumbs up if the statement is "true," or a thumbs down if the statement is "false."

SAFETY CHECK STATEMENTS

1. All hitting is abuse. *(Thumbs down/False. Some hitting, like spankings, can be used for discipline; Physical abuse is when a child is hurt on purpose and it leaves a mark.)*
2. In **Safety Rule #2 Spot Red Flags**, Red Flags are clues that let you know you, or someone you know, might be in an unsafe situation. *(Thumbs Up/True)*
3. Emotional Abuse occurs when a child is repeatedly told mean and hurtful things. *(Thumbs up/True)*
4. A parent not giving a child a cell phone is neglect. *(Thumbs down/False. Neglect is when a child doesn't get something they need, like food or medical care.)*
5. A Safe Adult is someone you trust and someone who will listen to you and help you when you are in unsafe situations. *(Thumbs up/True)*
6. If anyone tells you to keep a secret about something from your parents, you should use **Safety Rule #4 to Talk It Up** and tell a Safe Adult. *(Thumbs up/True)*



Related Slide



Slide Time

2:00

Facilitator Notes

- » Remember, the Safety Rules are the foundation of the MBF Child Safety Matters curriculum and therefore, are very important.
- » Please deliver the Safety Rules with enthusiasm.

Facilitator Script

SAFETY RULES REVIEW

- » Raise your hand if you remember the 5 Safety Rules and their motions. (Raise hands)
- » Everyone stand up and let's review them with our "Safety Squad."

ADVANCE THE SLIDE TO BEGIN, AND AFTER EACH RULE TO SHOW THE NEXT RULE.

- » **Safety Rule #1 is Know What's Up** (with motion). Knowing What's Up means knowing your personal information, your parent's or guardian's information, and what to do in an emergency.
- » **Safety Rule #2 is Spot Red Flags** (with motion). **Spotting Red Flags** means that you are aware of warning signs that might alert you that a situation is not safe.
 - » Who remembers what some **Red Flags** are? (Elicit responses being sure to cover the following:)
 - Hurtful touches
 - Mean or abusive words
 - Touching private body parts
 - Parents fighting a lot in front of a child
 - Someone playing tricks on a child
 - Someone asking a child to keep secrets
- » **Safety Rule #3 is Make a Move** (with motion). Remember, some moves you can make in an unsafe situation are GET AWAY and STAY AWAY.



Related Slide



Slide Time

2:00

Facilitator Notes

Facilitator Script

SAFETY RULES REVIEW

ADVANCE THE SLIDE AFTER EACH RULE TO SHOW THE NEXT RULE.

» **Safety Rule #4 is Talk It Up** (with motion). **Talking It Up** means using a strong voice to say “No” if you are in an unsafe situation, or talking to a Safe Adult.

» Remember, a **Safe Adult** is someone you can talk to about unsafe situations, and someone you can count on to help keep you safe.

» Also remember that **telling** is not **tattling** or **snitching**, it is **reporting**, which is telling a Safe Adult something for a good reason, to prevent harm or to someone help.

» Tattling or snitching is done to annoy someone or get them in trouble.

- If you are telling just to get someone in trouble, do not tell.
- But if you are telling to get someone help, even if it gets someone else in trouble, you should still tell.

» You can also talk to a Safety Friend. Sometimes it is easier to talk to an adult if you have someone with you. A **Safety Friend** is a good friend that you trust and feel comfortable talking to. You can tell them what is happening and ask them to help you talk to a Safe Adult.

» Lastly, **Safety Rule #5 is No Blame | No Shame** (with motion). Remember you are never at fault and you are never to blame if an adult or another child hurts you, bullies you, or abuses you.

» It is important to remember that no matter what they tell you, you have no blame in the situation. You should never feel ashamed, and remember that it's never too late to tell, no matter what has happened or what you have been told.

» Today, we are going to learn how to use these 5 Safety Rules for bullying situations and for ways to stay safe when we are using technology, like a computer, a cell phone, an iPad, or a tablet.

Related Slide

What is Bullying?



Slide Time

2:00

Facilitator Notes

Facilitator Script

WHAT IS BULLYING?

- » The last time we met we talked about 4 types of abuse. Today I want to talk about bullying.
- » Raise your hand if you have heard the word bullying. *(Raise hands)*
- » What is bullying? *(Elicit responses)*
- » **Bullying** is when someone hurts another person, either hurts their body or hurts them with their words. They do it over and over just to be mean, even if they are asked to stop.
- » Who can tell me some of the ways people bully others? *(Elicit responses such as:)*
 - Calling someone names
 - Threatening someone
 - Pushing, shoving, or hitting someone
 - Teasing or picking on someone
- » Some people think bullying is just drama, but they are different.
- » What is the difference between bullying and drama? *(Elicit responses)*
- » Typically, bullying is from one person to another, but **drama** usually goes back and forth between people or involves two or more people.
- » Bullying is harmful and hurtful and is NOT okay.
- » Remember if you are unsure if there is a bullying situation, use **Safety Rule #4 to Talk It Up** with a Safe Adult.

Related Slide

Bystander vs. Upstander



Slide Time

2:30

Facilitator Notes

Facilitator Script

BYSTANDER VS. UPSTANDER

- » What did Bentley mean when he said “Let’s stand together and stop bullying”? (*Elicit responses*)
- » What he is saying is that everyone should stand up against bullying, so let’s talk about that more.
- » Raise your hand if you’ve ever heard the words Bystander or Upstander? (*Raise hands*)
- » A **Bystander** is someone who stands by and watches it happen, or sometimes even helps the bully.
- » An **Upstander** is someone who sees bullying and stands up to the bully or stands up for and helps the person being bullied; or someone who speaks out against bullying.
- » Would you rather be a Bystander or an Upstander? (*Upstander*)
- » So how can you be an Upstander if someone is being bullied? (*Use the 5 Safety Rules*)
- » When you use **Safety Rule #2 and you Spot Red Flags** of bullying, you can use **Safety Rule #3 to Make a Move** such as:
 - Help the person being bullied GET AWAY.
 - Help them STAY AWAY - be a friend and help them avoid places where the bully is.
- » Or you can use **Safety Rule #4 to Talk It Up**. How can you use this Safety Rule? (*Elicit responses being sure to cover the following:*)
 - Tell a Safe Adult about the bullying situation.
 - You can also tell a Safety Friend about the bullying and ask them to help you talk to a Safe Adult.
 - Use an assertive voice if it is safe to do so, and tell the bully to stop. Sometimes this is easier if a group of you stand up to the bully together.



Related Slide



Slide Time

2:00

Facilitator Notes

» This is an opportunity for students to reflect on their own behaviors and start to think about the possibility that they might have been a bully.

» **IF YOU ARE IMPLEMENTING IN TWO 25-MINUTE LESSONS, RATHER THAN THE STANDARD 50-MINUTE LESSON, STOP AFTER THIS SLIDE. TELL STUDENTS YOU WILL BE BACK SOON TO FINISH THIS LESSON. REMIND THEM IN THE MEANTIME TO PRACTICE THE 5 SAFETY RULES.**

Facilitator Script

ARE YOU A BULLY?

» We often talk about bullying and how someone else is a bully and how we can help. But what if you have been a bully, or if you are bullying someone now?

» I hope after these lessons you will see why you need to stop.

» You can use the word SAFETY to help you stop bullying and choose better behaviors:

- Stop the bullying behaviors
- Admit that you might be a bully and ask yourself why; apologize to those you've hurt
- Formulate a plan to change your behavior and stop bullying
- Engage in the new behavior
- Track your behavior and friendships
- You can stop bullying; you can get help from a Safe Adult

» What are some character traits of bullies? (Mean, hurtful, selfish, etc.)

» Since we've talked about character traits of friends and Upstanders, now hearing these traits of bullies, I'm hoping none of you wants to be a bully.

*****STOP AFTER THIS SLIDE IF YOU ARE IMPLEMENTING THIS LESSON IN TWO 25-MINUTE LESSONS*****

Only

Related Slide



Slide Time

3:00

Facilitator Notes

» **IF YOU ARE IMPLEMENTING IN TWO 25-MINUTE LESSONS, RATHER THAN THE STANDARD 50-MINUTE LESSON, THIS IS WHERE YOU WILL RESUME THE LESSON. DO A QUICK REVIEW OF THE SAFETY RULES AND THEN GO INTO CONTENT FOR THE SECOND HALF OF THE LESSON.**

Facilitator Script

CYBERBULLYING/DIGITAL SAFETY

- » There is another kind of bullying I want to talk about, because bullying does not just happen in person, it can also happen online.
- » Raise your hand if you: *(Raise hands)*
 - Use the Internet to play video games or look up information
 - Have or use a cell phone
 - Email or text
 - Have a **Social Media** account like Facebook, Instagram, or Twitter
- » Technology is great because it gives people access to virtually anything they want all over the world, at any time. But there are bad things that can happen with technology too.
- » You need to know about all the potential **digital dangers**, or dangers you might encounter when you are going online or using these devices.
- » There are dangers from people you know and from people you do not know when you are online.
- » **Peers** (people you may know that are your age, people you go to school with) can also tease or hurt you or others online.
- » Remember that when people hurt or tease others in real life it is called bullying. When bullying occurs online – through phones, computers, games and more – it is called cyberbullying.
- » **Cyberbullying** is when someone repeatedly hurts another person with mean words or by posting mean pictures or thoughts online on the Internet, or by sending them messages by email or on cell phones.
- » Just like you have learned to use the Safety Rules in unsafe situations in real life, you can use the Safety Rules in your digital life as well, to stay safe on the computer and when you are using other electronics.

Related Slide



Slide Time

2:00

Facilitator Notes

- » You will need to fill in the various methods of reporting bullying and cyberbullying before delivering the lesson to ensure you are giving kids accurate information.
- » This is essential school specific information that you will present to students about reporting from your school's bullying policy.

Facilitator Script

CYBERBULLYING

- » For example, cyberbullying, like bullying, can be stopped by using **Safety Rule #3, Make a Move** and **Safety Rule #4, Talk It Up**.
- » You can use **Safety Rule #3, Make a Move** to GET AWAY and STAY AWAY from cyberbullying.
- » Many kids do not want to tell an adult if they encounter this type of behavior, because they are afraid their parents will take their phones or computers away.
- » However, if you do not speak up, cyberbullying tends to get worse, and more things get shared with more people, so it is very important to **Talk It Up** with a Safe Adult.
- » You can also talk to a Safety Friend and ask for their support. Ask them to help you talk to a Safe Adult. Sometimes it is easier to talk to an adult if you have a Safety Friend with you.
- » You can always tell your parents, or you can report it to the school, to a teacher, or a counselor.
- » Here is how you can report bullying or cyberbullying in our school:

- » Even if you think the situation is not truly bullying, it is important to tell someone about the situation before it gets worse.

Related Slide



Slide Time

6:00

Facilitator Notes

- » Students will partner with a classmate to create class digital safety rules.
- » You can have them partner with their elbow partner (the student next to them), or any other method to create pairs.

Facilitator Script

DIGITAL DO'S & DON'TS

- » We have talked about how peers or friends can hurt you online, however, they are not the only people that hurt kids online. Adults can also hurt children online.
- » An example of a digital danger from people you do not know may be someone messaging you, asking for your personal information, or someone sending you inappropriate pictures.
- » Let's talk about some ways to protect yourself from these digital dangers.
- » I would like each of you find a partner. Once you are with your partner, I will give you one minute to come up with a digital safety rule together that you can share with the class. When you have your rule, I want you to high-five so I know you are ready.
- » An example of a digital safety rule is to only use apps and websites that have been approved.
- » When I ask you, each group can share your digital safety rule.

SAMPLE DIGITAL SAFETY RULES (DO'S & DON'TS)

- » Elicit responses from several pairs, making sure to cover the following:
- » Protect your personal information online. Do not give out your name, email address, where you live, where you go to school, or where you play sports, etc.
- » Do not talk to people you do not know online; they may not be telling the truth about who they are, and they may have bad intentions to do something unsafe.
- » Do not go on any unfamiliar websites or websites your parents do not know about or approve of.
- » Do not meet anyone in person that you have only met online and do not really know well. You should never meet anyone in person without the permission of your parent/guardian.

Related Slide



Slide Time

1:00

Facilitator Notes

- » Students will work with a High-Five Friend to discuss scenarios and determine if they are safe.
- » If they would not be safe, they will also discuss what they might do in that situation.
- » Have students work with their elbow partner identified in the previous activity, or you may have them partner however you would like.

Facilitator Script

HIGH-FIVE FRIENDS

- » Let's do an activity and practice using the Safety Rules in different scenarios.
- » I want you to get with another partner and then I am going to read some scenarios to you.
- » I want you to use your 5 Safety Rules and tell me what you might do in each scenario.
- » Remember, there are no right or wrong answers, just think about what you might do in each scenario to be safe.
- » When you are done, high-five each other to let me know you and your partner are done discussing.
- » Let's try one.



Related Slide



Slide Time

2:30

Facilitator Notes

- » Some people are uncomfortable with this topic of discussion for 3rd grade students, however, we highly recommend teaching children about this subject as research has shown it is developmentally appropriate and necessary at this age.
- » It is also important to use the correct terminology with students so if they need to tell an adult something is happening, they can accurately tell, without confusing someone else or being embarrassed.
- » You may choose to call pictures of people without their clothes on, "inappropriate images, images, child sexual abuse images, or **pornography**." Whatever term you feel is appropriate, it is important for you to use correct and developmentally appropriate terminology to teach kids how to respond if they encounter these images online, as "porn" is the 4th most frequently searched term online by children 7 and younger. It is also important for children to know how to respond if someone shows these types of images to them.

Facilitator Script

HIGH-FIVE FRIENDS

SCENARIO 1

» Matt is at his friend Dave's house and they are playing on the computer. They are going to different gaming sites playing games. When inappropriate pictures of people without their clothes on (**optional wording: which is also called pornography*) pops up on the computer. Dave dares Matt to click on the site.

» Spend a couple of minutes with your partner discussing the scenario and what you would do if it were you involved. Remember to high-five when you've decided what you would do.

FOLLOW UP

- » Is this a safe or unsafe situation? (*Unsafe*)
- » What are some of the Red Flags you notice? (*Inappropriate pictures, Dave wanting Mike to click on an unsafe site.*)
- » These types of pictures are inappropriate. It is important not to click on any of these pictures to close the site, or to try to get them off of your computer, because more images can pop up, and they can leave harmful things like viruses, spyware, and malware on your computer.
- » You need to get a Safe Adult to fix your computer and report the images.
- » What could Matt do? (*Matt could use **Safety Rule #3 to Make a Move**, and **Safety Rule #4 to Talk It Up** to a Safe Adult.*)

Related Slide



Slide Time

3:00

Facilitator Notes

- » Students will demonstrate knowledge of key concepts learned in the lesson using a Thumbs Up/Thumbs Down Essential Review.
- » If they think the statement is true, they will show you a thumbs up.
- » If they think it is false, they will show you a thumbs down.
- » When you are explaining the instructions to students, demonstrate the thumbs up and thumbs down motions.

Facilitator Script

ESSENTIAL REVIEW

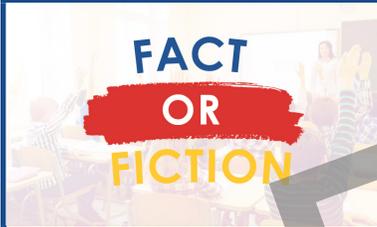
» Let's do a review to see what you learned today. For each statement I read, you will tell me if the statement is true with a thumbs up, or false with a thumbs down.

REVIEW STATEMENTS

1. It is not considered cyberbullying if someone sends a message with mean words on a cell phone; it is only cyberbullying if they send it on a computer. *(Thumbs down/False. Both are cyberbullying.)*
2. A Bystander is someone who stands up to bullies or helps someone being bullied. *(Thumbs down/False. This is an Upstander.)*
3. Bullying is repeatedly name calling, threatening, hitting or teasing someone. *(Thumbs up/True)*
4. You should not tattle or tell an adult if someone is being bullied or if someone is a bully. *(Thumbs down/False. If it helps someone you should tell a Safe Adult.)*
5. There are different ways to be an Upstander that do not necessarily involve you directly confronting a bully. *(Thumbs up/True. You can talk to a Safe Adult and ask them for help. You can also stand up to the bully directly and tell them to stop, but only confront a bully if you know you will be safe and there are other Upstanders with you.)*



Related Slide



Slide Time

5:00

Facilitator Notes

- » If you have time and choose to, you may wish to complete a review of Lessons 1 and 2 with a game of Fact or Fiction.
- » Students will each need one piece of blank paper.
- » Before starting, have students write FACT on one side of a piece of paper, and FICTION on the other.

Facilitator Script

FACT OR FICTION (Optional Review Game)

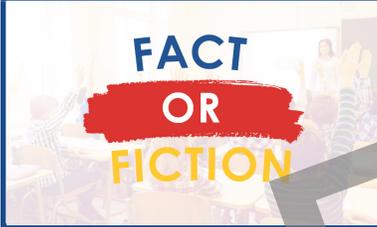
- » Let's finish today's Lesson by playing a fun review game called FACT OR FICTION. We will review both today's Lesson and Lesson 1, so you will have to think really hard, even back to what you learned in Lesson 1 about safety and abuse, to answer some of these questions.
- » Everyone take out a piece of paper and on one side write FACT, and the other side, write FICTION.
- » For each statement I read, you will tell me whether the statement is Fact or Fiction by holding up the correct side of your paper.
- » As a reminder, a fact is a true statement and fiction is a false statement.

REVIEW STATEMENTS

1. Teasing someone means to make fun of them or call them names; it is a type of bullying. *(Fact)*
2. If someone sends you a message online making fun of you, you should use **Safety Rule #3 to Make a Move** by responding and telling them how mean they are. *(Fiction. You should use **Safety Rule #3 to Make a Move** and GET AWAY by not responding and blocking them, and **Safety Rule #4 to Talk It Up** and tell a Safe Adult.)*
3. If you see someone being bullied you should use **Safety Rule #4 to Talk It Up** and talk to a Safe Adult to ask for their help. *(Fact)*
4. It is safe to message/email someone you do not know, as long as they are your age. *(Fiction. This is unsafe because you don't really know who they are.)*
5. **Safety Rule #5 is No Blame|No Shame.** *(Fact)*



Related Slide



Slide Time

5:00

Facilitator Notes

Facilitator Script

FACT OR FICTION (Optional Review Game)

6. **Safety Rule #1 is Spot Red Flags.** *(Fiction. It is Know What's Up.)*
7. A Safe Adult is someone who is a good listener, who you feel comfortable telling things that may be hard to talk about. *(Fact)*
8. Physical abuse hurts worse than emotional abuse. *(Fiction. Both types of abuse are hurtful.)*
9. A trick is when someone uses a joke or lies as a way to get someone to do something they don't want to do or something unsafe. *(Fact)*
10. There are 4 Safety Rules. *(Fiction. There are 5.)*
11. It is okay for someone to take pictures of a child's private body parts as long as it is a game or does not hurt. *(Fiction. This is never okay.)*



Related Slide



Slide Time

1:30

Facilitator Notes

Facilitator Script

SAFETY RULES REVIEW

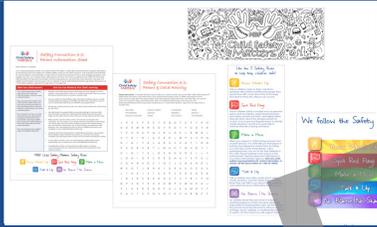
- » Today, we learned about bullying and being safe online.
- » We also learned that the Safety Rules can help you stay safe from bullying and digital dangers.
- » Let's review the 5 Safety Rules that you can use to help keep you safe.
- » Stand up and practice the rules and their motions with me and the Safety Squad.

ADVANCE THE SLIDE TO BEGIN, AND AFTER EACH RULE TO SHOW THE NEXT RULE.

- Safety Rule #1 is Know What's Up
- Safety Rule #2 is Spot Red Flags
- Safety Rule #3 is Make a Move
- Safety Rule #4 is Talk It Up
- Safety Rule #5 is No Blame | No Shame



Related Slide



Slide Time

1:30

Facilitator Notes

- » You will distribute classroom, student, and parent reinforcement items at the end of the lesson.
- » You may leave them with the teacher to distribute to students later, or you may distribute them before you leave the classroom. (Discuss with the teacher beforehand which option would be better.)
- » Remind the teacher to leave the poster hanging in a prominent location and to refer to the poster on a regular basis and remind the students to follow the Safety Rules.
- » If students have not signed the Safety Rules poster, encourage the classroom teacher to have all the students sign the poster and then hang it in a prominent location.

Facilitator Script

WRAP-UP

- » You learned so much today, and I am very proud of you all. You have been such a great class and I appreciate your help and participation.
- » To finish up today I have a few things for you to remind you about the Safety Rules and how you can help adults keep you safe.
- » I have another Safety Connection Sheet for Parents just like last time, for you to take home and share with your parent or guardian. On the front is information for them to help keep you safe, and on the back is a fun activity for you to do together.
- » You also get an MBF Child Safety Matters Coloring Bookmark. You can keep the bookmark somewhere safe, and it will remind you to follow the Safety Rules. But first, you can have some fun and color the front with colored pencils or crayons.
- » And don't forget about the Safety Rules poster hanging here in the classroom that you can see everyday to help you remember the Safety Rules.

Related Slide



GREAT JOB!
Every child deserves to be safe!

Slide Time

1:00

Facilitator Notes

Facilitator Script

CLOSE

- » Fantastic work today! Thank you students for your attention today and thank you Mr./Mrs. _____.
- » I hope you all have enjoyed both of the *MBF Child Safety Matters* Lessons and learned a lot.
- » Remember to do the activity at home with your parents and to give them the paper I gave you (*or your teacher will give you later*).
- » And remember to practice your Safety Rules so you do not forget them.
- » Does anyone have any questions before I leave?
- » If you think of any questions, you can ask your teacher, or you are welcome to come see me.* (**If you are a school counselor or employee.*)
- » Remember every child deserves to be safe... You each deserve to be safe!