

Child Safety *Matters*[®]

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Monique Burr Foundation for Children, Inc.

Facilitator Script

Pre-K / Lesson 1



Pre-K / Lesson 1 Overview

LESSON TIMING	<ul style="list-style-type: none"> • Prep time: 30 minutes/Lesson time: 25-30 minutes • The lesson time is the suggested 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 children's comprehension and adjust instructional pace to allow for additional processing, response, etc. • Depending on the amount of discussion, the number of children allowed to answer each question, the number of additional questions students ask, etc., it may take longer than the stated time to complete the lesson. • Note: To ensure program fidelity, it is recommended that you NOT skip content or scenarios to save time.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Children will demonstrate understanding the importance of personal safety and general safety concepts. • Children will learn the MBF 5 Safety Rules to recognize and respond appropriately to unsafe situations. • Children will learn who Safe Adults are. • Children will be able to identify at least 2 Safe Adults.
MATERIALS	<ul style="list-style-type: none"> • Pre-K/Lesson 1 Facilitator Script • Pre-K/Lesson 1 Visual Cards or PowerPoint • Pre-K/Lesson 1 Parent Information Sheet • Optional: Parent Opt-Out Forms • Optional: Safety Rules Poster • Safe Adult Bookmarks (x2 for each student) • Additional Arts and crafts materials for optional Safe Adults Hand activity (See page 25)
LESSON PREPARATION	<ul style="list-style-type: none"> • Print a copy of the Pre-K/Lesson 1 Facilitator Script to present the lesson. • Access the Pre-K/Lesson 1 PowerPoint from the Facilitator Portal if you have technology available to present the lesson. Alternatively, you may access the Visual Cards from the Portal and print them (preferably on card stock) to display during the lesson. • Print/copy one Pre-K/Lesson 1 Parent Information Sheet for each child, or you may send these home electronically. • Optional: Display the MBF 5 Safety Rules Poster in a visible location where it can be viewed by all children during the lesson.

Pre-K / Lesson 1 Overview - Continued

KEY TERMS	<ul style="list-style-type: none"> Community Helpers Danger Emergency Rule Safe Safe Adult Stranger Unsafe
FACILITATION TIPS	<ul style="list-style-type: none"> The lesson is best received in small groups of 25 or less. For the lesson, children may sit together on the floor or seated at desks or tables. Ensure each child has their own personal space and feels safe and comfortable during the lesson. Key Terms are located throughout the script as <u>bolded and underlined</u> words. During the lesson, define these words to ensure their comprehension. The lesson contains Visual Cards located on each script page in the Visual Card/Slide box and numbered in the back of each card to engage students and provide a visual connection to the content being presented. Be sure to hold the cards up for all children to see and feel free to pass them around for children to view. Alternatively, if you have technology available, the Visual Cards are available as a PowerPoint to show. See "Lesson Preparation" for more information. To help guide discussion, suggested answers to questions are italicized and in parentheses after each question. Reinforce correct answers and if a child answers incorrectly, validate their answers with a comment like, "It's hard to know the difference sometimes between things that are safe or unsafe, but let's think about this some more." Allow children the opportunity to engage based on their choice and comfort level. When the content discussed in the lesson, only solicit responses from children who are volunteering to talk. Ensure children are kind and respectful in their communications with others and help children observe appropriate boundaries. Ensure children have a means to report or disclose abuse, trauma or victimization in a safe way following the lesson and follow up in a timely manner. Please report all suspected or disclosed abuse. If children seem to be restless and need to move, feel free to take a break and practice the 5 Safety Rules to get children up and moving.
HOME VISITATION NOTES	<ul style="list-style-type: none"> The MBF Child Safety Matters Pre-K program can be implemented by facilitators during home visits and in one-on-one settings with some minor program modifications. Some general modifications include: <ul style="list-style-type: none"> Where the script calls for children to raise their hands, ask the individual child to show you a thumbs up if something applies or if their answer is yes. Where the script calls for you to elicit responses from the group, direct the question to the individual child directly. Adapt language as needed to the one-on-one setting. For example, instead of saying, "Who can remember," say, "Do you remember?" etc. Further additions and modifications to the script for home visitation professionals and in one-on-one settings are noted by an asterisk (*) and explained in the Facilitator Notes section throughout the script. Provide the Parent Information Sheet to the parent, guardian, or supervising adult at the end of the lesson.

Visual Card / Slide



Suggested Time

1:15

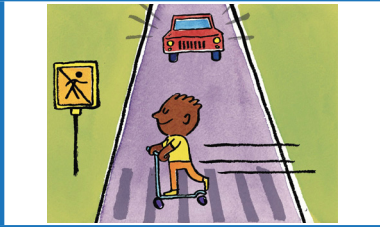
Facilitator Notes

Facilitator Script

WELCOME & INTRODUCTION

- » Introduce yourself if you are not the children's regular teacher. Provide any other instructions to children for group lessons.
- » Hello! I am here with a very important job today and that is to talk to you about your safety and tell you about some rules that we can use to help you -- and the safe adults around you -- keep you safe. And you know what? EVERY child needs to be safe! That's safety Matters!
- » Are you ready?
- » Let's start by learning some important words.
- » What does **safe** mean? (*Elicit responses*)
- » If you are safe, you are not hurt and not in danger. (**Show Visual Card #1**)
- » In this picture, how do you know this child is safe? (*Elicit responses*)
- » Good. We can see they are safe because they are with a Safe Adult who is holding their hand to cross the street, they are crossing when the light says to cross, and they are following the rules and staying in the crosswalk. Do they?

Visual Card / Slide



Suggested Time

0:45

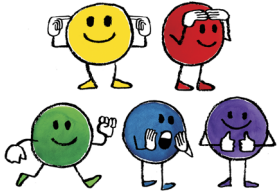
Facilitator Notes

Facilitator Script

DANGER

- » What does **danger** mean? (*Elicit response*)
- » Danger means a situation or a place is not safe and we could get hurt.
- » (**Show Visual Card #2**) In this picture, do you think the child is safe? (*Elicit responses*)
- » Some of the things that make this **unsafe**, or not safe, are they are alone, without a Safe Adult, riding a scooter without a helmet, and crossing a street in an unsafe way, with a car coming.

Visual Card / Slide



Suggested Time

2:00

Facilitator Notes

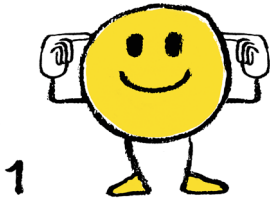
- If you have a Safety Rules poster, you can also point to it to help kids recognize the Safety Rules.
- ***HOME/1-1 SETTING:**
Ask the child or parent/guardian to state a rule that the child has to follow at home.
(Example, no throwing inside.)

Facilitator Script

RULES

- » What is a **rule**? (*Elicit responses*)
- » A rule is something that we are told to follow in certain situations that tells us HOW to stay safe.
- » We usually have rules wherever we go.*
- » As I mention a rule, raise your hand if it's a rule you have to follow. (*Raise hands*)
 - Wear a helmet when you are a trike or bike?
 - Buckle your seat belt when you ride in a car?
 - Hold an adult's hand when crossing the street?
 - *[Insert example they follow daily in pre-K setting]*
- » We follow rules like these so we stay safe.
- » Now I'd like to teach you some new rules that can help keep you safe. They are the MBF Safety Rules!
- » These Safety Rules have motions that can help us remember them. And there is a Safety Squad to help us learn the motions.
- » Are you ready to meet our Safety Squad? (**Show Visual Card #3**)

Visual Card / Slide



Suggested Time

1:00

Facilitator Notes

- The Safety Rules are the foundation of the MBF Child Safety Matters program. It is important for kids to learn the rules and the motions will help with this. Demonstrate the motions as you introduce the Safety Rules and the Safety Squad and be excited and enthusiastic which will help the kids be engaged and learn the rules.
- Demonstrate each Safety Rule and have kids learn and practice the motions while they are sitting. Once they have learned all 5 Safety Rules, you will have them stand up and go through the Safety Rules again with the motions.
- ***HOME/1-1 SETTING:** Encourage the child and parent (or others in the room) to participate. If the child is shy, they do not have to do every repetition.

Facilitator Script

THE MBF 5 SAFETY RULES - SAFETY RULE #1

- » Okay, let's play an echo game called "Safety With Me." When I say the Safety Rule, you need to be my echo and repeat back to me. Are you ready?*
- » **Safety Rule #1 is Know What's Up. (Show Visual Card #4)**
- » Now it's your turn. Repeat it back to me: "**Safety Rule #1 is Know What's Up.**"
- » **Safety Rule #1 is Know What's Up (with motion).** The motion is to point to your temples on each side of your head with both of your index (or first) fingers and then point both fingers up to the sky while you say, "Know What's Up."
- » Say it with me and do the motion: **Safety Rule #1 is Know What's Up (with motion)**

Visual Card / Slide



Suggested Time

1:00

Facilitator Notes

- Most preschool children don't know their phone number, address or other information, but this is a good opportunity to help them learn. Students will receive a sheet to take home and complete with their parent or guardian to help them learn this important information.

Facilitator Script

SAFETY RULE #1 - KNOW WHAT'S UP

- » So, we just learned about all 5 Safety Rules but let's learn more about **Safety Rule #1 is Know What's Up** (with motion)
- » To **Know What's Up** means knowing when something is safe or unsafe and knowing HOW to stay safe. It also means knowing what the safety rules are here and at home.
- » To **Know What's Up** also means knowing important things about you -- like your first and last name, age, even your phone number if there's an emergency.
- » What is an emergency? (Elicit responses)
- » An **emergency** is a dangerous situation where someone needs help right away. (Show Visual Card #9)

Visual Card / Slide



Suggested Time

1:30

Facilitator Notes

Facilitator Script

SAFE ADULTS

- » A **Safe Adult** is someone who keeps you safe, doesn't hurt you and who helps you if you get hurt.
- » A Safe Adult is an adult who: (*Show Visual Card*)
 - you can talk to about things that may be hard to talk about.
 - you can count on to keep you safe.
 - who follows the Safety Rules and helps you follow the Safety Rules.
- » Your Safe Adults need to be old enough to help you if you're ever hurt or unsafe. So, could your brother or sister be a Safe Adult?
- » If they are old enough to drive and could take you to the doctor if needed, then maybe they could be a Safe Adult.
- » But remember a Safe Adult has to be someone who can get you help and who you know how to help you if you were ever hurt.
- » Every child needs a Safe Adult, but they may be different for each one.
- » Your Safe Adult might be different from your friend's Safe Adult.

Visual Card / Slide

Suggested Time

2:00

Facilitator Notes

- Many kids will readily identify their parents as their Safe Adults; however, you should encourage them to identify additional Safe Adults, including some outside of the home.
- Follow up with all kids to make sure they are able to identify at least two Safe Adults.

Facilitator Script

SAFE ADULTS (CONTINUED)

- » Hmm. Let's see. Can you think of someone who might be a Safe Adult for you? *(Elicit responses)*
- » Let's think about who could be Safe Adults.
- » Is there someone who lives with you that might be a Safe Adult? Maybe a mom or dad, a grandparent, or someone you live with that is a Safe Adult?
- » What about a Safe Adult who doesn't live with you? Someone who takes care of you that could be your Safe Adult? Maybe a babysitter, a relative like an aunt or uncle, or a teacher?
- » Who is a safe adult you could talk to here if you need help or aren't sure if you are safe? *(Identify yourself or other person/designee within Pre-K setting.)*
- » I want you to think of at least TWO Safe Adults you can talk to about your safety. Think about one Safe Adult who lives at home with you and another Safe Adult who doesn't live with you.
- » I hope everyone is able to think of at least two Safe Adults in your life, but don't worry if you can't think of anyone right now. We can help you think of Safe Adults later.
- » Great job identifying some of our Safe Adults.

Visual Card / Slide



Suggested Time

0:45

Facilitator Notes

Facilitator Script

ACTIVITY - CONTINUED

2. You are playing in your front yard and your Safe Adult is working in the yard nearby. Your friend's mom calls from the house next door to your Safe Adult and asks if you can come over to play. (*Show Visual Card #14*)
 - Is this SAFE or UNSAFE? (*Elicit responses*)
 - This is SAFE because they asked your Safe Adult if it was okay and you and your Safe Adult know the mom.

Visual Card / Slide



Suggested Time

0:45

Facilitator Notes

Facilitator Script

ACTIVITY - CONTINUED

4. A stranger is knocking at your front door and your Safe Adult is on the phone in another room and doesn't hear the knock. You're not sure if you should answer the door or not. (Show Visual Card #4)
- Is this SAFE or UNSAFE. (Elicit responses)
 - This is UNSAFE because you don't know who is at the door and you don't know if they are safe or unsafe and your Safe Adult is in another room. You should not answer the door and should go get your Safe Adult to help you.

Visual Card / Slide



Suggested Time

0:45

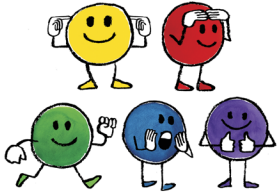
Facilitator Notes

Facilitator Script

ACTIVITY - CONTINUED

5. Now, what if a stranger is knocking at your front door and your Safe Adult answers the door while you stay in the room and continue to play. **(Show Visual Card #17)**
 - Is this SAFE or UNSAFE? *(Elicit responses)*
 - This is SAFE because your Safe Adult is answering the door.

Visual Card / Slide



Suggested Time

1:30

Facilitator Notes

- This is the final opportunity to review the 5 Safety Rules with students. Have children stand up and demonstrate the motions that go with each Safety Rule.
- **OPTIONAL:** If you have time and think it would be beneficial, you may have the kids repeat the 5 Safety Rules again in order.

Facilitator Script

SAFETY RULES REVIEW

» We're almost done with this lesson, but before we finish let's all stand up and say the 5 Safety Rules together with the motions one last time. **(Re-show Visual Card #3)**

- **Safety Rule #1** is **Know What's Up** (with motion).
- **Safety Rule #2** is **Spot Red Eyes** (with motion).
- **Safety Rule #3** is **Make a Move** (with motion).
- **Safety Rule #4** is **Take It Up** (with motion).
- **Safety Rule #5** is **No Blame No Shame** (with motion).

» Great job everyone!

Visual Card / Slide

N/A

Suggested Time

1:30

Facilitator Notes

- Remind children to continue practicing their Safety Rules so they can show you when you return for the next lesson.

Facilitator Script

WRAP UP

- » Wow, you have all done such a good job today paying attention, and you learned so much. I am so proud of each of you.
- » To finish up today, I have a few things for you.
 - » I have a Parent Information Sheet that will go home with your parents and it has an activity for you to do with your parent or guardian so make sure you ask them to do the activity with you.
 - » I also have two Safe Adult Bookmarks for each of you. I want you to give these to the two people you choose as your two Safe Adults. Remember to choose one Safe Adult who lives with you and who doesn't live with you. We will help you write their names on the bookmarks and you can ask your parent/guardian to help you give the bookmarks to your Safe Adults so if you ever need their help, they will know how to help you.
 - » I'll be back to do some more lessons about the 5 Safety Rules and to tell you more about your safety.
 - » Remember until then to practice the Safety Rules and their motions so you don't forget them.

Visual Card / Slide

N/A

Suggested Time

Facilitator Notes

- **OPTIONAL:** Use this activity as a reinforcement anytime after the lesson.

Facilitator Script

OPTIONAL REINFORCEMENT ACTIVITY

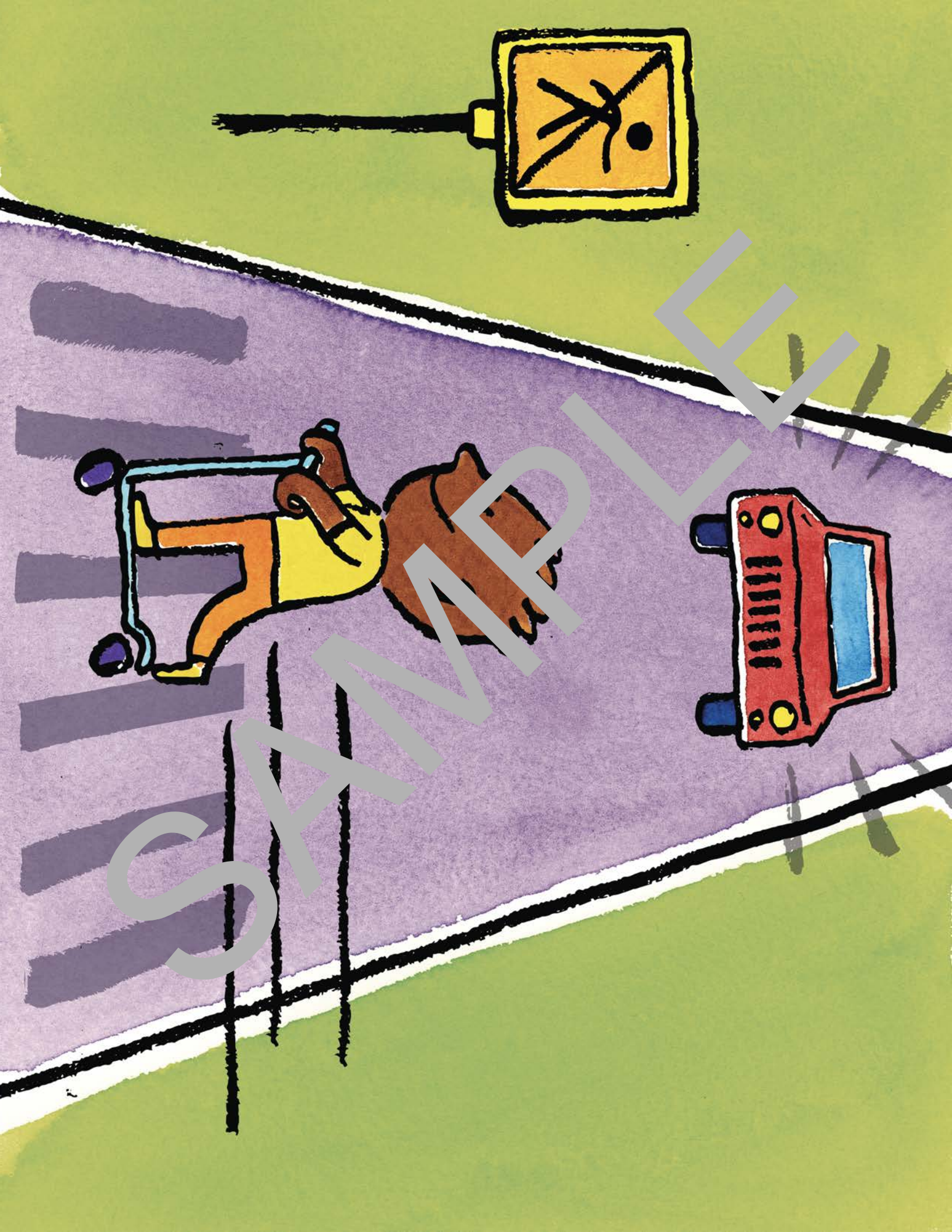
SAFE ADULT HAND

- » Have children (or an adult) trace their hand on a piece of paper.
- » Help children identify 5 Safe Adults (including adults that are family or adults living inside their home with them and adults that live outside their home) and write the name of one adult on each finger on the hand.
- » Adults should help the child write the names, or the child can draw a picture of the identified Safe Adults.
- » The child can keep the drawing as a visual reminder to them that they have multiple Safe Adults they can go to if they are ever hurt or unsafe or need to tell.



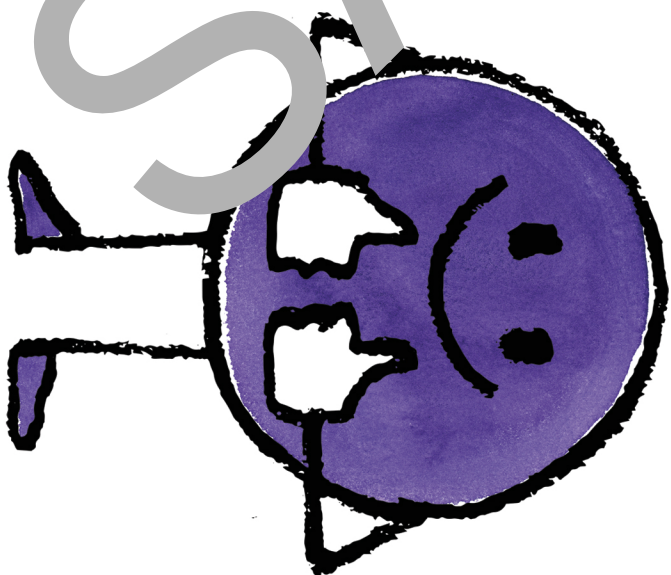
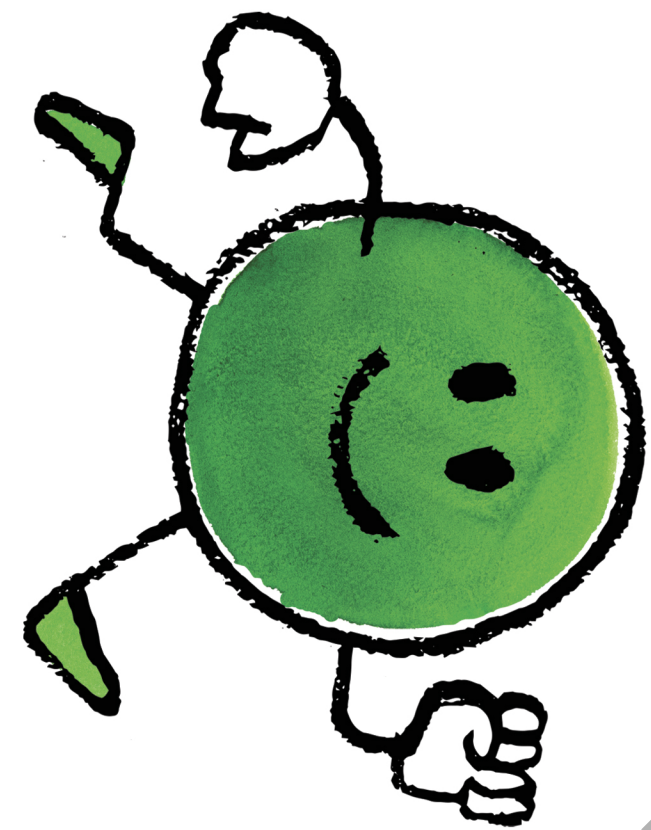
Pre-K | Lesson 1 - Visual Card 1

SAMPLE



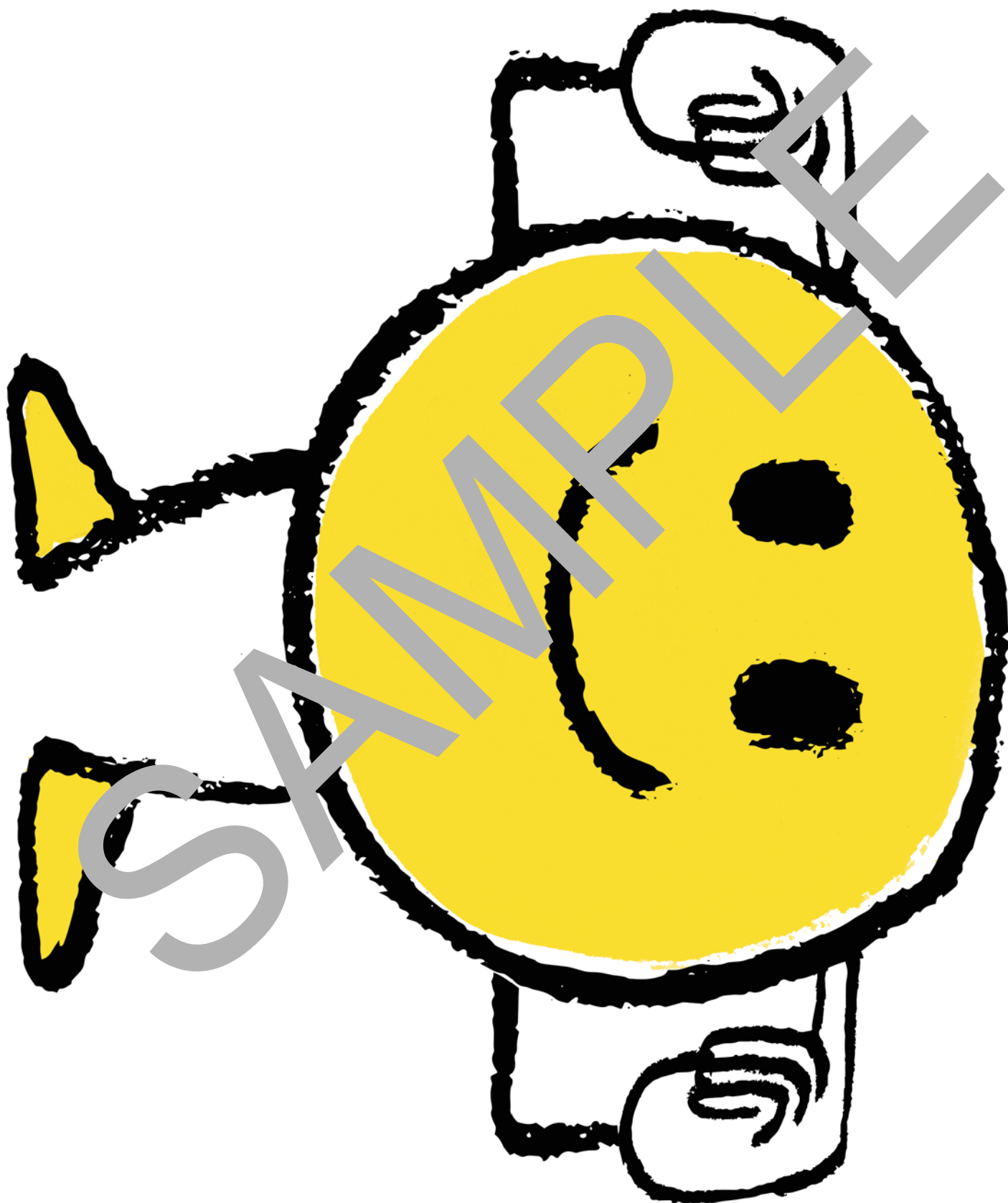
Pre-K | Lesson 1 - Visual Card 2

SAMPLE



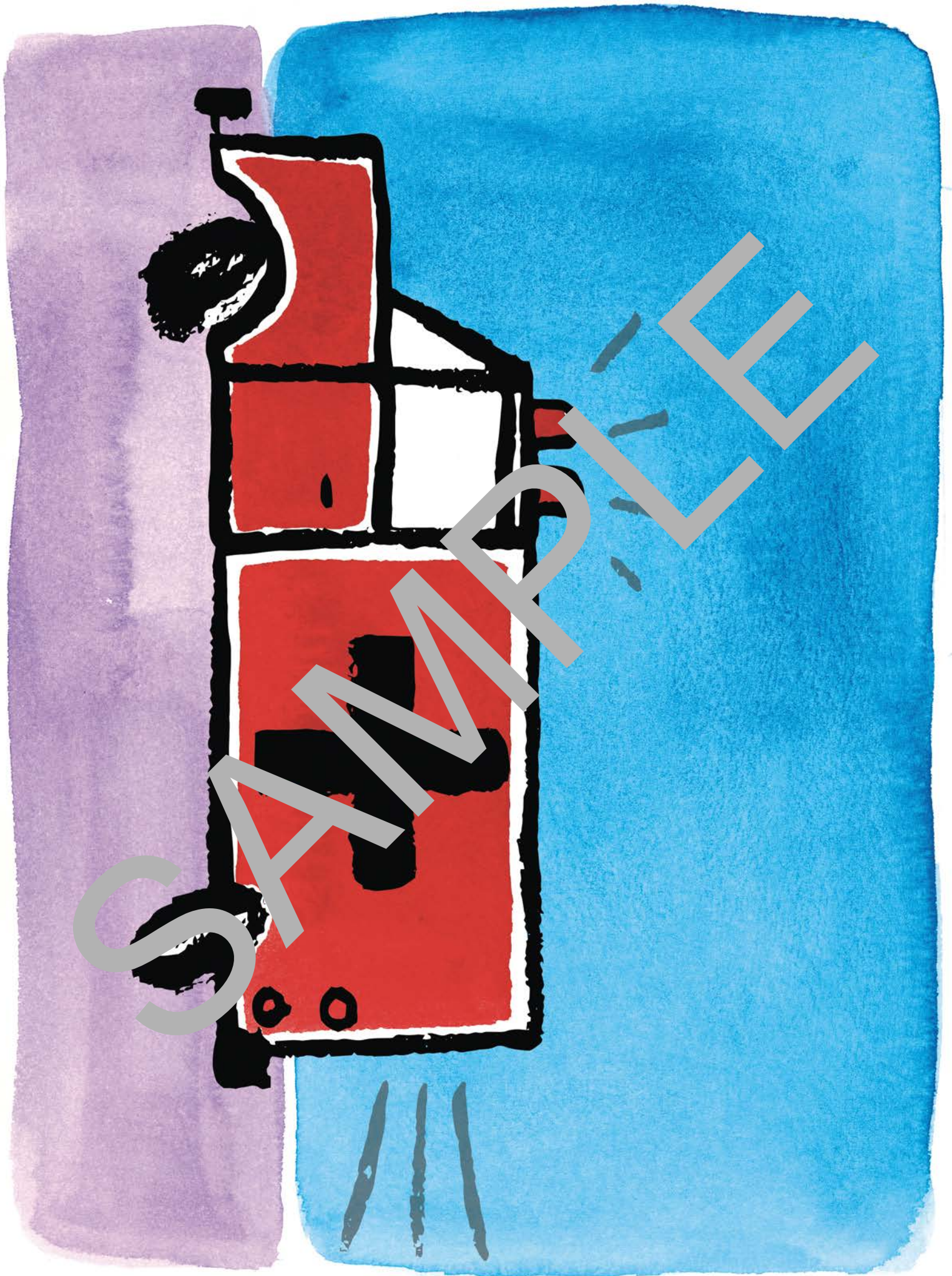
Pre-K | Lesson 1 - Visual Card 3

SAMPLE



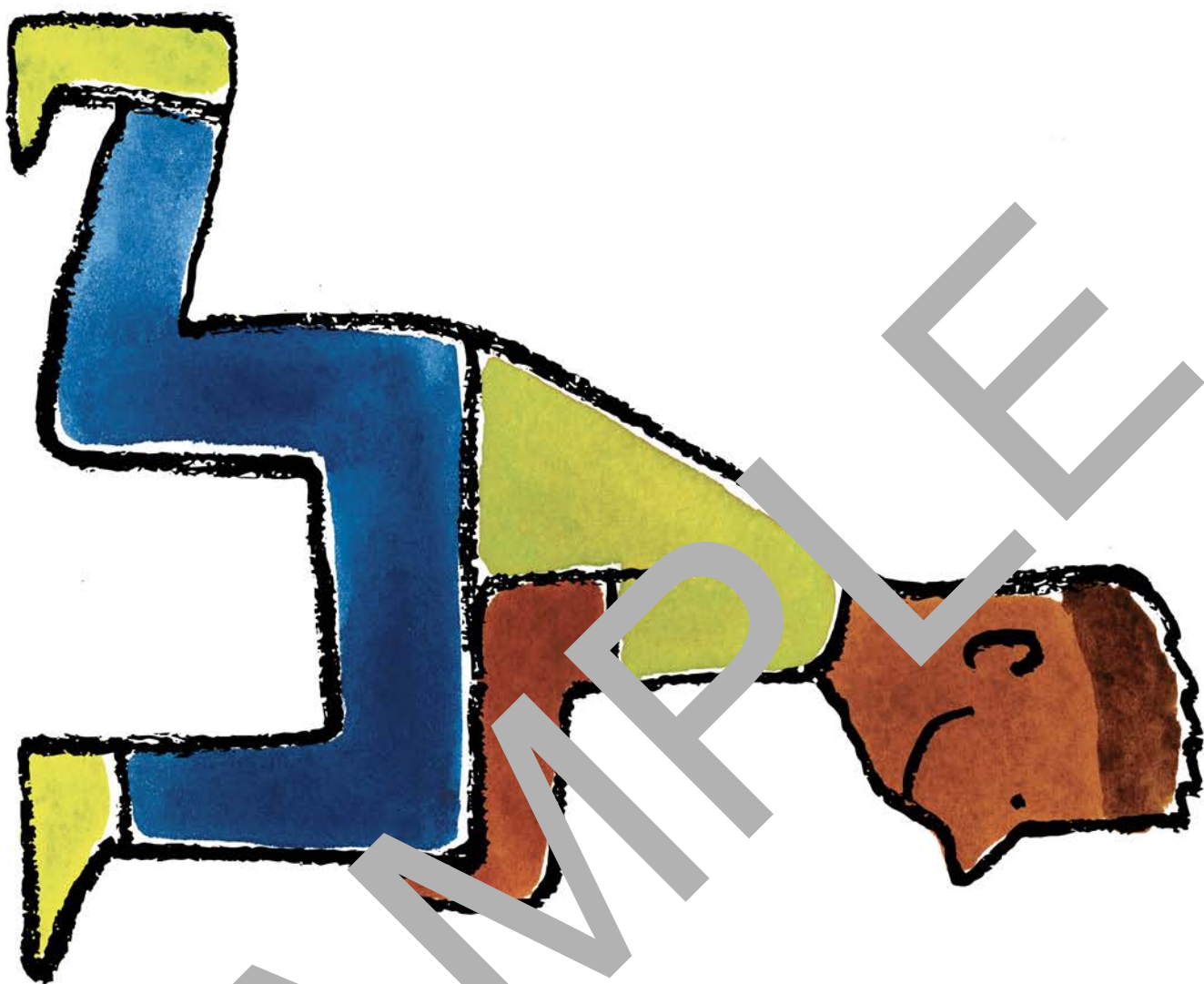
Pre-K | Lesson 1 - Visual Card 4

SAMPLE



Pre-K | Lesson 1 - Visual Card 9

SAMPLE



Pre-K | Lesson 1 - Visual Card 11

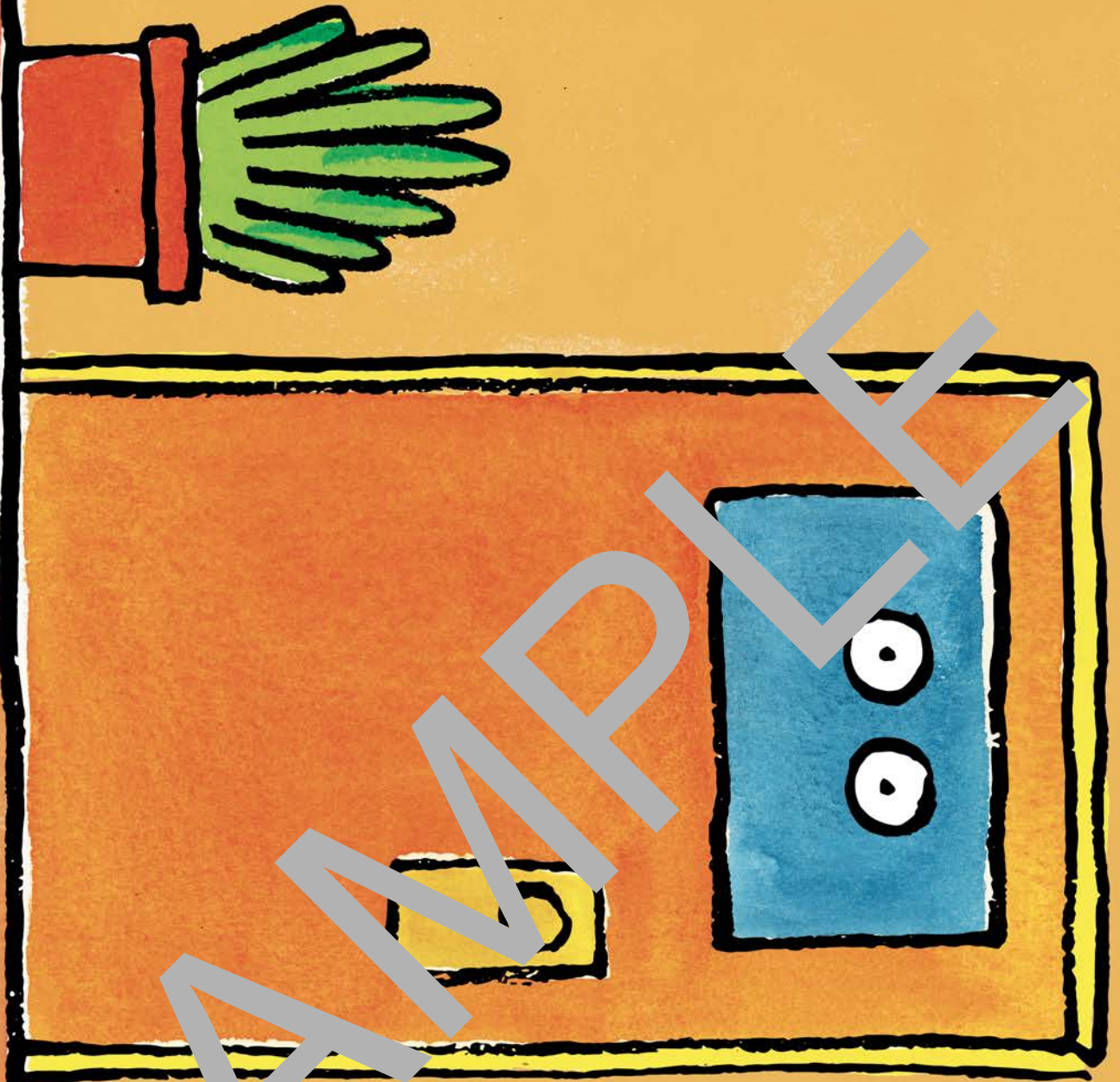
SAMPLE

SAMPLE



Pre-K | Lesson 1 - Visual Card 14

SAMPLE



Pre-K | Lesson 1 - Visual Card 16

SAMPLE



Pre-K | Lesson 1 - Visual Card 17

SAMPLE