



# KID SAFETY

**This companion to the online course provides questions and topics for classroom discussion and activities.**

## Teacher & Parent Guide



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of the Safe Environment for  
Children Program*



# Course Outline

1. EZ Welcomes You!
2. How Course Works
3. Your Safety Starts With You
4. There's Harm Out There
5. Is Harm Done Only by Adults?
6. I Already Know How to Stay Safe!
7. "Safety Facts Game Show"
8. Here Are the "TRAC" Skills You Need
9. Staying on TRAC to Stay Safe

## Section One: Staying Safe Around Adults

11. Matching Game: What is Your Heart Telling You?
12. Feelings That Warn You of Danger—  
**Trust Your Feelings**
13. What Are "Jumpy" Feelings?
14. Role Play: The Feelings Meter
15. Tricks Used by Strangers
16. Maze: Find Your Way
17. Stopping Harm—  
**Respect Yourself and Others!**
18. Role Play: Saying "No" to Harm
19. On the Set: "The Cat, the Dog, and the Turtle"
20. When "No" Doesn't Work—Then What? **Ask for Help!**
21. Role Play: Danger Outside the Home
22. Role Play: Danger Inside the Home
23. Helping to Prevent Abuse—  
**Care About Others!**
24. EZ Dunk Tank

## Section Two: Staying Safe Around Kids

26. Bullying—Roll 'Em: "Shane's World"
27. Pause! Should Jake Pass the Photo?
28. Pause! Is Carrie Right—She's Just a Bystander?
29. Pause! Is it Shane's Fault?
30. Pause! Would George be Tattling if He Told Someone?
31. Fighting Words
32. Threats
33. "Cooling Down" to Avoid Harm
34. Preventing Bullying—Caring About Others!

## Section Three: Avoiding Harm to Yourself

36. Your Safety . . . In Public Places
37. . . . In Daily Activities
38. . . . When Making Choices
39. On the Set: "Its Not Easy Being Green"
40. One More Time: "Are You Smarter Than a 5th Grader Safety Show"
41. You're on TRAC!
42. Certificate of Completion



# Discussion Topics & Questions

Below are questions and topics related to Kid Safety that may be useful to start classroom discussion or create assignments. They are designed to encourage self-reflection and self-expression.

You might ask the students to express themselves as they reflect on the contents of the course through journal writing, art projects, role plays, or other creative ideas. For example, students could make a collage from magazine images or other media to illustrate the TRAC skills or you might have them draw or paint pictures that reflect their feelings about abuse.

## *EZ's Ideas...*

Kid Safety's three mini-movies are a good starting point to discuss topics like bullying, friendship, respect, and peer pressure :

- The Cat the Dog and the Turtle
- Shane's World
- It's Not Easy Being Green



## *Do You Know...*

***Kids age 5-11 are the most at risk to suffer child abuse.***

Of the nearly 900,000 confirmed cases of child abuse or neglect every year in the United States, kids age 5-11 are nearly twice as likely to suffer child abuse than younger or older kids. How does this make the students feel about the problem and the importance of learning about abuse?



## Introduction

1. What is physical abuse? How does it differ from punishment like having to go to your room or being “grounded?” How does it differ from other physical gestures like hugging or patting someone on the back?
2. What is emotional abuse? How does it differ from “joking around?”
3. What is sexual abuse? What does it mean for someone to use “unsafe touches” or touch your “private parts?”
4. What is neglect ? How does it differ from not getting things you want, like a new iPod?
5. To give “life” to the TRAC skills, have students give examples of when they’ve used them (trusting their feelings; respecting others; asking for help; and caring about others) in their daily lives, whether or not it was in a dangerous situation.
6. Discuss: Are the TRAC skills foolproof?
7. Discuss kid safety facts. Why is it relevant that all kinds of kids suffer abuse? Why does abuse happen more often by family members and people kids know and trust, than by strangers?

## Section One

### *Staying Safe Around Adults*

1. Discuss “something’s wrong” feelings versus butterflies or “jumpy” feelings. Have the kids give examples from their own lives.
2. Do the kids have questions about any of the scenarios in the “Feelings Meter?”
3. Using “The Dog, the Cat, and the Turtle” as a starting point, have students give examples of showing respect in the family, with friends, and in school.
4. Discuss what happened to Jack in “Role Play: Inside the Home;” and the fact that neglect is very common (it’s the No. 1 type of mistreatment of kids).



## Section One Cont'd

1. What is the difference between a stranger and a “strange acting” adult?
2. Conduct role plays with students: standing up and saying “No” when someone does something hurtful; showing respect; asking an adult for help.
3. In “The Cat, the Dog, and the Turtle,” Fuzz thinks it’s her “fault that [Rufus] doesn’t like” her. Why would she feel that way? Is she showing respect for herself?
4. What kind of friend is Louie (the turtle)? What about Rufus?
5. How does “caring” and “telling” help prevent harm in the “Dunk Tank” scenarios?
6. Discuss the TRAC skills: do kids need to use all four of the TRAC skills every time they face danger, or is one more useful than another at times? Are kids better at one skill than another? Can kids improve their skills, like trusting warning feelings or respecting others?

## Section Two

### Staying Safe Around Kids

1. What are the different ways kids bully other kids? What does it mean to be a victim, bystander or bully? Who plays these roles in “Shane’s World” and how do they feel?
2. Discuss George’s role—what is the difference between telling and tattling? Have the students practice sayin
3. Boys were the bullies in “Shane’s World.” Have the students give an example of girl bullying.
4. Have the students give examples of when they have used “cooling down” strategies to avoid making threats or using fighting words.
5. What does it mean to “stick your head in the sand. ” And, why is it important in the bullying context?



## Section Three

### Avoiding Harm to Yourself

1. Discuss self-harm. Does it always mean physical harm? How can a bad choice be harmful? Have students give examples.
2. Have the students talk about their experiences in public places, doing activities, making choices. Have they ever felt uncomfortable or scared? If so, what did they do?
3. What is peer pressure? Can peer pressure be a good thing? How does peer pressure affect kids' choices?
4. Have the students apply the TRAC skills in response to "what if" situations? What if a friend: offers you a cigarette; tells you they're going to hurt somebody; tells you they've been harmed. How would you feel; what would you do?
5. In "It's Not Easy Being Green," why did Louie feel different? How did he show respect for himself and others? Why is it harmful to exclude kids?
6. How does caring lead to action and prevention of harm?

