



Child Safety Matters®

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Monique Burr Foundation for Children

Facilitator Script

4th Grade / Lesson 2



24-25 EDITION

4th Grade / Lesson 2 Overview

LEARNING OBJECTIVES	<ul style="list-style-type: none"> Students will demonstrate retention of Lesson 1 concepts. Students will review and practice using the MBF 5 Safety Rules® to recognize and respond appropriately to unsafe situations. Students will demonstrate increased knowledge of harm from peers, predators, and self. Students will demonstrate increased knowledge regarding bullying and cyberbullying. Students will practice identifying Red Flags in unsafe situations. Students will demonstrate knowledge regarding digital safety practices. Students will demonstrate increased knowledge of barriers to telling and demonstrate how to access help and resources.
LESSON TIMING	<ul style="list-style-type: none"> Prep time: 30 minutes / Lesson time: 55 minutes If splitting the lesson into two parts, each part is approximately 30 minutes. Note: To ensure program fidelity, it is recommended that you not skip content or scenarios to save time.
MATERIALS NEEDED	<ul style="list-style-type: none"> Technology for presenting the lesson (computer, projector, screen, speakers) 4th Grade / Lesson 2 Facilitator Script 4th Grade / Lesson 2 Presentation 4th Grade / Lesson 2 Parent Information Sheets 4th Grade Post-tests Student Exit Slips Optional: MBF 5 Safety Rules Banner and/or Classroom Poster
LESSON PREPARATION	<ul style="list-style-type: none"> Review the script prior to presenting the lesson, including the Facilitator Notes. To prepare for discussions and activities, fill in any state, school, or district specific information, as well as note optional Student Discussion Points. Access the 4th Grade / Lesson 2 Presentation from the Facilitator Portal. When using Pre-/Post-tests, print/copy one 4th grade Post-test for each student. When using the Exit Slips, print/copy one Exit Slip for each student. Display the MBF 5 Safety Rules Poster in a visible location where it can be viewed by all students during the lesson. Copy Key Terms onto a board/chart paper to refer to during lesson. Note: If you are presenting virtually or remotely, lesson handouts are available as fillable PDFs on the Facilitator Portal for you to access and share digitally with students and parents, guardians, or caregivers.

4th Grade / Lesson 2 Overview – Continued

KEY TERMS	<ul style="list-style-type: none"> • Apps • Barriers • Bullying • Bystander • Character Traits • Consequences • Cyberbullying • Digital Abuse • Digital Dangers • Digital Reputation • Drama • Inappropriate Images • Internet Predators • Peers • Public and Permanent® • Reporting • Safe Adult • Safe Friend • Social Media • Snitching • Tattling • Telling • Threatening • Upstander
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SAMPLE

Related Slide



Slide Time

1:30

Facilitator Notes

SAFETY

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.
- » In Lesson 2, we are going to talk about kindness, acceptance, bullying, and digital safety.
- » Let me share a few reminders from Lesson 1 to start.
 - » Some of the topics we discuss may be difficult to talk about, but it's really important information that will benefit you, so I ask that everyone please pay attention and participate in the discussion and activities.
 - » I also want everyone to know this is a safe space where everyone is supported and respected.
 - » So, please remember during the activities in today's lesson if you would like to speak, raise your hand. I want us all to be kind to our classmates while they are talking. And when you are communicating with your peers, please act maturely and be respectful of others' feelings, emotions, and privacy. We are all equal and deserve to be treated with respect.
 - » If any of the information we discuss today is difficult to hear or talk about, you may ask your teacher to be excused from the classroom for a few moments. And if you'd like to talk about it after the lesson, you can talk to me, your teacher or counselor, or another Safe Adult.
 - » I also ask that if you have any personal stories to share related to what we are discussing today, you wait and share those with me, your teacher, school counselor, or another Safe Adult privately after the lesson; not because they're not important, but because we have a limited amount of time to get through the lesson today.

Related Slide



Slide Time

3:00

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, and I want you to show me a thumbs up if the statement is true, or a thumbs down if the statement is false. (Demonstrate the motions)

» **Click to advance slide.**

SAFETY CHECK STATEMENTS

1. Physical abuse is when a child doesn't get what they need to be safe. (Thumbs down/False)

» This is neglect. Physical abuse is when a child is hurt on purpose, and it leaves a mark.

» **Click to advance slide.**

2. **Safety Rule #3 - Make a Move**, tells you to GET AWAY and STAY AWAY from unsafe situations. (Thumbs up/True)

» **Click to advance slide.**

3. Emotional abuse occurs when a child is repeatedly told mean and hurtful things. (Thumbs up/True)

» **Click to advance slide.**

4. A parent not giving a child the latest video game is neglect. (Thumbs down/False)

» Neglect is denying something a child needs like food or medical care.

» **Click to advance slide.**

5. If you are not comfortable talking to a Safe Adult, you should ask a Safe Friend to help you talk to them. (Thumbs up/True)

» **Click to advance slide.**

6. Surprises are okay, but if anyone tells you to keep a secret about something from your parent or guardian, you should use **Safety Rule #4 to Talk It Up** and tell a Safe Adult. (Thumbs up/True)

» Good job, everyone!

Related Slide

MBF 5 Safety Rules



Let's Practice the MBF 5 Safety Rules

Slide Time

2:00

Facilitator Notes

- Remember, the 5 Safety Rules are the foundation of the MBF Child Safety Matters curriculum, and therefore, are very important.
- Please deliver the 5 Safety Rules with enthusiasm.

Facilitator Script

MBF 5 SAFETY RULES

- » Raise your hand if you remember the 5 Safety Rules and their motions. (Raise hands)
- » Let's review them, and you can practice the motions with the Safety Squad while seated at your desk.
- » **Click to advance slide.**
- » **Safety Rule #1 is Know What's Up** (with motion). **Knowing What's Up** means knowing your personal information, your parent's, guardian's, or caregiver's information, and what to do in an emergency.
- » **Click to advance slide.**
- » **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 person or situation is not safe.
- » Who remembers what some Red Flags are? (Elicit responses being sure to include 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
- » **Click to advance slide.**
- » **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

3:30

Facilitator Notes

SAMPLE

Facilitator Script

WHY BE KIND?

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- » Ultimately, bullying is the opposite of kindness.
- » Let's watch a video about kindness.
- » [Click to play video. \(3:05\)](#)

SAMPLE

Related Slide



Slide Time

2:00

Facilitator Notes

SAFETY RULES

Facilitator Script

BYSTANDER VS. UPSTANDER

- » You can help stop bullying. You can choose to be kind, and you can choose to be an upstander.
- » When bullying happens, some people watch or even help bullies by recording it on cell phones, or by hearing about it or seeing it and doing nothing. This is called being a **bystander**.
- » **Click to advance slide.**
- » An **upstander** is someone who sees bullying and stands up to the bully or stands up for and helps the person being bullied.
- » How can you be an upstander if someone is being bullied? (Elicit responses)
- » Sometimes simply being a friend to someone can make you an upstander.
- » **Click to advance slide.**
- » The 5 Safety Rules can also help you be an upstander.
- » When you use **Safety Rule #2** and you **Spot Red Flags** like bullying, you can use **Safety Rule #3** to **Make a Move** such as:
 - Help the person being bullied GET AWAY, and do not watch, listen to, or encourage the bullying.
 - Help them STAY AWAY. Be a friend and help them avoid places where the bullying happens.
- » You can also 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 Safe 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

6:00

Facilitator Notes

- Students will work with a partner to develop an acrostic poem of positive character traits for the word "Friend."
- You can have students partner up by finding their elbow partner, counting 1s and 2s, or another method you'd like.

Facilitator Script

POSITIVE POEM

- » So, if being a friend can help you be an upstander, let's talk more about character traits of friends.
- » **Character traits** are ways to describe someone's personality or behavior.
- » **Click to advance slide.**
- » What are some positive character traits that you would want to see in a friend? (Kind, friendly, happy, nice, helpful)
- » Let's do an activity called Positive Poem about positive character traits.
- » We're going to do a Think-Pair-Share. When I tell you to, get with a partner and I am going to give you a few minutes to discuss positive character traits that start with each letter in the word FRIEND.
- » When you have thought of your traits for the word FRIEND, give your partner a high-five or a fist bump so I'll know you're done.

FOLLOW-UP

- » **Click to advance slide.**

- » Call on each pair to help contribute to the list of traits. You can write the word FRIEND on the board and add traits to the list as you ask each pair of students.
 - **F** - fair, fearless, friendly, funny, faithful, fabulous
 - **R** - responsible, reliable, resourceful, realistic, respectful
 - **I** - inventive, ingenious, imaginative, impressive, interesting
 - **E** - empathetic, energetic, easy-going, enthusiastic, efficient, excellent, excited
 - **N** - nice, neat, never lies, natural
 - **D** - dependable, determined, discreet, devoted, direct



Related Slide



Slide Time

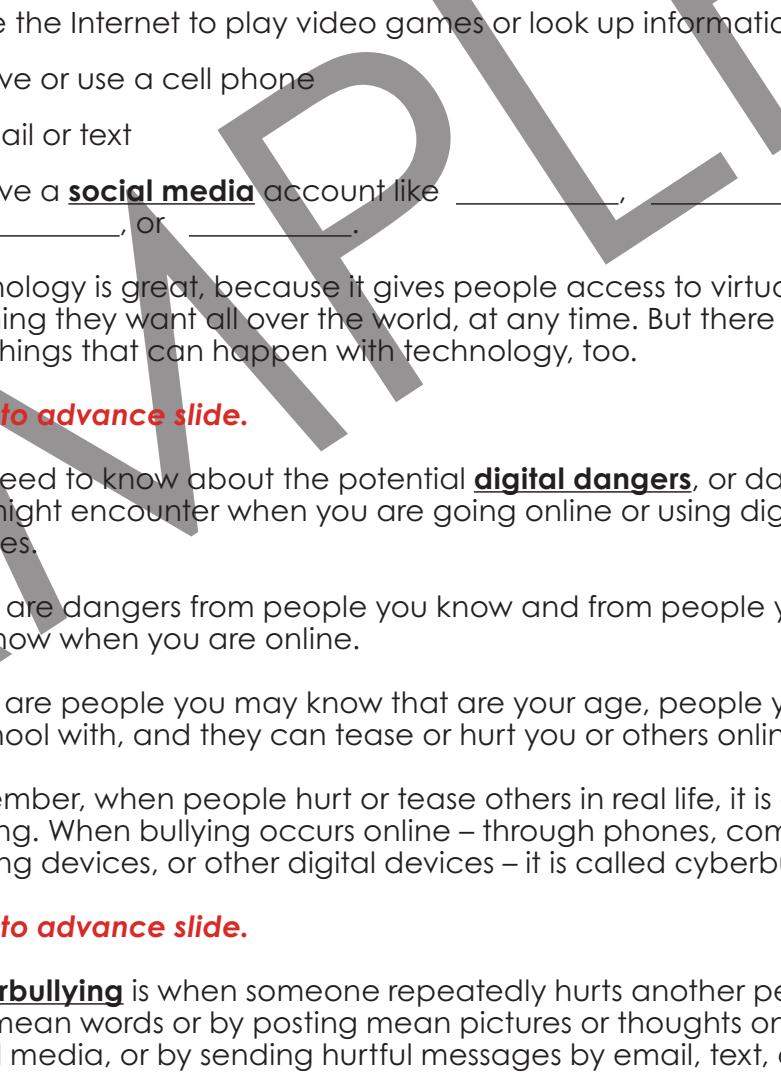
2:30

Facilitator Notes

SA

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 happen online also.
- » 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 _____, _____, _____, or _____.
- » 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.
- » **Click to advance slide.**
- » You need to know about the potential **digital dangers**, or dangers you might encounter when you are going online or using digital devices.
- » There are dangers from people you know and from people you do not know when you are online.
- » **Peers** are people you may know that are your age, people you go to school with, and they can tease or hurt you or others online.
- » Remember, when people hurt or tease others in real life, it is called bullying. When bullying occurs online – through phones, computers, gaming devices, or other digital devices – it is called cyberbullying.
- » **Click to advance slide.**
- » **Cyberbullying** is when someone repeatedly hurts another person with mean words or by posting mean pictures or thoughts online, on social media, or by sending hurtful messages by email, text, or on other apps and devices.
- » Just like you have learned to use the 5 Safety Rules in unsafe situations in real life, you can use them in your digital life to stay safe on the computer and when you are using other digital devices.

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 the school's bullying policy.

STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share their concerns or fears about reporting bullying or cyberbullying. Help them understand the importance of reporting even if they have hesitations.

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**.
- » **Click to advance slide.**
- » You can use **Safety Rule #3, Make a Move** to GET AWAY and STAY AWAY from cyberbullying if you can.
- » Many kids do not want to tell an adult if they encounter this type of behavior, because they are afraid their parent or guardian will take their phones or computers away.
- » **Click to advance slide.**
- » However, if you do not speak up, cyberbullying tends to get worse. More things get shared with more people, so it is very important to use **Safety Rule #4** and **Talk It Up** with a Safe Adult.
- » You can also talk to a Safe 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 Safe Friend with you.
- » You can always tell your parent or guardian, or you can report it to the school, a teacher, or a counselor.
- » Here is how you can report bullying or cyberbullying in your 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

Lesson Break – End Part 1

**LESSON
BREAK**

Slide Time

1:00

Facilitator Notes

- If you ARE splitting the lesson into two shorter lessons, stop at the end of this page and resume the next lesson on the next page.
- If you ARE NOT splitting the lesson, you will skip this page and the next.
- Students may remain seated or stand to practice the Safety Rules and motions.
- If you are splitting the lesson, give students an Exit Slip to complete here. Be sure to follow up if any child marks that they would like to speak to you or another Safe Adult.

Facilitator Script

LESSON BREAK – END PART 1

*****IF YOU ARE CONTINUING THIS LESSON AS ONE LESSON VS.
BREAKING IT INTO TWO PARTS, SKIP THIS AND THE
NEXT PAGE AND GO TO PAGE 14.*****

» We're going to stop for now, and I'll be back soon to complete the second half of this lesson.

» Let's review all 5 Safety Rules before we end.

» ***Click to advance slide.***

- 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**

» ***Click to advance slide.***

» Great work today! I hope you all have enjoyed this MBF Child Safety Matters lesson and learned a lot.

» You have been a great class, and I appreciate your attention and participation.

» Does anyone have any questions?

» If you think of any questions, you can ask your teacher, *or you can ask me. (*If you are a school employee)

*****THIS IS THE END OF CONTENT FOR PART 1 IF YOU ARE
IMPLEMENTING LESSON 2 IN TWO SHORTER LESSONS.*****

END LESSON 4.2 PART 1 HERE

Related Slide

Lesson Break – Begin Part 2

Child Safety Matters

Welcome Back!

Slide Time

1:00

Facilitator Notes

- If you ARE splitting the lesson into two shorter lessons, resume the lesson with this page.
- If you ARE NOT splitting the lesson and are continuing with 4.2 as one lesson, skip this page.
- Students may remain seated or stand to practice the Safety Rules and motions.

Facilitator Script

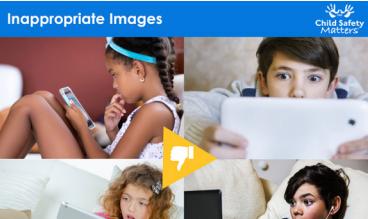
LESSON BREAK – BEGIN PART 2

*****THIS IS WHERE YOU WILL BEGIN PART 2 IF YOU ARE IMPLEMENTING LESSON 2 IN TWO SHORTER LESSONS.*****

BEGIN LESSON 4.2 PART 2 HERE

- » Begin by welcoming students back and discussing lesson and behavior expectations.
- » Today I am back so we can finish the second half of Lesson 2 from the MBF Child Safety Matters program.
- » Remember, if you have any personal stories to share related to what we are discussing today, I want you to know they are very important, but because we have a limited amount of time to get through the lesson, I ask that you wait to share them with your teacher or with me after the lesson.
- » Also remember, sometimes when we talk about safety and dangers, we have to talk about uncomfortable things or things that are hard to talk about. But I want everyone to listen and pay attention, because this is very important for everyone's safety.
- » Let's begin today by reviewing the MBF 5 Safety Rules.
- » **Click to advance slide.**
 - **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**
- » In the first half of the lesson, we talked about the 5 Safety Rules, bullying, and cyberbullying. Let's continue today and talk about digital safety.

Related Slide



Slide Time

2:00

Facilitator Notes

- Approximately 15% of teens surveyed said they first saw pornography before age 11—either by accident or on purpose. And more than half of those teens said they had seen it by age 13.
- It is important to use 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 use the term “inappropriate images” or “pornography.” Whichever term you use, it is important to teach kids how to respond if they encounter these images online or if someone shows these images to them.
- Students may not understand the term inappropriate. If students appear to need further clarification, use this definition: Inappropriate images, material or content refers to material that includes sex or sex acts, or full or partial nudity.

Facilitator Script

INAPPROPRIATE IMAGES

- » There is another digital danger that I want to share with you.
- » If you ever see **inappropriate images** online, or if an adult or another child shows you inappropriate pictures, for example, pictures of people without their clothes on (called pornography), you should recognize this as a Red Flag and use your Safety Rules to help you.
- » If you ever discover strange, scary, or inappropriate pictures online, such as pictures of people without their clothes on, do not try to delete them or close them yourself; seek the help of a Safe Adult so you do not get spyware or malware on your computer.
- » If someone ever shows you pictures of a child without their clothes on, or tries to take pictures of you without your clothes on, this is wrong. These kinds of pictures are called sexual abuse images.
- » No one should take pictures of children without their clothes on and no one should show a child pictures of others without their clothes on.
- » If anyone ever does these things, or sexually abuses you in any way, these are Red Flags, and you should remember your Safety Rules.
- » **Click to advance slide.**
- » Use **Safety Rule #3 to Make a Move**, and GET AWAY and STAY AWAY. Try to stay away from any adult or child that touches you or talks inappropriately to you.
- » And use **Safety Rule #4 to Talk It Up** to a Safe Adult to tell them why you want to STAY AWAY from that person. They can help you.
- » Also remember **Safety Rule #5, No Blame | No Shame**. No matter what happens or has happened in the past, and no matter what the person says, abuse is never your fault. Even if they say you will get into trouble, or that no one will believe you, or if they made you promise not to tell.
- » You are never to blame if you are abused, and you will not get into trouble if you tell.
- » You should not be ashamed to ask for help or to tell a Safe Adult.

Related Slide



Slide Time

2:00

Facilitator Notes

SAFETY

Facilitator Script

OVERCOMING BARRIERS TO TELLING

- » You may have trouble talking to your Safe Adult about cyberbullying or other dangers you face online. Sometimes it is hard to tell someone about hurtful things happening in your life.
- » Why might it be hard to talk to a Safe Adult? (You might be embarrassed; you might be scared you will get into trouble; you might think you can handle the situation on your own)
- » These are barriers to telling.
- » **Click to advance slide.**
- » **Barriers** are things that may stop you from communicating to your Safe Adult.
- » It is important to talk to your Safe Adult(s) about things that are happening online so they can ensure your safety. Even if you are using your 5 Safety Rules, sometimes you might not know if a situation is dangerous.
- » **Click to advance slide.**
- » It is also sometimes hard to think through all the possible **consequences**, or things that might happen, when we are doing things online, and this is when talking to a Safe Adult is important.
- » One way to overcome barriers to telling is to first talk to a Safe Friend, or someone you know well and trust.
- » **Click to advance slide.**
- » If you are not comfortable telling your Safe Adult certain things, you can ask a Safe Friend to help you find the best way to talk to a Safe Adult. This can be helpful, but remember you should still talk to a Safe Adult to get help.
- » If you are a Safe Friend and someone comes to you, it is important for you to be supportive and helpful. Encourage the person to talk to their Safe Adult. You may even offer to go with them to talk.

Related Slide



Slide Time

4:30

Facilitator Notes

» Let's watch a video.

» **[Click to play video. \(2:59\)](#)**

» **[Click to advance slide.](#)**

FOLLOW-UP

» Let's talk about some of the things you saw in the video.

» What do you think is the main message of the video? (Things can spread quickly online or with phones, and you can't control it)

» Was the message spread on purpose? (Not at first)

» What is it called when people purposely say mean things about someone or spread rumors and gossip about their peers online or with cell phones? (Cyberbullying)

» **[Click to advance slide.](#)**

» What are some things you can do to prevent this from happening? (Elicit responses, such as never post anything mean about others; never forward messages or posts that are mean about others; do not say or post anything you would not want everyone to see)

» Along with the 5 Safety Rules, there are some other rules I want you to know to be safe when using a cell phone or going online.

Facilitator Script

MIKE-TOSIS

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National Center for Missing and Exploited Children

SA

Related Slide



Slide Time

2:30

Facilitator Notes

- The Institute for Online and Cellphone Communications has a Digital Risk Assessment available at <https://www.iroc2.org/CyberSafetyRiskAssessment.html> where students and adults can go to assess their digital safety.
- Write the website, www.iroc2.org on the board and encourage students to visit it to learn more.

Facilitator Script

DIGITAL REPUTATION

- » Remember that everything you do online is creating a digital reputation that will follow you forever. Your **digital reputation** is an account of everything you do online that people will see and use to decide what kind of person you are. All of the things you do online contribute to your digital reputation - the apps or websites you use and visit, the posts you “like”, “share”, or comment on, the accounts you follow or link to, and the content you post online.
- » This means even if you have your settings on private, and even if you hit delete, things can still get out into cyberspace for others to see, can be shared with people you don’t want them shared with, and they can stay online forever.
- » Whatever you post, make sure it is appropriate for teachers, coaches, and even your grandparents to see. A negative digital reputation could keep you from being accepted into a club, or on a sports team, or other activities you may want to do.
- » **Click to advance slide.**
- » You should always **THINK** before you post. Ask yourself if it is:
 - **T**-rue
 - **H**-elpful
 - **I**-inspiring
 - **N**-ecessary
 - **K**-ind
- » If it isn't, don't post it.

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 Final 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.

Facilitator Script

FINAL REVIEW

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

» **Click to advance slide.**

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)
2. Both are cyberbullying.
3. An upstander is someone who stands up to bullies or helps someone being bullied. (Thumbs up/True)
4. Bullying will most likely stop if you just ignore the bully. (Thumbs down/False)
5. If it helps you or someone else, you should tell a Safe Adult.
6. You can talk to a Safe Adult and ask them for help. You only want to confront a bully if you know you will be safe and there are other upstanders with you.
7. There are different ways to be an upstander that do not involve directly confronting a bully. (Thumbs up/True)
8. Everything you do online, on cell phones, computers, or other digital devices is public and permanent, even if you have privacy settings on. (Thumbs up/True)
9. Good job, gold stars for everyone!

Related Slide



Slide Time

5:00 (OPTIONAL)

Facilitator Notes

- Students will complete a review of Lessons 1 and 2 with a game of tic-tac-toe.
- You will need to draw a tic-tac-toe gameboard on a white board, chalk board, or piece of chart paper and have chalk or markers available for students to use.
- Clarify answers with the information provided in parentheses.
- Continue play until one team gets a tic-tac-toe or until you run out of time or questions.

Facilitator Script

TIC-TAC-TOE (OPTIONAL)

- » Let's finish today by playing a fun review game of tic-tac-toe.
- » Draw a tic-tac-toe game board on a white board, chalk board, or chart paper.
- » First, I will divide you into teams and assign each team to be either "X" or "O" and then I will take turns asking each team questions.
- » When I ask your team a question, you will have five seconds to confer with your team, and then I need one team spokesperson to give me an answer. Only the spokesperson's answer will count.
- » If you answer correctly, you get to place either your "X" or "O" on the board in any square you choose. If you answer incorrectly or run out of time, the other team gets five seconds to steal, and if they can answer correctly, they get to put their mark on the game board. If both teams answer incorrectly, no team gets to mark the board that round and play goes on to next question.
- » The first team to get a tic-tac-toe, or a straight line horizontally, vertically, or diagonally, wins!

TIC-TAC-TOE QUESTIONS

» **Click to advance slide.**

1. True or False: Cyberbullying doesn't hurt a person as bad as physical bullying, because it's just words on a screen. (False; cyberbullying can be just as bad or worse than bullying)

» **Click to advance slide.**

2. True or False: Using **Safety Rule # 3** to **Make a Move** will only help you if you are being bullied in person. (False; you can also **GET AWAY** or **STAY AWAY** from cyberbullying)

» **Click to advance slide.**

3. True or False: **Safety Rule #1** is **Know What's Up**. (True)

Related Slide

MBF 5 Safety Rules



Let's Practice the
MBF 5 Safety Rules

Slide Time

1:30

Facilitator Notes

SAMPLE

Facilitator Script

MBF 5 SAFETY RULES REVIEW

- » Today, we learned about bullying and being safe online.
- » We also learned 5 Safety Rules that can help you stay safe from bullying and digital dangers.
- » Stand up and practice the rules and their motions with me and the Safety Squad.
- » ***Click to advance slide.***
 - 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

1:00

Facilitator Notes

- Reinforcement items are an important part of the program, as research shows that multiple exposures to a concept contribute to student learning and retention.
- Most reinforcement items are available on the Facilitator Portal for you to self-print or share with parents and/or students digitally.
- As you end the lesson with students, be sure to explain any reinforcement materials you will be providing and how students will get them (skip any reinforcements you will not be providing).

Facilitator Script

WRAP-UP

- » I hope you all have enjoyed this MBF Child Safety Matters lesson and learned a lot, and I want to thank you for your attention.
- » **To finish up, let students know about any reinforcement items you will provide to them or how you will make them available.**
- » **Share the following as applicable:**
 - » There is a [Parent Information Sheet](#) for your parent, guardian, or caregiver with information about what you learned today, and there is also an activity for you to do together.
 - » You will also receive an [MBF Child Safety Matters Coloring Sheet](#). You can color it and then hang it somewhere in your room or house, and it will remind you to follow the Safety Rules.

Related Slide



Slide Time

1:00

Facilitator Notes

- The Exit Slip activity is a great way to gauge student engagement and learning.
- It also provides a method for students to ask to speak with someone if they have concerns.
- Be sure to follow up if any child marks that they would like to speak to you or another Safe Adult.

Facilitator Script

CLOSE

- » Fantastic work today! Thank you again for your attention, and thank you Mr./Mrs. _____ (teacher).
- » I hope you all have enjoyed today's MBF Child Safety Matters lesson and learned a lot.
- » Remember to practice your 5 Safety Rules so you do not forget them.

ACTIVITY - EXIT SLIPS

- » Ask students to do an *Exit Slip* with the following instructions.
- » Before I go, I have one last activity for you to do. I would like each of you to get a sheet or slip of paper and write three things on it for me.
- » First, write one thing you heard today that you didn't know or that really stood out to you.
- » Second, write any questions you may still have after today's lesson.
- » And third, let me know if you would like to speak to me, your teacher, or the school counselor or social worker privately about anything you heard in the lesson.
- » 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 staff member)
- » Remember, every child deserves to be safe. You each deserve to be safe!
- » Thank you again, you all did great today!