

# MONIQUE BURR

FOUNDATION FOR CHILDREN, INC.

**PREVENTION EDUCATION PROGRAMS**

Every child deserves to be safe!

**AN INTRODUCTION TO MBF  
PREVENTION EDUCATION PROGRAMS**

# AGENDA - OBJECTIVES



Every child deserves to be safe!



Understand why prevention education programs are needed.



Understand research and best practices for prevention education.



Become familiar with the features and benefits of MBF Programs.



Learn how easy it is to implement MBF Prevention Education Programs.

Every child deserves to be safe!



*Monique Burr*

Nonprofit based in Jacksonville, Florida; founded in 1997 by Edward Burr to honor his late wife, Monique Burr, a devoted child advocate.

History of child abuse prevention and advocacy; **prevention education** is now exclusive focus.



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FOUNDATION FOR CHILDREN  
PREVENTION EDUCATION PROGRAMS



# WHY DO WE NEED PREVENTION EDUCATION?

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FOUNDATION FOR CHILDREN  
PREVENTION EDUCATION PROGRAMS

# WHY DO WE NEED PREVENTION EDUCATION?



## ABUSE & EXPLOITATION FACTS

- ✓ 1 in 10 children will be sexually abused before they turn 18.
- ✓ The U.S. receives over 3 million reports of child abuse each year and costs U.S. taxpayers \$220 million DAILY.
- ✓ Abuse at home often leads to trafficking.
- ✓ Human trafficking is second most profitable criminal activity in U.S.

# BULLYING/CYBERBULLYING FACTS

- ✓ 1 in 4 kids will be bullied and 1 in 5 will be cyberbullied.
- ✓ 28% of U.S. students in grades 6 – 12 have experienced bullying; 70.6% of young students have witnessed bullying.
- ✓ Victims often suffer academically and from long term psychological effects.
- ✓ 60% of bullies in grades 6 – 9 have a criminal conviction by age 24.
- ✓ Both victims and bullies may later become depressed or even become suicidal, or may seek revenge.
- ✓ After interviewing 41 school shooters in 37 incidents, the secret service found that two-thirds had been bullied and their attacks were motivated by revenge.



# DIGITAL ABUSE/DANGERS FACTS

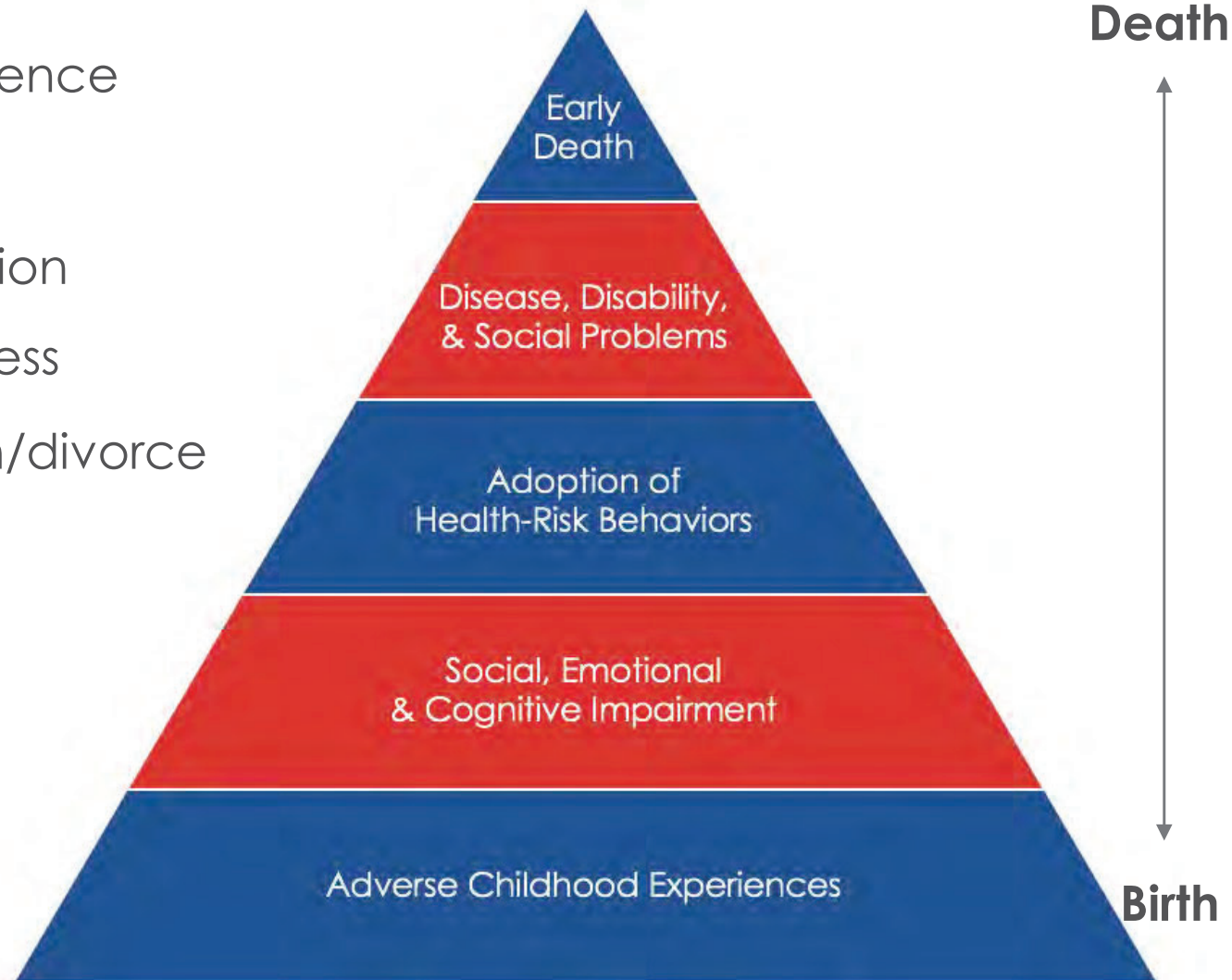
- ✓ 13% of 2<sup>nd</sup> and 3<sup>rd</sup> grade students report that they used the Internet to talk to people they don't know.
- ✓ 63% of kids are hiding what they do online from their parents.
- ✓ 55% of kids are online when their parents think they are sleeping.
- ✓ 1 in 3 teen girls has met people offline after becoming online friends.





# ADVERSE CHILDHOOD EXPERIENCES

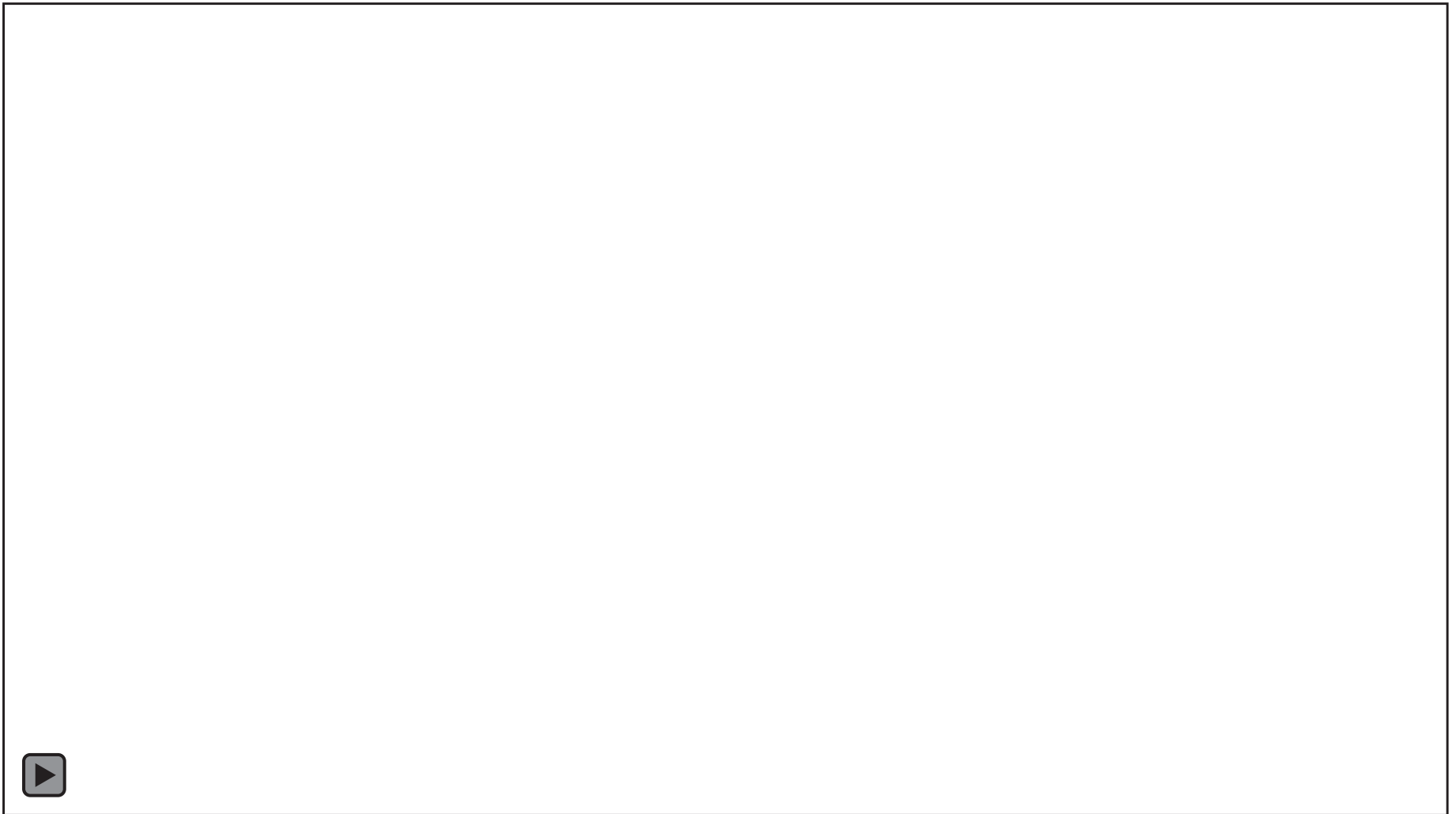
-  Substance dependence
-  Domestic violence
-  Parental incarceration
-  Parental mental illness
-  Parental separation/divorce
-  Emotional abuse
-  Physical abuse
-  Neglect
-  Sexual abuse



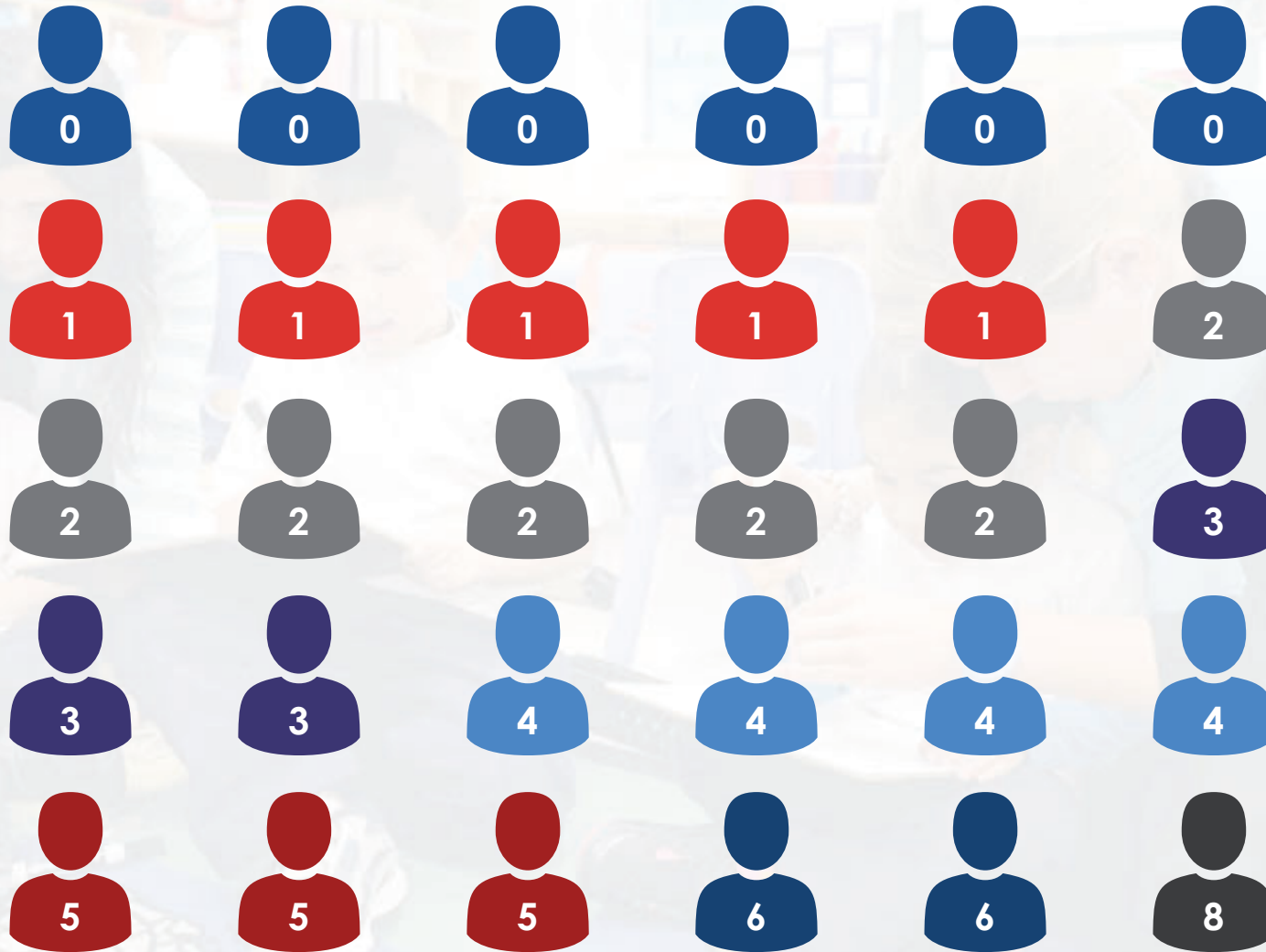


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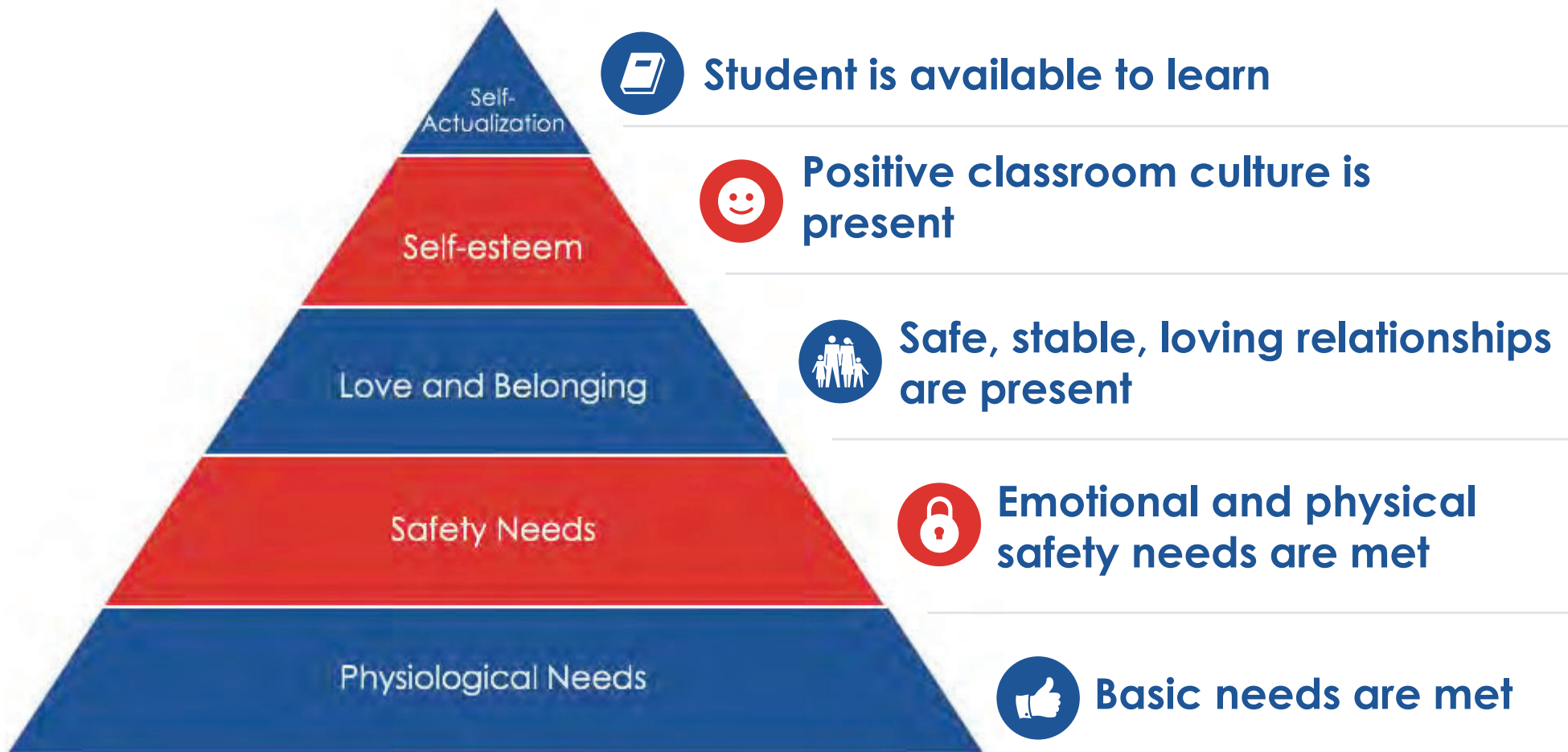
# THE ACE STUDY



# ACES IMPACT IN THE CLASSROOM



## Maslow's Hierarchy of Needs in the Classroom

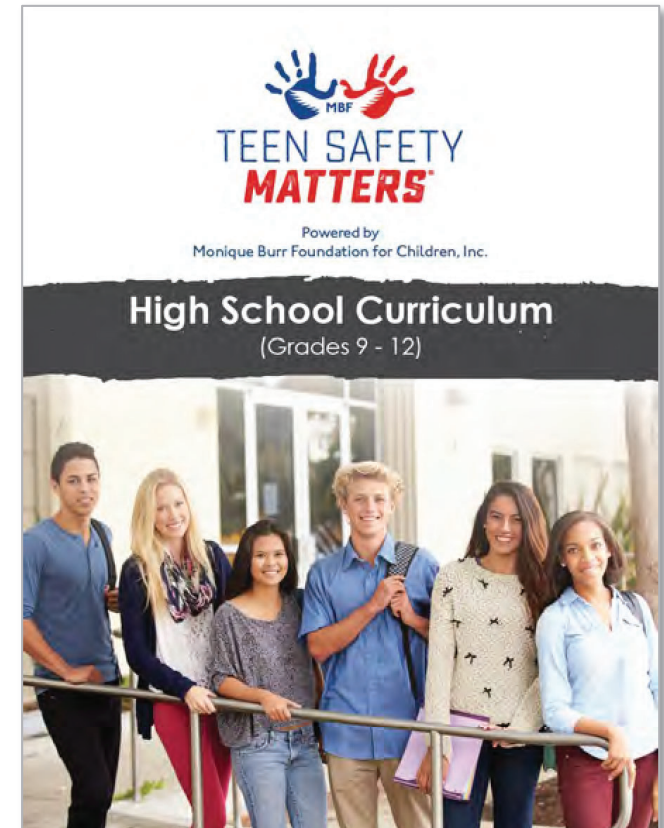
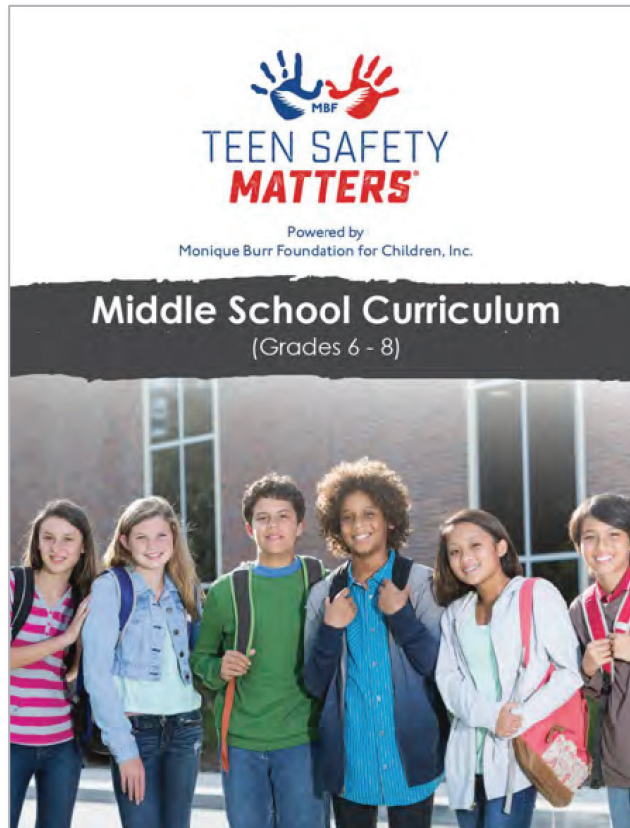
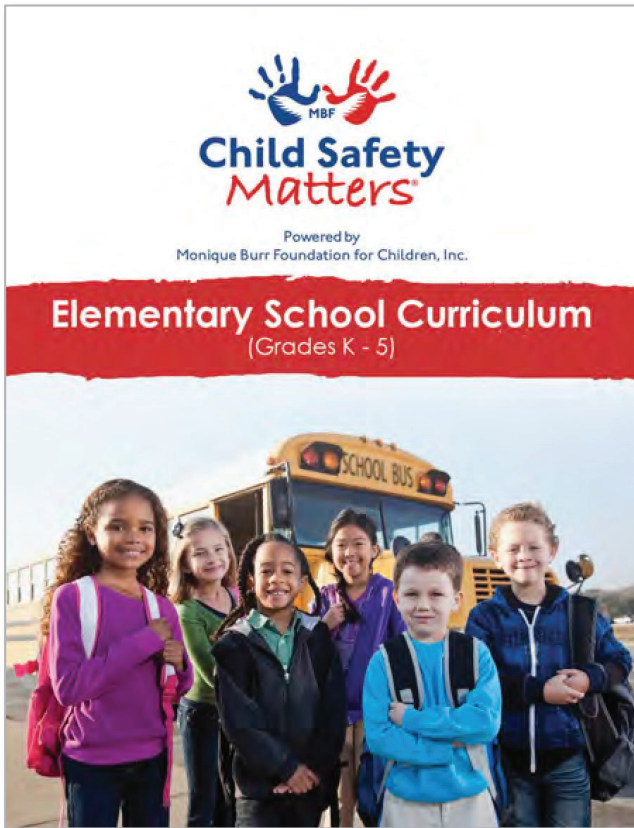




# MBF PREVENTION EDUCATION PROGRAMS

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## School-Based Programs







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# EXPANSION



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# FEATURES & BENEFITS OF MBF PREVENTION EDUCATION PROGRAMS

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# SCHOOL-BASED PROGRAMS WORK!

Children involved in school-based prevention programs were:

- more likely to use the school-taught self-protection strategies when victimized or threatened.
- were more likely to feel they were successful in protecting themselves.
- were more likely to disclose to someone about the victimization attempts.

Most recent research found that

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Based on a national sample of children ages 5 -17, 65% had been exposed to a violence prevention program at some point, 55% in the past year.

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Most respondents (71%) rated the programs as very or somewhat helpful.

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Younger children (5–9) who had been exposed to higher quality prevention programs had lower levels of peer victimization and perpetration.



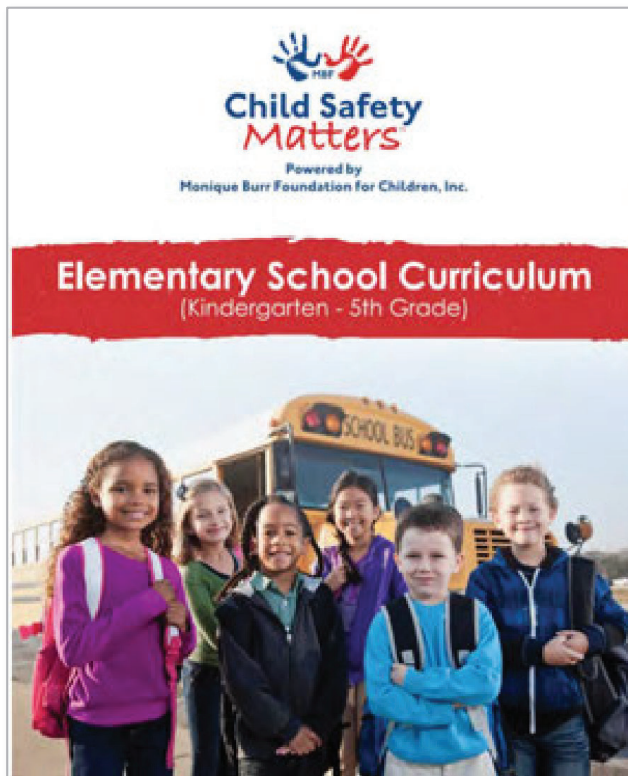
# SCHOOL-BASED PROGRAMS WORK!

Prevention programs can improve overall school safety and climate:



- Lower dropout rates
- Improve attendance
- Improve school environment
- Increase test scores and academic achievement
- Increase grade point averages

Every child deserves to be safe!



## MBF Child Safety Matters® — Elementary School Edition

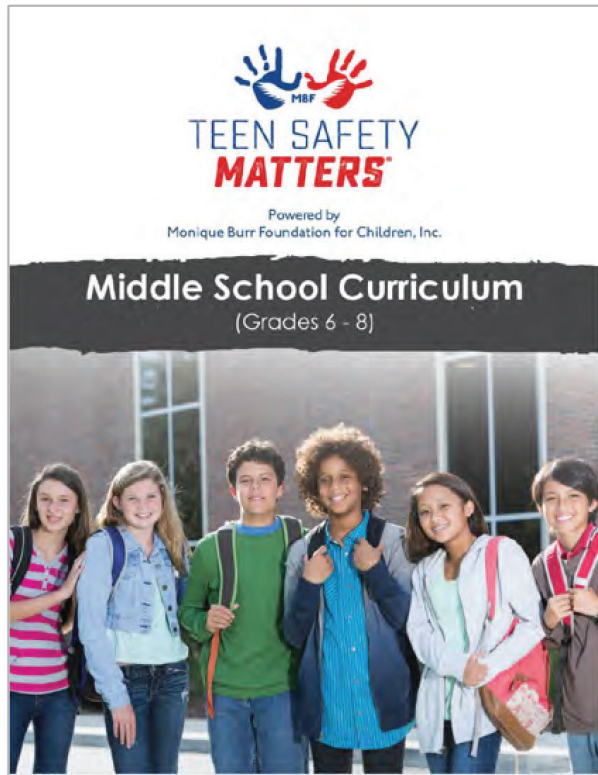
- ✓ For students in grades K through 5
- ✓ 2 classroom lessons per grade annually (option to present in 4 lessons) range from 35-55 minutes each

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**Lesson 1** General safety and all types of child abuse

**Lesson 2** Bullying, cyberbullying, digital safety, and digital citizenship

**Every teen deserves to be safe!**



## MBF Teen Safety Matters® – Middle School Edition

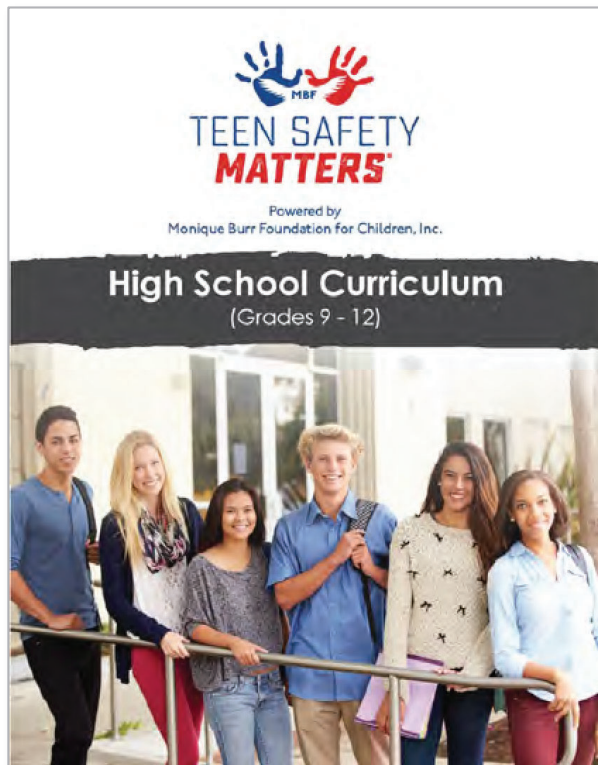
- ✓ For students in grades 6 through 8
- ✓ 2 classroom lessons per grade annually (option to present in 4 lessons) range from 45 – 55 minutes each

**Lesson 1** Digital safety, bullying, cyberbullying, and relationship abuse

**Lesson 2** Physical safety, the four types of child abuse and exploitation

**Lesson 3\*** An optional lesson on emotional safety and social-emotional learning – may be accessed on the Facilitator Portal

Every teen deserves to be safe!



## MBF Teen Safety Matters® – High School Edition

- ✓ For students in grades 9 through 12 (not grade specific)
- ✓ 2 classroom lessons annually (option to present in 4 lessons) range from 45 – 55 minutes each

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**Lesson 1** Digital safety, bullying, cyberbullying, relationship abuse, and sexual assault

**Lesson 2** Physical safety, the four types of child abuse and exploitation



# BASED ON RESEARCH

Programs are based on polyvictimization research.

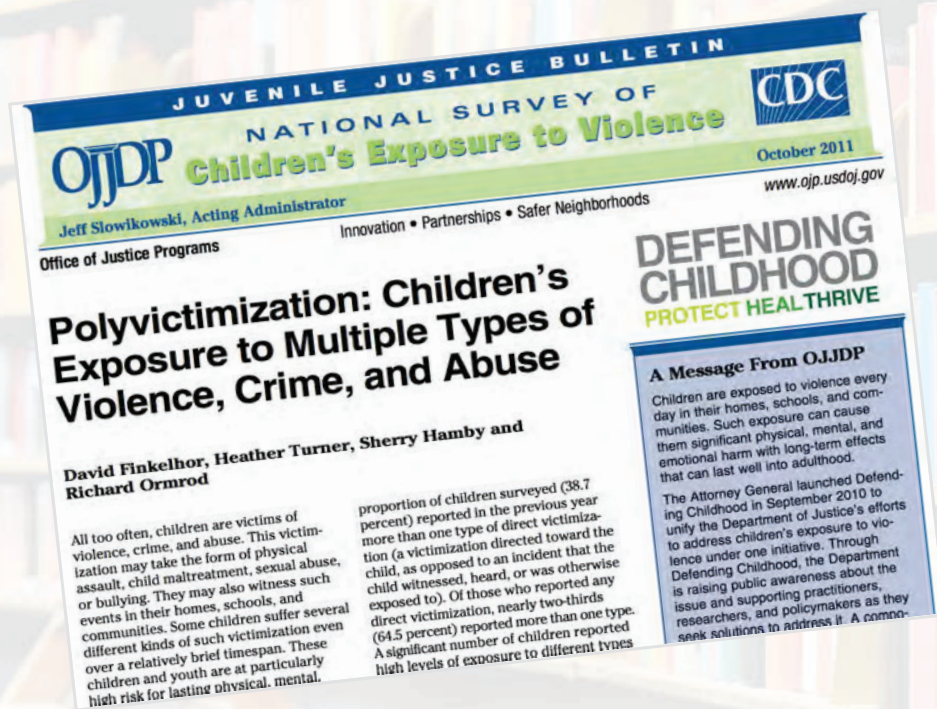
## Polyvictimization

When a victim is exposed to multiple types of victimization or maltreatment.

Children who were exposed to even one type of violence, both within the past year and over their lifetimes, were at far greater risk of experiencing other types of violence.

For example, a child who was physically assaulted in the past year would be **5 times as likely to have been sexually victimized** and more than **4 times as likely also to have been maltreated** during that period.

Finkelhor, Turner, Ormrod, Hamby, and Kracke, 2009







# FOLLOWS PREVENTION BEST PRACTICES

## GUIDELINES FOR PROGRAMS TO REDUCE CHILD VICTIMIZATION: A Resource

### FOR COMMUNITIES WHEN CHOOSING A PROGRAM TO TEACH PERSONAL SAFETY TO CHILDREN

The National Center for Missing & Exploited Children® (NCMEC) has a twofold mission to

- find missing children and
- prevent the victimization of children

To achieve the second part of that mission, every child should receive instructions on personal safety that are positive, comprehensive, and effective.

NCMEC often is asked to make recommendations, endorse programs, and individual to schools, community groups, and individuals who are trying to choose among various programs that teach personal safety to children. NCMEC does not endorse specific products or programs; however, we undertook a comprehensive process to develop the guidelines for educational programs in these guidelines that educators and parents will use these criteria to review proposed programs. These guidelines are not legal standards, and they are not community-specific. They can, however, provide a framework for communities when selecting safety programs and making curriculum decisions. We also hope that they will raise questions and make school decision-makers think about how they can provide the most effective program possible—one that

- children will enjoy and understand
- will change children's behavior to help keep them safer


For years we have known that 30-minute "stranger danger" programs presented once a year are not adequate. But what is adequate? Today, research and education are available on various educational programs and approaches. Although there is still much to be learned, NCMEC feels that we have a basis on which to make judgments regarding the key elements and content of effective programs.

In developing these guidelines, NCMEC joined with leading experts in the field. We are grateful for their time, energy, creativity, and commitment. Participants represent a broad cross-section of agencies and organizations working on behalf of children. The content of this report is the product of their collaboration and analysis. Members of NCMEC's Education Standards Task Force are listed at the end of this report.

What we learned is that all training and educational materials proposed for use by schools and organizations that serve children should

- be based on accepted educational theories
- be appropriate for the age and educational and developmental levels of the child

- offer concepts that will help children build self-confidence in order to better handle and protect themselves in all types of situations
- have multiple program components that are repeated several years in a row
- utilize qualified presenters who use role-playing, behavioral rehearsal, feedback, and active participation




## Safety Brief: Program Comparison

### What is MBF Child Safety Matters™?

MBF Child Safety Matters is a comprehensive, primary prevention education program that effectively educates and empowers students, schools, adults, and communities with information and strategies to prevent bullying, cyberbullying, child abuse, and digital abuse. Based on research that supports the efficacy of school-based child abuse and bullying prevention programs, MBF Child Safety Matters is supported and recommended by Erin Merryn (Erin's Law), National Educators to Stop Trafficking (NEST), Dr. David Finkelhor, Crimes Against Children Research Center, Dr. Sameer Hinduja, Cyberbullying Research Center, Florida Department of Education, and many other subject matter experts and partner organizations.

### How does MBF Child Safety Matters compare to other programs?

Use the checklist below of prevention best practices and NCMEC guidelines\*, to compare MBF Child Safety Matters to other programs you are currently using, or may be considering.

Effective concepts and best practices in bullying & abuse prevention programs:	MBF Child Safety Matters™	Other Program
Included in theory and prevention research / local curriculum	X	
Includes multiple lessons over a period of years with multiple reviews/homework	X	
Fosters parent, teacher, and community involvement	X	
Includes comprehensive safety topics, starting with basic safety skills for young children	X	
Includes proper training for presenters and teachers, parents and community	X	
Includes age and developmentally appropriate materials	X	
Is interactive and includes demonstration or behavior rehearsal opportunities	X	
Includes comprehensive evaluation	X	
Fosters communication between parent and child	X	
Emphasizes children the importance of safe adults and their responsibility for child safety	X	
Fosters responsibility in children for independence and safety, promotes self-esteem	X	
Fosters the right in children to control their bodies and protect themselves	X	
Teaches the proper reporting requirements of bullying and abuse / neglect	X	
Teaches children self-protective skills and strategies, such as saying "no"	X	
Teaches children appropriate/inappropriate touch of private body parts	X	
Teaches children about who may be potential offenders (children, adults, anyone)	X	
Teaches children and adults disclosure and reporting methods and options	X	
Teaches children abuse is never their fault	X	
Promotes social-emotional learning, bullying prevention strategies, and bystander skills	X	
Includes a separate component for special needs children	X	
Teaches universal strategies to prevent multiple types of victimization (polyvictimization)	X	

\*National Guidelines for Programs to Reduce Child Victimization: A Resource for Communities when Choosing a Program to Teach Personal Safety to Children. National Center for Missing and Exploited Children. Full file disclosure and more at [www.child-fid.org/files/ncmec-guidelines.pdf](http://www.child-fid.org/files/ncmec-guidelines.pdf)

Every child deserves to be safe!



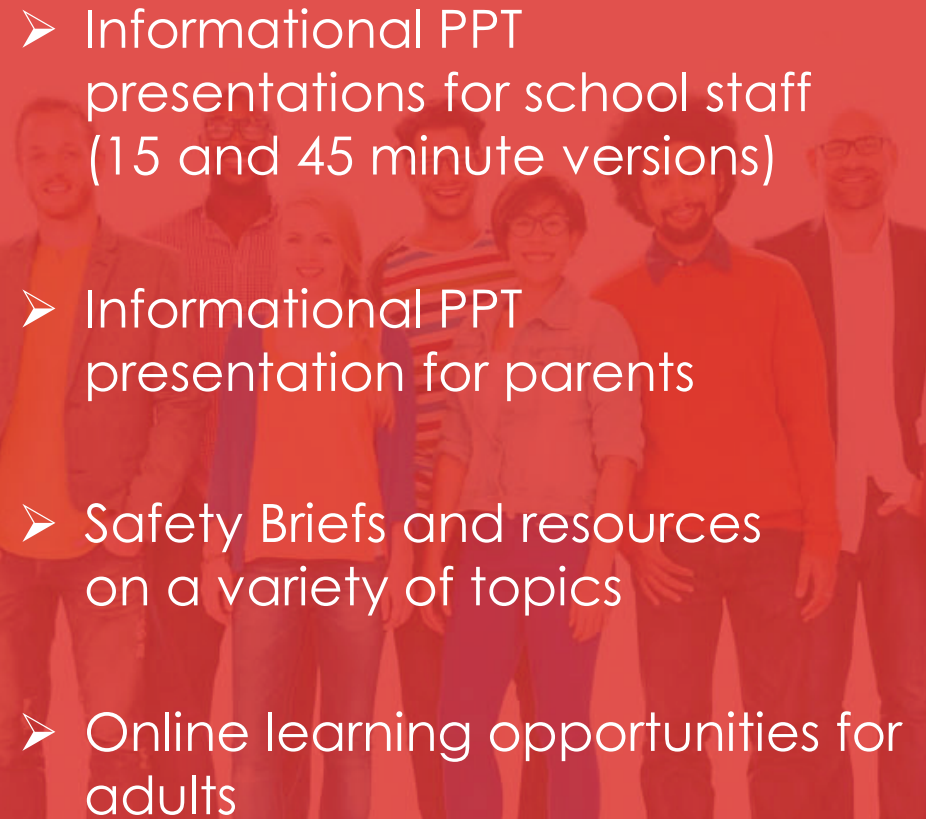


# COMPREHENSIVE IN AUDIENCE



Educates parents/guardians and keeps them the ultimate authority in their child's life.

Educates and empowers students, faculty/school staff, and community members.

- 
- Informational PPT presentations for school staff (15 and 45 minute versions)
  - Informational PPT presentation for parents
  - Safety Briefs and resources on a variety of topics
  - Online learning opportunities for adults



## Lesson 1

- General Safety and Prevention
- Shared Responsibility
- Types of Abuse
- Who Harms Kids and How
- Safe vs. Unsafe Strangers
- Safe Adults
- Safety Rules

## Lesson 2

- Bullying and Cyberbullying
- Digital Abuse and Safety
- Peers and Predators
- Digital Citizenship
- Safe Adults
- Safety Rules



## Lesson 1–Digital Safety

- **Safe Adults – All**
- **Safety Rules – All**
- Cyberbullying – All
- Digital Abuse & Safety – All
- Digital Citizenship – All
- Exploitation/Trafficking – All
- Digital Self-awareness & Self-management – 8<sup>th</sup>

## Lesson 2 – Physical & Emotional Safety

- **Safe Adults – All**
- **Safety Rules – All**
- 4 Types of Child Abuse – All
- Relationship Abuse – All
- Bullying – All
- Exploitation & Trafficking – All
- Sexual Assault – 7<sup>th</sup>/8<sup>th</sup>

# THE 5 SAFETY RULES

## Emojis introduce the 5 Safety Rules



Know What's Up



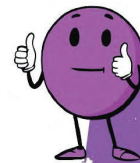
Spot Red Flags



Make a Move



Talk It Up



No Blame | No Shame



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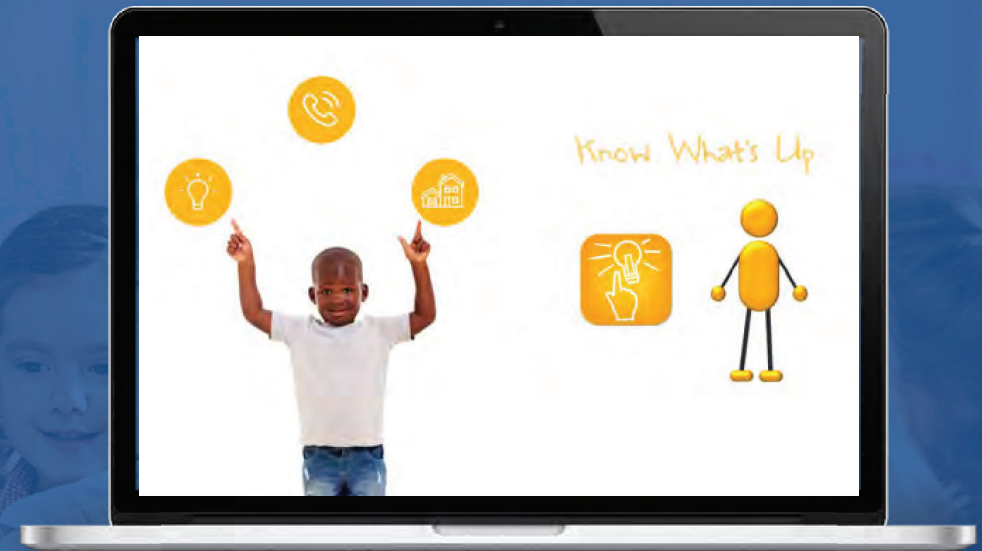
# PRESENTING



# SAFETY RULE #1 – KNOW WHAT'S UP

Ensures that children **Know What's Up** to be safe, know their personal information, how to get help in an emergency, and know general safety information.

Motion for children is to point their first fingers to their temples and then point their fingers into the air while saying **“Know What's Up.”**





## SAFETY RULE #2 – SPOT RED FLAGS



Teaches children how to **Spot Red Flags**, or signs of unsafe situations, potentially dangerous behavior, or abusive behavior, so they can use other Safety Rules to help them stay safe.

Motion is to be on the lookout for red flags by holding their hands over their eyes like they are searching for clues while saying **“Spot Red Flags.”**





## SAFETY RULE #3 – MAKE A MOVE



Teaches children how to **Make a Move** toward safety or away from unsafe situations when they **Spot Red Flags** or think they are not safe. It gives them concrete actions such as, GET AWAY and STAY AWAY, to help them to safety.

Motion for children is to **Make A Move** of their choice (such as running in place or dancing) while staying in their place and saying **“Make A Move.”**

## SAFETY RULE #4 – TALK IT UP

Teaches children to use a strong or assertive voice to say “NO” to unwanted touches, behaviors, or other **Red Flags**; it also teaches them to seek out Safe Adults to ask for help, and to report unsafe situations or harm they’ve suffered; finally it is a call to action for them to be Upstanders and **Talk It Up** if they see others being victimized or harmed.

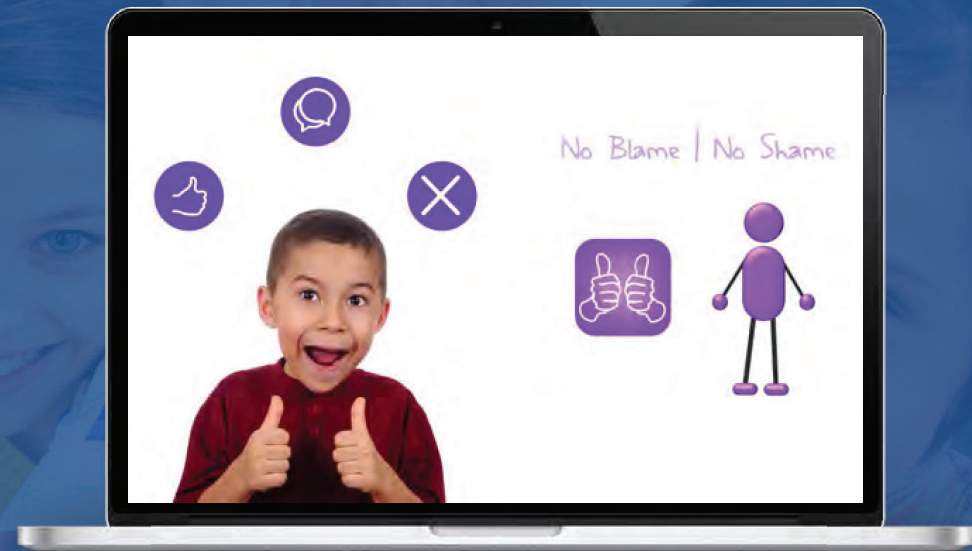
Motion for children is to make a megaphone with their hands around their mouth and say **“Talk It Up.”**



## SAFETY RULE #5 – NO BLAME | NO SHAME

Tells children if they are ever hurt, there is **No Blame | No Shame** for them because adults are responsible for their safety. Also tells them they can still tell a Safe Adult even if it happened in the past and they didn't tell.

Motion for children is to make a thumbs up with their left thumb while saying **"No Blame"** and then make a thumbs up with their right thumb while saying **"No Shame."**



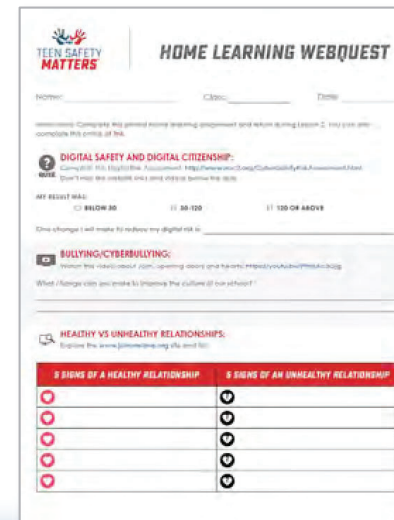
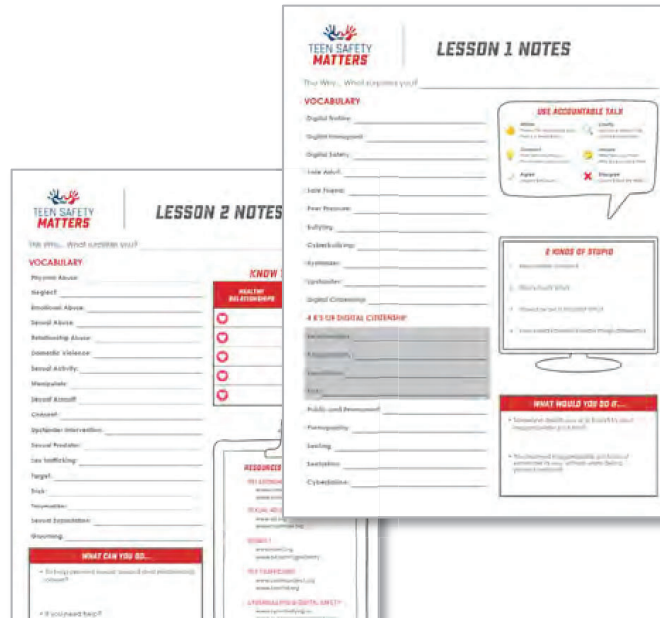
# MULTIPLE EXPOSURES & REINFORCEMENTS

## Reinforcements for Students

### CSM



### TSM - MS & HS



# MULTIPLE EXPOSURES & REINFORCEMENTS

## Reinforcements for Schools





# MULTIPLE EXPOSURES & REINFORCEMENTS

## Reinforcements for Parents & Safe Adults

**TEEN SAFETY MATTERS**

Dear \_\_\_\_\_

### I CHOOSE YOU!

I was asked to identify a Safe Adult as part of the MBF Teen Safety Matters program, and I chose you. I may come to you when I feel unsafe, when I have questions about my safety, or if I know someone else who is bullying, cyberbullying, abuse, and digital dangers by using the MBF Teen Safety Matters Safety Rules on the back of this bookmark.

To help protect me and other teens, the Monique Burr Foundation for Children (MBF) offers additional information and resources. Visit their Safe Adult Club and Resource pages at [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org)

You can also download the "Child Safety Matters" app at no cost from the App Store or Google Play, and follow MBF's social media sites at @MBFChildSafety. Thank you for helping me stay safe.

Signed: \_\_\_\_\_

[www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org)

[Facebook](https://www.facebook.com/mbfpreventioneducation.org) [Instagram](https://www.instagram.com/mbfpreventioneducation.org) [YouTube](https://www.youtube.com/mbfpreventioneducation.org) [LinkedIn](https://www.linkedin.com/mbfpreventioneducation.org) [Pinterest](https://www.pinterest.com/mbfpreventioneducation.org)

#mbfchildmatters

### The 5 Safety Rules

**Know What's Up**

Take to children's apps and learn to know. Ask them questions about their activities and people they spend time with. Learn about the technology and devices they are using or can access.

**Spot Red Flags**

Take to children's safety concerns such as personal space and boundaries, respecting themselves and others, schools and sites, and digital safety. Educate teens about the dangers present in society, how to spot Red Flag behaviors to identify unsafe situations, and how to seek help to minimize their risk of being victimized.

**Make a Move**

If you suspect a child or teen is being harmed, hurt, abused, or in danger, you should report or notify the appropriate adults. Report bullying to the school or organization where it occurred. Report child abuse to your state child welfare agency, and adults on the partner to law enforcement or the Department of Social Services.

Visit [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org) for a list of state child welfare agency contact information.

**Talk It Up**

Talk to children, teens, and other adults about safety, unsafe situations, and the Safety Rules. Let them know they can talk to you about safety when the Safety Rules and you will listen and help.

**No Blame | No Shame**

Let children, teens, and other adults know that if anything happens to them because adults and responsible for keeping them safe. Let them know they should never be ashamed to tell you about Red Flags, abuse, bullying, or other unsafe situations. Let them know you will support them.

**TEEN SAFETY MATTERS**

### SAFETY CONNECTION: PARENT WELCOME & OPT-OUT FORM

Dear Parent or Guardian,

The year your child's school will be using the MBF Teen Safety Matters program (the program from the Monique Burr Foundation for Children, the goal of the Program is to help keep your child safe).

The Program empowers children to spot and respond to bullying, cyberbullying, abuse, sexting, sexual harassment, digital abuse, and other digital dangers, both separately. It teaches that adults are responsible for children's safety. The Program is based on the latest research. It has been designed and evaluated by national experts.

**Why does your child need a safety program?**

- 1 in 4 children are bullied before their 10th birthday
- 1 in 4 children have been bullied online
- 1 in 4 children have been bullied
- 1 in 4 children have been bullied

**The Program teaches about these dangers by:**

- using easy to understand language
- playing fun games and activities
- providing information to protect children of the nation.

Although the Program is designed to help your child, we do not want when children are with. Children perform better in school and enjoy learning, happier, and safer lives.

You can learn more about the Program at [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org). You can also download the "Child Safety Matters" app at no cost from the App Store or Google Play.

If you **DO NOT** want your child to participate in the program, please contact the school.

The Program provides children with important information about dangers they may face, if you do not sign your child to participate, then please make sure that using another program, please contact your child's school with any concerns before starting them out of the program.

I understand when the school says **DO NOT** want my child to participate in the MBF Teen Safety Matters program, I understand that my child will not be participating in the program.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Address: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Phone: \_\_\_\_\_

**Child Safety Matters**

### Safety Connection K-1: Parent Information Sheet

Dear Parent or Guardian,

Your child will be using the MBF Teen Safety Matters program (the program from the Monique Burr Foundation for Children, the goal of the Program is to help keep your child safe).

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Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Address: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Phone: \_\_\_\_\_

**Child Safety Matters**

### Safety Connection K-1: Parent & Child Activity

Step 1: Complete the following, post in a visible location, and review with your child often.

My name is \_\_\_\_\_

My child's name is \_\_\_\_\_ My child's age is \_\_\_\_\_ My child's birthday is \_\_\_\_\_

My child's phone number is \_\_\_\_\_ My child's email address is \_\_\_\_\_

My child's address is \_\_\_\_\_

My child's phone number is \_\_\_\_\_

My child's email address is \_\_\_\_\_

My child's address is \_\_\_\_\_

Step 2: Complete the following activity with your child.

Parent/Teacher: Complete this activity with your child or follow-up to what they learned in Lesson 1 or 2. Match the Safety Rules picture with each rule by drawing a line from the picture to the rule. Ask your child what each rule means and how to use the rule to stay safe. For additional information visit [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org) and/or download the "Child Safety Matters" app from the App Store or Google Play.

**Spot Red Flags**

**Know What's Up**

**Talk It Up**

**No Blame | No Shame**

**Make a Move**

## 2015 Program Evaluation

**Ithel Jones, Ph.D.**  
School of Teacher Education  
*Florida State University*

## 2016-2018 Randomized Controlled Trial Study

**David Finkelhor, PhD**

Crimes against Children Research Center, Family Research Laboratory, and Department of Sociology, *University of New Hampshire*

**Melissa A. Bright, PhD**

Anita Zucker Center for Excellence in Early Childhood Studies  
*University of Florida*

**Mona Sayedul Huq, PhD**

Anita Zucker Center for Excellence in Early Childhood Studies  
*University of Florida*

**M. David Miller, PhD**

School of Human Development and Organizational Studies in Education  
*University of Florida*



MBF Child Safety Matters was evaluated in a **2015** independent study by Florida State University's School of Teacher Education.



**Found effective** at educating students with knowledge and skills (96% of 620 students in K-5 had pre to post test gains).



Implemented with **high procedural fidelity** by facilitators, with 90% of facilitators adhering to program language and curriculum.



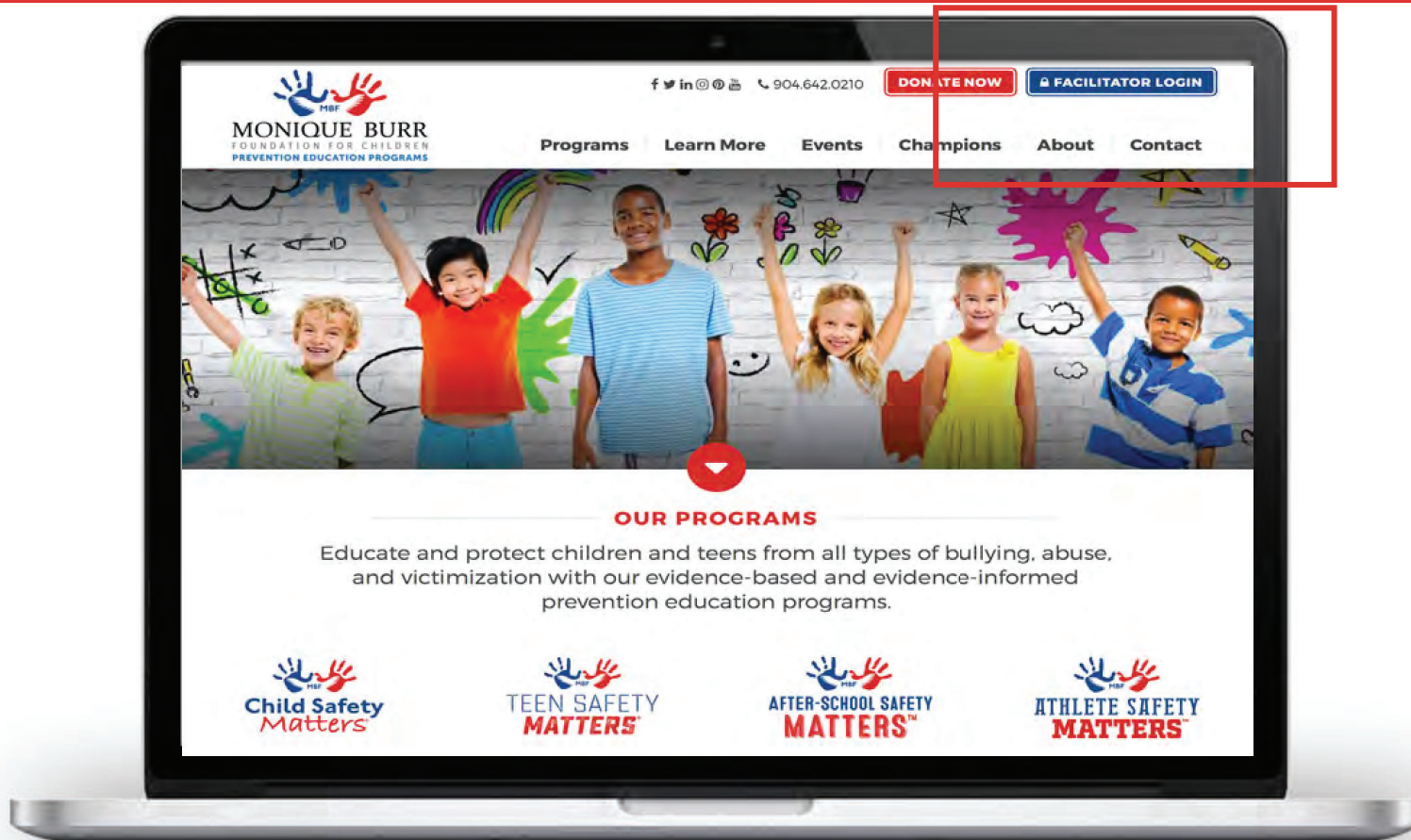
Two additional studies by David Finkelhor and UF Researchers completed in 2018 and 2019. Shows that students who received the lessons **learned important protective concepts**.



MBF Child Safety Matters is now considered an **evidence-based** program.

# PRACTICAL AND EASY TO IMPLEMENT

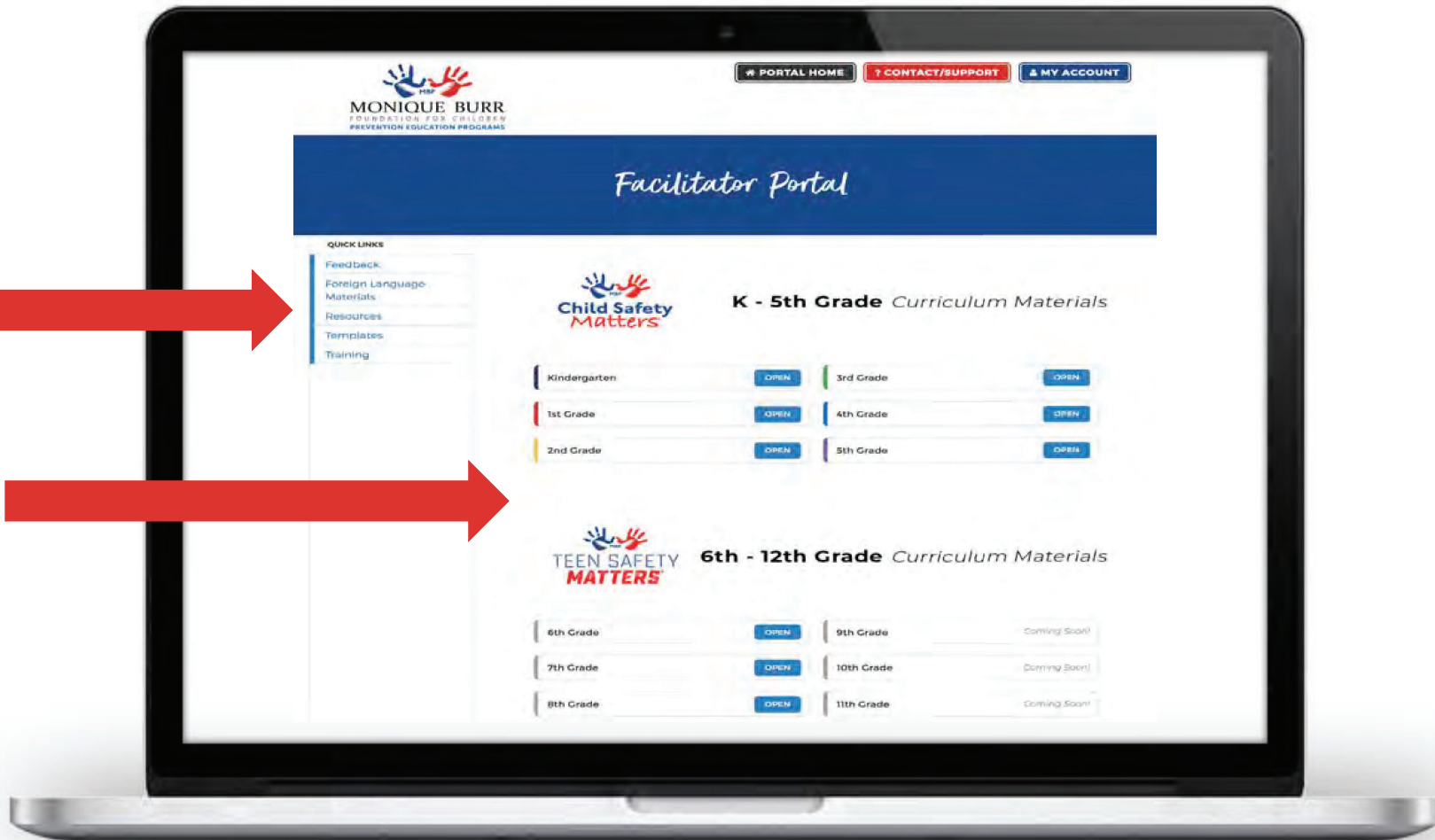
## Facilitator Portal



[www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org)



## Grade Level Materials and Resources






# PRACTICAL AND EASY TO IMPLEMENT

## Facilitator Script


### CSM



**4th Grade – Lesson 1**

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Related Slide



Slide Time

2:30

Facilitator Notes

- Check in with students using a Safety Check to determine what they have learned.
- If a statement is true, students will show you a thumbs up. If it is false, they will show you a thumbs down.
- Follow up with clarifying statements after false statements. (Sample responses are given in parentheses.)
- IF YOU ARE IMPLEMENTING IN TWO 30-MINUTE LESSONS, RATHER THAN THE STANDARD 55-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

**SAFETY CHECK**

- Let's review what we have talked about today with a Safety Check.
- I will read a statement and if you think the statement is true, show me a thumbs up.
- If you think the statement is false, show me a thumbs down, and tell me why.


SAFETY CHECK STATEMENTS

There are 4 types of abuse. (Thumbs up/True)

- Physical abuse usually leaves a mark on your body. (Thumbs up/True)
- Emotional abuse leaves marks on your body. (Thumbs down/False. Emotional abuse is when an adult says hurtful things to us that are not true. It hurts your feelings on the inside, not your body.)
- If your mom does not get you a cool new video game you want that everyone else in your class has, this is neglect. (Thumbs down/False. Neglect is when we are not given the things we need to be safe and healthy.)
- Child abuse is when someone, an adult or another child, hurts a child intentionally. (Thumbs up/True)

\*\*\*STOP AFTER THIS SLIDE IF YOU ARE IMPLEMENTING THIS LESSON IN TWO 30-MINUTE LESSONS\*\*\*


### TSM



**6<sup>TH</sup> GRADE – LESSON 2**

PAGE 12

RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

- It is important to understand your school policy regarding bullying so you can properly educate students.
- Fill in the blanks on the script with the procedures students can use to report bullying of your school.
- IF YOU ARE IMPLEMENTING IN TWO 25-MINUTE LESSONS, RATHER THAN THE STANDARD 45-MINUTE LESSON, STOP AFTER THIS SLIDE. TELL STUDENTS YOU WILL BE BACK SOON TO FINISH THIS LESSON. REMIND THEM TO PRACTICE THE 5 SAFETY RULES IN THE MEANTIME.**

FACILITATOR SCRIPT

BEING AN UPSTANDER

- Many people fear standing up to a bully. They do not want to be bullied themselves, they do not want to get hurt, or they may not want to be seen as uncool.
- Let's think about our Safety Rules and how they apply to bullying situations. What are some things you might do to overcome those fears and do the right thing? (Elicit responses)
- What about **Safety Rule #3 - Make a Move?** How can you use this rule? (Elicit responses being sure to cover the following)
  - You can sit with someone who is alone at lunch.
  - You can help the victim or target of the bully to **Make a Move** and get away and stay away; for example, you can walk with someone who is always bullied in the hall.
  - You can be friendly to the person being bullied.
- What about **Safety Rule #4 - Talk it Up?** How can you use this rule? (Elicit responses such as using an assertive voice, talking to a Safe Adult, and being an Upstander.)
- Some things to remember are:
  - If you feel safe, you can stand up to the bully and tell him or her to stop.
  - You could talk to a friend, or with several friends. It may be easier to be an Upstander if you have support or backup.
  - You can tell a Safe Adult about what is happening to try to get help.
  - You can talk to your peers about being more empathetic and kind to help you create a culture of kindness and safety at your school.
  - You can also report the bullying. Here's how you can report bullying at our school: \_\_\_\_\_
- Lastly, if you are being bullied, you need to use these Safety Rules as well, because ignoring bullying will not make it stop.

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

The program has fun and engaging pictures, videos, activities, and games.



**Safety Checks**



**Touchdown/Squat down**



**Scenarios**



**Essential reviews and optional review games such as Tic-Tac-Toe, Safety Speed Write, and Are You Smarter than a 5th Grader?**

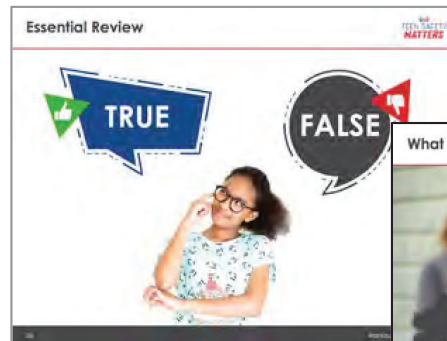




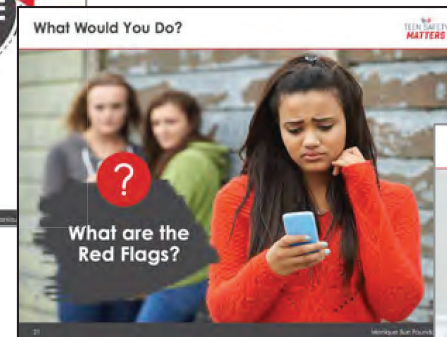
The program has fun and engaging pictures, videos, activities, and games.



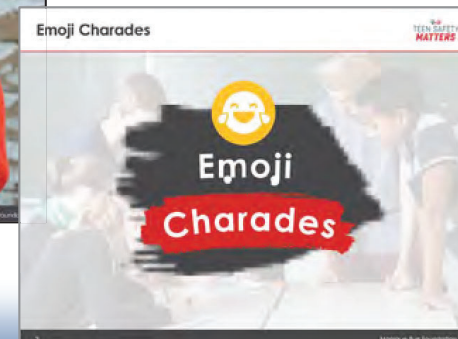
**Safety checks and reviews**



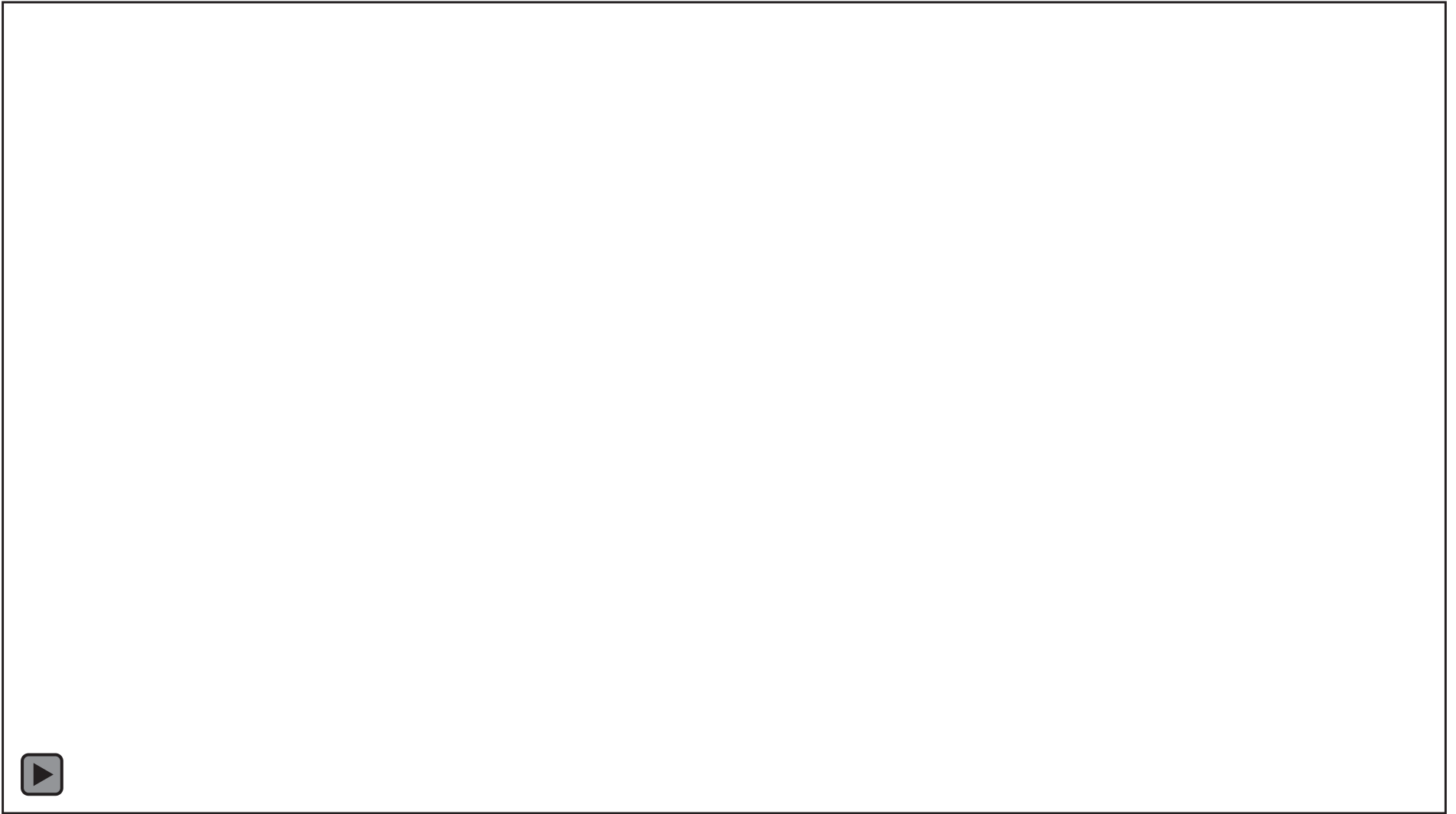
**“What Would You Do?” scenarios**



**Games and activities like Emoji Charades**



# FUN AND ENGAGING FOR STUDENTS





# ADDITIONAL PROGRAM MATERIALS

## Pre- and Post-Tests

<p>NAME: _____</p> <p><b>MBF Child Safety Matters™ 1<sup>st</sup> Grade Pre-Test</b></p> <p><b>DIRECTIONS:</b> Circle  if you agree, circle  if you disagree.</p> <ol style="list-style-type: none"> <li>The Safety Rule "Know What's Up" means I should know my personal information and safety procedures.  </li> <li>A bystander is a person who helps someone who is being bullied.  </li> <li>I can help adults keep me safe by following the Safety Rules.  </li> <li>The Safety Rule "Make a Move" means move closer to the person who is bothering me.  </li> <li>If a stranger asks me to help find a lost dog, the Safety Rule "Spot Red Flags" tells me this situation may be unsafe.  </li> </ol>	<p>NAME: _____</p> <p><b>MBF Child Safety Matters™ 1<sup>st</sup> Grade Post-Test</b></p> <p><b>DIRECTIONS:</b> Circle  if you agree, circle  if you disagree.</p> <ol style="list-style-type: none"> <li>The Safety Rule "Know What's Up" means I should know my personal information and safety procedures.  </li> <li>A bystander is a person who helps someone who is being bullied.  </li> <li>I can help adults keep me safe by following the Safety Rules.  </li> <li>The Safety Rule "Make a Move" means move closer to the person who is bothering me.  </li> <li>If a stranger asks me to help find a lost dog, the Safety Rule "Spot Red Flags" tells me this situation may be unsafe.  </li> </ol> <p>EXTRA: I have given bookmarks how to help me. </p>
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<p>NAME: _____</p> <p><b>MBF Child Safety Matters™ 5<sup>th</sup> Grade Pre-Test</b></p> <p><b>DIRECTIONS:</b> Circle the best answer for each statement.</p> <ol style="list-style-type: none"> <li>A digital safety tip that can help keep you safe is to only visit websites that have been approved by your parent/guardian. <b>True</b> <b>False</b></li> <li>Child abuse is always done by strangers. <b>True</b> <b>False</b></li> <li>The Safety Rule "Know What's Up" can mean knowing a family password so you only go with someone who has permission from your parent/guardian. <b>True</b> <b>False</b></li> <li>If you use the Safety Rule "Talk It Up" and tell someone about a situation that is unsafe, that is tattling or snitching. <b>True</b> <b>False</b></li> <li>An example of a Red Flag is when someone you do not know asks for your personal information. <b>True</b> <b>False</b></li> </ol>	<p>NAME: _____</p> <p><b>MBF Child Safety Matters™ 5<sup>th</sup> Grade Post-Test</b></p> <p><b>DIRECTIONS:</b> Circle the best answer for each statement.</p> <ol style="list-style-type: none"> <li>A digital safety tip that can help keep you safe is to only visit websites that have been approved by your parent/guardian. <b>True</b> <b>False</b></li> <li>Child abuse is always done by strangers. <b>True</b> <b>False</b></li> <li>The Safety Rule "Know What's Up" can mean knowing a family password so you only go with someone who has permission from your parent/guardian. <b>True</b> <b>False</b></li> <li>If you use the Safety Rule "Talk It Up" and tell someone about a situation that is unsafe, that is tattling or snitching. <b>True</b> <b>False</b></li> <li>An example of a Red Flag is when someone you do not know asks for your personal information. <b>True</b> <b>False</b></li> </ol> <p>Something Important I learned:</p> <p>_____</p> <p>_____</p> <p>_____</p>
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**MBF Teen Safety Matters 8<sup>th</sup> Grade Post-Test**

Name: \_\_\_\_\_

**Directions:** Read each statement carefully and circle the correct response.

- Exploitation, which is any sexual act involving a child for an exchange of money or something of value, is only done by strangers.  
**True** **False**
- If you have fears about being an Upstander in a bullying situation, you can use Safety Rule #4, "Talk It Up," and ask several friends or a Safe Adult to support or back you up.  
**True** **False**
- Child abuse only affects those who are 14 or younger.  
**True** **False**
- Even if you are under the influence of drugs and alcohol, you can still give consent for sexual activity.  
**True** **False**
- Self awareness is the ability to accurately recognize one's emotions and thoughts and their influence on behavior.  
**True** **False**
- Your actions online are considered "hidden" and do not affect you in the real world.  
**True** **False**
- Cyberbullying decreases as you enter middle school.  
**True** **False**
- Journaling and defining your role in conflict are useful tools to become more self-aware.  
**True** **False**
- You always have a choice when it comes to dating and making a decision about sexual activity.  
**True** **False**
- Your digital reputation can be repaired by deleting things you have previously posted that you no longer want others to see.  
**True** **False**

# ADDITIONAL RESOURCES

[www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org)



- ✓ Recognizing & Reporting Child Abuse
- ✓ Real World Safety – Protecting Youth Online and Off
- ✓ Protecting Children from Sexual Abuse
- ✓ Preventing, Recognizing, and Responding to Human Trafficking





**MONIQUE BURR**  
FOUNDATION FOR CHILDREN  
PREVENTION EDUCATION PROGRAMS

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# MUSIC VIDEO

