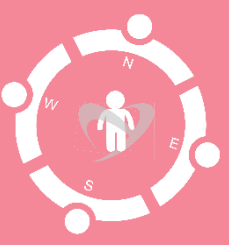


GRADE 5 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



STAYING SAFE
Facilitator Materials

STAYING SAFE

Grade 5 - Classroom Session

INTRODUCTION

This session is designed to provide the Compass Child Protection Children's program for parishes or schools.

A review of the material and content directions for parents are sent home with the young people so that parents can discuss these concepts with their own children.

A feedback form is also sent to the parents, with instructions to return it to the classroom teacher.

SESSION OVERVIEW

- The teacher introduces the concept that not all adults are trustworthy using an example of “bad apples” that look good on the outside but are not good inside.
- Tricks that strangers may use to meet children alone.
- Children were encouraged to talk to their parents about all adults they meet, and all relationships they make.

GOALS

The goals of this session include helping students be able to do the following:

- **Understand the dangers** present from strangers both around them and in the online world.
- **Set up and maintain boundaries** when interacting with people online.
- Understand the **importance of confiding in parents** or other trustworthy adults.

MATERIALS

- Seating arrangements
- Activity books for all the students
- PowerPoint presentation, computer and presentation equipment.
- Bible
- Whiteboard with markers
- Large envelope for parent packet

PREPARATION

Download the PowerPoint

Download and **duplicate** the Activity Book, one for each student.

Download and **duplicate** the Parent Handout and insert them in the Parent Packets.

LESSON PLAN

A. Introduction

Have [Slide 1](#) open before students enter the classroom. Give each student a name-tag with their first name printed in large block letters.

Seat the students in groups of 3 to 5, each at a table.

Say:

Welcome to our safe environment session! God loves each of you and wants you to be safe. We too, care about you and want to teach you practical ideas that can help you stay safe.

Take a look at this picture.

[Click Slide 2](#)

Ask students:

Which apple would you choose to eat?

Allow students to call out answers.

[Click Slide 3](#)

Say:

The funny-looking apple is healthy inside, and the average-looking apple is all wormy inside. See? You can't always tell from the outside which ones are the "bad apples."

B. Safety Activity and Discussion

Say:

Sometimes people seem nice and good when you first get to know them, but on the inside, they want to do mean or inappropriate things. These types of "bad apples," or abusers,

might be older kids or adults who want to “be friends” with you, even though you’re much younger.

People who are “bad apples” want to cause harm to kids. It is important for us to know what counts as “harm” so we can try and know what to look out for. Let’s look at some examples of appropriate and inappropriate behavior from adults. You tell me – Are these behaviors good or bad? Give a “thumbs up” for good, and “thumbs down” for bad.

- A hug when you want it? (Good)
- Holding hands? (Good)
- Gentle kiss on the cheek from someone in your family? (Good)
- Kicking or punching? (Bad)
- Being tickled after saying “Stop!” (Bad)
- Hand placed lightly on your shoulder? (Good)
- A squeeze that feels too hard? (Bad)
- Rocking or holding a younger child? (Good)
- Unwanted kiss? (Bad)
- A tap on the shoulder. (Good)
- An adult or teen forcing a child to touch or kiss them? (Bad)
- A pat on the back to indicate someone did a good job. (Good)
- Looking at or touching a private part of the body? (Bad)
- Holding up a person’s body while their learning to ride a bike. (Good)

Remember, it is not always easy to tell if an apple is “good” or “bad.”

There are some things that adults who are bad apples, also called abusers, may do to be alone with a child and hurt them.

Click [Slide 4](#) about using surprise to be alone with a child.

One way that abusers can get a child alone may be by coming to a place where they are not expected or where it is not known that they will be there. That's when an adult just shows up and starts talking to a child. Make sure to stay with a buddy or a group when in public. When walking to and from a bus stop, try to have someone to walk with. If you feel uncomfortable or see someone suspicious, tell a parent or teacher.

Remember: Trust your instinct. If something doesn't make sense or seem quite right, listen to your instincts and get away right away.

Click Slide 5 about using tricks to get children alone.

Another way abusers might try to get kids to be alone with them is trickery. This is when someone tries to trick a child into going somewhere with them. Maybe they say, "I have an animal that is hurt and it needs your help." or "Come to my house." or "I have a present for you in my car."

Getting in a car, going to someone else's house, or even going around a corner can be dangerous.

You know the rule: Check with a parent or teacher first - **even if you know the person**. No adult or older kid who really cares about you would mind if you check with your parents or an adult in charge before leaving with them.

Click Slide 6 about using gift-giving to get children alone.

A third way an abuser tries to be alone with kids is by doing favors and giving gifts. They may offer to buy things, volunteer to do homework or chores, or suggesting taking a fun trip. This can be especially dangerous because an abuser might not seem like a "bad apple" when they're treating a child nicely.

If a stranger walks up to you on the street and starts talking to you, back away so you can't be picked up and say, "Sorry, can't help you." Walk away quickly. If the stranger follows you, shout "This is not my parent," run away, and call 911.

If someone, **even someone you already know**, tries to force you to go somewhere you do not want to go, shout "This is not my parent!" And keep shouting until someone notices.

If someone, **even someone you already know** tries to touch private parts of your body (areas that get covered by a bathing suit) or asks you to remove your clothes in front of them,

1. Shout "NO, NO, NO!" and keep shouting.
2. Get out of the area, and stay away.
3. Find someone to tell – a parent, a teacher, or a person in uniform (like a police or security officer). If no one else is nearby, dial 911.

C. Newsletter Activity

Please take a few minutes to write an introduction of yourself that will be printed in your school's newsletter.

Once they are done writing, **invite a few students** to share what they have written.

Then, **Say**:

Keep in mind; you never know who may read the school newsletter. Your parents? Probably. Your friend's parents? Maybe. Your friend's parents' friends? Could be. Really, ANYONE who comes to the school or to your house might see the newsletter. Now, I want you think about if someone could find you using the information that you wrote in your introduction.

So, as I ask questions, I would like you to raise your hand if your introduction included this. (Wait for students to raise hands)

Did you include your last name? Please raise your hands.

How about the name of your street, or the names of your parents?

People could find you if they knew where you lived?

How about your hobbies or participating in a special sport, game or art?

All of these things are pieces of personal information. It is important to **be careful with this information and keep it to yourself** – this applies **even more** to information you share directly with strangers or put in a school newsletter or on the internet! Remember, we don't want to share information with a "bad apple" and we can't tell if someone might be a "bad apple" so it is best not to share about where we live with just anyone.

If an adult asks for your personal information, **always check with your parents before giving it out.**

Some kids are very careful about giving their information to others. This is good to be very careful because there are a lot of people we do not know, especially on the internet.

Let's take a look at this story.

D. Strangers on the Internet

Click [Slide 7](#) about meeting people on the internet.

Narrate Story:

Alexa is 11 years old and her parents have just allowed her to open a social media account. One day, she receives a friend request along with

a message from a man who says he is doing an art project and currently looking for pre-teen models. He says his name is Tim, that he is a professional photographer, and that his work has been featured in Teen Vogue magazine.

Click Slide 8: Tim sends Alexa examples of photos from a magazine, which he says are pictures he took himself. He tells Alexa she looks very beautiful in her profile picture, and that he would love to do a photo shoot with her. He likes her look so much that he is even willing to do it for free!

Click Slide 9: Tim warns Alexa, however, not to tell her parents. He says that parents usually say no, and she doesn't have a chance of becoming famous if they get in her way. Alexa is so excited that someone has taken interest in her!

Click Slide 10: Alexa accepts his friend request online, allowing Tim access to all her photos.

Alexa doesn't realize it, but she has her home city on her social media page. Now, Tim knows her full name and the city where she lives – which is all he needs to find her house.

Click Slide 11: Tim continues to send messages to Alexa encouraging her to meet up with him for a photo shoot. Alexa is excited about the possibilities, but she is also starting to feel uncomfortable with some of his language. Alexa, stops connecting with Tim.

Click Slide 12: One day, Alexa got a message from Tim that he was sitting in a car outside her house. He looked different from the man in the profile picture, but he waved at her. Alexa was glad that she was not home alone and went immediately to tell her parents everything. Her parents called the police, who checked on the car and actually arrested Tim because they found that he was a criminal.

Click Slide 13 about Alexa's story.

Ask the class to discuss these questions in the group, and write in their activity books. Give each group a chance to share the answers. Provide input:

What did Alexa do right in this story?

Discuss. Students may provide answers like:

- ☞ She stopped responding to Tim's messages
- ☞ She thought his behavior was strange
- ☞ She did not give out her phone number or other personal information
- ☞ She did not invite Tim into her house
- ☞ She told her parents and the police

What did Alexa do wrong in the story?

Discuss. Student may provide answers like:

- ☞ She exchanged messages with a stranger online
- ☞ She accepted a friend request from a stranger
- ☞ **She kept her conversations with Tim a secret from her parents**
- ☞ She allowed public access to her photos online
- ☞ She listed her full name and city on her profile

What are some ways Alexa can avoid similar problems in the future?

Discuss. Students may provide answers like:

- ☞ She can ignore any messages from strangers
- ☞ She can tell her parents when someone tries to connect with her
- ☞ She can decline to accept strangers' friend requests
- ☞ She can set her photos to be visible to friends and family she knows in real-life only
- ☞ She can remove her home city from her profile

- ☞ She can tell her parents as soon as she starts to feel uncomfortable

After discussing, **summarize**:

See how easy it is for a person to hide who they really are on the internet? Tim looked like a nice guy, and he had a cool offer, but he turned out to be a “bad apple.” He used “gift giving” to try and get Alexa alone, telling her that he would put her in a magazine and take her pictures for free. Let’s look at a few more internet scenarios and discuss. Please take out your workbooks.

Click Slide 14 about Scenario 1.

Let’s say you get an email from someone who says they are going to be a new student starting soon at your school. “I don’t know anyone yet,” they say, “and I want to meet some of my classmates before I transfer.” As you chat, they ask you for your phone number, and say they want to hang out sometime before school starts.

Is this person a stranger? Shout out your answer.

Make sure students know the answer is YES.

How would you respond? Take a moment to think and write your answer in your activity book.

Allow students some time to write in their activity books. Then, allow a few to share their responses and discuss.

Click Slide 15 about Scenario 2.

You receive a message on Facebook from a talent scout. You can see that the profile picture is of a middle-aged woman. She says she is looking for local talent to be in a movie that will be filmed right here in the neighborhood, and she saw your profile. She says she has the perfect part in mind for you. You could be famous, and even make a lot of money, she says, if

you give her some of your information, including your photos and your home address.

Is this person a stranger?

Make sure students know the answer is YES.

How would you respond?

Allow students some time to write in their activity books. Then, allow a few to share their responses and discuss.

[Click Slide 16](#) about Scenario 3.

You are in a live online role-playing game. You have started talking to another user in the game. All you know about the user is the person's username – prima_ballerina06 – and what the person has told you – that she's female, 12 years old, and lives in Arizona. You chat with each other regularly, and one day, she asks you if you want to chat over video on Skype. When you get on Skype with her, she doesn't appear on video – she says her camera doesn't work. But she wants to see you, and hear your voice, because she thinks of you as a real friend now. After a few sessions on video chat, she asks you to start doing silly and embarrassing things on camera that make you feel uncomfortable. She says if you really trusted her, you'd do what she asks.

Is this person a stranger?

Make sure students know the answer is YES.

How would you respond?

Allow students some time to write in their activity books. Then, allow a few to share their responses and discuss.

E. Protecting Yourself

[Click Slide 17](#) about internet safety tips.

Say:

Here are some tips for staying secure when using the internet. Let's read through these out loud from our books. After reading each point, please place a check mark next to it to indicate that you read and understand the content (Invite student volunteers to read each bullet point aloud)

- **Think before you post!** Once you put something on the internet, it is not possible to remove it. Photos can be saved, screenshots can be taken, and information can be seen and share by anyone.

Click Slide 18

- **Keep emergency contacts.** If you carry a device with you, keeping your parents, guardians, or other helpful adults contact information saved can make getting help easier in the case of an emergency.
- **Don't connect with strangers:** Be suspicious and wary of texts, friend requests and emails received from unfamiliar sources.

Click Slide 19

- **Disable Location Settings:** While it is fun to share information with friends and others, this can be unsafe. Make sure that the apps you use are not recording and sharing your location.

Click Slide 20 about responsible adults.

Say:

A responsible adult is someone who you might approach in an emergency or when you need help. Some examples are

uniformed officers, teachers, the school principal, and us, your parents. Let's make a list in your activity book.

These are people you can contact and talk to whenever you feel something is unsafe or dangerous. It's ok if you feel confused or are not sure about what to do. These adults can help protect you and give you good advice on how to keep safe.

Click Slide 21

Let's take a look at these verses from the bible:

Proverbs 4: 26-27 NABRE

Survey the path for your feet,
and all your ways will be sure.

Turn neither to right nor to left,
keep your foot far from evil.

The bible reminds us to watch our path and be careful about what we do. Making good choices helps keep us safe from dangerous situations. Thinking carefully about who we make friends with, what we post online, or what we tell others are all an important part of keeping ourselves safe.

Click Slide 22

Let us pray and ask God to help us be wise:

Dear God,

Thank you for our lives, and everything that you have given to us.

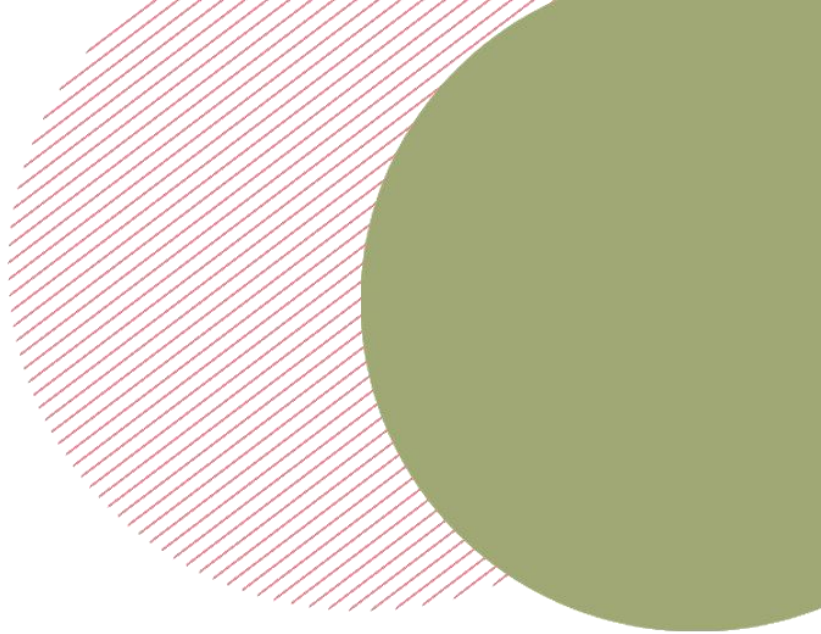
Help us be responsible and grateful by taking care of ourselves and keeping ourselves safe.

Help us make wise decisions and good choices.

Give us strength and courage.

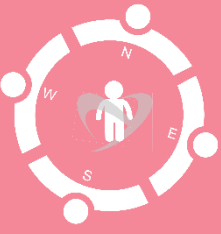
In the name of the Father, the Son and the Holy Spirit.

Amen.



GRADE 5 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



STAYING SAFE
Activity Book

MY INTRODUCTION

Write a short introduction of yourself that will be printed in your school newsletter.

Lined writing area for the introduction.



ALEXA'S STORY

Alexa is 11 years old and her parents have just allowed her to open a social media account. One day, she receives a friend request along with a message from a man who says he is doing an art project and currently looking for teen models. He says his name is Tim, that he is a professional photographer, and that his work has been featured in Teen Vogue magazine. Tim sends Alexa examples of photos from a magazine, which he says are pictures he took himself. He tells Alexa she looks very beautiful in her profile picture, and that he would love to do a photo shoot with her. He likes her look so much that he is even willing to do it for free!

Tim warns Alexa, however, not to tell her parents. He says that parents usually say no, and she doesn't have a chance of becoming famous if they get in her way. Alexa is so excited that someone has taken interest in her!

Alexa accepts his friend request on social media, allowing Tim access to all her photos.

Alexa doesn't realize it, but she has her home city on her social media page. Now, Tim knows her full name and the city where she lives – which is all he needs to find her house.

Tim continues to send messages to Alexa encouraging her to meet up with him for a photo shoot. Alexa is excited about the possibilities, but she is also starting to feel uncomfortable with some of his language. Alexa, stops connecting with Tim.

One day, Alexa got a message from Tim that he was sitting in a car outside her house. He looked different from the man in the profile picture, but he waved at her. Alexa was glad that she was not home alone and went immediately to tell her parents everything.

Her parents called the police, who checked on the car and actually arrested Tim because they found that he was a criminal.

What did Alexa do right in this story?

What did Alexa do wrong in the story?

What are some ways Alexa can avoid similar problems in the future?

SCENARIOS

For each of the scenarios, write how you would respond:

Scenario 1:

Let's say you get an email from someone who says they are going to be a new student starting soon at your school. "I don't know anyone yet," they say, "and I want to meet some of my classmates before I transfer." As you chat, they ask you for your phone number, and say they want to hang out sometime before school starts.

Scenario 2:

You receive a message on social media from a talent scout. You can see that the profile picture is of a middle-aged woman. She says she is looking for local talent to be in a movie that will be filmed right here in the neighborhood, and she saw your profile. She says she has the perfect part in mind for you. You could be famous, and even make a lot of money, she says, if you give her some of your information, including your photos and your home address.

Scenario 3:

You are in a live online role-playing game. You have started talking to another user in the game. All you know about the user is the person’s username – prima_ballerina06 – and what the person has told you – that she’s female, 12 years old, and lives in Arizona. You chat with each other regularly, and one day, she asks you if you want to chat over video. When you get on video with her, she doesn’t appear on video – she says her camera doesn’t work. But she wants to see you, and hear your voice, because she thinks of you as a real friend now. After a few sessions on video chat, she asks you to start doing silly and embarrassing things on camera that make you feel uncomfortable. She says if you really trusted her, you’d do what she asks.

SAFETY RULES

Mark each safety rule to confirm that you understand it and are going to follow it.

- Think before you post!** Once your information is on the internet, it is not always possible to remove it.
- Keep emergency contacts.** If you carry a device with you, keep your parents, guardians, or other helpful adults contact info saved in the case of an emergency.
- Don't connect with strangers:** Be suspicious and wary of texts, friend requests and emails received from unfamiliar sources. If it makes you uncomfortable, trust that feeling and don't open them or reply.
- Disable Location Settings:** Make sure that the apps you use are not recording and sharing your location.



Responsible Adults

Write down the names of responsible adults you trust.

PRAYER

Dear God,

Thank you for our lives, and everything that you have given to us.

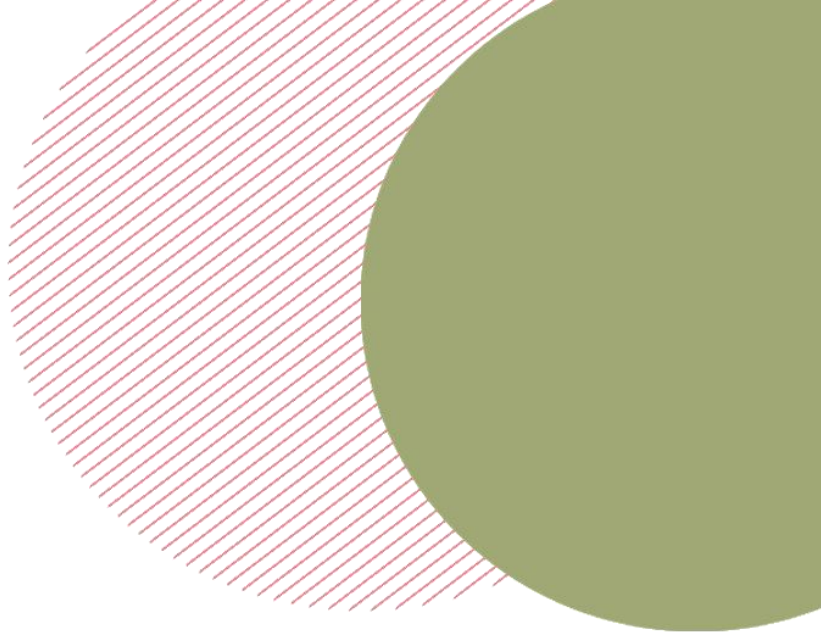
Help us be responsible and grateful by taking care of ourselves and keeping ourselves safe.

Help us make wise decisions and good choices.

Give us strength and courage.

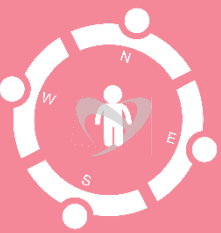
In the name of the Father, the Son and the Holy Spirit.

Amen.



GRADE 5 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



STAYING SAFE
Parent Handout

Staying Safe

Grade 5 - PARENT FOLLOW-UP SESSION

with children who attended the parish/school session.

Instructions for the Parents

Your child attended a lesson on staying safe by being alert. You are encouraged, sometime within the next week, to set aside 30 minutes for a discussion on this material with your child. This packet contains information to guide your conversation, as well as a step-by-step guide with suggestions.

Session Overview:

- Using an illustration of how we cannot know if an apple is good or bad just by looking at the outside, the teacher talked about how people may seem nice and good when you first get to know them, but on the inside, they may want to do mean or inappropriate things.
- Different types of touch were discussed.
- The students were challenged to think about what information they share about themselves to others, and on online platforms.
- Tactics that people may use to lure children were discussed.
- Strategies were discussed, to tackle a situation where a stranger approach them, or a person is doing something that makes them feel uncomfortable.
- Basic safe practices for using the internet were discussed.

Background Information for Parents:

As you prepare to lead your child through a conversation on staying safe, this background information is for you, not your children, to better understand the issues.

Child sexual abuse is a form of abuse that includes sexual activity with, or in front of, a minor. When a person engages in this way, they are committing a crime that can have lasting effects on the child. **A child cannot consent to any form of sexual activity.**

The following are forms of child sexual abuse:

- Sending obscene phone calls, text messages, images or other communication.
- Touching a child's private parts.
- Forcing or tricking a child to touch the private parts of an adult or another child.
- Having sex of any kind.
- Exposing oneself.
- Producing, owning, or sharing pornographic images of children.
- Trafficking children for sex.
- Engaging in any other sexual conduct that is harmful to a child's mental, emotional, or physical development.

Some behavioral signs in children that may indicate sexual abuse include sudden and intense fears, trauma, isolation from others, drastic disruptions in temperament and coping styles, hygiene changes (such as bedwetting, refusing to bathe or washing excessively), being over-protective of siblings, sleep problems or nightmares, inappropriate sexual knowledge, or behaviors beyond their years, or running away from home.

Most sexual abusers have a pre-existing relationship with their victims and/or families. Sexual abusers have gained access, authority, and often the trust of both the child and parent. They may involve themselves in a family's life as well as appear to do great things in the community – this is a way of being “hidden in plain sight” to gain access to children.

A process—often called “grooming”—is a way that abusers break down a child or young person's physical, emotional, and behavioral boundaries while, at the same time, damaging their relationships with adults, their spiritual life, their values, and their sense of self. Make sure to know who is in your child's life, both children and adults. As part of a grooming process, potential abusers (also called predators) might give presents to or offer favors for children.

Grooming bribes or “guilt gifts” might include unexplained clothing, cash, jewelry, phones or trips. Parents should **know the source of any gifts and treats their child receives**. Children and teens should ask their parents before accepting ANY gifts.

Abusers use grooming tactics with parents and caregivers, too. Predators may be eager to babysit; they may offer “a shoulder to cry on” or financial help. They may pose as the wise counselor with sage advice (what a stressed parent often needs) or the go-to neighbor with exciting “treats” or offer to take a child on a family trip with them (things a lower-income parent may not be able to provide). These intentional behaviors are designed to trick the parent into trusting their child with the predator.

A predator's boundary violations may become so entrenched into daily life that adults fail to recognize it. The people in a child's life become convinced that the predator's inappropriate behavior is

safe. If a child says that they have been abused, believe them—even if you think it's impossible.

It is common for children who are victims of abuse, including neglect, to blame themselves and believe a situation is their fault. Furthermore, this message may be reinforced by the person who is abusing them. It is our responsibility as their parents to let them know that it's NOT THE CHILD'S FAULT, they did NOT do anything wrong. This should be continuously reinforced—don't just say it one time and think that's enough. For kids to believe it, we have to say it over and over.

One of the most important ways we can keep our children safe is to have open and courageous communication. Encourage them to come to you when they are confused about anything or have questions. Clearly teaching the names of private body parts, enables a child to share with you accurately when they suspect abuse happening to a friend, or even to themselves.

Build strong communication bridges with your children so that when they have to talk about something heavy or hard, they are able to bring it to you with greater ease. For example, your child may step forward and share about a mistake they made, something a friend did, or an unjust situation. Your reaction to these situations determines their level of comfort in continuing to bring such things your way.

When your child does come to you, avoid reacting emotionally, and be supportive. Assure them that you love them and you will help them find a solution.

Concepts and Strategies that were taught to your child during their class:

Bad Apples:

Sometimes people seem nice and good when you first get to know them, but on the inside, they want to do mean or inappropriate things. These types of “bad apples,” or abusers, might be older kids or adults who want to “be friends” with you, even though you’re much younger.

People who are “bad apples” want to cause harm to kids. It is important for us to know what counts as “harm” so we can try and know what to look out for.

Potential abusers (remember the “bad apples?”) can try to collect information about children to find out where they live or go to school. It is important to **be careful with such personal information and keep it to yourself.**

If an adult asks for your personal information, **always check with your parents before giving it out.**

There are some things that adults may do to meet a child alone:

Surprise: An adult just shows up and starts talking to you.

Trickery: This is when an adult or older kid tries to trick you into going somewhere else with them.

Gift-giving: Abusers can earn kids’ trust to get them alone by doing favors and giving gifts. Abusers may try to build relationships with kids by buying presents, offering to do homework or chores, or suggesting taking a fun trip.

If someone, **even someone you already know**, tries to force you to go somewhere you do not want to go, shout “This is not my parent!” And keep shouting until someone notices.

If someone, **even someone you already know** tries to touch private areas of your body or asks you to remove your clothes in front of them,

Shout “NO, NO, NO!” and keep shouting.

Get out of the area, and stay away from the abuser.

Find someone to tell – a parent, a teacher, or a person in uniform (like a police or security officer). If no one else is nearby, dial 911.

Here are some tips for staying secure when using the internet.

Think before you post! Once your information is on the internet, it is not always possible to remove it. Photos can be saved, screenshots can be taken, and this information can be seen and reposted by anyone.

Keep emergency contacts. If you carry a device with you, keeping your parents, guardians, or other helpful adults contact information saved can make getting help easier in the case of an emergency.

Don't connect with strangers. Be suspicious and wary of texts, friend requests and emails received from unfamiliar sources. If it makes you uncomfortable, trust that feeling and don't open them up and don't reply.

Disable Location Settings. While it is fun to share information with friends and others, this can be unsafe. Make sure that the apps you use are not recording and sharing your location.

PARENT-CHILD DISCUSSION

Following are thoughts and questions to help supplement and support your conversation with your child:

1. Discuss Abusers

Say:

In class, your teacher used the word Abusers. They said that abusers are like bad apples which look good on the outside but may have worms on the inside. They also told you that abusers can try to hurt or harm kids.

What did you think about it? How did you feel when you heard about this? Have you ever heard about this before?

Help your child talk about their understanding, past experiences and emotions on this topic.

During the class, the teacher talked about how abusers try to meet children alone and gave ideas on what to do. What would you do in each of the following situations?

- Someone came to you after school saying they were a friend of your mom's and your mom had asked them to pick you up?
- A neighbor started giving you ice cream every day. And then asked you to come inside their home one day?
- A teacher sat next to you on the school bus and the way they were sitting so close to you made you feel uncomfortable.

You can add more scenarios or examples. Talk through details of what they would say, and how they would say it. You can even role play or practice what to say.

2. Internet Safety

Adapt this next set of questions based on your family internet-use policies.

What are the different things you do on the internet? Which of these allow strangers to connect with you, contact you, or find information about you?

What are some practices that you can follow to make sure they can't?

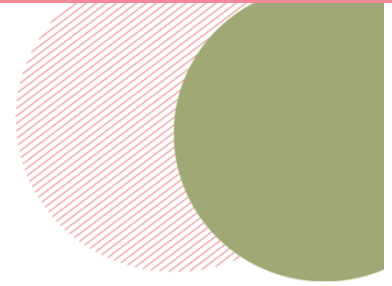
Look at the Internet Safety Checklist in the activity book. Talk through each of the items, and help your child follow these rules.

3. Responsible Adults

Look at the Responsible Adults List in the activity book. Encourage your child to talk to each of the adults and explain that they are a responsible adult on their checklist, and what that is going to mean. Encourage your child to share anything they are unsure of with the responsible adults on their list.

4. End with a prayer

Pray with your child and ask God for wisdom and guidance to make good choices.



Staying Safe

Grade 5 - Classroom Session

Your feedback is valued!

We hope that the materials were helpful in facilitating discussions with your children on these sensitive issues. Please answer the following questions to help us improve and update the curriculum.

1. What were the topics that were most helpful to both you and your child?
How has it helped you?

2. On a scale of 1 (low) to 5 (high), please rate the following:

	1	2	3	4	5
Usefulness of the material for discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real life application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How can we make this curriculum more useful to you?

4. Did you face any difficulties while discussing the topics? If so, please describe.

5. Would you recommend this to other parents? Why or why not?