



**Bold Text:** suggested words to say to teach lesson  
*Italics:* suggested actions to take  
(Parenthesis): background information or suggested answers

After “Check First” and “Safety Person/Safety House,” the remaining lessons may be completed in any order.

### Materials Needed for Lessons

- Charlie Check-First poster
- *Bubbles* poster
- Charlie Check-First safety bubble card
- Power NO safety bubble card (and any other topics you plan to cover)
- *Safety Kids Songs* (optional)
- Letter to the Parents/Guardian (Appendix)

### Objectives for Students

- Name one way to refuse a dare.
- Give an example of one way to respond to pressures.
- State the most important thing to do if they find a gun.
- Explain why they should not put unknown substances or drugs in their bodies.
- Describe how to behave if someone tries to grab or physically move them.

### Review of Introduction or Past Lessons

*Decide which topics you plan to teach for your session and put those corresponding safety bubble cards inside the poster pocket before you begin.*

*Always start with a review of the Check First concept!*

*Using the Bubbles poster, introduce the lesson as described in the Introduction under Safety Poster Teaching Procedure. As you introduce a topic, a student (or teacher) removes and displays the safety bubble card from inside the pocket.*

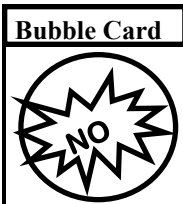
*Proceed with the lesson.*

*This topic may be taught in 1,2,3,or 4 lessons.*

## Lesson A—Dares and Pressures

**Who would like a worm and bug pizza? Yuck—you would not want that.**

**You say NO when you don't like something or don't want something.  
Today we're going to talk about another type of NO.**



*Have a student remove the Power NO safety bubble card from the poster pocket. See the Introduction for more details on how to use the poster.*

**This is a Power NO! Say it forcefully.**

**It is strong and powerful and can help you in lots of ways.**

*Students hold up arms to make muscles.*

**There are times that you may need to use the Power NO.**

**What are some ways to say NO? Get answers.**

*(Cut it out, leave me alone, don't do that, stop it. It all means NO.)*

**There are 3 steps for the Power NO:**

- 1. Say NO.**
- 2. Get away from the situation.**
- 3. Tell an adult.**

**An easy way to remember it is: NO! GO! TELL!**

*Ask them to think of some times that they have said NO to something.*

**What is a dare? Discuss.** (It is a challenge and is usually illegal, unsafe, or stupid.)

**Dares usually are not wise things to do. Sometimes it is awfully hard not to give in and do something that a friend dares you to do.**

*Discuss types of dares that peers may use. Some dares are:*

- ✓ silly or harmless (such as putting grape jelly on your cereal)
- ✓ dangerous or wild (such as crossing a busy road with your eyes shut)
- ✓ illegal (such as shoplifting)

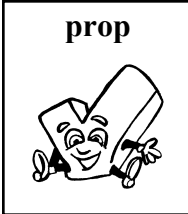
**Maybe they will call you names, make fun of you, or even offer you money or a toy or something. You need to be strong and use the Power NO.**

**You might get pressured to do something by someone who is not a friend.  
Maybe it is someone you are afraid of or who is always mean to you.**

**There are several things you could do instead of giving in to the pressure of a dare or a mean kid. It also works if you are getting pressure from a friend.**

*Discuss different ways to refuse the pressure. We call these Refusal Skills.*  
(Say NO in a variety of ways, make up an excuse, suggest something else to do instead, change the subject, leave the situation, stay with a buddy for support)

**Remember, if you are not sure about *anything*, it is a good and safe idea to Check First! Ask an adult to help you figure out what is best in the situation.**



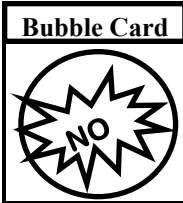
☆ *Role-play examples of pressures. Let the children make up the situations so that they are relevant to them.*

*You may go on to the Closure or on to Lesson B, C and/or D.*

*Choose one or more of the Reinforcement Activities on the pages following the Power NO lessons.*

**Be a Safety Kid!**

## Lesson B—Guns and Weapons



Use the Bubbles poster to review material already covered. Have a student remove the Power NO safety bubble card from the poster pocket. See the Introduction for more details on how to use the poster.

Review Lesson A:

- ✓ The 3 steps for the Power NO: NO! GO! TELL!
- ✓ What is a dare
- ✓ Refusal Skills to avoid pressure

**Another time to use the Power NO involves a gun or other weapon. What are some weapons or items that might hurt you?** (knife, machete, club, syringe) **What do you think you should do if you find a gun?** *Get answers from the students.*

**The safest thing to do is follow the 3 steps for Power NO:**

1. Say **NO** to touching it.
2. Get away from the situation.
3. Tell an adult.

**NO! GO! TELL! The most important part is: Do not touch it!**

**Maybe your friend dares you to hold it or even to shoot it. This is the time to use the Power NO. You should not try to see if it is a toy, a real gun, loaded, or unloaded. Just leave it alone.**

*Discuss possible consequences of touching or picking up the gun or other weapon.*

*Discuss what you could do instead of picking up the weapon. (suggest an alternative activity, make up an excuse, say NO in a variety of ways, walk away, use a buddy for support)*

**If someone wants you (or dares you or bullies you) to do anything with a gun, then you need to use the Power NO and get out of that situation.**

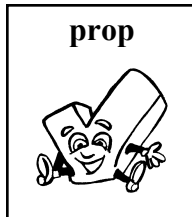
**It may be hard to do, but try to stick to that rule in order to make sure that you stay safe.**

**A smart decision will help keep you safe. A bad decision may cause you to get hurt. It is smart to use the Power NO.**

**If your parent or someone you know has a gun, it should have a gun lock on it and be kept in a locked box. Maybe you could even ask that person to make sure it is locked. Ammunition should be kept in a separate location.**

(As you discuss gun safety, keep in mind the type of community and level of maturity or “street-smarts” that the children display. Guide your discussion to meet their needs. Consider hunting communities, a military base, an inner city area, a rural area, etc.)

**Whenever you see a gun, think of Charlie Check-First and remember that this is the perfect time to Check First before you do anything at all with the gun!**



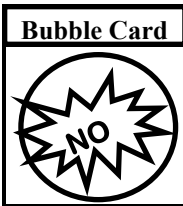
*Role-play or discuss various situations with a gun and ways they could avoid the pressure to touch or hold it.*

*You may go on to the Closure or to Lesson C and/or D.*

*Choose one or more of the Reinforcement Activities on the pages following the Power NO lessons.*

**Be a Safety Kid!**

## Lesson C—Drugs



Use the Bubbles poster to review material already covered. Have a student remove the Power NO safety bubble card from the poster pocket. See the Introduction for more details on how to use the poster.

Review Lessons A and B:

- ✓ The 3 steps for the Power NO: NO! GO! TELL!
- ✓ What is a dare
- ✓ Refusal Skills to avoid pressure
- ✓ What to do about guns and other weapons

**Another time you need to use the Power NO involves putting substances (such as drinks or food or pills) into your body.**

**It might not even seem important. What would you do if a friend wanted you to taste a special drink that he or she had? Do you remember how we talked about saying NO to pressures?**

**Should you take the drink if you do not know what it is? Is this a good time to Check First?**

**What about if someone wants you to eat something or take a pill or powder? This is another good time to Check First!**

**It might be harmless, but it might also be some type of a drug. Since you do not know for sure, you need to say NO and Check. *Stress this!***

*Talk about the harmful side effects of taking legal (prescription) drugs without a parent's permission. (They may make you very ill, you may need to get your stomach pumped, the drugs won't be there for the person who really needs them, etc.)*

*Role-play or discuss various situations involving substances and how they can use Refusal Skills to avoid the situation.*

*You may go on to the Closure or to Lesson D.*

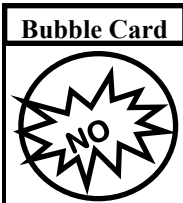
*Choose one or more of the Reinforcement Activities on the pages following the Power NO lessons.*

**Be a Safety Kid!**

## Lesson D—NOT OK Touch and Talk

★ As you discuss **NOT OK Touch** and **NOT OK Talk**, pay close attention to the body language of the children. Look for reactions such as stiffening, teary eyes, looking away, haunting looks, etc. They may *possibly* be indicative of a child who has experienced sexual abuse.

★ Be careful not to plant any ideas or seeds about sexual abuse! You do not want children to start questioning every move or to think they are being abused when that is not the case. An accidental touch is not always a reason to panic.



*Use the Bubbles poster to review material already covered. Have a student remove the Power NO safety bubble card from the poster pocket. See the Introduction for more details on how to use the poster.*

*Review Lessons A, B, C:*

- ✓ The 3 steps for the Power NO: NO! GO! TELL!
- ✓ What is a dare
- ✓ Refusal Skills to avoid pressure
- ✓ What to do about a gun or weapon
- ✓ Taking drugs or unknown substances

**There may be other times that you need to use the Power NO.**

*Ask students to wrap their arms around themselves and pretend this is a hug from someone special. Have students give themselves a gentle pat on the back pretending this is a pat from a friend.*

**These touches are good because they make us feel loved, special and important. These are OK Touches. We like these.**

*Discuss some other touches that make kids feel good.*

**There may be a time when we get a NOT OK Touch.**

*(It does not make us feel special; it may hurt us or make us feel creepy or yucky. Children do not have to accept these touches.)*

**I do not mean when your brother pokes you in the back. I am talking about a touch on your body in the areas covered by your swimsuit or underwear. Maybe this does not even bother you or make you feel uncomfortable, but you still think it might be wrong. This is NOT OK, and you are too special for this kind of touch.**

**What should you do? You use the Power NO.**



**You are young, but you still have the power to say NO to anyone who gives you a NOT OK Touch. Once you say NO, you get away from the situation and tell an adult.**

**Even if you are not able to stop what happens, remember this: It is NOT your fault! You are not responsible or wrong.**

*Make sure to tell them that this will probably never happen to them. (They do not need to be worried about every time someone touches them. However, they should know what to do just in case.)*

*(The Power NO also applies if someone is talking about, and not necessarily touching, these body parts. Mention this.)*

*(Sexual harassment happens even to young children. A peer may touch, grab, or grope another child's personal areas. This is not acceptable; there is no humor in this just because a child does it. It must be addressed now so that it is under control by the preteen and teen years.)*

**These NOT OK Touches and NOT OK Talk can come from anyone: someone you don't know at all, someone you know a little bit, someone you love a lot. They could even be from a friend, a classmate. It does not matter who it is!**

**Just because someone is bigger or older than you, it does NOT mean he or she can touch you. You may even be told to keep it a secret. Maybe you'll be told that you'll get in trouble, or that you did something bad, or even that Mom or Dad may not even love you anymore. Don't believe it!**

**You still say NO, get away and tell someone!**

**Who can you tell?**

*Let students respond. Accept all reasonable answers. Discuss the need to keep telling until someone believes you.*

**If someone is trying to move or grab you, this is a NOT OK Touch. You have the power to say NO!**

**What should you do if someone should try to lead (drag, carry, etc.) you somewhere you did not want to go?** (Shout and scream: "You're not my dad!" or "You're not my mom!" Make a fuss and a scene and get people to notice you.) *Discuss.*

*Go on to the Closure.*

**Be a Safety Kid!**

## Closure

*Review ways to say NO.*

(Cut it out, leave me alone, don't do that, stop it. It all means NO.)

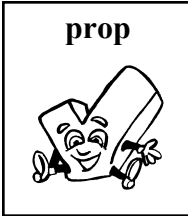
*Review ways to refuse pressure.*

(Say NO in a variety of ways, make up an excuse, suggest something else to do instead, change the subject, leave the situation, stay with a buddy for support)

*List good times to use the Power NO.*

(pressures, dares, guns, drugs, NOT OK Touch or Talk)

**A friend does not always know what is best for you. A real Safety Kid would say NO and then leave the area if dares, guns, or drugs are involved.**



**Remember: whenever you are not sure about anything, Check First with an adult you trust or who is in charge of you.**

**Be sure to make good decisions. It is a smart decision to Check First!**

*Review the lesson by removing one bubble at a time and discussing the safety tips for that topic.*

*Allow time for discussion.*

*Use the Safety Kids Songs to reinforce concepts.*

*Choose one or more of the Reinforcement Activities on the following pages.*

**Be a Safety Kid!**



## Reinforcement Activities



### Songs

Sing songs using the *Safety Kids Music*. Words are included in the appendix. Children love the repetition of the words, and the songs help them remember the rules.

**Materials needed:** *Safety Kids Songs*



### Resistance or Negative Painting

Child writes Power NO on paper with crayons. The child must use heavy and hard lines with the crayons for this to work. When the drawing is complete, paint over the picture with watered down black paint. The paint will not cover the crayon words, only the plain paper. Discuss how the crayon Power NO resists the paint. In real life, the Power NO can help children resist some harmful situations.

**Materials needed:** drawing paper, crayons, black paint, brushes



### Power NO Badge

Draw the outline of the word *NO*, make a circle, or use the badge pattern. Give each child a variety of art supplies to make and decorate the badge. Laminate for durability. Wear proudly while practicing saying NO at the proper times.

**Materials needed:** badge pattern, glitter, yarn, sequins, paint, etc.



### Yes!

Give each student a piece of large plain paper. Instruct the students to write the word *YES* in large letters in the middle of the paper. Have them decorate the word *YES* (colored tissue paper, felt, material, glitter, stand-up letters) so that the word stands out. Around the word *YES*, draw or write times when they can say yes to things, such as eating an ice cream cone, playing baseball with friends, reading a book, etc. This is to stress the positive aspects in their lives and not just the NO aspect.

**Materials needed:** large plain paper, crayons, markers, various art supplies



### **Power NO Acrostics**

Use the phrase *Power NO* as an acrostic. Starting with the letter P, write words or phrases to help reinforce the idea of saying NO, or write techniques to use to stay safe.

P= Peer pressure needs a Power NO.

O= Only go if you Check First.

W= etc.

E=

R=

N=

O=

**Materials needed:** writing paper, pens, pencils



### **NO! NO! NO!**

Each child makes a list of how many different ways he or she can say NO. Use single words, phrases, actions, etc. Stress that there are numerous ways. If one way to say NO does not work, try another.

**Materials needed:** paper, pencil



### **RAP Away**

Individually or in groups, students make up a rap song or other version of a song about the safety tips learned in the Power NO lesson. This may include using the NO for drugs, guns, dares, NOT OK Touch. Share these with the class.



**Materials needed:** none (optional: tape recorder to record the raps or songs)



### **Power NO You May Not!**

Children play the game in a similar fashion to “Mother, May I?” One child is the Power Person. Other children ask if they can take steps toward him or her. The Power Person has the power to say, “Yes, you may” or “No, you may not.” The Power person then tries to catch those who are trying to go against those commands and sneak forward.

**Materials needed:** none



## **Body Letters**

Put children in small groups. Play the “Power NO” song on the *Safety Kids Songs* CD. Stop the music. When the music stops, students are to use their bodies and form the letters “N” and “O”. They may want to lie down and connect their bodies to make the shapes of the letters or they may want to stand and move their arms and bodies to make the shapes. Play the music again and repeat. Switch groups.

**Materials needed:** *Safety Kids Songs*, open space



## **Yes, Yes, NO!**

Play this as you do “Duck, Duck, Goose.” Children sit in a circle. One child is *It* and walks around the outside of the circle, tapping each child on the shoulder, and saying “Yes.” Whenever *It* chooses, he or she taps a child and says “NO.” The child who was tapped needs to stand and chase after *It*. If the first child gets all the way around the circle and can sit down in the second child’s former seat, he or she is safe. The second child becomes *It*. If *It* gets caught by the second child, then he/she is *It* again.

**Materials needed:** none



## **Power NO Quilt**

This can be done with either paper or fabric.

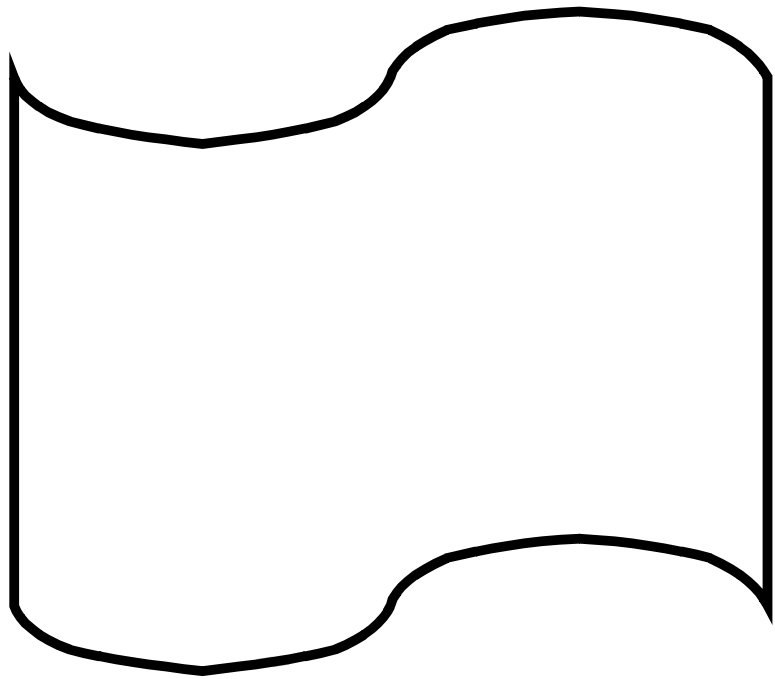
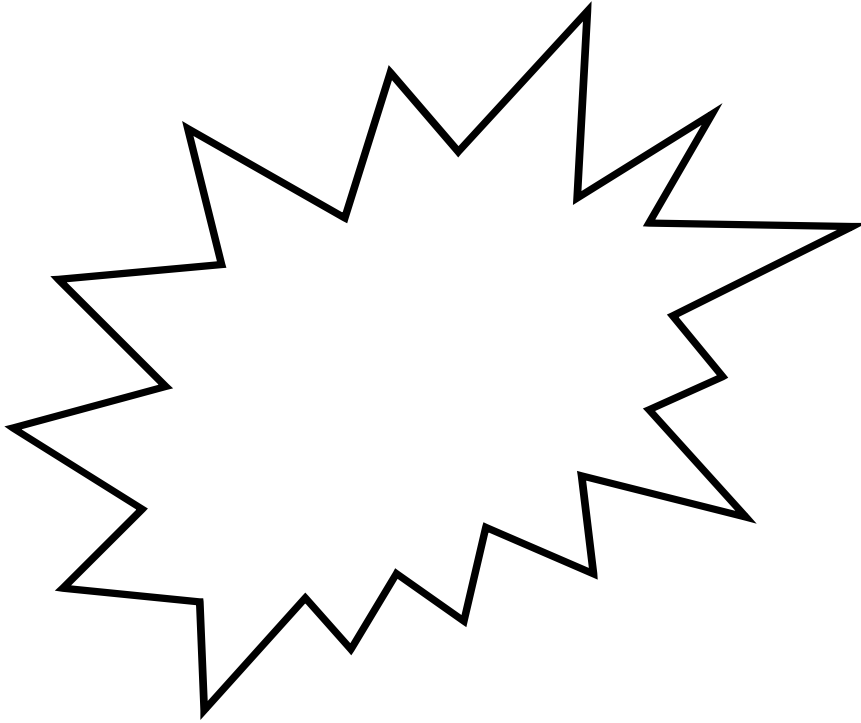
**Paper:** Cut squares of construction paper in a variety of colors. Students decorate their square with a Power NO. Use crayons, markers, glitter, etc. Glue squares on poster board or a bulletin board in a quilt fashion.

**Fabric:** Cut squares from a variety of material. Use fabric paints to decorate squares. Sew the squares together as you would a quilt. This takes work, but it is a beautiful project.

Explain to students that they are safe and warm with a quilt and the Power NO will also keep them safe. Hang paper or fabric quilt in the room to display

**Materials needed:** paper, fabric, crayons, markers, glue, fabric paint, decorating items

Power NO Badges





## Power NO

Find the words from the word list and circle them. They may go across or down.



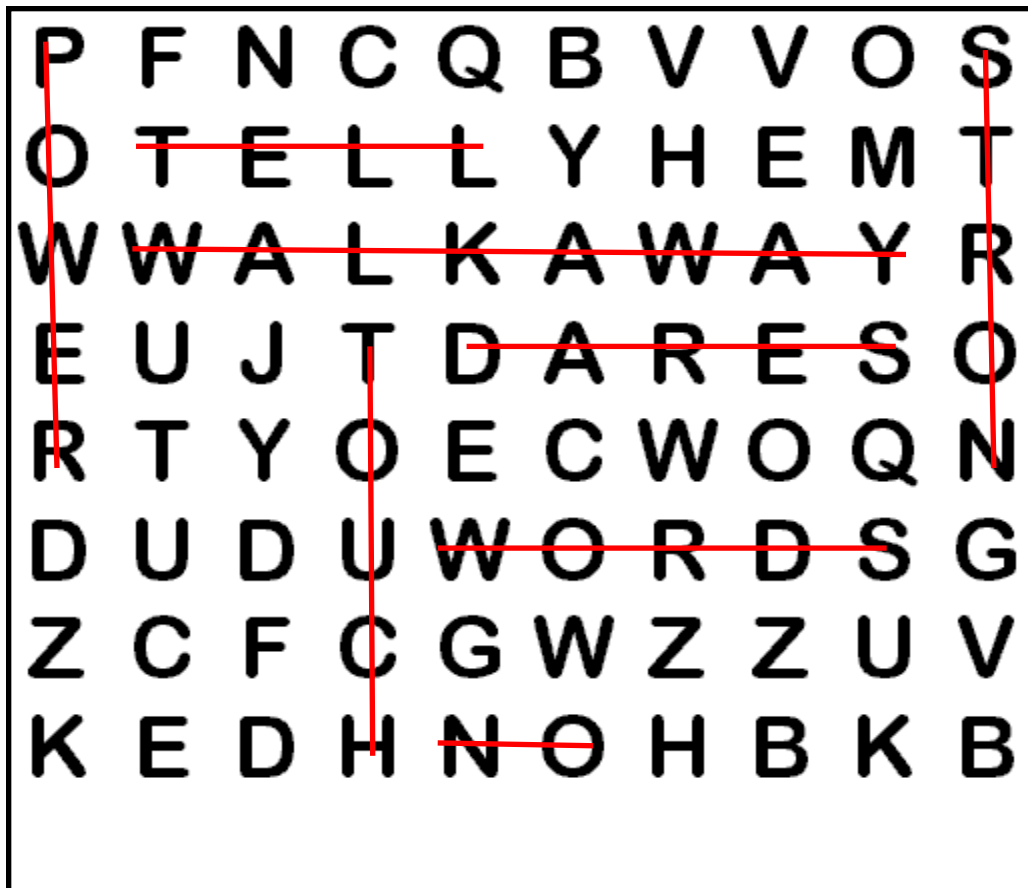
### Word List

dares	strong	walk away
no	tell	words
power	touch	



## Power NO Answers

Find the words from the word list and circle them. They may go across or down.



### Word List

dares	strong	walk away
no	tell	words
power	touch	