



# Power NO



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

### Objectives for the Students

- Name two alternatives to taking a dare.
- State three things to do if they find a gun.
- Give a reason why getting involved with an illegal drug is unsafe.
- List three steps to follow if they are the recipient of a NOT OK Touch or NOT OK Talk.
- Demonstrate what to do if someone tries to physically move them.

### Review of Introduction or Past Lessons

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

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

*Using the Treasure Chest 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 symbol card from inside the pocket.*

*Proceed with the lesson.*

***Teach this in 1,2,3 or 4 lessons.***

## Lesson A—Dares and Pressures

### Symbol Card



Choose a student to remove the symbol card of the Power NO from the poster pocket.

This symbol is the Power NO. It reminds you that you have the power to say NO when something is happening to you that you do not like or that is harmful to your body.

**I do not mean that you should say NO to Dad when he says it is bed time!  
This Power NO is to be saved for special times.**

**What are some ways to say NO?**

(NO, cut it out, leave me alone, don't do that, I don't like 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!**

**Let's talk about some times that you might need the Power NO. What is a dare?** *Discuss.* (It is a challenge and it is usually unsafe, stupid, or illegal.)

**Has anyone in here ever been dared to do something? Has anyone ever dared someone to do something?**

**Think of some dares that maybe someone has given you or that you have given to someone else.**

*List on the board types of dares that peers may use. Some ideas are:*

- ✓ silly or harmless (such as putting ketchup on your ice cream)
- ✓ dangerous or wild (such as jumping in front of a car to see if it will stop)
- ✓ illegal (such as shoplifting)

**Why would you take the dare?** *Discuss.*

(Possible reasons: for friendship, bribes, to be part of a group, threatened, ridiculed)

**When someone dares you to do something, this is when you should use the Power NO to help keep you safe.**

**If it is something you would not do by yourself, why would you do it in a group or in front of others?** *Discuss.* (Dares rarely involve something that is right, good, or healthy for your body.)

**A dare is a type of pressure that someone is putting on you. You may get pressure from friends about things that are not dares.**

*Discuss pressures that peers may apply. This can be an involved discussion.*

(Include pressure to wear certain clothes, to watch a particular television show, to eat a school lunch vs. bringing a lunch from home, etc.)

Pressure may also come from someone who is not a friend. Maybe it is someone who is usually mean to you or to other kids. What can you do to avoid a pressure situation or a dare? *Discuss.*

Sometimes just saying **NO** does not work. You need to do something else. You need a way you can *refuse* to give in to the pressure.

*Discuss actions that they may take that can help them refuse to do something. Be sure to include the following Refusal Skills:*

- ✓ Say NO! Say it in a variety of ways.
- ✓ Make up an excuse or give a reason why you cannot do something.
- ✓ Suggest something else to do instead.
- ✓ Ignore the pressure and change the subject
- ✓ Leave the situation.
- ✓ Stay with a buddy! It is much easier for you to refuse pressure if you are with others who also do not want to give in.

**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. It may be hard to do that; you may feel like a baby; someone may make fun of you. But try to stick to that rule in order to be safe.**

**Follow the 3 step method for the Power NO:**

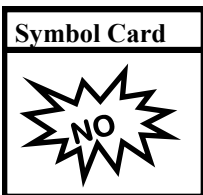
- 1. Say NO.**
- 2. Get away from the situation.**
- 3. Tell an adult.**

*Role-play examples of pressures from dares, friends, or others. Let the students make up the situations that might be 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.*

## Lesson B—Guns and Weapons



*Choose a student to remove the symbol card of the Power NO from the poster pocket.*

*Review Lesson A:*

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

**Another time you may need to use the Power NO involves guns and weapons.** (knives, clubs, syringes, etc.) **What do you think you should do if you find a gun? What about a knife? A syringe?** *Get several answers.*

**The safest thing to do if you see a gun or other weapon is to use the three steps for the Power NO:**

- 1. Say NO to touching it.** (This is the most important step.)
- 2. Get away from the situation.**
- 3. Tell an adult.**

**Maybe you found a gun at a friend's house and he says he knows how to use it. He dares you to hold it or even to shoot it. You are not even sure if it is real or not. You may want to touch it to see if it is a toy or real. What should you do?** *Share some ideas.* **How do these 3 steps apply to other weapons?**

**You need to make smart decisions in order to keep you safe. A smart decision is to use the Power NO!**

**What is a consequence?** (a result of something that happened)

**What are some possible consequences of you touching, picking up, or moving a gun or other weapon?** *Discuss.* (Possibilities: major or minor injury, death, property damage, etc. Some children may be graphic because of what they see on television. They need to understand the difference between video games, cartoons, TV, etc, and reality.)

*Discuss what you could do instead of giving in to the pressure to touch the gun.*

*Have the students select a Refusal Skill (See page 5.) and apply it to this situation.*

**There may be someone you know who owns a gun legally. What safety rules can you think of that the person should use?**

(use gun locks, keep it unloaded, keep the ammunition in a separate place, put it some place where children cannot reach it)

**What are some ways that guns can be harmful?**

(accidents, threats, revenge, for power, when they are used in criminal acts such as robbery)

**Should guns be used to make you feel powerful? If you are mad at someone, is a gun a good tool to use to set things straight or settle the problem?**

**What are some ways that you could settle a problem without a gun?**

*Allow for a good discussion on these issues!*

*Review the 3 steps again: Do not touch it. Leave the area. Tell an adult.*



*Hold up Charlie Check-First doll or symbol card.*

**We know that Charlie Check-First says that a smart decision can keep you from getting hurt. Handling or using a gun, a knife, a needle or another weapon is an action that is very unsafe and may cause you harm. It is not a good idea to try to see if it is a toy or real, or if it is loaded or unloaded. Leave it alone!**

**A smart decision can keep you from getting hurt. Touching or using a gun is an action that is *not* safe and may cause you harm. It is not a good idea to try to see if it is a toy or real, or if it is loaded or unloaded. Leave it alone!**

*Role-play or discuss various situations with a gun or another weapon and ways they could avoid the pressure to touch or hold it. You may want to combine several ways to refuse pressure in one role-play situation.*

*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.*

## Lesson C—Drugs

## Symbol Card



Ask a student to remove the Power NO symbol card from the poster pocket.

Review Lesson A and B:

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

**Just as you need to be careful about what your body touches (such as a gun), you need to also be very careful about what goes *into* your body.**

**You hear on commercials and from your parents that you should not take drugs. You know that you should say NO to drugs. But just what are drugs?**

*Get some responses and discuss what they think.*

**What would you do if a friend wants you to drink something special or eat something that looks like candy? You don't really know if it is a drug or not. Discuss how drugs can be disguised and they may not really know what it is.**

*Discuss how even food or drink that is not a drug may still make them sick. [allergic reaction, disagrees with the digestive system, etc.] They should not take anything they are not sure about without Checking First!*

**Some drugs are legal. That means that you are allowed by law to take them. These are called prescription drugs. Have you ever had to take some medicine that a doctor gave you? This is a prescription drug. It's OK for you because it was given just for you. Give the class examples, such as medicines for ear infections, sore throats, pain, etc.**

**Even though prescription drugs are legal, it is not safe to take them whenever you want. Talk about the possible consequences of taking someone else's medicine, taking too much, or taking medication without an adult's permission. Discuss how prescription drugs are helpful for healing, research, pain relief.**

**You can get into trouble if you get involved with illegal drugs. What does it mean for a drug to be illegal? (It is against the law to use or possess that drug.)**

**Do you know the names of any illegal drugs? See how much they know about illegal drugs.**

Even **holding** these drugs for someone else is a criminal act. *Discuss what it means to be a criminal act.*

**What is another reason that you should stay away from illegal drugs?**

(They can kill you, they can make you very sick, you can do dangerous things when you are under the influence of drugs.)

**What about alcohol and tobacco? They are legal at certain ages, but definitely not at your age. Discuss.**

**What should you do if you are asked or pressured to take, hold, or do something with drugs?**

**Use the Power NO. NO! GO! TELL!**

**Try using one of the Refusal Skills.** (See p.5 in this section.) **You may need to combine a few of them in order for you to avoid the pressure.**

**Is it different if the pressure is coming from a friend instead of someone who is mean and is trying to force you? Discuss.**

(Remember that you are special and important and that you do not need a friend's approval for what you do and do not do. You can be strong and refuse!) **A friend does not always know what is best for you. A real Safety Kid would say NO, leave the area, and tell an adult.**



**What if you are not sure if it is a drug? It might be harmless.**  
(Check First!)

**This is a great time to use Charlie Check-First's rule. If you cannot check, use one of the ways to refuse pressure that we discussed and be strong about it!**

**Use the Power NO: NO! GO! TELL!**

*Role-play or discuss various situations involving prescription drugs, illegal drugs, alcohol, or tobacco.*

*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.*



## Lesson D—NOT OK Touch and NOT OK 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.

**Symbol Card**



*Ask a student to remove the Power NO symbol card from the poster pocket.*

*Review Lesson A, B, and C:*

- ✓ The 3 steps for the Power NO (NO! GO! TELL!)
- ✓ Ways to avoid pressure (Refusal Skills)
- ✓ What to do about pressures, guns and weapons, and drugs

**Do you feel proud when someone pats you on the back and praises you for something you have done?**

**How do you feel when someone you love gives you a big hug and tells you he or she loves you?**

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

**But there might be a time in our life when we get a NOT OK Touch. Maybe there is another child who is a bully and bothers you: punches you, pokes you, teases you, and does things to you that you do not like.**

**Or maybe there is an older person who talks about your body or touches it in a way that you do not like. It does not make you feel special; it may hurt you or make you feel creepy or yucky.**

**This is not the kind of touch you might get from a sibling who is just pestering you. This touch is on the private parts of your body 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. You do not have to accept these touches.**

(Sexual harassment happens even by 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.)

**Even though you're young, you still have the power to say NO to anyone who touches you in a way that makes you feel creepy or uncomfortable.**

*Ask the class to recall the 3 steps to follow for the Power NO. (NO! GO! TELL!)*

**If you are not able to stop the situation, remember this: It is not your fault!**

**A NOT OK Touch can come from anyone.** (someone you don't know at all, someone you know a little bit, someone you love a lot)

**Just because someone is bigger or older than you, it does not mean you have to accept it. You may even be asked to keep it a secret. Maybe you are told that you'll get in trouble or that you did something bad, or even that Mom or Dad will be mad and may not even love you anymore. Don't believe it.**

*Stress:*

1. They are not responsible.
2. They will probably never get a touch like that.
3. They need to remember what to do just in case.

☆ **It is important to remember that every time someone touches you it is not cause for alarm! Even a touch on your private areas may be an accident.**

**What should you do if someone tries to grab you or move you somewhere you don't want to go?** (Make a scene and kick and yell. Scream, "You're not my dad" or "You're not my mom"! This is a NOT OK Touch. You have the power to say NO!)

**If someone is trying to move you or make you go somewhere, this is a NOT OK Touch. You have the power to say NO! Let everyone around you know that this is NOT OK.**

*Discuss ways to get away from someone. Be careful: do not make them panicky and fearful about being near others. You are a very special individual and you do not have to let anyone talk about your body or touch your body in a way that you do not like! Be strong!*

*Go on to the Closure.*

## Closure

**Remember to follow the 3 step method for the Power NO:**

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

**NO! GO! TELL!**

*List good times to use the Power NO. (dares, pressures, guns, drugs, NOT OK Touch and NOT OK Talk)*



**Remember to Check First with an adult you trust or one who is in charge of you whenever you are in doubt about anything.**

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

*As a review, hold up the Charlie Check-First symbol card and discuss its importance. Put it back in the poster pocket. Do the same for any other symbols you have reviewed or discussed.*

*Allow time for discussion.*

*Use the Safety Kids Songs to reinforce concepts.*

*Choose one or more of the activities from the following pages.*

**Be a Safety Kid.**



## Reinforcement Activities

Choose one or more of these activities to use.



### 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*



### 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



### 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



### 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



## **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.



## **Body Letters**

Put children in small groups. Play the “Power NO” song on the *Safety Kids Music*. 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



## **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

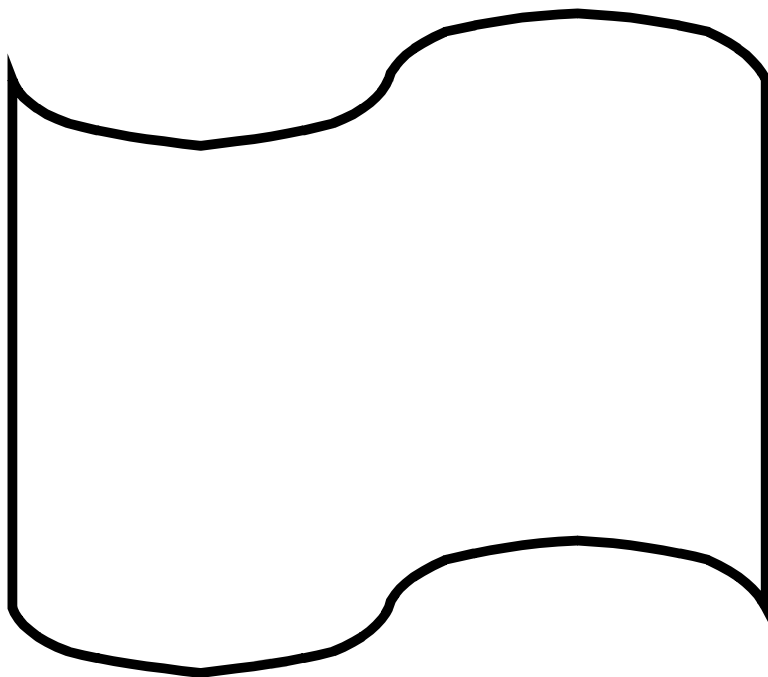
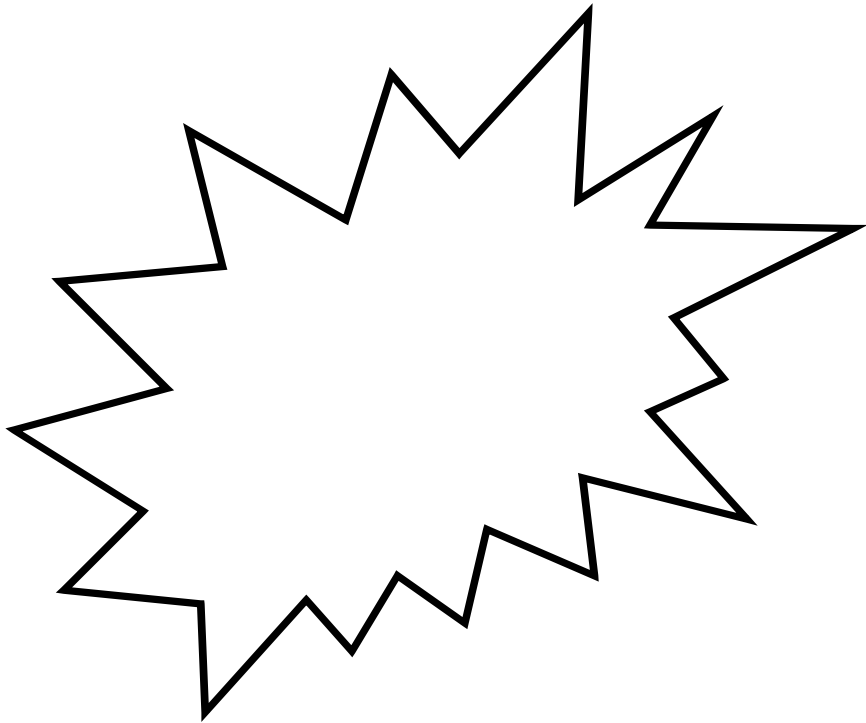


## **Power NO You May Not!**

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

**Power No Badges**



# Power NO



## Power NO

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



### Word List

dares  
excuse  
harmful  
no

pills  
power  
refuse  
strong

tell  
touch  
walk away