

**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
- *Pizza* poster
- Charlie Check-First symbol card
- Power NO symbol card (and any other topics you plan to cover)
- Letter to the Parents/Guardian

## 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 Pizza 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.)

*Have students flex muscles, look strong and say a powerful "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

### Symbol Card



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.*

*Make up a few scenarios of when a student may encounter a gun or other weapon.*

*Have the students select a Refusal Skill (prior page) and apply it to these situations.*

## What are some ways that guns are valuable?

(hunting, police work, firearms competition, antique collections)

## Even though they may be valuable, there are still some safety rules to follow.

(use gun locks, keep unloaded, take a firearms safety class, not to be used by children, keep ammunition away from weapon)

## 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 symbol card. Whenever you see a gun or other weapon, think of Charlie Check-First and remember that this is the perfect time to Check First before you do anything at all with it!*

**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

**You have heard that you should not take drugs. Are all drugs bad? One time that you may need to use the Power NO is in a situation that involves drugs. What is a legal, prescription drug?** (one that a doctor says to take)  
*Discuss. Give the class examples, such as medicines for ear infections, sore throats, pain, etc.*

*Discuss how prescription drugs are helpful for healing, research, pain relief.*

**How can a prescription drug be bad for you?** *Discuss taking too much or taking a prescription that belongs to someone else. It may react with other medicines, be too much for your body, not good for you, etc.*

**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 the first lesson in the Power NO 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 than if it is someone mean who 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!)

**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 and B and C:*

- ✓ The 3 steps for the Power NO: NO! GO! TELL!
- ✓ Refusal Skills
- ✓ What to do about pressures, drugs, guns

**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.**

**You need to have the power to stop this. Try to use the Power NO to say that you do not like it, and then make sure that you tell someone.**

(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.)

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# Power NO

Grades 3

**A NOT OK Touch or NOT OK Talk is something that you do not like. This kind of touch or talk:**

- ✓ does not make you feel special
- ✓ may hurt you or make you feel creepy
- ✓ usually involves the part of your body covered by a swimsuit or underwear

**Maybe the touch or talk doesn't really make you feel uneasy, but you think it might be wrong anyhow. You are too special for this NOT OK Touch and NOT OK Talk. What should you do? (You say NO! Use the Power NO!)**

**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 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.*

*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.



### **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



### **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



### **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 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 Songs*. 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 Music*, 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

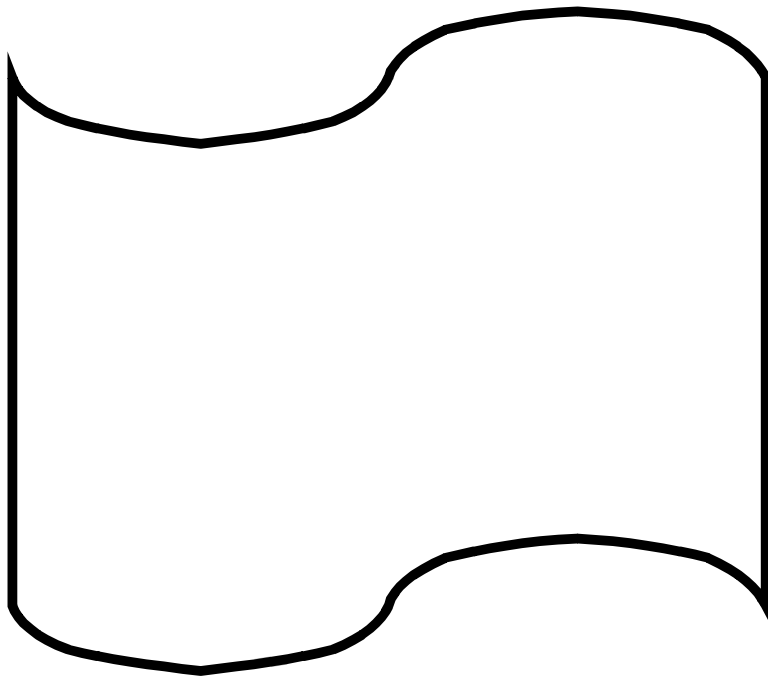
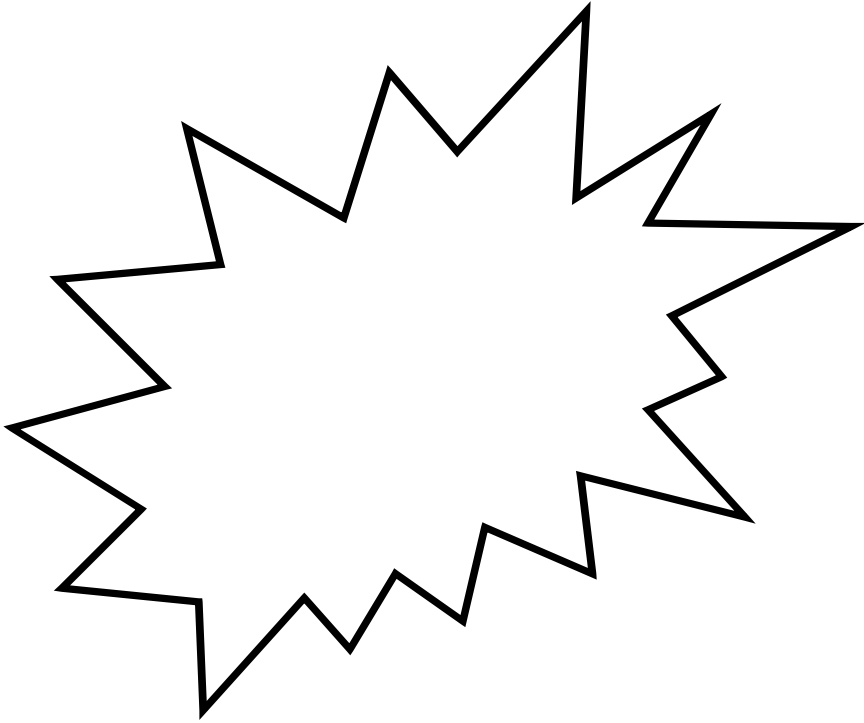


### **Power NO You May Not!**

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

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



### Word List

alcohol	harmful	strong
cigarettes	no	touch
dares	pills	walk away
drugs	power	
excuse	refuse	