

LESSON 1

GOOD CITIZENSHIP



Today's Lesson: Lesson 1

In today's lesson, your child was introduced to the concepts of safety in the community and the attributes of good citizens. Community is defined in this lesson as being made up of all the people who live in your area. Members of your community include you and your family, your neighbors, and all the people at your child's school. The lesson discussed the fact that communities are made up of people students know and people they don't. A good citizen is explained as someone who cares about others, follows the rules, and tries to help make the world a better place.

Being a good citizen is being able to recognize the following:

- A **Wrongdoing** – an unsafe behavior or action
- A **Wrongdoer** – anyone who does something that is unsafe that may affect them or somebody else
- A **Victim** – a person who is hurt or threatened by a **wrongdoer**

The concept of a **bystander** was introduced. A **bystander** is defined as someone who stands by and witnesses wrongdoing but does not do anything about it. While **bystanders** are not encouraged to intervene and put themselves in danger, they should tell a person in authority.



Human Trafficking Prevention

Did you know that each year, more than 300,000 school-aged children are lured into a type of exploitation called human trafficking? Human trafficking occurs when someone is recruited, hidden, or transported against their will for services and the financial gain of another person. Though you may think of trafficking as a danger that only threatens children in other countries, it is a real problem in all 50 states, and any child can become a victim – no matter their location, socioeconomic status, race, or religion.

Children are inherently vulnerable, and traffickers are skilled at targeting kids in person and online. That's why schools around the country choose to include developmentally appropriate human trafficking prevention in a comprehensive personal safety education curriculum. Human traffickers use psychological manipulation to gain and maintain control by identifying children's vulnerabilities and working to fill whatever need they may have. This could be a need for belonging, material items, or basic necessities like protection, food, or shelter.

To help your child avoid exploitation and the traps traffickers set, we have extended the safety concepts they are learning in each lesson of the **Third Grade Safer, Smarter Kids** curriculum to encompass protective principles specific to trafficking prevention – while continuing our commitment to present information in a manner that is age-appropriate for your 3rd grader.

In lesson one, students learn about the concept of safety in the community and the characteristics of **good citizens**. They learned their community is made up of all the people who live in the area around them and that communities are made up of people they know and people they don't know. The human

trafficking prevention components introduce students to the idea of **balance of power** and why it is important in a **safe relationship**, like the ones they have with the trusted adults in their **Safety NETworks**. Students will be introduced to the elements of a **safe relationship** and an **unsafe relationship** to be able to recognize and protect themselves from unsafe situations.

Know The Signs

Parents and community members must pay close attention and stay alert to the signs of human trafficking. A few warning signs that are indicators of human trafficking are listed below.

Does the child:

- Have unexplained absences from school?
- Suddenly change in usual attire, behavior, or relationships?
- Suddenly have more (and/ or more expensive) material possessions?
- Chronically run away from home?
- Act fearful, anxious, depressed, submissive, tense or nervous, and paranoid?
- Defer to another person?
- Describe an adult as a friend or boyfriend/girlfriend?
- Show signs of physical and/ or sexual abuse, physical restraint, or other serious pain or suffering?
- Have new branding/tattoos?
- Appear to have been deprived of food, water, sleep, medical care, or other life necessities?



Student Disclosure

How to Respond to Disclosure of Abuse

An adult's reaction to disclosure plays an important role in the beginning of the healing process for the child. Resist the urge to react strongly to the news or display anger toward the abuser. Instead, consider the following:

What to Say

- "I believe you."
- "I'm really glad that you told me. It took a lot of courage to tell me."
- "It's not your fault."
- "We will work together to get you help. I will need to tell some other people who help protect children."
- Be cautious with telling a child who has disclosed that "everything will be all right." There are many uncertainties that surround disclosure, emotions, and steps to recovery. Consider, instead, telling a child that they are important, people care about them and their safety, and that people will work to be with and support them moving forward.

Action Steps

- If you know or suspect a child has become the victim of sexual abuse, you must should make a report immediately. Find your [local reporting agency](#) or call **1-800-4-A-CHILD** (224453).

- Access and share [The Guide to Hope and Healing](#) for guidance to recognize, report and respond to a child who discloses.



Caregiver Connection

The most important part of abuse prevention is open and honest communication between parent/caregiver and child. As caregivers, we often assume our children know we are there for them no matter what. By providing them with ample individual attention, we give them support, guidance, and an outlet to tell us anything. This open forum will not only build trust but will also increase their self-confidence and self-worth.

Extension Activity

Please work with your child to fill out the **Safety NETWORK** activity below. Help brainstorm names of people who are considered **trusted adults**. Your child should write the names of the three or more adults who are safe to go to any time your child feels scared or confused. As you do this with your child, make sure the names you write down are also people with whom you feel your child is safe. At least one person in the **Safety NETWORK** must be someone outside the family, and everyone should be old enough to drive a car so that these **trusted adults** can seek help for the child if necessary. Also, be sure to brainstorm with your child about other adults they can turn to for help when a member of their **Safety NETWORK** is not available.

Please display the **Safety NETWORK** in a prominent place in your house, like the refrigerator. Putting it in a place for everyone to see will reinforce the **trusted adult** principle with your child and help others see that your child has a system to report unsafe behavior. Also, please remember to review your child's **Safety NETWORK** with them and help them update it periodically to ensure it stays current.

Safety Network Extension Activity - may be downloaded and printed

- [Steps-to-Safety: Creating a Safety NETWORK](#)

Next, help your child send a letter to each member of their **Safety NETWORK**. This letter explains how important each member of their **Safety NETWORK** is in their life because they are a safe person for your child to go to in any situation where they may need help. Be sure to give these letters to the people in your child's **Safety NETWORK**, so they understand the important role they play in your child's life. Below are two options for sharing these letters with your child's **Trusted Adults**.

Send Your Safety NETWORK a Letter - pdf

1. Download and print a copy for each **Safety NETWORK**. Click the link to view the letter and download the letter: [Safety NETWORK Letter - pdf](#)
2. Have your child type or write the name of the **Trusted Adult** on each letter and sign their name at the bottom.
3. Mail or give the letters to your child's **Trusted Adults** in person.

Safety NETWORK Letter - email template

1. Click the link to "Make a copy:" [Safety NETWORK Letter - email template](#)
2. Replace the text in the template with the **Safety NETWORK's** name and your child's name

3. Select all the text on the page and select “copy.”
4. Go to your email account and compose a new email.
5. Go to the body of your email to “paste” the text you copied from the template.
6. Add the email address of your child’s **Trusted Adult**.
7. Add a “subject” (Suggested subject title: “You are a Trusted Adult in my Safety NETwork.”)
8. Send.
9. Repeat this process for each **Trusted Adult** in your child’s **Safety NETwork**.

Activities to Try at Home

Try out this interactive web-based activity to learn the vocabulary words for Lesson 1.

- [Let's Practice: Lesson 1 Vocabulary](#)



Tips to Further Today's Lesson

- Throughout this curriculum, your child will understand the importance of identifying **trusted adults** and using their **Safety NETwork**. **Trusted adults** are adults who are responsible for a child’s protection and are the adults a child can go to in any unsafe or confusing situation.
- Please help your child create their **Safety NETwork** of **trusted adults**. As you do this with your child, remind them that a **trusted adult** must be old enough to drive a car; they should also be individuals you trust with your child’s safety. Please sign the completed **Safety NETwork** in your child’s Learning Log and send it back to school with your child. Later, your child’s teacher will return it to you to place in a prominent place in your house, like the refrigerator. Putting your child’s **Safety NETwork** in a place for everyone to see will reinforce the trusted adult principle with your child and help others see that your child has a system to report abuse. Please note that it is important that at least one person in the **Safety NETwork** be outside the family, and remember to help your child update their **Safety NETwork** at least once a year to make sure the adults listed are still active in your child’s life and are in a position to help.

For more ways to talk to your students about staying safe, visit [Safer Smarter Schools](#). For additional resources, visit [Lauren's Kids](#). To report abuse, call the [ChildHelp National Child Abuse Hotline](#) at 1-800-422-4453, and you will be referred to your local reporting agency.

