



Safe Spaces

Lesson 2

LESSON AIMS

- Everyone learns that the internet is not always a safe place.
- Everyone gains an understanding of unsafe images and media and how they affect us.
- Everyone learns the *Turn-Run-Tell* Strategy.
- Everyone learns how to replace unsafe images and media with positive thoughts, feelings and memories.

Note to Leaders: As you share this lesson with your students, it is important to use proper names of body parts, not to shy away from using the word pornography and to strive to help students feel good about their bodies so that they do not feel shame over them.

LESSON OUTLINE

1. **Welcome and Theme Song:** Use this time to discuss behaviour expectations during Shine meetings.
2. **Danger Zones:** Three dangerous places on earth are used to introduce students to the danger of the internet.
3. **Skit: *Disturbing and Scary Situations*:** Introduces students to the reality that what we look at affects our minds.
4. **Click Smart: Safety Stations Challenge:** Hidden Identity, Violent Content, and Pornography and Sexual Content: Students are divided into small groups and rotate through these three stations.
5. **Turn, Run, Tell:** An obstacle course that helps students put this strategy into practice.
6. **Building Your Brain's Super Shield:** A calming activity students can use when a disturbing image pops into their mind.
7. **Most Safe Place Prayer:** Introduce students to Psalm 4:8 and the fact that they can always turn to God in prayer and find safety there.

MATERIALS NEEDED

- ☐ Pictures of scary places from pages 11 to 13
- ☐ Screen and speaker to play the suggested video
- ☐ Beach ball or tennis ball
- ☐ Tongue twisters from page 5 written out so all participants can read them
- ☐ Good pictures from page 14
- ☐ Safety gear such as safety goggles, oven mitts, a helmet, knee pads, etc.

- ☐ A binder
- ☐ Pictures from page 15 to 29, 3-hole punch and add to binder
- ☐ Obstacle course supplies such as cones, chairs, pool noodles, ropes, tunnels, boxes, hula hoops, etc.
- ☐ A safety vest or another clear symbol for a safe adult
- ☐ Optional extras: a timer and a whistle or bell
- ☐ Three signs from pages 30 to 32 ("Stop and Turn", "Run," and "Tell")
- ☐ Calming music
- ☐ A device to play music and a speaker

Welcome and Theme Song

Welcome the students to Shine. Spend a few moments highlighting and discussing behaviour expectations. (See **Shine Introduction** page 5 for theme song lyrics.)

Danger Zones!

Materials Needed: Pictures of the scary places listed below. See pages 11 to 13.

Share: Where's the most dangerous place on the planet? I know of three dangerous places:

- Snake Island, off the coast of Brazil, has so many poisonous snakes that people are not allowed to visit!
- In Sumatra, Indonesia, people live alongside an active volcano! It has erupted four times since 2010, covering towns in lava and ash.
- Death Valley, California is one of the most extreme places on the planet, with an average temperature of 42 degrees Celsius. At this temperature plants, animals and humans cannot survive.

Where's the most dangerous place you have ever been? How do you know it was dangerous? (*Allow students to share their examples.*)

Today we are going to learn about an unsafe place that all of us have probably been. We often hold it in our hands and watch it on a screen! That unsafe place is the internet! Did you know there are four big ways the internet can be unsafe? Don't worry, we're going to learn all about them and discovering what we can do to stay safe when we're online.

Skit: Disturbing and Scary Situations

Share: Before we split into groups, we have some special guests! Bill and Lil are here to tell us the first way to stay safe on the internet. Let's hear what they have to say!

Two characters enter from different sides of the stage/meeting space in front of everyone. Lil is an adult dressed normally in a sports jersey, ready to play ball. She's the head coach of a sports team. Bill is wearing his jersey backwards, he has dark circles under his eyes, he is generally looking very disheveled, and he is carrying a pillow.

Lil: Hey Bill, are you ready to play ball?

Bill staggers in rubbing his eyes, yawning, and stretching.

Bill: Hey, coach, I'm as ready as I'll ever be today.

Lil: You're not looking so good. What's wrong?

Bill: Oh, not much. I don't want to talk about it.

Lil: What's the pillow for?

Bill (*Sighs heavily*): Well, I haven't been getting any sleep lately, and I figured if I do start to doze off this morning during the game, it might be a good chance to take a short catnap.

Lil: NAP?! This is our semi-final game, Bill! We need you out there! Why haven't you been sleeping?

Bill (*Sighs heavily again*): Last week, I watched this cartoon over at Joey's house. It's his favourite show. His whole family loves it, but I saw one episode and it's been HAUNTING me ever since. I can't get it out of my head. Every time I close my eyes, there it is, staring at me, keeping me awake all night long. When I do fall asleep, it's back again, giving me VERY SCARY nightmares. And now I'm exhausted and anxious and stressed and ABOUT TO FALL APART!

Bill falls, and Lil catches him and gets him back on his feet.

Bill: Thanks.

Lil: I want you to know that anytime something is stressing you out, you can share it with me, Bill. Sometimes talking about things can really help. What was so scary about the cartoon?

Bill: You wouldn't believe how terrifying it was. Have you ever watched an episode of Sally the Super Slug?

Lil: Nope. Is it just the slug that scares you?

Bill: JUST a slug?! JUST a slug? There's no JUST about it! Do you know those things leave a trail of SLIME everywhere they go?? And they don't have bones or anything, they're just moving blobs of... slugginess! Like, who would make a giant slug a hero? Nightmare city!

Lil: Well, I guess a slug is better than some ferocious animal with teeth that could eat you or scratch you. I mean, at the end of the day, even though they're kind of gross, slugs are harmless, right?

Bill: Harmless?! Harmless! No, no, no, you don't understand. Sally the Slug wears a FEATHER BOA!

Lil: And you're afraid of feathers because...?

Bill: Have you forgotten? I'm ALLERGIC to feathers! Not only is she a creepy, slimy slug, but her fashion choices could give me an asthma attack at any moment!

Lil: Right, your feather allergy. Slime and feathers. I think we can work through this Bill. If we keep talking it out and train your brain to focus on something other than Sally, you should be able to get some sleep tonight.

Bill: If feathers and slime were everything bothering me, it might not be so bad, but I haven't told you the worst part yet.

Lil: I'm afraid to ask.

Bill: SHE RIDES A SKATEBOARD! You know I've HATED skateboards ever since I fell and skinned my entire knee riding one! Like, as if a slug and feathers weren't enough, she could chase me down on one of those death machines and slime all over me before you could say "super slug". How am I ever going to get THAT image out of my brain?

Lil: Hmm, it won't be easy. I can see how much Sally the Super Slug is disturbing you. But telling someone you trust is the first step to getting a good night's sleep. We have to be careful with the videos we watch. They can be a dangerous place for us. Promise me you won't be watching any more of Sally the Super Slug at Joey's house or anywhere else. Now you know the best plan is to stop, turn away from the TV, and find someone you trust to talk to.

Bill: You can say that again! I've had enough thoughts of slugs for a lifetime!

Lil: And for now, let's do something that will get your mind off slugs. Let's PLAY BALL!

Share: Have you ever seen a video, TV show, or movie that made you scared of the dark or gave you nightmares? Some shows are designed to scare us and disturb our minds. When those images get stuck in our brains, we can be like Bill: stressed and anxious, losing sleep, and having trouble focusing on the things we enjoy. That's a danger to our mental health and happiness.

If you see something scary on TV or the internet, it's important to talk to someone you trust about it. Later we will learn about training our brains to replace those scary memories and images with better, healthier thoughts.

Click Smart: Safety Stations Challenge

Do: Split the big group into three smaller groups. Each group and a group leader will travel to each station and do each activity. You will have ten minutes at each station. After everyone has gone through all stations, everyone returns to the big group. (If you have enough volunteers, have a leader at each station to lead the activity.)

1. **Hidden Identity** (10 minutes)

Materials Needed: A screen and a speaker to play video. Download or have the following video ready to play: [Digital Citizenship for Kids: A Video About Online Strangers](#) (Video Credit: [Bark Technologies](#)).

Ask: Who is the person that you know best in this world besides yourself? (*Encourage responses.*) Would you know that person just from hearing their voice or footsteps? By the smell of their shampoo or perfume? Could you tell who they are just by seeing them from behind? How well do you know the person's habits and hobbies?

Share: Let's play the *Ten Questions* game. I'm going to think of a famous movie character (*Choose characters all the children will be familiar with. Examples: Elsa from Frozen, Spiderman, Harry Potter, Rapunzel, Shrek, Minions, etc.*) You are going to take turns asking yes or no questions such as "Are you a girl?", "Do you wear a costume?", "Do you have short hair?". You can ask up to ten questions to try and guess who the character is. (*If time allows, have a student volunteer to think of a character and answer ten questions from the other students or play again after the video discussion questions.*)

Share: You guys did a great job guessing the character using clues from your questions. Like we said before, the people closest to us are easy to identify because we know them so well. This one of the big problems that can make the internet an unsafe place: we are exposed to people we do not always know well.

It's very easy for people to disguise their true identity online. When you can't see someone face to face, it can be very easy to lie about who you are and trick people. This happens a lot on the internet. When someone disguises their identity online, it is almost always because they have plans to harm people they are meeting. That's why it's important to only contact people we already know when online. Meeting someone online means you can't see their face, hear their voice, know their habits and hobbies, or know what type of person they are. It is impossible to know for sure if they are safe or not. This is also why it is important to never share personal information online, such as our address, school name or phone number.

This video has some great tips about staying safe from unsafe people online:

Play: [Digital Citizenship for Kids: A Video About Online Strangers](#) to learn tips about staying safe from unsafe people online. (Video Credit: [Bark Technologies](#))

Discussion Questions:

1. Why is it easy for people to make a fake identity online?
2. When you're using the internet, how do you know who you're talking to?
3. What are some ways you can make sure you're safe online?

2. Violent Content (10 minutes)

Materials Needed: A beach ball or tennis ball, and tongue twisters written out so all can read them. Choose tongue twisters from this list:

1. She sells seashells by the seashore.
2. Weak Wi-Fi waves wobbled while wandering through walls.
3. Sam's smartphone silently swapped settings, sparking sudden surprises.
4. Typing texts on tiny tablets takes tremendous technique.
5. Cool, cozy corners comfort carefully cautious children.
6. Peaceful parks provide perfect places for playful picnics.

Note to Leader: Before this lesson day, choose a tongue twister to learn, and master tossing a ball in the air while saying your tongue twister.

Do: Ask for a volunteer from the group and invite them to stand in front of the crowd with a ball in their hands. Ask them to throw the ball up high and say the tongue twister. Ask them to do this a few times until it becomes easier for them to do (hopefully!). Let them know it can be hard to remember the tongue twister while catching the ball at the same time. (*When they are finished, thank the volunteer and have them sit down.*)

Share: At first, this was really hard for me to do, but now I can do it! (*Show the group how you can do it.*) The more I practiced, the easier it got, and now it feels normal for me to remember the tongue twister while tossing the ball.

It's kind of like how the things we see often can start to feel normal, even if they're not good. For example, when we watch cartoons, movies, or shows, there's frequently fighting or violence. If we see this all the time, we might not even notice it anymore or think it's a big deal—but it is!

What type of violence have you seen on TV, in movies, and online? (*Encourage responses.*) We can see different types of violence on TV, in movies and online such as people being brutally killed in different ways, people being beaten up, or hurt in private body parts.

At first when we see violence, we don't feel good. We may react to it in different ways—by covering our eyes, laughing nervously, screaming, or making jokes to relieve the tension we feel. We may feel pressure to continue watching so that others around us don't make fun of us. We might try to call it “cool” or “sick”.

Violence is never good.

God created every person in His image. All people are special and valuable to God and have a place in His creation and family. We see violence portrayed by actors on screen, but there are also people around the world experiencing violence in real life and living through the harm it causes them and their loved ones. The more we watch violence, the more normal it becomes to us, in the same way the tongue twister feels after practice. It becomes easier for us to watch and to start accepting that harming others is no big deal.

When we get back together as a big group, we are going participate in an activity that will help us know what to do when encountering violence while watching TV, movies, on screens, and online.

3. ***Pornography and Sexual Content*** (10 minutes)

Materials Needed: Good pictures from page 14. If possible, share on a large screen.

Share: What do you think good pictures are? (*Encourage responses.*) I brought a few good pictures with me today. Let's check them out. (*Share your pictures with the students.*)

Share: Good pictures show beautiful and interesting parts of our world. They also help us remember the people we love and our memories with them. Good pictures also help us remember fun things we have done, places we have visited, things that make us laugh, feel happy and make us smile.

What do you think bad pictures are? (*Encourage responses.*)

Share: Bad pictures can also be images of a person's private body parts: the places that are covered by a bathing suit. People should never be looking at or taking pictures or videos of someone's private body parts. Every part of our body is good, including private parts, but taking pictures of them is not good. Private parts are private. When people are taking photos or creating videos of private parts this is called pornography. Pornography is very dangerous

because it is like picture poison for our brains. It can hurt your mind, your heart and your relationships with other people. If you see pornography by accident, it is not your fault. But you need to stop looking immediately and go tell a trusted adult.

Where can you find good pictures? *(Encourage responses.)*

Share: We can see good pictures almost anywhere: on our walls, in books and magazines, on signs along roads and buildings, on TV, and online.

Do you think we can find bad pictures as easily as we can find good pictures? *(Encourage responses.)*

Share: Just like we can see good pictures almost everywhere, so are bad pictures or pornography. This is why it is so important to learn the difference between good and bad pictures, so that we can stop looking immediately and share what you've seen with a trusted adult.

When we get back together as a big group, we are going to learn about what we can do if we come across pornography or bad pictures.

Turn, Run, Tell

Materials Needed: Safety gear such as safety goggles, oven mitts, a helmet, knee pads, etc. A binder with pages of different pictures (see pages 15 to 29); obstacle course supplies such as cones, chairs, pool noodles, ropes, tunnels, boxes, hula hoops, etc. A safety vest or another clear symbol for a safe adult. Optional extras: a timer in case you want to time each participant and a whistle or bell to signal the start and end of the course. Three signs each with one of these phrases or words: "Stop and Turn", "Run," and "Tell" (see pages 30 to 32).

Share: Sometimes videos and pictures that show unsafe things can pop up on our screens by accident. What should we do to make sure we stay safe and don't allow these things to hurt us? *(Encourage responses.)*

When we see something that is disturbing or violent, or when we think that someone is trying to trick us we can "Stop and Turn", "Run" and "Tell". Let's think about each of these steps. *(Post each sign as you explain what each step is and what move the students should take.)*

Stop and Turn Away: This means that you stop looking at unsafe things by turning your head and body away from them. Part of doing that could mean turning off the television or electronic device. It could mean leaving the room where you saw the unsafe thing.

Run: This means quickly going and finding your parents or an adult that you trust.

Tell: This means letting your trusted adult know what you saw and why you are sharing it with them. We're going to spend a few minutes putting these steps into practice with an obstacle course. We're going to race to see which team can stop, run, and tell the fastest! *(Have a leader walk through the course, explaining how each section works.)*

Stop, Run and Tell Instructions:

1. **Gear up**
Put on your safety gear: goggles, oven mitts, helmet, and knee pads.
2. **STOP and TURN**
Put on oven mitts and flip through the binder. Look at the good pictures, but if you see a poison symbol, STOP right away and TURN AWAY! When it's someone else's turn, they start flipping where you left off. If you need to, you can start the binder over from the beginning.
3. **RUN the obstacle course**
After you turn away, run through the obstacle course! Jump over, crawl under, and go through all the obstacles as fast as you can.
4. **TELL a safe adult**
At the end of the course, run to a staff member (or volunteer) wearing a safety vest (or something that shows they are safe). High-five them to show you've told a safe adult.
5. **Pass it on**
Run back to your team, take off your safety gear, and hand it to the next person in line so they can start!

Building Your Brain's Super Shield!

Materials Needed: Space for the students to spread out and make themselves comfortable, calming music, a device to play music and a speaker.

Share: Did you know that your brain can be like a superhero, fighting off bad thoughts and pictures? Just like in *Inside Out 2*, when Joy replaced Riley's worries with happy thoughts, we can do the same thing!

Step 1: Get Comfy and Relaxed

- Find a spot where you have lots of space. You can sit in a chair, sit cross-legged on the floor, or even lie down if that feels good.
- Close your eyes, take a deep breath, and blow out. Let's check in with our bodies.
 - o Are your toes relaxed? Wiggle them a little.
 - o How about your legs? Let them feel heavy, like they're sinking into the ground.
 - o Keep going up—your arms, hands, and even your head. Imagine your whole body melting into your spot, making you feel super calm and peaceful.

Step 2: Create Your Safe Place

- Now, in your mind, imagine a place where you feel super safe and happy.
 - o It could be a sunny park, a secret fort, your bed with all your blankets, or even curled up on a comfy couch!
 - o What does it look like? What do you hear? Are there birds, wind in the trees, or is your favorite music playing?
 - o Can you smell anything—maybe cookies baking or fresh cut grass?
- Now, give your safe place a name! Imagine making a sign with its name on it and placing it there. Anytime a scary or bad thought pops into your mind, you can "travel" to this safe place in your imagination!

Step 3: Build Your Super Shield

- Your brain's shield is made of happy, positive thoughts! Let's pick some to use when bad images or thoughts show up.
- Think of one of these:
 - o Your favorite song: Can you hear it in your head? Sing a little bit of it!
 - o A favourite part of a movie: What happens? Why does it make you smile?
 - o Your favorite toy: What does it look like? Imagine playing with it right now!
 - o A favourite memory: A time you felt super happy and loved. What happened? Who was with you?

Step 4: Practice Using Your Shield

- Sometimes, we see things online or in real life that we don't want in our brains. They can feel stuck, but we have the power to push them out!
- Next time a bad picture or thought pops up, imagine grabbing it and gently pushing it away. Then, replace it with one of your happy thoughts!
- The more you practice, the stronger your super shield will get, and those bad thoughts won't bother you as much anymore.

Take a deep breath in and out. When you're ready, open your eyes. You just built your very own brain super shield!

The MOST Safe Space Prayer

Share: Ultimately, there are dangerous situations everywhere we go. We can't live a normal life and avoid all danger. This is why we all must know the MOST safe space: with our friend Jesus. The Bible says that Jesus is like a strong tower. He's our strength and safe place. Psalm 4:8 (NIV) says God alone "makes me dwell in safety". Listen to this: "In peace I will lie down and sleep. Lord, you alone keep me safe" (Psalm 4:8 NIRV). At any time, we can turn to Jesus, pray, and find a safe space in His love—even when we lie down to sleep. Let's pray together.

Do: Lead the students in a time of prayer thanking God for the love he has for us, for being a safe space that we can turn to whenever we are troubled, and to help us to remember that we can always turn to Him and tell Him anything.

Discussion Questions:

1. What did you learn today about the internet?
 - *It can be unsafe if we aren't careful about how we use it*
 - *Encourage the students to recall examples from today's lesson*
2. Why is it important to tell a trusted adult if something weird or unsafe happens online?
3. How can "Stop, Run, Tell" help us stay safe online?
4. What is one thing you can do when you go home to stay safe and help others feel safe online?

PARENT/GUARDIAN EMAIL

Consider sending a note like the following to your parents/guardians, letting them know what was discussed during this lesson, and providing them with the dialogue questions to start conversations at home.

Sample Email: During today's lesson, we learned how we can be exposed to unsafe images, such as scary pictures and pornography (the taking and sharing of photos or videos of private body parts). We also learned that when this happens, we should "Stop and Turn," "Run" and "Tell" what happened.

Here are a couple of conversation starters you can use at home:

1. What things do you think are scary?
2. What is something that makes you feel calm, peaceful, and safe?



SA JUSTICE
CANADA & BERMUDA
MODERN SLAVERY AND
HUMAN TRAFFICKING RESPONSE



Snake Island, Brazil

(Photo Credit: Prefeitura Municipal de Itanhaém, CC BY 2.5 [Creative Commons](#))



Sumatra, Indonesia,

(Photo Credit: [Yosh Ginsu](#) on [Unsplash](#))

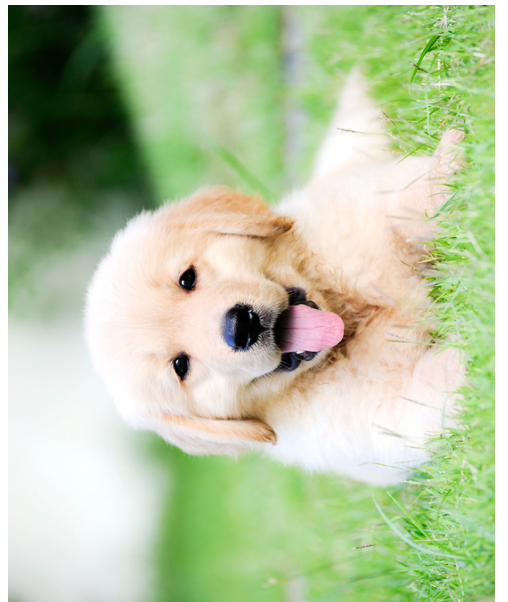
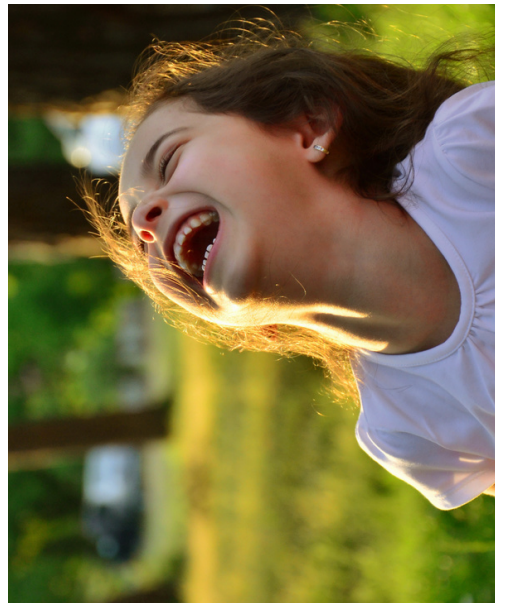


Death Valley, California

(Photo by [Johannes Plenio](#) on [Unsplash](#))



Good Pictures

















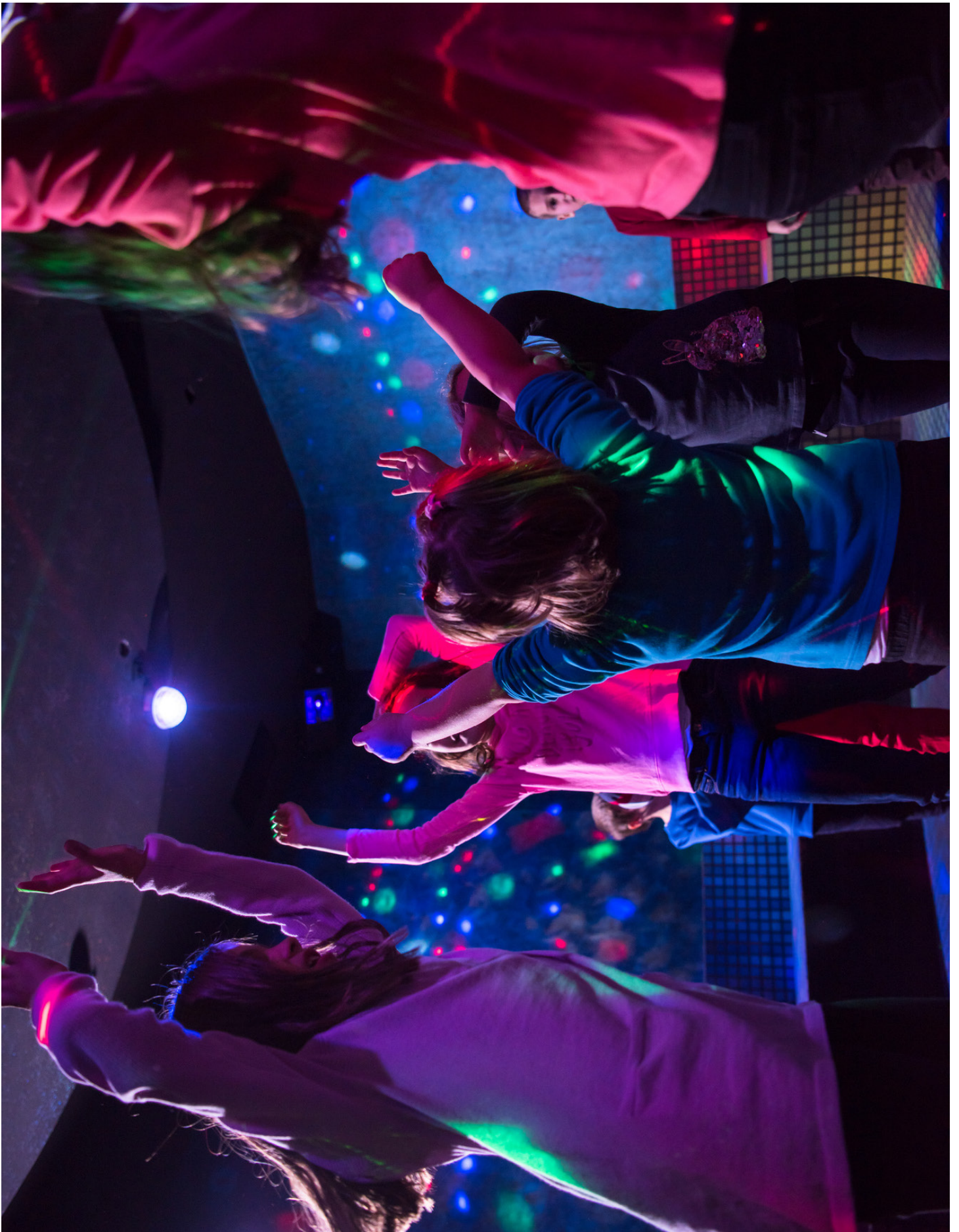


















STOP and TURN



RUN



TELL