



# Safe People

## Lesson 1

### LESSON AIMS

- Everyone knows what trust means.
- Everyone knows how to identify trustworthy people.
- Everyone can identify who their trustworthy people are.

### LESSON OUTLINE

1. **Welcome and Theme Song:** Use this time to discuss behaviour expectations during Shine meetings.
2. **Do You Trust Me?:** An object lesson to help define what it means to trust others.
3. **Trust Me: The Blindfolded Challenge:** Three different activities to choose from that reinforce why we need safe people to put our trust in.
4. **Keys to Choosing Safe Adults in Your Life:** Five things to consider when choosing safe adults.
5. **Pick 5:** An activity that uses five fingers to help choose five different safe adults.
6. **Cyber Safe Bingo:** An opportunity to suggest ways to be safe online.
7. **Trust God, Run Safe:** Proverbs 3:5-12 (The Message) guides us to place our trust in God and safe people, especially when online.
8. **Closing Prayer.**

### MATERIALS NEEDED

- ☐ Large zip top bag
- ☐ Pitcher of water
- ☐ 3 sharp pencils
- ☐ Tarp or garbage bags
- ☐ Chair
- ☐ Trust poster from page 8
- ☐ A blindfold and objects of different sizes, or a blindfold and a box that is open at the top and objects that are different to touch, or a blindfold and objects to create an obstacle course
- ☐ Keys from pages 9 to 13
- ☐ Scrap paper and markers for each group
- ☐ Sheets of poster board for each group
- ☐ Safe bingo card from page 14 for each small group
- ☐ 2 pieces of paper for each student
- ☐ Marker/pencil for each student

## 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.)

## Do You Trust Me?

**Materials Needed:** A plastic zip top bag, a pitcher filled with water, 3 sharp pencils, a chair, and a tarp or garbage bags under the chair to create atmosphere, and a volunteer who is willing to trust you! Trust poster from page 8.

**Do:** Welcome the students to today's session. Ask if there is someone who is willing to be a volunteer for an experiment. Emphasize needing a volunteer who really trusts you. Have your volunteer come and sit on your chair. Greet the students as you take a large zip top bag and pour a pitcher of water into it. Make sure to securely seal the zip top. Hold the water-filled bag over the volunteer's head and ask if they have faith that they won't get wet. Then, stab the SHARP pencil all the way through the bag. *(Be sure to practice this before doing it with the students. You'll want to determine if it works best for you to stab the pencil through quickly or slowly. Do whatever works best for you. You DO NOT want the student to get wet.)* Then, stab your remaining pencils through. *(Tip: Too many pencils will add mass to the bag and the pressure might be too much for the zip top. Beware of the exploding bag! You do not want the student to get wet.)*

**Share:** I'm so glad that [name of student] volunteered to be my helper with this experiment. [Name of student] do you have faith in me? Do you trust that I won't spill this entire bag of water over your head? You do, that's great! Would you still trust me if I told you I'm going to stick this pencil *(Hold up pencil for everyone to see.)* through the bag of water? *(Allow volunteer to respond.)* Do you think it is possible for me to stick the pencil through both sides of the bag and not get [name of student] wet? Great! Is everyone ready, because here I go. Watch the bag of water as I stick in my pencil. Did it work? Are you still dry? Would you trust that I won't get you wet even if I poked another pencil through this bag? *(Encourage responses.)* Let's try it again. *(Poke second pencil through bag.)* Wow, do you still trust me? Do you trust me to get one more pencil through the bag without getting you wet? *(Poke third pencil through bag.)*

Thank you for helping me. Did you get wet at all? It seems impossible doesn't it. You trusted me when it seemed to make no sense. And yet, here we are with a bag still full of water and three pencils poking holes in it, and it didn't leak.

## Discussion Questions:

1. What does the word trust mean to you?  
**To trust is when we believe that someone will do what they say and won't let us down.**  
*(Show poster and post where student can see it.)*
2. Pause for a moment. Are there people in your life who you trust? Who might they be?  
*(Allow students to share people who they trust: parent, teacher, friend, etc.)*
3. What kinds of things help us to know we can trust someone?

**Share:** *Trust means believing someone will do what they say and won't let us down.* We trust people, like family and friends, who care about us and want the best for us.

## Blindfolded Trust Activities

Pick one of the following options to try with your students.

### 1. Blindfolds Catch

**Materials Needed:** A blindfold and several objects of varying sizes and that will catch your students' interests.

Choose a volunteer from the group and blindfold them. Have them sit on the floor near the front of your meeting space. Place the items you have chosen around them. The rest of the group stands at the other end of your meeting space facing your volunteer. Choose one of the students to approach your blindfolded volunteer as quietly as possible and take one of the items. If they make noise and the volunteer hears them, then the blindfolded person points to them and says, "heard you". The person's turn then ends and then another player gets a chance. The game ends when all the objects are gone or until a person can safely "steal" an object. They can become the new blindfolded volunteer who sits among the objects. Play for about five to seven minutes.

### 2. Blindfold 'What Is It?'

**Materials Needed:** A box with high sides and an open top; a blindfold; interesting items such as a plastic bug, slime, etc. (Keep items out of sight.)

Recruit a volunteer. Blindfold them and have them stand behind a table with the box on top. Explain to the students how the game works. You will show an object to the crowd, who will not say anything. Place the object into the box in front of the volunteer. Invite the volunteer to put one hand into the box and guess what they are touching without looking in the box. If they guess correctly, consider choosing another volunteer to come up and play another round with the next item. Continue playing for about five to seven minutes.

### 3. Blindfold Relay

**Materials Needed:** Enough blindfolds for half the students, chairs, benches, balls, pylons and other items that can be used to set up an obstacle course between the two ends of your meeting space.

Quickly, have someone set up your room (or a hallway outside your room) with an obstacle course that blindfolded students won't see ahead of time. Put students into pairs and have one partner put on the blindfold; the other partner will be the guide. Have guides lead their blindfolded partner to the obstacle course and through it. Once they have reached the other side, the students switch roles. Once the second partner is blindfolded, have a couple of helpers quickly the obstacle course around. Then, have partners lead their blindfolded partner back through the course and to your meeting space.

After completing a blindfold activity, use the following discussion questions.

### Discussion Questions:

1. When you were blindfolded, which of your senses did you have to rely on?
2. How did it feel to let someone guide you when you couldn't see? How did it feel to touch something you couldn't see?
3. Did you feel safe when your partner was leading you?
4. When it's dark, how do we know when it's safe?
5. Think about people you trust. What makes them feel safe to you?

**Share:** Not everyone has a safe person in their life. It can feel like being in the dark—hard to see what’s in front of you. Today, we’re going to talk about what makes a person safe.

## The Keys to Choosing Safe Adults in Your Life

**Materials Needed:** Five keys from pages 9 to 13 enlarged and printed on legal-sized paper. The keys are labeled: “Listens”, “Dependable”, “Respectful”, “Helpful” and “Caring”.

**Share:** Each of us needs people in our lives whom we can trust and go to when we are facing a difficult situation, or something makes us feel uncomfortable. How do we determine if someone is a safe person? Here are a few “key” ideas to keep in mind as you choose your safe adults.

1. A safe person **listens** carefully to what you are saying and will believe you.
2. A safe person is **dependable**: they do what they say, they keep their word, and their actions match their words.
3. A safe person is **respectful** of your thoughts, feelings and boundaries you set. They don’t push you to break boundaries.
4. A safe person will be **helpful** to you in finding solutions to problems you are facing.
5. A safe person is **caring** and wants what is best for you. They want you to be safe emotionally, physically and mentally.

### Discussion Questions:

1. Can you think of a person you know who has these five key characteristics?
2. Will you be comfortable going to them when you are facing a difficult situation or needing someone to listen to you?
3. You’ve thought of one safe person. Can you think of a few more? Think about teachers, coaches, a parent or someone from church or our camp/program?

## Pick 5

**Materials:** A sheet of paper and a pen/pencil for each student.

**Share:** It was great to think about who your trusted adults can be or where you should look for them. Now, let’s take a few minutes and each choose who our five trusted adults will be.

**Do:** Give out a piece of paper and a pen to each student. Have them write “My Trusted Adults” across the top of the page and then draw an outline of their hand below it. Ask your students the following questions based on each digit of their hand. When complete, have them take this home and put it somewhere safe as a reminder of their trusted adults. (Note: If a student is having a hard time thinking of a name for a category, let them skip it. Perhaps they will come up with a name later to fill in. It is okay if they don’t have someone in each category as long as they have at least one person they trust.)

**Share:** Look at the hand that you have drawn. We’re going to write the name of an adult we choose as our trusted adults on each finger.

**Thumb:** Who is a trusted adult at school you could talk to?

**Pointer finger:** Who is another trusted adult at school?

**Tall finger:** Who is a trusted adult in your family or a family friend?



**Ring finger:** Who is a trusted adult at camp or this church?

**Pinkie finger:** Who is a trusted adult from your sports team, music lessons or community centre you could talk to?

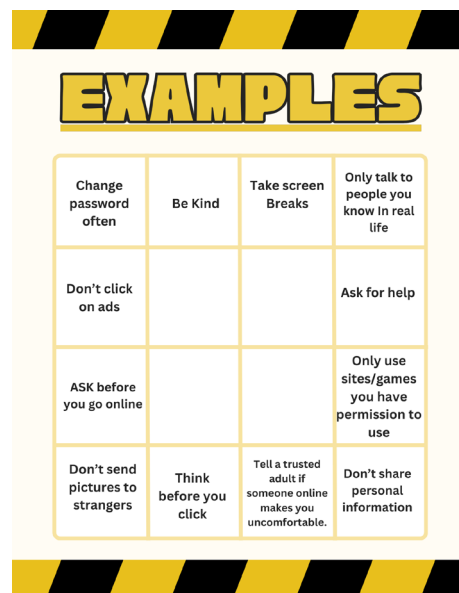
## Cyber Smarts Bingo

**Materials Needed:** Scrap paper and markers for each group, sheets of poster board to record each group's brainstorming ideas, and a copy of the safe bingo cards for each group from page 14.

**Share:** We're going to divide into teams and brainstorming ideas on how we can be safe while online.

**Do:**

1. **Split into Teams:** Divide the group into small teams. Each team should have an adult or youth leader to guide the activity.
2. **Brainstorm Tips:** Teams are to brainstorm online safety tips and share their ideas with the large group. Write 16+ tips on the poster board during the large group discussion (examples: "change your password often," "think before you click," etc.).
3. **Create Bingo Cards:** Give each team a safe bingo card. Have them choose 16 tips from the poster board list to fill their bingo cards.
4. **Play Bingo:** The leader reads out tips from the poster board in random order. Teams mark tips on their Bingo cards as they hear them.
5. **Shout 'SAFE!':** When a team gets four tips in a row (horizontally, vertically, or diagonally), they shout "SAFE!" and share their winning row with the group. If time allows play another round.



### Discussion Questions:

1. How can you tell if an online friend is safe or trustworthy?
2. Can you give examples of information that is safe to share with strangers? What information is not safe to share with strangers?
3. Which bingo tips will help you stay safe online?

## Trust God, Run Safe!

**Materials Needed:** A piece of paper and a marker/pencil for each student.

**Share:** In the Bible we read (Proverbs 3:5-12): “Trust God. Run to God! Run from evil!” (The Message)

What are you scared of? The dark, spiders, snakes, someone laughing at you, the ocean. *(If you have time, give out paper and pencils and have students draw something that they are afraid of. Allow willing students to show what they have drawn.)* We're all scared of something... even if we don't want to admit it! *(Share a personal fear)*. There are definitely people in the world who we can love, trust and rely on when something goes wrong, but unfortunately there are people in the world that make bad choices and deliberately try to trick us. This can happen a lot online, when we least expect it! They can figure out ways to message us, tell us what we want to hear, and then potentially even try to hurt us. But thankfully we can learn ways to make sure that doesn't happen. When we look at the bingo card suggestions, we can understand the ways that we can stay safe, have fun and keep away from harmful people.

God helps us by bringing safe people around us. Can you think of someone you can REALLY trust? For some of you that might be a teacher, or someone at church, or a family member. Take a second to think about who that person is and what makes them trustworthy. Even if you can only think of one person... that's okay! I want you to remember that safe person, and know that if you make a mistake, get scared, or someone reaches out to you online, you can go to that person, and they can help you!

We know that there are people who can't be trusted, but thankfully we have a loving God who knows us and loves us, forgives us when we mess up, and can ALWAYS be trusted! Just like our volunteer who sat below the bag of water today, we can trust that God will never let us down or leave us. He wants us to walk closely with Him so that we can hear and recognize His voice! And we can be so thankful because God has even sent His Holy Spirit to live inside of us and guide us, even when we're online or we get a weird friend request from someone we don't know. The Holy Spirit can lead us and help us make the right choices.

Do you remember the scripture verse? Proverbs 3:5-12 “Trust God. Run to God! Run from evil!”

### Discussion Questions:

1. How can having safe people in your life make life better?
2. Why can we trust God to be our safe person too?

## Closing Prayer

Father God, we thank you so much that you are a God who know us by name, you know when we have messed up, and you see the choices we make, and you STILL love us! We thank you for being a God that we can trust, and that you stay with us all the time. Help us to be smart when we interact with other people online—to be kind to others, to show love, and to understand that there are harmful people out there, but you give us smart tools to keep us safe. Please bring around us friends and adults who can be trusted and help us to reach out to those safe adults when we need help. Help us to run toward you and away from evil! We love you God!

## 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 discussion questions to start conversations at home.

**Sample Email:** Today we talked about the meaning of trust. Here's the definition we shared: *Trust means believing someone will do what they say and won't let us down.* We also gave the students five keys to help them choose safe adults they can go to in a difficult situation. Here are the five key words describing safe adults: they listen, are dependable, respectful, helpful, and caring.

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

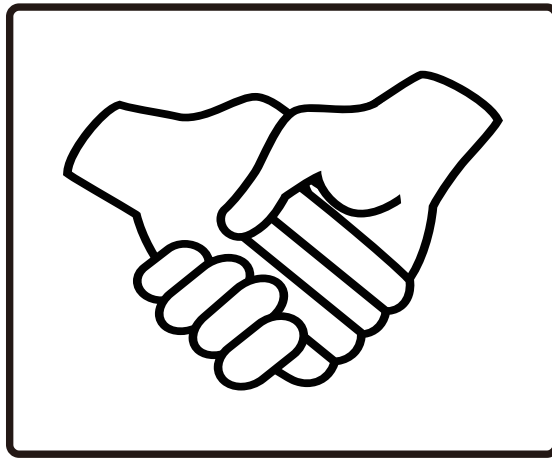
1. What does the word trust mean to you?
2. Tell me about ways you can be safe when online.

## Additional Resource for Leaders

Learn more about teaching children about “tricky” people, read [this article](#).

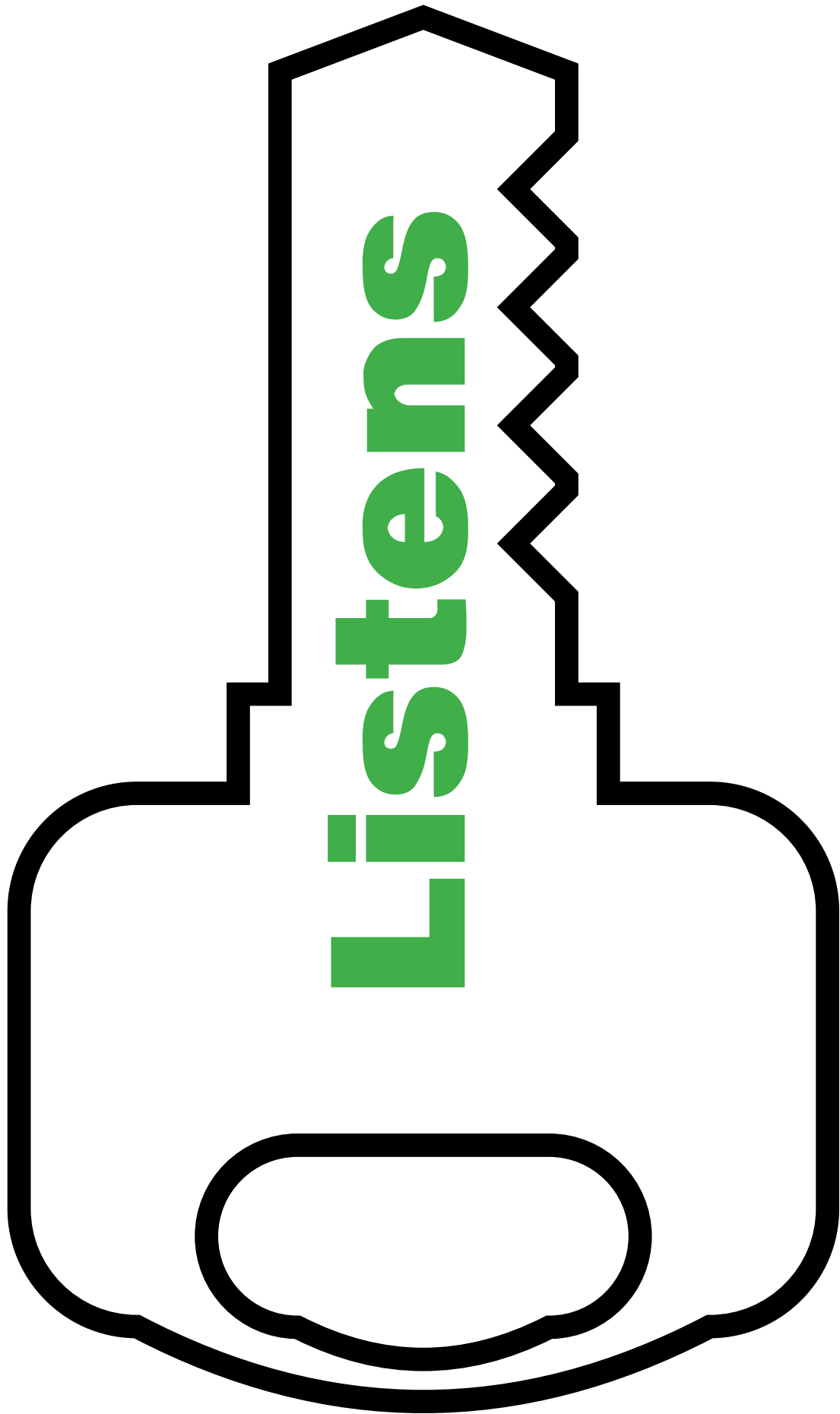


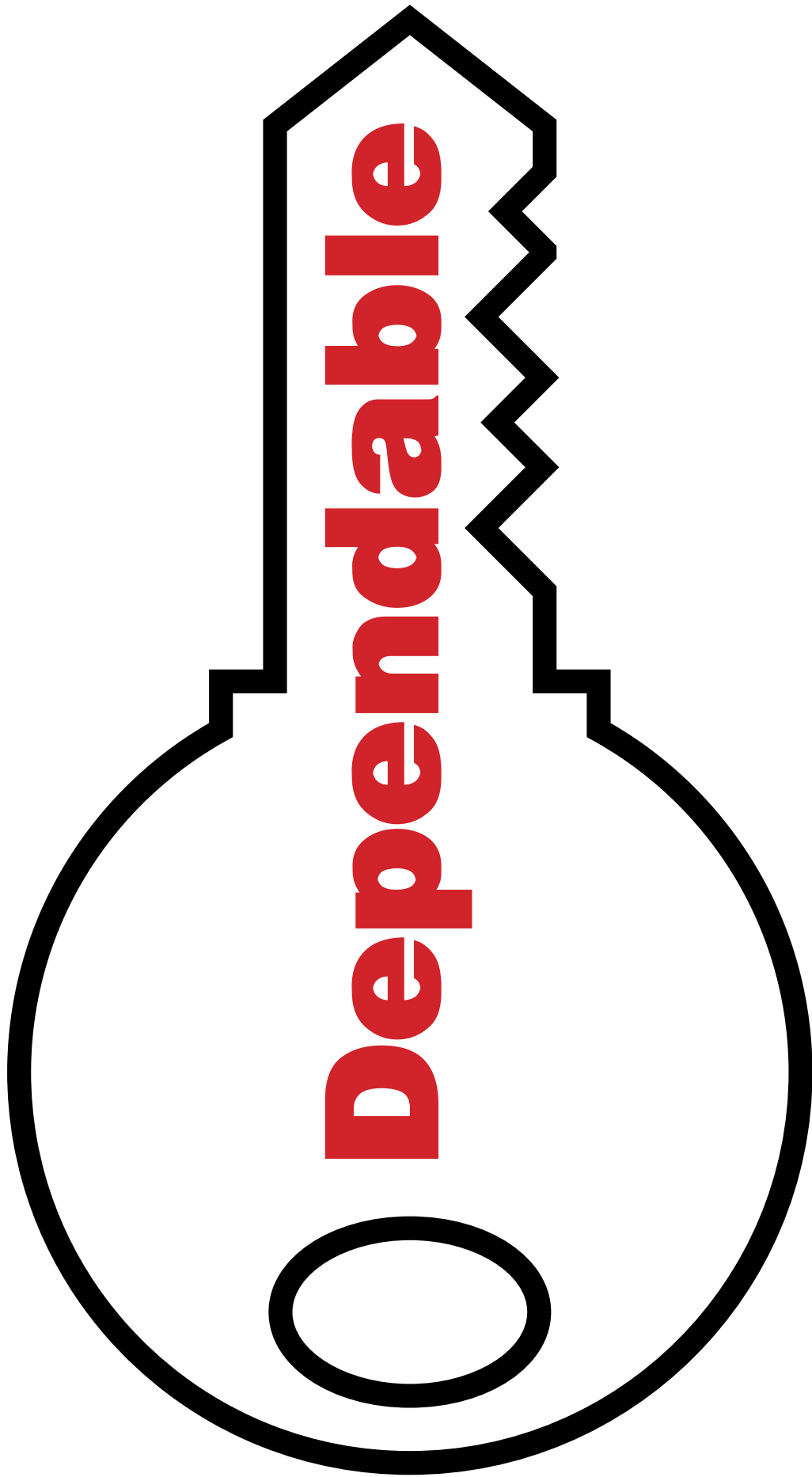
**SA JUSTICE**  
CANADA & BERMUDA  
MODERN SLAVERY AND  
HUMAN TRAFFICKING RESPONSE



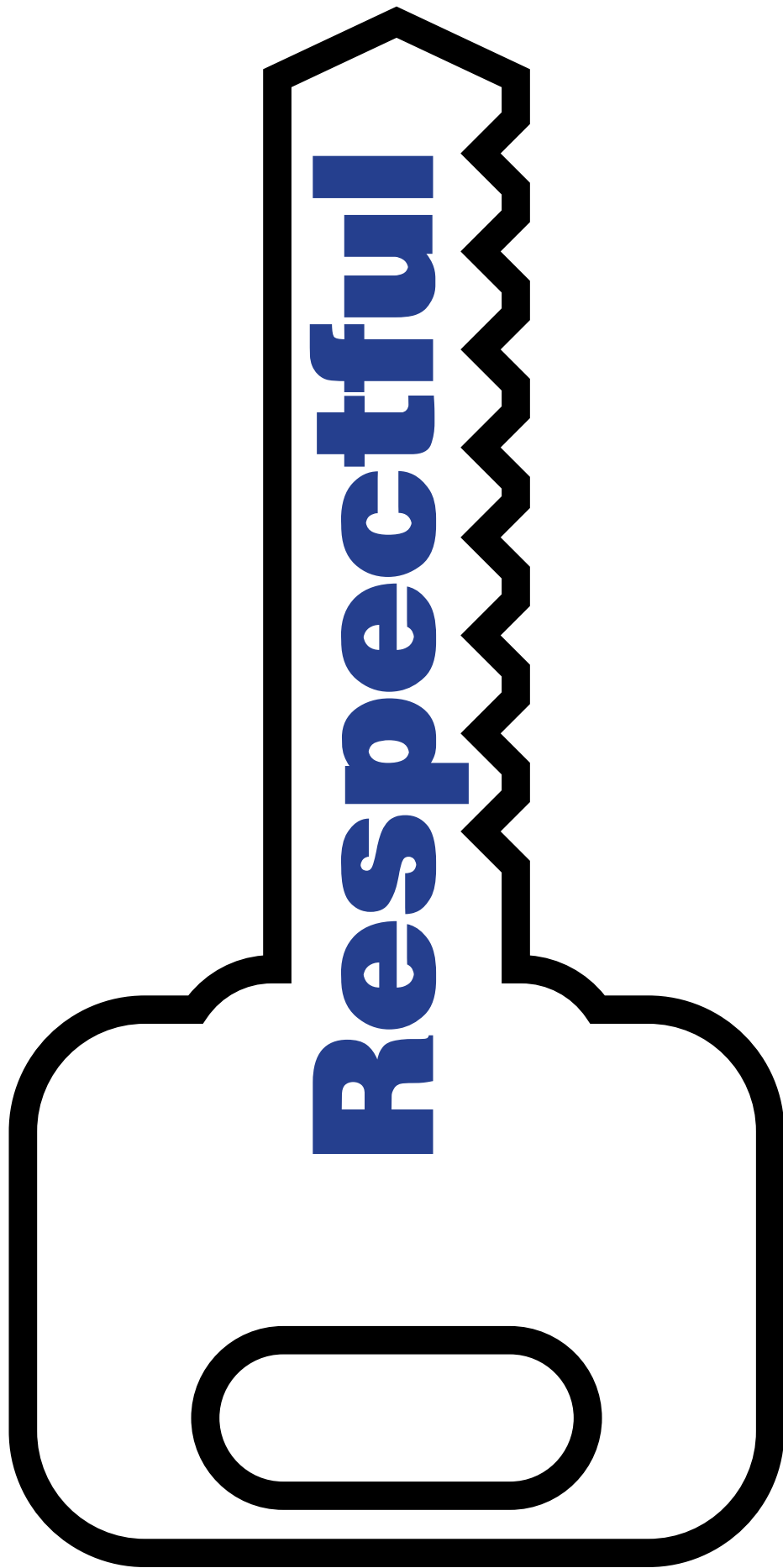
# **Trust**

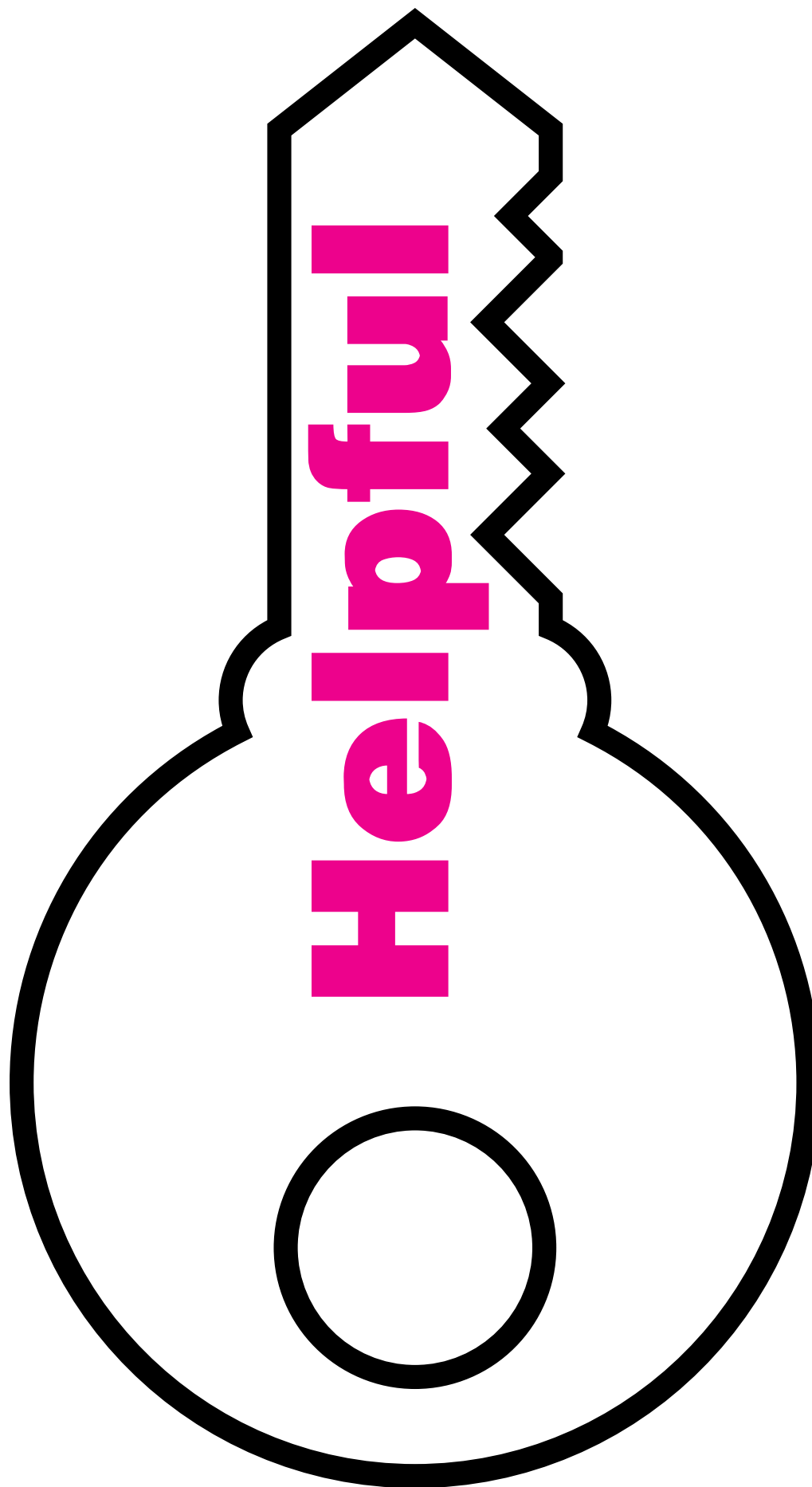
means believing  
someone will do  
what they say and  
won't let us down.

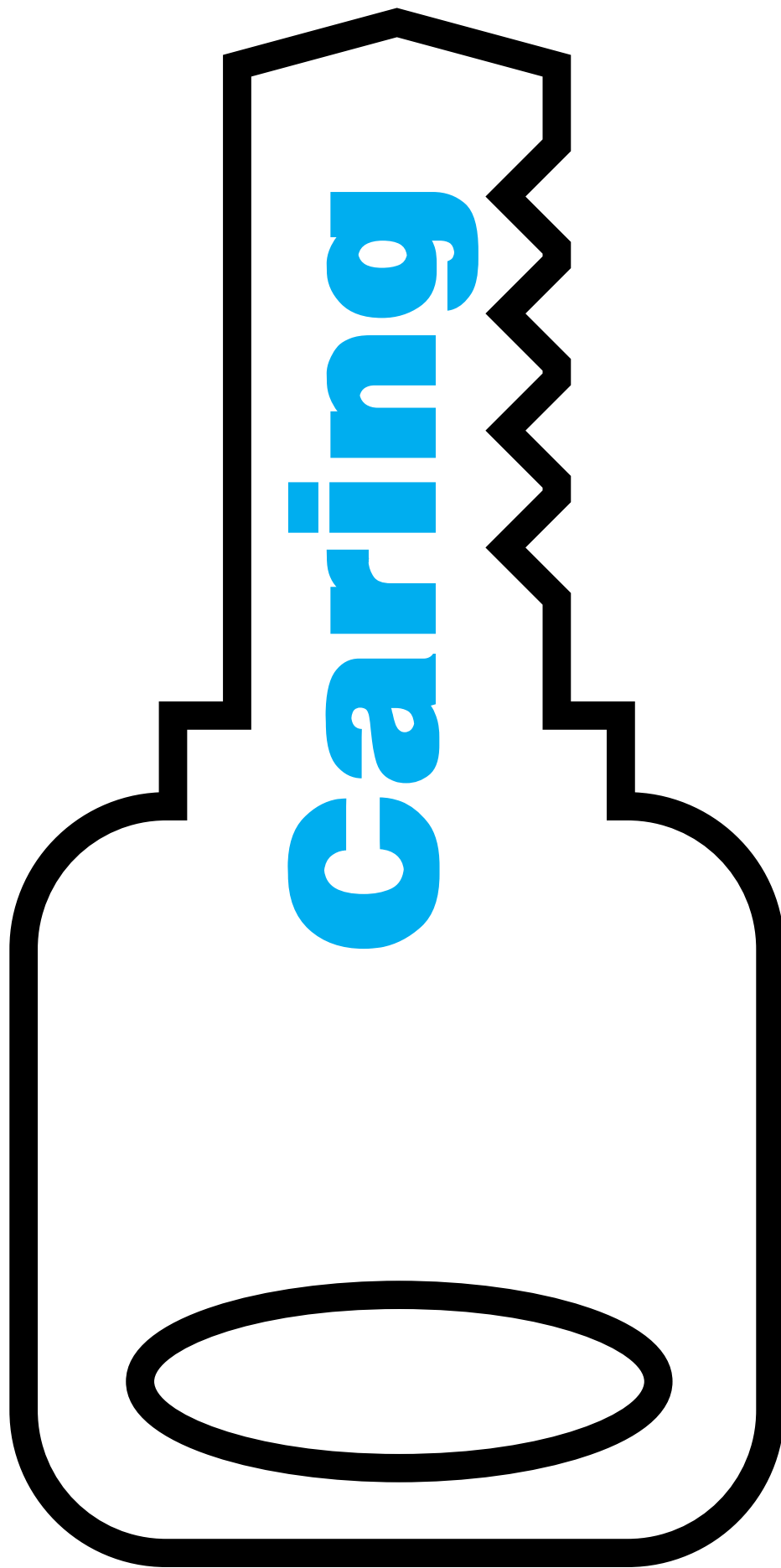














# SAFE BINGO






# 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 to 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?



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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](#))





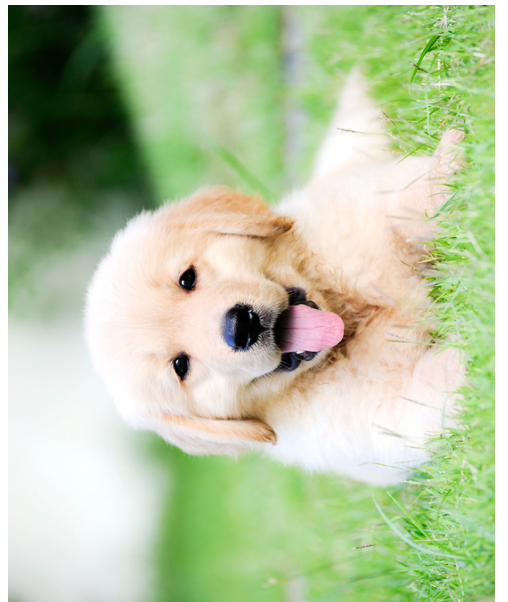
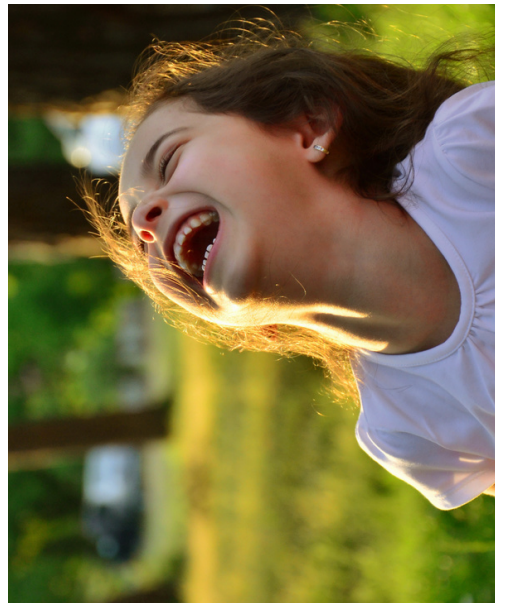
## Death Valley, California

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





# Good Pictures

























































**STOP and TURN**





**RUN**



**TELL**



# Safe Emotions

## Lesson 3

### LESSON AIMS

- Everyone knows how important it is to identify their emotions/feelings.
- Everyone understands that they can choose how to respond to their emotions/feelings.
- Everyone can communicate their emotions/feelings.

### LESSON OUTLINE

1. **Welcome and Theme Song:** Use this time to discuss behaviour expectations during Shine meetings.
2. **Skit: *Clear as Mud*:** Bill and Lil demonstrate that there are days when we just don't know how we are feeling or how to express our concerns to others.
3. **Emotions Wheel:** Follow up the *Clear as Mud* skit with a discussion time and an introduction to the *Emotions Wheel*.
4. **Scattered Feelings:** An activity that provides an opportunity for students to identify how they might feel when faced with different situations.
5. **Feelings Match-Up:** A small group game that gives students an opportunity to consider how they feel in a situation and how they can choose a response to help them cool down.
6. **Feelings In The Bible:** Students will learn that people we read about in the Bible felt some of the same emotions we do today. (Selected Bible verses are reviewed).
7. **Feelings in Action:** Reinforce the lesson by having kids reflect on what they learned and practice sharing their feelings in a fun, interactive way.
8. **Closing Prayer.**

### MATERIALS NEEDED

- ☐ A backpack and stop sign for skit
- ☐ A copy of the *Emotions Wheel* on page 7 for each student
- ☐ Emotion words from page 8
- ☐ Tape
- ☐ A copy of the *Response Wheel* from page 9 for each student
- ☐ Feelings Match-Up Cards from pages 10 and 11 for each small group. (Make sure each student and leader has a card to read.) Or use the full-size cards on pages 12-23
- ☐ A Bible for each small group or student (NIRV is an easy-to-read version.)
- ☐ Set of Bible verses from page 24 for each small group
- ☐ A small soft ball or soft object

## Welcome and Theme Song

Welcome your students back again this week. Feel free to ask a few questions about their day or week went and how they put what they learned into practice. (See page **Shine Introduction** page 5 for theme song lyrics.)

### Skit: Clear as Mud

Bill is a crossing guard, Lil is crossing the road multiple times. Lil has a different concern every time she crosses the road, but doesn't know how to communicate it. This leaves Bill confused and concerned.

*Lil is carrying a backpack and heading to school. Bill has a stop sign in his hand.*

Bill (*holding out his stop sign for Lil to cross*): Hi Lil! How is your day going?

Lil: I think it's good. I feel like I'm forgetting something, though

Bill: Oh – hopefully you remember soon!

Lil: Me too! Thanks Bill!

*Lil walks off stage and then quickly comes running back with one backpack strap hanging off. Bill walks out with his stop sign and holds it out for her.*

Bill: Lil, you're back!

Lil: I, uhh, I have to...umm....I'll be back!

*Lil heads back to the original starting point*

Bill (*looks at the audience*): What...just happened? (*Shrugs.*)

*Lil returns, carrying her backpack by the top strap and mumbling like she's worried.*

Bill: Lil, are you okay?

Lil (*with a concerned look points across the street*): School time.

*Bill hold his stop sign out and helps Lil cross with a concerned look on his face.*

*Lil runs off stage towards school.*

Bill (*calls after her*): Lil! Are you...okay?

*Lil comes back after school, dragging her backpack behind.*

Bill: How was your day Lil?

Lil: Isn't it clear??

Bill: Clear as ... mud. I don't have any idea if you're okay or not!

Lil: I'm sorry Bill. I'm having a hard day today and it just kept getting worse.

Bill: Days like this are the worst. But don't forget that you're special, Lil, and even when you have a bad day, or forget important things, you're more important than any of that stuff! But when you do have these bad days, can you tell me so that I can try to help?

Lil: Thanks Bill. I'll try to remember that!

*Bill and Lil walk off stage together.*

## Emotions Wheel

**Materials Needed:** A copy of the *Emotions Wheel* from page 7 for each student. If possible, have an enlarged copy to post or project onto a screen for all to see.

**Share:** Lil's day seemed to just keep getting worse, but she didn't know how to say what was wrong. Bill was really worried about her!

### Discussion Questions:

1. Have you ever had a day like Lil? (*Share a personal story of a bad day you have had before or after you ask the students this question.*)
2. What are some ways you can remember to tell someone you trust about how you feel?

**Do:** Hand out *Emotions Wheel* to each student.

3. When you look at this wheel, can you find what feelings Lil might have felt? What about Bill?
4. What is one word on this wheel that you have felt this week (*Encourage students to share.*)

## Scattered Feelings

**Materials Needed:** Emotion words from page 8 and tape. These emotions/feelings have been taken from the *Emotions Wheel* on page 7. (Print the emotion words and post on the walls around your room.)

**Do:** Gather the students in the centre of the room with you. Read a scenario to the students. Instruct them that when you yell "scatter" they are to run to whatever poster represents what they would feel in that situation. Have the students return to the centre of the room and then read the next scenario.

1. Somebody at school wanted to give you a kiss.
2. After school, an adult you don't know asks if they can take a picture of you.
3. You got invited to your best friend's birthday party.
4. Your parents ask you to hug an aunt you don't know very well.
5. A new kid at school wants to sit with you.
6. You got a B+ on a test you were worried about.
7. Your dad surprises you and takes you for ice cream after school.
8. Your teacher tells you to read something out loud.

**Do:** Gather the students back together for a time of group discussion.

### Discussion Questions:

1. Have you felt these emotions before?
2. Why do you think we have those emotions?
3. Who are your trusted adults that you can talk to when you feel the big emotions?

**Share:** It's okay to feel all the emotions—we feel them for a reason! What we get to control is how we respond to our emotions! We're going to learn more about what we can do with those emotions.

## Feelings Match-Up

**Materials Needed:** Print a copy of *Emotions Wheel* and *Response Wheel* from pages 7 and 9 so each student has their own copy. (If possible, create paper arrows and gather a supply of brad fasteners. Attach the arrow to the *Response Wheel* with a brad fastener so that it spins easily.) Print and cut apart the *Feeling Match-Up* situation cards from pages 10 to 11 for each small group, or use full size cards from pages 12 to 23. Be sure to have enough situation cards for each student and leader to take one as you take turns around the circle.

**Share:** We've been learning that we can experience many different emotions in a single day. But it's also important to know that we get to choose how we are going to respond to them, and this means learning to cool down before we respond. We're going to discover some cool down response ideas together. *(If you have students who struggle with reading, you may want to pair them with an older student. Invite students who feel comfortable reading to read out the "Find the Feeling" cards to the group.)*

**Do:** Divide your students into their small groups to play this game.

### How to Play:

1. **Look at the Emotions Wheel:** This wheel shows lots of different feelings we can have!
2. **Pick a Card:** Each turn, a student (or leader) takes a card and reads the situation out loud.
3. **Find the Feeling:** The player reading the card picks a feeling from the wheel that matches how they might feel in that situation.
4. **Find a Response:** Next the player looks at the *Response Wheel* and moves their finger around it, choosing the response they would like to try in the situation. *(Or, they can spin the arrow and read out the response suggestion it lands on.)*
5. **Talk About It:** Does everyone agree? Could someone feel a different way? Would that response help you when facing that situation?
6. **Keep Going:** Keep playing until all the cards have been used!

### Fun Twist!

Have someone act out the response and see if anyone can guess what the feeling was.

**Do:** Encourage your students to take their *Emotions Wheel* and *Response Wheel* home, keeping them somewhere they can easily see and use it to help them identify what they are feeling and which cool-down idea they would like to try in a situation.

## Feelings In The Bible

**Materials Needed:** An *Emotions Wheel* for each student, a Bible for each student or each small group, and the Bible verses below written out on slips of paper for each group (print and cut apart page 24). You can use any translation for these, but the NIRV is often easy for kids to understand.

**Do:** Working in small groups, have students look up and read each verse. Then have the students look at their *Emotions Wheel* and share emotion/feeling they think the Bible character might have felt. (If your students struggle with reading, have the small group leader read passages to them.)

1. Exodus 3:2-5—How did Moses feel?
2. 2 Kings 2:1-13—How did Elijah feel?
3. Psalm 117—How did the psalmist feel?
4. John 11:35—How did Jesus feel?
5. Matthew 21:12—How did Jesus feel?
6. Matthew 8:14-15—How did Peter feel? How did his Mother-in-law feel?

**Share:** Difficult feelings have always existed. Even Jesus felt all the same emotions that we do. The important thing to remember is that we can take Jesus' example and feel all of them and share them with our trusted people.

## Feelings in Action

**Materials Needed:** A small soft ball or an object like a stuffed animal to pass around, and the *Emotions Wheel* (page 7) for reference.

This is an opportunity to reinforce the lesson by having kids reflect on what they learned and practice sharing their feelings in a fun, interactive way.

**Share:** We've spent time today identifying how certain situations can make us feel. We've looked at ways we can choose to respond or cool down when something has upset us, bothered us or made us feel angry. Let's spend a few minutes thinking about our feelings and how we can share what we feel. Our *Emotions Wheel* is here with us if we want to be reminded of some feeling words.

### How to Play:

1. **Sit in a Circle:** Gather the kids and have them sit together in a circle.
2. **Pass the Ball:** The leader starts by holding the ball and saying, "Today, I felt..." and choosing a feeling from the wheel. (Example: "Today, I felt excited because we played a fun game!")
3. **Encourage Different Feelings:** Remind them that all feelings are okay, and they can pick any from the wheel.
4. **Share and Pass:** The player then passes the ball to someone else in the circle, who also shares a feeling they had today or this week.
5. **Wrap Up with a Group Question:** Ask students: "What can we do when we have big feelings?" (Examples of responses: talk to a trusted adult, pray, take deep breaths, etc.)

**Share:** Thank you for sharing your feelings with us today. It's important that we each remember to stop and think about how we feel when faced with different situations whether—they are happy, sad, frustrating or uncomfortable. Remember to say either out loud or to yourself "I felt \_\_\_\_\_ when \_\_\_\_\_ happened". We also want to remind you to share your feelings with your trusted adult.

## Closing Prayer:

**Do:** Spend time in prayer thanking God for creating us with so many feelings. Ask Him to help us to remember that it's okay to feel our different emotions. Thank Him for giving us trusted adults we can go to and share how we are feeling.

**Optional:** Using the ball from the *Feelings in Action* activity, hold the ball and share: "God I'm thankful you are with me when I feel \_\_\_\_\_. "Then toss the ball to someone else and have them share the same prayer.

## 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. You may also want to send home a copy of the *Emotions Wheel* and the *Response Wheel* as an attachment with today's email so families can look at it together.

**Sample Email:** Today we talked about feelings using an *Emotions Wheel*. Then we spent time looking at how we can choose to respond when faced with different situations.

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

1. Can you tell me some emotion words that you learned this week?
2. What are some situations that could make you feel sad, excited, anxious or angry?
3. What are two different responses you want to try the next time you feel angry?



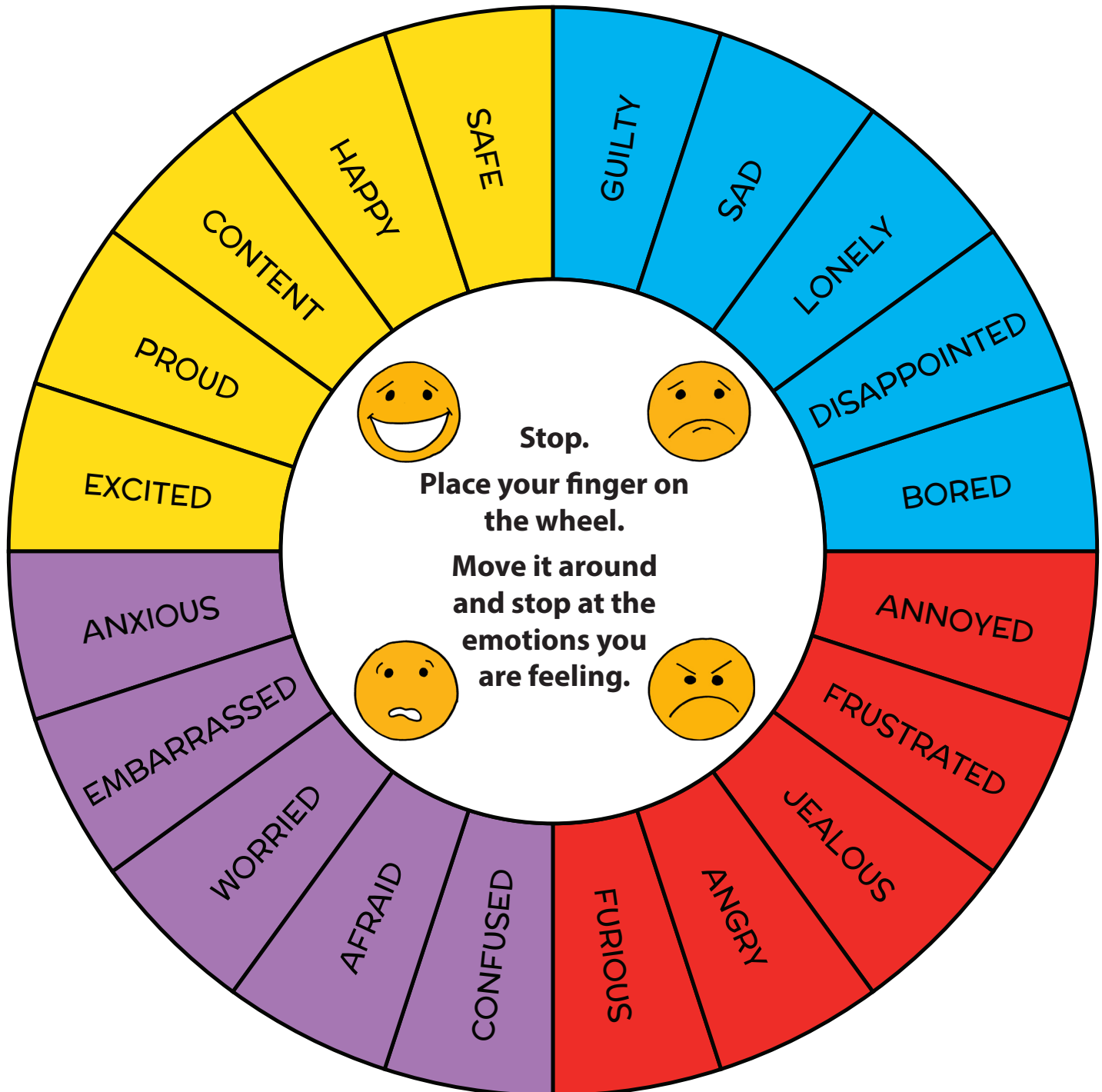
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HUMAN TRAFFICKING RESPONSE





# EMOTIONS WHEEL

Name Your Emotion



**Scattered Feelings** (Enlarge, cut apart and post on wall around meeting space.)

**HAPPY**

**PROUD**

**SAD**

**DISAPPOINTED**

**WORRIED**

**EMBARRASSED**

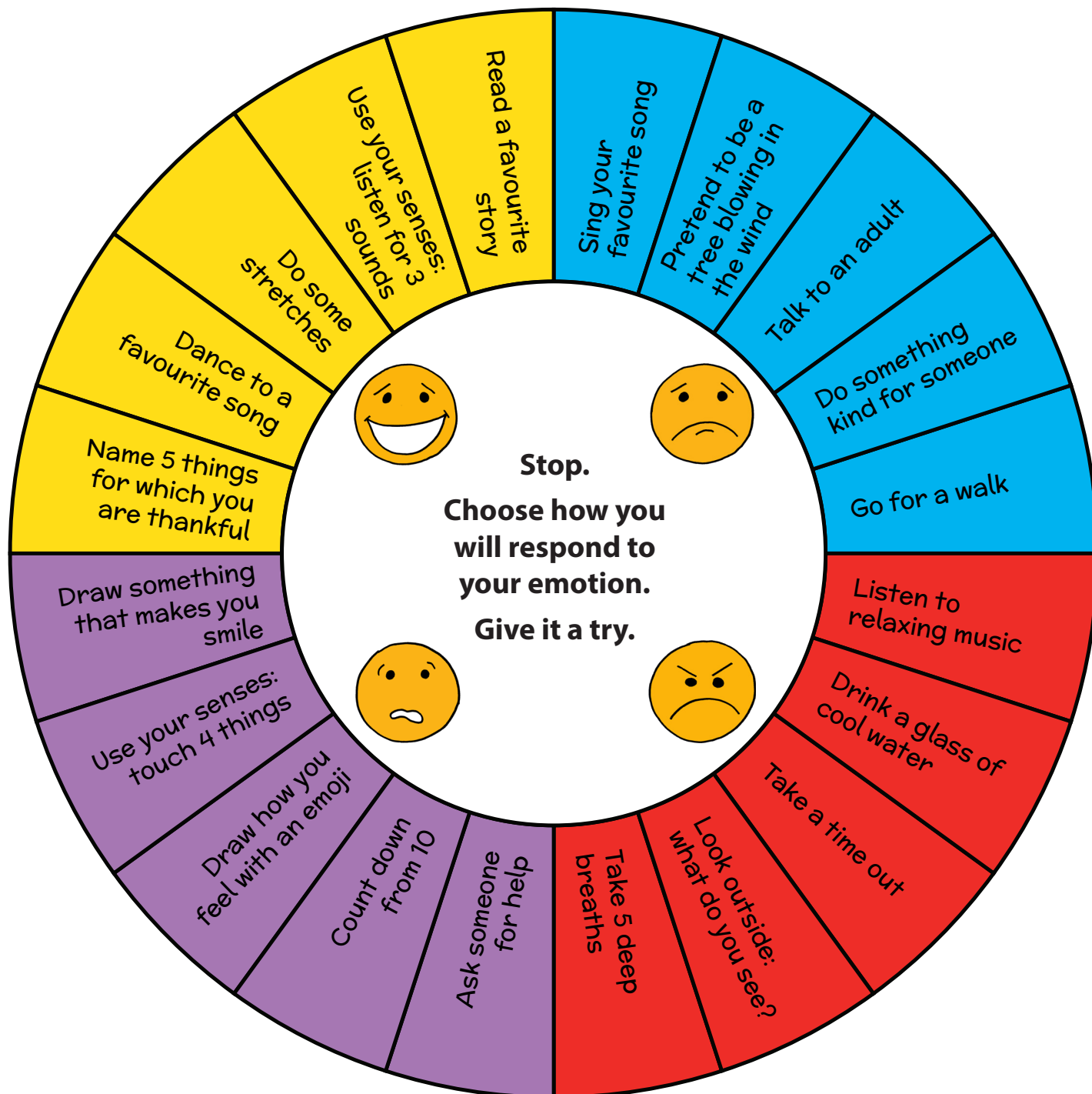
**FRUSTRATED**

**ANGRY**



# RESPONSE WHEEL

Choose How You Will Respond





**SHINE**

You find out you have to read a whole book tonight before you go to school tomorrow.



**SHINE**

Your Mom tells you you're going to Disneyland next week.



**SHINE**

The doctor tells you that you're allergic to marshmallows.



**SHINE**

You forgot to wear your coat and now it's snowing.



**SHINE**

Your favourite singer is coming to town.



**SHINE**

You failed an assignment because your partner didn't do their work.



You find \$10 on the sidewalk.



You find out that it's  
dodge-ball day in gym  
class.



Your favourite baseball  
team wins the  
world series.



Your family is doing a  
week long camping trip  
this summer.



You get to go to camp.



You forgot your charger  
and your device is dying.





**You find out you have to  
read a whole book tonight  
before you go to school  
tomorrow.**



**Your mom tells you you're  
going to Disneyland next  
week.**



**The doctor tells you that  
you're allergic to  
marshmallows.**



**You forgot to wear your  
coat and now it's snowing.**



**Your favourite singer  
is coming to town.**



**You failed an assignment  
because your partner  
didn't do their work.**





**You find \$10 on the  
sidewalk.**



**You find out that it's  
dodge-ball day in  
gym class.**



**Your favourite baseball  
team won the  
world series.**



**Your family is doing a  
week long camping trip  
this summer.**



**You get to go to camp.**



**You forgot your charger  
and your device is dying.**



**Bible Application Bible Verses:** (Each small group will need a set)

Exodus 3:2-5—How did Moses feel?
2 Kings 2:1-13—How did Elijah feel?
Psalms 117—How did the psalmist (the writer) feel?
John 11:35—How did Jesus feel?
Matthew 21:12—How did Jesus feel?
Matthew 8:14-15—How did Peter feel? How did his mother-in-law feel?

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Psalms 117—How did the psalmist (the writer) feel?
John 11:35—How did Jesus feel?
Matthew 21:12—How did Jesus feel?
Matthew 8:14-15—How did Peter feel? How did his mother-in-law feel?



# Safe Boundaries

## Lesson 4

### LESSON AIMS

- Everyone understands the difference between secrets and surprises.
- Everyone understands that their body is their own and they should have body boundaries.
- Everyone knows that they can say “no” to others seeing, touching, or taking pictures or videos of their body.

### LESSON OUTLINE

1. **Welcome and Theme Song:** Use this time to discuss behaviour expectations during Shine meetings.
2. **Hidden In Plain Sight:** An activity shows the difference between a surprise and a secret.
3. **Head and Shoulders:** A game that introduces the idea of protecting our bodies
4. **Private and Public Parts:** A small group discussion to help students understand the difference between private and public, and the need to protect our body and our right to say no to others.
5. Skit: **A Secret Surprise Birthday:** Lil and Bill review secrets and surprises.
6. **Dare to be a Daniel:** A Bible application ending to reinforce the need to communicate safely when asked to do something that makes us uncomfortable.
7. **Closing Prayer.**

### MATERIALS NEEDED

- ☐ A small rubber duck or photo of a duck, or another small, interesting object
- ☐ A pylon
- ☐ A piece of poster board for each small group
- ☐ A couple of markers for each small group
- ☐ A *Happy Birthday* badge
- ☐ A *Respect and Protect* card for each student from pages 7 and 8
- ☐ A supply of colourful markers for sharing

## Welcome and Theme Song

Welcome your students back. Feel free to ask a few questions about how their week is and how they put what they learned into practice. (See **Shine Introduction** page 5 for theme song.)

## Hidden In Plain Sight

**Materials Needed:** A small rubber duck or photo of a rubber duck. (Or another small, interesting object.)

**Do:** Before students arrive place your rubber duck somewhere in your meeting room in plain sight. (Do not underneath or behind something—students should be able to see it.) After you have greeted your students, ask them if they notice anything different about your meeting space. Allow them to share their ideas until someone notices the duck.

### Discussion Questions:

1. Was it surprising that it took us a few minutes to notice the duck?
2. Have you ever had a surprise? (Did anything here at camp or [name of program] surprise you?) How did it make you feel?

**Share:** Our duck was not in a secret hiding place. He was right here in plain sight which was a surprise to us. Surprises are something unexpected that usually are meant to make us happy. People could give us a gift, make our favourite food, visit when we weren't expecting or maybe even making the team could be a surprise. We can tell our friends and family when we get a surprise. Secrets, however, are different. They are something that no one else is allowed to know, and that can make us feel uncomfortable. Having a secret is not safe. When someone asks you to keep a secret, especially one that makes you uncomfortable, you need to go and tell your trusted adult.

### Discussion Question:

1. Who remembers their five trusted adults? Look at your fingers and see if you can say their names to yourself.

## Head and Shoulders

**Materials Needed:** A pylon

**Do:** Have your students stand in a circle with the pylon in the middle of the circle. Let them know that you are going to play a game of Head and Shoulders, and it requires them to listen and respond quickly. Give clear instructions that when you call out a body part, they are to touch that part on their own body, but if you call out "pylon" they are to race to the middle and try to be the first to grab the pylon. As you play the game call out public body parts such as head, shoulder, face, knee, back, neck, hands, elbows, ankle, toes, nose, etc., be sure to call out "pylon" and allow students to race to be first to grab it. (Do not use body parts like mouth, bum, or chest.)

**Share:** Wow! We've got some fast-moving people here. In your rush to win, did any of you bang your knees, heads, or your body as you raced for the pylon? What are ways that we protect our heads if we play on a sports team? (*Encourage responses such as helmets or goalie masks.*) How about our skin, how do we protect it? (*Encourage responses such as sunscreen, clothing, bathing.*) What about our ears? (*Encourage responses such as earmuffs or hats in the cold, not listening to music too loudly.*)

All our body parts deserve to be respected and protected. Respect and Protect. Can you say it with me? *(Have the students chant "Respect and Protect!" with you a couple of times.)*

**Do:** Divide your students into small groups, with each group representing one of the following body parts: heads, shoulders, knees, and toes. Send them to their corners with their small group leaders.

## Public and Private Parts

**Materials Needed:** A poster board, divided into four sections, and a set of markers for each small group.

**Do:** Divide your students into their small groups.

**Share:** We've talked about ways that we can protect our body parts. A helmet to protect our head when playing a sport, turning down music when using headphones to protect our ears, and using sunscreen to protect our skin when outside. We also protect our body by knowing the difference between what is public and what is private.

Let's start by thinking about public spaces and private spaces. *(Write "public spaces" in top left corner and "private spaces" in top right corner of the poster board.)* Let's see if we can think of public and private spaces. Where do you find public spaces? *(Encourage responses and write them on your poster board. Responses should include shared areas at home like the kitchen or living room, places anyone can go to, such as a park, school, swimming pools, store, sidewalks.)*

Where do we find private spaces? *(Encourage students to share their ideas. Write their responses under Private Spaces on the top right corner of your poster board. Responses should include places such as a bedroom, bathroom, change rooms with doors, their home, a place where they expect privacy.)* *(Remind students that when at a public pool they should use the private change rooms or stalls to change their clothes as a way of keeping their privates private.)*

Did you know our bodies also have public parts and private parts? *(Write "public parts" in lower left section and "private parts" write in lower right section of poster board.)* I want you to think for a minute. what parts of our body are public parts? *(Encourage students to suggest ideas such as body parts that don't need to be covered when we are in public spaces such as arms, hands, legs, and feet. Write their responses in the bottom left section of the poster board.)*

What parts of your body are private? Can you give me some suggestions to write on our chart? *(Encourage students to respond with ideas such as mouth, genitals, breasts, buttocks area of the body. Write these in the bottom right section of the poster board.)* Thank you for sharing those ideas.

Some parts of our bodies are private and should always be kept private. That means we need to keep them covered. One way to remember to remember what parts of our bodies should be kept private is any area covered by a bathing suit is private. Our mouths don't need to be covered, but they are also private. Private parts should never be shown or touched by others without our permission or consent. The public parts of our bodies also require consent before anyone can touch them. Your body—both the private and public parts—is yours. You have the right to say "no" to someone touching, looking, or taking photos or videos of any part of your body. Always remember pictures should never be taken of our private parts, but our public parts are up to us and our trusted adults. Strangers should never take our pictures—not even our public parts.

If anyone wants to look at, touch or take pictures of your body, tell them no and stop. Then run and tell a trusted adult what happened. Doing this protects your body. Remember our chant "Respect and Protect"! You can respect and protect your body by keeping private parts private, saying no, and telling a trusted adult what has happened.

### **Discussion Questions:**

1. How does it make you feel to know you can say "no" to someone who makes you feel uncomfortable?
2. What are some ways you can say no to someone who wants to take a picture of or look at your private parts?
3. What should you do if an adult touches your private parts and tells you to keep it a secret?
4. Can you remember who your trusted adults are?

**Do:** Return to Large Group area.

### **Skit: A Secret Surprise Birthday**

*Bill is a nervous/anxious type of person, and it's his birthday. Bill can wear a birthday badge or party hat. He is nervously sneaking into the room, walking around corners, making nervous noises, and maybe even screaming every now and then.*

*Lil sees Bill acting strangely and taps him on the shoulder, which causes him to scream from fright.*

Lil: Why are you creeping around so strangely Bill? And looking so stressed and worried?

Bill: It's my birthday today!

Lil: Oh, Happy Birthday Bill! Wait, I thought you liked your birthday?

Bill: I DO! I mean, I DID! Until I developed my fear of surprise Birthday parties... I mean, can you imagine that at any moment an entire group of people could jump out of nowhere and try to give you the shock of your life?!

Lil: Bill, surprises are a way people show love and kindness, and that they are thinking of you. If you do have a surprise birthday party today, I'm sure it's because people want to make you feel special, not terrified! It might be shocking in the moment, but it's nothing to fear. Secrets, on the other hand, can be a problem.

Bill: Oh, but I LOVE secrets: knowing things no one else does. It's exciting!

Lil: It might seem exciting, but secrets can really hurt people. Do you know that keeping a secret got me into big trouble this year!

Bill: What do you mean? How could a secret get you in trouble?

Lil: Well, I was volunteering at my school lunch program with my best friend Sarah. One day when we were leaving, I noticed she took two chocolate milks and put them in her school bag. I thought that was kind of weird, but didn't think much of it, so I asked her about it. She told me not to tell anyone and



that it could be our secret. Well, after about a month, whoever keeps track of the chocolate milk noticed something was wrong. They asked all the volunteers, and I lied to keep my friend's secret. Well, they had security cameras and figured out quickly who was stealing, and that I didn't do anything to stop her. Now, we're not allowed to volunteer, and we had two weeks of detention!

Bill: Yeah, I guess keeping secrets is not so great after all, especially when it means you become dishonest.

Lil: Yeah, when people ask you to keep secrets, sometimes it's a trap to make sure others don't find out something wrong is going on. That's why now when someone asks me to keep a secret, I just tell them I can't, because secrets aren't safe. But Bill surprises can be safe, but I'll stick with you just in case.

Bill: Thanks Lil, that would make me feel better.

**Share:** Well, if we see Bill around today, we'll have to make sure we surprise him with a "Happy Birthday." I want each of us to remember that surprises are a way of making someone feel special, but secrets can make us uncomfortable and can be dangerous. I also want us to remember that parts of our body are private, and others are public, but we have the right to say no to others touching, looking at, or taking pictures or video of our bodies. Who remembers today's chant? Can you say it with me? "Respect and Protect".

## Dare to Be a Daniel

**Materials Needed:** A printed and cut-out *Respect and Protect* shield card from pages 7 and 8 for each student and a set of colourful markers to share. Be sure to print shield card front and back.

**Share:** Daniel, chapter 1 of the Bible, describes four young friends taken captive in Babylon: Daniel, Shadrach, Meshach, and Abednego. They were placed under the care of Ashpenaz, who was to teach them the way of life of the Babylonians and prepare them to become servants of King Nebuchadnezzar.

Ashpenaz was to feed them certain food and drink. Daniel and his friends did not want to be defiled or made "unclean" by this food. The friends prayed and talked to God about what they should do. Daniel went to Ashpenaz and asked for permission to not eat this food and drink.

Ashpenaz was worried he would be in trouble if Daniel and his friends didn't remain healthy. So, Daniel spoke up again and suggested Ashpenaz test them for ten days, letting them eat only vegetables and drink water, and then comparing them to the other captives.

Ashpenaz agreed, and at the end of the ten days, Daniel and his friends looked healthier and better nourished than the other young captives. When Ashpenaz presented Daniel and his friends to the king after their training, the king found no others equal to them. When the king questioned them about wisdom and understanding they knew ten times more than the other men!

Daniel and his friends were brave in a difficult situation. They stopped, talked, and listened to God, and bravely spoke up for themselves. Daniel and his friends had respect and protected their bodies.

There may be times when we are faced with a difficult decision. Someone may ask us to keep a harmful secret or want to take pictures of our private parts. But we, like Daniel, have the right to say no and to seek the help of a trusted adult. Like Daniel we can respect and protect our bodies too! Let's try our chant one more time. Say it with me, "Respect and Protect"!

**Do:** Show shield card to the students. Give each a card and a marker. (If time allows encourage students to add colour to their shields.)

**Share:** You each have a *Respect and Protect* shield. I want us to write down the following key things we can do to safely communicate with others about how we will respect and protect our bodies. Let's write the following on our shield:

1. I choose what happens to my body.
2. I can say "NO" to others.
3. I will keep surprises but not secrets.
4. I will turn and run when uncomfortable.
5. I will tell my trusted adult about how I feel.

## Closing Prayer

End your time together with a prayer thanking God for our amazing bodies, both the private and public parts. Ask for His help to protect our bodies by saying "NO," to keep our private parts private, and to remind us that we can always talk to our trusted adults and God about difficult situations we may be facing.

## 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:** Today, we talked about how secrets can make us feel uncomfortable, but surprises are fun part of life. We also talked about protecting our boundaries and the difference between private and public body parts and places. Lastly, we learned to say "no" to others who want to touch, take photos or videos, or who ask us for photos of videos of our bodies.

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

1. What is the difference between a secret and a surprise?
2. How did Daniel and his friends protect their bodies?



**SA JUSTICE**  
CANADA & BERMUDA  
MODERN SLAVERY AND  
HUMAN TRAFFICKING RESPONSE



**RESPECT  
AND  
PROTECT**



**RESPECT  
AND  
PROTECT**



**RESPECT  
AND  
PROTECT**



**RESPECT  
AND  
PROTECT**

**RESPECT AND PROTECT**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**RESPECT AND PROTECT**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**RESPECT AND PROTECT**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**RESPECT AND PROTECT**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_





# Shine Safely

## Lesson 5

### LESSON AIMS

- Everyone recognizes the effects of negative words and actions.
- Everyone understands that our words and actions can cause us to be in darkness or light.
- Everyone learns to affirm themselves and others.
- Everyone discovers that positive affirmations are based on Scripture.

### LESSON OUTLINE

1. **Welcome and Theme Song:** Use this time to discuss behaviour expectations during Shine meetings.
2. **Find the Stars:** A game that helps us understand how we treat others determines how we shine.
3. **Story/Skit: *Nail on The Fence*:** How our words affect who we are.
4. **What's Blocking Your Light:** An object lesson where layers are added to a flashlight as the group considers things that hinder us from shining.
5. **Freeze Dance:** Students dance their way into small groups sharing positive statements when caught moving after music stops.
6. **Affirmation Statements:** Come up with affirmation ideas in small groups.
7. **We Are God's Masterpiece:** Remove layers from a flashlight while groups share their positive affirmation statements (Ephesians 2:10).
8. **Affirmation Statement Cards:** Cards are shared with the students and a Bible verse is highlighted on each card.
9. **Shine Bright Star Challenge:** Students stick stars on other students in the group and say positive affirmation as they do so.
10. **Closing Prayer.**

### MATERIALS NEEDED

- ☐ Coloured star stickers for each team (one colour is needed per team.)
- ☐ Masking tape
- ☐ Two buckets or bowls
- ☐ A timer
- ☐ A large bucket
- ☐ A large piece of wood (Or a fence post.)
- ☐ A hammer

- ☐ A large supply of nails
- ☐ Flashlight (Test that it works well, giving off a strong beam.)
- ☐ Circles of tissue paper or computer paper
- ☐ Elastics
- ☐ A marker
- ☐ Glow-in-the-Dark bracelets for each student (One colour is needed per small group.)
- ☐ Device to play music
- ☐ Speakers
- ☐ Poster board for each small group
- ☐ A marker for each small group
- ☐ Pictures of masterpieces from pages 9 to 11
- ☐ Affirmation Statement cards from page 12 (A couple of cards are needed for each student.)
- ☐ Affirmation Statement posters from pages 13 to 22 (A copy of each poster for each cabin or to post on walls of the meeting room.)
- ☐ Star stickers in six different colours (A couple sets are needed for each student.)

## Welcome and Theme Song

Welcome students back to Shine. Feel free to quickly review what the students have learned during Shine about being safe. (See **Shine Introduction** page 5 for theme song.)

## Find the Stars

**Materials Needed:** Coloured star stickers for each team (two colours are needed for two teams, four colours are needed for four teams, etc.), masking tape, two buckets (or bowls), and a timer.

**Do:** Divide the group into two or more teams. Divide the floor space into two sections using masking tape down the centre, then add another row of tape across the back section of each team's side. Place the teams' bucket of stars behind this back line. Team members must race to get stars out of the other team's bucket and stick them on themselves before getting tagged by a member of the other team. If tagged, they must sit behind the other team's line until they are rescued by a member of their team with a high five. (You may wish to set a timer to end the game.)

(Alternately you could hide stars around the meeting space, give students a set time of 2 minutes, and have each of them collect stars. See which student collected the most stars.)

### Discussion Questions:

1. How did you do collecting stars for your team?
2. How did it feel every time you got a star?
3. How did it feel to get the most or the fewest stars?

**Share:** When we are kind to each other it's like giving and receiving a star. Each star helps us shine. Today we're going to find out how we can each shine more brightly.

## Nails in the Fence

**Materials Needed:** A bucket, a large piece of wood (or a fence post), a hammer and a large number of nails. You may find it helpful to have many nails hammered into the fence post before you begin the story/skit.

**Do:** You can choose to read this story or have staff members act out the story filling the roles of the father and son and possibly a narrator.

### *Nails in the Fence*

There was a boy who was very nasty. Every day he scowled and stomped about. Whenever he was upset, he would say the nastiest things he could think of without a care for how the person hearing them would feel about it. One day, his father had enough.

He told the boy, "Every time you say something mean, you need to go outside and hammer a nail into the fence. Every time you are nice, you can remove a nail."

At first, it was all nails, nails, nails. The fence was filling up with them. As the boy started to see with the nails just how often he was being mean, he decided to work on being nicer—a kindness here, a pleasant word there. In time, instead of hammering nails in, he was only pulling nails out. Finally, all the nails were gone. The boy was so proud of himself he ran to tell his father.

His father quietly walked him out to the fence and said, "I'm glad you are being kinder. But look at what's in the fence."

The boy proudly said, "There are no nails in the fence!"

The father responded, "Yes, but there are still holes. Every time you were mean, you did a little damage; and sometimes you can't undo it. Now you know to think before you speak so you don't cause hurt in the first place."

- Anonymous

### **Discussion Questions:**

1. How did this story make you feel?
2. How do you think the boy in the story felt?
3. What kinds of things might someone say that would require a nail in the fence?
4. What are some ways we can make sure we use kind words, even when we feel a lot of big things?

## What's Blocking Your Light?

**Materials Needed:** A flashlight (test that it works well giving off a strong beam), circles of tissue paper or computer paper, elastics, and a marker.

**Share:** I've brought something with me that I just love. It changes everything! (*Show your flashlight to the students.*) When are the times we usually use flashlights? (*Encourage responses such as: when the power is out, walking around camp/house in the dark, when we feel frightened in the dark, etc.*) Those are all great reasons for needing a light.

Let's try an experiment. (*If possible, turn off the lights in your room. You may want to darken windows ahead of time if possible.*) It's sooo dark in here now. I'm feeling a little nervous in the dark, how about you folks? (*Encourage responses.*) Let me turn on my flashlight. Now, I feel better. Does this help you too? This light has the power to shine out in the darkness and to make a positive difference. Do you know that we are like this light? We can make a difference in the world around us. We can shine like a light!

But sometimes there are things that can hinder our light from shining, and there are things that can hinder us from shining our light as well. What do you think some of those things might be? (*Encourage responses such as: mean words, bullies, loneliness, being left out of things, being made fun of, etc.*) As a student gives a response write it on a piece of paper and invite the student to attach it over your flashlight using an elastic. After each circle is added ask the students if the light has changed.)

### Discussion Questions:

1. What has happened to our light?
2. Do you feel comfortable here in the dimness (or darkness)?

**Share:** When these things (recap what the students shared) happen to us they can dim how we view ourselves and the world around us. They change how we see ourselves and change the way we think others see us. Then, we can start to believe these negative things about ourselves.

## Freeze Dance

**Materials needed:** Glow-in-the-Dark bracelets: Ahead of time determine how many groups you will have for small group discussion and have bracelets in colours to match the number of groups. (Two groups have two different colour bracelets, four groups have four different colour bracelets.) A device to play upbeat dance music (perhaps songs that use the word "light"), speakers to ensure everyone can hear the music.

**Do:** Quickly distribute bracelets to the students. Explain how to play *Freeze Dance*, letting them know that when the music stops (or when the lights come back on), anyone who moves will need to share something positive they could say to themselves or to others. Play a few rounds of *Freeze Dance* and then send students to their small groups based on the colour of their bracelet.

## Affirmation Statements:

**Materials Needed:** A poster board and a marker for each small group.

**Share:** We've seen today how our words and actions can affect ourselves and the way we treat others/ make others feel. Who can tell me what happened in the story of the Nails in the Fence? (*Encourage a quick recap of how the nails left marks/hurt.*) What happened to our flashlight when we started adding the paper circles to it? (*Encourage students to share how dim the light became and how it no longer lights up the room.*) I want you to think for a moment. Have any of you been hurt by the words or actions of others? Is it possible that you have hurt others by your words or actions?

I want us to spend a few moments thinking about positive phrases or words. What are some things that we can tell ourselves that will remind us that we are valued and that we can shine in the world around us? What are things you can say or do that will help someone else to shine, even when they feel discouraged? (*Encourage your students to share simple phrases (or actions) they can say to themselves. Be prepared to share a few ideas of your own to get them started. Write down their ideas on your piece of poster board.*) Wow, you all have done a wonderful job! Thanks for being willing to share your ideas with us.

## We Are God's Masterpiece

**Materials Needed:** A flashlight with layers of paper still on it, small groups with their poster boards and pictures of masterpieces from pages 9 to 11.

**Do:** Have all your small groups join back together for a time of review.

**Share:** Welcome back everyone! Thank you for working together in your discussion groups. I'm really looking forward to hearing what you had to share because I really want to know how I can get my light to shine brightly again!

**Do:** Invite small groups to come up one at a time and share the ideas that they wrote on their poster board. As each group finishes, thank them for their work and invite one of them to remove a single layer of paper from your flashlight. Be sure to comment on how much brighter the light is becoming as each layer is removed.

**Share:** I love the affirmation phrases you shared with us. They help me to feel valued. They make me feel special and worthy. I hope that you can see and feel that you are special and of great worth too!

You know there is a verse in the Bible that teaches us something very important about ourselves. Listen as I read Ephesians 2:10 (*read directly from your Bible to help emphasize its truth and value*): "For we are God's masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago."

A piece of art is considered a true masterpiece if it has influenced millions of people and left its mark on history. They are not a slapped together paintings. (*Feel free to show some pictures of modern-day masterpieces from pages 9 to 11 that might resonate with the kids*). Work like this took a lot of time and effort from the artists. Some masterpieces, like the painting on the Sistine Chapel ceiling, took Michelangelo 4 years to paint as he hung from ropes with paint dripping on his face! Artistic masterpieces are worth millions and millions of dollars.



Do you know that the Bible says that YOU are God's masterpiece?! He took a lot of time and effort to make you just as you are for a purpose and with a plan for your life. You are incredibly special to Him, which is why He calls you His masterpiece, and He has good work planned for you to serve Him in the world.

## Affirmation Statement Cards

**Materials Needed:** Cards with Affirmation Statements from page 12. (You will need a couple of cards for each student.) Star stickers in six different colours. (You will need a couple sets of stickers for each student.) Print Affirmation Statements for Posters (pages 13 to 22) to post around meeting room or in cabins.

**Affirmation Statements Card:** (For cards given to students at end of lesson.)

1. I can do difficult things. (Philippians 4:13)
2. I am loved. (John 3:16-17)
3. I believe in myself. (Hebrews 10:35-36)
4. I am kind to myself and others. (Ephesians 4:32)
5. I am beautiful inside and out. (1 Peter 3:3-4)
6. I love myself as I am. (Mark 12:30-31)
7. I have a purpose. (1 Peter 2:9)

**Affirmation Statements for Posters:** (For leaders to post in the meeting space or cabins.)

1. I can do difficult things. (Philippians 4:13)
2. I am loved. (John 3:16-17)
3. I am important. (Luke 12:6-7)
4. I believe in myself. (Hebrews 10:35-36)
5. I do not give up. (James 1:12)
6. I am kind to myself and others. (Ephesians 4:32)
7. I am strong. (Joshua 1:9)
8. I am beautiful inside and out. (1 Peter 3:3-4)
9. I love myself as I am. (Mark 12:30-31)
10. I have a purpose. (1 Peter 2:9)

**Do:** Quickly have students move into their small groups once again.

**Share:** I hope that each of you feel encouraged by the statements our group and the other groups came up with today. I want to give you something that will help you to remember some of these positive things. I've got a card for each of you with six statements that you can use whenever you feel discouraged, lonely, hurt, worried, or anxious.

**Do:** Pass out cards and stickers. Have the students put a star sticker on each statement. You may wish to assign a colour star sticker to each statement.

**Share:** Let's take a moment and look at these statements. Could someone read the first one to us? (*Encourage a student to read.*) There is something else beside the statement. It is a reference to a verse from the Bible. The Bible is God's Word to us: all positive things in our world originated with Him, so we want you to remember that when you say that positive phrase, it is something that God wants you to know. Let me read what the verse says. (*Continue to have students read the statements and then read out a Bible the verse that has been matched to it.*)

Now that we've read our positive affirmation statements, let's remember our stars from the beginning of our time together. We're going to put a different coloured star beside each statement.

## Shine Bright Star Challenge

**Share:** I've given each of you two sets of cards. One set is for you to keep with you. Keep this card somewhere that you see a lot. Maybe keep it in your locker at school, in a book that you know you'll open regularly, on your mirror, your bedroom wall, or somewhere else. Let it remind you of who YOU are! The other card is for you to give to a friend. You can give it to someone else here at camp/this program or someone back home.

I've also got two more sets of star stickers. We're going to spend a few minutes giving out six stickers (*feel free to reduce this number if you are running out of time*). I want you to go up to six different people in this room, put a sticker on them and say one of our positive affirmation statements to them. Then come back to our group. (*Allow time to do this.*)

### Discussion Questions:

1. How did it feel to encourage someone with a positive affirmation statement and a star?
2. How did it feel when someone encouraged you with a statement and star?

**Share:** I have one last task for you today. I want you to spend time today giving out your last six stars to other people who you see around camp/this program or school or at home today. I want you to encourage them with a positive affirmation statement and a star sticker. I want you to shine your light here at camp/this program, and when you go back home as well.

## Closing Prayer

**Do:** Stand with students in a circle. Let them know that today, you will start by praying, and then, you will ask each of them to say a prayer of thanks. Each will say "Thank you God for making \_\_\_\_\_ (the name of person on their right) a masterpiece."

Pray with the students, thanking God for making each of them unique and special, ask Him to help each of you remember that you are of great value to Him. Ask Him to remind each of you to shine His light on others by speaking kind words and treating others with kindness.

(Going around the circle, pray for the person on your right and encourage each child to repeat the prayer until it comes back to you.)

## PARENT/GUARDIAN EMAIL

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

**Sample Email:** This week we looked at how our words and actions can hurt others. We learned that God created each of us as masterpieces and gave each of us a purpose. He wants us to feel valued and to make others feel valued too.

Here is a conversation starter you can use at home:

1. Can you tell me three true affirmation statements about yourself?



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# The Sistine Chapel by Michelangelo

(Photo by Airbr3ak3r.ZH on [Unsplash](#))





# The Starry Night by Vincent van Gogh

(Image by [user1469083764](#) from Pixabay)





# The Mona Lisa by Leonardo Da Vinci

(Image by Wikilimages from [Pixabay](#))





## Affirmation Cards



**I can do difficult things.**

(Philippians 4:13)



**I am loved.**

(John 3:16-17)



**I believe in myself.**

(Hebrews 10:35-36)



**I am kind to myself and others.**

(Ephesians 4:32)



**I am beautiful inside and out.**

(1 Peter 3:3-4)



**I love myself as I am.**

(Mark 12:30-31)



**I have a purpose.**

(1 Peter 2:9)





**I can do  
difficult things.**

(Philippians 4:13)





**I am loved.**

(John 3:16-17)







**I am important.**

(Luke 12:6-7)





**I believe in myself.**

(Hebrews 10:35-36)





**I do not give up.**

(James 1:12)





**I am kind to myself  
and others.**

(Ephesians 4:32)







**I am strong.**

(Joshua 1:9)





**I am beautiful  
inside and out.**

(1 Peter 3:3-4)





**I love myself as I am.**

(Mark 12:30-31)





**I have a purpose.**

(1 Peter 2:9)

