

306-026

June 1987

A 4-H/CRD Film Discussion Guide

STAYING ON THE SAFESIDE

Abductions and sexual abuse are serious problems faced by children today. Many young people are being educated in how to protect themselves, but this information needs to be supplemented in order to prevent unnecessary fear.

Designed for children aged 9 to 13, **SAFESIDE** is a sensitive program that conquers the "dragons of fear" with the help of a Wizard who is both zany and reassuring, and provides children with simple, straightforward safety rules for self-protection.

INTENDED AUDIENCE

This film gives elementary and junior high school age children the self-confidence necessary to stand up to those who would attempt to exploit, abuse, or molest them.



OBJECTIVES:

- To acquire simple, straightforward self-protection skills.
- To learn to "say no, yell, and tell someone."
- To begin to trust and act on suspicious feelings that occur in potential abuse situations.
- To recognize lures and tricks.
- To understand the importance of "telling" even if the person is someone the child knows.

SYNOPSIS

A six-year-old girl, Julie, while walking home from school, fears that she is being followed by a man. She runs away and hides in some nearby bushes. There she meets the friendly "Wizard of No."

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The Wizard, in an entertaining and humorous way, offers Julie and the audience safety tips. He teaches children how to recognize deception. He goes on to explain that children have the right to be safe and happy. His message is that adults, as well as children, have rules they must obey. When these rules are broken, the child has the right to say NO!

DISCUSSION QUESTIONS

1. Are you afraid of strangers? Why or why not? **Key point:** If you remember the rules, you need not be afraid of strangers.
2. Have you ever stood up to someone who was making you feel uncomfortable? Another child? An adult? How did it feel? What makes it hard for you to stick up for yourself?
3. What is the difference between tattling and telling to get help?
4. Situations for discussions:
 - * **JANE**, a sixth-grader, smoked marijuana that a ninth-grade boy gave her. Then she let him touch her in a sexual way because she felt she owed him something. Did she owe him anything? Was the touch her fault?
 - * **JOHN**, a fourth-grader, was told by his parents never to play in a nearby park alone. When he did, some older girls made him pull his pants down and started laughing at him. How do you think he felt? Why will it be difficult for him to tell his parents? Was it his fault?
5. How would you help a friend who told you he or she was being abused at home? **Key point:** Tell a person with authority. Do not spread the story to other kids. Why is it important to tell?

SUGGESTED ACTIVITIES

1. Discuss personal support systems and crisis intervention programs with children. Ask children to bring in photographs or draw pictures of people they can trust and make a collage for the classroom.
2. There are many different ways of saying “no.” Have children practice saying “no” like they really mean it (not whiny, belligerent, or silly). Teach them to look people straight in the eye and become strong, firm, and direct.
3. Ask an adult to leave the room and let the children describe him or her. Use yourself as a measure for comparison: Was he/she taller or shorter than I am? What was he or she wearing?
4. Have the children draw a picture of all the safe places in their area.
5. Have the children write an essay on how they would help a friend.

MTI Film and Video
Length: 19 Minutes

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