

A detailed description of the role-plays

1. A bullying situation: **either on the playground for younger children, or with a child's ball or jacket taken by another child for the older grades.**

Discussion focuses on three strategies: standing up for your rights to be safe, strong and free by saying "NO," asking a friend to help, and going to a trusted adult for help. We address the difference between going to a trusted adult for help and tattling on someone just to get him or her in trouble. Fighting with a bully is not encouraged; bullies also have the right not to be hurt.

2. A stranger who tries to trick a child to go with him/her **by offering a gift, posing as a newspaper photographer or offering free games in a new video arcade.**

Discussion begins with a clarification of "what is a stranger?" Children learn that a stranger is simply anyone they don't know. Strangers come in all shapes and sizes, gender and colors, and from all economic backgrounds. Children tend to think of strangers in cartoon-like terms. For example, young children believe that strangers always dress in black, wear masks and "look bad." CAP teaches that most people in the world are kind and caring, but that you can't tell if someone is nice or not by how they look. Therefore, it is important to know what you can do to keep safe, strong and free when any stranger tries to talk with you. We discuss what parents have told children to do or not do with strangers. Since most of us as parents emphasize "don't" messages, children are left feeling scared, confused and powerless. CAP focuses on positive things children can do: keep a safe distance, yell "NO" very loudly if a stranger frightens them (the special yell) and run away and toward other adults. We also teach children some very basic escape skills that they can effectively use. Large dolls are used in the kindergarten and grade 1 role-play.

3. **A familiar or known adult who touches a child in a way that is uncomfortable for the child, and forces the child to kiss him and to keep the kiss a secret.** The child is also offered a bribe to do what the adult asks.

Discussion focuses around several themes: the difference between touches and kisses that feel safe to the child (an affectionate hug) or touches that feel uncomfortable or cause what children often describe as an "uh-oh" feeling. We talk about the difference between good secrets, such as a surprise party or a present, and a bad secret, one that keeps a child from feeling safe, strong and free. Children are told that if something bad happens to them, they are not bad, it is not their fault, and they need to find an adult who will believe them and help them feel safe. Children think about whom they could go to if they had an unsafe secret. Children are encouraged to widen their view of people they can ask for help. They often identify their parents, but they also learn that others in the community can help them or their family. Teachers, the principal, family members, religious leaders or the parents of their best friend are examples of adults whom children will often identify as trusted adults.

4. In the last role-play, the teacher and one of the presenters model a situation in which a child has a problem. The teacher reinforces the child's decision to talk about the problem and sets up a time to meet and problem solve.

Children may participate as helpful friends in the bully and stranger role-plays.