

**ACTIVITY OPTION #3: Song—Secrets are unsafe to keep**

**Instructions:** Now that you've learned more in class about secrets and surprises, you'll learn a new song. Take the time to learn the song to the tune of "Mary had a little lamb", and then stand in a circle with your lesson leader. Once you begin to sing, you'll walk in a circle clockwise and clap twice quickly after the end of each verse and jump at the same time! Do the claps and jumps all over again until you're all out of verses!

- I. *Secrets are unsafe to keep,  
Unsafe to keep,  
Unsafe to keep.  
Secrets are unsafe to keep,  
They can be sad and hurt.*
  
- II. *(It's) OK to tell a safe adult,  
Safe adult, safe adult.  
(It's) OK to tell a safe adult,  
Whenever we're unsure.*
  
- III. *Since secrets are unsafe to keep,  
Unsafe to keep, unsafe to keep,  
Since secrets are unsafe to keep,  
Instead we do surprises!*
  
- IV. *[Since] They're temporary, fun and shared,  
Fun and shared,  
Fun and shared—  
Temporary fun and shared,  
Safe to have surprises!*
  
- V. *Always tell a safe adult,  
When scared or uncomfortable,  
Always tell a safe adult,  
Whenever you need help!*

**ACTIVITY OPTION #5: Boundary Rules and Safety Badge**

**Instructions:** Fill out the certificate, and cut the page across the dotted lines if necessary.



**BOUNDARY  
RULES  
&  
SAFETY  
BADGE**

**My name is:** \_\_\_\_\_

**One thing I learned today about secrets:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**One thing I learned today about surprises:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Who are the safe adults I can go to when I need to talk about uncomfortable or scary things, or unsafe secrets?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Why are my personal boundary and safety rules important?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ACTIVITY OPTION #6: Maze of Confusion—Identifying Secrets and Safe Adults, and Carrying Problems to Them**

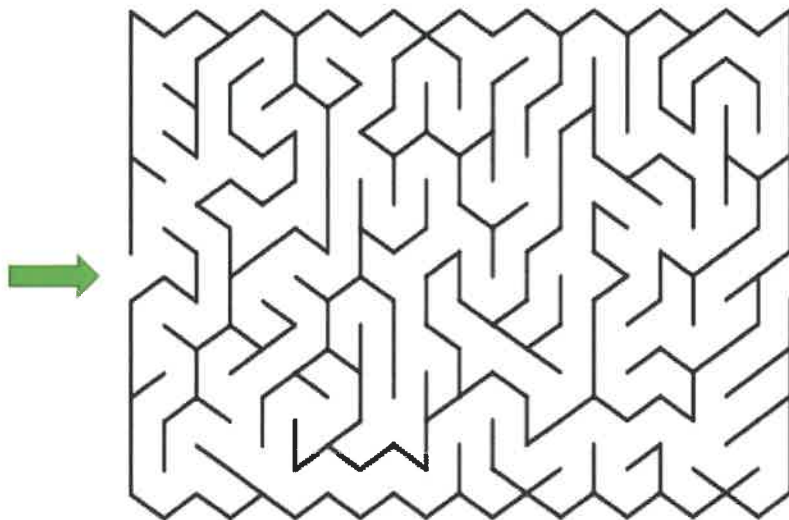
**Background:** This activity presents scenarios involving problematic secrets children might encounter and asks them to work through how they would respond. Ultimately, children will learn that there are no secrets when it comes to personal safety, and that they must always communicate with a safe adult. Some children may need additional assistance with identifying their safe adults. Children will complete questions A and B in the class for each scenario and will need parental assistance at home for question C.

**Instructions:** Below are three different maze scenarios. For each section, first answer questions A and B. Then beginning at the arrow, draw a line through the maze to take the problem to your safe adult. Answer question C at home.

**Problem #1:**

**A. If an adult or another youth tries to touch your private parts and then tries to make you keep it a secret, what do you do?**

(circle one: i. *Tell no one*    ii. *Tell a friend instead*    iii. *Tell a safe adult right away*)



**B. Who is one of your Safe Adults? List the name on the line below:**

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**C. What is their contact info? (phone #, email & address)**

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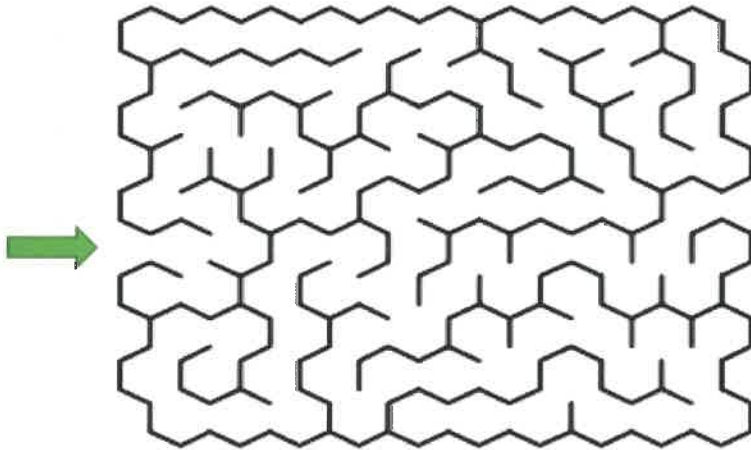
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**ACTIVITY OPTION #6: Identifying Safe Adults & Carrying Problems to Them Through the Maze (cont.)**

**Problem #2:**

**A. If an adult or another youth gives you a gift and makes you promise to keep it a secret, what do you do?**

(circle one: i. *Tell no one*    ii. *Tell a friend instead*    iii. *Tell a safe adult right away*)



**B. Who is one of your Safe Adults? (List the name on the line below)**

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**C. What is their contact info? (phone #, email & address)**

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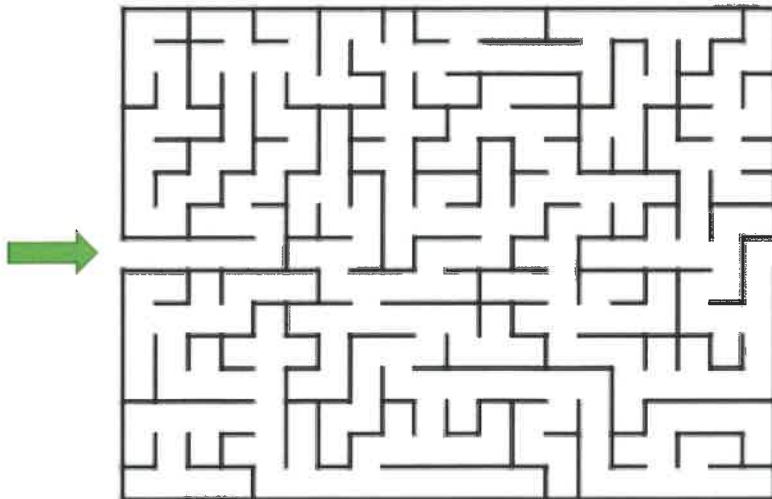
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**Problem #3:**

**A. If an adult or another youth shows you something on the Internet and tries to make you keep it a secret, what do you do?**

(circle one: i. *Tell no one*    ii. *Tell a friend instead*    iii. *Tell a safe adult right away*)



**B. Who is one of your Safe Adults? (List the name on the line below)**

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**C. What is their contact info? (phone #, email & address)**

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