



THE KRISTEN FRENCH CHILD ADVOCACY CENTRE

# KIDS FIRST PROJECT

Grades  
JK to 12

MAKING CHILDREN'S  
ONLINE & OFFLINE SAFETY  
OUR #1 PRIORITY



**Book your class today!**

[mknappett@kristenfrenchcacn.org](mailto:mknappett@kristenfrenchcacn.org)  
(905) 321-3897  
[kristenfrenchcacn.org](http://kristenfrenchcacn.org)



Kristen French  
Child Advocacy  
Centre Niagara



# PRESENTATION DESCRIPTIONS



Our school presentations and workshops empower children and youth to think and act positively, while building skills and abilities needed to lessen their vulnerability to victimization.

Let's work together to find the presentation that works best for your class, and see how we can help you fulfill curriculum requirements for the school year with the **Kids First Project**.

## KINDERGARTEN

### Safety In My Online Neighbourhood

The power of the internet allows students to experience places they might not be able to see in person. But, just like traveling across the globe, it's important to be safe when traveling online. On this virtual field trip, kids can practice staying safe when they're adventuring online.

### Safe and Unsafe Touching

This presentation works to build children's safety and competence by providing them with an understanding of what is appropriate and safe as well as what is inappropriate and unsafe. Additionally, the presentation aims to educate children about the names of different body parts. This is essential as it enhances communication between children and adults. Therefore, if a child needs to communicate something that happened, they can do so in a way that does not rely on idiosyncratic language; language that offenders usually use.

# GRADE 1

## Digital Trails

As students move beyond just watching videos to more actively participating online, they need clear guidelines about what information is safe to share. Help them distinguish between private information like home addresses and safe information like favorite hobbies.

## Internet Traffic Light

Staying safe online is a lot like staying safe on the street. Using a fun traffic light activity, students learn to identify content that is "just right", giving them the green light to learn, play, and explore the internet safely.

## Safe and Unsafe Secrets

Abuse often occurs in a veil of secrecy. Therefore, in an effort to prevent abuse secrecy, this presentation aims to teach children about differences between safe and unsafe secrets, how to distinguish between appropriate and inappropriate touching and when to tell a trusted adult about unsafe secrets. Additionally, the presentation aims to build children's competency about secrets of picture taking and recording, and when this is unsafe.

# GRADE 2

## Dealing With Online Meanness

The internet is filled with all kinds of interesting people, but sometimes, some of them can be mean to each other. This can have negative impacts and damage a child's sense of self as well as self-esteem. Through this presentation, students will understand what mean behaviour looks like, why it is often easier for people to be mean online, and how to deal with this meanness when they see it.

## Safe and Unsafe Secrets

Child sexual abuse thrives in secrecy and manipulating children into keeping abuse a secret. Therefore, to prevent situations like this from happening, this presentation focuses on teaching children how to distinguish between appropriate and safe secrets, inappropriate/ unsafe secrets, and when to keep or tell these different kinds of secrets. A core safety competence for children is to build the ability to discern when situations are safe or unsafe and then who to tell about these unsafe situations.

## Sincere Apologies

Mistakes and misunderstandings are inevitable as students navigate friendships. In this lesson, students learn the three essential parts of a sincere apology, and practice giving genuine apologies for mistakes, with examples drawn from media and tech use. They'll discover how honest acknowledgment of wrongdoing can strengthen friendships and help repair hurt feelings.

## That's Private!

With the rise of technology, it is important to remember that staying safe online is a lot like staying safe in the real world. Through this presentation, students will learn about what kinds of information they should keep to themselves and what kinds of things they should NOT tell a stranger.



# GRADE 3

## Level Up: Gaming Safely Online

As online gaming worlds like Roblox, Minecraft, and Fortnite become central to students' social lives, knowing how to protect personal information is as crucial as mastering the next level. In this lesson, students develop essential privacy skills for gaming environments: creating usernames that shield their identity, recognizing what information should never be shared in game chats, and identifying when to involve trusted adults—building their confidence to navigate gaming spaces safely.

## Resolving Conflicts Online

As students start to interact more often through online games and activities, new kinds of conflict can emerge that feel different from face-to-face disagreements. This lesson introduces the CALM method as a simple strategy for navigating these misunderstandings with friends and classmates. Through relatable cartoon scenarios, students practice communicating kindly, asking for help when needed, finding fair compromises, and respecting boundaries. By learning to stay CALM during online conflicts, students develop skills that will help them maintain strong friendships as their digital interactions grow.

## Safe and Unsafe Secrets

This presentation works to instill the core concept of personal safety; knowing the difference between safe and unsafe situations and behaviors, as well as when to keep or speak secrets. Secrecy around touching and taking pictures or recording videos of children is concerning. By the end of the presentation children will have knowledge about how secrets, picture taking, and recording are unsafe secrets; and that they must be told.



# GRADE 4

## Group Chat Dynamics

Group chats create unique social dynamics where exclusion feels amplified and bystanders have more power than they realize. This lesson helps students understand how to navigate group chat situations to maintain friendships and create inclusive digital spaces. Students analyze a relatable scenario and develop practical strategies for responding when someone gets hurt in a group chat setting.

## M.E.N.D.ing Friendships

How do you repair a friendship when trust is broken online? In this lesson, students discover that "sorry" is just the beginning as they practice the MEND approach—making meaningful choices that either strengthen or weaken trust between friends. This engaging lesson teaches students that mending online hurt feelings requires honest conversations, taking responsibility, and following through on promises to be a better friend.

## Online Safety

The internet is an effective tool for children to broaden their knowledge. Most children have positive experiences on the internet. However, it is necessary for children to be aware of the risks associated with using the internet, and what to do if they come across an unsafe situation. By the end of this presentation children will be able to identify the risk and benefits of using the internet, understand the importance of personal boundaries related to online communication, pictures, videos and livestreaming, as well as demonstrate skills for responding to situations that present risk online.

## Safe and Unsafe Secrets

As adults, we often assume that children know who to go to when they need help. In reality, children need to be taught who, what, and how to tell grown-ups about sensitive/dangerous situations and need practice doing it. Therefore, this presentation focuses on teaching children to identify safe grown-ups they can access for help, as well as to distinguish the difference between safe and unsafe grown-up behaviours and boundaries, how to get out of uncomfortable or unsafe situations, and how to tell a grown up something that may be difficult to share.

# GRADE 5/6

## Friends vs. Followers

When students connect online with content creators and celebrities, they often develop one-sided relationships that feel surprisingly real. This lesson helps students distinguish between parasocial relationships—which are one-sided relationships with media personalities—and authentic friendships built on mutual trust and reciprocity. Students will examine how technology creates different types of connections, and develop strategies to maintain healthy relationships both online and offline.

## I Am Little Red

The purpose of the presentation is to raise awareness, educate and teach students to spot recruitment tactics by traffickers, examine their own vulnerabilities as well as learn strategies for responding to recruitment by a trafficker. During this presentation, students will watch the I Am Little Red video, which is a contemporary re-imagining of the classic Little Red Riding Hood that addresses the four primary tactics a “wolf” (trafficker/pimp) will typically use to lure a Little Red off her/his path. This video is a 10-minute animated short followed by an interactive discussion on what they have watched and what to do if they or someone they know is being lured.

## Red Flags & Chatting Online

Games, social media, and other online spaces give kids opportunities to meet and chat with others outside the confines of their real-life communities. But how well do kids actually know the people they’re meeting and interacting with? Through this presentation, students will learn to analyze how well we know the people we interact with online, how to reflect on what information is safe to share with different types of friends online, as well as how to learn to recognize red flag feelings and use the “feelings and options” thinking routine to respond to them.

## Online Safety

The internet is an unregulated space that is seamlessly weaved into children’s lives. Therefore, it is important that they are aware of both the benefits and risks of instantaneous communication around the world. Through this presentation, children will be empowered to identify risks and benefits of the internet, as well as know how to make safe decisions online to increase personal safety.

## Under Peer Pressure

There is a delicate relationship between belonging and peer pressure, especially in the amplified world of digital life. Through a game of bingo and reflective discussions, students explore how the desire to fit in can shape their decisions—for better or worse—and they will collaborate to identify strategies to help each other decode the pressures of digital life and build a stronger sense of connection, online and offline.

# GRADE 7/8

## AI Algorithms: How Well Do They Know You?

In a world filled with more content than we could ever possibly consume, recommendation algorithms have long been a necessary part of the internet. This type of AI helps determine what we see (and don't see) online. But while that can be helpful, these algorithms can have unintended consequences, like creating filter bubbles, perpetuating bias, and undermining our creativity, choices, and opportunities. Use this lesson to help your students think critically about how AI is shaping their experiences online in both helpful and harmful ways.

## Bursting The Filter Bubble

Our feeds are designed to keep us stuck in a content loop, which creates filter bubbles that can limit our perspective without us even realizing it. Students will discover how filter bubbles, echo chambers, and confirmation bias work together to narrow viewpoints and influence what we see, believe, and share online. By examining real-world examples, students will develop practical strategies to break free from their bubbles, ensuring that their understanding of the world is continually challenged and expanded.

## I Am Little Red

The purpose of the presentation is to raise awareness, educate and teach students to spot recruitment tactics by traffickers, examine their own vulnerabilities as well as learn strategies for responding to recruitment by a trafficker. During this presentation, students will watch the I Am Little Red video, which is a contemporary re-imagining of the classic Little Red Riding Hood that addresses the four primary tactics a "wolf" (trafficker/pimp) will typically use to lure a Little Red off her/his path. This video is a 10-minute animated short followed by an interactive discussion on what they have watched and what to do if they or someone they know is being lured.

## Parasocial Relationships

Ever felt like you really know a celebrity or influencer you've never met? This lesson explores parasocial relationships: the one-sided connections we form with content creators online. Through authentic teen perspectives and a thought-provoking dilemma, students examine how to draw the line between healthy appreciation and unhealthy attachment, learning to balance digital connections with real-life relationships.

## The Pressure to Sext

It is natural for teens to be curious and explore their emerging sexuality. But most grade 7's and 8's aren't prepared for the risks of exploring this in the digital age. This presentation will help students to think critically about self-disclosure in relationships and practice how they'd respond to a situation where sexting- or a request for sexting- might happen.

## Relationship Boundaries Online and Offline

Teens often do not fully understand how easy it can be to lose control while on the internet, and how sharing too much information can be harmful or misused by others. Therefore, it is imperative that adolescents are aware of how to protect their own safety online. This presentation focuses on teaching teens the benefits and risks associated with the internet, how content created online can be misused, as well as how to make safe and responsible decisions while online.

# GRADE 9 TO 12

## Can Media Be Addictive?

The word “addiction” packs a heavy punch, and the research is inconclusive on whether it is truly accurate when it comes to digital device use. What’s certain, however, is that as people use devices and apps more, profits increase for the companies who make them. This presentation will help your students recognize how most of the technology they use is designed to keep them hooked and help them use this as an opportunity to find more balance in their digital lives.

## Debating The Privacy Line

Often, the more information we have, the better decisions we're able to make. The power of data can benefit both individuals and governments. But who can be trusted with the responsibility of having all this data? Can governments collect and use it fairly and without violating our privacy? Help students think through this question and become thoughtful influencers of data policy and practice.

## Filter Bubble Trouble

When we get news from our social media feeds, it often only tells us part of the story. Our friends --and the website's algorithms -- tend to feed us perspectives we already agree with. Show students ways to escape the filter bubble and make sure their ideas about the world are being challenged.

## Relationships Red Flags: How can I make sure my relationships are healthy and positive?

“It's complicated” can describe many of our relationships with others, both romantic and otherwise. Having conversations online, without nonverbal cues or being able to see people, can be awkward and sometimes even risky – with drawbacks from simple misunderstandings to manipulation or even inappropriate messages. This presentation will help students to identify the types of messages that might cause red flag feelings for someone as well as take the first step toward building healthy and rewarding friendships and romantic relationships, both online and off.



# CURRICULUM FULFILLMENTS

## KINDER

<b>Safety In My Online Neighbourhood</b>	D1.1 Personal Safety - Home, Online & Outdoors
<b>Safe &amp; Unsafe Touching</b>	A1.4 Healthy Relationships A1.5 Self-Awareness & Sense of Identity D1.1 Personal Safety - Home, Online & Outdoors D1.4 Stages of Development

## GRADE 1

<b>Digital Trails</b>	A1.5 Self-Awareness & Sense of Identity D1.1 Personal Safety - Home, Online & Outdoors
<b>Internet Traffic Light</b>	D1.1 Personal Safety - Home, Online & Outdoors D2.5 Knowing when to seek help
<b>Safe &amp; Unsafe Secrets</b>	A1.4 Healthy Relationships A1.5 Self-Awareness & Sense of Identity D1.1 Personal Safety - Home, Online & Outdoors D2.3 Consent, Standing Up For Yourself & Others D2.5 Knowing when to seek help

## GRADE 2

<b>Dealing With Online Meanness</b>	A1.1 Identification & Management of Emotions A1.4 Healthy Relationships D2.3 Consent, Standing Up For Yourself & Others D2.5 Knowing when to seek help
<b>Safe &amp; Unsafe Secrets</b>	A1.4 Healthy Relationships A1.5 Self-Awareness & Sense of Identity D1.1 Personal Safety - Home, Online & Outdoors D2.3 Consent, Standing Up For Yourself & Others D2.5 Knowing when to seek help
<b>Sincere Apologies</b>	A1.1 Identification & Management of Emotions A1.4 Healthy Relationships
<b>That's Private!</b>	D1.1 Personal Safety - Home, Online & Outdoors D2.3 Consent, Standing Up For Yourself & Others D2.5 Knowing when to seek help

## GRADE 3

<b>Level Up: Gaming Safely Online</b>	A1.5 Self-Awareness and Sense of Identity D1.4 Healthy Relationships, Bullying, Consent D3.2 Real and Fictional Violence
<b>Resolving Conflicts Online</b>	A1.4 Healthy Relationships D1.5 Physical and Social-Emotional Development D3.4 External Factors that Contribute to Stressful Feelings
<b>Safe &amp; Unsafe Secrets</b>	A1.4 Healthy Relationships D1.5 Physical and Social-Emotional Development D2.2 Safety Guidelines Outside of Class D3.4 External Factors that Contribute to Stressful Feelings

# CURRICULUM FULFILLMENTS

## GRADE 4

<b>Group Chat Dynamics</b>	A1.4 Healthy Relationships D1.2 Safe Use of Technology D1.3 Bullying, Abuse and Non-Consensual Behaviour D2.2 Decision Making - Assessing Risk
<b>M.E.N.D.ing Friendships</b>	A1.4 Healthy Relationships A1.6 Critical and Creative Thinking D1.3 Bullying, Abuse and Non-Consensual Behaviour D1.5 Physical and Social-Emotional Development
<b>Online Safety</b>	A1.4 Healthy Relationships D1.2 Safe Use of Technology D2.2 Decision Making - Assessing Risk
<b>Safe &amp; Unsafe Secrets</b>	A1.4 Healthy Relationships D1.5 Physical and Social-Emotional Development D2.2 Safety Guidelines Outside of Class D3.4 External Factors that Contribute to Stressful Feelings

## GRADE 5/6

<b>Friends vs. Followers</b>	A1.4 Healthy Relationships A1.5 Self-Awareness & Sense of Identity A1.6 Critical and Creative Thinking
<b>I Am Little Red</b>	A1.2 Stress Management & Coping A1.4 Healthy Relationships A1.5 Self-Awareness & Sense of Identity D1.1 Supports – Injury Prevention, Emergencies, Bullying, Violence D2.2 Strategies – Threats to Personal Safety D2.6 How to Help Others, When to Seek Help
<b>Online Safety</b>	A1.4 Healthy Relationships A1.5 Self-Awareness & Sense of Identity D1.1 Supports – Injury Prevention, Emergencies, Bullying, Violence D2.2 Strategies – Threats to Personal Safety D2.6 How to Help Others, When to Seek Help D3.2 Actions, Self-concept
<b>Red Flags &amp; Chatting Safely</b>	A1.4 Healthy Relationships A1.5 Self-Awareness & Sense of Identity D1.1 Supports – Injury Prevention, Emergencies, Bullying, Violence D2.2 Strategies – Threats to Personal Safety D3.2 Actions, Self-Concept
<b>Under Peer Pressure</b>	A1.4 Healthy Relationships A1.5 Self-Awareness & Sense of Identity D1.1 Supports – Injury Prevention, Emergencies, Bullying, Violence D2.6 How to Help Others, When to Seek Help D3.2 Actions, Self-concept

# CURRICULUM FULFILLMENTS

## GRADE 7/8

<b>AI Algorithms: How Well Do They Know You?</b>	A1.6 Critical and Creative Thinking D1.1 Benefits and Dangers – Technology
<b>Bursting The Filter Bubble</b>	A1.6 Critical and Creative Thinking D1.1 Benefits and Dangers – Technology
<b>I Am Little Red</b>	A1.4 Healthy Relationships A1.5 Self-Awareness & Sense of Identity D1.1 Benefits and Dangers – Technology D2.2 Assessing Situations for Potential Danger D2.4 Sexual Health & Decision Making D3.3 Relationship Changes at Puberty
<b>Parasocial Relationships</b>	A1.4 Healthy Relationships A1.3 Positive Motivation & Perseverance A1.6 Critical and Creative Thinking D1.1 Benefits and Dangers – Technology D2.2 Personal Safety and Injury Prevention
<b>Relationship Boundaries Online &amp; Offline</b>	A1.4 Healthy Relationships D1.1 Benefits and Dangers – Technology D2.2 Impact of Bullying and Harassment D3.3 Relationship Changes at Puberty
<b>The Pressure to Sext</b>	A1.4 Healthy Relationships D1.1 Benefits and Dangers – Technology D2.2 Impact of Bullying and Harassment D2.4 Sexual Health & Decision Making D3.3 Relationship Changes at Puberty



# CURRICULUM FULFILLMENTS

GRADE 9  
TO 12

<b>Can Media Be Addictive?</b>	<p><b>(Gr. 9)</b> C1.2 Technology - Benefits &amp; Risks, Safe Use  <b>(Gr. 9)</b> C2.2 Human Development and Sexual Health  <b>(Gr. 9)</b> C3.4 Social Influences; Decision-Making, Communication Skills  <b>(Gr. 11)</b> C2.1 Strategies for Making Safer Choices  <b>(Gr. 11)</b> C2.2 Connections Between Substance Use, Addictive Behaviour, and Physical and Mental Health; Making Safer Choices  <b>(Gr. 11)</b> C3.3 Risk Factors &amp; Supports</p>
<b>Debating The Privacy Line</b>	<p><b>(Gr. 9)</b> CT1.5 Critical &amp; Creative Thinking  <b>(Gr. 9)</b> C1.2 Technology - Benefits &amp; Risks, Safe Use  <b>(Gr. 9)</b> C3.4 Social Influences; Decision-Making, Communication Skills  <b>(Gr. 10)</b> C2.5 Decision Making, Communication, Healthy Sexuality  <b>(Gr. 10)</b> C3.2 Minimizing Health &amp; Safety Risks - Physical &amp; Personal Environment  <b>(Gr. 11)</b> C2.1 Strategies for Making Safer Choices  <b>(Gr. 12)</b> C1.1 Harassment, Violence, Abuse - Effects, Legal Implications, and Responses</p>
<b>Filter Bubble Trouble</b>	<p><b>(Gr. 9)</b> C3.4 Social Influences, Decision Making, Communication Skills  <b>(Gr. 10)</b> C2.5 Decision Making, Communication, Healthy Sexuality  <b>(Gr. 12)</b> C3.4 Bias and Stereotyping in Media Portrayal of Relationships</p>
<b>Relationship Red Flags</b>	<p><b>(Gr. 9)</b> C2.2 Human Development and Sexual Health  <b>(Gr. 9)</b> C3.3 Responding to Bullying/Harassment  <b>(Gr. 10)</b> C2.3 Conflict - With Oneself &amp; With Others; Resolution Strategies  <b>(Gr. 10)</b> C2.5 Decision Making, Communication, Healthy Sexuality  <b>(Gr. 10)</b> C3.5 Relationships - Effects on Self &amp; Others  <b>(Gr. 12)</b> C1.3 Skills &amp; Strategies for Evolving Relationships</p>

# KIDS FIRST PROJECT

Our school presentations and workshops empower children and youth to think and act positively, while building skills and abilities needed to lessen their vulnerability to victimization. Kids First presentations and workshops:

- 1 fulfill one or more of the Ontario health curriculum guidelines
- 2 require no program planning or prep by schools or educators - all resources and materials are provided by the Kristen French Child Advocacy Centre
- 3 Are available at no cost to the school or program participants, thanks to generous donations from our community

ALL KIDS FIRST PROJECT MATERIAL IS CREATED AND PROVIDED BY:



CANADIAN CENTRE for CHILD PROTECTION®  
*Helping families. Protecting children.*



## LITTLE RED



8 Forster Street  
St. Catharines, ON  
L2N 1Z9

[kristenfrenchcacn.org](http://kristenfrenchcacn.org)



Registered Charity No. 865196406RR0001



## BOOK TODAY



For any questions or concerns, please contact our Presentation Coordinator:

[mknappett@kristenfrenchcacn.org](mailto:mknappett@kristenfrenchcacn.org)  
(905) 321-3897

## ABOUT US

At the Kristen French Child Advocacy Centre, we help victims become children again.

At the Centre, we transform lives by providing a safe and supportive environment where children and youth can speak about their experiences to professionals, heal from adverse childhood experiences and build resilience so they can overcome the debilitating effects of childhood trauma and realize their potential.

Working collaboratively with the Niagara Regional Police Service, Family and Children's Services Niagara, and Family Counselling Centre Niagara, the Centre is a charitable, community supported organization that serves Niagara's 12 municipalities helping children, youth and families cope with the life altering impact of physical or sexual abuse, neglect, or of being an unwilling witness to violence.