



**THE KRISTEN FRENCH CHILD ADVOCACY CENTRE**

**Grades  
JK to 12**

# **KIDS FIRST PROJECT**

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



Kristen French  
Child Advocacy  
Centre Niagara

**Book your class today!**

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# 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.

## Words Can Help or Hurt

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

## 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.

## Who Is in Your Online Community?

We are all connected on the internet! By learning the Rings of Responsibility, students explore how the internet connects us to people in our community and throughout the world. Help your students think critically about the different ways they connect with others, both in person and online.





# 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.

## Trending Now!

From viral dances to must-have water bottles, this lesson helps third graders spot trends in their world and understand how these trends influence their choices. It also helps them develop the critical-thinking skills to decide which trends are worth following.



# 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

## 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.

## I Am Little Red

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## 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 risk 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.

## 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.

## Grind Culture: Pressures & Self-Care

A recent study, “Unpacking Grind Culture in American Teens: Pressure, Burnout, and the Role of Social Media” by Common Sense Media, the Center for Digital Thriving, and Indiana University, explores teens’ experiences of different pressures that may contribute to “grind culture” and burnout. In this lesson, students will engage with key findings from the research to reflect on the various pressures they feel, how social media can amplify or reduce those feelings, and the importance of self-care in alleviating feelings of pressure and burnout.

## 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<br>A1.5 Self-Awareness & Sense of Identity<br>D1.1 Personal Safety - Home, Online & Outdoors<br>D1.4 Stages of Development |

## GRADE 1

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

## GRADE 2

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



# CURRICULUM FULFILLMENTS

## GRADE 3

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

## GRADE 4

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

# CURRICULUM FULFILLMENTS

## GRADE 5/6

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

## GRADE 7/8

|                                                  |                                                                                                                                                                                                                                                   |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AI Algorithms: How Well Do They Know You?</b> | A1.6 Critical and Creative Thinking<br>D1.1 Benefits and Dangers – Technology                                                                                                                                                                     |
| <b>I Am Little Red</b>                           | A1.4 Healthy Relationships<br>A1.5 Self-Awareness & Sense of Identity<br>D1.1 Benefits and Dangers – Technology<br>D2.2 Assessing Situations for Potential Danger<br>D2.4 Sexual Health & Decision Making<br>D3.3 Relationship Changes at Puberty |

|                                                     |                                                                                                                                                                                                |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Relationship Boundaries Online &amp; Offline</b> | A1.4 Healthy Relationships<br>D1.1 Benefits and Dangers – Technology<br>D2.2 Impact of Bullying and Harassment<br>D3.3 Relationship Changes at Puberty                                         |
| <b>The Pressure to Sext</b>                         | A1.4 Healthy Relationships<br>D1.1 Benefits and Dangers – Technology<br>D2.2 Impact of Bullying and Harassment<br>D2.4 Sexual Health & Decision Making<br>D3.3 Relationship Changes at Puberty |

# CURRICULUM FULFILLMENTS

**GRADE  
9 TO 12**

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Can Media Be Addictive?</b>                  | <p>(Gr. 9) C1.2 Technology - Benefits &amp; Risks, Safe Use<br/>           (Gr. 9) C2.2 Human Development and Sexual Health<br/>           (Gr. 9) C3.4 Social Influences; Decision-Making, Communication Skills<br/>           (Gr. 11) C2.1 Strategies for Making Safer Choices<br/>           (Gr. 11) C2.2 Connections Between Substance Use, Addictive Behaviour, and Physical and Mental Health; Making Safer Choices<br/>           (Gr 11) C3.3 Risk Factors &amp; Supports</p> |
| <b>Filter Bubble Trouble</b>                    | <p>(Gr. 9) C3.4 Social Influences, Decision Making, Communication Skills<br/>           (Gr. 10) C2.5 Decision Making, Communication, Healthy Sexuality<br/>           (Gr. 12) C3.4 Bias and Stereotyping in Media Portrayal of Relationships</p>                                                                                                                                                                                                                                      |
| <b>Grind Culture: Pressures &amp; Self-Care</b> | <p>(Gr. 9) C3.4 Social Influences, Decision Making, Communication Skills<br/>           (Gr. 10) C2.5 Decision Making, Communication, Healthy Sexuality<br/>           (Gr. 12) C3.4 Bias and Stereotyping in Media Portrayal of Relationships</p>                                                                                                                                                                                                                                      |
| <b>Relationship Red Flags</b>                   | <p>(Gr. 9) C2.2 Human Development and Sexual Health<br/>           (Gr. 9) C3.3 Responding to Bullying/Harassment<br/>           (Gr. 10) C2.3 Conflict - With Oneself &amp; With Others; Resolution Strategies<br/>           (Gr. 10) C2.5 Decision Making, Communication, Healthy Sexuality<br/>           (Gr. 10) C3.5 Relationships - Effects on Self &amp; Others<br/>           (Gr. 12) 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



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## BOOK TODAY



For any questions or concerns, please contact our presentation team:

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## 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 and Family and Children's Services 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.