

# **Personal Safety**

## **Child Abuse and Neglect Prevention**

**HARFORD COUNTY PUBLIC SCHOOLS**  
**Sean W. Bulson, Ed.D.**  
**Superintendent of Schools**

**Revised 2020**

## **ACKNOWLEDGEMENTS**

Appreciation is expressed to all personnel in Harford County Public Schools who have been involved in this revision of the Personal Safety - Child Abuse and Neglect Prevention program.

This curriculum guide is the result of a collaborative effort of elementary school counselors with the assistance of the Maryland State Department of Education, Harford County Department of Social Services, Family and Children's Services of Central Maryland, the Sexual Assault/Spouse Abuse Resource Center (SARC), and the Harford County Public Schools General Curriculum Committee.

Sincere appreciation is extended to the following people for their contributions to the 2018 and 2020 revisions:

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## RATIONALE

Child abuse occurs at every socioeconomic level, crosses ethnic and cultural lines, and is found within all religions and at all levels of education. Incidents of reported child physical abuse, sexual abuse, psychological maltreatment, and neglect have increased significantly in the United States. According to the Centers for Disease Control and Prevention (CDC), there were 676,000 victims of child abuse and neglect reported to child protective services (CPS) in 2016. A non-CPS study estimated that 1 in 4 children experience some form of child abuse or neglect in their lifetimes and 1 in 7 children have experienced abuse or neglect in the last year. About 1,750 children died from abuse or neglect in 2016. The total lifetime economic cost of child abuse and neglect is estimated at \$124 billion each year. Experts estimate that the actual number of abuse and neglect incidences is greater than reported.

Child abuse and neglect have been found to be cyclical in nature, repeated in family systems from generation to generation. Research shows that a large percentage of abusive parents were abused as children. Only through early prevention education is there hope to recognize and intervene in child abuse and neglect.

Prevention education is most effective when it begins early in the student's educational experience and should include the following elements: teaching skills for self-protection with opportunities to practice, instruction in the definitions of abuse and neglect, and the promotion of positive and appropriate interactions between children and adults. An important component of prevention education is the disclosure and appropriate reporting of incidents. Consideration must be given to adapting child abuse and neglect prevention instruction for students with special needs.

This curriculum guide has been developed and revised to assist school personnel with child abuse and neglect prevention instruction in grades one, three, and five.

\*Centers for Disease Control and Prevention. (2018). Child Abuse and Neglect Prevention. Retrieved from <https://www.cdc.gov/violenceprevention/childabuseandneglect/index.html>

This Personal Safety - Child Abuse and Neglect Prevention curriculum revision has been developed as part of a continuing effort to provide Harford County students with the knowledge and skills required to become contributing members of our society.

Abused and neglected children may be found in almost every school in the country. Recent research data indicates that more than half of the children who are abused and neglected are of school age, and educators are in the unique position of having sustained daily contact with children. Educators serve as facilitators of the growth of children and are aware of the interrelationship of the academic, emotional, and physical development of children. Therefore, educators must take the proactive role of providing and supporting child abuse and neglect prevention programs.

Child abuse and neglect can have lifelong implications for victims, including on their well-being. While the physical wounds heal, there are several long-term consequences of experiencing the trauma of abuse or neglect. A child or youth's ability to cope and even thrive after trauma is called "resilience," and with help, many of these children can work through and overcome their past experiences.

This curriculum guide has been developed as one tool which educators can use in the prevention of child abuse and neglect. Educators are further encouraged to explore the broad range of educationally relevant materials pertaining to this difficult issue. Such activities will increase the knowledge and skills necessary for students to become safe and productive members of our society.

Sean W. Bulson, Ed.D.  
Superintendent of Schools

## INSTRUCTIONS FOR USE

The Personal Safety – Child Abuse and Neglect Prevention Curriculum Guide is to be used when Harford County Public Schools personnel conduct child abuse and neglect prevention education programs in the elementary schools. The major portion of this guide includes lesson plans and activities for teaching the skills necessary for students to keep themselves safe from child abuse and neglect.

It is essential that classroom teachers and school counselors be sensitive to students' maturity and emotional readiness when dealing with content regarding child abuse and neglect. The goal of any instruction on the prevention of child abuse and neglect should be not only to inform students about facts and teach skills, but also to integrate information about healthy behaviors and personal responsibility into a broader context of living. Students must be encouraged to apply what they learn, to practice prevention strategies, and to discuss the issues with their parents, family, and friends. It is only through the cooperative efforts of the school and community that incidents of child abuse and neglect will be reduced.

Only those persons who have received appropriate professional development may provide this instruction.

The following guidelines are provided to assist schools in the implementation of the program:

- Conduct faculty and staff awareness and training programs.
- Notify parents in writing of the Personal Safety – Child Abuse and Neglect Prevention program. (Letter template provided). Provide opportunities for parents to preview any materials used.
- Provide the instruction to classroom-size groups of students.

Deliver the curriculum while another adult, such as the classroom teacher, is present in the classroom during instruction.

Date

Dear Parents/Guardians:

Keeping students safe is a priority for all of us. In Harford County Public Schools, school counselors teach a Personal Safety Program in grades 1, 3, and 5. This program is designed to teach students how to be proactive and take care of themselves in "tricky situations." We define a "tricky situation" as one in which a child feels uncomfortable due to a bad or confusing touch or when he/she is asked to keep an unsafe secret. Students are taught the three Personal Safety Rules to follow:

1. **SHOUT** "No" in a strong voice.
2. **RUN** away to a safe place.
3. **TELL** an adult you trust.

The lessons build upon each other and are developmentally appropriate by age level. This county-wide program defines child abuse in 5<sup>th</sup> grade and also includes safety tips regarding internet use for grades 3 and 5. Among others, two websites that parents and guardians can visit to learn more about helping their children stay safe when using technology are <https://www.missingkids.org/netsmartz/resources> and [www.common sense media.org](http://www.common sense media.org).

I am available to discuss the program and provide an opportunity to preview the materials. Interested parents may contact the school to set up an appointment. Grade level lessons will begin in (month).

I can be reached at (school phone number) between the hours of (\_\_\_\_) and (\_\_\_\_). My e-mail address is (school email address). A link for the lesson plans can also be emailed to you at your request.

Sincerely,

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School Counselor/Classroom Teacher

## RESOURCES

### 1<sup>st</sup> Grade:

<https://fightchildabuse.org/home/>, 2017

- Safe Touch/Unsafe Touch <https://youtu.be/zNTUMNKSJwk>
- Shout, Run, Tell: Protect Yourself Rules 1b <https://youtu.be/tWg30kFDQT8>

### 3<sup>rd</sup> Grade:

<https://fightchildabuse.org/home/>, 2017

- A Friendly Stranger <https://youtu.be/SY7RhBszp0k>
- Neighbor <https://youtu.be/9cEGFo8AjLY>
- Recognize the Signs <https://youtu.be/JNoNISlj8Ws>
- Safe Touch/Unsafe Touch <https://youtu.be/zNTUMNKSJwk>

- Shout, Run, Tell: Protect Yourself Rules <https://youtu.be/dkraVxm8lf4>

PowerPoint and Presentation Guide: <https://www.missingkids.org/netsmartz/resources>  
Elementary School 3-5

### 5<sup>th</sup> Grade:

<https://fightchildabuse.org/home/>, 2017

- Bullying <https://youtu.be/4mrE5zgEvt4>
- Can't Go Home <https://youtu.be/0VNOoo9SSrE>
- Cyberbullying <https://youtu.be/916K8xRxQZw>
- Protect Yourself Rules <https://youtu.be/RCGPuLur4fk>
- Secrets <https://youtu.be/uAD17zMgjHc>
- Stop Secrets that Hurt Video 2: Sexual Abuse is Confusing <https://youtu.be/Q4xwdFWjIOw>
- Stop Secrets that Hurt Video 8: 3 Good Reasons to Talk About Abuse <https://youtu.be/gmX9K6703wg>
- Tell <https://youtu.be/GWqTzelTGLY>

PowerPoint and Presentation Guide: <https://www.missingkids.org/netsmartz/resources>  
Tweens

Optional: Websites to share with students and parents

([www.ikeepSAFE.org](http://www.ikeepSAFE.org)), <https://www.missingkids.org/netsmartz/resources> ) or [www.isafe.org](http://www.isafe.org)



# 1<sup>st</sup> Grade

Personal Safety

## **Grade 1 Unit Vocabulary:**

### **Personal Safety Rules:**

**SHOUT** “No” in a strong voice. **RUN** away to a safe place. **TELL** an adult you trust

**Good Touch:** A touch that feels comfortable, warm, and okay inside

**Bad Touch:** A touch that hurts or is scary. A bad touch can result in an injury to the body.

**Confusing Touch:** A touch that makes you feel uncomfortable. A confusing touch may start out okay but end up not being okay.

**Adult:** Someone over 18 who can help you. (Parent or relative, teacher, school counselor, police officer, school nurse, adult store clerk, daycare provider, etc.)

**Private:** Belonging to one's self; not public.

**Private Parts:** Parts of the body covered by a bathing suit.

**Safe Secret:** A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.

**Unsafe Secret:** A secret that you feel unsafe and uncomfortable keeping because it could hurt you or someone else.

**Touching Rule:** No one can touch our private parts except to keep us clean and healthy.

**Personal Body Space:** Keeping a safe and appropriate distance between you and the next person.

**\*THIS IS A SCRIPTED LESSON, PLEASE FOLLOW\***

**Introduction/Motivation/Warm-up/Icebreaker:**

- Begin by introducing yourself and sharing the lesson's outcomes.

Say, "Boys and girls, as you know, part of my job is to teach students about what they can do when they have a big problem to solve. A big problem is a problem that makes you feel uncomfortable and scared. A big problem should always be discussed with a trusted adult. Today we will be talking about different types of touches and how they make you feel. I would like to come and greet each of you personally. You can choose to give me a high five, handshake, a knuckle bump, or you can keep your hands flat on your desks to show me you prefer to not greet me with a touch (*demonstrate each*)."

Walk around and greet each student with the touch they prefer or a verbal greeting if they have shown that option.

**Lesson/Information (What the Teacher Does):**

- Ask, "How did greeting me with your choice of touch make you feel inside?" (solicit responses). Say, "Knuckle bumps, handshakes, and high fives are examples of good touches. Touches that feel comfortable, warm, and okay inside are called good touches. Can anyone give another example of a good touch?" (*Hug, kiss, pat on the back*) Show students the visual of good touches on the flipchart.
- Say, "There is another type of touch, called a bad touch. A bad touch often hurts your body and makes you feel scared. When we talk about bad touches, we mean touches that are done on purpose to hurt someone, not accidents. If you run and fall on the playground and cut your leg, it might hurt a lot, but it is an accident, not what I mean by a bad touch. A punch or a kick is an example of a bad touch. A bad touch may leave a mark such a bruise or a cut or hurt you so badly that you might need to visit the doctor. Can anyone give an example of a bad touch?" (*slap, shove, hit, bite, scratch, etc.*) Show students the visual of bad touches on the flipchart.
- Say, "The last type of touch we are going to discuss is called a confusing touch. A confusing touch starts out feeling okay but then ends up feeling uncomfortable or unsafe. Some examples of confusing touches may be when someone you don't know gives you a hug, when someone gives you a high five that hurts, and when someone keeps tickling you after you have asked him or her to stop. (If students gave you high fives, handshakes, or knuckle bumps that were too hard during your introduction, use this time to point out how their touch felt confusing to you.) Ask, "Can you give any other examples of confusing touches?" (*any good touch that goes on too long or is too hard and starts to feel confusing*) Say, "Think about if someone you didn't know tried to hug you in the grocery store. How would you feel? It might feel strange and uncomfortable, wouldn't it? Or if your parents introduced you to someone they knew but you had never met and that person tried to give you a hug or kiss, you might not

like it. Confusing touches might not hurt your body, but they do make you feel funny and uncomfortable inside." Show students the visual of confusing touches on the flipchart.

- Say, "Some of you have heard the words said by your teachers, "Be aware of your personal body space." Ask, "What do you think this means?" Solicit responses. Say, "This means to keep a safe and appropriate distance between you and the next person. This is especially important when you are in line. Imagine having a bubble around your body that you don't want to pop. People pop your bubble when they get too close to you, and you pop theirs when you get too close to them. This makes people feel uncomfortable. Use your bubble when you are walking in the hallways, going to the lunch room, bathroom, recess, specials or assemblies and especially around people you don't know. This can help us to feel safe, comfortable and to prevent confusing touches. When someone gives a bad or confusing touch, they are getting into your personal space and this is not okay."
- If time allows: Play "Three Corners" game where you say a type of touch and students walk to corners of the room that you have designated with the signs to represent each of the three types of touches. Explain that students should think about how they would feel if someone gave them each touch and to determine which corner to go to accordingly. Tell students, "For example, if I say "hug," think about how getting a hug would make you feel. If it would make you feel good or safe, you would go and stand in the corner where it says, 'Good Touch.' If it would hurt you or make you feel scared, you would stand in the corner where it says, 'Bad Touch.' If it would feel okay at first but then make you uncomfortable, you would stand in the corner where it says, 'Confusing Touch.'"
- Play the game by announcing the following examples of touches and instruct students to go the corners of their choice:
  - "A handshake when meeting someone new" (*good touch*)
  - "A pinch" (*bad touch*)
  - "A very long tickle after you've said to stop" (*confusing touch*)
  - "Hug from a mom or dad" (*good touch*)
  - "You're asked to hug someone you do not know well" (*confusing touch*)
  - "A punch" (*bad touch*)
- Gather students back together. Say, "Point to the person who owns your body." (*point to yourself*) Say, "Yes, you do, and you get to decide what feels good and bad. Your body belongs to you."
- Introduce the Personal Safety Rules and connect them to the three corresponding body movements. Say, "Boys and Girls, there are three things you must remember to

do if you ever have a problem that makes you feel uncomfortable, unsafe, or scared. The first thing to do if you receive a touch that feels bad or confusing is to **'SHOUT 'No' in a strong voice.'** (As you say it, lift your arms and make muscles over your shoulders and simultaneously shake your head side to side to indicate "No"). Say, "The second rule is to **RUN** away to a safe place." (As you say this, run in place). Say, "The third rule is to **TELL** an adult you trust." (Demonstrate by raising one hand in the air as if you need to share something important). Say, "When you trust someone that means you know the person is someone safe who can help you. You can trust most adults you know well and adults who you might not know but who wear name badges in our school, police officers in uniform, and most people who work in stores." Show the Personal Safety Rules visuals on the flipchart.

### Activities (What the Student Does):

- Ask students to stand and repeat the rules in various ways using the movement activities as they say each rule. (Optional: whole group, boys vs. girls, pretending they are using Walkie Talkies in outer space, in a Southern accent, etc. to help them learn the sequence of the rules.)
- Show students the "Adults Who Can Help Me" activity sheets ([flipchart page corresponds](#)). Have students turn to a neighbor to brainstorm adults they trust. Distribute activity sheets and circulate as students complete it.

### Assessment of the Achievement of the Objective/Outcome:

- Children will be able to repeat the Personal Safety Rules and sequence them in order.
- School counselor will review "Adults Who Can Help Me" activity sheets to determine to the best of their ability whether students were able to list three appropriate adults.

### Closure/Summary:

- Say, "Boys and girls, today we learned a very important safety lesson. We learned about different types of touches. We learned that a good touch is a touch that makes us feel good and safe, and a bad touch is a touch that hurts or is scary and can result in an injury to our bodies. A confusing touch is one that makes us feel uncomfortable. A confusing touch may start out okay but end up not being okay."
- Say, "If someone ever touches you in a way that makes you feel uncomfortable or hurts your body, it is **not** your fault. If someone touches you in a way that makes you feel uncomfortable or hurts you, what should you do?" (**SHOUT 'No' in a strong voice, RUN away to a safe place, and TELL an adult you trust.**) "These are the Personal Safety Rules, and it's important that we all follow them. Talk to your grown-ups at home about other adults that could help you if you had a big problem. I will see you soon for your next lesson on keeping our bodies safe."

Name: \_\_\_\_\_

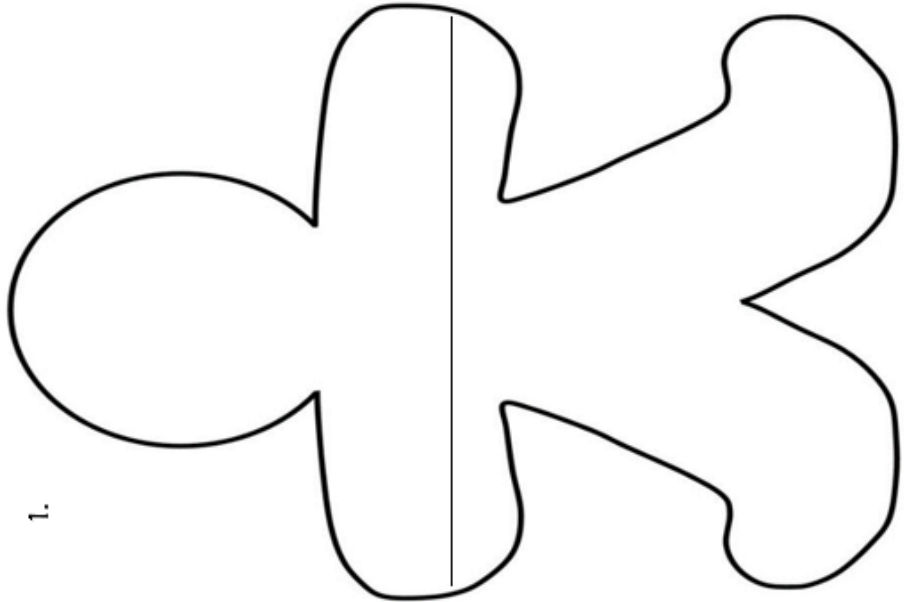
In **lesson 1 – Personal Body Safety – Grade 1** – we talked about, the **personal safety rule** and the **adults we trust**.

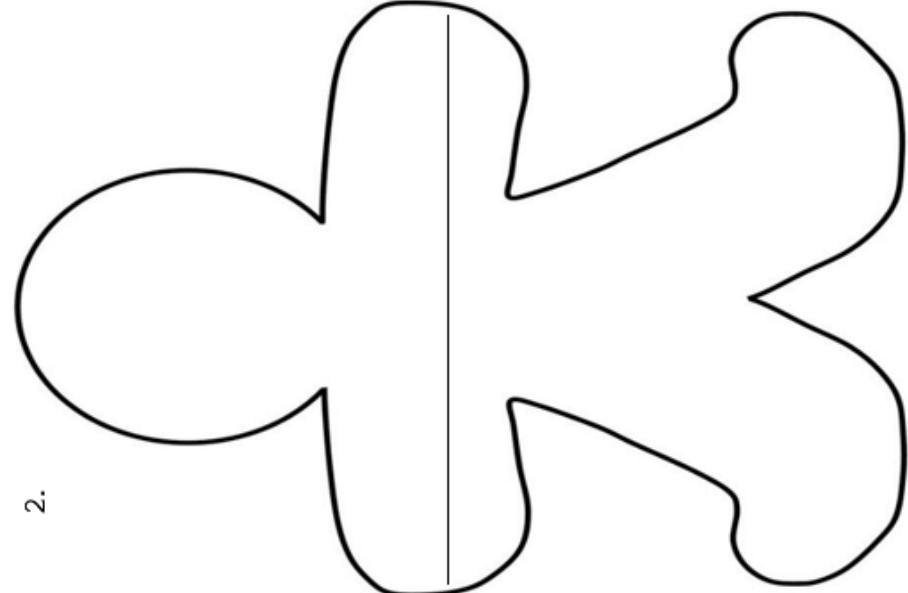
If anyone makes you feel uncomfortable, unsafe, or scared

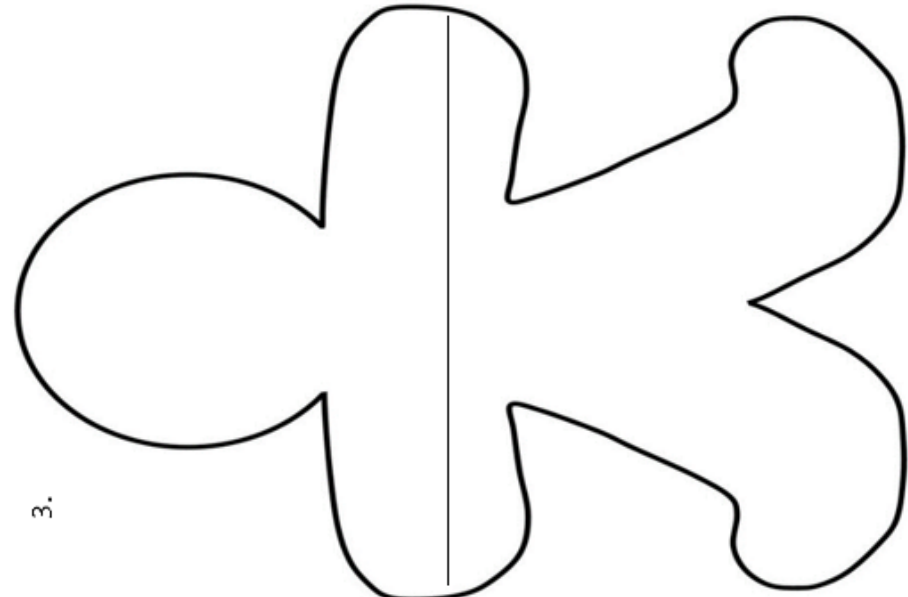
\_\_\_\_\_ no in a strong voice, \_\_\_\_\_ to a safe place,

\_\_\_\_\_ an adult you trust.

**Three adults I can trust are:**

1. 

2. 

3. 

## 1<sup>st</sup> Grade: Lesson 2

### THIS IS A SCRIPTED LESSON, PLEASE FOLLOW\*

#### Introduction/Motivation/Warm-up/Icebreaker:

- Begin the lesson by reviewing the material discussed in Lesson One.
  - Ask, "Who can name the three types of touches?" (Good, bad, and confusing)
  - Say, "Turn and tell your neighbor the three Personal Safety Rules that you should follow if you are touched in a way that makes you feel uncomfortable or hurts you?" (Say "No" in a strong voice, get away to a safe place, tell an adult you trust).
  - Have students stand up and say the three Personal Safety Rules with you as they use the movements that accompany each rule (lift arms over head and flex muscles while shaking head "no", fingers moving in front of you in a walking motion, and raising hand).
  - Show touches sorting activity on flipchart with pictures of different types of touches. Explain that students' jobs are to think about how each touch might make them feel. Ask for volunteers to come up and move each picture into the appropriate column. Discuss how some touches could be good or confusing, depending on who is giving the touch (whether you know and are close to the person) and how long the touch lasts. Invite students to come up and sort the touches.
  - Option: Play three corners as a review/recap from Lesson 1.

#### Lesson/Information (What the Teacher Does):

- Play video: Shout, Run, Tell: Protect Yourself Rules 1b <https://fightchildabuse.org>

Day	Video Details	Talking Points
Day 2 First Grade 1st Video	Video 1b in Series Shout, Run, Tell - The Protect Yourself Rules Character: "Lenny" Running Time: 1:46	<ul style="list-style-type: none"><li>• Rules are to <b>Shout</b> in a Strong Voice, <b>Run</b> to a safe place, <b>Tell</b> an adult you trust.</li><li>• No matter where you are who it is or when it is you <b>ALWAYS</b> tell an adult you trust - parents, teachers, counselors, families</li><li>• No one should ever touch your private parts or ask you to touch theirs.</li><li>• <a href="https://youtu.be/tWg30kFDQT8">https://youtu.be/tWg30kFDQT8</a></li></ul>

- Lead a discussion about the meaning of the word "private" and what is a safe secret or unsafe secret.
  - Ask, "Who owns your body?" (We do)
  - Say, "That's right; you are the owner of your body. That means that if someone asks you to do something that makes you feel uncomfortable, you can say, 'No.'"

- Ask, "What does the word 'private' mean?" (*something not everyone should see or hear*)
- Say, "When something is private that means that it belongs to us and is not public or for everyone else to see or hear."
  - Examples:
    - When we use the bathroom in school, we shut the door for privacy.
    - We might write our thoughts down in a diary or journal that we don't share with others.
    - We might have a secret hideout in our yard.
    - Some people like to send text messages instead of talking on the phone with someone so that others do not hear the conversation.
  - Ask, "Can you think of other examples?"
- Say, "There are also places on our body that we consider private. Private parts are the places on our body covered by a bathing suit." Show flipchart illustration.
- Say, "In some cultures women's faces and heads and men's heads are considered private. They keep them covered when they are outside. In other cultures, people cover their arms and legs all the time." Show slide with pictures of Muslim woman, Amish family, Orthodox Jewish children, and children in traditional Hindi dress clothes. Tell students that these are just some examples.
- Say, "You can decide what to keep private by covering it up by clothing, but the parts of our bodies covered by a bathing suit are private for everyone."
- Watch video Safe Touch/Unsafe Touch <https://youtu.be/zNTUMNKSJwk>

Day	Video Details	Talking Points
Day 1 First Grade 2nd Video	Safe and Unsafe Touches  Character "Sara"  Timing: 2:07	<ul style="list-style-type: none"> <li>• What are the differences between unsafe and safe               <ul style="list-style-type: none"> <li>• Safe is something that makes you feel comfortable (high-five, pat on the back, fist bump, hug)</li> <li>• Unsafe is something that makes you feel uncomfortable. (Hit, Kick, Push)</li> </ul> </li> <li>• You never keep an unsafe touch a secret. Always tell an adult you trust.</li> <li>• The only reason your parents or your doctor should touch your private parts is to keep clean and safe.</li> <li>• Even though the person may want you to keep it a secret and give you presents or promise you things,</li> </ul>



		you NEVER keep unsafe secrets - <b>ALWAYS</b> tell an adult you trust.
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- Say, "Boys and girls, if someone ever touches your private parts for no good reason like to keep you clean or healthy, then you need to follow the three Personal Safety Rules. What are the three safety rules again?" (**SHOUT** "No," in a strong voice, **RUN** away to a safe place, **TELL** an adult you trust). Demonstrate with accompanying movements.
- Discuss "**The Touching Rule.**" Say, "The touching rule says that no one can touch our private parts except to keep us clean and healthy. Who might have a good reason to touch our private parts?" (parent, doctor, nurse) Remind students that if someone breaks the touching rule, children must follow the Personal Safety Rules and make sure to tell an adult they trust as soon as possible.
- Ask, "Who can tell me what a secret is?" (wait for responses) A secret is something you share with a small number of people. Just like there are different types of touches, there are also different types of secrets."
- Say, "There are two types of secrets: safe secrets and unsafe secrets. What do you think a safe secret is? (wait for responses). What do you think an unsafe secret is? (wait for responses). A safe secret is a secret that makes you feel safe and comfortable keeping because it is not hurting you or anyone else, like a surprise party being planned. An unsafe secret is a secret that makes you feel uncomfortable keeping because it could hurt you or someone else, like a secret about someone getting hurt on purpose."
- Ask, "How do you know when someone tells you a secret that it is a safe secret? Listen to your body's clues. How does a safe secret make you feel?" (good, happy)
- Ask, "How do you know when someone tells you a secret that it is an unsafe secret? How does an unsafe secret make you feel?" (bad, scared, uncomfortable)
- Say, "If a secret makes you feel uncomfortable or confused, like when you or someone else is in danger or hurt, then you need to make sure to talk to a trusted adult about the secret."
- Show the flipchart slides of safe and unsafe secrets and have students indicate with a thumbs up if they think the secret is safe or a thumbs down if they think the secret is unsafe. There is an explanation of each slide in the notes section.
- Review "The Touching Rule." Say, "The touching rule says that no one can touch our private parts except to keep us clean and healthy. Who might have a good reason to touch our private parts?" (parent, doctor, nurse) Remind students that if someone breaks the touching rule, children must follow the Personal Safety Rules and make sure to tell an adult they trust as soon as possible.
- Show the bathing suit coloring activity sheet. Explain that students will get a copy to share with their parents/guardians and color at home.

### Activities (What the Student Does):

- Ask students to turn and tell a neighbor what they learned today.
- Distribute “If someone touches me in a way that makes me feel uncomfortable, I will: ...” activity sheet to students and explain that they should write or draw the three Personal Safety Rules. There is a corresponding flipchart page for students to use as a guide for spelling. Provide assistance to students as needed.

### **Assessment of the Achievement of the Objective/Outcome**

- School counselor will determine whether students can correctly differentiate between safe and unsafe secrets by their participation (thumbs up and down) in the secret scenarios.
- School counselor and/or classroom teacher will review each student's worksheet to determine if the Personal Safety Rules were correctly listed.

### **Closure/Summary:**

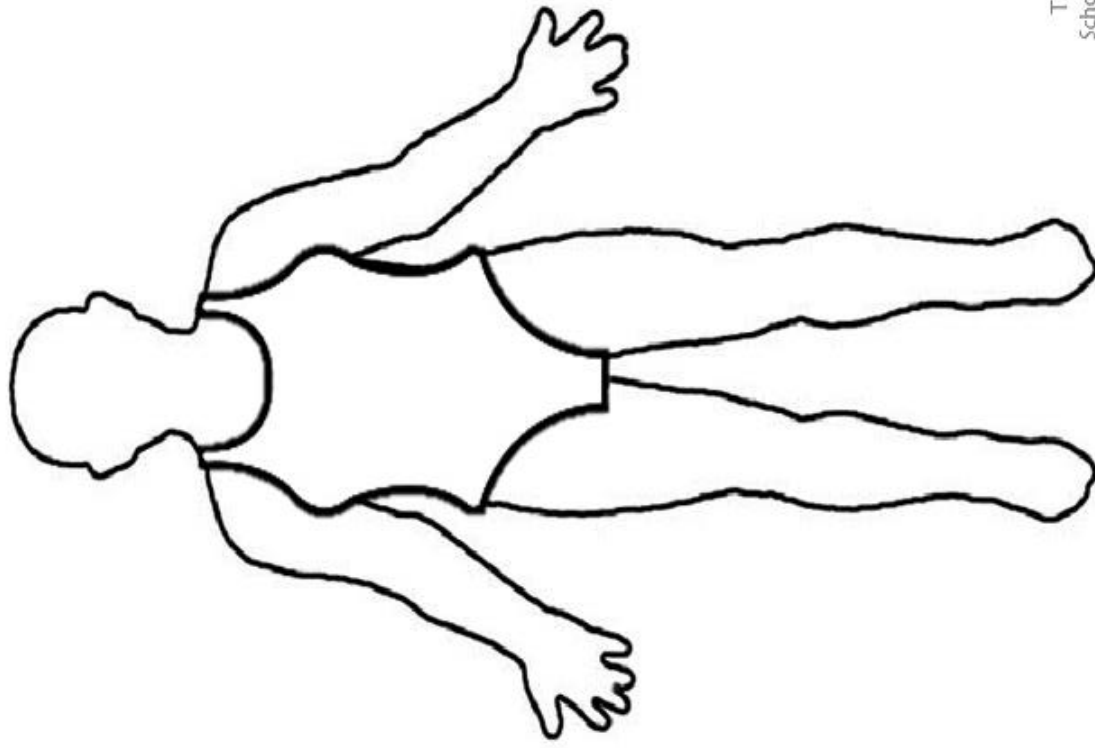
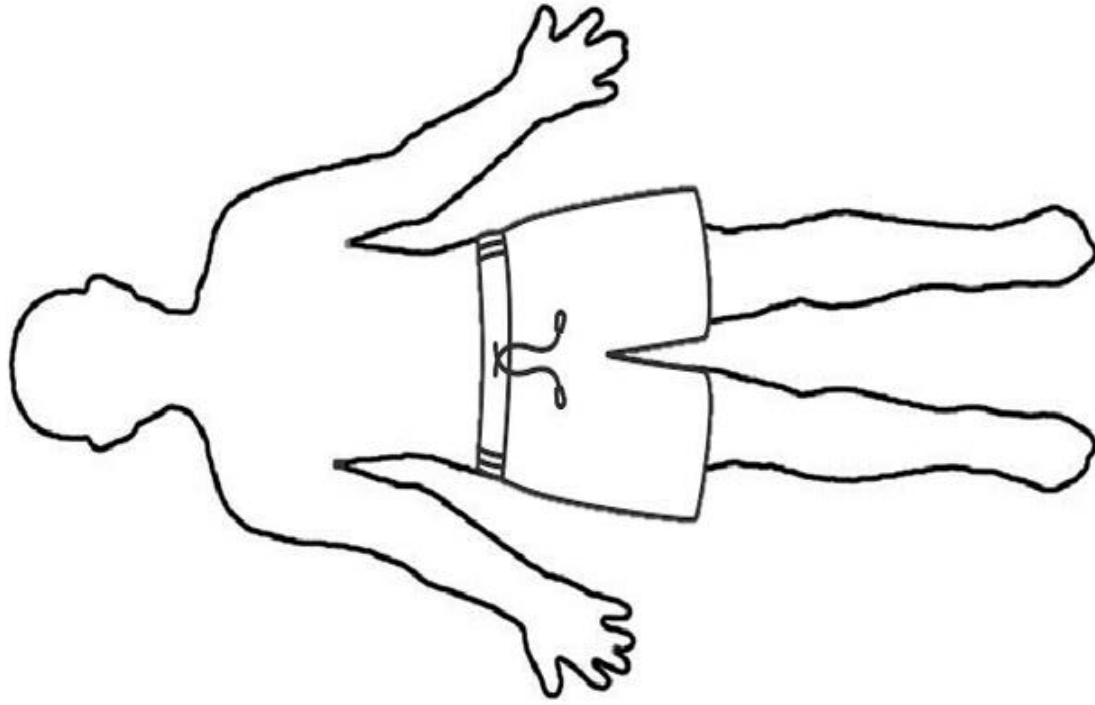
- Say, “Today we reviewed the three important Personal Safety Rules. Turn and tell a friend the rules in order.”
- Ask all students to stand up and recite the Personal Safety Rules with the corresponding motions.
- Say, “We also learned about the private parts of our body. Those are the parts covered by a bathing suit. Remember, our bodies belong to us, and no one has a right to touch our private parts unless they have a good reason, such as to help keep us clean or healthy. That's the Touching Rule. It's very important that you tell an adult you trust if someone ever touches you in a way that makes you feel hurt, scared, or uncomfortable.”
- Distribute the bathing suit coloring activity sheets to students to take home with them.
- Remind the class how to decide if a secret is safe or unsafe (how it makes them feel) and that even if someone tells them not to tell an unsafe secret, it is important that they still find and tell an adult they trust.
- Tell students that although this is their last personal safety lesson in first grade, the school counselor is always available to speak with them if they have questions, concerns, or need to talk to someone about a problem.

Name: \_\_\_\_\_

**Personal Safety Lesson 2 – Grade 1 – The Touching Rule.**

No one can touch our private parts except to keep us \_\_\_\_\_ and \_\_\_\_\_.

If anyone makes you feel uncomfortable or breaks the touching rule, \_\_\_\_\_ no in a strong voice, \_\_\_\_\_ to a safe place, \_\_\_\_\_ an adult you trust.



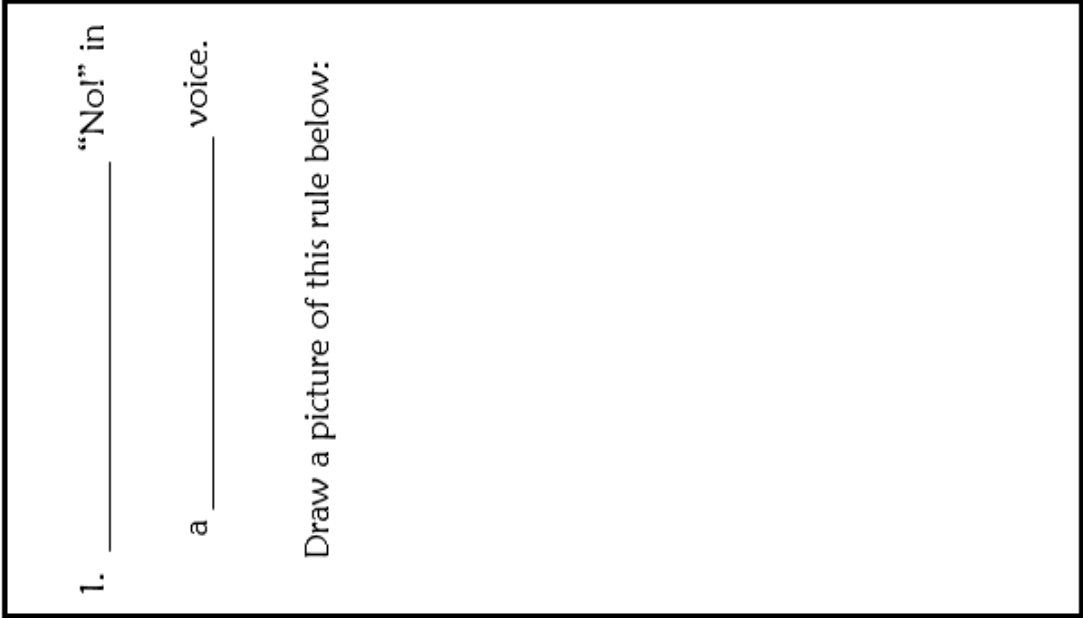
Name: \_\_\_\_\_

Personal Safety Lesson 2 – Grade 1 – The Personal Safety Rules

**If someone touches me in a way that makes me feel uncomfortable I will:**

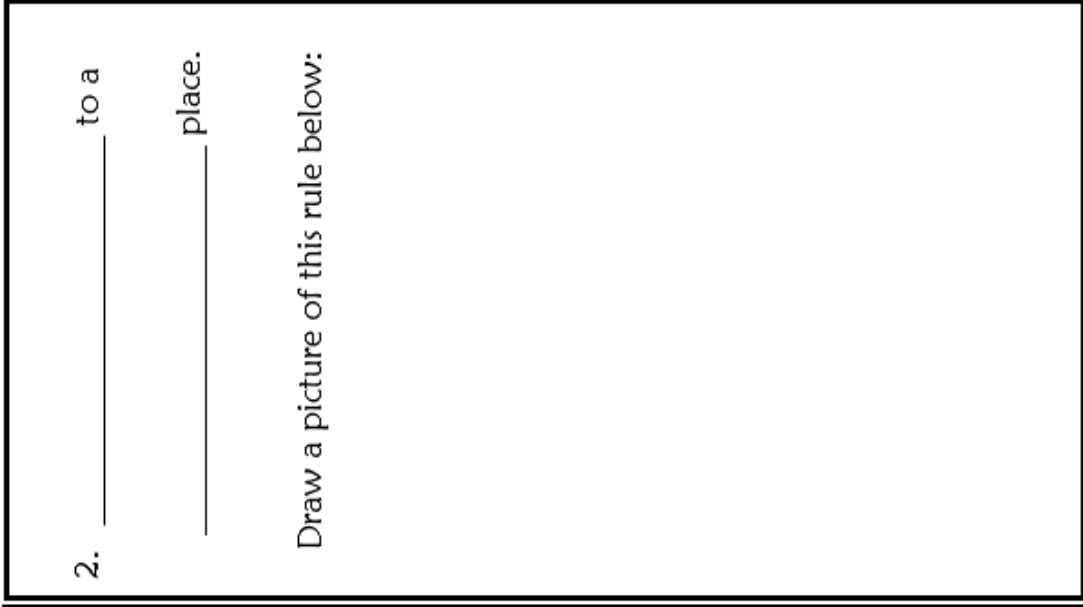
1. \_\_\_\_\_ “No!” in  
a \_\_\_\_\_ voice.

Draw a picture of this rule below:



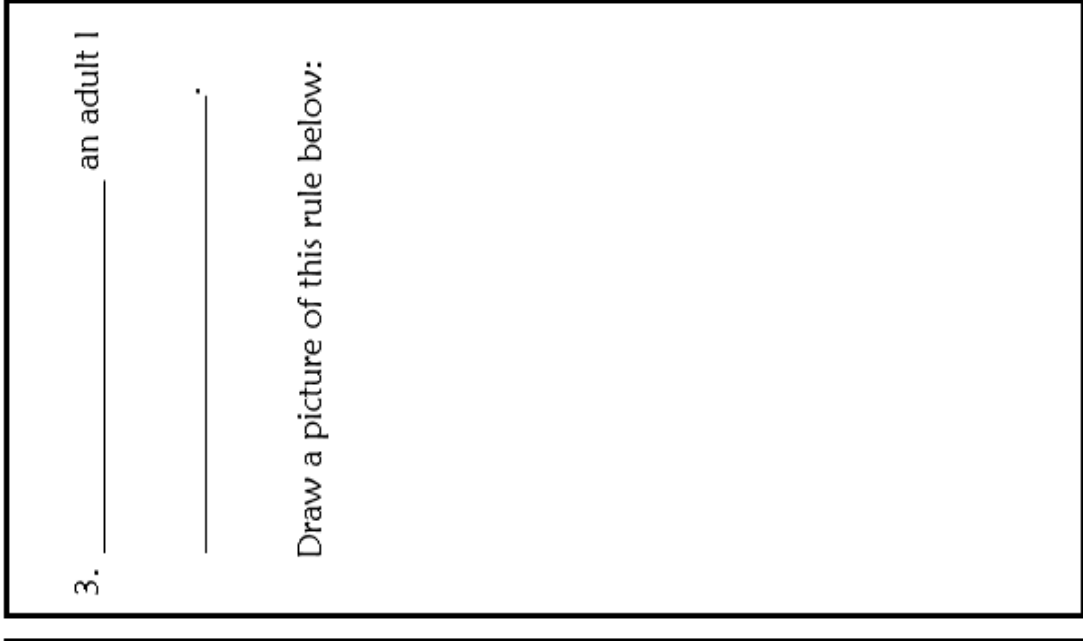
2. \_\_\_\_\_ to a  
\_\_\_\_\_ place.

Draw a picture of this rule below:



3. \_\_\_\_\_ an adult I  
\_\_\_\_\_.

Draw a picture of this rule below:



# 3<sup>rd</sup> Grade

Personal Safety

## 3<sup>rd</sup> Grade Unit Vocabulary:

1. Personal Safety Rules: **SHOUT** "No" in a strong voice. **RUN** away to a safe place. **TELL** an adult you trust.
2. Good Touch: A touch that feels comfortable, warm, and okay inside.
3. Bad Touch: A touch that hurts or is scary. A bad touch can result in an injury to the body.
4. Confusing Touch: A touch that makes you feel uncomfortable. A confusing touch may start out okay but end up not being okay.
5. Private Parts: Parts of the body covered by a bathing suit.
6. Safe Secret: A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.
7. Unsafe Secret: A secret that you feel unsafe and uncomfortable keeping because it could hurt you or someone else.
8. Stranger: Someone you don't know.
9. Buddy system: Going places in pairs for safety and fun.
10. Uncomfortable: The feeling that something may be wrong; scared.
11. Internet: Worldwide system of millions of computers connected together in a network.
12. Tricky Situation: A situation that makes you feel uncomfortable such as receiving a confusing touch, being told an unsafe secret or being approached in a way that makes you feel uneasy.
13. Harassment: To annoy or bother in a constant or repeated way.

## Grade 3: Lesson 1

### Introduction/Motivation/Warm-up/Icebreaker: (5 minutes)

- Use Answer Garden Web Tool to have the students brainstorm vocabulary words that they learned in 1st Grade.
  - A generic Word Cloud has been added to the Flip Chart/PowerPoint (you can use this or remove page/slide to have your students create their own.
  - While words are up on the screen, have students discuss in groups what they remember about each vocabulary words.

### Lesson/Information (What the Teacher does):

"Today, we will be watching a series of short videos. Our first video is a review of the Personal Safety Rules.

Watch the video **Shout, Run, Tell.**

- Revisit the hand motions that go along with the Personal Safety Rules from first grade (show strong arm muscles and shake head "no", fingers running in place to show run away to a safe place, and raise hand to indicate telling and adult)
  - Shout, Run, Tell **Runtime 1:46** <https://youtu.be/tWg30kFDQT8>
  - **TALKING POINTS**
  - Review of 1st and 3rd Vocabulary

Our next video clip is a review of the difference between safe and unsafe touches.

- **Safe Touch/Unsafe Touch** **Runtime 2:07** <https://youtu.be/zNTUMNKSJwk>
- **TALKING POINTS**
  - Review definition of *Private Parts* (parts covered by a bathing suit) - if did not already cover in your introduction
  - Students should understand that some *Unsafe Touches* can seem playful or gentle. We must remember that any touch to a private part, or a part of our bodies that would be covered by a bathing suit, is an *Unsafe Touch*.
  - Your body is yours, and you can tell other people if you do not want to be touched.
  - Each of use has a personal space bubble that other people must respect.
  - If we have to go through someone's personal space bubble in a crowded place, we say "excuse me."
  - If anyone makes us feel *uncomfortable* or unsafe by coming into our personal space, we must use our Personal Safety Rules.

Ask the students: "What do you think about when you hear the word 'stranger'?"

- "What do you know about *strangers*?"
- "Are all strangers dangerous? Why or Why Not?"
- In our video Sarah and Lenny are going to tell us a story about a time they met a stranger.

Our next video is about Sarah and her neighbor Mr. Caro.

Watch the video clip: **Neighbor** **Runtime 3:49** <https://youtu.be/9cEGFo8AjLY>

### TALKING POINTS

- Brainstorm qualities that trusted grown-ups in our lives all have.
- Do a quick review of the difference between Safe and Unsafe Secrets.

- Explain that trusted grown-ups should not touch your private parts or ask you to touch theirs. You have the right to say no to any touch that makes you feel uncomfortable. They will never ask us to keep touching a secret.
- Sarah was confused because Mr. Caro was nice to her: presents/waves/babysits/thought they were friends - doesn't matter who or how they treated you in the past.
- What did Sarah do to protect herself when Mr. Caro touched her?
- Do not be embarrassed to Shout, Run and Tell if someone touches you in an unsafe way. You have a right to protect yourself.

The next video is about strangers.

- Watch the video **A Friendly Stranger** Runtime 3:04 <https://youtu.be/SY7RhBszp0k>
- **TALKING POINTS**
  - Brainstorm some things we should never do with strangers (i.e. Don't talk to strangers, don't go anywhere with them, don't take anything from them, etc...)
  - Explain that if you are lost or alone in a public setting, you should try to find the safe stranger to help us. Safe strangers are official people, people in uniform at the store or grown-ups with other children. You should always try to ask for help when there are lots of other people around.
  - Sarah and Lenny used the Buddy System – going places in pairs for safety and fun. They stayed together and helped keep each other safe by not going with the stranger and his dog.
  - Most strangers we meet are nice people. Like Sarah said in the video, we don't have to be afraid of strangers, we just have to make smart choices around people we don't know.
  - Explain that grown-ups will never need help from a child. If a stranger asks for us to go somewhere with them to help them, you need to get away and tell a grown-up you trust.

Our next video is about Sarah and her friend Abby.

Watch the video **Recognize the Signs** Runtime 2:01 **TALKING**

**POINTS:** <https://youtu.be/JNoNISlj8Ws>

- Explain that yelling and mean words can also be unsafe because they hurt us inside.
- Explain that if they know a friend is being hurt, they should tell a trusted grown-up, and not their friends. Telling someone other than a trusted grown-up can lead to rumors spreading and can cause harm.
- Discuss making promises and connect to our counseling confidentiality statements.
- Breaking a promise is the right thing to do if you think someone is being hurt.
- Explain that yelling and mean words can also be unsafe because they hurt us inside.
- Explain that there are lots of ways to tell a grown-up about Bad Touches and Unsafe Secrets. You could write a note or draw a picture.

**Activities (What the Student does):**



- Students will either complete the Personal Safety: Lesson 1 Thoughts worksheet or Padlet. Students will write or draw a takeaway from each of the videos they viewed in today's lesson.

**Assessment of the Achievement of the Objective/Outcome:**

- Ask students to demonstrate the Personal Safety Rules with hand motions to a partner.

**Closure/Summary:**

- Students are encouraged to share their new vocabulary terms discussed with their families.
- Encourage students to consider creating a family code word (that they do not share with anyone unless their parents say it is okay) and coming up with a "family plan" for addressing where the student should go in their neighborhood if approached by a stranger.

**Enrichment/Differentiation/Remediation:**

- Students can make their own Answer Garden related to new or reviewed information from this lesson.

Personal Safety: Lesson 1 My Thoughts

Write or draw a few takeaway thoughts from each of the videos.

**Shout, Run, Tell**

**Safe Touch/Unsafe Touch**

**Neighbor**

**A Friendly Stranger**

**Recognize the Signs**

## 3<sup>rd</sup> Grade: Lesson 2

### Introduction/Motivation/Warm-up/Icebreaker:

- Review the first lesson by saying, "The last time I came in, we talked about the three Personal Safety Rules. Who can tell and show me what they are using the hand motions?" (*SHOUT "No" in a strong voice, RUN away to a safe place, TELL adult you can trust.*)
- Review the video clips from the previous lesson about keeping yourself safe in tricky situations.
- Give each student a copy of the "Safe People" activity sheet (tech option: have students access student resource sheet and complete electronically, non-tech option print activity sheet) and ask them to write down ideas about where they could go and responsible adults who might be able to help them in each of the four places listed (store, movie theater, in your neighborhood). They can work individually or in pairs to write down their ideas. You can help them brainstorm by saying, "When you're inside a store, where in the store could you go if you are not near your parents/guardians and you feel uncomfortable?" (*front of store, cash register*). **Ask**, "Which adult inside the store might be a safe person for you to ask for help?" (*cashier, someone working there wearing a uniform or badge, security officer*). Give students several minutes to brainstorm and write ideas and then call on volunteers to share out for the whole group for each place listed.

### Lesson/Information (What the Teacher does):

- **Say**, "Today we will work with a partner and discuss different tricky situations that could occur. We will use the safety strategies we learned to determine what we could do in each tricky situation."
- Pass out "Tricky Situation Scenarios" activity sheets and show students that you have printed safety strategies on the back for them to reference.
- Read "Scenario 1" aloud and ask students what strategies they would use in this situation.
- **Scenario 1:** "You are walking in your neighborhood, and a car drives up alongside of you slowly. Someone rolls down the window and asks you where you are going and if you want a ride. What should you do? Why?" Discuss strategies students share and ask them to write them down.
- Tell students, "Now you will work with a group to discuss five more tricky situations and identify the strategies to use if you were in that situation." Put students into groups of three to four.
- Have students work with their group members to discuss scenarios and safety strategies for 5-7 minutes.
- Bring group back together, call on groups to read each scenario aloud, and discuss the strategies students could use for each scenario.
- After Scenario #4, define the word harassment. **Say**, "**Harassment** means to annoy or bother in a constant or repeated way. Harassment is against school rules and should be reported to a trusted adult."
- **Say**, "Just like we discussed tricky situations in the real world, we also need to talk about tricky situations on the internet. How many of you go online on a tablet, computer, or cell phone?" (*pause for a show of hands*). **Ask**, "Who can think of some tricky situations that could occur online rather than in person?" (*discuss ideas such as*

*someone using inappropriate language, someone asking for pictures or personal information or asking to meet up with a child in person).*

**Activities (What the Student does):**

- Students will identify Safe People in tricky situations
- Students will work in groups to discuss scenarios and safety strategies they could use.

**Assessment of the Achievement of the Objective/Outcome:**

- Ask students to share some safe people they can go to if they feel uncomfortable.
- Review activity sheets to determine if students were able to list appropriate places to go/people to approach to ask for help.

**Closure/Summary:**

- **Say**, "Sometimes strangers try to talk to children online, and they might ask them to do something that makes them uncomfortable or ask to meet up with them in person. It is important that you tell your grown-ups at home right away if someone does or says something online that makes you feel uncomfortable. It is NEVER okay to meet up with someone you have met online unless your family knows them and say it is okay."
- Share with the students that the next lesson will focus on dealing with tricky situations on the internet.
- Have students stand up and play Mingle, Mingle with the three Personal Safety Rules.
- The students wander slowly around the room while saying, "Mingle, mingle, mingle."
- The counselor says, "Stop!" every so often and asks students to say and show the student closest to them the three personal safety rules and accompanying hand motions.
- Continue for a few minutes, as time allows.

**Enrichment/Differentiation/Remediation:**

- Students could role-play their responses to strangers if approached and asked to go somewhere with them.

## SAFE PEOPLE

**Name:** \_\_\_\_\_

**Directions:** Work with a partner to write where you can find safe people if you feel like you are in a tricky situation.

Store:

Movie Theater:

In Your Neighborhood:

## SAFETY STRATEGIES

- Keep a safe distance from strangers.
- Never get into a car with strangers.
- Do not take gifts from strangers.
- Do not give strangers any information about yourself.
- Run to a safe place such as a neighbor's house, store, school, or police station.
- Yell loudly if a stranger comes close and tries to grab you.
- Use a family code word.
- If you or someone you know has an unsafe secret, always tell an adult you can trust.
- Use the buddy system and go places in groups.
- Walk with confidence and stay alert.
- Use your Personal Safety Rules: Say, "No," in a strong voice. Get away to a safe place. Tell an adult you trust.
- Never take unfamiliar short cuts.
- Tell your parents/guardians where you are at all times.
- If in danger, call your parents/guardian on their cell phones if they have them.
- Never arrange to meet in person with anyone you have met on the computer.
- Don't open e-mails from strangers before asking your parents/guardians.
- If you read something that makes you feel uncomfortable, go tell an adult you trust right away.

## Tricky Situation Scenarios

### Tricky Situation #1

You are walking in your neighborhood, and a car drives up alongside of you slowly. Someone rolls down the window and asks you where you are going and if you want a ride. What should you do? Why?

### Tricky Situation #2

You are walking home from the bus stop when a person in your neighborhood who you recognize but do not know their name, tells you that your parents have asked them to come pick you up. What should you do? Why?

### Tricky Situation #3

Your parents go out to dinner, and you are at home with a new babysitter. The babysitter wants to give you a bath and help wash your body. You are old enough to take a bath or shower by yourself. What should you do? Why?

### Tricky Situation #4

A friend in your class always goofs around and playfully punches you in the arm. You don't like it because it hurts. You want your friend to stop, but you don't want your friend to think you are a "baby." What kind of touch is this? What should you do?

### Tricky Situation #5

Your best friend tells you that he or she brought a lighter to school, but he or she does not want you to tell anyone. Would this be a safe or unsafe secret? What should you do?

### Tricky Situation #6

You are on the computer and someone asks you for your name and wants to meet you in person. The person says not to tell anyone about the plan to meet up. Would this be a safe or unsafe secret?

## 3<sup>rd</sup> Grade: Lesson 3

### Student Objective/Outcome:

- Students will learn new internet vocabulary.
- Students will demonstrate acquisition and integration of body safety rules for the internet.
- Students will identify effective ways to stay safe on the internet.

### ASCA Mindsets and Behavior for Student Success: K-12 College- and Career-Readiness Standards for Every Student

#### Category 1: Mindset Standards

- M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

#### Category 2: Behavior Standards

- B-LS 1. Demonstrate critical-thinking to make informed decisions
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

### Resources:

- "Internet Safety for 3<sup>rd</sup> Grade" PowerPoint presentation
- "Internet Safety Pledge"
- "3-2-1" Assessment Page
- Link: <https://www.missingkids.org/netsmartz/resources>
- The NetSmartz PPT and guide have been downloaded into the itsLearning Resource Tab/Lesson 3
- *Optional: Websites to share with students and parents* ([www.ikeepsafe.org](http://www.ikeepsafe.org)), (<https://www.missingkids.org/netsmartz/videos>) (<https://www.missingkids.org/netsmartz/resources>) or [www.isafe.org](http://www.isafe.org)

### Preparation:

- **Download PowerPoint**
  - **Visual Step-By-Step directions located on itslearning (Powerpoint directions) under lesson three.**
  - **Recommended to download to your OneDrive from SharePoint or itslearning. Download speed varies!**
- Photocopy "Internet Safety Pledge" (one per student)
- Open PowerPoint in itslearning. When it appears, remember to open "edit presentation" (depending on your internet speed, this could take a few minutes). Select "Edit in PowerPoint." Click "yes" to allow pop up box. Select "slide show" from tool bar (top). Check volume!

### Introduction/Motivation/Warm-up/Icebreaker:

Say, "Today we are going to discuss how to be safe on the internet. How many of you use a device to get onto the internet? Think about what you do online. Think, Pair, Share! (*After students turn and talk, invite some to share*). Say, "Today, we are going to learn how to be safe using technology by watching and looking at an internet safety presentation."

### Lesson/Information (What the Teacher Does):



- View and discuss the PowerPoint (use Presenters notes as a guide from NetSmartz)

**Activities (What the Student Does):**

- Have students stop and reflect/give feedback/ask questions/share experiences while you deliver the PowerPoint presentation.

**Assessment of the Achievement of the Objective/Outcome:**

- After delivering the presentation, give each student the “3-2-1” handout to complete as an assessment.

**Closure/Summary:**

- Say, “Today we learned some important information about keeping ourselves safe when going online using technology. Using technology to connect to other people is a lot of fun, but we need to make sure we are following important safety rules. Tell me one new internet safety rule you have learned or will follow when on any electronic device. *(Pause for responses)*.”
- Say, “I am going to pass out an internet safety pledge. A pledge is another word for a promise. *(Hand out pledges to students)*. Say, “Let’s read it out loud together. *(Read aloud with group)*. If you agree to follow these rules, sign your name in cursive if you can at the bottom of the paper. Printing your name is fine too. This pledge is yours to bring home and share with your grownups. Remember, if you sign the pledge you are agreeing to follow all the important safety rules. This is our last body safety lesson in third grade. Even though the lessons have ended, I am always here to talk with you about a problem if you need me and so are your teachers and other adults you trust.”

**Enrichment:**

You can create the examples/scenarios, have the students create the scenarios and ask others in the class to fix them, or simply write how to be safe on the activity sheet.

Give students a computer worksheet with examples/scenarios of what not to do on the internet. Then, have them work in groups to discuss, write, or change the scenarios/examples to make them internet safe.

<https://www.missingkids.org/netsmartz/resources> has other videos and resources



## My Rules for Being Safe Online:

I will use the internet in a responsible manner. I will make smart decisions about what I look at, who I talk with, and what I say or write.

I pledge to be safe online by using these rules:

1. I will talk with a trusted adult if I see anything that makes me confused, sad, or scared.
2. I will get permission from a trusted adult to share information such as my name, phone number, address, or a picture of me.
3. I will not meet in person with strangers that I have met online.
4. I will respect others when I am online by using polite words.



Sign: \_\_\_\_\_

Personal Safety – Grade 3 – Lesson 3

Name: \_\_\_\_\_

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

# 5<sup>th</sup> Grade

Personal Safety

## **5<sup>th</sup> Grade: Unit Vocabulary:**

**Personal Safety Rules:** **SHOUT** “No” in a strong voice. **RUN** away to a safe place. **TELL** an adult you trust.

**Good Touch:** A touch that feels comfortable, warm, and okay inside.

**Bad Touch:** A touch that hurts or is scary. A bad touch can result in an injury to the body.

**Confusing Touch:** A touch that makes you feel uncomfortable. A confusing touch may start out okay but end up not being okay.

**Private Parts:** Parts of the body covered by a bathing suit.

**Safe Secret:** A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.

**Unsafe Secret:** A secret that you feel uncomfortable keeping because it could hurt you or someone else.

**Stranger:** Someone you do not know.

**Harassment:** To annoy or bother in a constant or repeated way.

**Tricky Situation:** A situation in which you feel uncomfortable because of a bad/confusing touch or when asked to keep an unsafe secret.

**Internet:** Worldwide system of millions of computers connected together in a network.

**Personal Rights:** Each person has the right to be safe, healthy, and have his/her basic needs met.

**Physical Abuse:** When an adult touches a child's body in such a way that causes physical harm (i.e., severe bruises, welts, burns, broken bones, or cuts).

**Sexual Abuse:** When an adult touches a child's body or asks a child to touch the adult on the private parts of the body, other than to keep a child clean and healthy

**Neglect:** When adults do not provide a child with proper clothing, food, shelter, supervision, and/or medical care.

**Sexual Harassment:** Unwelcomed behavior of a sexual nature, which interferes with a person's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. (e.g., inappropriate touching, talking about or writing notes about private parts, telling "dirty" jokes, inappropriate pictures, and inappropriate gestures.)

**Bullying:** Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

**Imbalance of Power:** An Imbalance of Power: Kids who bully use power- such as physical strength, access to embarrassing information, or popularity- to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

**Cyber Bully:** The use of electronic communication to harm or harass others in a deliberate, repeated, and hostile manner.

**Cyber Predator:** Someone who uses the internet to take advantage of people.

## Grade 5: Lesson 1

### Introduction/Motivation/Warm-up/Icebreaker:

- Use the "I Have, Who Has" activity to review the vocabulary and rules that students would have learned in 1<sup>st</sup> and/or 3<sup>rd</sup> grade if they attended a Harford County Public School. (page 5 of flip chart)
- Options Kahoot Challenge

### Lesson/Information (What the Teacher Does):

School Counselors will use the Personal Safety for 5<sup>th</sup> grade flipchart.

Slide 1: Intro Slide to Unit

Slide 2: Read Student Outcomes: Students will review 1st and 3rd grade body safety vocabulary.

Students will gain knowledge and decision-making skills to help keep them safe at home, school, and in the community.

Slides 3 & 4: Read slides aloud.

Slide 5: "I Have, Who Has" review activity or Kahoot (found in Resources)

- There are 16 cards. Hand out a card to each student or pair/group. It is important to use all the cards in the set (replace Personal Safety Rules Card with new one).
- The student who has the START card begins by reading his/her card aloud. The student who has the card with the definition then reads that answer aloud: "I have \_\_\_." This student will then read the question at the bottom of his/her card – "Who has \_\_\_?" Then the student with the card that answers the question responds. Every card in the set is connected to a card before it and a card after it. To keep the game moving at a quick pace, all students need to pay attention to every question asked. Play continues in this fashion until all the cards have been played. The game will end when all cards have been read, and the last student who reads will have the card "The End."
- *Tip: Make two copies of the game: one to cut up for the students and one to keep for the school counselor. The school counselor can track the cards to ensure the students are matching correctly.*
- *Option Kahoot Challenge: <https://play.kahoot.it/v2/?quizId=1235fb74-c188-487c-affa-2acd3a1d2192> (Click on the green Classic button to access the student pin). Students will go to <https://kahoot.it/> and type in pin.*

Slide 6: Click on the leaves to reveal examples of the rights.

Personal Rights: Everyone has personal rights, such as the right to be safe, healthy, and have his/her basic needs met. Here are some examples of personal rights:

- The right not to be harmed.
- The right to be clothed, fed and housed.
- The right to have your medical needs met.
  
- The right to have appropriate supervision.
- The right to be alone when you need some quiet time.
- The right to use the bathroom by yourself.
- The right to be alone when you take your clothes off. (If someone wants to watch you undress, you have the right to say, "No.")
- The right to say who can and cannot touch you.

Video: Protect Yourself Rules 1a Runtime 2:29

- Vocabulary-abuse, unsafe touch, private parts, abuser
- You are old enough now to talk openly
- Abusers are most often friends or relatives
- Very hard to talk about
- Your body belongs to you
- Protect Yourself Rules: Tell an Adult- Unsafe Touch- Smart Choice- Doesn't Matter Who it is- Hitting is Wrong- Tell them to Stop
- Vocabulary- abuse, unsafe touch, private parts, abuser
- Power to Say No

Slide 8: Neglect: When adults do not provide a child with proper clothing, food, shelter, supervision, and/or medical care.

- (Note: Explain to students that adults not providing exactly the kind of food you want for dinner or not buying you the cool outfit or shoes you want is NOT considered neglect. Neglect occurs when you don't have ENOUGH food to fill your stomach or you do not have PROPER clothing to cover your body.)

Slides 9 &10: Physical Abuse: When an adult touches a child's body in such a way that causes physical harm (i.e., severe bruises, welts, burns, broken bones, or cuts). Play video clip Can't Go Home Runtime 2:56

- Angry parent-hitting, throwing things and verbal attacks
- We love our family they might just need help
- Counselor helped by getting family the help they needed
- Doesn't matter who it is – hitting is wrong and you must tell a trusted adult who can help
- Difference between punishment and abuse

Slides 11 & 12: Sexual Abuse: When an adult touches a child's body or asks a child to touch the adult on the private parts of the body, other than to keep a child clean and healthy. Play video Stop Secrets that Hurt Video 2: Sexual Abuse is Confusing Runtime 2:05



- What's even happening – sexual abuse
- Sexual abuse is when someone touches the private parts of your body or when the abuser has you touch his/her private parts or when someone takes pictures of you while you are naked or shows you pictures of naked people
- Touches may start with being too friendly / even a game
- Uncomfortable or nervous touches may confuse you but its never too late to say No
- Sexual abuse violates your right to control your body
- Can be anyone
- Abuse is never your fault – need to tell a trusted adult
- Talking about it is the first step in making it stop
- Abusers are often someone we trust, like a relative
- Letter from Quinn- nice, gave gifts and then the abuser touched Quinn inappropriately and it was not okay and you must tell.

Slide 13: **Bullying:** Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

**Imbalance of Power:** An Imbalance of Power: Kids who bully use power-such as physical strength, access to embarrassing information, or popularity-to control or harm others. Power imbalances can change over time and in different situation, even if they involve the same people.

Slides 14 & 15: Sexual Harassment: and Bullying: Unwelcomed behavior of a sexual nature, which interferes with a person's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. (e.g., touching, talking about or writing notes about private parts, telling "dirty" jokes, drawing pictures or making gestures.

Bullying **Runtime: 4:31**

- Happens to both girls and boys both characters had a story
- Shouldn't ignore – most likely won't just go away
- Stop allowing the abuse, walk away from them, tell an adult
- Speaking up for those that are being bullied having a hard time finding their voice
- Mentioned LGBTQ, race, special needs
- The need to work together to make school safer for everyone
- Bullies use power to hurt or control others
- Can happen anywhere: School, clubs, sports and online mentioned (can happen in neighborhoods too)
- Stop- Walk Away- Tell an Adult
- Who is most often bullied- LGBTQ, POC, Those who are Learning Challenged, Those with Physical Differences (Gay written on paper)
- Differences are our strength
- Bullies need help too

Slides 16: Review. Say, "Remember, if any of these situations occur, it is not your fault! If something has happened, talk to an adult who can help. Sometimes it's hard to talk to an adult about these situations, but your parents, teachers, school counselors, and adults you trust are the people you can tell and it's important to keep telling until someone believes you."

**Activities (What the Student does):**

- Students will view and discuss new vocabulary terms in the flipchart.
- Students will watch and discuss the video.

**Assessment of the Achievement of the Objective/Outcome:**

Talking points from video

**Closure/Summary:**

- Briefly review the new vocabulary taught. Emphasize the importance of relying on our feelings to indicate that something is not okay.
- Review the three personal safety rules as a class.

Grade 5: Lesson 1

**I HAVE:**



START

***WHO HAS*** Personal Safety Rules?

**I HAVE:**

Say "No" in a strong voice.  
Get away to a safe place.  
Tell an adult you trust.



***WHO HAS*** the definition for Good Touch?

**I HAVE:** A touch that feels comfortable, warm, and okay inside.



***WHO HAS*** examples of a good touches?

**I HAVE:** hugs, high fives, handshakes, fist bumps, pat on the back



***WHO HAS*** the definition for Bad Touch?

**I HAVE:** A touch that hurts or is scary. A bad touch can result in an injury to the body.



***WHO HAS*** examples of Bad Touch?

**I HAVE:** kick, slap, cut, trip, pinch, hit, scratch



***WHO HAS** the definition for Confusing Touch?*

**I HAVE:** A touch that makes you feel uncomfortable. A confusing touch may start out okay but end up not being okay.



***WHO HAS** the definition for Private Parts?*

**I HAVE:** Parts of the body covered by a bathing suit.



***WHO HAS** the definition Safe Secret?*

**I HAVE:** A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.



***WHO HAS** examples of Safe Secrets?*

**I HAVE:** birthday parties, presents, and surprise parties.



***WHO HAS** the definition for an Unsafe Secret?*

**I HAVE:** A secret that you feel uncomfortable keeping because it could hurt you or someone else.



***WHO HAS** examples of an Unsafe Secrets?*

**I HAVE:** secrets about someone being hurt by a student or an adult, bullying, or someone being mean.



***WHO HAS** the definition for a stranger?*

**I HAVE:** Someone you do not know.



***WHO HAS*** the definition for harassment?

**I HAVE:** to annoy or bother in a constant or repeated way.



***WHO HAS*** the definition for internet?

**I HAVE:** Worldwide system of millions of computers connected together in a network.



***WHO HAS*** the definition of a tricky situation?

**I HAVE:** a situation in which you feel uncomfortable because of a bad/confusing touch or when asked to keep an unsafe secret.



***THE END***

## Grade 5: Lesson 2

### Introduction/Motivation/Warm-up/Icebreaker:

Greet students and briefly review the new vocabulary introduced during the first 5<sup>th</sup> grade lesson.

### Lesson/Information (What the Teacher Does):

1. Share outcome

2. Watch and discuss videos related to safe vs. unsafe secrets (see discussion points below each video)

- Video **Secrets Runtime 3:27**
  - Girl touched by friend's older brother
  - Use word abuse
  - Not her fault – no matter what she was wearing
  - Even if they say it was just flirting it is not ok
  - Tell them No- Get Away- Tell (Shout/Run/Tell)
  - Invade Privacy
  
- Video: **Tell Runtime 4:21**
  - Coach- "special or favorite' kid
    - Everyone loved the person who was doing the abusing
  - Gave gift of shoes to keep the secret
  - Threat to take off team
  - Points out that this situation is very rare
  - Secrets
    - Will continue if you don't tell
    - Stop/Say No- Get Away- Tell an Adult (Shout/Run/Tell)
  
- Video: **Cyberbullying Runtime 3:08**
  - Definition- Communication through technology that is meant to hurt or intimidate another person
  - Think before you speak – to – Think before you post
  
  - How would you feel if it were about you?
  - Be courageous enough to stand up for yourself and others
  - Block, Report, Tell an adult
  - Mentions anxiety and depression
  - Technology is great, but we don't always do great things with it
  - Hard not to react when cyberbullied
  - Keep the cyberbullying messages/Screenshot
  - What we say matters- you don't know what someone else is going through
  - There is so much more to life than social media

3. Complete What's My Game Plan Activity as written below or with provided Padlet on same material.

- Students will complete the "What's My Game Plan?" activity.
- Divide the students into seven groups (if more, you will need to have two copies of the situation cards).
- Give each group one situation card and the "What's My Game Plan?" organizer.
- Ask students to work as a group to read their situation and complete the organizer.
- After everyone is done, ask each group present their situation to the class. Ask the class if they have any additional suggestions for addressing each situation. (flipchart slide accompanies each situation).

4. Watch the Video: Stop Secrets that Hurt Video 8 3 Good Reasons to Talk about Abuse **Runtime 3:16**

- Abuse is a painful secret to keep
- Abuse is hard to talk about
- Abuse is never your fault
- You have the power to stop it
- Tell an adult/Keep Telling
- **3 reasons**
  - You deserve to be happy
  - You deserve to be safe
  - You can protect others
- Fear of what will happen if I tell- things get worse, taken away, family broken apart
- Was told by abuser- they would both be in trouble, he'd go to jail, baby sister would be taken away
- Spoke to someone who made sure she would never have to see him again
- You are not alone!
- Felt like you couldn't talk about the abuse because it is weird embarrassing and what could happen if you tell or if you don't tell.
- Never your fault and you have the power to make it stop.
- Telling can make you stronger
- Shows you can talk to multiple adults in your life that will help – keep telling until something happens about it

#### **Activities (What the Student does):**

- Students will participate in class discussion regarding the video.
- Students will complete "What's My Game Plan" activity.

#### **Assessment of the Achievement of the Objective/Outcome:**

- Video Discussion points

**Closure/Summary:**

- Review the importance of not keeping unsafe secrets, even if someone instructs us not to tell. Remind students to tell an adult they trust if they or someone they know is asked to keep an unsafe secret.
- Emphasize with students the immediacy of telling unsafe secrets.
- Explain that next time you meet the class will be discussing Internet Safety.

**Enrichment/Differentiation/Remediation:**

- Have students make a comic strip story emphasizing the important thing(s) they learned about secrets.



## What's My Game Plan?

1. Which situation did your group have: # \_\_\_\_\_
2. Is this situation okay or not okay?
3. How do you know?
4. What would you do about this situation?

## What's My Game Plan?

### Situation #1

One of your friends comes to school with a black eye. He tells you his step-dad punished him because he forgot to walk the dog. He asks you not to tell anyone.

### Situation #2

A friend tells you that the electricity and water have been turned off at her house again. She and her sister have to huddle under blankets to stay warm. Her dad often "forgets" to pay the bills.

### Situation #3

You are playing an on-line game. One of the players keeps telling "dirty jokes."

### Situation #4

You and your family are at the waterpark. It is time to go home and you are in the changing room. You notice an adult using a cellphone to take pictures of kids while they are changing.

### Situation #5

Your friend's mom works at night. Many nights he is left all alone with nothing to eat. When he wakes up in the morning, his mom is not home. He has to get himself ready for school. Many times he misses the bus.

### Situation #6

You twist your ankle playing ball. When you ask your mom to take you to the doctor, she says to rest it for a while and then she'll decide whether to take you or not.

### Situation #7

Your friend tells you he gets locked in his bedroom for the entire evening whenever he brings home a test with a bad grade. He's not allowed to eat dinner and can't come out of his room until the next morning.

## Grade 5, Lesson Three

Have students participate in Answer Garden: "Cybersafety"

Have students view Power Point and use Safety Organizer to take notes.

Have students complete and turn in 3-2-1 Assessment Page

Have students review Safety Rules Page and sign.

### Resources:

\* Answer Garden: "Cyberbullying"- <https://answergarden.ch/create/>

\* "Internet Safety for Tweens" PowerPoint (40 minutes)

\*PowerPoint Presentation



Guide ( <https://www.missingkids.org/netsmartz/resources> )

\* Internet Safety Organizer

\* Internet Safety Rules pledge

\* "3-2-1" Assessment Page

\* "Internet Safety Pledge"

\* Optional: Websites to share with students and parents

([www.ikeepsafe.org](http://www.ikeepsafe.org)), ( <https://www.missingkids.org/netsmartz/resources> ) or [www.isafe.org](http://www.isafe.org)

Name:

Internet Safety

List 5 things you never want to share on the internet.

- 1.
- 2.
- 3.
- 4.
- 5.

Record 2 things that you found helpful in each area.

Sending

Talking

Posting

Visiting



## Internet Safety Rules

### Think Before You Post:

- I will not post negative comments, personal information, or images that can harm myself or others.

### Respect Others Online:

- I will post positive, polite, and appropriate information.
- I will not use anyone's information online to hurt them or others.

### I Will Defend Myself:

- If I see something that makes me uncomfortable, I will:
  - not respond
  - save the evidence, and
  - talk with a trusted adult



Sign: \_\_\_\_\_

Personal Safety – Grade 5 – Lesson 3

Name: \_\_\_\_\_

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...