

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 4

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **3.3.S:** Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).
- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.



Protect Yourself Rules:

- Tell an Adult
- Unsafe Touches
- Smart Choices
- It Doesn't Matter Who it Is
- Hitting is Wrong
- Tell Them to Stop

Materials Needed:

- Video Lesson: "The Protect Yourself Rules"
- Activity page: The Protect Yourself Rules
- Activity page: Word Search
- Review page: Short Response

Outcomes:

This lesson will introduce or refresh students to the Protect Yourself Rules: 6 rules to recognize and prevent abuse. Students will identify applications for these rules in their lives and become aware of personal safety as something they have control over, foremost with regards to personal boundaries.

Students will identify safe people that they can go to if feeling unsafe or if they have something they need to talk about.

Use this lesson to help establish a culture of conversation regarding topics that are sometimes difficult to discuss.



THE BARBARA SINATRA CHILDREN'S CENTER FOUNDATION

Extension lessons produced in collaboration with WonderGroveLearn.com

Grade 4, Lesson 1 • v01

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 4

1. Student Introduction:

• Today we're going to start a discussion about abuse. Our goal is to bring abuse of all kinds out in the open and make it easy for kids to report it if it happens. By talking about abuse, we can recognize it and prevent it from ever happening. No one should ever feel like they have to keep abuse a secret.

• We all have rights for privacy and personal space, and we have the right to protect ourselves if we need to. The best way for us to protect ourselves is to be aware and know what to do if someone makes us feel unsafe. That's why we are going to learn The Protect Yourself Rules.

• In the same way that we have rules for emergencies like fires or earthquakes, The Protect Yourself Rules help us set boundaries, recognize unsafe situations, and know what to do to stay safe if they happen. We're going to watch videos with characters who use the Protect Yourself Rules, and then do activities to keep the discussion going.

2. Video Lessons:

• Play the video lesson "The Protect Yourself Rules"

3. Discussion:

• Setting Personal Boundaries

4. Activity:

• The Protect Yourself Rules

5. Activity:

• Word Search

6. Review:

• Short Response



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Grade 4, Lesson 1 • v01

CA HEC Standards:

- **3.3.S:** Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).
- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.



SETTING PERSONAL BOUNDARIES

Now that the class has watched the video, it's time to talk about the lesson in-depth. Use the following suggested topics to open up a discussion about the lesson. Call on students to contribute or invite comments from volunteers.

- Raise your hand if being in a close, confined space with a lot of people makes you uncomfortable. Why does it make you feel uncomfortable?
- We feel more comfortable when people respect our personal space. We don't like getting pushed together in long lines, or being touched unexpectedly, or being sandwiched between strangers on the bus. In those situations, we say "excuse me" to get by. In the same way, if someone we know touches us in a way that makes us uncomfortable, we have to tell them to stop.
- We know what interactions we like and what makes us uncomfortable. This is how we set personal boundaries, and that's why Tell Them to Stop is a Protect Yourself Rule. It remind us that we have to enforce those boundaries. What are some ways we can let people know if they are making us uncomfortable?
- The most important Protect Yourself Rule is to always Tell an Adult if someone makes you feel unsafe. Who can you tell if someone makes you feel unsafe at school?
- Unfortunately, many cases of abuse take place at home. Who can you tell if someone makes you feel unsafe at home?
- Who can you tell if someone makes you feel unsafe out in public?



The Protect Yourself Rules



THE PROTECT YOURSELF RULES

1.1.S: Identify safety rules for the home, the school, and the community

This activity will introduce students to the 6 Protect Yourself Rules and their meanings.

Materials Needed:

- The Protect Yourself Rules Activity Sheet
- The Protect Yourself Rules Word Search
- Writing utensils

Preparation:

- Pass out copies of the Protect Yourself Rules Activity Sheet to each student.

Steps to Success:

1. Review the purpose of the 6 Protect Yourself Rules: to help us recognize abuse and protect ourselves from unsafe situations.
2. Students will write the name of each Protect Yourself Rule above the appropriate definition.
3. Hold a discussion reviewing each rule. Ask for volunteers to name examples of each rule's relevance in their lives.



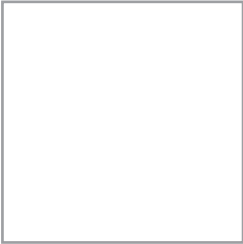


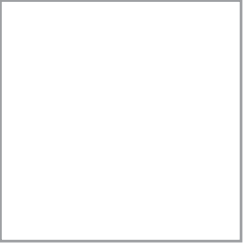
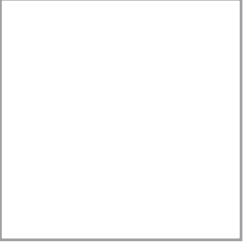

RULE BANK



Name: _____ Date: _____

The Protect Yourself Rules

Use the rule bank to put the correct Protect Yourself Rule above each definition below.

 <p>1. If you think someone has made you feel unsafe or touched you in a way they shouldn't, you have to get help right away.</p>	 <p>2. Touches to private body parts are never allowed.</p>	 <p>3. No one is allowed to hurt you or touch you on a private body part, even friends or family members.</p>
 <p>4. You have the right to tell others when they don't want to be touched. If someone makes you feel unsafe, you have the right to tell them to stop.</p>	 <p>5. Hitting, kicking, pinching, biting, and yelling are all abuse, and should never happen to anyone. It is never your fault if someone hurts you.</p>	 <p>6. Abuse is never your fault, but you can make choices to avoid situations that would be unsafe online and in real life.</p>



BARBARA SINATRA CENTER FOR ABUSED CHILDREN

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Activity

Name: _____ Date: _____

Lesson 1: The Protect Yourself Rules

WORD SEARCH

U Y B T R U S T P R Q W N S
N R Y O Y G R Y E D T G E Y
S M Q R U D J W R M K C D N
A P R N X N O W Y D I B Q R
F R K M G P D D G O R W D R
E I P S N P L A H A Z Q Q V
T V S A T T R C R R D M P P
O A K A Y R T O W I L U N P
U C X V F R A W T D E J L M
C Y T L A E T N L E Y S D T
H B L M Y G T R G B C X K Y
E R S L B B Z Y Q E Y T Q M
S W W X Y N T D K N R X R P



WORD BANK

Safety Protect Adult Stranger
Smart Choices Power Privacy Trust
Boundaries Unsafe Touches



Review

Name: _____ Date: _____

Lesson 1: The Protect Yourself Rules

SHORT RESPONSE PAGE

1. In your own words, write down a short definition for each Protect Yourself Rule.

• Smart Choices _____

• Unsafe Touches _____

• Hitting is Wrong _____

• It Doesn't Matter Who it Is _____

• Tell Them to Stop _____

• Tell an Adult _____

2. Scenario: You are at a neighborhood party with lots of other people. A neighbor that you know pretty well comes to talk to you, and as they do they put their hand on your shoulder. They also muss your hair, and it makes you feel uncomfortable. How should you handle the situation?

3. A friend at school thinks it's okay to take your things without asking, even looking through your notebooks and backpack. How can you assert your right to privacy and let them know they are invading your personal space?



Classroom Lesson Plan

Lesson 2: Secrets

Grade: 4

CA HEC Standards:

- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.
- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries
- **1.19.S:** Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.



Protect Yourself Rules:

- Tell an Adult
- Unsafe Touches
- Tell Them to Stop

Materials Needed:

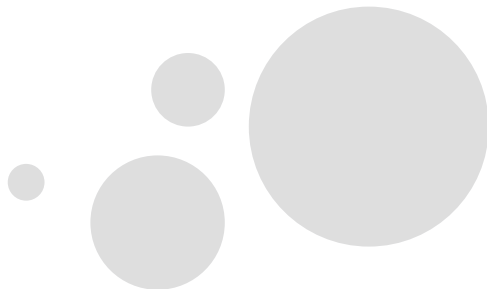
- Video Lesson: "Secrets"
- Activity page: Protecting Personal Boundaries
- Review page: Short Response

Outcomes:

This video lesson presents students with a personal safety scenario involving a peer. The lesson establishes Unsafe Touches as touches to private body parts and demonstrates the necessity of a quick response to unsafe behavior.

Students will discuss strategies for communicating and asserting personal boundaries, and brainstorm strategies for escape if necessary.

Students will also learn that Unsafe Touches can never be kept a secret.



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Grade 4, Lesson 2 • v01

1. Student Introduction:

In this video, Maya experiences an invasion of privacy and an Unsafe Touch from a peer. Maya struggles to talk about what happens because she feels it was partly her fault.

We have to remember that flirting is not permission to touch, and it doesn't matter what we wear or how we act - no one has the right to invade our personal space.

Just as no one can invade our personal space without permission, we do not have the right to touch others without their permission.

2. Video Lessons:

- Play the video lesson "Secrets"

3. Discussion:

- Setting Personal Boundaries

4. Activity:

- Protecting Personal Boundaries

5. Review:

- Short Response



CA HEC Standards:

- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.
- **1.19.S:** Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.



SETTING PERSONAL BOUNDARIES

Now that the class has watched the video, it's time to talk about the lesson in-depth. Use the following suggested topics to open up a discussion about the lesson. Call on students to contribute or invite comments from volunteers.

- Everyone experiences their share of awkward social moments. It can be hard to know if we're coming on too strong or being overbearing or just having fun. How can we use The Protect Yourself Rules to be sure we never cross the line and make someone else feel uncomfortable or unsafe?
- When does flirting or playful touching become an invasion of personal space?
- An Unsafe Touch is any touch to a private body part. Unsafe Touches are against the law, and minors can never give permission for others to touch them there, even to people their own age. How can we use The Protect Yourself Rules to prevent or react to Unsafe Touches?
- If someone makes you feel uncomfortable or unsafe, the first thing you should do is tell them clearly to stop. Make them understand that they are crossing the line. How can we communicate clearly to someone that they are making us feel uncomfortable?
- Pretend you're alone with someone and they're uncomfortably close to you, even touching you without permission. You've told them to stop but they aren't taking you seriously. What are some ways to get away? What are other ways that Maya could have dealt with Roger in the video?
- Touching someone without permission or touching them on a private body part is a serious crime with real consequences. If you're telling someone to stop and they aren't taking you seriously, making them understand that they're committing a crime may make them listen.



PROTECTING PERSONAL BOUNDARIES

4.1.M: Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries

This activity will allow students to put the Protect Yourself Rules into action by acting out different personal safety scenarios.

The class will be separated into groups, and each group will write and perform a skit to demonstrate personal boundary communication. Not all students in each group need to act, but the whole group should collaborate to create the scene.

Scenes can be light and even humorous, but each must include appropriate verbal and physical responses.

Materials Needed:

- Paper/writing utensils
- Notecards

Preparation:

- Write down each of the scenarios on a different notecard.

Steps to Success:

1. Separate the class into groups of 4-5.
2. Give each group a notecard with a scenario written on it.
3. Give all groups time to assign roles and rehearse their scenario. Not all students in each group need to act, but the whole group should collaborate to create the scene.

4. Call on groups one by one to perform their scenes. Invite commentary from the class to analyze how each scenario was handled and what could have been done differently.

Scenarios:

- A student at school invades another student's privacy.
- A student's relative touches them in a way that makes them uncomfortable.
- An adult shows a student an inappropriate video on their phone.
- A student grabs another student on a private body part as a joke.
- A stranger asks a student for their phone number.
- A student repeatedly grabs another student's hair.
- While at a party, friends are playing a game that involves stripping.



Review

Name: _____ Date: _____

Lesson 2: **Secrets**

SHORT RESPONSE

1. Why is it important that we set personal boundaries for space and privacy?

2. Can flirting ever be permission to touch? Why or why not?

3. Imagine that you're in a room with someone who is making you feel uncomfortable. List 5 different ways to make them stop or to get away.



Classroom Lesson Plan

Lesson 3: Can't Go Home

Grade: 4

CA HEC Standards:

- **5.2.M:** Evaluate situations in which a trusted adult should be asked for help.
- **1.7.S:** Describe ways to seek assistance if worried, abused, or threatened.
- **3.3.S:** Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).



Protect Yourself Rules:

- Tell an Adult
- Hitting is Wrong
- It Doesn't Matter Who It Is

Materials Needed:

- Video Lesson: "Can't Go Home"
- Activity page: When to Ask for Help
- Review page: Short Response

Outcomes:

Students who experience abuse at home are most often compelled to keep their abuse a secret. This lesson focuses on normalizing disclosure as something we all have to do in unsafe situations.

Abuse is never a child's fault, and this lesson demonstrates how to disclose without embarrassment or shame.

Students will learn to distinguish genuine unsafe situations in which they need to seek assistance from a safe adult, and identify those safe adults that they can go to for help.



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Grade 4, Lesson 3 • v01

1. Student Introduction:

This lesson's topic is physical abuse. Unfortunately, kids who experience physical abuse are often too scared or embarrassed to talk about it. Our goal is to bring abuse out into the open and make sure all kids know that they can talk about it if it happens to them.

If someone hurts you at home, telling a safe adult is the only way to make it stop. There are lots of adults in your life who want you to be safe and help you get out of an unsafe situation, and there are many different ways to ask for help.

2. Video Lessons:

- Play the video lesson "Can't Go Home"

3. Discussion:

- Getting Help

4. Activity:

- When to Ask for Help

5. Review:

- Short Response



CA HEC Standards:

- **1.7.S:** Describe ways to seek assistance if worried, abused, or threatened.
- **3.3.S:** Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).



GETTING HELP

Now that the class has watched the video, it's time to talk about the lesson in-depth. Use the following suggested topics to open up a discussion about the lesson. Call on students to contribute or invite comments from volunteers.

- Lots of parents fight; it's an unfortunate part of life that we have little control over. Kids have to understand that it is never their fault. Darius' dad hit him because he had a problem with anger, not because Darius had done anything wrong. Who can we go to if we think our parents or caregivers behave in a dangerous way?
- All kids should feel safe at home, but that isn't always the case. If someone at home does hurt us, who are some other safe adults we go to for help?
- Has anyone ever had to do something that they didn't want to do, but knew was good for them? Darius didn't want to talk about what happened to him at home because he didn't want his dad to get in trouble. This is a Protect Yourself Rule: It Doesn't Matter Who it Is. If someone hurts you, you have to tell a safe adult, no matter what. By telling, you aren't going to get the person into trouble; you're going to get them help.
- What if someone hurts us at school, or on a sports team, or somewhere else? Hurting someone is abuse no matter where it is. Who are some other people that we could tell besides our parents, teachers, and counselors? These are safe adults.
- Everyone should know this one. If someone threatens us and we think we're in real danger, what number do we call for help?
- What are some reasons that a child might feel they have to keep abuse a secret?





WHEN TO ASK FOR HELP

5.2.M: Evaluate situations in which a trusted adult should be asked for help.

This activity will make students aware of and able to evaluate situations in which they need to seek adult help.

Students will divide into groups and be presented with unsafe situations. Each group will evaluate their situation to decide the safest course of action.

Materials Needed:

- Unsafe Situation list

Preparation:

- Brainstorm times when kids have to get help from adults (ex., when they get hurt, when they need a ride, when they need help with homework, when they feel unsafe, etc.).
- Explain that kids always have to go to an adult if they feel unsafe. Under no circumstances should they keep abuse a secret.
- Discuss who safe adults are, and when you should ask them for help.

Steps to Success:

1. Divide the students into groups.
2. Give each group a prepared situation.
3. Instruct each group will have to decide the best way to handle their situation.
4. Once all groups have decided, call each group to the front one by one and restate their situation. Each group should tell the class how they think their situation can be handled. There can be multiple answers if other members of the group have other ideas or don't all agree.
5. Review each group's response and make sure they understand when they should tell a trusted adult.



Activity

Name: _____ Date: _____

Lesson 3: **Can't Go Home**

UNSAFE SITUATIONS

- You get into an argument with another student at school. The argument escalates and they push you.
- A grandparent has a habit of cursing. Sometimes they verbally attack you, and it makes you feel awful.
- A parent or caregiver sometimes goes too far when they punish you, even hitting you. You got a bad grade on a school assignment and are afraid that you'll get hurt if they find out.
- An older sibling routinely attacks you physically, but your parents or caregivers don't take what your sibling does seriously.
- A group of students make offensive posts on your social media account, or spreads rumors about you on the internet.
- A sports coach is sometimes physically rough with you and your teammates, and it makes the whole team uncomfortable.



Review

Name: _____ Date: _____

Lesson 3: Can't Go Home

SHORT RESPONSE

1. If you have reason to believe that a friend is being hurt by someone at home, how can you help them?

2. If you're worried that someone in your home may hurt you or anyone else, who are some safe adults that you can go to for help?

3. Abuse can be a hard thing to talk about. What are three ways that you can tell a safe adult about abuse without talking to them face to face?



Classroom Lesson Plan

Lesson 4: Smart Choices

Grade: 4

CA HEC Standards:

- **3.2.S:** Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
- **5.1.S:** Evaluate strategies to avoid potentially dangerous situations.
- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries



Protect Yourself Rules:

- Smart Choices
- Tell an Adult

Materials Needed:

- Video Lesson: "Smart Choices"
- Activity page: Profile Template
- Review page: Short Response

Outcomes:

This lesson gives students tools to protect their privacy and interact safely on the internet.

For students, being safe online means making Smart Choices regarding what information they give out, what sites they visit, who they interact with, and how they present themselves socially.

Students will be empowered as the ultimate arbiters of their own online presence by evaluating strategies to maintain their privacy online and avoid potentially dangerous situations.

Students will also develop communication skills to protect their personal boundaries and demonstrate the ability to ask a trusted adult for help if someone they encounter online makes them feel unsafe.



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Grade 4, Lesson 4 • v01

1. Student Introduction:

What do you like to do online?

Do you ever think about how much personal information you give away when you're online?

This lesson is about making Smart Choices to protect privacy online. When we talk about the internet, we're also talking about games that let you make profiles and talk to other players, whether in chat boxes, over headphones, or on message boards.

Because anyone in the world can use the internet, we have to protect ourselves from people who can use our personal information to steal our identities or find out where we live.

In the vast majority of online crimes against minors, the offender uses the victim's social networking sites to get information about them.

That's why we follow the Smart Choices Protect Yourself Rule. By being mindful of what we say and post, we have the power to protect our privacy and our safety online.

2. Video Lessons:

- Play the video lesson "Smart Choices"

3. Discussion:

- Online Safety

4. Activity:

- Social Media Profiles

5. Review

- Short Response



CA HEC Standards:

- **3.2.S:** Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries

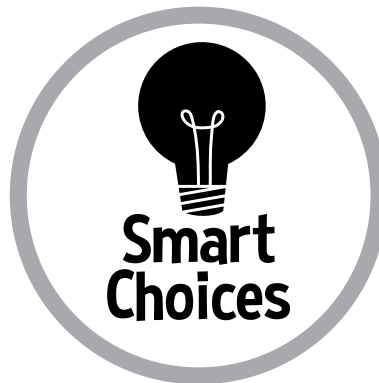


ONLINE SAFETY

Now that the class has watched the video, it's time to talk about the lesson in-depth. Use the following suggested topics to open up a discussion about the lesson. Call on students to contribute or invite comments from volunteers.

- What are some of the Smart Choices Maya talked about in the video? Can you think of any more ways to protect yourself online?
- Have you ever seen language or discussions online that made you uncomfortable? Did you show them to an adult?
- What is cyberbullying? Have you ever encountered cyberbullying online? Cyberbullying is just as dangerous as bullying in real life, because our online personas are an extension of ourselves. Threats or mistreatment over the internet have to be reported to adults.
- What are some things that we should always keep private from strangers?
- Imagine that someone in a game chat or forum asks you where you live, or what school you go to. What can you tell them to not give away your real personal information?
- Smart Choices don't stop online. We can keep ourselves safe at home, at school, and out in public by having the same awareness of our actions. How can the Smart Choices rules we've talked about for internet safety apply to real life?





ONLINE PROFILES

5.1.S: Evaluate strategies to avoid potentially dangerous situations.

This activity will allow students to evaluate what information is appropriate or “safe” to put online when creating a profile.

Materials Needed:

- Profile Template Page
- Paper/writing utensils

Preparation:

- Pass out copies of the Profile Template Page to each student.

Steps to Success:

1. Instruct students to fill in all the information they can for their profiles. They should draw a profile picture in the photo square that they think is appropriate.

2. Once all students have finished creating their profiles, they should trade with a classmate and circle what information could potentially make them vulnerable to cat-fishing or other dangerous situations.

3. Call on volunteers to talk about which information they circled.

4. Review with students methods for keeping information private, such as using a username that doesn't include their real name.

5. Review when it is necessary to contact an adult if approached by a stranger online.



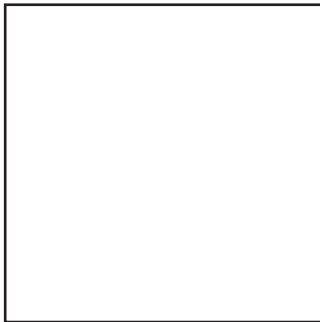
Practice Exercises

Name: _____ Date: _____

"Smart Choices Online"

Build Your Profile!

Fill out this profile template as though you were building an actual social media profile. Write as much information as you would be comfortable putting online, and sketch a profile picture that you might use.



[Photo]

Username: _____

Address: _____

School Name: _____

Birthday: _____

Phone Number: _____

Email: _____

Social Security #: _____

Pet's names: _____

Favorite food: _____

Share my current location: _____

Privacy Settings:

Anyone can see my profile

Only people I friend can see my profile

Anyone can see my profile, but it's just my name and photo that are visible.



Review

Name: _____ Date: _____

Lesson 4: Smart Choices

SHORT RESPONSE

1. What would make you feel unsafe while using the internet?

2. What pieces of personal information should you never post online?

3. How can you assert your personal boundaries online?



Classroom Lesson Plan

Lesson 5: **Tell**

Grade: 4

CA HEC Standards:

- **1.7.S:** Describe ways to seek assistance if worried, abused, or threatened.
- **1.19.S:** Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.
- **3.3.S:** Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).



Protect Yourself Rules:

- Unsafe Touches
- Tell Them to Stop

Materials Needed:

- Video Lesson: "Tell"
- Activity page: Escape Strategies
- Review page: Short Response

Outcomes:

This lesson's video presents a story of repeated abuse by a basketball coach. While challenging, the video models the appropriate split-second response to an unsafe situation, and models telling an adult as the most effective way to stop ongoing abuse.

Students will learn that no matter what an abuser may tell them, they have to talk about Unsafe Touches.

Students will also identify safe people and places to go if they have something they need to talk about.



THE BARBARA SINATRA CHILDREN'S CENTER FOUNDATION

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Grade 4, Lesson 5 • v01

1. Student Introduction:

This lesson's video features a difficult story of abuse by a basketball coach. The goal of this video is not to make you feel mistrustful of teachers or coaches, but to help you trust your instincts if you see something that you know just isn't right.

The Protect Yourself Rules help us be mindful in every situation, and if we think a situation is unsafe, we know we have to get away and tell an adult right away.

We also know that there are many safe adults in all our lives who want us to talk to them if we are ever worried, scared, threatened, or abused.

By talking about abuse, we can prevent it, or stop it from ever happening again.

2. Video Lessons:

- Play the video lesson "Tell"

3. Discussion:

- Safe People to Go To

4. Activity:

- Escape Strategies

5. Review:

- Short Response



CA HEC Standards:

- **1.7.S:** Describe ways to seek assistance if worried, abused, or threatened.
- **3.3.S:** Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).



SAFE PEOPLE

Now that the class has watched the video, it's time to talk about the lesson in-depth. Use the following suggested topics to open up a discussion about the lesson. Call on students to contribute or invite comments from volunteers.

- In the video, Jamal didn't think he could tell about what his coach did because Coach bought him gifts. He felt trapped, and alone. It may be hard to imagine for most of us, but there are other kids who feel trapped in abuse just like Jamal. They might feel too embarrassed or scared to talk about it. How can The Protect Yourself Rules help kids like Jamal?
- If someone makes us feel unsafe in the moment, what can we do? What did Darius do when Coach made him feel unsafe?
- Telling about abuse is also hard if the abuser is someone we know. It can be confusing and hard to believe we think someone we trust has abused us, but we have to trust our instincts. We know that any touch to a private body part is an Unsafe Touch. Which Protect Yourself Rule reminds us that we have to tell about Unsafe Touches, regardless of who does it?
- Someone who is abused may feel alone, but we are never really alone. There are lots of safe adults who want to help us. Who are some safe adults we can go to if we need help?
- Because talking about abuse can be so hard, it may be easier to tell someone we don't know personally. Who are people other than those at home and at school that we can go to to tell about abuse?
- What are some ways we can tell about Unsafe Touches without talking to someone face to face?





ESCAPE STRATEGIES

1.19.5: Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.

Just as every unsafe situation is unique, there are an unlimited number of ways that we can protect our privacy and our safety. This activity allows students to visualize a wide range of unsafe situations and find a consensus for the best way to get away safely.

Materials Needed:

- White board
- Markers

Preparation:

- Brainstorm unsafe situations of all kinds - any situation in which a student would have to stop another person or get away for their own safety. All situations do not have to be related to abuse, although some should be.
- Brainstorm strategies students can use to protect themselves from unsafe situations. These can be verbal (dismissing peer pressure, asserting their right to privacy, shouting for help, etc.) or physical (running away), polite ("Excuse me, I am feeling uncomfortable) or forceful ("Stop, don't touch me!).

Steps to Success:

1. Go around the room and have each student come up with as many ways to protect themselves from an unsafe situation as they can (ex., polite refusals, changing the subject, being forceful, yelling for help, calling someone on the phone, running away, etc.).
2. Write each response on the board.
3. Call on volunteers one by one and present them with a situation from the Unsafe Situations list.
4. Using the board for help, the students will choose the most appropriate response to their unsafe situation.



Activity

Name: _____ Date: _____

Lesson 5: **Tell**

UNSAFE SITUATIONS

- An adult you don't know takes your arm in a crowded place.
- A person you don't know repeatedly asks for your contact information online.
- A group of students is smoking cigarettes and encourages you to smoke with them.
- An adult who is in charge of you shows you inappropriate images or videos on their phone.
- A family friend touches you in a way that makes you uncomfortable.
- A relative tends to touch you a lot when they're around. Their touches aren't necessarily unsafe, but you don't like them.
- An adult you don't know asks you to get in their car.
- Someone you know attempts to take their clothes off in front of you.
- A person at a public pool touches you multiple times.
- Another student dares you to take your clothes off.
- A relative always insists that you kiss them on the cheek when you say hello, and it makes you uncomfortable.
- While at a pool party, you notice a classmate is trying to untie girls' bikini tops without them noticing.



Review

Name: _____ Date: _____

Lesson 5: Tell

SHORT RESPONSE PAGE

1. List three different safe adults you could tell if someone has made you feel unsafe.

2. Describe three ways to get out of a situation with someone who is making you feel unsafe.

3. List three ways you can tell about Unsafe Touches without talking to someone face to face.

