

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 1

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.
- **3.1.S:** List people to go to for help if feeling unsafe or threatened.



Protect Yourself Rules:

- Safe Touch, Unsafe Touch
- Tell a Grown-Up
- Shout, Run, Tell

Key Terms:

- Private Body Parts
- Protect Yourself
- Rules
- Safe/Unsafe

Materials Needed:

- Video Lesson: "The Protect Yourself Rules"
- Video Lesson: "Shout, Run, Tell"
- Printable Book pages
- Paper Doll Template

Outcomes:

This lesson will introduce or refresh students to the Protect Yourself Rules: 6 rules to recognize and prevent abuse.

Students will learn the concept of safe/unsafe as it applies to personal body safety, and why they must always tell a trusted grown-up if someone makes them feel unsafe.

Students will learn and demonstrate skills for safety and disclosure of abuse with the Shout, Run, Tell Protect Yourself Rule.



THE BARBARA SINATRA CHILDREN'S CENTER FOUNDATION

Extension lessons produced in collaboration with WonderGroveLearn.com

Grade 1, Lesson 1 • v01

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 1

1. Student Introduction:

Tell the students that they are going to watch videos about different kinds of touches. Most touches are okay, but there are some touches that are unsafe. Touches on parts of our body that are covered by a bathing suit are unsafe, and no one is ever allowed to touch us there.

The children in the videos are named Sarah and Lenny. Sarah and Lenny are going to help us learn the difference between touches that are safe and touches that are unsafe. They will also teach us what to do if we think we've been touched in an unsafe way, and how to get away if someone makes us feel unsafe.

Their counselor's name is Ms. Barbara, and she will help us learn rules for touching. They're called The Protect Yourself Rules.

2. Video Lessons:

- Play the video lessons "The Protect Yourself Rules" and "Shout, Run, Tell"

3. Printable Book:

- Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

- Safe Touch / Unsafe Touch

5. Activity:

- Paper Dolls

6. Review



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PRINTABLE BOOK

Use this Printable Book to review and reinforce the video lessons. Printable Books make a great send-home to show parents what was learned!

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.
- **3.1.S:** List people to go to for help if feeling unsafe or threatened.

Video Lessons:

- “The Protect Yourself Rules”
- “Shout, Run, Tell”

Key Terms:

- Private Body Parts, Protect Yourself, Rules, Safe/Unsafe

Materials Needed:

- Printable Book pages
- Scissors
- Stapler

Preparation:

- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.



CA HEC Standards:

- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.



SAFE TOUCH / UNSAFE TOUCH

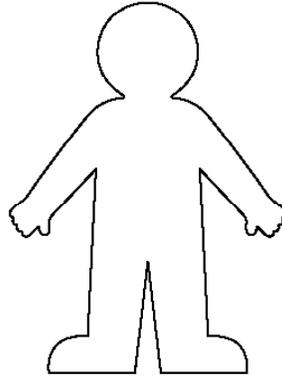
Now that the students have completed their Printable Books, it's time to talk about the rules in-depth. Refer students to their Printable Books to revisit the examples from the video lessons.

- Review with students how we protect ourselves by knowing Safe Touches from Unsafe Touches.
- Review with students the parts of their bodies that other people shouldn't touch (ex., places that would be covered by a bathing suit).
- Call on volunteers to list examples of Safe Touches at home (ex., hugs, games, washing, etc.), at school (ex., high-fives, games like duck-duck-goose, etc.), and in the community (ex., touches from doctors, paramedics, etc.).
- Call on volunteers to list examples of Unsafe Touches (ex., touches to their bathing-suit areas, or touches to other people's bathing-suit areas, touches from strangers, etc.).
- Explain that Unsafe Touches can seem playful or gentle. The most important thing we can do is remember the difference between Safe Touches and Unsafe Touches. Any touch to a part of our bodies that would be covered by a bathing suit is an Unsafe Touch.

Establish the students' sense of ownership of their own bodies.

- Your body belongs to you, and you can tell other people if you don't want to be touched. Everyone has the right to tell others that they don't want to be touched. If someone touches you in a way they shouldn't, you can tell them to stop, or say 'I don't want to be touched.'
- You can tell people to stop if you think they're going to touch you on a private part of your body. You can tell them to get away, and you can tell a grown-up you trust to help you.
- Ask, what are some ways you can tell someone when you don't want to be touched?





PAPER DOLLS

3.1.S: List people to go to for help if feeling unsafe or threatened.

Students will create paper dolls to represent a safe grown-up in their lives who they confide in.

Materials Needed:

- Paper Doll Template
- Crayons, markers, colored pencils
- Scissors

Preparation:

- Make copies of the Paper Doll Template page.
- Review with students the different grown-ups in their lives that they feel most comfortable talking to or going to for help.

Steps to Success:

1. Hand out the Paper Doll Template to each student.
2. Allow the students to decorate the paper doll as they like to represent a trusted grown-up.
3. Circulate and help students cut out the paper doll.

Discussion:

- Discuss the fact that Unsafe Touches can be hard to talk about, but grown-ups want to listen. Our paper dolls help us remember who we feel most comfortable talking to. This is someone we can always go to for help.



Review

Lesson 1: The Protect Yourself Rules

Grade: 1

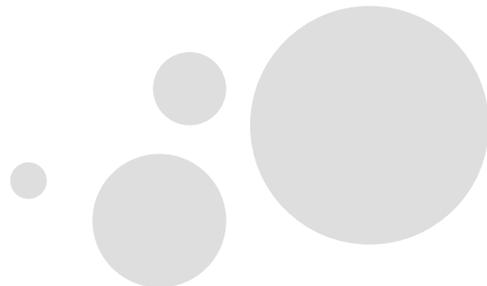
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- **3.1.S:** List people to go to for help if feeling unsafe or threatened.



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers or have the class answer as a group.

- Which Protect Yourself Rule should we remember to know if a touch is okay or not okay?
- What is a private body part?
- If someone touches us on a part of our body that would be covered by a bathing suit, is that a Safe Touch, or an Unsafe Touch?
- If a relative touches us in a way that makes us uncomfortable, are we allowed to tell them to stop?
- Which Protect Yourself Rule do we use to get away if someone makes us feel unsafe?
- If someone asks us to touch them on a private part of their body, should we get away and tell a grown-up we trust?
- When are we allowed to tell others that we don't want to be touched?
- Who are some grown-ups who we can tell about Unsafe Touches?



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Grade 1 Lesson 1 • v01

The Protect Yourself Rules



This book belongs to:

1



We use the **Protect Yourself Rules**.

cut line

2



Protect Yourself means to be careful, mindful, and safe.

fold line

3

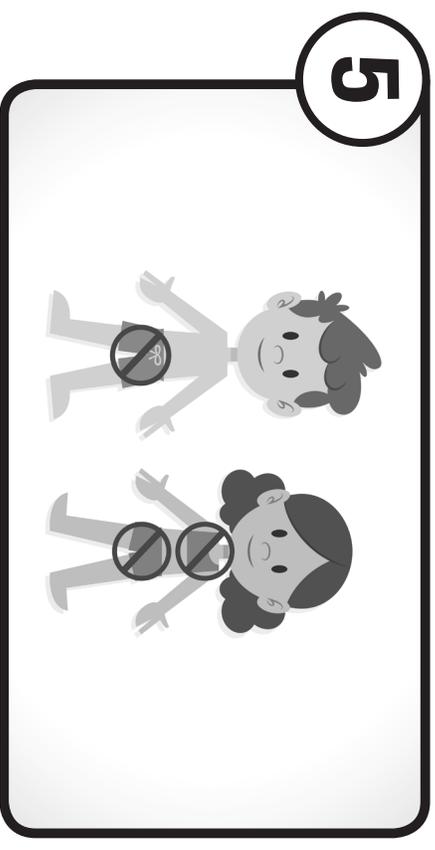


Rules help us know how to take care of ourselves and how to be safe.



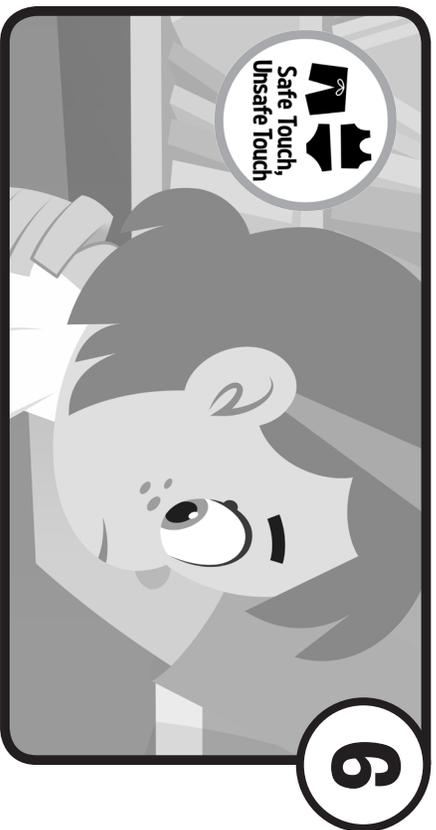
4

We follow the **Protect Yourself Rules** to always remember how to be safe.



5

We have **private body parts**.



6

No one can touch our **private body parts**. These are **Unsafe Touches**.



7

Safe Touches are good.

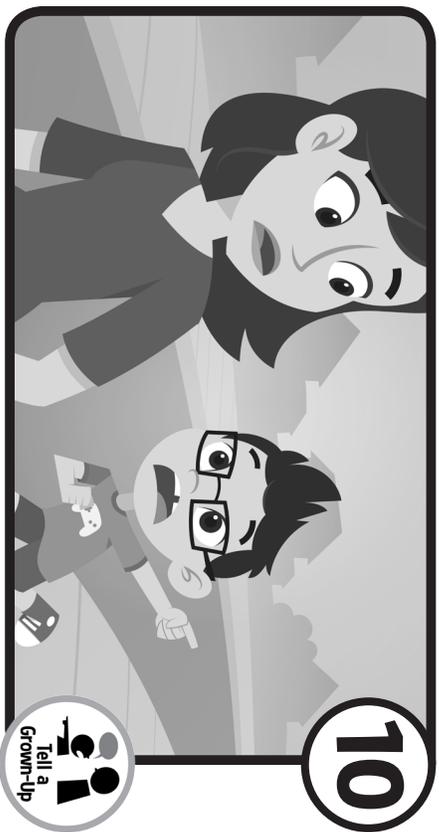
cut line

fold line



Unsafe Touches are not allowed.

cut line



We should always tell a grown-up we trust about **Unsafe Touches**.

fold line



It's important that we never keep **Unsafe Touches** a secret.

staple

The Protect Yourself Rules



We always remember **The Protect Yourself Rules**.

staple

Activity

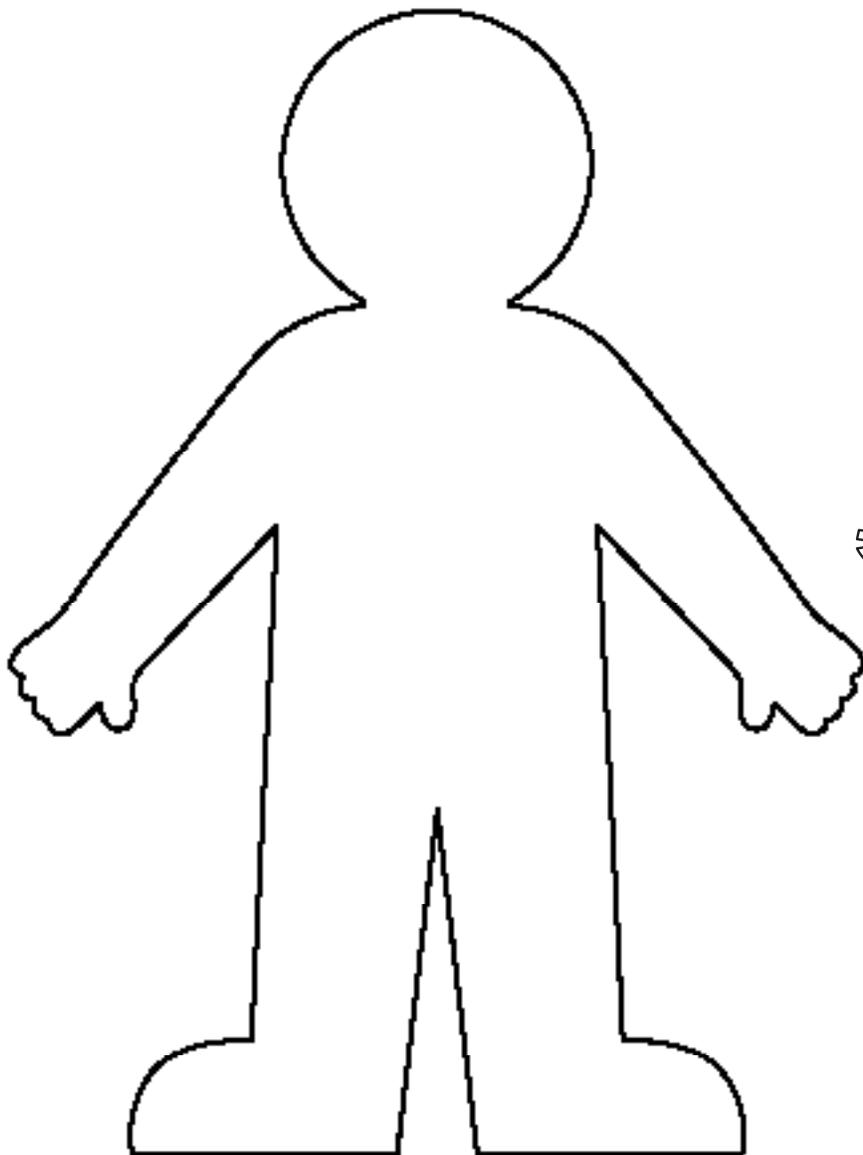
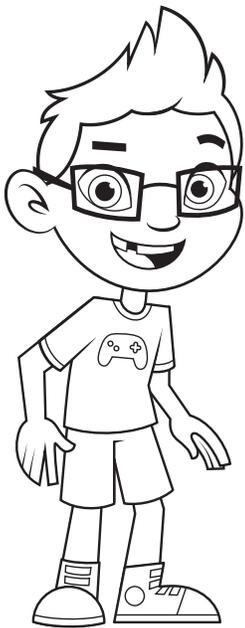
Name: _____ Date: _____

Lesson 1: The Protect Yourself Rules

PAPER DOLLS

Who is a grown-up that you can go to when you need help, like when you get a scrape and need a band-aid? It could be your mom, your dad, an aunt, uncle, brother, sister, grandparent, or maybe a teacher.

Picture that person and use crayons or pencils to draw them on your Paper Doll.



Classroom Lesson Plan

Lesson 2: **It Doesn't Matter Who it Is**

Grade: 1

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **4.1.S:** Demonstrate how to ask a trusted adult for help or call 9-1-1.
- **1.13.S:** Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).



Protect Yourself Rules:

- Safe Touch, Unsafe Touch
- It Doesn't Matter Who it Is
- Tell a Grown Up

Key Terms:

- Private Body Parts
- Safe/Unsafe

Materials Needed:

- Video Lesson: “Safe Touch, Unsafe Touch”
- Video Lesson: “A Neighbor”
- Printable Book pages

Outcomes:

This lesson will continue the discussion of the Safe Touch, Unsafe Touch rule by presenting a narrative story in which the rule is used.

Students will distinguish Safe Touches from Unsafe Touches, learn that they have the right to tell others not to touch their body, and be introduced to the concept of ownership over their bodies.

Students will learn to assert their right not to be touched if the need arises.

Focus will be given to a new Protect Yourself Rule: It Doesn't Matter Who it Is. Students will learn that Unsafe Touches are off-limits, even if the person who touches them is a friend or relative.



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Grade 1, Lesson 2 • v01

Classroom Lesson Plan

Lesson 2: It Doesn't Matter Who it Is

Grade: 1

1. Student Introduction:

Students should be familiar with the concept of ownership over their bodies and should know that they have the right to tell others if they do not want to be touched. They should also have an understanding of private body parts as parts that would be covered by a bathing suit.

In today's videos, Sarah and Ms. Barbara are going to help us learn the difference between a Safe Touch and an Unsafe Touch.

Then, Sarah will share a story about a time that she used The Protect Yourself Rules to stay safe. A family friend touched her on a private part of her body, and she knew that it was an Unsafe Touch.

If we think that someone has touched us in an unsafe way, we have to get away and tell a Grown-Up we trust. It Doesn't Matter Who it Is; not even friends or relatives are allowed to touch us on private parts of our bodies.

2. Video Lessons:

- Play the video lesson "Safe Touch, Unsafe Touch."
- Play the video lesson "A Neighbor."

3. Printable Book:

- Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

- It Doesn't Matter Who it Is

5. Activity:

- Identify Refusal Skills

6. Review



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PRINTABLE BOOK

Use this Printable Book to review and reinforce the video lessons. Printable Books make a great send-home to show parents what was learned!

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- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **4.1.S:** Demonstrate how to ask a trusted adult for help or call 9-1-1.
- **1.13.S:** Identify refusal skills when in personal-safety situations.

Video Lessons:

- “Safe Touch, Unsafe Touch”
- “A Neighbor”

Key Terms:

- Private Body Parts, Safe/Unsafe

Materials Needed:

- Printable Book pages
- Scissors
- Stapler

Preparation:

- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.



Discussion

Lesson 2: It Doesn't Matter Who it Is

Grade: 1

CA HEC Standards:

- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.



It Doesn't Matter Who it Is

Now that the students have completed their Printable Book, it's time to talk about the rules in-depth. Refer students to their Printable Book to revisit the examples from the video lessons.

- As you read the Printable Book, have students raise their hand when they think an Unsafe Touch has happened, and explain why the touch was unsafe (ex., Because it was a touch to a private part, a bathing suit area, etc.).
- Unsafe Touches are confusing because they can seem playful or gentle. How do we know for sure that a touch is unsafe? (ex., If it's on a private body part, a bathing suit area, etc.). Tickling is a playful touch, but if it is on a private body part, it is an Unsafe Touch.
- When Mr. Caro touches Sarah, ask students why it was okay that she yelled at him to stop. Would they feel weird yelling at a grown-up? Students should understand that it is okay to shout, make a scene, or run away if someone makes them feel unsafe. This is how we protect ourselves.
- Someone that makes us feel uncomfortable or touches us in an unsafe way might ask us to keep it a secret. When should we keep Unsafe Touches a secret? (Never keep unsafe touches a secret!)
- If we're confused about a touch from a friend or family member, which Protect Yourself Rule can we remember? (It Doesn't Matter Who it Is.)
- Who did Sarah tell about her neighbor's Unsafe Touch, and how did she tell them?
- What is a way to ask a trusted grown-up for help through writing?
- What is a way to ask a trusted grown-up for help through drawing?



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Identify Refusal Skills

1.13.S Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).

This activity will equip students with refusal responses to get out of unsafe situations. Students will brainstorm as many responses as possible and select an appropriate one for each unsafe situation given.

Next, read different unsafe situations to the class and have each student choose an appropriate refusal for each situation.

Materials Needed:

- Whiteboard, Markers

Recap:

- We have the power to say NO to anything that makes us feel unsafe. Not even friends or family members are allowed to make us feel unsafe or touch us on private parts of our bodies.

Preparation:

- Discuss as many different refusal skills as the children can think of, and suggest more. Refusals can be polite or aggressive, depending on the situation. We can use humor or sarcasm, or give reasons to say no, or suggest doing something else.
- Write each refusal skill on the board.

Steps to Success:

1. Once you have a long enough list of refusal skills, call on students one by one.
2. Read out a different unsafe situation for each student and ask them to respond with the refusal they think is best.



Activity

Name: _____ Date: _____

Lesson 2: It Doesn't Matter Who it Is

Unsafe Situations

A friend tells you to throw a rock at a car.

A stranger at the mall asks if he can buy you a toy.

You're alone with a grown-up who makes you feel uncomfortable.

A friend wants you to steal something from a store.

A sibling tells you to cheat while playing sports.

A friend wants to climb into your neighbor's back yard.

A stranger at the park asks you to go somewhere with them.

Your friend dares you to eat a bug.

A stranger asks you to go help them with something.

A friend wants you to drink soap.

Another student asks you to help them cheat on a test.

A stranger says they know your mom or dad



Review

Lesson 2: It Doesn't Matter Who it Is

Grade: 1

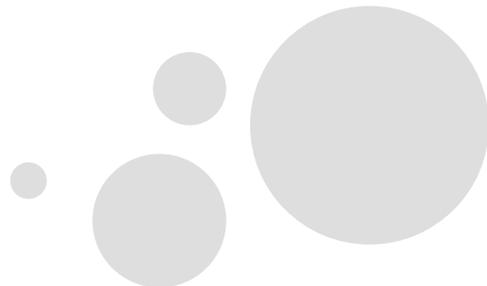
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- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.
- **3.1.S:** List people to go to for help if feeling unsafe or threatened.



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers or have the class answer as a group.

- If we're confused about a touch from a friend or family member, which Protect Yourself Rule can we remember? Which parts of our bodies are people not allowed to touch?
- Which Protect Yourself Rule reminds us that not even friends or relatives are allowed to touch us on private parts of our body?
- Is it okay for a friend or a relative to touch us on a place that would be covered by a bathing suit?
- Is it okay for someone to ask us to touch them on a private part of their body?
- If someone touches us on a private part of our body at home, is it okay to shout, run away, and tell a grown-up?
- If someone makes us feel uncomfortable or unsafe in a public place, is it okay to tell them to go away?
- Can a touch that's playful or gentle still be an Unsafe Touch?
- What's a way we can tell a grown-up about an Unsafe Touch?



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It Doesn't Matter Who It Is



This book belongs to:



1

Sarah had a neighbor named Mr. Caro.

cut line



2

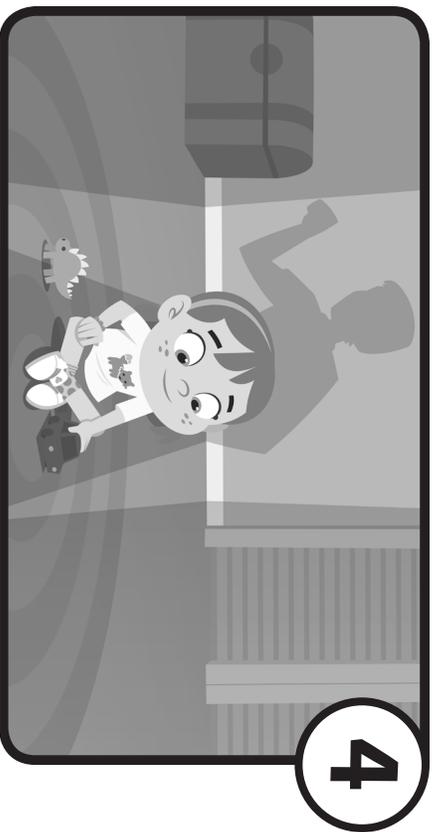
Mr. Caro was always nice to Sarah. They were friends.

fold line



3

One night, Sarah's parents had a party.



The neighbor Mr. Caro came to play with Sarah.



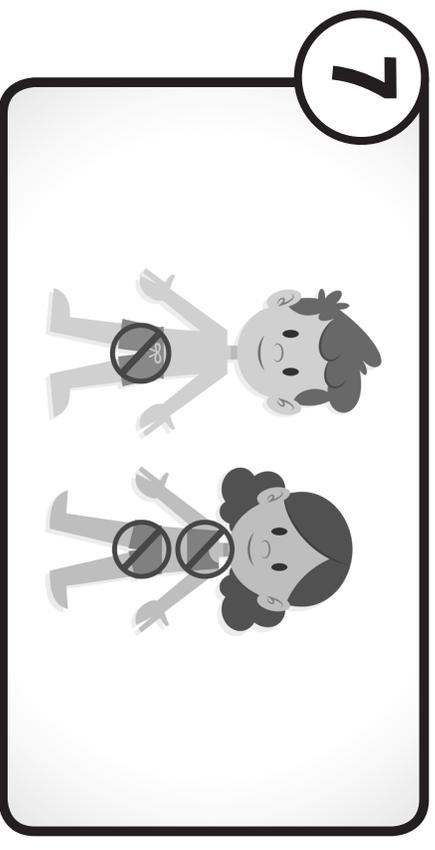
Sarah had fun playing with Mr. Caro. She felt safe.

cut line

fold line



But then Mr. Caro started to tickle Sarah on a **private body part**. Now she felt unsafe.



Sarah knew that tickling on a **private body part** is an **Unsafe Touch**.



8

Mr. Caro was her friend, but **It Doesn't Matter Who it Is.**

cut line



10

Sarah ran away from Mr. Caro and told her dad what happened.



9

Sarah shouted for Mr. Caro to stop, loudly and clearly.

fold line

The Protect Yourself Rules



Sarah used **The Protect Yourself Rules** to stay safe.

staple

staple

Classroom Lesson Plan

Lesson 3: Stranger Safety

Grade: 1

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.10.S:** Identify people who are strangers and how to avoid contact with strangers.
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **1.13.S:** Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).



Protect Yourself Rules:

- Stranger Safety
- Shout, Run, Tell
- Tell a Grown-up

Key Terms:

- Stranger
- Safe/Unsafe
- Trust/Trusted

Materials Needed:

- Video Lesson: “A Friendly Stranger”
- Printable Book pages

Outcomes:

This lesson will give students guidelines for interacting safely with people they don't know, and will equip students with active responses to unsafe situations with strangers.

The golden rule of Stranger Safety is to never go anywhere with someone you don't know.

This lesson also reinforces the Shout, Run, Tell Protect Yourself Rule.

Provisions in the rule are made for “safe” strangers that students can go to for help if they need it, such as police officers, firefighters, people in uniform at a store, and parents with other children.



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PRINTABLE BOOK

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- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.10.S:** Identify people who are strangers and how to avoid contact with strangers.
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **1.13.S:** Identify refusal skills when in personal-safety situations.

Video Lessons:

- “A Friendly Stranger”

Key Terms:

- Stranger, Safe/Unsafe, Trust/Trusted

Materials Needed:

- Printable Book pages
- Scissors
- Stapler

Preparation:

- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.



CA HEC Standards:

- **1.10.S:** Identify people who are strangers and how to avoid contact with strangers.
- **1.13.S:** Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).



STRANGER SAFETY

Now that the students have completed their Printable Books, it's time to talk about the rules in-depth. Refer students to their Printable Books to revisit the examples from the video lessons.

- Review what a stranger is. Who counts as a stranger? (ex., Anyone we don't know.)
- What does a bad stranger look like? Conclude that all strangers look like regular people. We can't tell if a person is bad just by looking at them.
- Brainstorm some things we should never do with strangers. (ex., Don't talk to strangers, don't go anywhere with them, etc.)
- Ask students to think of something that a grown-up might need their help with. Guide students to the conclusion that a grown-up will never need a child's help with anything.
- With assistance, call on volunteers to list ways to avoid contact with strangers (ex., Always stay with trusted grown-up, say "I can't talk to strangers," etc.).
- Brainstorm ways to say "no" if a stranger asks us to go somewhere (ex., use a clear "no" statement, walk or run away, change subject, delay, etc.).
- Call on volunteers to explain which Protect Yourself Rule we should use if a stranger asks us to go somewhere with them or makes us feel unsafe (ex., Shout, Run, Tell.).
- Explain that if students ever need to ask for help from a "safe" stranger (ex., if they're lost in a grocery store) they should do so in a public place with lots of other people around.



HOW TO SAY “NO” TO A STRANGER AND GET AWAY

5.2.S: Role-play what to do if a stranger at home, in a car, or on the street approaches you.

This activity uses the Printable Book to present hypothetical Stranger Safety situations for students to react to. Students will decide page by page the safest choice that Sarah and Lenny could make in the story.

Materials Needed:

- Printable Book
- Crayons or other writing utensils

Preparation:

- Remind students that even if a stranger seems nice, if they offer them things (puppies, candy, etc.) or ask them to go somewhere with them, they are not nice.
- Review the “Shout, Run, Tell” rule.
- Explain that we should only interact with strangers if our parents are present and give us permission.
- Explain that if a stranger asks us to go somewhere with them, we have to tell them “NO” loudly and clearly. We can also walk or run away.

Steps to Success:

1. Read the Printable Book out loud and ask students to think of the safest choice Sarah and Lenny could make on each page (ex., On page 6, Lenny should have asked his mom before he went to pet the strange man’s dog.)
2. Ask students to raise their hand when they think Lenny and Sarah should Shout, Run, and Tell (ex., On page 7, and page 8.)
3. Instruct students to draw an X through any page where they think Sarah and Lenny should Shout, Run, and Tell.

Recap:

- Most people we meet are nice, and we shouldn’t be afraid of people we don’t know. To be safe, we only interact with people we don’t know when a trusted adult is with us.



Review

Lesson 3: Stranger Safety

Grade: 1

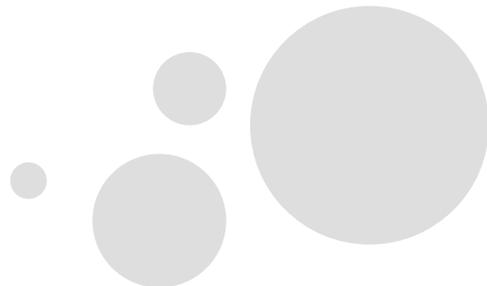
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- **1.13.S:** Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).



To review, pose a series of hypothetical questions to evaluate student learning outcomes. Call on volunteers or have the class answer as a group.

- Is it ever okay to go somewhere with a stranger?
- Which Protect Yourself Rule do we use to get away if a stranger asks us to go somewhere with them?
- Who counts as a stranger?
- If we get lost in a grocery store and need help finding our parents, who should we ask for help?
- While waiting for the school bus, your mom runs back in your house to get your lunch. Then, a woman you do not know drives up and offers to take you to school. What should you do?
- You and a friend are playing at your friend's house and their neighbor asks you to come into their house. What can you tell them to get away?
- What can we tell someone if they ask us to do something we don't want to do?
- Is it okay to scream and make a scene if someone is making us feel unsafe?



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staple

A BARBARA SINATRA Printable Book

Stranger Safety



This book belongs to:

staple

1



Lenny and Sarah learned about **Stranger Safety**.

cut line

fold line

2



They played at the park with Lenny's mom last weekend.

3



Lenny and Sarah know that a **stranger** is a person we don't know.



We always have to follow the **Stranger Safety** rule to be safe.



We do not talk to **strangers** when our mom or dad isn't with us.



We do not take things from **strangers** if they offer them to us.



We do not go anywhere with **strangers** if they ask us to.

cut line

fold line



A **stranger** asked Lenny and Sarah to go in his car.

cut line



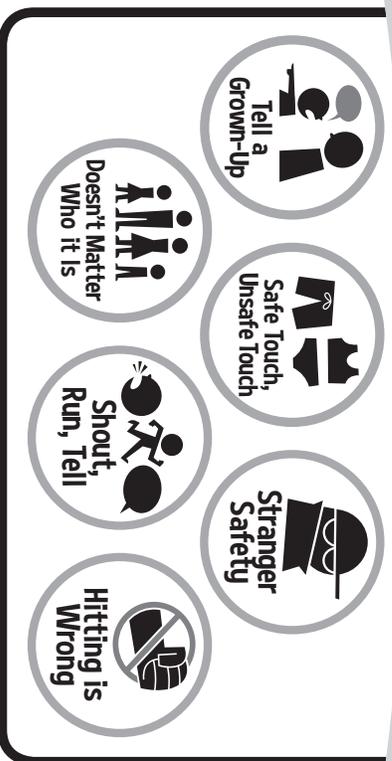
Lenny and Sarah knew to **Shout, Run, and Tell**. They shouted "No!"



Then they ran away and told Lenny's mom, who is a **trusted** grown-up.

fold line

The Protect Yourself Rules



Lenny and Sarah use **The Protect Yourself Rules** to stay safe.

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Classroom Lesson Plan

Lesson 4: Know When to Tell

Grade: 1

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **5.1.S:** Identify situations when it is necessary to seek adult help or call 9-1-1.
- **4.2.S:** Identify ways to report inappropriate touching.



Protect Yourself Rules:

- Hitting is Wrong
- Shout, Run, Tell
- Tell a Grown-up

Key Terms:

- Hitting
- Secrets
- Trusted Grown-Up

Materials Needed:

- Video Lesson: "Recognize the Signs"
- Printable Book pages
- Word Scramble

Outcomes:

Students will expand their understanding of Safe Touch, Unsafe Touch to include touches that hurt (ex., physical abuse; hitting, pinching, kicking, throwing things). This Protect Yourself Rule is called Hitting is Wrong.

Students will understand that hitting and Unsafe Touches of all kinds must never be kept a secret. Telling about hitting or Unsafe Touches is more important than any promise to a friend or family member, because nothing is more important than our safety.

Students will identify situations in which it is necessary to seek grown-up help, such as when they believe themselves or a friend have been a victim of Hitting or other Unsafe Touches.

Because abuse can be a difficult thing to talk about, students will also identify different ways to report hitting and Unsafe Touches.



THE BARBARA SINATRA CHILDREN'S CENTER FOUNDATION

Extension lessons produced in collaboration with WonderGroveLearn.com

Grade 1, Lesson 4- v01

1. Student Introduction:

We've learned that Unsafe Touches are touches to parts of our body that are covered by our bathing suits. Unsafe Touches are never okay.

Now we're going to learn about another kind of touch that is never okay: touches that hurt. Kids should never get hurt at home, school, or anywhere else. Hitting, pinching, kicking, biting, and throwing things are all abuse. If we think someone in our family or someone we know is being hurt by someone, we have to tell a grown-up we trust.

It might be hard to tell a grown-up about hitting. If someone hurts us, they might make us promise not to tell. We have to remember that we can never keep hitting a secret.

We're going to watch a video about our friend Sarah. Sarah finds out that her friend Abby is being hurt at home. To help her friend, Sarah has to break a promise and Tell a Grown-Up.

2. Video Lessons:

- Play the video lesson "Recognize the Signs"

3. Printable Book:

- Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

- Never Keep Unsafe Touches a Secret

5. Activity:

- Identify Ways to Report Hitting and Unsafe Touches

6. Review





PRINTABLE BOOK

Use this Printable Book to review and reinforce the video lessons. Printable Books make a great send-home to show parents what was learned!

- **1.1.S:** Identify safety rules for the home, the school, and the community.
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- **4.2.S:** Identify ways to report inappropriate touching.

Video Lessons:

- “Recognize the Signs”

Key Terms:

- Hitting, Secrets, Trusted Grown-Up

Materials Needed:

- Printable Book pages
- Scissors
- Stapler

Preparation:

- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.



CA HEC Standards:

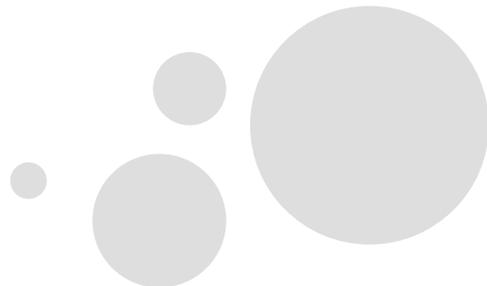
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **5.1.S:** Identify situations when it is necessary to seek grown-up help or call 9-1-1.



Now that the students have completed their Printable Books, it's time to talk about the rules in-depth. Refer students to their Printable Books to revisit the examples from the video lessons.

- Review with students the concept that Hitting is Wrong includes all touches that hurt. Ask them to name hurtful touches (ex., Hitting, kicking, pinching, biting, throwing things, etc.).
- Explain that yelling and mean words can also be unsafe because they hurt us inside.
- Call on volunteers to explain what a secret is.
- Ask students if they've ever kept secrets before (ex., Birthday surprises, etc.).
- Ask students if they can think of a situation when it's okay to keep hitting a secret. Guide students to the conclusion that it is never okay to keep hitting a secret.
- Ask students who they should tell if they think someone they know is being hurt at home.

Students should understand that it's better to tell an adult and be wrong, than not tell an adult and be put in danger. Any touch that makes you feel uncomfortable is an Unsafe Touch, and any Unsafe Touch needs to be reported. No matter what.





WORD SCRAMBLE

4.2.S: Identify ways to report inappropriate touching.

Telling about Hitting or Unsafe Touches isn't always easy. If it's too hard to tell a grown-up at home, we can tell a grown-up at school. We can even tell without talking.

Materials Needed:

- Word Scramble Activity Page
- Writing Utensils

Steps to Success:

1. Have the students solve the word scrambles to find some ways to tell about Unsafe Touches.

Preparation:

- Make copies of the Word Scramble Activity page and pass them out to each student.
- Discuss how hard it can be to talk about things that are embarrassing.
- Unsafe Touches can be just as hard to talk about, but if they happen, we have to talk about them. We can never keep Unsafe Touches a secret.
- Brainstorm some ways that we can tell a grown-up about Unsafe Touches without talking (ex., writing them down, drawing a picture, talking on the phone, etc.).

Recap:

- Ask students if they can think of any other ways to tell a trusted grown-up about something important.



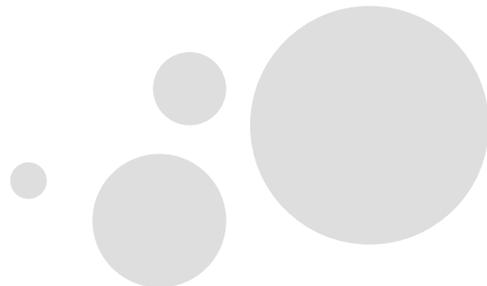
CA HEC Standards:

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- **4.2.S:** Identify ways to report inappropriate touching.



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers or have the class answer as a group.

- Which Protect Yourself Rule do we remember if we think someone is being hurt?
- Is kicking a Safe Touch, or an Unsafe Touch?
- Is throwing a toy at someone a Safe Touch, or an Unsafe Touch?
- Is it okay to keep a promise to not tell about hitting or Unsafe Touches?
- Who can we tell if we think someone we know is being hurt at home?
- If we see our friend get hurt at home, but they make us promise not to tell anyone, what should we do?
- What are some ways that we can tell a grown-up about hitting or Unsafe Touches?



Know When to Tell



This book belongs to:

1



Sarah knows that **Hitting is Wrong**. We always **Tell a Grown-Up** about **Hitting**.

cut line

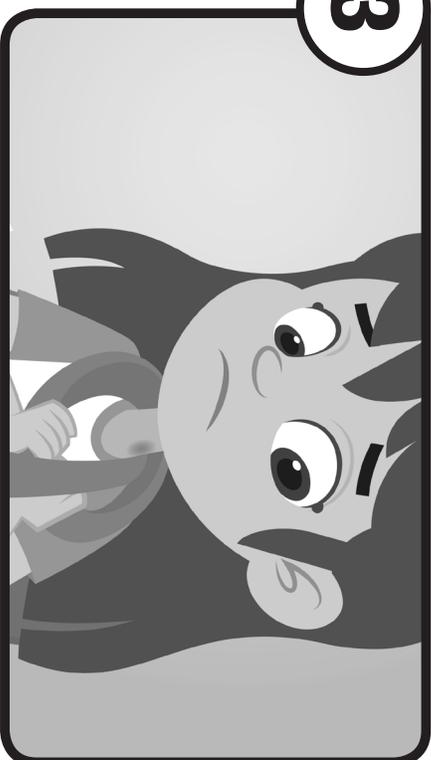
2



Sarah saw a bruise on her friend Abby's arm.

fold line

3



The next day, she noticed another bruise on Abby's neck.



Sarah asked Abby if someone at home hit her.



Abby said yes, but she made Sarah promise not to tell anyone about it.



Sarah knew that we can never keep **hitting** a secret.



Sarah helped Abby by **Telling a Grown-Up** about her bruises.

cut line

fold line



8

Lenny knows that we **Shout, Run, and Tell** if someone makes us feel unsafe.

cut line



10

Then we **get away and Tell a Grown-Up** we trust.

fold line

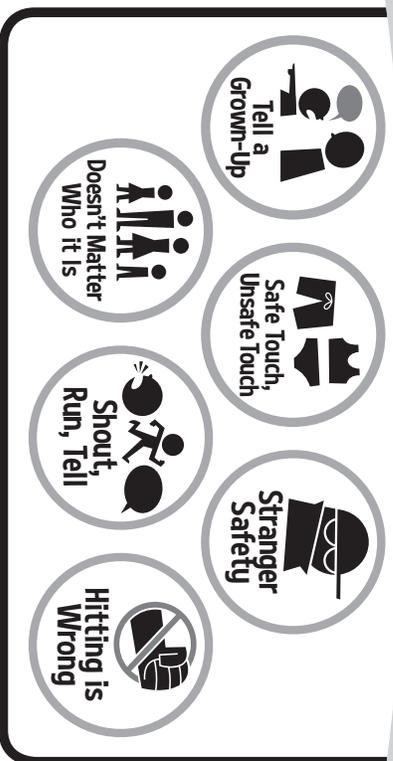


9

We **shout** for them to stop so that everyone can hear.

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The Protect Yourself Rules



Lenny and Sarah use **The Protect Yourself Rules** to stay safe.

staple

Activity

Name: _____ Date: _____

Lesson 4: Know When to Tell

WORD SCRAMBLE

Telling about Hitting or Unsafe Touches isn't always easy. If it's too hard to tell a grown-up at home, we can tell a grown-up at school. We can even tell without talking.

Unscramble the words below to see different ways that we can tell about Hitting or Unsafe Touches.

Letl a blignsi = _____

Rwtie ti wond = _____

Llac a ertlavei = _____

Arwd a ctueipr = _____

Lelt a hactree = _____

Tlle a drenfi's ranpte =

