

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 3

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.
- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.



Protect Yourself Rules:

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

Key Terms:

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

Materials Needed:

- Video Lesson: "The Protect Yourself Rules"
- Video Lesson: "Shout, Run, Tell"
- Printable Book pages
- Personal Space Bubble page

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 that they must always tell a trusted grown-up if someone makes them feel unsafe.

Students will learn and demonstrate skills for safety and disclosure with the Shout, Run, Tell Protect Yourself Rule, and learn to assert their right to tell others when they don't wish to be touched.



Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 3

1. Student Introduction:

Tell the students that they're going to watch videos to learn about different kinds of touches. Unsafe Touches are touches to private body parts, and they are abuse. No one is ever allowed to touch us there, and no one should ever ask us to touch them there.

The characters in the videos are going to help us learn the difference between touches that are safe and touches that are unsafe. They are also going to help us learn 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.

These 6 rules for personal body safety are 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:

- Setting Boundaries

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.
- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.

Video Lessons:

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

Key Terms:

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

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 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 Unsafe Touches (ex.. touches to their bathing-suit areas, touches to other people's bathing-suit areas, touches from strangers, etc.).
- Students should understand that some Unsafe Touches can seem playful or gentle. We have to remember that any touch to a private body part, or 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 is yours, and you can tell other people if you don't want to be touched. This is how we set boundaries. Everyone has the right to tell others that they don't want to be touched. If someone touches you in a way that you don't like, you can tell them to stop. Speak clearly and make sure they understand that they should not touch you.
- Ask, what are some polite ways we can tell someone when we don't want to be touched? What are some forceful ways?
- Each of us has a personal space bubble that other people have to respect. Our bubble goes all the way around us as far as we can stretch our fingertips. People shouldn't enter our personal space bubble without our permission, and if we have to go through someone's personal space bubble in a crowded place, we say "excuse me."
- If anyone ever makes us feel uncomfortable or unsafe by coming into our personal space bubble, we have to Shout, Run, and Tell. Shout at them to stop, run away, and tell a grown-up.



SETTING BOUNDARIES

1.4.M: Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

In this activity, students will learn about everyone's personal space boundaries by setting their own. We feel more comfortable around people we know well, and we can see this by picturing circles around us that only certain people can enter.

Materials Needed:

- Personal Space Bubble page
- Writing utensils
- Crayons

Preparation:

- Make copies of the Personal Space page and pass one out to each student.
- Discuss our personal space bubbles and who we are most comfortable being close to.
- Explain that we feel more comfortable being close to people we know well, and prefer to keep some space between us and strangers.
- The space directly around us is our intimate space. This space is just for us, although we may also allow family in this space.
- Next is our personal space, which goes all around us as far as the ends of our outstretched fingertips. We are usually comfortable with friends and family in this space.
- After that is social space. We're most comfortable hanging out with friends or talking in groups in this space.

- Last is public space, which is where we're most comfortable with strangers or people out in public.

Steps to Success:

1. Have students write the names of people who they would feel comfortable having in each space circle.
2. Personal space would have the names of friends or family members.
3. Public space can describe a stranger, like a mailman or a neighbor.

Recap:

- Why do we feel more comfortable with certain people in certain spaces around us? It is important for us to be aware of these spaces in order to be able to tell others when they are too close to us. If someone comes into our personal space and we don't want them to, we can tell them politely to move away. We can also be forceful if they don't listen. It is important for us to feel safe and comfortable, and we all have to respect each other's personal space bubbles.



Review

Lesson 1: The Protect Yourself Rules

Grade: 3

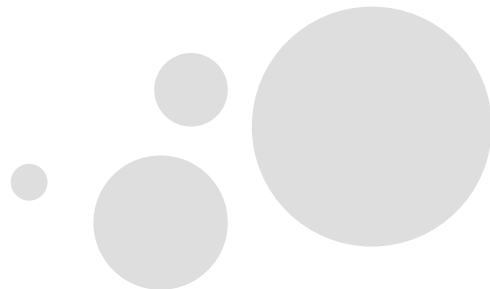
CA HEC Standards:

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- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.



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

- Which Protect Yourself Rule tells us what to do if someone makes us feel unsafe in public?
- What is a private body part?
- If a good friend touches us in a way that makes us uncomfortable, are we allowed to tell them to stop?
- What should we do if someone asks us to touch them on a private part of their body?
- When can we tell people that we don't want to be touched?
- If someone we know regularly touches us in a way we don't like (such as tickling or playing) how can we set boundaries to make them stop?
- How far around us does our personal space bubble go?
- When can people enter our personal space bubble?



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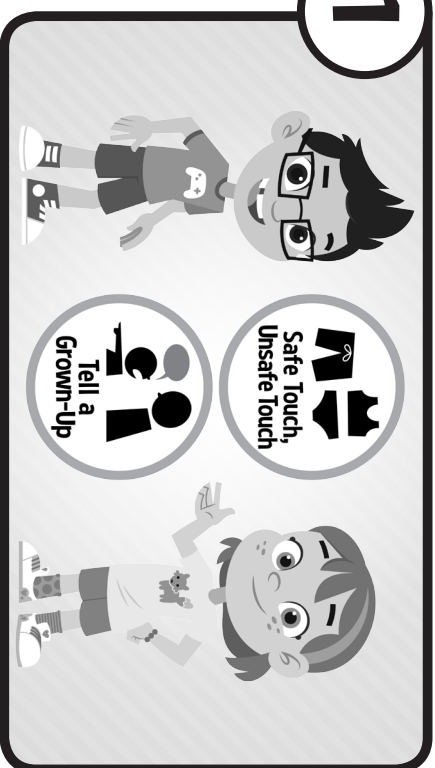
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The Protect Yourself Rules



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

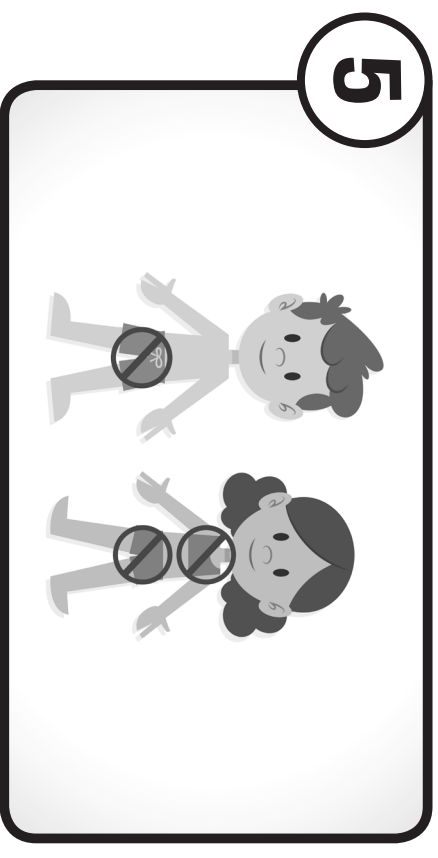
3



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



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



We have **private body parts**.



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



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 3: Stranger Safety

PERSONAL SPACE BUBBLE

Write the name of someone you feel comfortable being close to in each circle. "Intimate" should only be for close family or friends, "Personal" is for friends and relatives, "Social" is for people we don't know well, and "Public" should be for strangers.

Color each circle a different color when you're done!

Intimate

Personal

Social

Public



Classroom Lesson Plan

Lesson 2: It Doesn't Matter Who it Is

Grade: 3

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **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).
- **1.12.M:** Describe the characteristics of a trusted friend and adult.
- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries



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
- Trust/Trusted

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, explain 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 visualize personal space as an invisible boundary around each of us, and 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.



Classroom Lesson Plan

Lesson 2: It Doesn't Matter Who it Is

Grade: 3

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 that 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 these 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 that 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:

- Assert Personal Space Boundary

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.
- **1.13.S:** Identify refusal skills when in personal-safety situations.
- **1.12.M:** Describe the characteristics of a trusted friend and adult.
- **4.1.M:** Demonstrate how to communicate respectfully and assertively regarding personal boundaries.

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.
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CA HEC Standards:

- **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).
- **1.12.M:** Describe the characteristics of a trusted friend and adult.



IT DOESN'T MATTER WHO IT IS

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.

- Brainstorm qualities that trusted grown-ups in our lives all have.
- Explain that trusted grown-ups will never touch us in ways that are unsafe, or ask us to touch them in ways that are unsafe.
- It can be very confusing if a trusted grown-up does something that we know they shouldn't. That's why we have to remember the Protect Yourself Rules. It Doesn't Matter Who it Is; if anyone ever tries to touch us on a private part of our bodies, they are not our friends, and they aren't trusted grown-ups. We have to get away and tell another grown-up we trust, no matter what.
- Explain that trusted grown-ups will never ask us to keep touching a secret.
- When Mr. Caro touched Sarah in an unsafe way, Sarah protected herself by shouting at him to stop, running away, and telling her dad. It is okay to shout, make a scene, or run away to protect yourself if you think someone has or wants to touch you in an unsafe way. This is how we can protect ourselves.
- Explain that if anyone ever makes us feel unsafe, we have to tell them to stop in a loud, strong voice. If other people are around, make sure that they hear too.
- We never have to do something that we know is wrong. If someone tries to make us do something we feel is wrong, we have to shout at them to stop, get away, and tell a grown-up we trust.
- Someone we know may think it's okay to touch us in ways that we don't like, such as tickling. They may not be Unsafe Touches, but if they make us uncomfortable, we have to tell them to stop.



ASSERT PERSONAL SPACE BOUNDARY

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

This activity will reinforce the concept of the personal space bubble. With the help of their peers, students will visualize our personal space bubbles and learn how to enforce their own personal space boundaries.

Preparation:

- Discuss the importance of personal space, and how we are most comfortable when those around us are mindful of personal space boundaries.

Steps to Success:

1. Have each student stand up and stretch their arms to the side. Our personal space bubbles stretch all the way around us to our fingertips.
2. Have the students walk around the classroom and (carefully) bounce off each other's outstretched hands. They can ask permission to get closer as well.
3. Explain that if we have to get closer to someone than this, such as when we're in a crowded space, we say "excuse me."
4. With hands outstretched, call on students to make their way to the front of the class. If they have to pass through another student's bubble, they should ask permission or say "excuse me."
5. Have the class sit down and discuss boundaries once again. We have the right to tell anyone not to come into our personal space bubbles. If we tell someone that they're to close or that we don't want to be touched and they don't stop, we have to get away and tell a grown-up right away.

Recap:

- We have the right to tell anyone not to come into our personal space bubbles. If we tell someone that they're to close or that we don't want to be touched and they don't stop, we have to get away and tell a grown-up right away.



Review

Lesson 2: It Doesn't Matter Who it Is

Grade: 3

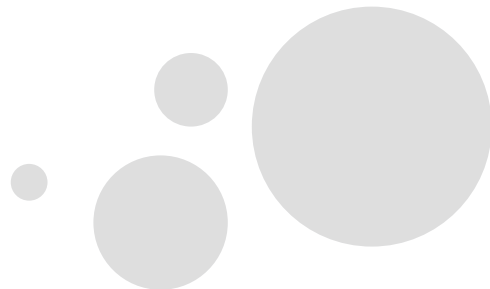
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- **1.12.M:** Describe the characteristics of a trusted friend and adult.
- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries



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 reminds us that not even friends or relatives are allowed to enter our personal space bubble if we tell them not to?
- What is a polite way to tell someone that we don't want to be touched?
- What can we do if someone makes us feel uncomfortable or unsafe in a public place?
- What are some things our trusted grown-ups do for us that make us feel safe?
- How should we talk when telling someone to leave us alone?
- Should we trust someone if they make us uncomfortable or ask us to do things we don't want to do? What if they're someone we know very well?
- Who should we tell if someone we know makes us uncomfortable or asks us to do things we don't want to do?



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Grade 3, Lesson 2 • v01

It Doesn't Matter Who It Is



This book belongs to:



1

Sarah had a neighbor named Mr. Caro.

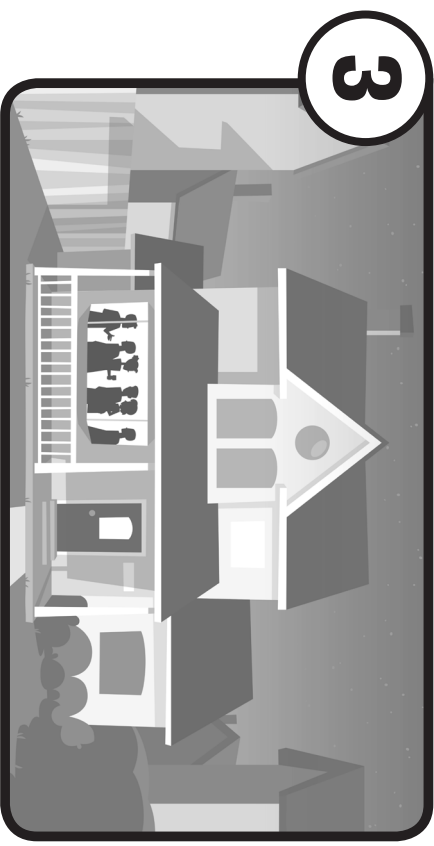
cut line



2

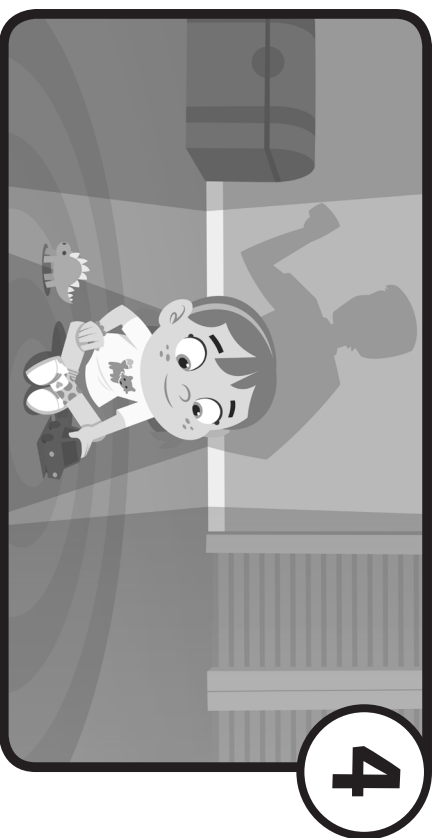
Mr. Caro was always nice to Sarah.
She thought of him as a friend.

fold line



3

One night, Sarah's parents had a party.



Sarah was playing alone in her room when Mr. Caro came to see her.

cut line

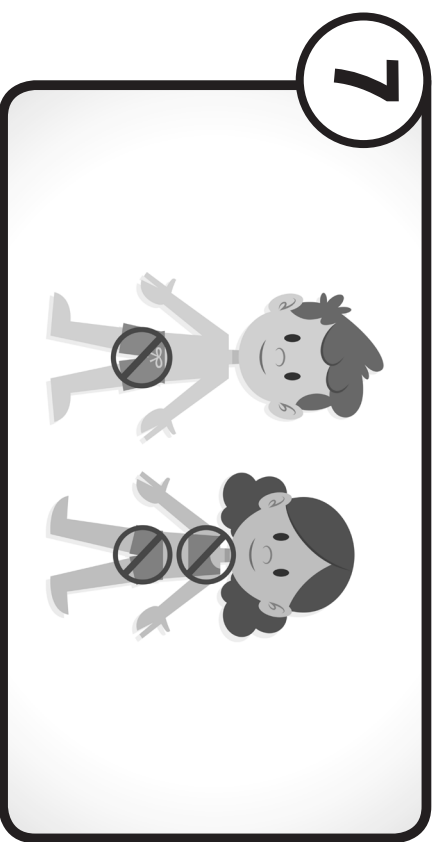


But then Mr. Caro started to tickle Sarah on a **private body part**. Now she felt unsafe.

fold line



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



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: 3

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **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).
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **5.1.S:** Identify situations when it is necessary to seek adult help or call 9-1-1.



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

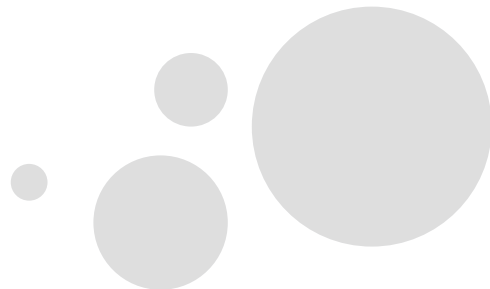
Outcomes:

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.

Distinctions 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.

Students will also learn to identify situations when it is necessary to seek adult help in public.



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1. Student Introduction:

A stranger is a person we don't know. Most strangers are nice, but because we don't know them, we always have to follow The Stranger Safety Protect Yourself Rule to stay safe.

We don't talk to strangers without a safe adult's permission.

We don't accept food or gifts from strangers without a safe adult's permission.

We never go anywhere with strangers.

In our video, Sarah and Lenny are going to tell us a story about a time they met a stranger. They had to remember the Stranger Safety Rule to make a safe choice. They also had to remember the Shout, Run, Tell rule to get away.

2. Video Lessons:

- Play the video lesson "A Friendly Stranger."

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:

- Stranger Safety

5. Activity:

- Role Play

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.
- **1.13.S:** Identify refusal skills when in personal-safety situations.
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **5.1.S:** Identify situations when it is necessary to seek adult help or call 9-1-1.

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:

- **1.13.S:** Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).
- **5.1.S:** Identify situations when it is necessary to seek adult help or call 9-1-1.



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.

- 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.
- 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.).
- Explain that if we are lost or alone in a public setting, we should try to find a safe stranger to help us. Safe strangers are official people like police officers or people in uniform, or grown-ups with other children. We should always try to ask for help when there are lots of other people around.
- Explain that strangers at markets, fairs, or amusement parks might try to talk to us to sell us food or toys, but we likely don't need to protect ourselves from them. Just don't take or buy anything without a grown-up's permission!
- Students should understand that most strangers we meet are nice, normal 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 a grown-up will never need help from a child. If a stranger asks us to go somewhere with them to help them, we have to get away and tell a grown-up we trust.



STRANGER SAFETY ROLE PLAY

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

This activity will help students put the Protect Yourself Rules into action in Stranger Safety Scenarios.

Materials Needed:

- Students ready to role-play!

Preparation:

- Call on volunteers to come to the front of the class and role-play a scene. They don't have to do any acting or memorize any lines- just respond naturally. Present each volunteer with a scenario in which the teacher or an assistant plays the role of the stranger. Guide students into making the safest responses for each scene, including refusing to talk to them, refusing politely, telling them "no" clearly, shouting, and/or running away if necessary.
- If the students aren't up to role-playing, they can write written responses to the three prompts.

Steps to Success:

Scenario 1: The student is walking home from school. The person playing the stranger calls the student's name. They tell the student that their mom or dad instructed them to drive the student home.

Scenario 2: The student is playing in the park. The person playing the stranger calls to them for help. They tell the student that their cat ran away and crawled into some bushes. They ask the student to help them come find their cat.

Scenario 3: Two students are walking through a

neighborhood. The person playing the stranger tells them that they're having a party. They invite the students into their house, telling them that there are lots of other people, it will be fun, they can have drinks, etc.

Discussion:

- Kidnappings by strangers are extremely rare, and students shouldn't be afraid of people they don't know. The best way to be safe is to always make smart choices and never go anywhere with someone without a caregiver's permission.



Review

Lesson 3: Stranger Safety

Grade: 3

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **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).
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **5.1.S:** Identify situations when it is necessary to seek adult help or call 9-1-1.



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

- Which Protect Yourself Rule should we use if someone makes us feel unsafe and we need to get away fast?
- What is a polite way to say “no” to a stranger who offers us a treat?
- Which Protect Yourself Rules reminds us how to be safe around people we don’t know?
- Is it ever okay to go somewhere with a stranger?
- Is it okay to shout, scream, and cause a scene in a crowded place like a store or mall if someone makes us feel unsafe?
- Who are some safe strangers that we can go to for help if we need it?
- What is the best place to go to if we’re lost in a public place and there are no police officers or people in uniform around? Who are some other safe strangers to ask for help?
- Should we go with a stranger if they know our name?



THE BARBARA SINATRA CHILDREN’S CENTER FOUNDATION

Extension lessons produced in collaboration with WonderGroveLearn.com

Grade 3, Lesson 3 • v01

staple

A BARBARA SINATRA Printable Book

Stranger Safety



This book belongs to:

staple

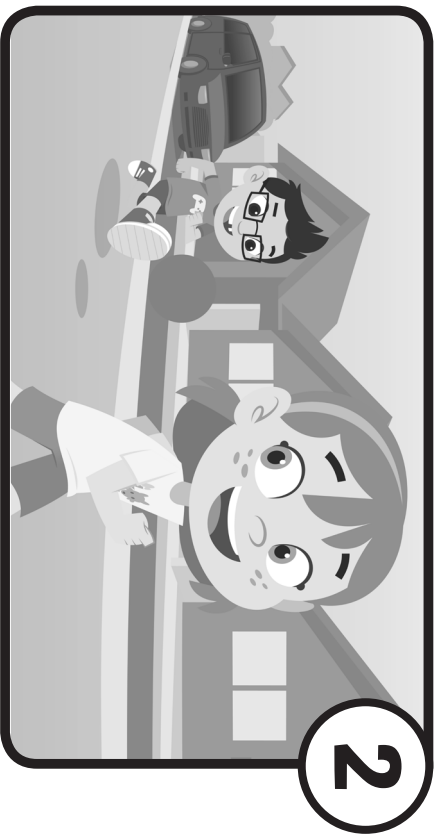
1



Lenny and Sarah learned about the **Stranger Safety** Protect Yourself Rule.

cut line

2



Last weekend, they went to the park with Lenny's mom.

fold line

3



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



That's why we always have to follow the **Stranger Safety** rule to be safe.

cut line



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

fold line



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



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



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

cut line



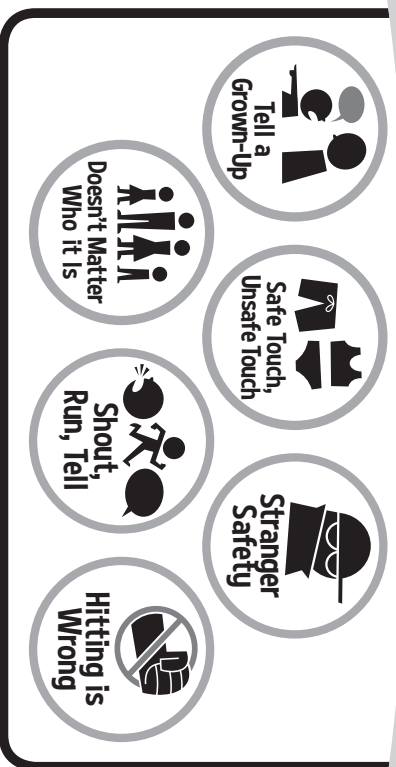
Lenny and Sarah knew to **Shout, Run, and Tell**. They shouted "No!"



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.

staple

staple

Classroom Lesson Plan

Lesson 4: Know When to Tell

Grade: 3

CA HEC Standards:

- **1.1S:** 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
- Abuse

Materials Needed:

- Video Lesson: "Recognize the Signs"
- Printable Book pages
- Written Response page

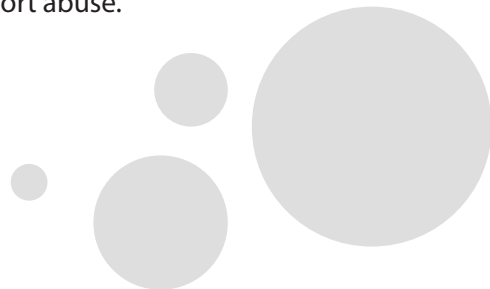
Outcomes:

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 subject to discuss, students will also identify different non-verbal ways to report abuse.



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Grade 3, Lesson 4 • v01

1. Student Introduction:

Hitting is Wrong is a Protect Yourself Rule that reminds us that kids should never get hurt at home. Hitting, pinching, kicking, biting, and throwing things are all abuse.

No one should ever hurt us, and if it happens, we can't keep it a secret. If we think someone in our family or someone we know is being hurt by someone else, 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. In our video, Sarah realizes that her friend Abby is being hurt at home, but Abby doesn't want Sarah to tell. To help her friend, Sarah had 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:

- Written Response

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!

- **1.1S:** 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.

Video Lessons:

- “Recognize the Signs”

Key Terms:

- Hitting, Secrets, Abuse

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



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 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.
- Explain that if they know a friend is being abused, they should tell a trusted grown-up, and not their friends. Telling someone other than a trusted grown-up can lead to rumor spreading, and can cause harm.
- Explain that even if you are not sure if someone is being abused, you should tell a grown-up anyway. It is alright to be wrong, and you will never get in trouble for trying to help someone if you think they are being hurt.
- Explain that there are lots of different ways to tell a grown-up about abuse, including writing it down, or drawing a picture.
- In rare cases, if we are being hurt by someone at home and don't think we can find another safe grown-up to tell, we can also call 911.

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.



WRITTEN RESPONSE

5.1.S: Identify situations when it is necessary to seek adult help or call 9-1-1.

Materials Needed:

- Writing Utensils
- Written Response Prompt page

Recap:

• If we think somebody else is being abused, we always have to tell a safe grown-up, like a parent or teacher. Only tell a safe grown-up; do not tell friends or other students. This can spread rumors that can be very hurtful.

Preparation:

- Make copies of the Written Response Prompt page.

Steps to Success:

1. Pass out the Written Response Prompt page to each student.
2. Discuss times when we need to seek help from a grown-up.
3. Abuse is something we always have to tell a grown-up about. If someone hurts us or we think someone we know is being hurt, we have to tell a grown-up right away.
4. Unless someone tells us that they are being hurt, it can be hard to know for sure. Even if we only suspect that someone is being hurt, we have to tell a grown-up. We won't get in trouble for telling if we're wrong, because we're trying to help that person.



CA HEC Standards:

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

- Does screaming and name-calling count as abuse?
- 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?
- Should we tell an adult about abuse, even if we are not sure?
- Should we tell our friends about another person's abuse?
- Who can we call if we don't think we can find another safe grown-up to tell about Unsafe Touches or hitting?



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

fold line

2



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

3

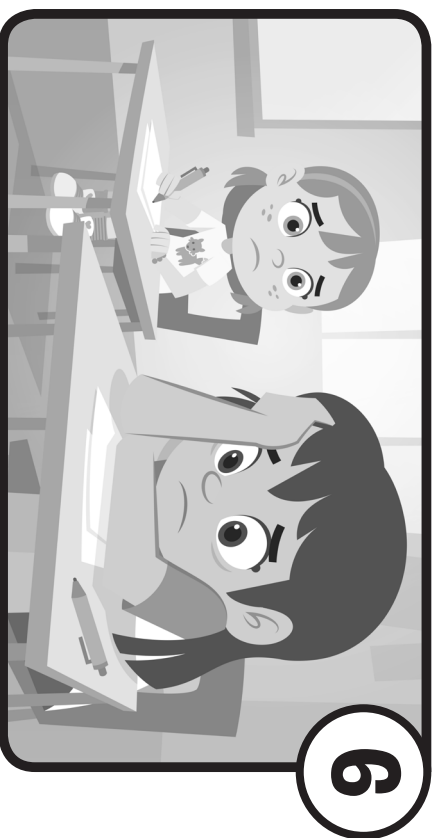


The next day, she noticed another bruise on Abby's neck.



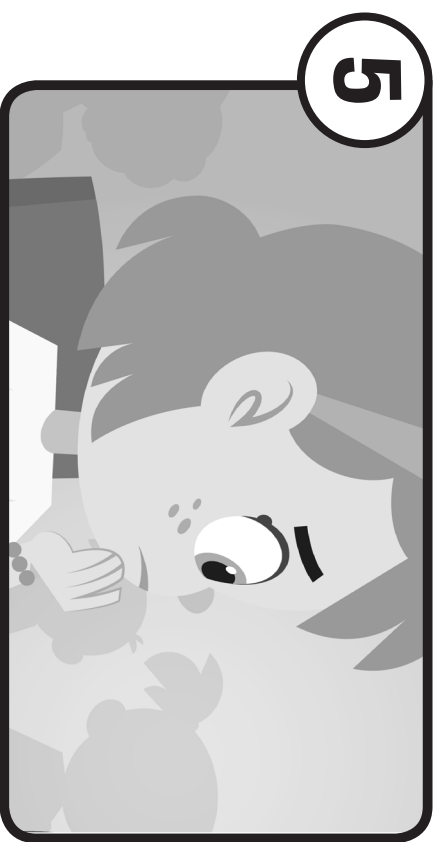
Sarah asked Abby if someone at home hit her.

cut line



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

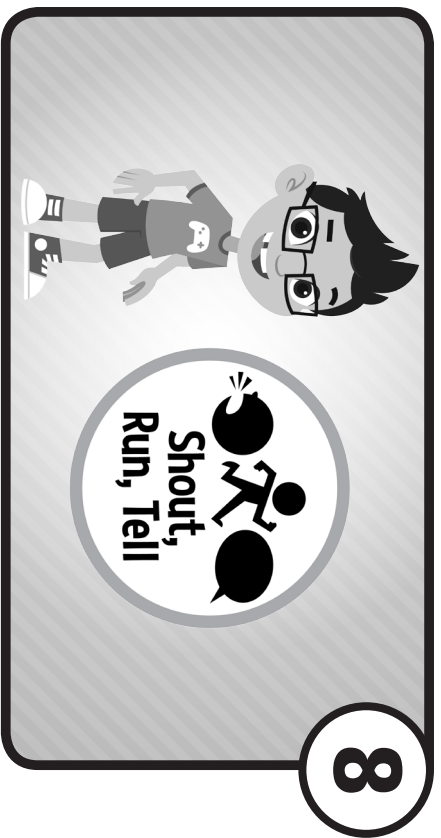
fold line



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



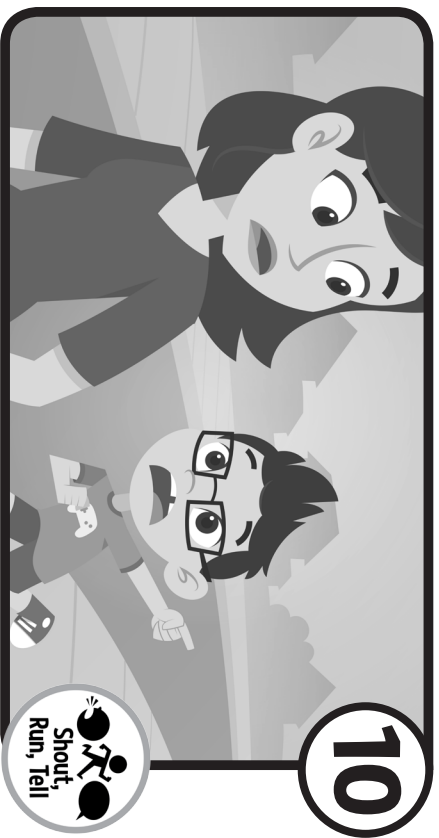
Sarah helped Abby by **Telling a Grown-Up** about her bruises.



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.

The Protect Yourself Rules



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

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Activity

Name: _____ Date: _____

Lesson 4: Know When to Tell

Written Response

1) A friend is coming to school with bruises in odd places. While they seem sad and not like their usual selves, they play sports, so you aren't sure if they are being abused. What should you do in this situation?



2) A classmate tells you they are being abused, but are scared that telling will make it worse. They ask you to promise that you won't tell anyone. What should you do to help your friend?

3) A friend tells you that they have talked with the teacher about the abuse they are experiencing. They are getting help, and wanted to tell a friend. They ask you to keep it a secret. Is this a secret you can keep? Why?

