

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 5

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.
- **1.8.G:** Recognize that friendship, attraction, and affection can be expressed in different ways.



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 recognize that friendship, attraction, and affection can be expressed in different ways, and learn to distinguish inappropriate displays of affection using The Protect Yourself Rules.

Students will also 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 5, Lesson 1 • v01

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 5

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. To help us remember which touches are appropriate, what qualifies as abuse, and when we need to get help, we use the Protect Yourself Rules.
- We're going to watch videos with characters who use the Protect Yourself Rules, and then do some 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 5, Lesson 1 • v01

CA HEC Standards:

- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.
- **1.8.G:** Recognize that friendship, attraction, and affection can be expressed in different ways.



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 the same way, someone touching us in a way we don't like or that we know is unsafe makes us uncomfortable, and 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?
- Friends and siblings are usually comfortable playing very closeley together, and probably don't think twice about touching each other. There is nothing wrong with touching like this, but if someone's touch makes us uncomfortable, we have the right to tell them to stop.
- It's completely normal to ask not to be touched. That is everyone's right, and it should never be embarassing or awkward to do. Have you ever asked a friend not to touch you?
- We know that any touch to a private body part is always off-limits. How can we be sure that we don't touch someone in any other way that might make them uncomfortable?



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 Wordsearch
- 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.



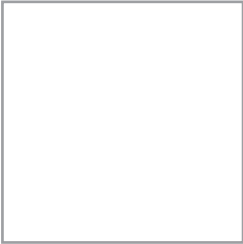


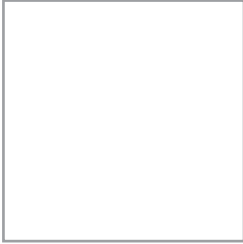
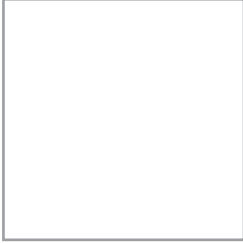

RULE BANK



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> |



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Practice Exercises

Name: _____ Date: _____

"The Protect Yourself Rules"

WORD SEARCH

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



WORD BANK

Personal Safety Protect Yourself Trusted 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. A friend at school often touches others without asking. It's usually not a big deal, but sometimes their touching bothers you. How can you assert your right to privacy and let them know they are invading your personal space?

3. How can the Protect Yourself Rules help us be sure to never touch someone in a way that would make them feel uncomfortable?



Classroom Lesson Plan

Lesson 2: Secrets

Grade: 5

CA HEC Standards:

- **1.19.S:** Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.
- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries
- **1.8.G:** Recognize that friendship, attraction, and affection can be expressed in different ways.



Protect Yourself Rules:

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

Materials Needed:

- Video Lesson: "Secrets"
- 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.

Students will also be introduced to the importance of consent with regards to interactions in peer relationships.



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Grade 5, 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.

If anyone ever makes us feel uncomfortable or unsafe, we have the power to communicate assertively to protect our privacy and our personal space.

2. Video Lessons:

- Play the video lesson "Secrets"

3. Discussion:

- Communicating Personal Boundaries

4: Activity:

- Escape Strategy Skit

5. Review:

- Short Response



CA HEC Standards:

- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries
- **1.8.G:** Recognize that friendship, attraction, and affection can be expressed in different ways.



Communicating 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?
- We have the power to protect our personal space by being vocal and assertive. If someone we know (like a friend or relative) invades our personal space, how can we be respectful when asking them to stop?
- There is nothing wrong with flirting, but you can never touch someone without permission. As we saw in the video, flirting is not permission to touch.
- What can you do if someone talks to you or touches you in a flirtatious way and you don't want them to? You have to tell them to stop, right away. Don't let behavior that makes you uncomfortable go on; tell them to stop, and tell an adult if they don't.
- 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?





ESCAPE STRATEGY SKIT

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

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. 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.



Activity

Name: _____ Date: _____

Lesson 2: **Secrets**

SCENARIOS

- A relative tries to touch a student in an inappropriate way
- Two students are invited into a stranger's house
- A person is shouting and threatening to hit a student
- A friend's older sibling touches a student in a way that makes them uncomfortable
- A student's sports coach has a habit of touching them on the shoulder, and the student wants them to stop.
- A stranger offers to give a student a ride home in their car.
- A student touches another student on a private body part at school.



Review

Name: _____ Date: _____

Lesson 2: **Secrets**

SHORT RESPONSE PAGE

1. Describe how to get away if someone makes you feel unsafe in public.

2. Is it alright for you to touch someone if you think they've been flirting with you?

3. Imagine that you're on a bus and someone nearby 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: 5

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

Key Terms:

- Physical Abuse

Materials Needed:

- Video Lesson: "Can't Go Home"
- Activity page: Unsafe Situations
- 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 5, 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 From Adults

4. Activity:

- Unsafe Situations

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 are worried about our parents or caregivers?
- 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?
- What are some reasons that a child might feel they have to keep abuse a secret? What should they know to overcome those reasons?
- Everyone should know this one. If someone threatens us and we think we're in real danger, what number do we call for help?



UNSAFE SITUATIONS

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 to decide the best way to handle their situation (ex., what to do in the moment, who to tell to get help, etc.).
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. Give the groups "what ifs" to build on the situation (ex., what if you're all alone; what if the person you tell doesn't believe you, etc.).
6. Review each group's response.



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 accounts.
- A sports coach is sometimes physically rough with you and your teammates, and it makes the whole team uncomfortable.
- A friend gets angry very easily. One day something upsets them and they start punching walls and throwing things.
- Your friend tells you that their parent's fight a lot, and sometimes your friend gets hit when they are really angry. Your friend makes you promise not to tell anyone.



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: 5

CA HEC Standards:

- **5.1.S:** Evaluate strategies to avoid potentially dangerous situations.
- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.
- **4.3.G:** Demonstrate refusal skills to protect personal boundaries.



Protect Yourself Rules:

- Smart Choices
- Tell an Adult

Materials Needed:

- Video Lesson: "Smart Choices"
- Activity page: Refusal Skills Activity Sheet
- 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 evaluate 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 5, 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:

- Smart Choices Online

4. Activity:

- Refusal Skills

5. Review:

- Short Response



CA HEC Standards:

- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries
- **5.1.S:** Evaluate strategies to avoid potentially dangerous situations.

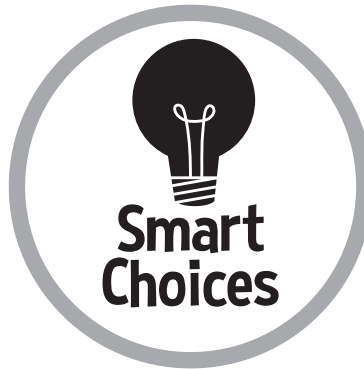


SMART CHOICES ONLINE

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. How can we prevent cyberbullying? How can we stop it once it's started?
- 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?
- Malicious websites can steal our information without us even knowing it. These situations are dangerous because they can compromise our personal information as well as damage our computers or devices. Who knows some strategies for avoiding malware online? (Ex., Only go to trusted sites, keep parental controls on, never install software, never give away personal information, never open emails from someone you don't know, etc.).
- Why is it best to only use made-up information online?





REFUSAL SKILLS

4.3.G: Demonstrate refusal skills to protect personal boundaries.

This activity presents hypothetical online encounters that could lead to private information being given away. Students will learn to recognize online situations that could compromise their privacy and demonstrate ways to protect their privacy. Students will also learn methods to

Materials Needed:

- Refusal Skills Activity Sheet
- Writing utensils

Preparation:

- Pass out copies of the Refusal Skills Activity Sheet to each student.
- Review the kinds of information that students should never give out online.
- Explain that when dealing with messages from people you don't know online, the best response is often to say nothing and show the message to an adult.

Steps to Success:

1. Instruct students to write an appropriate response to each prompt in order to assert their right to privacy and personal space online.
2. Call on volunteers to share their responses. Discuss each with the class.



Activity

Name: _____ Date: _____

Lesson 4: Smart Choices

REFUSAL SKILLS ACTIVITY SHEET

Each scenario below represents a privacy or safety situation that you could run into online.
For each scenario, write an appropriate response or strategy to protect your privacy.

1. You receive an email on your school's mailing account asking you to reply with your name and address. You do not recognize the name of the sender.

2. A person that you play games with regularly online asks you to send them pictures of yourself.

3. You click on a link to a website and lots of pop-ups come up all over the screen. You can't get rid of the pop-ups or get back to the page you were on.

4. A website asks you to put in your name and birthdate before you can go on.

5. A student or group of students makes mean posts about you or someone you know.



Review

Name: _____ Date: _____

Lesson 4: Smart Choices

SHORT RESPONSE

1. How can you know if a website you are visiting is dangerous? What can you do to avoid dangerous websites?

2. Describe an unsafe online situation in which you would seek help from an adult.

3. How can you assert your personal boundaries with people online?



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:

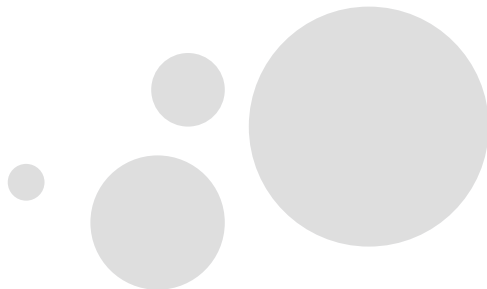
- Video Lesson: "Tell"
- Activity page: Getting Help
- Review page: Short Response

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.



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:

- Getting Help From Safe Adults

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 TO GO TO

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?
- 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. Besides parents, who are some safe adults we can go to if we need help?
- What are some ways we can tell about Unsafe Touches without talking to someone face to face?
- If someone believes they've been abused and cannot get help at home or at school, what are other ways they can get help? (ex., Calling an abuse hotline, calling 911, etc.).





GETTING HELP FROM SAFE ADULTS

3.3.S: Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).

This activity helps students understand how many different adults they can go to if they need help, and evaluate whose help may be necessary in various situations.

Materials Needed:

- Getting Help Activity Page
- Writing Utensils

Preparation:

- Ask students if they have ever had a problem and they didn't know who they could go to for help.
- Have they ever kept something secret that made them feel bad to keep?
- We should never keep bad secrets, and if we have something we think we need to talk about, we have to tell an adult. Even though it may not seem like it, there are always adults who want to hear what we have to say and who will help us.

Steps to Success:

1. Pass out the Safe Adults Activity Page.
2. For each situation, students will decide which adults they should go to for help.
3. When all students have finished, call on volunteers to read their answers.
4. There are no wrong answers in this activity, and the more adults told, the better. Guide students to choose adults who will most likely be able to help them as fast as possible.



Activity

Name: _____ Date: _____

Lesson 5: Tell

GETTING HELP ACTIVITY PAGE

Each of the following prompts deals with an unsafe or threatening situation. The situation may have happened in the past and been kept a secret, or it may be happening in the moment. For each situation, choose adults that should be told in order to get help as fast as possible.

Situations:

1. A student was touched in an unsafe way by a close relative in the past. The student tried to tell their parents, but they parents thought they must have been mistaken.

2. A school bully regularly picks on a student and even hurts them physically. The teachers at the school never seem to notice when this happens.

3. A student pressures another student to send them explicit photos of themselves, and even sends sends explicit photos of their own.

4. A baseball coach regularly gets angry and even threatens the players when no one else is around.

5. A student witnesses their friend being abused by a parent. That friend makes the student promise not to tell anyone about what they saw, or else they'll get hurt worse.

6. While sitting in a movie theatre with friends, a man comes and sits next to a student. He is alone and he makes them feel uncomfortable.

7. A student studies with a tutor every Wednesday. Today they notice the tutor keeps sitting closer to you than usual, even touching them and placing their hands too close to their private areas.

Safe Adults:

Teacher Parent Grandparent Police (911)

Counselor Security Guard Worker in Uniform Family Friend

Other: _____ Other: _____ Other: _____



Review

Name: _____ Date: _____

Lesson 5: **Tell**

SHORT RESPONSE

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

2. List three ways you can tell about abuse without talking to someone face to face.

3. If someone who thinks they've been abused can't get help at home or school, where else can they go for help?

