

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 6

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.
- **5.1.S:** Use a decision-making process to determine a safe course of action in risky situations.



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: Decision-Making Process
- 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 become aware of the decision-making process that we all use to determine the safest course of action in any situation. They should incorporate The Protect Yourself Rules into their thinking to inform their decisions in ambiguous or unfamiliar situations.



Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 6

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 happening. No one should ever feel like they have to keep abuse a secret.

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

The Protect Yourself Rules help us decide the safest course of action in difficult situations. They tell us when an interaction or touch from another person is unsafe and when we need to get away from a situation.

2. Video Lessons:

- Play the video lesson The Protect Yourself Rules

3. Discussion:

- Setting Personal Boundaries

4. Activity:

- The Protect Yourself Rules

5. Activity:

- Decision-Making Process

6. Review:

Short Response



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Grade 6, Lesson 1 • v01

Discussion

Lesson 1: The Protect Yourself Rules

Grade: 6

CA HEC Standards:

- **1.4.M:** Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.
- **1.1.S:** Identify safety rules for the home, the school, and the community.



SETTING PERSONAL BOUNDARIES

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

- Raise your hand if being in a close, confined space with a lot of people makes you uncomfortable. Why does it make you feel uncomfortable?
- We feel more comfortable when people respect our personal space. We don't like getting pushed together in long lines, or being touched unexpectedly, or being sandwiched between strangers on the bus. In those situations, we say "excuse me" to get by. In the same way, if someone we know touches us in a way that makes us uncomfortable, we have to tell them to stop.
- We know what interactions we like and what makes us uncomfortable. This is how we set personal boundaries, and that's why Tell Them to Stop is a Protect Yourself Rule. It reminds us that we have to enforce those boundaries. What are some ways we can let people know if they are making us uncomfortable?
- Discuss what you would do if you have an unsafe encounter with a stranger in the park, or your school, or at home. How do your reactions change? How do they stay the same?
- Depending on where you are, adults who you can get help from will be different. Discuss who the best adult to go to for help would be in your neighborhood, in the mall, or at a theme park.
- The Unsafe Touches rule tells us that any touch or interaction involving private parts of the body is unsafe. If someone makes us feel uncomfortable or we're unsure about what we should do in a situation, how does this rule help us know what to do?



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Grade 6, Lesson 1 • v01

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
- 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.



DECISION-MAKING PROCESS

5.1.S: Use a decision-making process to determine a safe course of action in risky situations.

This activity will present students with a guide for decision-making with regards to personal safety.

Because every unsafe situation is unique, it should be clear that no hard and fast rules can be relied on 100% of the time. This guide creates awareness for the decision-making process we all go through when evaluating a course of action, and should reinforce students' inherent sense of right and wrong and understanding of the Protect Yourself Rules.

Materials Needed:

- Decision-Making Process Page
- Writing utensils in 3 different colors

Preparation:

- Pass out the Decision-Making Process Page to each student.
- Read through the page as a group

Discussion:

- Read with class:
 - Abuse and Unsafe Touches are difficult to understand, and can be even more difficult to recognize before they happen. In order to protect ourselves in all situations, we have to do more than simply trust our instincts to know right from wrong. We have to recognize when a situation, a relationship, or an encounter could become unsafe.
 - We have the power to assert our personal boundaries and protect ourselves from harm by both understanding the Protect Yourself Rules and trusting our instincts. In all risky situations, we can ask ourselves questions to help us make smart choices for our own safety.

Steps to Success:

1. Instruct students to read the unsafe situations at the bottom of the page. For each situation, they should trace a line through the decision flowchart in a different color.
2. When all students have finished, read the first situation out loud and call on students one by one to answer which decision they made and why.
3. Repeat the process for each situation.
4. Reflect on how the Protect Yourself Rules aid in the decision-making process.
5. We can make smart choices to protect ourselves from abuse.
6. Any situation involving private body parts is unsafe and one we have to protect ourselves against.
7. Any situation involving physical violence is one we have to protect ourselves against.
8. It doesn't matter if the person making us feel unsafe is a stranger, friend, or family member.
9. If someone makes us feel unsafe, we have to tell them to stop.



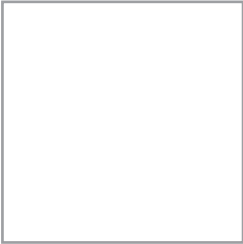





RULE BANK



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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Activity

Name: _____ Date: _____

The Protect Yourself Rules

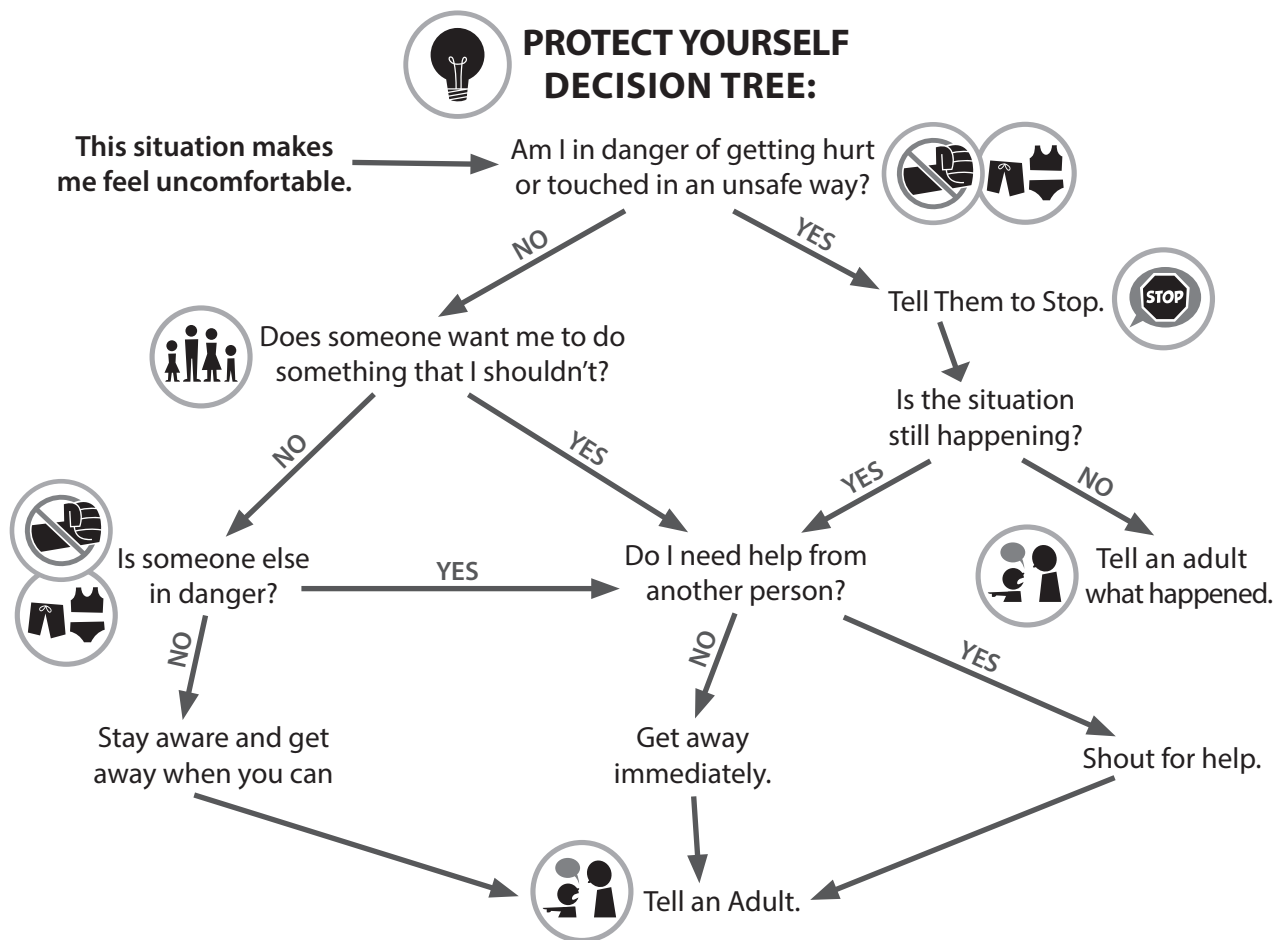
DECISION-MAKING PROCESS PAGE

If you ever suspect that what someone is doing is unsafe or could put you in danger, you can ask yourself a few basic questions, like: "Does this situation make me uncomfortable?" "Am I in danger of getting hurt or touched in an unsafe way?" "Do I need to get help?"

Use the decision tree to visualize how we can trust our feelings and use The Protect Yourself Rules to make safe decisions.

UNSAFE SITUATIONS:

1. A family friend is staying at your house while your parents are away. They start sitting too close to you and even touching you. You ask them to stop but they say they're trying to be your friend and keep on touching you.
2. An adult you know tries to get you to take some of your clothes off. They keep asking, and even offer to give you something if you do. You're home alone, but you can see your neighbor outside.
3. Your friend met someone at a concert and exchanged numbers. They are asking your friend to send explicit photos of themselves, and your friend wants you to take the photos.



BARBARA SINATRA CENTER FOR ABUSED CHILDREN

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Grade 6 - Lesson 1 v00

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: 6

CA HEC Standards:

- **1.8.G:** Recognize that friendship, attraction, and affection can be expressed in different ways.
- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries
- **5.1.S:** Use a decision-making process to determine a safe course of action in risky situations.



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 6, 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.

We're going to learn how to recognize when a social interaction crosses the line and what to do about it if it happens.

2. Video Lessons:

- Play the video lesson "Secrets"

3. Discussion:

- Social Interactions

4: Activity:

- Communication Skills

5. Review:

- Short Response



CA HEC Standards:

- **1.8.G:** Recognize that friendship, attraction, and affection can be expressed in different ways.
- **5.1.S:** Use a decision-making process to determine a safe course of action in risky situations.



SOCIAL INTERACTIONS

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.

- As we get older, we find ourselves in lots of new social situations, and everyone experiences their share of awkward social moments. It can be hard to know if we're coming on too strong or being overbearing or just having fun. How can we use The Protect Yourself Rules to be sure we never cross the line and make someone else feel uncomfortable or unsafe?
- When does flirting or playful touching become an invasion of personal space?
- 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?
- Social interactions can be confusing, but we know when someone's talk or touches are making us uncomfortable. Has anyone ever talked to you or touched you casually in a way that you didn't like?
- What are some things that another person might do that would make you feel unsafe? (ex., yelling, touching inappropriately, threatening). When these happen, it's time to get away and get help.
- The Unsafe Touches rule gives us a solid way of knowing when we need to get away and get help. Any interaction involving private body parts is one we have to protect ourselves from.



COMMUNICATION SKILLS

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

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

The class will be separated into groups, and each group will write and perform a skit showing to assert personal boundaries for privacy and safety for a given situation. 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.
- Explain to the students that they will be given a prepared unsafe situation to turn into a full scene.
- They should think about everything that might happen before, during, and after this situation. How can they communicate to protect themselves? Who can they tell afterwards? What would the consequences be?

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 (if students aren't up to acting, they can also write down their scenarios and read them out loud).
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.

NOTE: Students should NOT actually demonstrate any inappropriate behaviors or touch each other in an inappropriate way. Their skits should take place after-the-fact.



Activity

Name: _____ Date: _____

Lesson 2: **Secrets**

SCENARIOS:

- A student puts their hand on another student in a flirtatious way.
- An adult asks a student to touch them in a way that would be unsafe.
- A student dares/pressures another student to pull a third student's pants down.
- A student is in a store's fitting room and a store worker insists on coming inside.
- Someone video records a student without their permission and refuses to stop.
- Someone shares pictures of a student online without their permission.



Review

Name: _____ Date: _____

Lesson 2: **Secrets**

SHORT RESPONSE PAGE

1. How can we communicate personal boundaries for space and privacy?

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

3. When is an interaction with a friend or peer one we need to protect ourselves from?



Classroom Lesson Plan

Lesson 3: Can't Go Home

Grade: 6

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 6, 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?
- Everyone should know this one. If someone threatens us and we think we're in real danger, what number do we call for help?
- What are some reasons that a child might feel they have to keep abuse a secret? What should they know to overcome those reasons?



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 account, or spreads rumors about you on the internet.
- A sports coach is sometimes physically rough with you and your teammates, and it makes the whole team uncomfortable.
- 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 parents 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 PAGE

1. What if someone gets hurt at home but their parents and teacher don't believe them? Who can they go to to get help?

2. If you see someone getting hurt, what should you do? Should you intervene? Or go get 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: 6

CA HEC Standards:

- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries
- **4.3.G:** Demonstrate refusal skills to protect personal boundaries.
- **5.1.S:** Use a decision-making process to determine a safe course of action in risky situations.



Protect Yourself Rules:

- Smart Choices
- Tell an Adult

Materials Needed:

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

Outcomes:

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

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

Students will 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 6, Lesson 4 • v01

1. Student Introduction:

What do you use the internet for?

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:

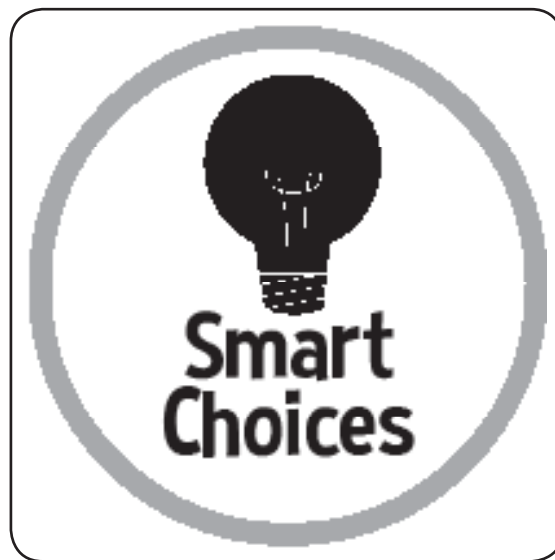
- Safe Decisions

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:** Use a decision-making process to determine a safe course of action in risky situations.

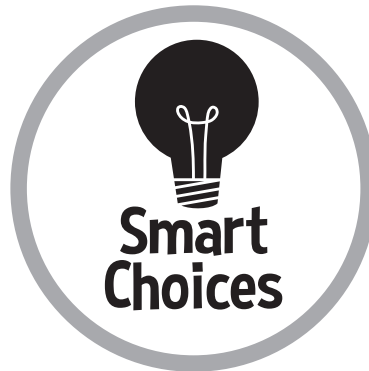


SAFE DECISIONS

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?
- What is cyberbullying? Have you ever encountered cyberbullying online? Cyberbullying is just as dangerous as bullying in real life, because our online personas are an extension of ourselves. Threats or mistreatment over the internet have to be reported to adults.
- 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?
- Can we ever really know the real person we're talking to online? What do we see or hear when we talk to people online? (ex., pictures, voice, profile information, etc.). How can these things be tricked or made false?
- What are some things that we know we should never give away or post online? This is what we should be aware of in our decision-making process. If a person or website asks us to give away this information, they are not safe.





ONLINE PROFILE

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

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

Materials Needed:

- Profile Template Page
- Paper/writing utensils

Preparation:

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

Steps to Success:

1. Instruct students to fill in all the information they can for their profiles. They should draw a profile picture in the photo square that they think is appropriate.
2. Once all students have finished creating their profiles, they should trade with a classmate and circle what information could potentially make them vulnerable to dangerous situations.
3. Call on volunteers to talk about which information they circled.
4. Review with students methods for keeping information private, such as using a username that doesn't include their real name.
5. Review when it is necessary to contact an adult if approached by a stranger online.



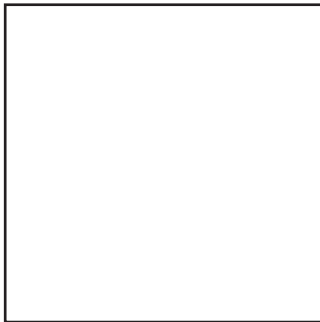
Practice Exercises

Name: _____ Date: _____

"Smart Choices Online"

Build Your Profile!

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



[Photo]

Username: _____

Address: _____

School Name: _____

Birthday: _____

Phone Number: _____

Email: _____

Social Security #: _____

Pet's names: _____

Favorite food: _____

Share my current location: _____

Privacy Settings:

Anyone can see my profile

Only people I friend can see my profile

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



Review

Name: _____ Date: _____

Lesson 4: **Smart Choices**

SHORT RESPONSE PAGE

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

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

3. How can you assert your personal boundaries online?



Classroom Lesson Plan

Lesson 5: **Tell**

Grade: 6

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.
- **5.1.S:** Use a decision-making process to determine a safe course of action in risky situations.



Protect Yourself Rules:

- Unsafe Touches
- Tell Them to Stop

Materials Needed:

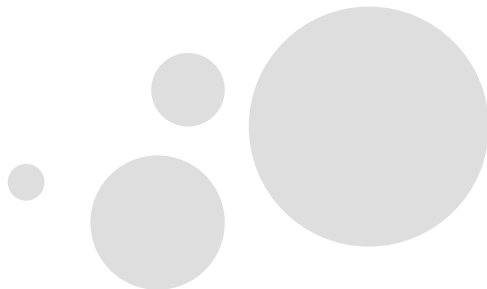
- Video Lesson: "Tell"
- Activity page: Decision-Making Process
- Review page: Short Response

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.



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Grade 6, Lesson 5 • v01

1. Student Introduction:

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

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

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

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

2. Video Lessons:

- Play the video lesson "Tell"

3. Discussion:

- Decision-Making Process

4. Activity:

- Decision-Making Process

5. Review:

- Short Response



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.



WHO TO TELL

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 anyone about what his coach did because Coach bought him gifts. He felt trapped, and alone. It may be hard for most of us to imagine, 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?
- Because talking about abuse can be so hard, it may be easier to tell someone we don't know personally. Who are people other than those at home and at school that we can go to to tell about abuse?
- What should we do if the first person we tell about abuse doesn't take us seriously?
- What if you think a friend has been abused by someone? Should you wait until you know for sure, or tell right away?
- Because our safety is more important than anything else, you should always tell an adult if you think someone has been abused, no matter what. Even if it turns out that they weren't abused, you would still have done the right thing. You will never get in trouble for reporting abuse or trying to help someone else.





DECISION-MAKING PROCESS

5.1.S: Use a decision-making process to determine a safe course of action in risky situations.

This activity will refresh students with a guide for decision-making with regards to personal safety by reviewing an unsafe situation they have faced in the past. This guide creates awareness for the decision-making process we all go through when evaluating a course of action, and should reinforce students' inherent sense of right and wrong and understanding of the Protect Yourself Rules. Review of student responses will facilitate a culture of open communication with regards to abuse and unsafe situations.

Materials Needed:

- Decision-Making Process Page
- Writing utensils

Preparation:

- Pass out the Decision-Making Process Page to each student.
- Read through the page as a group.

Steps to Success:

1. Instruct students to respond to the prompt and write about an unsafe situation they have dealt with in the past. If they can't think of a situation they experienced themselves, they can make one up or write about Darius' experience from today's video.
2. When all students have finished their response, they should fill in the flow chart template on the same page to illustrate their decision-making process in that situation and any Protect Yourself Rules that would apply.
3. You may call on volunteers to share their responses and decisions, but there should be no pressure to reveal anything they are uncomfortable sharing. The indirect purpose of this activity is to facilitate a culture of open communication, and students should only share what they are comfortable sharing.



Activity

Name: _____ Date: _____

Tell

DECISION-MAKING PROCESS RESPONSE

Think of an unsafe situation that you have experienced. If you can't think of a situation you experienced yourself, make one up or use Darius' experience from today's video.

Why was this situation unsafe? Was it because of someone else acting unsafely? Did someone ask you to do something that you knew you shouldn't? How did you handle the situation in the moment? Did you have to get help? Did you tell an adult what happened after?

UNSAFE SITUATION

In the space below, draw a flow chart to represent the decision-making process that you used to decide that your situation was unsafe, and each choice you made to get away from the situation. On the lines outside the bubbles, write in any Protect Yourself Rules that would apply to the situation.



Review

Name: _____ Date: _____

Lesson 5: **Tell**

SHORT RESPONSE PAGE

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

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

3. What are three questions you should answer in your head to decide if a situation is unsafe and you need to get away?

