Activity

Lesson 1: The Protect Yourself Rules
Grade: 2

FACE SKETCH ARTIST

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

Students will list emotional traits that we associate with people we trust, and physical traits of strangers that we can trust. The designated classroom artist (either the teacher or an artistic student) will draw each trait to make a portrait on the board. Next to the drawing, write down each trait as it is called out. The final product will be an entertaining depiction of a grown-up that students can trust.

Materials Needed:

• White Board
• Markers

Preparation:

• Discuss the emotional characteristics of grown-ups that we trust (ex., they make us feel safe, they never make us uncomfortable, they never hurt us, they listen to us, they help us, etc.).
• Discuss the physical characteristics of strangers that we can trust (ex., police, doctors, etc.).

Steps to Success:

1. Choose an artist to will draw each characteristic that is given to them. Students can also take turns as the artist.

2. Call on volunteers to describe a characteristic of a trustworthy adult. (ex., makes us feel safe, listens to us, never violates trust, etc.) to represent someone we know, a police officer’s badge to represent a safe stranger)

3. The artist will draw what they hear on the board.

4. List every description next to the drawing.

5. Once the drawing and the list are finished, discuss each characteristic with the class. Why do they think this is trustworthy? Does everyone agree that that is trustworthy?

Recap:

• Someone can have trustworthy characteristics, but if they ever do something we know they shouldn’t, we still have to tell another grown-up we trust. A touch to a private body part is unsafe, no matter what.
Rules help us know how to be safe.

Protect Yourself means be safe.

The Protect Yourself Rules

This book belongs to:

1. We use the Protect Yourself Rules.

2. We use the Protect Yourself Rules.

3. We use the Protect Yourself Rules.
No one can touch our private body parts. These are Unsafe Touches.

The Protect Yourself Rules help us know how to be safe.

Safe Touches are good.

We have private body parts.
We never keep Unsafe Touches a secret.

Unsafe Touches are not allowed.

We always tell a grown-up we trust.

We always remember The Protect Yourself Rules.
PERSONAL SPACE BUBBLE

1.5.5: Explain that everyone has the right to tell others not to touch his or her body.

This activity will introduce or refresh students to 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.

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

One night, Sarah's parents had a party.

Sarah had a neighbor named Mr. Caro.
Sarah knew that tickling on a private body part is an Unsafe Touch. But then Mr. Caro started to tickle Sarah on a private body part. Now she felt unsafe.

Sarah felt safe. The neighbor Mr. Caro came to play with Sarah. She had fun playing with Mr. Caro.
Sarah ran away from Mr. Caro and told her dad what happened. Mr. Caro was her friend, but it doesn’t matter who it is.

Sarah used the Protect Yourself Rules to stay safe. She shouted for Mr. Caro to stop, loudly and clearly.


End of story.
Activity

Lesson 4: Know When to Tell

Grade: 2

WRITTEN RESPONSE

1.12.M: Describe the characteristics of a trusted friend and grown-up.

Materials Needed:

• Writing utensils, paper
• Written Response page

Preparation:

• Make copies of the Written Response page and pass one out to each student.

Steps to Success:

• Instruct students to write a paragraph describing a trusted grown-up you could tell a secret to. Describe not only what they look like, but why you feel you can trust them. What about them makes them a trusted grown-up? How do you feel around them? What do they do that makes you feel safe?

Recap:

• Even trusted grown-ups are never allowed to touch us on private body parts. If a trusted grown-up makes us feel unsafe, we still have to get away and tell another grown-up we trust.
Sarah saw a bruise on her friend Abby's arm.
The next day, she noticed another bruise on Abby's neck.

Sarah knows that hitting is wrong. We always tell a grown-up about hitting.
Sarah knew that we can never keep a secret.

Sarah helped Abby by telling a grown-up about her bruises.

Abby asked Abby if someone at home hit her. Abby said yes, but she made Sarah promise not to tell anyone about it.
We trust. Then we get away and Tell a Grown-up.

Everyone can hear: We shout for them to stop so that

Lenny and Sarah use The Protect Yourself Rules.

If someone makes us feel unsafe, Lenny knows that we shout, run, and tell.

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Written Response

Write a paragraph describing a trusted grown-up you could tell a secret to. Describe not only what they look like, but why you feel you can trust them. What about them makes them a trusted grown-up? How do you feel around them? What do they do that makes you feel safe?

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