Lesson 1: The Protect Yourself Rules

Grade: 3

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.
Protect Yourself means to be careful.

The Protect Yourself Rules:

- Grown-up
- Tell a
- 1
- Get Help
- Safe Touch
- Unsafe Touch
- This book belongs to:
No one can touch our private body parts.
These are Unsafe Touches.

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

Safe Touches are good.
We have private body parts.
Stranger Safety
Tell a Grown-Up

Doesn't Matter Who it Is

Hitting is Wrong

Shout, Run, Tell

Unsafe Touches are not allowed.

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

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

We always remember The Protect Yourself Rules.
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!
**Lesson 2: It Doesn’t Matter Who it Is**

**Grade: 3**

**Activity**

**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.
One night, Sarah’s parents had a party.
Sarah had a neighbor named Mr. Caro.

Mr. Caro was always nice to Sarah. She thought of him as a friend.
Sarah knew that tickling on a private body part is an unsafe touch. Now she felt unsafe.

But then Mr. Caro started to tickle Sarah on a private body part. She felt safe around him. Sarah had fun playing with Mr. Caro.

Sarah was playing alone in her room when Mr. Caro came to see her.
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. Sarah shouted for Mr. Caro to stop, loudly and clearly.

The Protect Yourself Rules

Don’t haveunch

Hitting is wrong.

Tell grown-ups!

Safe touch, unsafe touch.

Tell a grown-up.

Shout, run, tell.

Hitting is wrong.

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.

Stranger Safety

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.

Stranger Safety

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.

Stranger Safety

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.

Stranger Safety

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.

Stranger Safety

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.

Stranger Safety

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.

Stranger Safety

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.

Stranger Safety

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.

Stranger Safety

Tell a grown-up.

Safe touch, unsafe touch.

Tell a grown-up.
Lesson 3: Stranger Safety

Grade: 3

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

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

Lenny and Sarah learned about the Stranger Safety Protect Yourself Rule.
We do not take things from strangers if they offer them to us. We do not go anywhere with strangers if they ask us to. That's why we always have to follow the Stranger Safety rule to be safe. We do not talk to strangers when our mom or dad isn't with us.
The Protect Yourself Rules

Lenny and Sarah use The Protect Yourself

Then they ran away and told Lenny’s mom.

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

Then they ran away and told Lenny’s mom.

Lenny and Sarah knew to Shout, Run, and Tell.

They shouted “No!”

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

Stranger Safety

Tell a Grown-Up Doesn’t Matter Who it Is

Hitting is Wrong

Shout, Run, Tell

Safe Touch, Unsafe Touch

Stranger

Produced in collaboration with WonderGroveLearn.com
Lesson 4: Know When to Tell

Grade: 3

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

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.

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 harmful.
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 hitting a secret. Hitting is abuse.

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

Sarah asked Abby if someone at home hit her. Abby said yes, but she made Sarah promise not to tell anyone about it.

Sarah asked Abby if someone at home hit her.
The Protect Yourself Rules:

1. Shout
2. Run
3. Tell
4. Who it is
5. Stranger Safety
6. Safe Touch
7. Unsafe Touch
8. Tell a Grown-Up
9. Doesn’t Matter Who it Is
10. Hitting is Wrong

Everyone can hear. We shout for them to stop so that Lenny knows that we trust. We get away and Tell a Grown-Up. Stranger Safety Tell a Grown-Up Doesn’t Matter Who it Is Hitting is Wrong Shout, Run, Tell Safe Touch, Unsafe Touch

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

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?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________