Lesson 1: The Protect Yourself Rules

Grade: 4

Activity

The Protect Yourself Rules

Materials Needed:
- The Protect Yourself Rules Activity Sheet
- The Protect Yourself Rules Word Search
- 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.

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.
Use the rule bank to put the correct Protect Yourself Rule above each definition below.

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.

2. Touches to private body parts are never allowed.

3. No one is allowed to hurt you or touch you on a private body part, even friends or family members.

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.

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.

6. Abuse is never your fault, but you can make choices to avoid situations that would be unsafe online and in real life.
Lesson 1: The Protect Yourself Rules

WORD SEARCH

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

WORD BANK

Safety  Protect  Adult  Stranger
Smart Choices  Power  Privacy  Trust
Boundaries  Unsafe Touches
PROTECTING PERSONAL BOUNDARIES

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 to demonstrate personal boundary communication. Not all students in each group need to act, but the whole group should collaborate to create the scene.

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.

Scenarios:

• A student at school invades another student’s privacy.

• A student’s relative touches them in a way that makes them uncomfortable.

• An adult shows a student an inappropriate video on their phone.

• A student grabs another student on a private body part as a joke.

• A stranger asks a student for their phone number.

• A student repeatedly grabs another student’s hair.

• While at a party, friends are playing a game that involves stripping.
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 think our parents or caregivers behave in a dangerous way?

• 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? These are safe adults.

• 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?
Activity

Lesson 3: Can’t Go Home

Grade: 4

 WHEN TO ASK FOR HELP

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 will have to decide the best way to handle their situation.

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. Review each group’s response and make sure they understand when they should tell a trusted adult.
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.
SHORT RESPONSE

1. If you have reason to believe that a friend is being hurt by someone at home, how can you help them?

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_______________________________________________________________________
_______________________________________________________________________
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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?

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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?

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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.

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.
SHORT RESPONSE

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

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

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3. How can you assert your personal boundaries online?

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ESCAPE STRATEGIES

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

Just as every unsafe situation is unique, there are an unlimited number of ways that we can protect our privacy and our safety. This activity allows students to visualize a wide range of unsafe situations and find a consensus for the best way to get away safely.

Materials Needed:

• White board
• Markers

Preparation:

• Brainstorm unsafe situations of all kinds - any situation in which a student would have to stop another person or get away for their own safety. All situations do not have to be related to abuse, although some should be.

• Brainstorm strategies students can use to protect themselves from unsafe situations. These can be verbal (dismissing peer pressure, asserting their right to privacy, shouting for help, etc.) or physical (running away), polite (“Excuse me, I am feeling uncomfortable) or forceful (“Stop, don’t touch me!).

Steps to Success:

1. Go around the room and have each student come up with as many ways to protect themselves from an unsafe situation as they can (ex., polite refusals, changing the subject, being forceful, yelling for help, calling someone on the phone, running away, etc.).

2. Write each response on the board.

3. Call on volunteers one by one and present them with a situation from the Unsafe Situations list.

4. Using the board for help, the students will choose the most appropriate response to their unsafe situation.
**UNSAFE SITUATIONS**

- An adult you don’t know takes your arm in a crowded place.
- A person you don’t know repeatedly asks for your contact information online.
- A group of students is smoking cigarettes and encourages you to smoke with them.
- An adult who is in charge of you shows you inappropriate images or videos on their phone.
- A family friend touches you in a way that makes you uncomfortable.
- A relative tends to touch you a lot when they’re around. Their touches aren’t necessarily unsafe, but you don’t like them.
- An adult you don’t know asks you to get in their car.
- Someone you know attempts to take their clothes off in front of you.
- A person at a public pool touches you multiple times.
- Another student dares you to take your clothes off.
- A relative always insists that you kiss them on the cheek when you say hello, and it makes you uncomfortable.
- While at a pool party, you notice a classmate is trying to untie girls’ bikini tops without them noticing.
1. List three different safe adults you could tell if someone has made you feel unsafe.
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2. Describe three ways to get out of a situation with someone who is making you feel unsafe.
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3. List three ways you can tell about Unsafe Touches without talking to someone face to face.
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