Lesson 1: The Protect Yourself Rules

Grade: 6

Activity

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.
Activity

Lesson 1: The Protect Yourself Rules

Grade: 6

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.
**The Protect Yourself Rules**

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>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.</td>
<td>2. Touches to private body parts are never allowed.</td>
<td>3. No one is allowed to hurt you or touch you on a private body part, even friends or family members.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>6. Abuse is never your fault, but you can make choices to avoid situations that would be unsafe online and in real life.</td>
</tr>
</tbody>
</table>
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.

PROTECT YOURSELF DECISION TREE:

This situation makes me feel uncomfortable. → Am I in danger of getting hurt or touched in an unsafe way?

- NO
  - Does someone want me to do something that I shouldn’t?
    - NO
      - Stay aware and get away when you can
    - YES
      - Tell Them to Stop.

- YES
  - Tell an adult what happened.

Is the situation still happening?

- NO
  - Tell an adult what happened.

- YES
  - Do I need help from another person?
    - NO
      - Get away immediately.
    - YES
      - Shout for help.

Tell an Adult.
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?

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   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
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.
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.
SHORT RESPONSE PAGE

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

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

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

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

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______________________________________________________________________________
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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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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
Lesson 4: **Smart Choices**  
Grade: 6

**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.

**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.
Activity

Lesson 4: **Smart Choices**

Grade: 6

**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.
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 PAGE

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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Activity

Lesson 5: **Tell**

Grade: 6

**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.
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.
SHORT RESPONSE PAGE

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

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______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________

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

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______________________________________________________________________________

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

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