**Activity**

**Lesson 1: The Protect Yourself Rules**

**Grade: 1**

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### Activity: Paper Dolls

**Materials Needed:**
- Paper Doll Template
- Crayons, markers, colored pencils
- Scissors

**Preparation:**
- Make copies of the Paper Doll Template page.
- Review with students the different grown-ups in their lives that they feel most comfortable talking to or going to for help.

**Steps to Success:**
1. Hand out the Paper Doll Template to each student.
2. Allow the students to decorate the paper doll as they like to represent a trusted grown-up.
3. Circulate and help students cut out the paper doll.

**Discussion:**
- Discuss the fact that Unsafe Touches can be hard to talk about, but grown-ups want to listen. Our paper dolls help us remember who we feel most comfortable talking to. This is someone we can always go to for help.

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**PAPER DOLLS**

**3.1.S:** List people to go to for help if feeling unsafe or threatened.

Students will create paper dolls to represent a safe grown-up in their lives who they confide in.
Protect Yourself means to be careful, mindful, and safe.

Rules help us know how to take care of ourselves and how to be safe.

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

6

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

4

Safe Touches are good.

7

We have private body parts.

5
We should always tell a grown-up we trust about **Unsafe Touches**.

**The Protect Yourself Rules:**
- **Staple**
- **Fold line**
- **Cut line**

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

**Unsafe Touches**

**Tell a Grown-up**

**Unsafe Touches are not allowed.**

**Doesn’t Matter Who it Is**

**Shout, Run, Tell**

**Stranger Safety**

**Safe Touch, Unsafe Touch**

**Remember The Protect Yourself Rules.**

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

**We should always tell a grown-up we trust**

**Stranger Safety**

**Tell a Grown-up**

**Shout, Run, Tell**
PAPER DOLLS

Who is a grown-up that you can go to when you need help, like when you get a scrape and need a band-aid? It could be your mom, your dad, an aunt, uncle, brother, sister, grandparent, or maybe a teacher.

Picture that person and use crayons or pencils to draw them on your Paper Doll.
Lesson 2: It Doesn’t Matter Who It Is

Grade: 1

Identify Refusal Skills

1.13.S Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).

This activity will equip students with refusal responses to get out of unsafe situations. Students will brainstorm as many responses as possible and select an appropriate one for each unsafe situation given.

Next, read different unsafe situations to the class and have each student choose an appropriate refusal for each situation.

Materials Needed:

• Whiteboard, Markers

Preparation:

• Discuss as many different refusal skills as the children can think of, and suggest more. Refusals can be polite or aggressive, depending on the situation. We can use humor or sarcasm, or give reasons to say no, or suggest doing something else.

• Write each refusal skill on the board.

Steps to Success:

1. Once you have a long enough list of refusal skills, call on students one by one.

2. Read out a different unsafe situation for each student and ask them to respond with the refusal they think is best.

Recap:

• We have the power to say NO to anything that makes us feel unsafe. Not even friends or family members are allowed to make us feel unsafe or touch us on private parts of our bodies.
Unsafe Situations

A friend tells you to throw a rock at a car.
A stranger at the mall asks if he can buy you a toy.
You’re alone with a grown-up who makes you feel uncomfortable.
A friend wants you to steal something from a store.
A sibling tells you to cheat while playing sports.
A friend wants to climb into your neighbor’s back yard.
A stranger at the park asks you to go somewhere with them.
Your friend dares you to eat a bug.
A stranger asks you to go help them with something.
A friend wants you to drink soap.
Another student asks you to help them cheat on a test.
A stranger says they know your mom or dad.
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.
But then Mr. Caro started to tickle Sarah on a private body part. Now she felt unsafe.

Sarah knew that tickling on a private body part is an Unsafe Touch.

Sarah had fun playing with Mr. Caro. She felt safe.

The neighbor Mr. Caro came to play with Sarah.
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 shouted for Mr. Caro to stop, loudly and clearly. Sarah used 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
Unsafe Touch,
Safe Touch
Grow-up

Stranger Safety
Tell a Grown-Up
Doesn’t Matter
Who it Is
Hitting is Wrong
Shout,
Run, Tell
Unsafe Touch,
Safe Touch
Grow-up
HOW TO SAY “NO” TO A STRANGER AND GET AWAY

5.2.S: Role-play what to do if a stranger at home, in a car, or on the street approaches you.

This activity uses the Printable Book to present hypothetical Stranger Safety situations for students to react to. Students will decide page by page the safest choice that Sarah and Lenny could make in the story.

Materials Needed:

- Printable Book
- Crayons or other writing utensils

Steps to Success:

1. Read the Printable Book out loud and ask students to think of the safest choice Sarah and Lenny could make on each page (ex., On page 6, Lenny should have asked his mom before he went to pet the strange man’s dog.)

2. Ask students to raise their hand when they think Lenny and Sarah should Shout, Run, and Tell (ex., On page 7, and page 8.)

3. Instruct students to draw an X through any page where they think Sarah and Lenny should Shout, Run, and Tell.

Recap:

- Most people we meet are nice, and we shouldn’t be afraid of people we don’t know. To be safe, we only interact with people we don’t know when a trusted adult is with us.

Preparation:

- Remind students that even if a stranger seems nice, if they offer them things (puppies, candy, etc.) or ask them to go somewhere with them, they are not nice.

- Review the “Shout, Run, Tell” rule.

- Explain that we should only interact with strangers if our parents are present and give us permission.

- Explain that if a stranger asks us to go somewhere with them, we have to tell them “NO” loudly and clearly. We can also walk or run away.
They played at the park with Lenny's mom last weekend.

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

Lenny and Sarah learned about Stranger Safety.
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.

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.
Then they ran away and told Lenny’s mom, who is a trusted grown-up.

Lenny and Sarah use The Protect Yourself Rules to stay safe. A stranger asked Lenny and Sarah to go in his car. They knew to Shout, Run, and Tell. They shouted “No!” Lenny and Sarah use The Protect Yourself Rules to stay safe.
Activity

Lesson 4: Know When to Tell

Grade: 1

WORD SCRAMBLE

4.2.S: Identify ways to report inappropriate touching.

Telling about Hitting or Unsafe Touches isn’t always easy. If it’s too hard to tell a grown-up at home, we can tell a grown-up at school. We can even tell without talking.

Materials Needed:
• Word Scramble Activity Page
• Writing Utensils

Steps to Success:
1. Have the students solve the word scrambles to find some ways to tell about Unsafe Touches.

Preparation:
• Make copies of the Word Scramble Activity page and pass them out to each student.

• Discuss how hard it can be to talk about things that are embarrassing.

• Unsafe Touches can be just as hard to talk about, but if they happen, we have to talk about them. We can never keep Unsafe Touches a secret.

• Brainstorm some ways that we can tell a grown-up about Unsafe Touches without talking (ex., writing them down, drawing a picture, talking on the phone, etc.).

Recap:
• Ask students if they can think of any other ways to tell a trusted grown-up about something important.
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.
We Tell a Grown-Up When Hitting is Wrong.

This book belongs to:

A BARBARA SIGNATORA Printable Book
Sarah knew that we can never keep a secret.
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.
Then we get away and Tell a Grown-Up we trust.

Lenny knows that we Shout, Run, and Tell if someone makes us feel unsafe.

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

We shout for them to stop so that everyone can hear.
WORD SCRAMBLE

Telling about Hitting or Unsafe Touches isn’t always easy. If it’s too hard to tell a grown-up at home, we can tell a grown-up at school. We can even tell without talking.

Unscramble the words below to see different ways that we can tell about Hitting or Unsafe Touches.

Letl a blignsi = __ __ __ __ __ __ __ __ __ __

Rwtie ti wond = __ __ __ __ __ __ __ __ __

Llac a ertlavei = __ __ __ __ __ __ __ __ __ __

Arwd a ctueipr = __ __ __ __ __ __ __ __ __

Lelt a hactree = __ __ __ __ __ __ __ __ __ __

Tlle a drenfi’s ranpte = __ __ __ __ __ __ __ __ __ __, __

__ __ __ __ __ __ __ __