**SHOUT, RUN, TELL**

4.1.S: Demonstrate how to ask a trusted grown-up for help or call 9-1-1.

This activity will accustom students to reacting to unsafe situations quickly and confidently.

**Materials Needed:**

- Loud, strong voices!

**Preparation:**

- In the video, Lenny showed us that if someone is making us feel unsafe, we should Shout, Run, and Tell. We’re going to practice doing what Lenny did: Shout, Run, and Tell.

- Shout means GET LOUD. If someone is making us feel unsafe, we can shout at them to STOP, tell them to GET AWAY, or shout for HELP! It doesn’t matter where we are or what we’re doing. Nothing is more important than our safety, and we can protect ourselves by shouting and causing a scene. The more people that hear, the better. If someone makes us feel unsafe, we should shout for HELP!

- You’re at recess and another student touches you in a way that hurts. Everyone shout: DON’T TOUCH ME!

- You’re playing at the park when a person you don’t know starts talking to you. The person asks you to go somewhere with them. Everyone shout: HELP! I DON’T KNOW THIS PERSON!

- You’re in a quiet store and a person you don’t know asks you to go somewhere with them. Everyone shout: HELP! I DON’T KNOW THIS PERSON!

- You’re at home and a relative touches you in a way that makes you feel uncomfortable. Everyone should: I DON’T WANT TO BE TOUCHED!

**Recap:**

- Is there any place where we shouldn’t get loud if we feel unsafe?

**Steps to Success:**

Tell students that they will practice shouting to protect themselves in unsafe situations. Pose a series of unsafe situations and instruct the students to shout the appropriate response as loudly, clearly, and forcefully as they can.

- You’re in a crowded mall with your parents when a person you don’t know tries to take your arm. Everyone shout: DON’T TOUCH ME!
This book belongs to:

Rules help us know how to be safe.

Protect Yourself means be safe.

We use The Protect Yourself Rules.

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.
The Protect Yourself Rules:

We always remember:

- Hitting is wrong.
- Shout. Run. Tell a grown-up.
- Whose it is doesn't matter.
- Stranger safety.
- Safe touch, unsafe touch.
- Tell a grown-up.

Secret:
Unsafe touches are bad.

We never keep unsafe touches a secret.

We always tell a grown-up we trust:

- Grown-up.
- Tell a grown-up.
- Unsafe touch.
- Safe touch.
Lesson 2: It Doesn’t Matter Who it Is

Grade: K

WHEN TO ASK FOR HELP

5.1.S: Identify situations when it is necessary to seek grown-up help or call 9-1-1.

This activity will reinforce unsafe situations as situations in which children always need to ask for help from a grown-up.

Materials Needed:
- Whiteboard, markers

Preparation:
- Make two columns on the board. Label the first column “things I can do myself” and the second column “things I need a grown-up’s help with.”
- Explain that we always have to ask for help from grown-ups if we feel unsafe. If someone gives us an Unsafe Touch, we have to tell a grown-up we trust.
- Explain that it is always okay to ask for a grown-up’s help when feeling unsafe. Nothing is more important than our safety.

Recap
- We always have to get help from a grown-up if someone makes us feel uncomfortable or unsafe. When we get hurt, we tell a grown-up right away so they can make it better. In the same way, we also Tell a Grown-Up right away about Unsafe Touches. We never keep Unsafe Touches a secret.

Steps to Success:
1. Have students list things they can do by themselves (ex., put away toys, make a snack, feed pets, etc.). Write their answers in the first column.

2. Have students list times they need to ask for help from grown-ups at home (ex., reaching high objects, doing chores, putting on band-aids, etc.). Write their answers in the second column.

3. With guidance, have students list unsafe situations
PRINTABLE BOOK

Use this Printable Book to review and reinforce the video lessons. Printable Books make a great send-home to show parents what was learned!

- **1.1.S**: Identify safety rules for the home, the school, and the community.
- **1.10.S**: Identify people who are strangers and how to avoid contact with strangers.
- **5.1.S**: Identify situations when it is necessary to seek adult help or call 9-1-1.
- **5.2.S**: Role-play what to do if a stranger at home, in a car, or on the street approaches you.

**Video Lessons:**
- A Friendly Stranger

**Key Terms:**
- Stranger, Safe/Unsafe

**Materials Needed:**
- Printable book pages
- Scissors
- Stapler

**Preparation:**
- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

**Steps to Success:**
1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.
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 Stranger Safety situations for students to react to. Students will decide the safest choice that Sarah and Lenny could make in the story.

Materials Needed:

• Printable Book
• Crayons or other writing utensils
• Tape

Preparation:

• Refer to the Printable Book to review the Stranger Safety Rule.

• Remind students that even if a stranger seems nice, if they offer us things (puppies, candy, etc.) or ask us 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.

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).

Recap:

• Lenny and Sarah learned that we don’t have to be scared of strangers. We stay safe by being careful around all people that we don’t know.
They played at the park with Lenny’s mom.

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

Stranger Safety. Lenny and Sarah learned about stranger safety.

This book belongs to:

A BARBARA SINGH Printable Book
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 do not talk to strangers when our mom or dad isn't with us.

We always have to follow the Stranger Safety rule to be safe.
Then they ran away and told Lenny's mom, who is a trusted grown-up.

The stranger asked Lenny and Sarah to go in his car. Lenny and Sarah knew to Shout, Run, and Tell. They shouted "No!"

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

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

Grade: K

Printable Book Instructions

Printable Books make a great send-home to show parents what was learned!

1.1.S Identify safety rules for the home, the school, and the community.
1.4.S Distinguish between appropriate and inappropriate touching.
5.1.S Identify situations when it is necessary to seek grown-up help or call 9-1-1.
1.4.G Identify trusted adults who promote healthy growth and development.

Video Lessons:
- “Recognize the Signs”
- “Shout, Run, Tell”

Key Terms:
- Hitting, Secrets, Shout, Run, Tell, Trusted Grown-Up

Materials Needed:
- Printable Book pages
- Scissors
- Stapler

Preparation:
- Print copies of the Printable Book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:
1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.
Activity

Materials Needed:
• A stack of paper plates.
• Crayons, markers, colored pencils, or any other art supplies.

Preparation:
• Discuss what a trusted grown-up is. Who are some grown-ups we can trust besides family members? Who is a trusted grown-up in your life?

Steps to Success:
1. Hand out a paper plate to each student.
2. Tell each student to picture a trusted grown-up that they trust. What do they look like? What is their job? What do they wear? Do they know them? They can be parents, relatives, doctors, etc.

Recap:
• Trusted non-family grown-ups like doctors can touch us on private parts of our bodies for medical reasons. If a medical grown-up touches us in a way that we think is unsafe, we still have to tell a grown-up we trust.

PAPER PLATE FACES (TRUSTED GROWN-UPS)

1.4.G: Identify trusted grown-ups who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).

Students will use paper plates to draw faces of trusted grown-ups, like parents, relatives, teachers, police officers, etc. This will develop their understanding of who they can go to if they think they’ve experienced an unsafe situation.

Materials Needed:
• A stack of paper plates.
• Crayons, markers, colored pencils, or any other art supplies.

Preparation:
• Discuss what a trusted grown-up is. Who are some grown-ups we can trust besides family members? Who is a trusted grown-up in your life?

Steps to Success:
1. Hand out a paper plate to each student.
2. Tell each student to picture a trusted grown-up that they trust. What do they look like? What is their job? What do they wear? Do they know them? They can be parents, relatives, doctors, etc.

Recap:
• Trusted non-family grown-ups like doctors can touch us on private parts of our bodies for medical reasons. If a medical grown-up touches us in a way that we think is unsafe, we still have to tell a grown-up we trust.
Sarah saw a bruise on her friend Abby's arm. Then Abby had another bruise on her neck.

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

Sarah asked Abby if someone at home hit her. Abby said yes, but made Sarah promise not to tell anyone.
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. We shout for them to stop so that everyone can hear.

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