

Classroom Lesson Plan

Lesson 1: The Protect Yourself Rules

Grade: 2

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.12.M:** Describe the characteristics of a trusted friend and adult.
- **4.2.S:** Identify ways to report inappropriate touching.



Protect Yourself Rules:

- Safe Touch, Unsafe Touch
- Tell a Grown-Up
- Shout, Run, Tell

Key Terms:

- Private Body Parts
- Protect Yourself
- Rules
- Safe/Unsafe

Materials Needed:

- Video Lesson: "The Protect Yourself Rules"
- Video Lesson: "Shout, Run, Tell"
- Printable Book pages

Outcomes:

- This lesson will introduce or refresh students to the Protect Yourself Rules: 6 rules to recognize and prevent abuse. Students will learn the concept of safe/unsafe as it applies to personal body safety, and that they must always tell a trusted grown-up if someone makes them feel unsafe. Students will learn and demonstrate skills for safety and disclosure about abuse with the Shout, Run, Tell Protect Yourself Rule, and gain awareness of the characteristics of a trusted friend or adult.

1. Student Introduction:

- Tell the students that they're going to watch videos to learn about different kinds of touches. Most touches are okay, but there are some touches that are unsafe. Touches on parts of our body that would be covered by a bathing suit are unsafe, and no one is ever allowed to touch us there. The children in the videos are named Sarah and Lenny. Sarah and Lenny are going to help us learn the difference between touches that are safe and touches that are unsafe. They are also going to help us learn what to do if we think we've been touched in an unsafe way, and how to get away quick if someone makes us feel unsafe. Their counselor's name is Ms. Barbara, and Ms. Barbara is going to help us learn rules for touching. They're called the Protect Yourself Rules.



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2. Video Lessons:

- Play the video lessons “The Protect Yourself Rules” and “Shout, Run, Tell”

3. Printable Book:

- Follow the directions on the Printable Book Pages to assist the students in creating their Printable Book. Use the Printable Book’s pictures and rule icons to reinforce the lesson’s Rules and Key Terms.





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.
- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **1.12.M:** Describe the characteristics of a trusted friend and adult.
- **4.2.S:** Identify ways to report inappropriate touching.

Video Lessons:

- “The Protect Yourself Rules”
- “Shout, Run, Tell”

Key Terms:

- Private Body Parts, Protect Yourself, Rules

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.



CA HEC Standards:

- **1.4.S:** Distinguish between appropriate and inappropriate touching.
- **4.2.S:** Identify ways to report inappropriate touching.



SAFE TOUCH / UNSAFE TOUCH

Now that the students have completed their Printable Book, it's time to talk about the rules in-depth. Refer students to their Printable Book to revisit the examples from the video lessons.

- Review with students the parts of their bodies that other people shouldn't touch (ex., places that would be covered by a bathing suit).
- Call on volunteers to list examples of Unsafe Touches (ex., touches to their bathing-suit areas, or touches to other people's bathing-suit areas, touches from strangers, etc.).
- Establish the students' sense of ownership of their own bodies.
 - Your body belongs to you, and you can tell other people if you don't want to be touched. If someone touches you in a way they shouldn't, you can tell them to stop, or say "I don't want to be touched."
 - You can tell people to stop if you think they're going to touch you on a private part of your body. You can tell them to get away, and you can tell another grown-up to help you make them stop.
 - Ask, what are some ways you can tell someone when you don't want to be touched?
 - Discuss with your students the difficulty of telling an adult about an abusive situation. Students should understand that feelings of shame, shyness, and embarrassment are natural and expected. However, this should not dissuade them. If you have something that's hard to talk about, then you need to talk about it.
 - Students should understand that some Unsafe Touches can seem playful or gentle. We have to remember that any touch to a private body part, or a part of our bodies that would be covered by a bathing suit, is an Unsafe Touch.



FACE SKETCH ARTIST

1.12.M: Describe the characteristics of a trusted friend and adult.

Students will list emotional traits that we associate with people we trust, and physical traits of strangers that we can trust. The designated classroom artist (either the teacher or an artistic student) will draw each trait to make a portrait on the board. Next to the drawing, write down each trait as it is called out. The final product will be an entertaining depiction of a grown-up that students can trust.

Materials Needed:

- White Board
- Markers

Preparation:

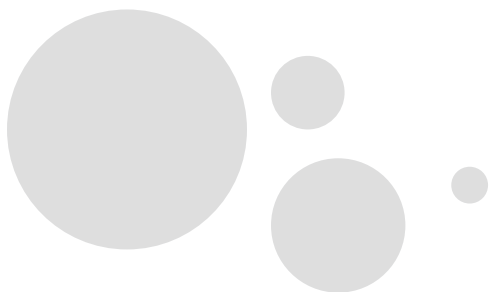
- Discuss the emotional characteristics of grown-ups that we trust (ex., they make us feel safe, they never make us uncomfortable, they never hurt us, they listen to us, they help us, etc.).
- Discuss the physical characteristics of strangers that we can trust (ex., police, doctors, etc.).

Steps to Success:

1. Choose an artist to will draw each characteristic that is given to them. Students can also take turns as the artist.
2. Call on volunteers to describe a characteristic of a trustworthy adult. (ex., makes us feel safe, listens to us, never violates trust, etc.) to represent someone we know, a police officer's badge to represent a safe stranger)
3. The artist will draw what they hear on the board.
4. List every description next to the drawing.
5. Once the drawing and the list are finished, discuss each characteristic with the class. Why do they think this is trustworthy? Does everyone agree that that is trustworthy?

Recap:

- Someone can have trustworthy characteristics, but if they ever do something we know they shouldn't, we still have to tell another grown-up we trust. A touch to a private body part is unsafe, no matter what.



Review

Lesson 1: The Protect Yourself Rules

Grade: 2

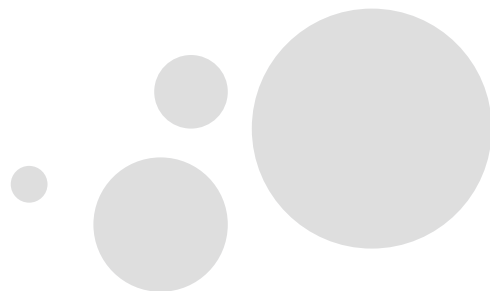
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- **1.12.M:** Describe the characteristics of a trusted friend and adult.
- **4.2.S:** Identify ways to report inappropriate touching.



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers, have the class answer as a group, or have each student write their answers down.

- Which Protect Yourself Rule tells us the difference between touches that are okay and touches that are not okay?
- What is a private body part?
- If a relative touches us in a way that makes us uncomfortable, are we allowed to tell them to stop?
- If someone asks us to touch them on a private part of their body, should we get away and tell a grown-up we trust?
- Who are some grown-ups who we can tell about Unsafe Touches?
- If we have something that's embarrassing to talk about, what are some ways we can tell a grown-up without talking?
- If we think someone has touched us in an unsafe way, when should we tell?
- What are some qualities that good friends and trusted grown-ups have?



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Grade 2, Lesson 1 • v01

The Protect Yourself Rules



This book belongs to:

1



We use the **Protect Yourself Rules**.

cut line

2



Protect Yourself means be safe.

fold line

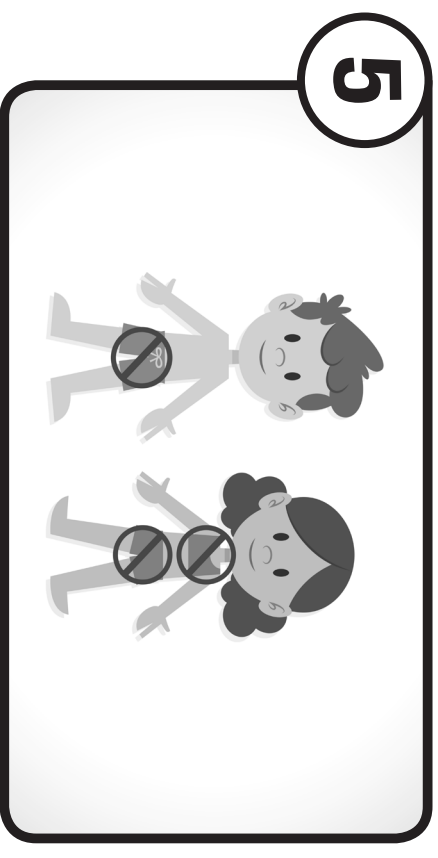
3



Rules help us know how to be safe.



The **Protect Yourself Rules** help us know how to be safe.



We have **private body parts**.



No one can touch our **private body parts**. These are **Unsafe Touches**.



Safe Touches are good.

cut line

fold line



8

Unsafe Touches are not allowed.

cut line



10

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

fold line



9

We never keep **Unsafe Touches** a secret.

The Protect Yourself Rules

- Tell a Grown-Up
- Safe Touch, Unsafe Touch
- Stranger Safety
- Hitting is Wrong
- Shout, Run, Tell
- Doesn't Matter Who it is

We always remember **The Protect Yourself Rules**.

staple

staple

Classroom Lesson Plan

Lesson 2: It Doesn't Matter Who it Is

Grade: 2

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **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).
- **1.12.M:** Describe the characteristics of a trusted friend and adult.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.



Protect Yourself Rules:

- Safe Touch, Unsafe Touch
- It Doesn't Matter Who it Is
- Tell a Grown Up

Key Terms:

- Private Body Parts
- Safe/Unsafe
- Trust/Trusted

Materials Needed:

- Video Lesson: “Safe Touch, Unsafe Touch”
- Video Lesson: “A Neighbor”
- Printable Book pages

Outcomes:

This lesson will continue the discussion of the Safe Touch, Unsafe Touch rule by presenting a narrative story in which the rule is used.

Students will distinguish Safe Touches from Unsafe Touches and be introduced to the concept of ownership over their bodies.

Students will visualize personal space as an invisible boundary around each of us and learn to assert their right not to be touched if the need arises.

Focus will be given to a new Protect Yourself Rule: It Doesn't Matter Who it Is. Students will learn that Unsafe Touches are off-limits, even if the person who touches them is a friend or relative.



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Grade 2, Lesson 2 • v01

Classroom Lesson Plan

Lesson 2: It Doesn't Matter Who it Is

Grade: 2

1. Student Introduction:

Students should be familiar with the concept of ownership over their bodies and should know that they have the right to tell others that they do not want to be touched. They should also have an understanding of private body parts as parts that would be covered by a bathing suit.

In these videos, Sarah and Ms. Barbara are going to help us learn the difference between a Safe Touch and an Unsafe Touch. Then, Sarah will share a story about a time that she used the Protect Yourself Rules to stay safe. A family friend touched her on a private part of her body, and she knew that that was an Unsafe Touch.

If we think that someone has touched us in an unsafe way, we have to get away and Tell a Grown-Up we trust. It Doesn't Matter Who it is; not even friends or relatives are allowed to touch us on private parts of our bodies.

2. Video Lessons:

- Play the video lesson "Safe Touch, Unsafe Touch."
- Play the video lesson "A Neighbor."

3. Printable Book:

- Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

- It Doesn't Matter Who it Is

5. Activity:

- Personal Space Bubble

6. Review



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Grade 2, Lesson 2 • v01



PRINTABLE BOOK

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- **1.13.S:** Identify refusal skills when in personal-safety situations.
- **1.12.M:** Describe the characteristics of a trusted friend and adult.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.

Video Lessons:

- “Safe Touch, Unsafe Touch”
- “A Neighbor”

Key Terms:

- Private Body Parts, 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.
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CA HEC Standards:

- **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).
- **1.12.M:** Describe the characteristics of a trusted friend and adult.



IT DOESN'T MATTER WHO IT IS

Now that students have completed their Printable Books, it's time to talk about the rules in-depth. Refer students to their Printable Book to revisit the examples from the video lessons.

- Brainstorm qualities that trusted grown-ups in our lives all have.
- Explain that trusted grown-ups will never touch us in ways that are unsafe, or ask us to touch them in ways that are unsafe.
- Sarah's neighbor was a family friend, and Sarah knew him pretty well. She learned that someone who acts like our friend might not always be nice.
- It can be very confusing if a trusted grown-up does something that we know they shouldn't. That's why we have to remember the Protect Yourself Rules. It Doesn't Matter Who it Is; if anyone ever tries to touch us on a private part of our bodies, they're not our friends, and they aren't trusted grown-ups. We have to get away and tell another grown-up we trust, no matter what.
- Unsafe Touches are confusing because they can seem playful or gentle. How do we know for sure that a touch is unsafe? (ex., If it's on a private body part, a bathing suit area, etc.). Tickling is a playful touch, but if it is on a private body part, it is an Unsafe Touch.
- When Mr. Caro touches Sarah, ask students why it was okay that she yelled at him to stop. Would they feel weird yelling at a grown-up? Students should understand that it is okay to shout, make a scene, or run away to protect themselves if they think someone has or wants to touch them in an unsafe way. This is how we can protect ourselves.
- Someone that makes you feel uncomfortable or touches you in an unsafe way might ask you to keep it a secret. When should you keep Unsafe Touches a secret? (Never keep unsafe touches a secret!)



PERSONAL SPACE BUBBLE

1.5.S: Explain that everyone has the right to tell others not to touch his or her body.

This activity will introduce or refresh students to 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.

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.

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.



Review

Lesson 2: It Doesn't Matter Who it Is

Grade: 2

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **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).
- **1.12.M:** Describe the characteristics of a trusted friend and adult.
- **1.5.S:** Explain that everyone has the right to tell others not to touch his or her body.



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers or have the class answer as a group.

- If we're confused about a touch we from a friend or family member, which Protect Yourself Rule can we remember? Which parts of our bodies are people not allowed to touch?
- Which Protect Yourself Rule reminds us that not even friends or relatives are allowed to touch us on private parts of our body?
- If someone touches us on a private part of our body at home, is it okay to shout, run away, and tell another grown-up?
- If someone makes us feel uncomfortable or unsafe in a public place, is it okay to tell them to go away?
- What are some qualities of a trusted friend or adult?
- What is a way we can tell a trusted grown-up about an Unsafe Touch?
- Should we trust someone if they make us uncomfortable or ask us to do things we don't want to do? What if they're someone we know very well?
- Who should we tell if someone we know makes us uncomfortable or asks us to do things we don't want to do?



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Grade 2, Lesson 2 • v01

It Doesn't Matter Who It Is



This book belongs to:



1

Sarah had a neighbor named Mr. Caro.

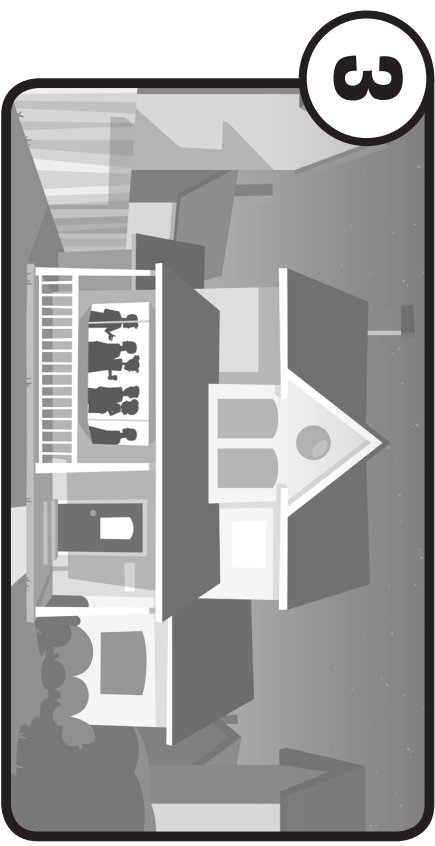
cut line



2

Mr. Caro was always nice to Sarah.
They were friends.

fold line



3

One night, Sarah's parents had a party.



The neighbor Mr. Caro came to play with Sarah.

cut line

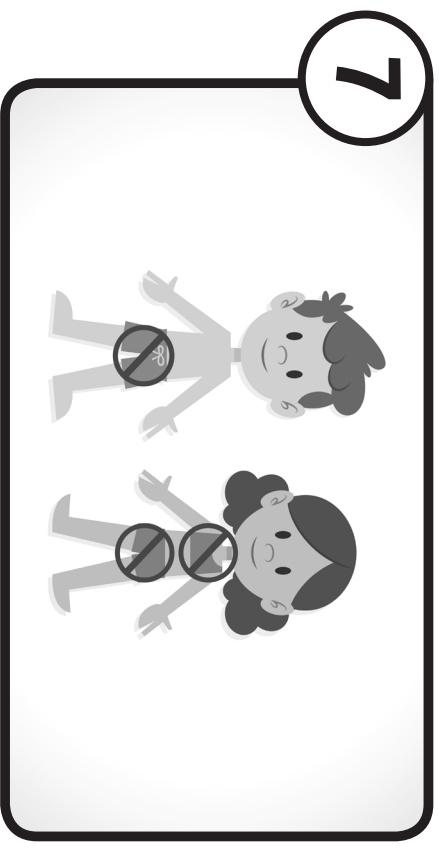


But then Mr. Caro started to tickle Sarah on a **private body part**. Now she felt unsafe.

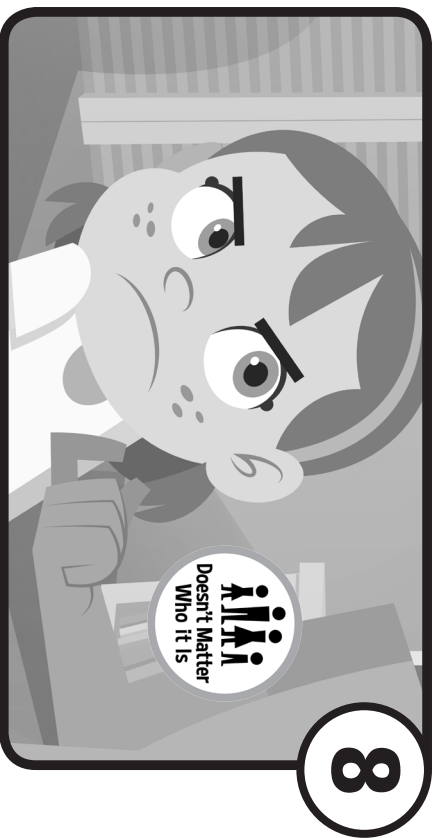
fold line



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



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



8

Mr. Caro was her friend, but **It Doesn't Matter Who it Is.**

cut line



10

Sarah ran away from Mr. Caro and told her dad what happened.



9

Sarah shouted for Mr. Caro to stop, loudly and clearly.

fold line

The Protect Yourself Rules



Sarah used **The Protect Yourself Rules** to stay safe.

staple

staple

Classroom Lesson Plan

Lesson 3: Stranger Safety

Grade: 2

CA HEC Standards:

- **1.1.S:** Identify safety rules for the home, the school, and the community.
- **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).
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **1.12.M:** Describe the characteristics of a trusted friend and adult.



Protect Yourself Rules:

- Stranger Safety
- Shout, Run, Tell
- Tell a Grown-up

Key Terms:

- Stranger
- Safe/Unsafe
- Trust/Trusted

Materials Needed:

- Video Lesson: “A Friendly Stranger”
- Printable Book pages
- Safe Strangers Drawing Page

Outcomes:

This lesson will give students guidelines for interacting safely with people they don't know, and will equip students with active responses to unsafe situations with strangers.

The golden rule of Stranger Safety is to never go anywhere with someone you don't know.

This lesson also reinforces the Shout, Run, Tell Protect Yourself Rule.

Distinctions are made for “safe” strangers that students can go to for help if they need it, such as police officers, firefighters, people in uniform at a store, and parents with other children.



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Grade 2, Lesson 3 • v01

1. Student Introduction:

A stranger is a person we don't know. Most strangers are nice, but because we don't know them, we always have to follow The Stranger Safety Protect Yourself Rule to stay safe.

The Stranger Safety Rule helps us remember how to act safely around strangers. We don't talk to strangers, and we never go anywhere with them if they ask us to.

In our video, Sarah and Lenny are going to tell us a story about a time they met a stranger. They had to remember the Stranger Safety Rule to make a safe choice. They also had to remember the Shout, Run, Tell rule to get away.

2. Video Lessons:

- Play the video lesson "A Friendly Stranger."

3. Printable Book:

- Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

- Stranger Safety

5. Activity:

- Safe Strangers

6. Review





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.
- **1.13.S:** Identify refusal skills when in personal-safety situations.
- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **1.12.M:** Describe the characteristics of a trusted friend and adult.

Video Lessons:

- "A Friendly Stranger"

Key Terms:

- Stranger, Safe/Unsafe, Trust/Trusted

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.



CA HEC Standards:

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



STRANGER SAFETY

Now that the students have completed their Printable Books, it's time to talk about the rules in-depth. Refer students to their Printable Book to revisit the examples from the video lessons.

- Review what a stranger is. Who counts as a stranger? (ex., Anyone we don't know.)
- What does a bad stranger look like? Conclude that all strangers look like regular people. We can't tell if a person is bad just by looking at them.
- Brainstorm some things we should never do with strangers. (ex., Don't talk to strangers, don't go anywhere with them, etc.)
- Ask students to think of something that a grown-up might need their help with. Guide students to the conclusion that a grown-up will never need a child's help with anything.
- With assistance, call on volunteers to list ways to avoid contact with strangers (ex., Always stay with trusted grown-up, don't talk to strangers, say "I can't talk to strangers," etc.).
- Brainstorm ways to say "no" if a stranger asks us to go somewhere (ex., use a clear "no" statement, walk or run away, delay, etc.).

Call on volunteers to come to the front of the class and act out 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, telling them "no" clearly, shouting, or running away if necessary.

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.



SAFE STRANGERS

1.12.M: Describe the characteristics of a trusted friend and adult.

This activity will make students aware of safe strangers that they can go to if they need help.

Materials Needed:

- “Safe Strangers” Drawing page
- Crayons, colored pencils, or other drawing materials
- White board, markers

Preparation:

- Make copies of the “Safe Strangers” Drawing Pages.
- Discuss the roles of different official people whose job it is to protect us (ex., police, firefighters, doctors, etc.).
- If we ever need help from a stranger, we have to go by what they look like. Most safe strangers are official people whose job it is to protect us, like police, firefighters, doctors, paramedics, etc., and these people all wear official uniforms or badges that we can recognize.
- Discuss other strangers who can be considered safe in certain situations (ex., workers in uniform, parents with children, etc).
- Pass out the “Safe Strangers” Drawing Pages.

Steps to Success:

1. Call on volunteers to list identifying characteristics of “safe strangers” (ex., uniform, badge, name tag, other children, official vehicle, etc.) and write them down on the board.
2. Have the students pick 5 characteristics from the board to draw on their “Safe Strangers” Drawing Pages.
3. Once the drawing and the list are finished, discuss each characteristic with the class. Why do they think this is trustworthy? Does everyone agree that that is trustworthy?

Recap:

- If we can’t find an official-looking person, grown-ups who have other children with them can be safe strangers to ask for help.



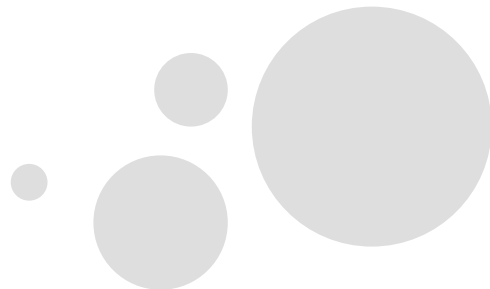
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- **5.2.S:** Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **1.12.M:** Describe the characteristics of a trusted friend and adult.



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers, have the class answer as a group, or have each student write their answers down.

- What should we say if we think someone might touch us on a part of our body that would be covered by a bathing suit?
- What can we say if someone wants to touch us but we don't want to be touched?
- Which Protect Yourself Rules reminds us how to be safe around people we don't know?
- When is it okay to go somewhere with a stranger?
- Is it okay to shout, scream, and cause a scene in a crowded place like a store or mall if someone makes us feel unsafe?
- Who are some safe strangers that we can go to for help if we need it?
- Where should we try to be if we need to ask a stranger for help?
- If we're lost in a public place and there are no police officers or people in uniform around, who are some other safe strangers to ask for help?



staple

A BARBARA SINATRA Printable Book

Stranger Safety



This book belongs to:

staple

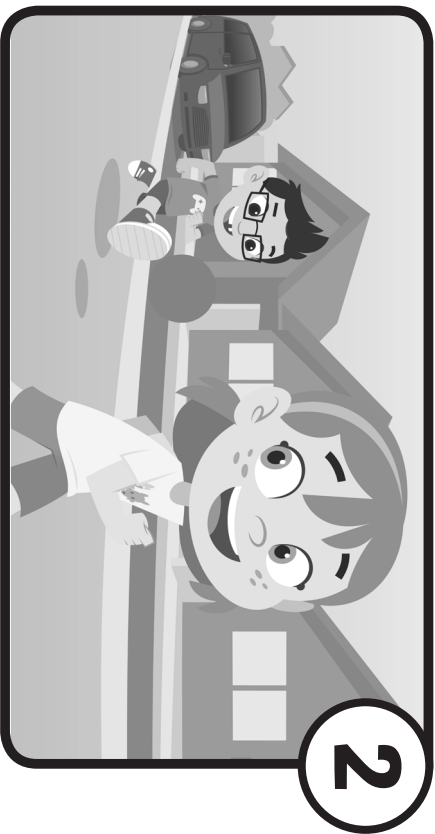
1



Lenny and Sarah learned about the **Stranger Safety** Protect Yourself Rule.

cut line

2



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

fold line

3



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



That's why we always have to follow the **Stranger Safety** rule to be safe.

cut line



We do not take things from **strangers** if they offer them to us.

fold line



We do not talk to **strangers** when our mom or dad isn't with us.



We do not go anywhere with **strangers** if they ask us to.



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

cut line



Lenny and Sarah knew to **Shout, Run, and Tell**. They shouted "No!"



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

fold line

The Protect Yourself Rules



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

staple

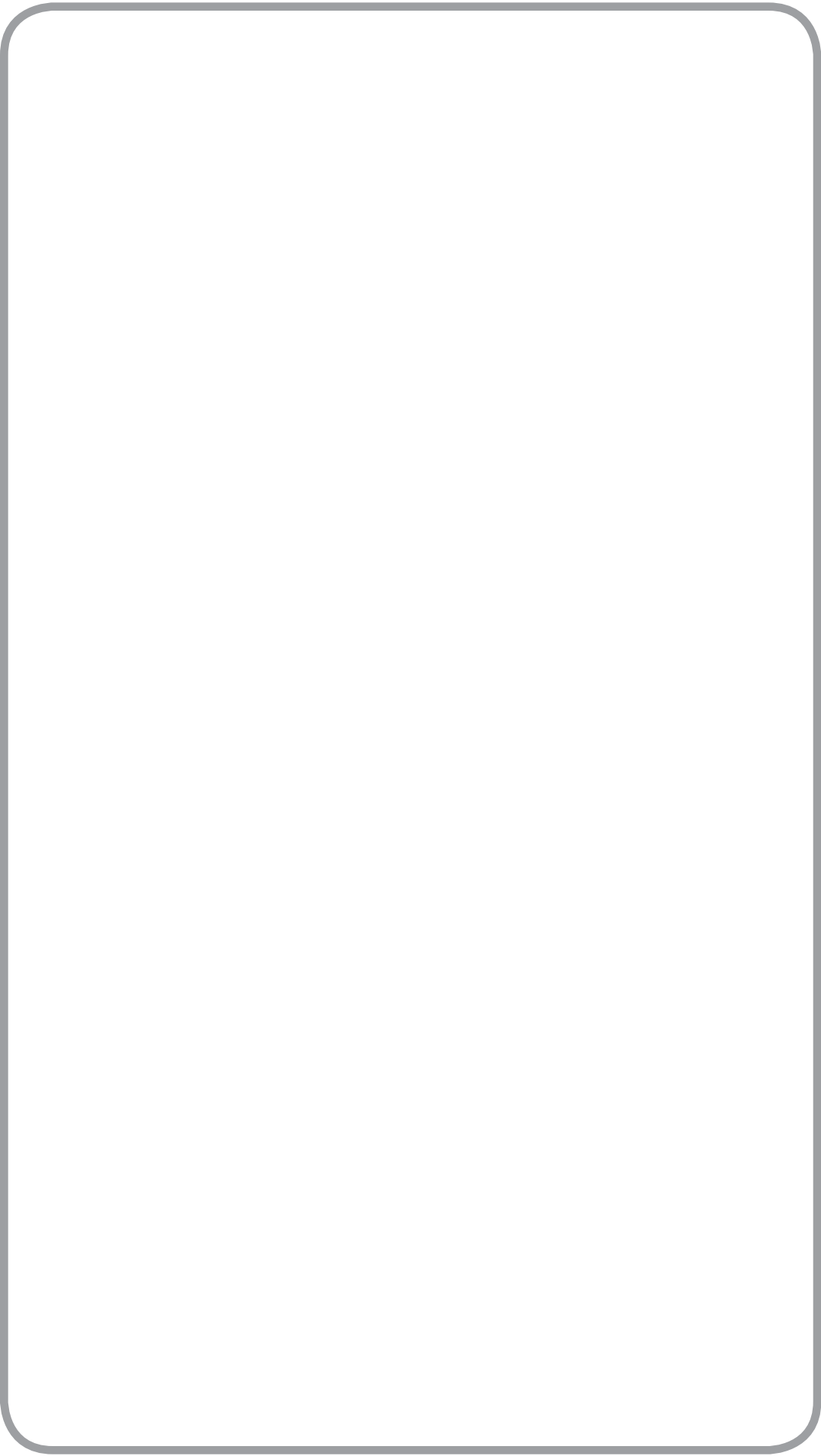
staple

Safe Strangers Drawing Page

Name: _____

Date: _____

Lesson 3: Stranger Safety



THE BARBARA SINATRA CHILDREN'S CENTER FOUNDATION

Extension lessons produced in collaboration with WonderGroveLearn.com

Grade 2, Lesson 3 - v01

Classroom Lesson Plan

Lesson 4: Know When to Tell

Grade: 2

CA HEC Standards:

- **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.
- **1.12.M:** Describe the characteristics of a trusted friend and grown-up.



Protect Yourself Rules:

- Hitting is Wrong
- Tell a Grown-up

Key Terms:

- Hitting
- Abuse
- Secrets
- Trusted Grown-Up

Materials Needed:

- Video Lesson: "Recognize the Signs"
- Printable Book pages
- Written Response page

Outcomes:

Students will expand their understanding of Safe Touch, Unsafe Touch to include touches that hurt (ex., physical abuse; hitting, pinching, kicking, throwing things, etc.). This Protect Yourself Rule is called Hitting is Wrong.

Students will understand that hitting and Unsafe Touches of all kinds must never be kept a secret. Telling about hitting or Unsafe Touches is more important than any promise to a friend or family member, because nothing is more important than our safety.

Students will identify situations in which it is necessary to seek grown-up help, such as when they believe themselves or a friend have been a victim of hitting or other Unsafe Touches.

Students will also identify trusted grown-ups in their lives that they can tell about unsafe situations.



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Grade 2, Lesson 4 • v01

1. Student Introduction:

Hitting is another kind of Unsafe Touch, and just like the Unsafe Touches we've learned about, hitting is never okay. Hitting is Wrong is a Protect Yourself Rule that reminds us that kids should never get hurt at home. Hitting, pinching, kicking, biting, and throwing things are all abuse.

No one should ever hurt us, and if it happens, we can't keep it a secret. If we think someone in our family or someone we know is being hurt by someone else, we have to Tell a Grown-Up we trust.

It might be hard to tell a grown-up about hitting. If someone hurts us, they might make us promise not to tell. In our video, Sarah realizes that her friend Abby is being hurt at home, but Abby doesn't want Sarah to tell. To help her friend, Sarah had to break a promise and tell a grown-up.

2. Video Lessons:

- Play the video lesson Recognize the Signs

3. Printable Book:

- Follow the directions on the Printable Book Directions page to assist the students in creating their Printable Book. Use the Printable Book's pictures and rule icons to reinforce the lesson's Protect Yourself Rules and key terms.

4. Discussion:

- Never Keep Unsafe Touches a Secret

5. Activity:

- Written Response

6. Review





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.
- **1.4.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.
- **1.12.M:** Describe the characteristics of a trusted friend and grown-up.

Video Lessons:

- "Recognize the Signs"

Key Terms:

- Hitting, Secrets, 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.



CA HEC Standards:

- **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.



NEVER KEEP UNSAFE TOUCHES A SECRET

Now that the students have completed their Printable Books, it's time to talk about the rules in-depth. Refer students to their Printable Books to revisit the examples from the video lessons.

- Review with students the concept that Hitting is Wrong includes all touches that hurt. Ask them to name hurtful touches (ex., Hitting, kicking, pinching, biting, throwing things, etc.).
- Teachers and counselors are grown-ups that we can talk to about abuse. When Sarah was worried that her friend Abby was being abused, she told Ms. Barbara, the school counselor.
- If someone is being hurt at home, telling a grown-up at school can be the best choice.
- Yelling and mean words can also be unsafe because they hurt us inside.
- Brainstorm with students times when children need help from grown-ups (ex., when they get hurt, etc.).
- Call on volunteers to explain what a secret is.
- What are some secrets that okay to keep? (ex., Birthday surprises, etc.).
- Students should understand that it's better to tell an grown-up and be wrong, than not tell an grown-up and be put in danger. Any touch that makes you feel uncomfortable is an Unsafe Touch, and any Unsafe Touch needs to be reported. No matter what.





WRITTEN RESPONSE

1.12.M: Describe the characteristics of a trusted friend and grown-up.

Materials Needed:

- Writing utensils, paper
- Written Response page

Preparation:

- Make copies of the Written Response page and pass one out to each student.

Steps to Success:

- Instruct students to write a paragraph describing a trusted grown-up you could tell a secret to. Describe not only what they look like, but why you feel you can trust them. What about them makes them a trusted grown-up? How do you feel around them? What do they do that makes you feel safe?

Recap:

- Even trusted grown-ups are never allowed to touch us on private body parts. If a trusted grown-up makes us feel unsafe, we still have to get away and tell another grown-up we trust.



CA HEC Standards:

- **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.
- **1.12.M:** Describe the characteristics of a trusted friend and grown-up.



To review, pose a series of questions to evaluate student learning outcomes. Call on volunteers, have the class answer as a group, or have each student write their answers down.

- Which Protect Yourself Rule reminds us that we should never be hurt by someone else at home?
- Is kicking a Safe Touch, or an Unsafe Touch?
- Does throwing things or yelling count as abuse?
- When is it okay to keep Hitting or Unsafe Touches a secret?
- Who can we tell if we think someone we know is being hurt at home?
- If we see our friend get hurt at home, but they make us promise not to tell anyone, what should we do?
- What makes a friend or grown-up someone we can trust?
- Who is a trusted grown-up that you can always tell about Unsafe Touches?



Know When to Tell



This book belongs to:

1



Sarah knows that **Hitting is Wrong**. We always **Tell a Grown-Up** about **Hitting**.

cut line

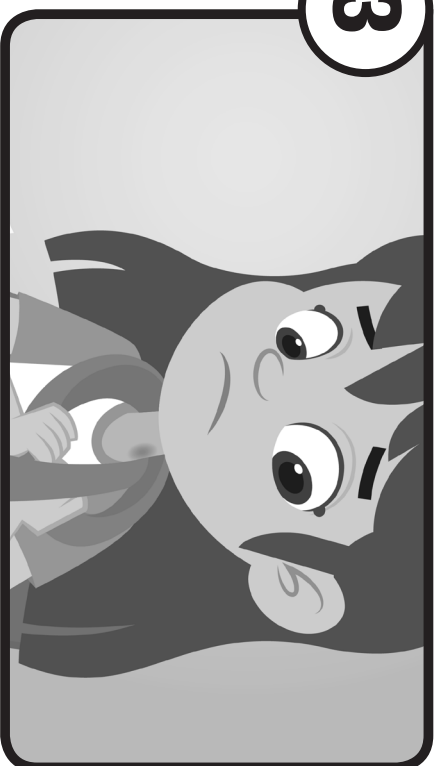
fold line

2



Sarah saw a bruise on her friend Abby's arm.

3

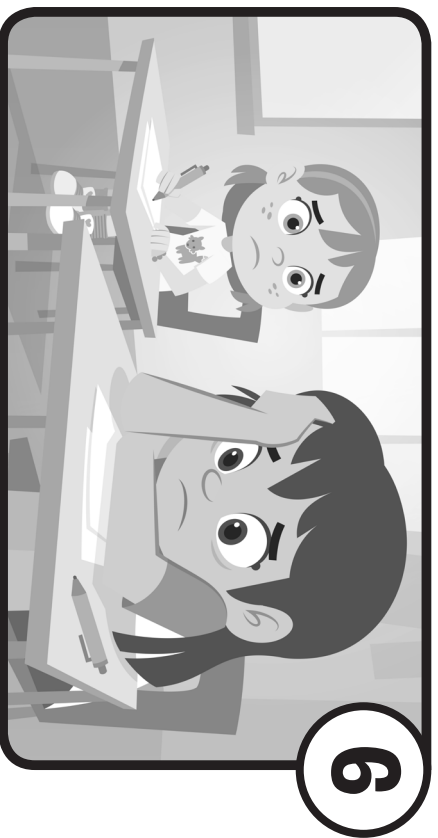


The next day, she noticed another bruise on Abby's neck.



Sarah asked Abby if someone at home hit her.

cut line

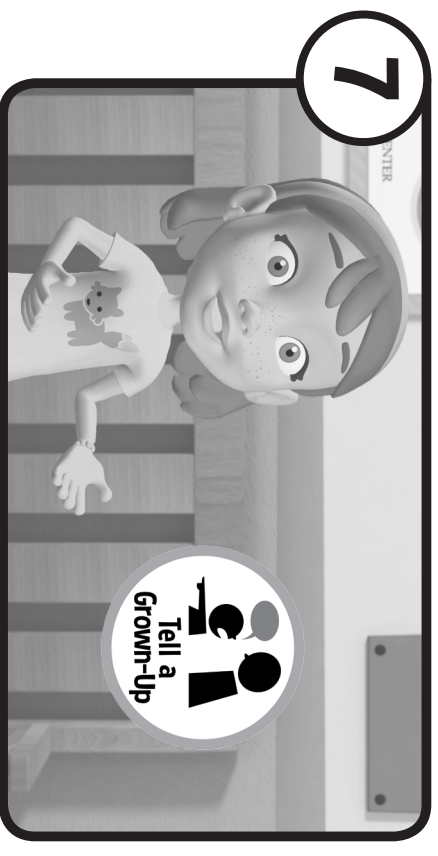


Sarah knew that we can never keep **hitting** a secret.

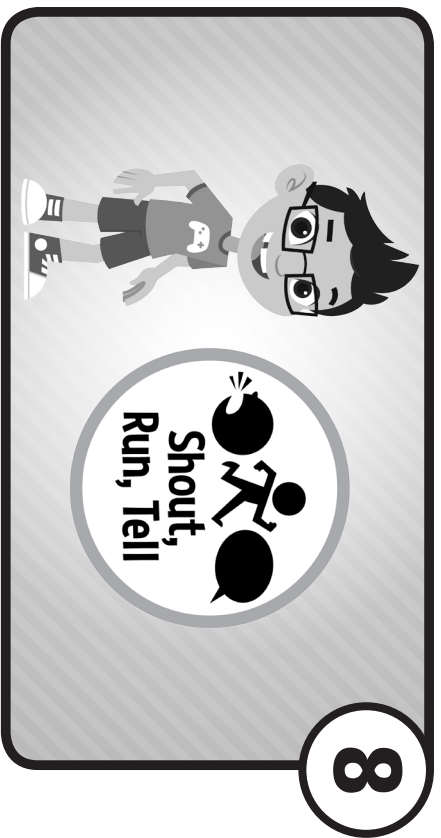
fold line



Abby said yes, but she made Sarah promise not to tell anyone about it.

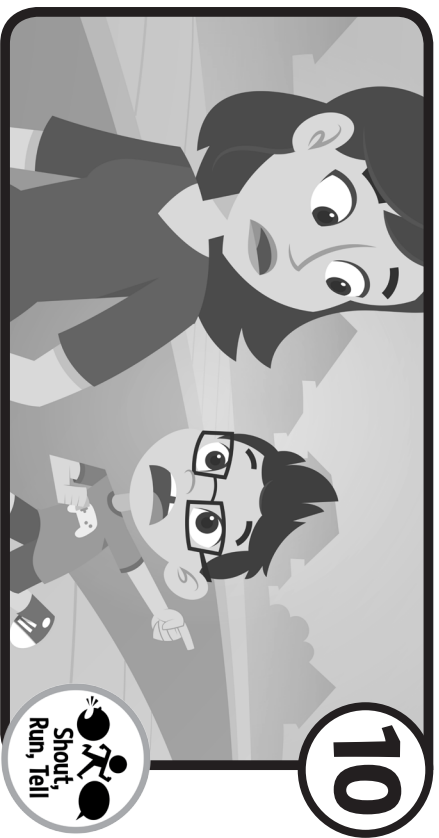


Sarah helped Abby by **Telling a Grown-Up** about her bruises.



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

cut line



Then we **get away** and **Tell a Grown-Up** we trust.



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

fold line

The Protect Yourself Rules

Tell a Grown-Up

Safe Touch, Unsafe Touch

Stranger Safety

Shout, Run, Tell

Hitting is Wrong

Doesn't Matter Who it is

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

staple

staple

Activity

Name: _____ Date: _____

Lesson 4: Know When to Tell

Written Response

Write a paragraph describing a trusted grown-up you could tell a secret to. Describe not only what they look like, but why you feel you can trust them. What about them makes them a trusted grown-up? How do you feel around them? What do they do that makes you feel safe?

