

DAVIS SCHOOL PERSONAL SAFETY
K-1 OVERVIEW

**LESSON ONE: INTRODUCTION TO PERSONAL SAFETY/IDENTIFYING
SAFE AND UNSAFE REQUESTS**

OVERVIEW: This lesson stresses problem solving and establishes a framework for later discussions about making decisions in difficult situations. In addition to decision-making, this lesson introduces the concepts of personal safety, family rules about safety, trusting one's judgment and bribery.

GOALS AND OBJECTIVES: Introduce the student to various issues of personal safety and strengthen a child's decision-making ability.

At the completion of this lesson students will demonstrate the ability to:

- Understand, practice and use a decision making process to assess personal risk.
- Understand specific personal safety issues as related to contact with other children and/or adults (i.e. playmates, relatives, people of authority).
- Know the difference between safe and unsafe requests.
- Understand what makes a situation confusing.
- Identify safety steps for unsafe situations.

LESSON TWO: STRANGER MANAGEMENT

OVERVIEW:

This unit will allow students to understand and to identify what makes someone a stranger. It will further allow students to recognize and assess unsafe situations and understand the appropriate response and actions in potentially dangerous circumstances.

GOALS AND OBJECTIVES: Distinguish between good and bad strangers. Define acceptable interactions between each type of stranger.

At the completion of this lesson students will demonstrate the ability to:

- Identify and define strangers and types of strangers.
- Recognize the necessity of seeking help from strangers and determine the best person to approach.

ASSERTIVENESS AND VOICING "NO"

OVERVIEW:

Students can learn to respond to potentially exploitative situations by saying "No" assertively. This lesson offers the opportunity to practice assertive behavior. Role playing (acting) out a role in an imaginary situation is an excellent technique for practicing these skills. Children not involved in the "role play" may offer advice and encouragement. The rules of role playing include concentrating on the part, trying to not become distracted, being a serious observer, and having a good time while learning. The role play activity should be used to practice the following assertiveness skills:

1. The word "NO" - use the word "NO" rather than weaker phrases such as, "Well, I'm not sure...I don't know."
2. Body language- Shake the head, say "NO" firmly and loudly, hold the head high, keep the shoulders back and look the other person in the eye.
3. Avoid reasons- Excuses may allow others to argue, persist or manipulate the student.
4. Repetition- The word "NO" must often be repeated before the other person accepts the answer.

GOALS AND OBJECTIVES: To strengthen a child's assertive skills and develop their understanding of different ways of saying "NO" and learn assertive ways to say "NO."

This lesson also allows students to demonstrate the difference between assertive, passive and aggressive ways of saying, "NO."

At the completion of this lesson students will demonstrate the ability to:

- Say "NO" to unsafe requests.
- Critique self and others on their effectiveness of saying "NO."

LESSON THREE: TOUCHING

OVERVIEW: This lesson will be used to explain the difference between appropriate and inappropriate touching. Very few children are taught straightforward lessons about touch. Furthermore, society reinforces many double messages about touch. It is difficult for children to reconcile these confusing messages. Confusing messages about touch can be countered by honest discussion of the feelings that touch engenders. Children have a right to clarify confusing feelings and to exercise some control over the way their bodies are touched. Children often receive the message that they don't have the right to talk about or control the touches they give and receive.

Safe Touch- A "safe touch" is a touch that makes you and the other person feel happy. Good or nurturing touch refers to positive expressions of warmth, caring, and physical communication. Most often the receiver of this touch feels as if someone has given them something, rather than taking something from him/her. Positive touch manifests itself in many forms. Children are asked to give their own examples of "good" touch. To start students thinking they are given examples such as petting animals, playing tag games, kissing, holding hands and cuddling. They are asked if anything is wrong with this type of touch.

Confusing touch—A "confusing touch" is a touch that makes the individual feel funny or uneasy. Touch is confusing when:

- The receiver does not understand or misinterprets the intent of the giver.
- Mixed messages are perceived between the verbal and physical communication.
- The receiver is unfamiliar with this type of touch.
- The touch conflicts with the attitudes or values of the giver and/or receiver.

There may be nothing wrong with a confusing touch (i.e.-a relative pinching their cheek).

GOALS AND OBJECTIVES: Help students to understand their right to privacy and strengthen their ability to distinguish between appropriate and inappropriate touch. In addition, students will learn when they should tell about a secret or confusing touch.

At the completion of this lesson students will demonstrate the ability to:

- Identify safe/appropriate and confusing/inappropriate/unwanted touches.
- Talk about a need for privacy.
- Discuss what secrets should be told.
- Know how to tell a "touching secret."
- Choose appropriate people for help.

PERSONAL SAFETY

LESSON ONE: INTRODUCTION TO PERSONAL SAFETY IDENTIFYING SAFE AND UNSAFE REQUESTS

GRADE LEVEL: Kindergarten - First Grade

Overview: This lesson stresses problem solving skills. It also establishes a framework for later discussions about making decisions in difficult situations. In addition to decision-making, this lesson introduces the concepts of personal safety, responsibility, common sense and instincts.

GOALS AND OBJECTIVES: Introduce issues of personal safety and how to strengthen decision-making abilities.

At the completion of this lesson students will demonstrate the ability to:

- Strengthen assertiveness skills.
- Say "NO" in a meaningful way.
- Identify situations that might be dangerous.
- Determine when to leave the situation.
- Understand specific personal safety issues related to other children and adults (i.e. playmates, relatives, people of authority).
- Distinguish between safe and unsafe requests.
- Understand what makes a situation confusing.
- Identify safety steps to take in unsafe situations.

K & Grade 1 Lesson One: Safe and Unsafe Requests:

Introduction:

What does the word personal (yourself) mean? What does the word safety mean? Ie: bus safety, fire safety, crossing the street, not going with a stranger.)

Personal Safety: Means protecting yourself from dangerous situations. When you are making decisions about your personal safety there are safety steps.

A). Safety Steps:

There are three safety steps that you need to follow when you make decisions about your personal safety. ALL of the steps have to do with being able to say **NO** when you need to and **mean it!**

Step One:

- Say "**NO**" with your words, be firm with your voice.
- Let your body language show you mean it.
- Make eye contact with the person you are speaking to.
- **Roleplay**
 - Practice saying "**NO**" strongly and firmly to a partner.

Step Two:

- Leave the situation. Go quickly to a safe place.
- **Roleplay**
 - Brainstorm how to leave the situation.
 - Brainstorm safe places to go.

Step Three:

- Tell an adult you can trust as soon as possible.
- If the adult doesn't listen tell another trusted adult.
- Keep telling trusted adults until you get help.
- **Roleplay**
 - Practice repeating (from memory) the above three steps.

B.) Safety Rules:

There are also three safety rules you need to follow when making decisions about your own personal safety: trusting your instincts, being responsible and using common sense.

Rule One:

Trusting Your Instincts

Definition: Listen to the warning signs you feel inside yourself.

- If you are in a situation where you feel safe, you probably are trusting your instincts.
- If you are in a situation that doesn't feel safe, you probably are not trusting your instincts.

Example:

There may be a time when someone asks you to do something for them. It may be a person you have met only a few times or someone you know very well. You may be asked to say okay and help. You will have to make a decision to help or not. Listening to your senses and feelings is called trusting your instincts. Your senses and feelings will tell you that it is "okay" and that it is safe. Trusting your instincts is an important safety rule. If your belly feels "sickish" you are probably unsafe.

Rule Two:

Being Responsible

Definition: You are able to make good decisions.

- If you are in a situation where you feel you are making a good decision, you probably are being responsible.
- If you are in a situation where someone is asking you to do something that doesn't feel like a good decision, you probably are not being responsible.

Example:

In a situation you may feel mad, sad, scared or confused. You may think/feel it is not okay to help and you may want to say "NO." You have to make a responsible decision about what to do. Make a responsible decision by thinking about how your stomach feels. Does your stomach feel sick or upset? Are you unsure? Be sure to make a responsible decision using rules you have learned you're your parents and teachers.

Rule Three:

Displaying common sense

Definition: The ability to make good judgments.

- If you are in a situation where you feel you are using good judgment, you probably are showing common sense.
- If you are in a situation that **doesn't** feel like you are using good judgment, then you probably are not showing common sense.

Example:

Sometimes, you need to be responsible and make the right or safe decision. You may think or feel this it is **not** okay to cooperate and you may want to say "NO." You have to make a decision, using common sense, about what to do.

Discuss the following questions:

- What safety rules do you already know?
- Who is responsible for your safety?
- What does personal safety mean?
- How do you look out for your own safety?
- How do you protect yourself from bad or dangerous situations?
- Who are trusted adults? Definition: A trusted adult is someone a child can go to for help.

Discuss why the following situations may be confusing for students:

What makes these situations hard to say "Yes" or "No" to? Are you scared or intimidated? Should you accept these gifts?

- A person asks you to do something but s/he is much bigger than you.
- An adult offers to give you money or promises gifts.
- An adult makes a comment that makes you feel special.
- A situation feels okay at first, but this safe feeling changes as you find out more about the request.

Discuss the following questions regarding each situation (listed above):

What choices do you feel you have in these situations?

What decisions do you think are best in these situations?

If you need help who can you go to?

What should you do if the person you ask for help does not help you or believe you?

Activity/Role-Play Situations:

Identify times when you had to make a difficult decision. In these situations, you may want to say both "Yes" and "No" to the person making the request.

Examples:

You are on a playground playing with a ball and someone comes by and firmly says, "Give me that ball!"
What do you do?

You pick a book out of the library and someone tries to take it away from you. What do you do?

A friend says let's stay outside after recess and hide on the playground where no one can see us. What do you do?

PERSONAL SAFETY

LESSON TWO: STRANGER MANAGEMENT

GRADE LEVEL: Kindergarten - 1st Grade

Overview: This lesson will allow students to understand and identify what makes someone a stranger. It will further allow students to recognize and assess unsafe situations and understand what would be the appropriate actions to take in potentially dangerous situations.

Kindergarten: Read the book entitled The Berenstain Bears Learn About Strangers written by Stan & Jan Berenstain and published by Random House, New York, 1985.

First Grade: Read the book entitled Who Is a Stranger and What Should I Do?, published by Albert Whitman & Company, Morton Grove, Illinois, 1985.

GOALS AND OBJECTIVES: Identify a good stranger and a bad stranger.

Define risky/dangerous situations.

Describe what you can do to be safe.

Define "safe places."

At the completion of this lesson students will demonstrate the ability to:

- Define two types of strangers.
- Define a risky/dangerous situation.
- Describe a safe place.
- Role play telling a parent or trusted adult about an unsafe situation.

K & Grade 1 Lesson Two: Stranger Management

Introduction:

In the last lesson we learned about personal safety. What does personal mean? What does safety mean? In this lesson we are going to learn who a stranger is.

Define a stranger:

- * A stranger is someone you have never met before and is someone you do not know.
- * It may be someone you "sort of" know. You may have seen the person before but you don't know anything about him or her.

Most strangers are nice but some are not. It is better to be safe. Do not talk to strangers without your parents there. If you need help and your not sure about someone, trust your instincts! Find another adult you **think** you can trust.

Kindergarten: Read The Berenstain Bears Learn About Strangers by Stan and Jan Berenstain

First Grade: Review the book The Berenstain Bears Learn About Strangers (from k study of stranger management)

Read excerpts from the book. As the lesson progresses reinforce the defined statements made during the lesson.

Define a dangerous situation:

A situation may be dangerous or risky if it makes you feel scared or uncomfortable and you know you need help. In these situations you need to trust your **instincts**, **be responsible**, **use common sense** and **follow your safety steps**.

Identify/Learn Safety Steps

First Step:

- Say "**NO**" with words **and** your body. Say "NO" strongly and firmly.
- Make eye contact to show you mean it.
- Be firm with your voice and body language.
- **Roleplay**
 - Practice saying "No" strongly and firmly to a partner.

Second Step:

- Leave the situation. Yell "**NO**" and "**GO**" quickly to a safe place.
- **Roleplay**
 - Brainstorm how you would leave the situation.
 - Brainstorm safe places that you know about.

Third Step:

- Tell an adult you can trust (trusted adult: Someone you can go to for help. Someone that will help protect you) as soon as possible.
- If the adult does not listen tell another trusted adult.
- Keep telling trusted adults until you get help.

Examples of risky/dangerous situations:

- If a stranger/adult asks for help and you feel uncomfortable about it, it could be a dangerous situation.
 - Remind children to think about how does your belly feel? Is it confused?
- If an adult asks you for directions it could be a dangerous situation. Adults ask other adults for help or directions.
- If an adult asks for your help in finding a lost pet, it is a dangerous situation. Adults ask other adults for help if they are looking for a lost pet.
- If you are tempted to take a gift like candy/toys/puppy/kitten from a stranger this is a dangerous situation.
- If an adult you do not know tells you there is an emergency, this is a dangerous situation. Do not go with them. Wait until someone you know offers you help.
 - Remind children that some families have a safe word to go with an adult in an emergency situation (i.e.-banana).
- If there is a stranger on the playground tell an adult.
 - Remind children not to stand next to the adult they are unsure of.
- If you answer the phone and a stranger asks you if there is anyone home, don't give any information, hang up and tell your parents.
- Ask your parents' what you should do if you are home alone and a stranger rings your front door bell.

Describe/review a safe place in the community where someone can help you with a dangerous situation.

- a neighbor's house (that you and your parents have agreed upon)
- school
- police station/9-1-1
- fire station
- public store

Kindergarten: Review community helpers/places learned in curriculum study called Davis Town.

(Use cardboard cutouts of community members for K)

What can you do?

- Know what a dangerous situation is.
- Trust your feelings or instincts. Be responsible and use common sense.
- Yell **"NO"** in a dangerous situation, run away. **"GO"** to a safe place and **"TELL"** an adult.
- Tell an adult. If the adult does not believe you keep telling other adults until you find one that will get you help. Do not give up until you find a trusted adult.

Activity: Have students role-play with a partner how they would tell a parent/trusted adult about the risky/dangerous situation.

Role-play situations:

- You are playing in your friend's front yard and a stranger drives up and tells you he is lost. He asks you for directions. What do you do?
- An adult or teenager comes up to you with a picture of their lost pet. It is a very cute dog. She/he asks you for help. She starts to cry and you feel badly. What do you do?
- A stranger comes to you with a cast on and he/she cannot get the door of his/her car open because of his/her arm. The stranger asks for help. What do you do?
- A teenager walks up to you and says, "I have some toys that I don't want anymore". He/she wants to know if you would like them. The stranger says he lives down the street. He/she says and if you come with him/her you can have whatever you want. What do you do?

PERSONAL SAFETY

LESSON THREE: TOUCHING

GRADE LEVEL: Kindergarten - First Grade

Overview: This lesson will teach the difference between appropriate and safe touch vs. inappropriate/confusing and unwanted touching. It will also distinguish between a good/safe secret and a bad/unsafe secret. Finally, it will identify a trusted adult as someone to whom a child should tell confusing touching and unsafe secrets to.

GOALS AND OBJECTIVES:

- Understand a right of privacy.
- Strengthen ability to distinguish between appropriate/safe and inappropriate/confusing/unwanted touch.
- Identify trusted adults as someone to go to for help.

At the completion of this lesson students will demonstrate the ability to:

- Act assertively.
- Say "NO" in a meaningful way.
- Identify situations that might be dangerous.
- Identify when and how to leave a dangerous situation.
- Identify specific personal safety issues including physical contact with other children and/or adults (i.e. playmates, relatives, people of authority) etc.
- Distinguish between safe and unsafe requests.
- Identify what things make situations confusing.
- Identify what safety steps to take to resolve unsafe situations.

K & Grade 1 Lesson Three: Touching

Review the **safety steps** students need to follow during the **decision making process**.

Step One:

- Say “**NO**” with your words, be firm with your voice.
- Let your body language show you mean it.
- Make eye contact with the person you are speaking to.
- **Roleplay**
 - Practice saying “**NO**” strongly and firmly to a partner.

Step Two:

- Leave the situation. Go quickly to a safe place.
- **Roleplay**
 - Brainstorm how to leave the situation.
 - Brainstorm safe places to go.

Step Three:

- Tell an adult you can trust as soon as possible.
- If the adult doesn't listen tell another trusted adult.
- Keep telling trusted adults until you get help.
- **Roleplay**
 - Practice repeating (from memory) the above three steps.

K-Read the book **Your Body Belongs To You**, written by Cornelia Spelman

1st-Read the book **My Body Belongs to Me**, written by Paul Glickman

(Discuss the main points of the book before moving on.)

A.) Safe/Appropriate Touch

Define safe/appropriate touch: An appropriate/safe touch will make you, and others, feel happy, safe and warm inside. It shows you care.

Examples of an appropriate/safe touch:

- A good night hug from mom, dad, other relatives.
- A hug from a teammate after an “awesome” play during a game.
- Hugging your puppy or kitten.

B). Confusing/Inappropriate/Unwanted Touch

Define confusing/inappropriate/unwanted touch: An unwanted touch makes you feel scared, mixed up, uncomfortable or confused. It is not warm and it doesn't show that someone cares for you.

Examples of an inappropriate/confusing/unsafe touch:

- A hug you don't like from someone you don't want a hug from.
- Tickling under your shirt or touches that are uncomfortable or hurt.
- Tickles under your shirt or a pat on your bottom that makes you feel scared, mixed-up, uncomfortable or confused.

C). Privacy

Define private: Something is private if it has your name and it is yours. Your bedroom and your toothbrush are examples of things that are private.

Your body is also private. Everything that is covered by your bathing suit is *very* private. Nobody should touch those places unless you have given them permission and it is for a very good reason. You have a right to say "**NO**" to anyone who tries to touch you in your private zone. **It's your body! You are the boss!**

In some touching situations you may feel mad, sad, scared or confused. Tell a trusted adult when you are confused and need help. Ask, and keep on asking, a trusted adult about confusing or bad situations. Make sure they listen and help you.

What can you do if someone touches you in a way that is not wanted and confusing to you?

- Tell them, "**NO.**"
- Tell them, "**STOP.**"
- Tell them to leave you alone.
- Go tell your parents or a trusted adult right way.

Who should you tell about a confusing touch?

- Tell a parent or a trusted adult.
- If the first trusted adult doesn't believe you or help you, keep going to tell trusted adults until you find someone that will help.

D). What are secrets?

There are two kinds of secrets.

Secrets can be fun and make you happy. **Good/safe** secrets are fun. A good secret will not hurt you or make you feel confused or scared. A surprise birthday party or present is a good or safe secret.

A **confusing, bad or unsafe secret** makes you feel confused or scared. If you keep that secret you won't feel good. You might worry if you tell someone else the secret, you will be in trouble. If you don't know if the secret is bad or not, you need to ask a trusted adult to be sure.

Sometimes people who give unwanted / confusing touches will ask you **not** to tell. They may offer you a present if you keep those touches a secret. They may also try to scare you so you won't tell anyone. This is a bad or unsafe secret. These people do **not** want anyone to know that they are touching your private zone. No one has the right to ask you to keep a confusing, bad or unsafe secret. You will know that it is an unsafe secret because you will feel confused and awful. No one, not even a parent, relative, or any trusted adult has the right to touch you in a way that makes you feel scared or uncomfortable.

Don't ever keep an unsafe secret. You must tell a parent or a trusted adult what has happened to you and they will help. Trust your feelings. If it makes you feel bad or awful something is wrong. **It is not your fault when someone gives you unwanted touches to your private zone, but you must tell someone and get help.** If you go to a trusted adult and they do not listen, you **must** tell another trusted adult. Keep telling trusted adults until someone listens to you and gets you help. It is against the law if someone touches you in your private zone and it is an unwanted touch.

Who should children tell about a confusing secret?

Tell a parent, relative or trusted adult.

If the adult does not believe you or help you keep telling trusted adults until you find someone that will.

Kindergarten Variation

Discuss the following questions:

- What does personal safety mean? (Protecting yourself from bad or dangerous situations).
- Who is responsible for your safety? (The student, parents, school/teachers).
- What safety rules do you already know?

Describe **community helpers** (i.e. teachers, police, fireman, nurse, doctor etc.). Review the community helpers you learned about when studying Davis Town.

Brainstorm who you can go to if you have a problem (i.e. parents, trusted adults, teachers, community helpers).

Describe places in your community where you could go and feel safe (i.e. a neighbor's house that the family had agreed upon, school, police station, fire station and a public store).

Discuss situations when students have a difficult decision to make. In these situations students should want to say both yes and no.

- Someone you know/don't know offers you a gift. It makes you feel uncomfortable accepting it, but you still would like to have the gift.
- Someone asks you to help find their lost puppy or go see some new kittens in their car.

Brainstorm the following questions:

- Why is it difficult to say no?
- What is the best decision in this situation?
- Where can you go for help?
- What do you do if a person you tell doesn't believe you or help you? What should you do next?

Show the video- *My Body Belongs to Me*. (K watches first segment only, 1st watches in entirety.)

K-2 Lesson 4:

- * Review of all presented concepts
- * Watch appropriate excerpts from: Stranger Safety

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