

**DAVIS SCHOOL PERSONAL SAFETY**  
**GRADE TWO OVERVIEW OF LESSONS**

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

**OVERVIEW:** The purpose of this lesson is to establish a framework for later discussions about making decisions in difficult, unsafe or risky situations. In addition, this lesson continues to further explore the concepts of personal safety, trusting one's instincts, judgment and bribery.

**GOALS AND OBJECTIVES:** Further introduce students to various issues of personal safety and continue to strengthen students' decision-making abilities.

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

- Use the decision making process to assess personal safety risks.
- Understand personal safety issues related to contact with children and adults (i.e. parents, siblings, playmates, relatives, people of authority).
- Know the difference between safe and unsafe requests.
- Understand what makes a situation unsafe or risky.

**LESSON TWO: STRANGER MANAGEMENT**  
**ASSERTIVENESS SKILLS**

**OVERVIEW:** This lesson will allow students to understand and identify what makes someone a stranger. It will allow students to recognize and assess unsafe situations and understand the appropriate response and actions to take in potentially unsafe or dangerous situations. The students will strengthen their assertiveness skills and gain an understanding of personal safety steps.

**GOALS AND OBJECTIVES:** Distinguish between good strangers and bad strangers. Define acceptable interface with each. Develop assertive skills and an understanding of different ways of saying "NO."

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

- Identify and define strangers and types of strangers.
- Recognize the necessity of seeking help from strangers and how to determine the best person to approach.
- Say "NO" to unsafe requests.
- Say the safety steps in an assertive manner: **YELL "NO," GO, TELL.**

## **LESSON THREE: TOUCHING APPROPRIATE/INAPPROPRIATE**

**OVERVIEW:** This lesson will be used to explain the difference between touching that is appropriate and inappropriate. It will develop students' knowledge and understanding of touching that is appropriate and safe vs. touching that is inappropriate, confusing or unwanted. This lesson will clarify touching that is appropriate.

Confusing messages concerning touch can be countered by honest discussions of the feelings that touching creates. Children have the right to clarify confusing feelings and 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. Students will continue to understand the difference between a good/safe and bad/unsafe touch. They will be encouraged to tell trusted adults about inappropriate touching and unsafe secrets.

**GOALS AND OBJECTIVES:** Educate students on their right to privacy and strengthen their ability to distinguish between appropriate and inappropriate touching. In addition, students will learn when and who to tell that a confusing touch took place or unsafe secret was made.

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

- Identify safe/good touches and unsafe/confusing touches.
- Set limits with individuals they know or do not know, (i.e. parents, siblings, relatives, and persons of authority).
- Choose appropriate trusted adults for help.
- Talk about needs for privacy.
- Discuss what secrets should be told and how to tell them to a trusted adult.

## PERSONAL SAFETY

### LESSON ONE: IDENTIFYING SAFE AND UNSAFE REQUESTS

**GRADE LEVEL:** 2<sup>nd</sup> Grade

**OVERVIEW:** The purpose of this lesson is to establish a framework for later discussions about making decisions in difficult, unsafe or risky situations. In addition, this lesson continues to further explore concepts of personal safety, personal instincts, judgment and bribery.

**GOALS AND OBJECTIVES:** Further introduce students to various issues of personal safety. Continue to strengthen students' decision making ability.

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

- Use the decision-making process to assess personal safety risks.
- Understand personal safety issues, including contact with children and adults (i.e. parents, siblings, playmates, relatives, people of authority etc.).
- Distinguish between safe and unsafe requests.
- Identify safety steps for unsafe or risky situations.
- Understand what makes a situation unsafe or risky.

## Grade 2 Lesson 1- Safe and Unsafe Requests

### Introduction:

A grown-up or another child may ask you to do something with them or for them. It may be someone you don't know or someone you **do** know very well. Sometimes, someone may ask for help and you might choose to say "Yes." Your instincts or **feelings** tell you it is okay to say "Yes" and that it is safe to help. Trusting your feelings is an important safety rule. If it doesn't feel right then it is probably unsafe.

In other situations you may feel mad, sad, scared or confused. You think that it is **not** okay to do what you have been asked to do. You might have questions that you want to ask then. Telling or asking a trusted adult (someone you can go to for help and will protect you) when you are confused or in trouble will help you. If you feel the adult you asked didn't help, you **keep** asking trusted adults until they listen and help you. Asking for help when you are unsure about your safety is another important safety rule.

### Definitions:

- **Common Sense** being able to make good judgments. An example of using common sense is when you **do not** follow someone's directions because you know you must do something else.
- **Trusting Your Instincts** is listening to the warning signs that you feel inside yourself. If it feels right it probably is. If you feel it is wrong, listen to your instincts. It is most likely the wrong thing to do. How does your belly/gut feel?
- **Responsibility** is being able to make smart decisions.

### Watch Lil' Iguana's Be Smart Stay Safe DVD.

Lil' Iguana is a fun loving ten year old who believes that a safe and happy childhood lasts a lifetime. Being the oldest in his group of friends, Lil' Iguana has taken on the responsibility of looking out for others. He is always safe, friendly, polite and willing to lend a helping hand to anyone in need.

Discuss the following questions after the video:

- What does personal safety mean? (Protecting yourself from risky or dangerous situations. Looking out for your own safety).
- Who is responsible for your safety? (you, your parents, your teachers etc.).
- What safety rules do you already know? (fire safety, bus safety etc.).

Introduce the **decision-making process**:

- Identify the problem.
- Think about the choices you have.
- Think about the positive points.
- Think about the negative points.
- Weigh the consequences of your actions.
- Make the best choice for you.

Review important safety steps to follow during the decision making process:

**First Step:**

**Say "NO" to the person with feeling.**

Make sure that your voice sounds like you MEAN it!

**Second Step:**

**Leave the situation without any discussion.**

Teach them to remove themselves from the situation without the worry of being wrong.

**Third Step:**

**Tell a trusted adult as soon as possible.**

Reinforce that if they do not get the help they think they need they must continue to ask trusted adults until they get assistance needed.

**Ask students the following questions regarding the yes/no situations below:**

- What choices do you feel you have in this situation?
- What are some of the decisions that you can make?
- Which of these decisions do you think are the best?
- If you need help where do you go?
- What do you do if the person you ask for help will not help you?

Ask the students to respond by raising their hand. Each time they hear a situation that they would agree to do.

- Picking up your toys.
- Carrying the groceries for your family.
- Clearing away your dishes after dinner.
- Feeding your pet.

Ask the students to respond by raising their hand each time they hear a situation that they would not agree to do.

- Answering the door for a stranger when you are home alone.
- Playing outside without parents and a stranger asks for directions.
- Leaving the classroom without permission.
- Telling a stranger on the phone that you are home alone.
- Helping a stranger who asks you for directions when you are playing alone.

## PERSONAL SAFETY

### LESSON TWO: STRANGER MANAGEMENT ASSERTIVENESS SKILLS

**GRADE LEVEL:** 2<sup>nd</sup> Grade

**OVERVIEW:** This lesson defines the word "stranger." It will further allow students to recognize and assess unsafe situations and identify the appropriate response and actions to take in potentially unsafe or dangerous situations. The students will strengthen their assertiveness skills and understand the personal safety steps.

**GOALS AND OBJECTIVES:** Identify different types of strangers and define acceptable interactions with each type. Strengthen the child's assertive skills and develop an understanding of different ways to say "NO." Learning assertive skills and saying "NO" in an assertive manner.

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

- Identify and define the word "stranger."
- Recognize the need to seek help from strangers and determine the best person to approach.
- Say "NO" to unsafe requests.
- Say the following safety steps with assertiveness: **YELL "NO," GO and TELL.**

## Part 1

### Grade 2 Lesson Two: Stranger Management/Assertiveness Skills

#### Introduction:

##### A stranger is:

- A person you have never met.
- Someone you don't know anything about.
- Someone who may or may not be nice.
- Someone who looks like an ordinary person
- Someone you "sort of" know

It is important to think when you are around strangers, because these situations can be dangerous. Remember to trust your instincts. Follow the safety steps when you come in contact with a stranger. If a stranger asks for help or asks you to keep a secret it could be a dangerous. You should tell a trusted adult. Strangers might offer you treats or invite you to go someplace. This is a warning sign. Stop and immediately think what you need to do. Follow the safety steps: **YELL "NO," GO, and TELL.**

Refer back to Lil' Iguana's "Be Smart Stay Safe" DVD and discuss the following questions:

- Were there any strangers in the video?
- Who were they?
- What made those people strangers?

Listen to song #5, Who's a Stranger, on Lil' Iguana's CD's and discuss the lyrics.

#### Who's A Stranger

We were checkin' out the playground after school  
My buddies and me, we were playin' real cool  
When along comes a guy who wanted to hang  
I thought, "a little too old to be part of our gang"

The Man was friendly, just wanted to talk  
But my buddies and me, we just turned and walked  
"Cuz a stranger is someone you never met before  
A stranger is a danger if you know what I mean  
Whose a stranger?"

My sister and me were at the mall  
And a man was waving and started to call  
But my sister and me knew to ask our mom  
If the man was just a stranger that might do us harm

So we asked permission, to go and see  
What the man had in store for my sister and me  
My mom said we could go, but she kept a close eye  
While my sister and me bought balloons from the guy

(song continued...)

Who's a stranger?

You should tell, when a grown up you don't know  
says they know you well

Who's a stranger? They may be friendly, OK  
But it's better just to turn and run away

We were walking to a friend's in the neighborhood  
When a car pulled up just where we stood  
The lady said my mom and her were real good friends  
And she'd give me a ride just up around the bend

But, I knew my mom would never say  
That a stranger had permission to invite me that way  
And my Dad told me I should never go  
With "anybody", "no one" that you just don't know

Who's a stranger?

Never go, for a walk or a ride with someone you don't know  
A stranger can be funny and friendly too  
But a stranger is a danger if you don't know what to do

Who's a stranger?

Run away, from anyone who tries to take you away  
Who's a stranger?  
Anyone who tries to give you a ride  
When they know that walking will do

Who's a stranger?.. "could be a next door neighbor."

Who's a stranger?.. "He looks familiar, but I don't know."

Who's a stranger?... " I better check first."

**Discuss** what to do in the following situations:

- Should you ever get into a stranger's car when you are alone?
- Should you get into a stranger's car when you are with a friend?
- How should you act when a stranger's asks for help?  
(i.e. A stranger asks for help finding a lost dog, finding how to get somewhere, finding help because he/she is sick etc.)  
It is important to remember in all of these cases adults will ask other adults, not children, for help. Remember your safety steps: **Yell "No," Go and Tell.**
- Is a policeman a trusted adult?

- Should a parent or guardian always know where you are?

## Part II

### Grade 2 Lesson Two: Stranger Management/Assertiveness Skills

#### Introduction:

Being assertive when you're saying **"NO!"** **Saying it** loudly in personal safety situations is an important way to protect your self and stay safe. You might think saying **"NO"** would normally break the rules for appropriate and respectful behavior. Telling a trusted adult and knowing which adults to trust when you are confused can help. If the adult you ask for help **doesn't** help, you keep on asking trusted adults until you find someone who *will* listen and help you.

Listen to song #6, "RUN, RUN, RUN, YELL and TELL" on Lil' Iguana's CD Who's a Stranger and discuss the lyrics.

#### "RUN, RUN, RUN, YELL & TELL"

We told you 'bout the danger of walking alone  
We told you not to talk with someone you don't know  
We told you that a stranger is a danger to you  
But there's more to say, cuz, we're not quite through

If you get in trouble and feel afraid  
If a stranger tries to grab you & take you away  
Remember this phrase and know it well  
You gotta, "RUN, RUN, RUN, YELL & TELL"

You can wave your arms so people can see  
That you might need help immediately  
You can wiggle and scream and punch & yell  
And then do something you know well

You gotta, "RUN, RUN, RUN, YELL & TELL"  
"RUN, RUN, RUN, YELL & TELL"  
SAY IT AGAIN SO YOU KNOW IT WELL  
You gotta, "RUN, RUN, RUN, YELL & TELL"  
"RUN, RUN, RUN, YELL & TELL"

If you find yourself in a scary place  
And your harm alarm says that "it's not safe"  
If someone hurts you or holds you down  
You can scream, kick, bite or shout real loud...

Then "RUN, RUN, RUN, YELL & TELL"  
"RUN, RUN, RUN, YELL & TELL"

SAY IT AGAIN SO YOU KNOW IT WELL

You gotta, "RUN, RUN, YELL & TELL"

"RUN, RUN, RUN, YELL & TELL"

(song continued)

If a grownup or a neighbor that you know well

Wants to touch you in secret and says not to tell

Remember this phrase and know it well.

You should never ever do it, just run away

And tell someone what they had to say

If you get confused and feel unsure

Just say "goodbye" and find the door

Remember this phrase and know it well

You gotta, "RUN, RUN, RUN, YELL & TELL"

If you find yourself in a scary place

And your Harm Alarm says that "it's not safe"

If someone tries to take you outta' town

You can scream, kick, bite or shout real LOUD...

Then "RUN, RUN, RUN, YELL & TELL"

"RUN, RUN, RUN, YELL & TELL"

Say it again so you know it well

You gotta, "RUN, RUN, YELL & TELL"

"RUN, RUN, RUN, YELL & TELL"

**Discuss** the definition of assertive. Stress the importance of being bold.

**Discuss assertiveness skills:**

- Use the word "NO" rather than weaker words such as, "Well, I'm not sure...I don't know."
- Use confident body language-head held high looking the person in the eye!
- Avoid reasons that might allow others to argue. They will keep trying to get their way.
- Repeat the word "No." Sometimes this word must be repeated **several** times before the other person accepts the answer.

Present situations that require students to say "NO" assertively.

- A bully says, "Give me your sandwich!"
- A friend says, "Let's go take that girl's book bag."
- A stranger asks if you want to go for a ride and get some toys?
- A friend says, "After recess let's go into the woods where no one can see us."
- A friendly lady stops her car and asks you if you'd like to see her puppy.
- A stranger driving by your house says "Get in my car and show me where the playground is."

Compliment students on their ability to say "NO" assertively when saying no.  
Have students finish the lesson by boldly repeating the **following safety steps:**  
**YELL "NO," GO and TELL.**

## PERSONAL SAFETY

### LESSON THREE: TOUCHING

**Appropriate/inappropriate, confusing, or unwanted**

**GRADE LEVEL:** 2<sup>nd</sup> Grade

**OVERVIEW:** This lesson will be used to explain the difference between appropriate and inappropriate touching. It will continue to develop student's knowledge and understanding of appropriate/safe and inappropriate, confusing or unwanted touching. This lesson will clarify touching that is appropriate. Confusing messages concerning touch can be countered by honest discussions about the feelings that a touch creates. Children have the right to clarify confusing feelings and exercise 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 or receive. Students will continue to understand the difference between good/safe and bad/unsafe secrets. They will be encouraged to tell trusted adults about inappropriate touching and unsafe secrets.

**GOALS AND OBJECTIVES:** Educate students on their right to privacy. Strengthen their ability to distinguish between appropriate and inappropriate touching. Determine when and who students should tell about a confusing touch or unsafe secret.

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

- Identify safe/good touches and unsafe/confusing touches.
- Set limits with individuals who they may or may not know i.e. parents, siblings, relatives, and persons of authority, etc.
- Choose appropriate trusted adults for help.
- Talk about privacy needs.
- Discuss what secrets should be told and how to tell them to a trusted adult.

## Part 1

### Grade 2 Lesson Three: Appropriate and Inappropriate Touching

#### Introduction

In this lesson students will learn:

- Two different kinds of touching.
- Safety rules about touching.
- When it is important/necessary to talk to a trusted adult about touch that is unsafe, confusing or scary.

#### Definitions:

##### Safe/Appropriate Touch:

Safe and appropriate touching are positive ways to show you care. Appropriate touching includes hugging, kissing a parent, petting animals, holding hands, and cuddling. A safe touch is one that makes you and the other person feel happy.

##### Unsafe/Confusing/Inappropriate Touch:

A confusing touch makes you feel differently. It makes you feel uneasy, funny or scared. A touch is confusing when:

- You don't understand why you are being touched another person.
- You hear different messages. The message someone is saying is different from the physical one. The two don't match up.
- You are not used to that type of touch. The touch makes you feel confused, scared or unsure.

#### Private Zone:

In first grade, you learned that your body is private. Everything that is covered by your bathing suit is very private. It is called your private zone. Nobody should touch those places unless you have given them permission and it is for a very good reason. "Private" means that something belongs to you. You have the right to say "NO" to anyone who tries to touch you in your private zone. It's your body! You are the boss!

(Read Your Body Belongs to You K Your Body Belongs to Me 1<sup>st</sup>)

Let's talk about touching that feels good. A hug from your parents and other relatives is a good touch. A teammate that hugs you after making a great play or scoring a goal is also an example of a good touch. You feel good about these kinds of touches. These touches make you feel loved and cared for.

Another kind of touch is a **confusing touch**. It makes you feel mixed up inside. It can be a touch that is fun in the beginning but it can end up hurting. For example, you may not understand why the person won't stop tickling you when you ask them to. You need to remember that your body belongs to you and that you are the boss. If the other person won't stop touching you, you need to leave the situation and ask for help from a trusted adult.

Another kind of **touch is one that hurts**. That kind of touch makes you feel bad. A friend might swing their backpack and hit you. Your friend may apologize and you may accept his/her apology, but it still hurts. When someone slaps you on purpose you also feel hurt. You need to ask for help from a trusted adult who can help you through this situation.

You have something that belongs only to you. You were born with it. It is your body. Your body is from the top of your head to the bottom of your feet. There are many ways to take care of it. You are learning how to make good choices to keep your body safe. You can learn other ways to take care of yourself.

Sometimes you need help in caring for your body. There are some people who can help. Other times you don't want to be helped. You want your privacy. You want to show you can do it yourself.

Let's name people you can trust to help you. (i.e. parents and relatives, friends, community helpers, yourself). Remember, you are growing up and should be able to answer the question with the answer.....me!

- Who can help you button your coat? (you)
- Who can help you button your pants or shirt? (you, parents, family members, caring persons at school and daycare)
- Who can help you get dirt out of your eye? (parents, school nurse, doctor)
- Who can help you wash your hair? (you, parents)
- Who can help you wash your body? (you and parents)
- Who can help you wash your hands? (you)
- Who looks into your mouth? (dentist)
- Who examines your body? (doctor)

## Part II

### Grade 2 Lesson Three: Appropriate and Inappropriate Touching

#### Introduction

Please remember that at school we teach you many things. You learn how to read, sing, do experiments, add, subtract, etc. We also teach you about safety. We teach you about fire safety and bus safety. Today, I am going to teach you how to keep your body safe.

Touching should feel good, but some touches **don't** feel good. Bad touches may make you feel "funny." They make your stomach feel sick or your head hurt. A bad touch doesn't seem right for some reason. Remember, **you** are the boss of your body, especially body parts that are covered by your bathing suit. We call this your "private zone." If a person touches you in your private zone, it can be very confusing. This is an **inappropriate** touch. If you are confused or frightened about **ANY** kind of touch, tell a trusted adult about it. There might be a time that you have to "*tell on*" someone that you would normally go to for help (i.e. parent, sister, brother, relative,). They might ask you to keep the inappropriate touch a secret. Don't keep this secret. This would be a bad secret. Get help from a trusted adult right away. If you don't feel you got the help you needed, keep going to trusted adults until you find someone that will listen to you. Always remember that parents, nurses, doctors, teachers, the guidance counselor are there to help you. Always remember that **it is not your fault if an inappropriate or bad touch happened to you.**

Will you ever experience an unsafe/inappropriate touch? Probably not. But, it is **very** important that you know about these kinds of touches and that you learn how to get help. Your parents/guardians know that you were taught about this today. The teachers at Davis School know that you have been taught this too. We are **all** here to help. Never worry about asking for help. This is part of being safe. There are many adults in your life that help you keep safe.

Let's review the safety steps that you can follow if someone touches you inappropriately.

#### Safety Steps

- Say "**NO**" assertively.
- "**GO**" leave the situation immediately.
- "**TELL**" immediately share the information with an adult you trust. If they don't listen or don't quite understand how bad the problem is, go to another adult until you find someone who will listen and help you.

Repeat after me.... Yell "**NO, GO, TELL**"

There are many reasons why you would go to someone you trust for help. Let's listen to this CD and hear just how Lil' Iguana goes about getting help.

**Listen to song #6, Talk About It on Lil' Iguana's CD Playing It Safe"**

**TALK ABOUT IT**

I'm feeling blue.  
I'm scared of a bully that goes to my school.  
I'm so confused.  
Is there anyone out there that I can talk to?

Don't want to keep it inside.  
I know that I'll feel better if I just say something.  
Don't want to always run and hide.  
Is there somebody out there that I can tell?

My teacher. My preacher.  
My best friend Carl or My Mom or Dad.  
My Uncle Steve. My Aunt Louise.  
I guess I could talk to any of these.

*"Hey there kiddo, You're kind of quiet, what's wrong?"*  
*"Hey it's me... Mom... remember? You can always talk to me"*  
*"Well there's a big kid at school. He's really been picking on me."*  
*"Hey don't worry, we'll take care of this right away."*  
*"Thanks Mom, I feel better."*

I told my Dad.  
I saw something on TV that made me feel sad.  
Cuz I know now.  
It's better if I talk about it somehow.

It's not hard to think of.  
A friend or a grownup who will talk to me.  
When I tell what I'm feeling.  
Then I feel better and it's easy as 1-2-3.

My teacher, My preacher.  
My neighbor Tom or the coach of my team.  
My cousin Paul is close to me.  
Now I know it's as easy as 1-2-3.

It's better if I talk about it.  
It's easy like 1-2-3.  
It's better when we talk about it.

It's so easy, you just wait and see....

Just wait and see.

"We'll finish our lesson on **Touching** by seeing a video called **My Body Belongs to Me**. It shows children in a health class, just like ours. It shows boys and girls your age being taught by their guidance counselor. The guidance counselor talks to the students about things that are private. He talks about the fact that your body is private and he reminds kids that **you** are the owner of your own body. He also talks about three different kinds of touches: touches that are good, touches that are bad and touches that are confusing. He tells students how to get help and reminds kids how important it is to keep repeating the story until someone helps. You will also hear him talk about good and bad secrets. "

After the video, identify topics that both the class in the video and Davis School health classes have discussed.