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.