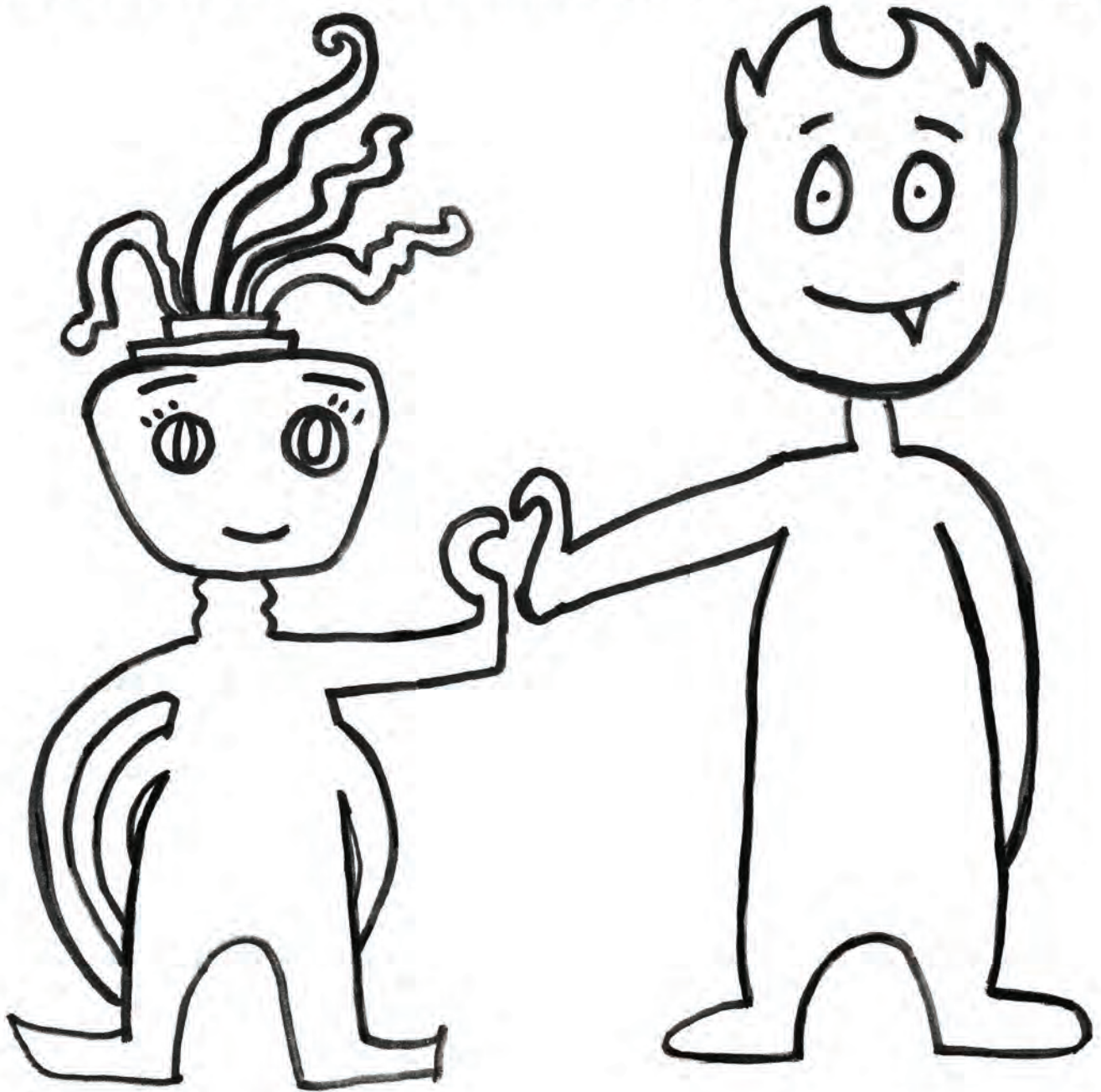


And if your body is your body, then
other people's bodies are THEIR
bodies.

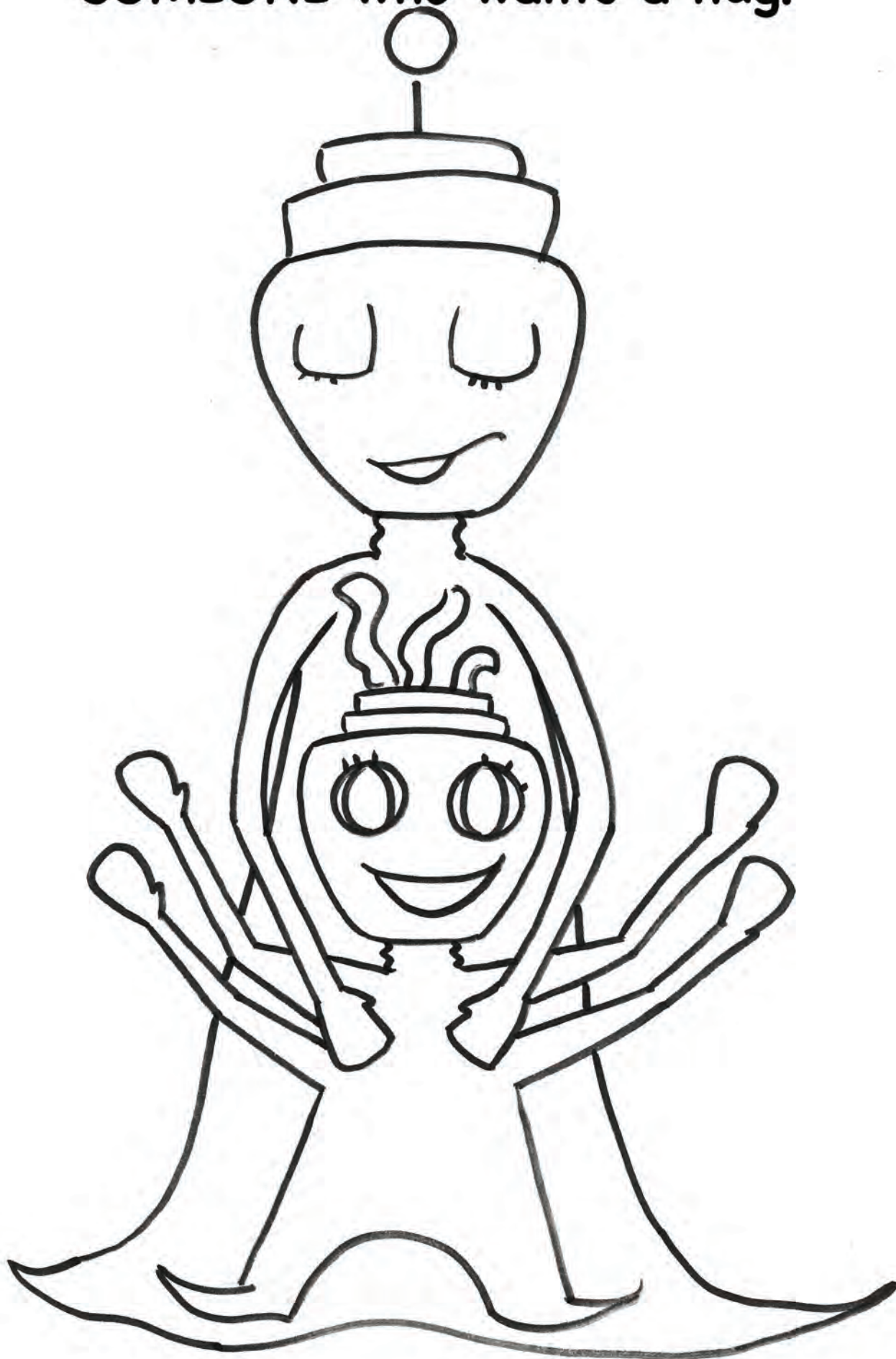


That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, THEY can say, "NO!"

And that doesn't mean that they don't love you. It doesn't mean they won't want a hug another time. But it means you cannot touch them. Because it's THEIR body!



But don't worry. You can always find
SOMEONE who wants a hug!



Boundaries and Consent

Home Connections Handout

Two adults I trust to talk to about my boundaries are:

- 1.
- 2.

Are there people in your life you don't feel comfortable hugging, kissing, or touching?



What could you do instead?



vector created by freepik - www.freepik.com

Fill in the blanks using these words:

BODILY AUTONOMY CONSENT BOUNDARIES

Before I touch someone, even if I've touched them before, I need to ask for their _____.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my personal _____.

I have the right to say who can or can't touch me. I have _____.

Austin ISD Human Sexuality and Responsibility

Grade Level: 3

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum.

Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tips

- Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 4: Personal Safety

LESSON SUMMARY: Students learn about abuse and neglect and how to stay safe.

TEKS

13(C) define abuse and neglect.

NSES

IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)

IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)

*(*Note: These are k-2 standards being met in grade 3. This lesson focuses only on child abuse prevention, not bullying or teasing. *)*

LESSON OBJECTIVES

Explain the terms "abuse" and "neglect";

Identify red flag situations and ways to stay safe;

Identify trusted adults to whom students can ask questions about personal safety.

MATERIALS

Safety Rules Visual Cards

Pinwheel activity sheet

"What if" cards

VOCABULARY

Abuse

Neglect

BEGINNING: Engage (5-10 minutes)

Say: Today we are going to talk about personal safety and abuse prevention.

Who knows what **prevention** means? (*Elicit responses.*) To prevent something means to stop it from happening before it ever starts, to not let it happen. This lesson is all about making sure you are safe and that kids are not hurt. So, let's start by talking about how kids sometimes get hurt. What are some ways kids might get hurt? (*Elicit responses, such as skinning a knee, falling off a bike, being in a car accident, etc.*)

There are also a lot of kids who get hurt from child abuse. Who knows what **abuse** means? (*Elicit responses.*) Abuse is when an adult or older child hurts a child either physically, or with words, or if someone touches their reproductive body parts. It is also a kind of abuse, called **neglect**, if parents/guardians don't take care of their kids or don't provide them with what they need to be safe and healthy. Abuse can happen by strangers, and it can also happen by people who we know, love, and trust.

I know some of the information we are discussing may not be easy to talk about, but you are all doing very well listening and being serious about this very important topic. There are a lot of people doing great things to try to help stop abuse and help kids who have been hurt. There are a lot of people trying to make sure abuse never happens.

MIDDLE: Explain and Practice (15-25 minutes)

Activity: Safety Rules

Say: First, I want you to take a minute to think about safety rules that you've been taught by your parents or other adults. When I say "go," I am going to toss a paper ball (a balled-up piece of paper) to someone at random. If you catch the paper, I want you to share a rule with the group. Once you've shared a rule, toss the paper ball to a classmate and they can share another safety rule.

Distribute pinwheel handout.

Say something like: Next, I'm going to teach you about 5 Safety Rules (*from the MBF Child Safety Matters™ program*) that can help you identify abuse and help you know what to do if it ever happens to you or someone you know. After we discuss each rule, write the Safety Rule in the space provided on the pinwheel.

Use the 5 Safety Rules Visual Cards to display each rule to the students. Read the script on the back of each card to explain the rule.

Say: On the bottom of your pinwheel sheet, take a few minutes to answer the question, "How can you use the 5 Safety Rules to keep yourself safe?"

Allow students a few minutes to complete this activity, and if time allows, call on some students to share what they wrote. These can be displayed in the classroom, and/or encourage students to take them home and share with parent/guardian.

Activity: Spot Red Flags

Say: Finally, I want to make sure that you know what to do if you Spot Red Flags or unsafe situations. I will share some cards with you and you will work in pairs to read the situation on the card and discuss together what you would do. Remember that a Safe Adult can be a parent or guardian or any other

trusted adult that you know. When you are finished, we will discuss the situations as a class and hear what some of you decided.

Allow students to pair up, or randomly assign pairs. Distribute one “What If” card to each pair of students. Some of the situations may be distributed to more than one pair. Give the pairs approximately 5 minutes to discuss and decide what they would do. Call the class back to order. Read each situation from the list below and ask the students who had that card. Allow students to share their thoughts, reinforcing responses that reflect the 5 Safety Rules:

| “What If” Question: | Possible Student Responses: |
|---|--|
| What if you're in the restroom and someone tries to touch you? | Say no, get away, and tell a Safe Adult |
| What if you're online and someone asks about you or your family in a chat? | Don't provide any information, log out, tell a Safe Adult |
| What if you're with a babysitter and they have a friend come over that you don't know? | Tell the babysitter that it's not allowed, call or text your parent/guardian |
| What if you're at a friend's house and her older brother wants you to go into the basement with him? | Say no, get away, and tell a Safe Adult |
| What if you're walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school? | Get away and tell a Safe Adult (adults should not ask children for help) |
| What if someone knocks on the door when your parent/guardian is in the shower? Would you answer it? | No, ignore it and tell your parent/guardian |
| What if you're playing outside with a group of friends and a neighbor invites you into their house? | Go home and ask permission first |
| What if you're in the locker room and your coach or teacher asks you to undress in front of the them? | Say no, get away, and tell a Safe Adult |

End: Explore(10-15 minutes)

Activity: **Word Cloud**

Say: To wrap up today, let's come up with a list of words that you think of when you think about preventing child abuse and about staying safe.

Starting with the 5 safety rules, make a list of the words as students share ideas.

Say: Now, let's use some of these words, or your own words, to create a Word Cloud.

Show the sample word cloud and explain that a word cloud is like a picture using words.

Students can work individually or in small groups to create their own word clouds and display them afterward.

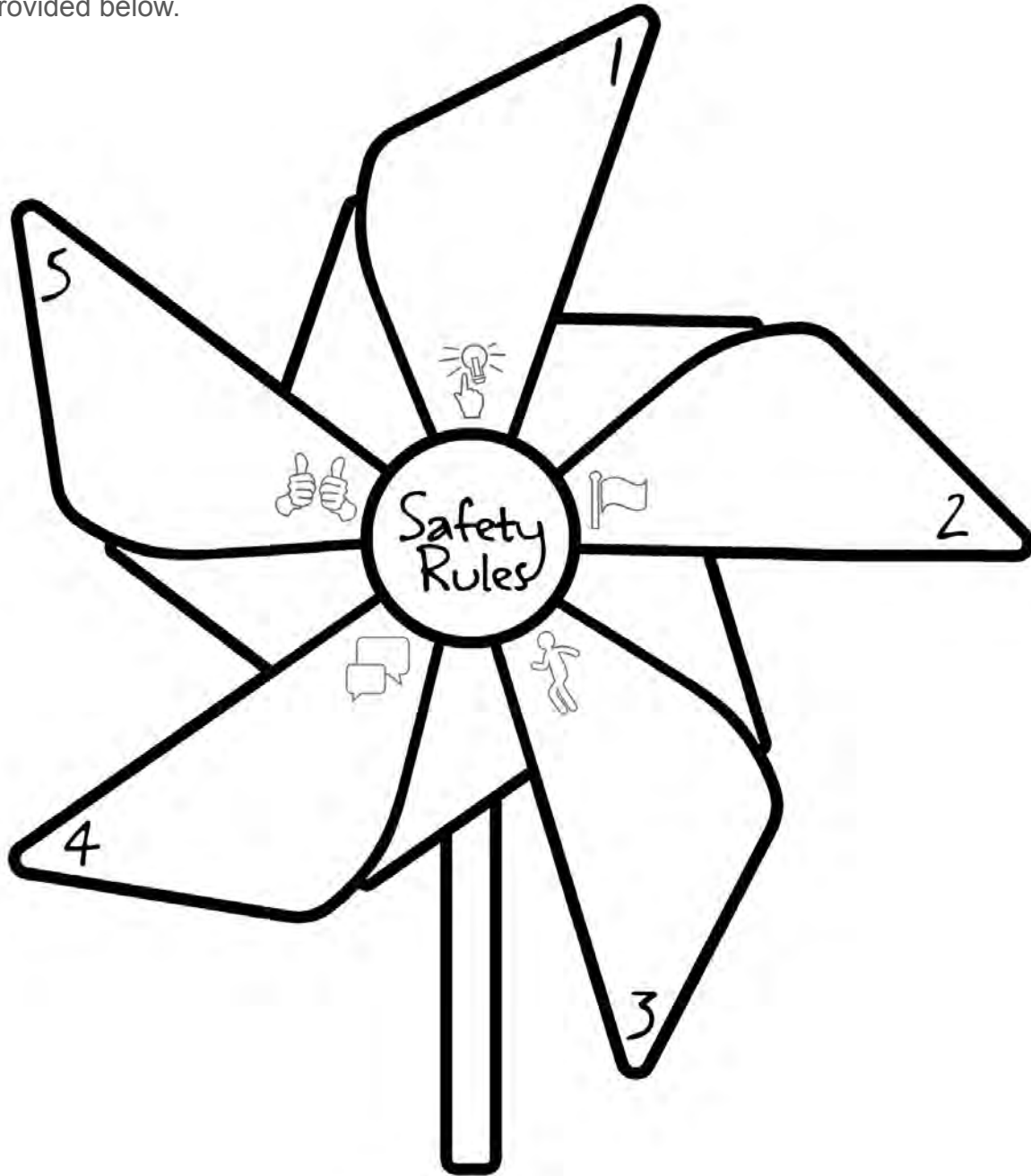
Remind students to use different colors and different types of writing for each word to make it look more interesting.

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about personal safety.

**Lesson adapted from the [MBF Child Safety Matters™](#) program, [Child Abuse Prevention Month Lesson Plan \(Grades 3-5\)](#)*

My 5 Safety Rules

Directions: Write each Safety Rule in the space provided on the pinwheel. Then answer the question in the space provided below.



How can you use the 5 Safety Rules to keep yourself safe?

Safety Rule #1:

Know What's Up



Teacher Script:

Safety Rule #1 is Know What's Up.

This rule helps you to understand important safety information such as calling 911 and knowing safety procedures at school and home.

When talking about abuse, this rule helps us know that abuse is wrong and that telling is getting help and not tattling.

Safety Rule #2:

Spot Red Flags



Teacher Script:

Safety Rule #2 is Spot Red Flags.

Have you ever seen a traffic light with red, yellow, and green lights? Do you know that the red light means stop? (Yes or No)

When we are talking about Safety Rule #2, red flags are like red lights and mean stop or danger. Red flags are when you see something unsafe or you see someone being hurtful with either words or actions.

Some examples of Red Flags, or warning signs, are when an adult or another child:

- uses mean or hurtful words
- uses hurtful touches
- touches your reproductive body parts or asks you to touch their reproductive body parts
- plays games about reproductive body parts
- plays tricks to try to get you to do something unsafe, or something you do not want to do
- tells you that you have done something wrong or says you will get in trouble if you tell anyone about something they want you to do
- someone you don't know asking for your personal information

When you see these types of behaviors that are red flags, then you know you can use the other Safety Rules to help.

Safety Rule #3:

Make a Move



Teacher Script:

Safety Rule #3 is Make a Move.

This rule tells you that if you do spot red flags and see someone being abusive or hurtful, you can Make a Move.

There are ways you can Make a Move to help you or someone else be safe, such as Get Away from an unsafe or bad situation, or you can Stay Away from people or situations that you know are not safe.

Safety Rule #4:

Talk It Up



Teacher Script:

Safety Rule #4 is Talk It Up.

This rule tells you that you should talk to a Safe Adult to get help.

A Safe Adult is a trusted adult that you know well and that will listen and help you if you go to them to talk about an unsafe situation.

Safety Rule #1:

No Blame / No Shame



Teacher Script:

Safety Rule #5 is No Blame | No Shame.

If you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult.

No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.

“What If” Cards

Directions for Teacher: Cut out individual cards for pairs of students to read and discuss. Reproduce as needed.
Adapted from Darkness to Light Stewards of Children “What If?” Game. Used with permission.

| | | | |
|---|---|---|--|
| <p>What if you're in the restroom and someone tries to touch you? What would you do?</p> | <p>What if you're online and someone asks about you or your family in a chat?</p> | <p>What if you're with a babysitter and they have a friend come over that you do not know?</p> | <p>What if you're at a friend's house and her older brother wants you to go into the basement with him?</p> |
| <p>What if you're walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school?</p> | <p>What if someone knocks on the door when your parent/guardian is in the shower? Would you answer it?</p> | <p>What if you're playing outside with a group of friends and a neighbor invites you into their house?</p> | <p>What if you're in the locker room and your coach or teacher asks you to undress in front of them?</p> |

Personal Safety

Home Connections Handout

Two adults I trust to talk to about staying safe are:

- 1.

- 2.

Match the Safety Rules. Draw a line from the Rule to the explanation.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Know What's Up 2. Spot Red Flags 3. Make A Move 4. Talk It Up 5. No Blame / No Shame | <ol style="list-style-type: none"> A. When you talk to a Safe Adult to get help. B. When you get away from an unsafe or bad situation, or you stay away from people or situations that you know are not safe. C. You are never to blame and you should never be ashamed to tell a Safe Adult. D. When you understand important safety information, that abuse is wrong and that telling is good. E. When you see something unsafe or you see someone being hurtful with either words or actions. |
|---|---|



Touches are always up to you!

Touches should always make you feel safe.

Touches should never be a secret!

If the touches make you feel yucky that's your clue to.....

NO!
Just say no!



GO!
Get out of there!



TELL!

Tell someone you trust!