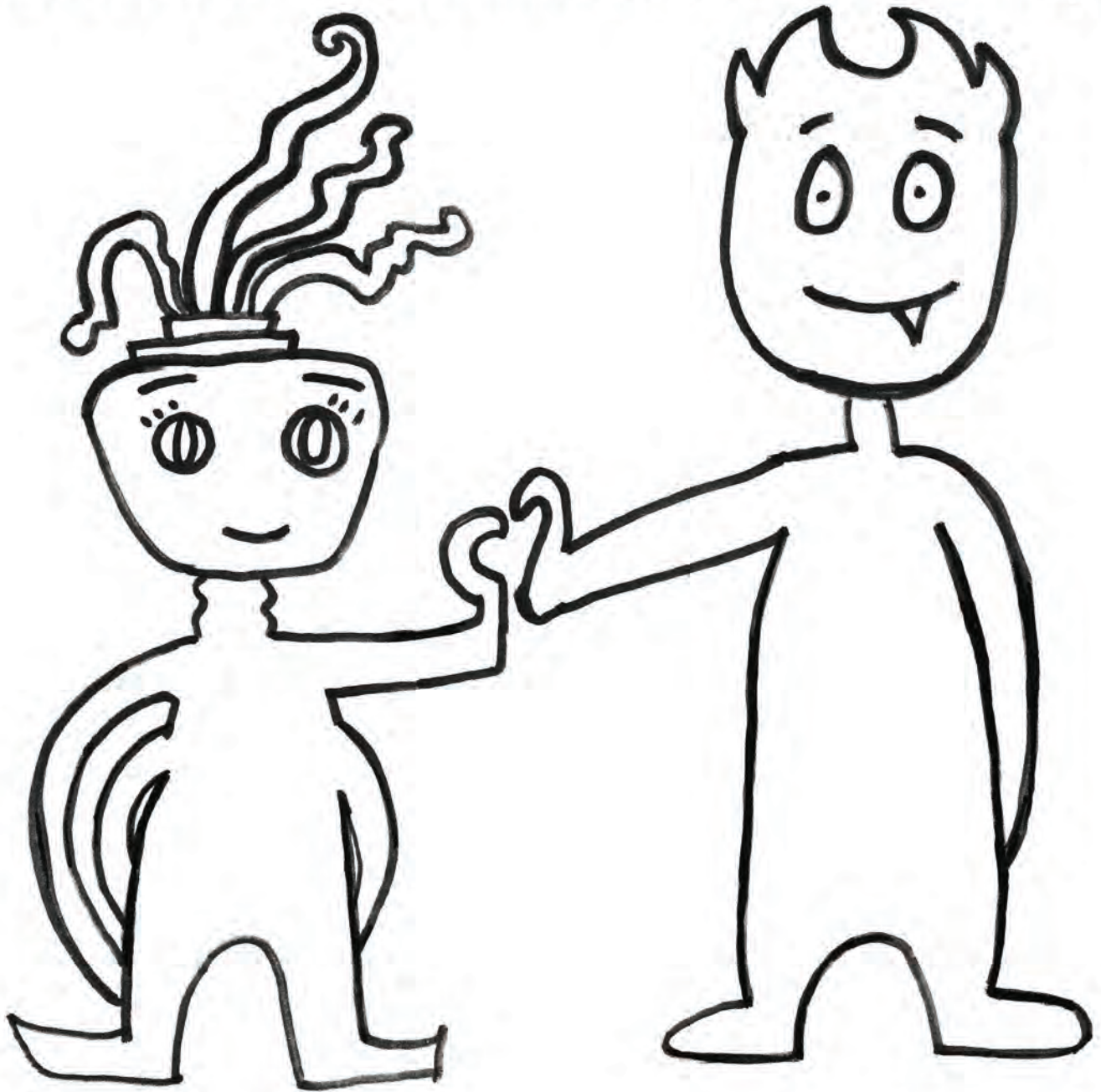


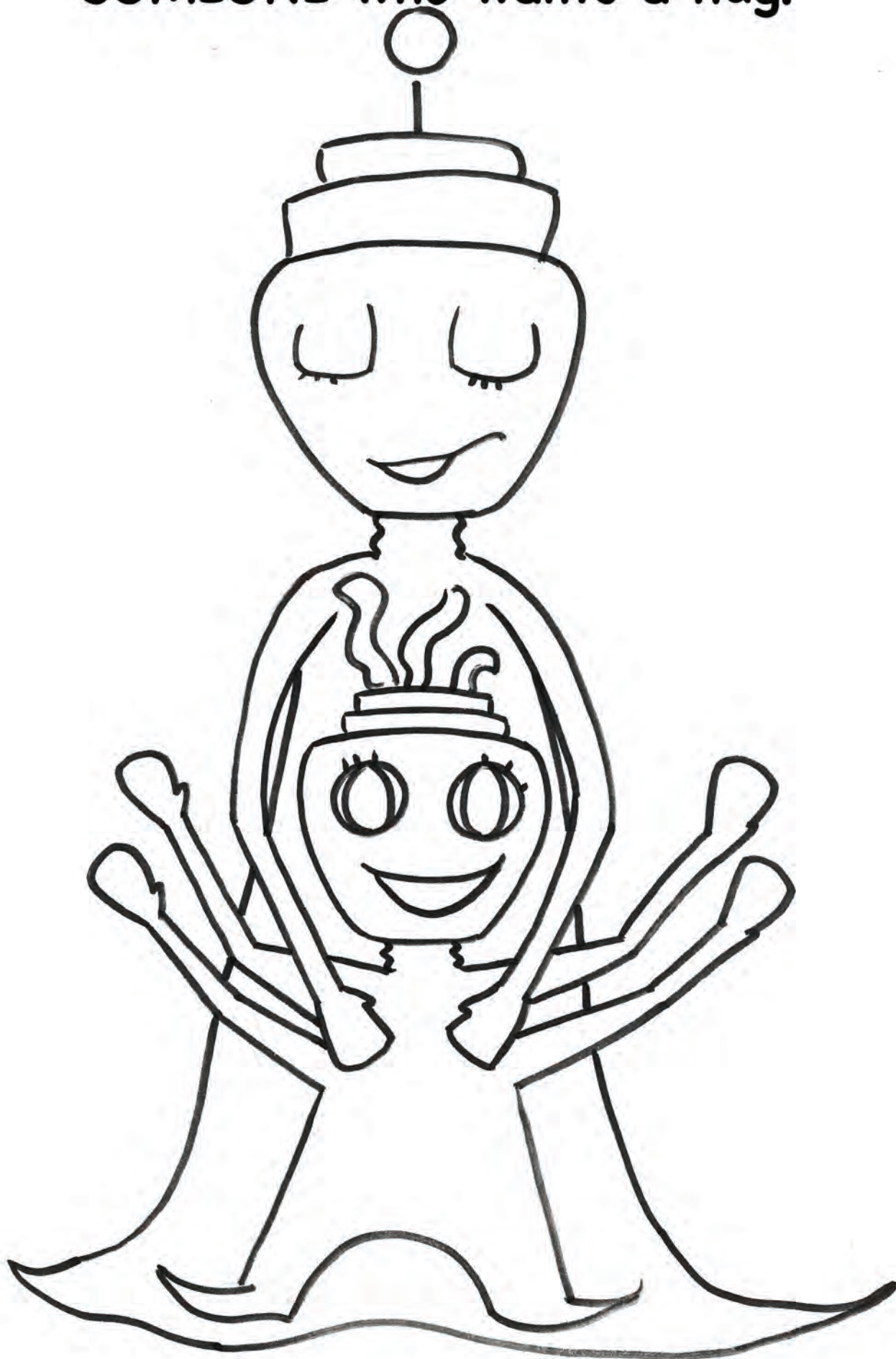


**That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, THEY can say, "NO!"**

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](http://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: 4**

**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 5: Personal Safety

**LESSON SUMMARY:** Students learn about the types of abuse, including neglect, and how to stay safe.

## **TEKS**

14(D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult.

## **NSES**

IV.5.IC.1: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment (*This lesson does not cover sexual harassment*)

IV.5.IC.2: Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action

IV.5.SM.1: Describe steps a person can take when they are being or have been sexually abused

## **LESSON OBJECTIVES**

Explain types of abuse, including neglect;

Identify ways they can help adults keep them safe;

Explain the 5 Safety Rules

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

## **MATERIALS**

The 5 Safety Rules Handout or Cards

What Would You Do Worksheets (#1 or #2, depending on which option you choose; see middle activity)

What Would You Do Scenario Cards (For Option #1 only)

Coloring supplies

Home Connections Handout

## **VOCABULARY**

Abuse  
Emotional Abuse  
Physical Abuse  
Sexual Abuse  
Neglect  
Safe Adult

### **BEGINNING: Engage (15-20 minutes)**

**Say:** Today we are going to talk about what abuse is and how you can use 5 Safety Rules to help keep you and others safe.

**Ask:** How many of you have heard of the term abuse? (*Raise hands*)

**Ask:** Who can share what they think abuse means? (*Elicit several responses*)

**Child Abuse** is when an adult, or another child, hurts a child on purpose. Abuse can happen by a stranger, but it can also happen by an adult you love and trust. A peer, someone who is your own age, can also hurt and abuse you.

There are four types of abuse:

- **Neglect** is when a child is not given things they need to be healthy and safe, such as food, clothing, shelter, medicine, or even love.
- **Physical Abuse** is when someone intentionally hurts a child leaving injuries like bruises, broken bones, burns, and scratches.
- **Emotional Abuse** is when a child is repeatedly told hurtful things, like an adult calling them “stupid,” or telling them “I never want to see you again.” Emotional abuse is repeated, and it’s hurtful and hateful.
- **Sexual Abuse** can happen in different ways and can involve someone touching your reproductive body parts, or showing you inappropriate pictures of people without their clothes on.

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.

Adults are responsible for keeping kids safe from abuse, but there are things that you can do to help them. Let’s start by talking about the **5 Safety Rules** that can help you identify what abuse is, and help you know what to do if you or someone you know is ever hurt.

*Distribute the 5 Safety Rules Handout or use the 5 Safety Rules Cards to discuss the following.*

**Safety Rule #1 is Know What’s Up.** Knowing What’s Up means you know what abuse is. It also means knowing important safety procedures when you are at school, out in public, or at home.

**Ask:** What are some safety strategies you already know? *(Elicit several responses such as don't talk to strangers, follow the rules during fire drills, look both ways before you cross the street, don't share your personal information online with strangers.)*

**Safety Rule #2 is Spot Red Flags.** Spotting Red Flags means knowing if someone's behavior or a situation is unsafe or inappropriate. For example, if someone is asking you to do something bad or unsafe that may put you or others in danger. Or, if someone asks you to do something that breaks a rule or law.

**Ask:** What are some other examples of Red Flags? *(Elicit responses such as:)*

- *Bullying, cyberbullying, or other inappropriate online and offline behavior.*
- *Adults or other students trying to trick or force you into unsafe or inappropriate behaviors.*
- *Inappropriate pictures in a magazine or on a computer or phone.*

**Safety Rule #3 is Make a Move.** If you Spot a Red Flag, you can Make a Move and GET AWAY or STAY AWAY from an unsafe situation or person.

**Ask:** Can anyone think of an example when you, or someone you know, made a move to keep themselves safe? *(Elicit responses)*

**Safety Rule #4 is Talk It Up.** Talking It Up means using an assertive voice to speak up or say NO if you or others are in an unsafe situation. It can also mean talking to a **Safe Adult**, someone you *know* and *trust* to keep you safe, about unsafe situations or people, or talking to your peers to be a role model for creating a culture of kindness and safety.

Let's talk a little more about **Safe Adults**. A **Safe Adult** is an adult you can go to when you have been hurt or you are worried about your safety.

**Ask:** What characteristics would you want in that person? *(Elicit responses such as someone who is a good listener, someone they can talk to about difficult topics, someone who follows the rules and does not encourage them to break rules, and someone they trust to look out for them.)*

You should try to choose *at least two Safe Adults*, one in your home and one outside of your home.

**Ask:** Who would like to share one of your Safe Adults? *(Answers will vary, but encourage students to think of someone in their home and someone outside their home, in case there is not a Safe Adult in the home.)*

**Safety Rule #5 is No Blame | No Shame.** The last Safety Rule means 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.**

**MIDDLE: Explain and Practice (25-30 minutes)**

Activity: **What Would You Do Scenarios**

*You will need to divide the class into 4 groups for this activity. Decide if you want to do Option 1 (that*

allows the group to move around the room), or Option 2 (which keeps the students seated). You will need to print the appropriate handouts for the Option you choose. Research says it is important for students to think about how to respond to dangerous situations before they actually encounter the situation. This activity will allow them to think about this process and practice responding to Red Flags.

For this small group activity that follows the class discussion there are two options:

*Option 1-Allows students to move about the room.*

- *Post the four scenarios in different parts of the room.*
- *Divide students into 4 groups. Assign each of the 4 groups to start at a different scenario.*
- *Have each group select a Recorder and a Reporter.*
- *Provide each group with a copy of the **What Would You Do worksheet #1**.*
- *Allow each group to move around the room spending 3-5 minutes discussing each scenario, have them list Red Flags they spotted, and possible ways to respond to each situation.*

*Option 2-Allows students to work in small groups, but remain seated.*

- *Divide students into 4 groups.*
- *Have each group select a Recorder and a Reporter.*
- *Provide each group with a copy of the **What Would You Do worksheet #2***
- *Allow the groups 10-15 minutes to discuss the scenarios. Have them list Red Flags they spotted, and possible ways to respond to each situation.*

**Say:** Let's do an activity to see if you can Spot Red Flags related to abuse, and practice safe ways to respond to potentially dangerous situations. Each group needs to pick a group member to be a Recorder, the person who will write down your answers. Remember to use the 5 Safety Rules we just talked about in your answers if you can. Your group also needs to pick a Reporter, the person who will share your answers with the rest of the class at the end of the activity.

### **Option 1 Directions:**

Each group will start at one of the scenarios that are posted on the wall. Read the scenario and talk about any Red Flags, or dangers, you see in the scenario. Also, talk about some safe ways you could respond to the situation. The Recorder for your group will write down your responses on your group worksheet. In about 4 minutes I'll ask you to move to the next scenario. We will repeat this process until you have talked about each of the scenarios.

### **Option 2 Directions:**

Find a spot in the room where your group can work together on this activity. Read each scenario from the worksheet and talk about any Red Flags, or dangers, you see in the scenario. Also, talk about some safe ways you could respond to the situation. The Recorder for your group will write down your responses on your group worksheet. You have about 12-15 minutes to talk about the four scenarios. When time is up, ask the Reporter from each group to share the Red Flags they noticed in each scenario, and the safe ways their group came up with to respond to each situation.

### **Scenarios:**

1. *Someone sends you an inappropriate picture online, and asks you to forward the picture to others. (Red Flags: someone sending inappropriate pictures, encouraging students to forward the picture.)*



2. *You are online and someone asks for your personal information, like your full name, address, or where you go to school; or they ask you to go into a private chat room. ( Red Flags: Someone you do not know asking for personal information. Note: students need to be very careful about any personal information they share online: their full name, school, age, address, even pictures that show what school they attend.)*
3. *Someone gets physically close or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses or “accidentally” touching you in ways that don’t really seem accidental. (Red flags: someone invading personal boundaries, touching, tickling, or kissing in a way that makes a child uncomfortable. Predators often groom children over time, often by slowly breaking down boundaries.)*
4. *Someone you don’t know very well wants to give you a gift. (Red Flag: A stranger wanting to give a child a gift.)*

**End: Explore(5 minutes)**

To wrap up, **say:** Every child deserves to be safe, and no child ever deserves to be abused. You can use the **5 Safety Rules** if you ever feel unsafe or worry that someone else is unsafe. You can also talk to a **Safe Adult** to get help for you or for someone else.

- *Allow students time to ask any questions they may have regarding the lesson.*
- *Have students do a quick review of the 5 Safety Rules*
  - 1. Know What’s Up**
  - 2. Spot Red Flags**
  - 3. Make A Move**
  - 4. Talk It Up**
  - 5. No Blame | No Shame**
- *Give each student a copy of the 5 Safety Rules Handout and Coloring Sheet*

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, [April 2019 Child Abuse Prevention Month Lesson Plan \(Grades 3-5\)](#)*



## I follow the Safety Rules

1. KNOW WHAT'S UP
2. SPOT RED FLAGS
3. MAKE A MOVE
4. TALK IT UP
5. NO BLAME  
NO SHAME

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 #5:

*No Blame / No Shame*

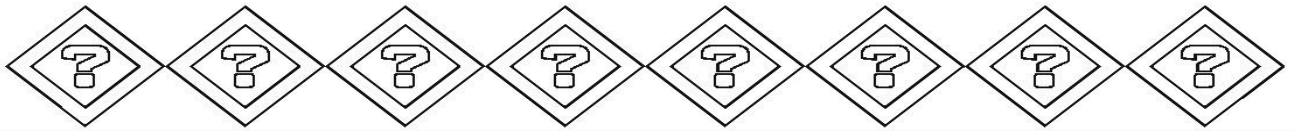


*Teacher Script:*

Safety Rule #5 is No Blame | No Shame.

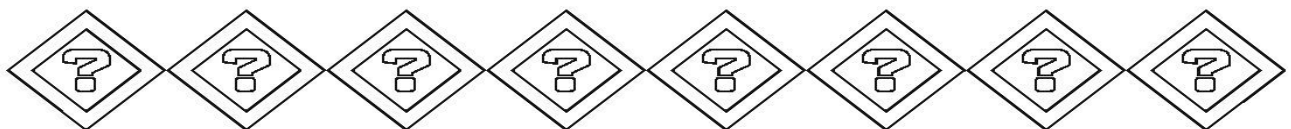
If you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult.

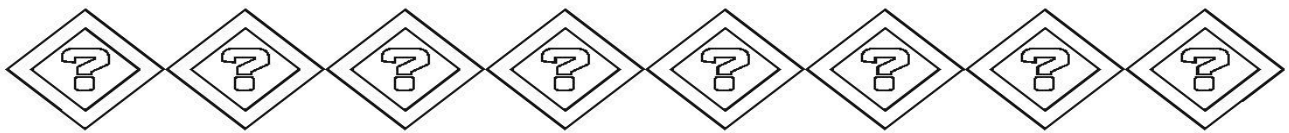
No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.



## **Scenario #1**

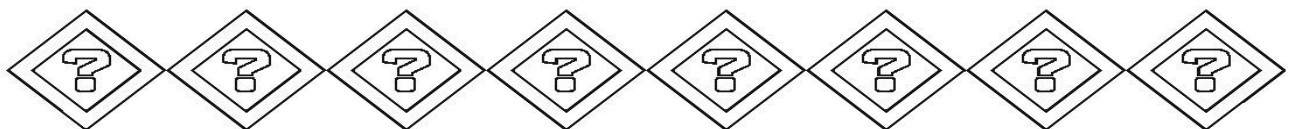
Someone sends you  
an inappropriate picture  
online, and asks  
you to  
forward the picture  
to others.

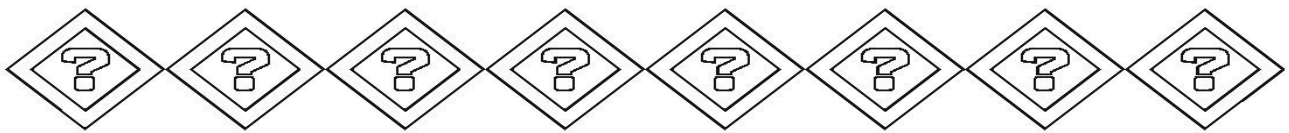




## **Scenario #2**

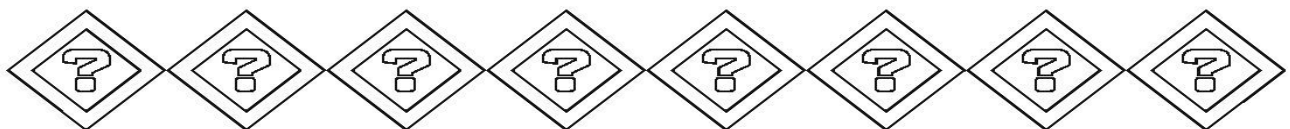
You are online and someone asks for your personal information, like your full name, address, or where you go to school, or they ask you to go into a private chat room.

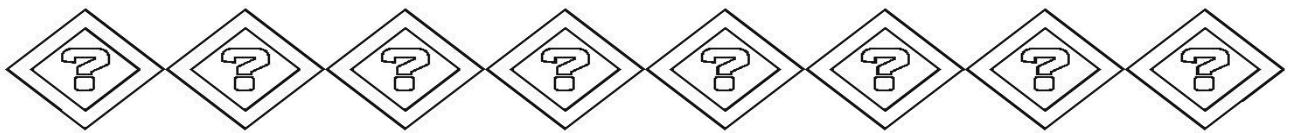




## Scenario #3

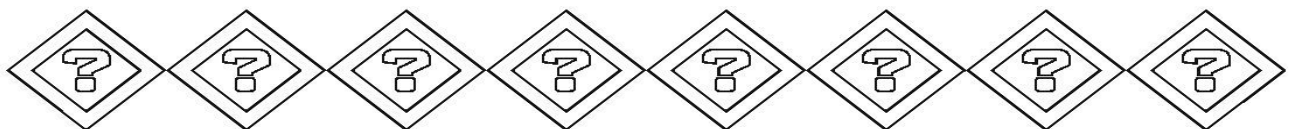
Someone gets physically close to you or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses, or “accidentally” touching you in ways that don’t really seem accidental.





## Scenario #4

Someone you don't  
know well wants  
to give you a gift.





# ***What Would You Do Worksheet (Option 1)***

**Directions:** As your group moves to the different scenarios, list any Red Flags you spot in the scenario, and as a group, decide how you could respond to each situation. Record your answers so you can share them with the class.

**Scenario 1 - Red Flags:**

**What could you do?**

**Scenario 2 - Red Flags:**

**What could you do?**

**Scenario 3 - Red Flags:**

**What could you do?**

**Scenario 4 - Red Flags:**

**What could you do?**

## What Would You Do Worksheet -Option 2

**Directions:** As a group, discuss each scenario. List any Red Flags you spot in the scenario and decide how you could respond to each situation. Record your answers so you can share them with the class.

**Scenario 1** - Someone sends you an inappropriate picture online, and asks you to forward the picture to others.

**Red Flags and Responses:**

**Scenario 2** - You are online and someone asks for your personal information, like your full name, address, or where you go to school; or they ask you to go into a private chat room.

**Red Flags and Responses:**

**Scenario 3** - Someone gets physically close or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses or “accidentally” touching you in ways that don’t really seem accidental.

**Red Flags and Responses:**

**Scenario 4** - Someone you don’t know well wants to give you a gift.

**Red Flags and Responses:**

## Personal Safety

### Home Connections Handout

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

- 1.
- 2.

Choose one of your Safe Adults from above and ask them the following questions. Take notes about what you talked about. *Remember the 5 Safety Rules.*

1. What should I do if you (or another trusted adult or the bus) are not at school at pick-up time?
2. What should I do if someone I don't know wants me to help them look for their dog?
3. What should I do if I feel uncomfortable in a public bathroom?
4. What should I do if someone touched my body in a way that I didn't think was OK?

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### The 5 SAFETY RULES

1. Know What's Up

2. Spot Red Flags

3. Make a Move

4. Talk It Up

5. No Blame | No Shame