



AACPS School Counselor Lesson Plan

Modeled after the ASCA Lesson Plan

School Counselor: _____

Date: _____

AACPS Core Curriculum Topic: Erin's Law Lesson 1 of 1 Grade(s): 5th

ASCA Mindsets & Behaviors standards addressed:

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- B-SMS 9. Demonstrate personal safety skills
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Essential question and 21 Century Learning connection:

- How do I keep myself safe?
- How do I exercise critical thinking in difficult situations?
- How can I use the Protect Yourself Rules to stay safe?

Objectives/Outcomes:

- Students will identify the 'Protect Yourself Rules' and identify how they can be used to protect against child abuse
- Students will describe ways to seek assistance for self and others in unsafe situations

Materials (please attach any supplemental materials referenced in the lesson):

- Protect Yourself Rules **Poster** (Grades 4-6)
- Protect Yourself **Videos** from <http://fightchildabuse.org/protect-yourself-rules/grades-4-6/> (#5 "Tell")
- Protect Yourself Rules review sheet
- "What Would You Do?" Scenarios worksheet
- **HELP** cards for each student

Procedure:

- Share with students that today's lesson focuses on different kinds of **child abuse** which can be difficult/uncomfortable to discuss. Remind them that the goal is not to scare them or make them worry, but instead it is to provide important information so that they know how to keep themselves safe and how to respond if they are ever in an unsafe/uncomfortable situation. You also may want to remind them that this topic is one where they need to show their maturity and respect to each other. Let them know that this is not time to share personal stories, but if they need to talk more, they can meet with you privately.
- Divide the class into small groups of 3-4 students each and distribute the "Protect Yourself Rules" Review worksheet (1 per group). Also review can be done as a movement activity and/or whole group.
 - Instruct groups to brainstorm and record the as many if the 6 "Protect Yourself Rules" as quickly and accurately as they can (5 minutes). May want to give them some hints if they are having a hard time of thinking of the different rules.
 - If short on time, complete this warm-up as a whole class and record the rules on the whiteboard.
- Let students know that today our focus is going to be **on sexual abuse** (unsafe touches on the places where a child's bathing suit covers).

- **Optional: If you feel like the class needs a short 2:29 minute overview of the rules, considering showing “The Rules”** reminding students that these rules are helpful in deciding if a situation is UNSAFE and what to do if it is unsafe.
- Lead a discussion on **personal rights** that all children have. These include the right to:
 - *Not be hurt or injured*
 - *To be alone when they need quiet time*
 - *To use the bathroom by themselves*
 - *To be alone when they change their clothes*
 - *To say who touches them*

Explain that **child abuse** (like unsafe touches, hitting and leaving bruises) takes away or violates these rights and is against the law.

- Introduce the video, “**Tell**” by saying, “This next video features a difficult story of repeated abuse by a basketball coach. The goal of this video is NOT to make you feel mistrustful of teachers or coaches, but to help you trust your *INSTINCTS* if you see something that you know doesn’t seem/feel right.”
- Ask students to ‘look for’ the following answers:
 - Why did Coach give Jamal new sneakers and extra playing time?
 - What do you think are some reasons why Jamal did not tell anyone?
 - Do you think Darius missed some important signs about what was happening?
- After the video, answer the questions above and discuss the following:
- Jamal didn’t think he could tell about what his coach did because Coach bought him gifts. He might have felt trapped and alone. He also seemed to feel too embarrassed or scared to talk about it with *anyone* (adults or friends). **Which “Protect Yourself Rules” help kids who are in situations like Jamal?** (*Doesn’t Matter Who It Is; Unsafe Touches; Tell them to STOP; Tell an Adult*).
- **What did Darius do when he unexpectedly had an unsafe and uncomfortable moment with Coach** (*he yelled NO and ran away; then he talked with Jamal about needing to tell a TRUSTED adult; and even when Jamal didn’t want to tell, Darius knew they needed to tell an adult-his mom*)
- This kind of abuse is really hard because no children want to believe that someone they trust (like a coach or parent) would ever abuse them. But we know that this does happen to some kids. That why it’s really important that all kids trust their instincts when they think something is wrong/unsafe AND that kids know there really are adults who can and will help to get them safe.
- Someone who is being abused may feel alone but they are not alone...there are trusted adults (adults who will listen, believe and do something to help) that can help them and make the abuse stop. **What are some ways a child who is feeling scared/embarrassed to tell an adult, might be able to share this important information?** (*tell their trusted adult that they have something very important and hard to talk about to tell them, write it in a note to the trusted adult, text it to a parent, ask the adult to look away if that would make it easier to tell*)
- Highlight important points before activity:
 - *Abuse is NEVER a child’s fault*
 - *It doesn’t matter who it is, unsafe touches and hurting a child’s body is not allowed*
 - *Telling a trusted adult is the best way to make the abuse stop and to get help*

Class Activity:

- (Option 1) As a class, discuss these scenarios/unsafe situations and how to use the “Protect Yourself Rules”
 - A relative tries to touch a student in an inappropriate way
 - Two students are invited into a neighbor’s house who they ‘kinda know’

- An adult is shouting and threatening to hit a student
- A friend's older brother touches a student in a way that makes them feel uncomfortable
- A student's coach has a habit of touching her on the shoulder, and she wants the coach to stop
- A stranger offers to give a student a ride home in their car
- A student touches another student on a private body part at school.

OR

- (Option 2) Have students complete the **"What Would You Do?"** activity (attached)
 - Divide students into groups of 3-4 and give each group a scenario. Alternatively, you may choose to make multiple copies of this page and make this an individual activity.
 - As a group, ask students to choose the "Protect Yourself Rules" that should be used in the scenario and what they would say/do.
 - Once the students have had time to read the scenarios and choose the most appropriate "Protect Yourself Rules," have them share their responses and reasoning with the class.

Closing: Have students write on a post-it note, **ONE** thing they will remember from today's lesson. *Remind them that you are available to meet with students privately if they need to talk.*

Plan for Evaluation: Process Data/Perception Data used to measure understanding (i.e. High level questions, inventory, exit ticket, thumbs up and down):

- Assessing the Exit Post-It notes
- Assessing the "Protect Yourself Rules" review worksheet responses and class discussion.
- Assessing the responses from the scenarios/unsafe situations class discussion or from the "What Would You Do?" Scenarios/Unsafe Situations list

Follow-up or Lesson Extension:

The Protect Yourself Rules



The Protect Yourself Rules

As a group, list the 6 "Protect Yourself Rules" that can help to keep you safe in unsafe situations.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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What Would You Do?

Divide students into groups of 3-4 and give each group a scenario. Ask the groups to choose the "Protect Yourself Rules" that should be used in the scenario and **what they would say/do if in the situation.**

<p>A grandparent has a habit of cursing. Sometimes they verbally attack you and it makes you feel awful.</p>	<p>A parent or caregiver sometimes goes too far when they punish you, even hitting you. You got a bad grade on a school assignment and are afraid that you'll get hurt if they find out.</p>	<p>An older sibling routinely attacks you physically, but your parents or caregivers don't take what your sibling does seriously,</p>
<p>A group of students make offensive posts on your social media account.</p>	<p>Your friend tells you that their parents fight a lot, and sometimes your friend gets hit when they are really angry. Your friend makes you promise not to tell anyone.</p>	<p>A friend gets angry very easily. One day something upsets them and they start punching walls and throwing things.</p>
<p>A person is shouting and threatening to hit a student.</p>	<p>A stranger offers to give a student a ride home in their car.</p>	<p>A student touches another student on a private body part at school.</p>
<p>Two students are invited into a stranger's house.</p>	<p>A friend's older sibling touches them in a way that makes them feel uncomfortable.</p>	<p>A relative tries to touch a student in an inappropriate way.</p>

Video Summaries (Grades 4-6)

<u>Lesson/ Video</u>	<u>Summary Points</u>
1 "The Rules" (2:29)	<ul style="list-style-type: none">● Abuse is touching someone in a private part of their body● Our private parts are covered by a bathing suit● During these lessons we will discuss the kinds of touches that are unsafe & smart choices to make for your own safety● Unsafe touches/Abuse = When someone tries to touch/or asks you to touch private areas of the body● Abusers are most often someone we already know (friends/family)● Abuse is difficult to talk about, but it is important to talk about even if it is difficult or scary● NEVER keep abuse a secret. Always tell if you are being/have been abused● Abuse is never your fault. Your body belongs to you. Say "No"● "The Protect Yourself Rules" are meant to help you recognize and prevent abuse
5 "Tell" (4:21)	<ul style="list-style-type: none">● Touches to private areas may make you feel confused, scared or embarrassed● These situations can be difficult to talk about, but it's important to report them● If you keep these situations a secret, they often won't stop happening● No one should ever ask you to take your clothes off or touch private parts● You can trust the people you know, but remember that if an unsafe situation like this happens to you, say, "NO!" run away and tell a trusted adult what happened● Never keep unsafe situations a secret...there are people who can help