

School Counselor: _____

Date:

AACPS Core Curriculum Topic: Erin's Law Lesson 1 of 1

Grade(s): 4th

[ASCA Mindsets & Behaviors standards addressed:](#)

- B-SMS 9. Demonstrate personal safety skills
- B-SS 3. Create relationships with adults that support success

Essential question and 21 Century Learning connection:

- How can I set personal boundaries and respect the boundaries of others?
- Who can I talk to if I experience an unsafe or uncomfortable situation?

Objectives/Outcomes:

- Identify the Protect Yourself Rules and apply these rules in a variety of situations to set personal boundaries for privacy and safety.
- Evaluate appropriate responses to uncomfortable or unsafe situations.

Materials:

- "Protect Yourself Rules" poster free from website (www.fightchildabuse.org)
- PPT – Found on Intranet
- Videos from www.fightchildabuse.org: "**Secrets**" (3:27),
- "Protect Yourself Rules" with Rule Blank Handout

Procedure:

1. Today we are going to continue learning about the Protect Yourself Rules and focus on responding to different uncomfortable or unsafe situations. Before we introduce the video and rule we will examine today, we are going to review the Protect Yourself Rules we have learned about in the past.
2. Use "The Protect Yourself Rules" worksheet at the end of the lesson plan to review the rules and definitions. This can be done as a whole group movement activity, in small groups, or in partners. (It will make it easier and save time to write letters on the rules in the rule bank and have the students write the letter of the corresponding rule in the box above the definitions.)
3. Explain that in the video for today, **Maya experiences an invasion of privacy and an UNSAFE touch from her friend's older brother, Roger.**
4. Have students look for the following as they watch the video.
 1. How is Maya's privacy invaded and how does she feel?
 2. When does it become an unsafe situation?
 3. How does Maya handle the situation and do you agree with what she does?
5. Show the video, "**Secrets**" (3:27)
6. Video Discussion

- In partners or small groups have students discuss the answers to the look for questions. Select a couple to share with the whole class. (1. Roger came into the room when Maya was changing which makes her feel uncomfortable and maybe scared 2. When Roger touched Maya and told her not to tell anyone 3. she removed Roger's hand, said "Don't touch me" and told a trusted adult)

Key Points for Teacher

- 1. Roger opened the door and came into the room when Maya was changing into her bathing suit. Was that okay?** *(No, it was an invasion of Maya's privacy. She has the right to get undressed without anyone else around. If he accidentally opened the door when she was changing, he should have quickly said sorry and closed the door. This was not an accident...he did it on purpose.)*
- 2. Then Roger tried to touch Maya. Was that okay?** *No, Roger did not have Maya's permission to touch her and she felt uncomfortable.*
- 3. What did Maya do when he touched her?** *She took his hand away and yelled, "Don't touch me!" with a serious look on her face.*
- 4. Roger got mad when Maya told him to STOP! He said if she told anybody about what happened, he would lie and tell everyone it was her fault. Did Maya do anything wrong?** *(No, she did not do ANYTHING wrong...Roger was wrong by coming into the room when she was changing clothes and trying to give her an unsafe touch on a private body part.)*
- 5. Unsafe touches are against the law. Other children, teenagers and adults are NEVER allowed to touch a child on a private body part (where a bathing suit covers). If it happens, it is NEVER the child's fault. It does not matter what people wear, how they act or who they are friends with. It is never okay for someone to invade another person's space and make them feel uncomfortable. The child did not do anything wrong, but they need to get help from a trusted adult.**
- 6. What "Protect Yourself Rule" did Maya get the courage to do?** *("Tell an Adult"—she told her mom, who listened to her, believed her and made sure she would be safe). It can be really hard and scary for kids to tell about an unsafe touch but it is so important for children to tell a trusted adult so they can be safe.*
- 7. What should a child do if they tell an adult and the adult doesn't seem to understand or do anything to keep them safe?** *(Find another trusted adult who will listen, believe and help. School counselors will ALWAYS believe children)*
- 8. Ask students to identify which "Protect Yourself Rules" Maya used to understand that it was abuse AND to know what to do to stop it?**
 - 1. Unsafe Touches** *(touches to private parts)*
 - 2. Doesn't Matter WHO It Is** *(even though he was someone she knew and another kid...it didn't matter, it was not safe)*
 - 3. Tell them to STOP** *(grabbed his hand and yelled STOP)*
 - 4. Tell an Adult** *(it took her a couple of days but she told her mom what happened)*

- **Tell students that it is often very difficult to tell a trusted adult about unsafe touches or uncomfortable situations just like it was hard for Maya in the video.** Have students make a list of ideas that might make it hard for a child to tell a trusted adult if they are uncomfortable or unsafe. (*worrying that other people might not believe her; being embarrassed about what happened and thinking they did something wrong, losing friends, making things worse, confusion because the person is nice or a friend, etc.*)

7. **Activity:** This can be done as a whole group discussion or movement activity like four corners, small group discussions or individually by writing responses on the back of the review worksheet from the beginning of the lesson.

8. **Give students the following situations and ask them to identify how the child should respond and what rule the child should follow.**

9. Scenarios:

1. A younger brother barges into a fourth-grade child's bedroom when they are changing.

Key message: teaching privacy is important no matter the age. Children deserve privacy anywhere they are. Younger siblings may not know all the rules yet, but it is still important to get adult help to teach them the boundaries.

2. A student at school invades another student's privacy (*give students one of these specific situations: opening a bathroom stall, looking at private notes, or touching them in a private area*)

Key message: make sure to tell a trusted adult at school so they can help.

3. An adult shows a student an inappropriate video on their phone.

Key message: unsafe touches include anything that involves the private area. This includes touching, looking, talking, etc. This is a tell them to stop and tell a trusted adult situation. It doesn't matter who it is or the reasons the adult gives for showing the child.

After reviewing the scenarios, set up the next lesson about sexual harassment.

10. Today in the video, Roger crossed personal boundaries when he came into the room where Maya was changing into her bathing suit. **A boundary is an imaginary line that defines our personal space (the amount of space we need to feel comfortable).**
11. Boundaries with personal space can be different for different people. Often, the more a person knows someone (like parents and siblings), the more comfortable that person is with being closer to them (compared to a stranger).
12. When someone crosses another person's personal space, that person may feel uncomfortable (tension in shoulders, knots in stomach or 'funny feeling'). These bodily

sensations are our bodies telling us that something does not feel right...these are our 'instincts' telling us something important.

13. The crossing of boundaries can be an invasion of privacy, an unsafe situation, or both as in the video today.
14. Tell the students that next time we will be learning more about personal boundaries and what to do if someone crosses a child's personal boundary.

Plan for Evaluation: Process Data/Perception Data used to measure understanding

The review at the beginning of the lesson will provide baseline data about students' knowledge of rules. The last discussion or independent activity will provide data on the students' ability to apply the rules and establishing personal boundaries to different situations.

Follow-up or Lesson Extension:

Present additional scenarios to the students to address any particular concern at your school or in the community. A follow up lesson on peer pressure could be done to address any inappropriate behavior that may be happening.