



# 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): 3rd

ASCA Mindsets & Behaviors standards addressed:

- 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 can I maintain personal safety at home and school?
- How do I tell the difference between safe and unsafe touches?
- How can I advocate for myself and friends if they are in unsafe situations?

**Objectives/Outcomes:**

- Define abuse.
- Identify unsafe situations and practice ways to report to trusted adults.

**Materials:**

- "Protect Yourself Rules" Poster for Grades 4-5 (free at [www.fightchildabuse.org](http://www.fightchildabuse.org))
- Videos from [www.fightchildabuse.org](http://www.fightchildabuse.org): "**The Rules**" (2:29), "**Can't Go Home**" (2:56)
- Scenarios provided in lesson

**Procedure:**

- Share with students that today's lesson focuses on ways to keep students safe from unsafe situations. Remind them the goal is not to scare or make them worry, but instead it is to provide important information, so they know what to do if they are in an unsafe/uncomfortable situation.
- Remind students that this is not the time to share personal stories but that you are available to talk privately with them.
- Ask students what they remember about the "Protect Yourself Rules" from previous counseling lessons. List the rules and/or strategies that students share. Refer to the poster and review all the rules (*NOTE: "Smart Choices Online" has not been covered and will be discussed during Internet Safety guidance lessons*).
- Before showing the video "**The Rules**," ask students to 'look for' the answers to these questions:
  - What does 'abuse' mean?*
  - What are some reasons why abuse can be hard to talk about with other people?*
  - How can telling a trusted adult help?*

- Show the video clip, “**The Rules**” and briefly review key points:
  - **Abuse** is when kids are **hurt/injured** (bruises from being hit by an adult) or **touched on private parts** of their body (unsafe touches are touches on parts of a child’s body where a bathing suit covers).
  - **Unsafe touches can be scary and confusing** (*they can seem playful or gentle, they can be from people we thought were nice, they can start out as safe like being tickled on the back, but turn into an unsafe touch-tickling on private parts*)
  - **It can be hard to talk about unsafe touches** (embarrassing, worried, confused) but if an unsafe touch happens, children need to know it is **NEVER** the child’s fault. ***It is not okay to get an unsafe touch from a friend, a brother or sister, a teenager or an adult...NO MATTER WHO IT IS.*** Unsafe touches or touches that hurt/injure a child are wrong.
  - Even though it can be hard, it is important that a child finds a way to tell a **TRUSTED adult** who can help them and stop the unsafe touches or hitting)
  - Define for children what a **TRUSTED adult is...someone who will LISTEN, BELIEVE and DO something about it to keep a child safe.**
  
- Remind students that everyone has the right to have **privacy and personal space** and children have the right to protect themselves if they need to. The best way to protect ourselves is to be aware and know what to do if someone makes us feel unsafe. ***The “Protect Yourself Rules” help us set boundaries, recognize unsafe situations and know what to do to stay safe if that happens.***
  
- Introduce the video, “**Can’t Go Home**” (2:56) and encouraged the students to ‘look for’ these answers:
  - *Why did Darius not want to go home? (dad was hitting him and leaving bruises)*
  - *Did Darius do anything wrong? (NO, his dad was stressed and having a hard time handling his anger in a safe way)*
  - *Who was the trusted adult that Darius told? (His school counselor...emphasize that school counselors are specifically trained to help children who are being hurt/abused)*
  
- Have students answer the questions above and discuss the key points of the video:
  - Many parents argue/fight with each other and children need to know that it is never their fault. Darius’s dad hit him because the dad had a problem with handling his anger; not because Darius did anything wrong (like leaving his clothes on the floor). Children should not be hit by adults in a way that leaves marks/bruises or injuries to their body
  - ***Has anyone ever had to do something that they didn’t want to do, but knew it was good for them?*** Darius didn’t want to talk about what happened to him at home because he didn’t want to get his dad in trouble, and he felt embarrassed. This is a Protect Yourself Rule, “**It Doesn’t Matter Who It Is.**” If someone hurts a child, that child needs to tell a trusted adult, even if it is hard to do it.
  - ***What if someone hurts a child at school, on a sports team or at a camp?*** Hurting a child (hitting and/or giving an unsafe touch) is abuse and it doesn’t matter who it is.
  - ***What are some reasons why a child might feel they have to keep abuse a secret?*** (*embarrassed, scared, worried, wonder if they will be believed, not sure what to say to the trusted adult*).

- It's important that students know HOW to identify an unsafe situation and report to a trusted adult.
- Write the three criteria for being a **trusted adult**:
  1. **Listen to the child**
  2. **Believe the child**
  3. **Do something to help the child**
- Have students brainstorm trusted adults in their lives and list them on the board (acknowledge that students may have different trusted adults and that's okay).
- Ask students how a child might start a conversation with a trusted adult if that child was being hurt?
  - Use example: *A child has a bruise on the arm from his step-father who hit him for because he got a "D" on a test. He wants to tell his teacher who is a trusted adult. Help students start the conversation something like, "I need to tell you something important" or "Someone hurt me and I need help."*

Discuss if a child is too uncomfortable *saying* the words, they can write a note and give it a trusted adult.

- If the trusted adult doesn't seem to listen, believe or do something to help them, tell students they should tell another trusted adult. Keep telling trusted adults until someone does something to help.
- **Emphasize that there is NOT a "right way" to tell a trusted adult...the important part is being brave enough to tell and get help.** *Be aware that often children feel ashamed/guilty about what has happened and then feel more guilt if they don't tell right away. Emphasize that it can be hard to tell a trusted adult, but that whenever the child feels courageous enough, that is a good time to tell.*
- If a child is worried about a friend, who might be getting hurt by a grown-up, that child should find a trusted adult to tell. Their friend might be too worried or too scared to say anything, so it's important that someone tell a grown-up so that child can get help. If a child is worried but not sure if their friend is being hurt, it's still a good idea to talk with a trusted adult, like a school counselor, teacher or parent.

### Activity- What Would You Do?

- Use scenarios for students to work in pairs or small groups to answer the 3 questions. Share out with the class.

#### Scenarios:

- A grandmother has a habit of cursing/saying inappropriate words. Sometimes the grandmother yells at the granddaughter, calling her inappropriate names and being mean. The granddaughter feels awful and very uncomfortable.
  - *Is this a safe or unsafe situation?*
  - *Who is a trusted adult they could tell?*
  - *What could they say when they tell?*
- An 7<sup>th</sup> grade brother often hits/punches his 2nd grade brother, but when the little brother tells his parents, his parents don't take him seriously and don't do anything.

- *Is this a safe or unsafe situation?*
  - *Who is a trusted adult they could tell?*
  - *What could they say when they tell?*
  
- A parent sometimes goes too far when he punishes his kid and hits her, leaving bruises on her arms and legs.
  - *Is this a safe or unsafe situation?*
  - *Who is a trusted adult they could tell?*
  - *What could they say when they tell?*
  
- A football coach is sometimes really rough with his players, yelling at them and pushing them. The whole team feels uncomfortable.
  - *Is this a safe or unsafe situation?*
  - *Who is a trusted adult they could tell?*
  - *What could they say when they tell?*
  
- A boy's uncle likes to give him big, long hugs that feel weird to the boy. The uncle also sits too close on the couch and rubs the boy's back. The boy's mom makes him hug his uncle even though he feels uncomfortable.
  - *Is this a safe or unsafe situation?*
  - *Who is a trusted adult they could tell?*
  - *What could they say when they tell?*
  
- Lately, a girl's step-father has been really angry and yelling when he is home. Sometimes he hits and slaps her on the face. When he is home, she tries to stay away from him so she doesn't get hurt.
  - *Is this a safe or unsafe situation?*
  - *Who is a trusted adult they could tell?*
  - *What could they say when they tell?*

**Plan for Evaluation: Process Data/Perception Data used to measure understanding** (i.e. High level questions, inventory, exit ticket, thumbs up and down): Activity with scenarios provides feedback about students' understanding of unsafe situations and who and how to tell a trusted adult.