



# AACPS School Counselor Lesson Plan

Modeled after the ASCA Lesson Plan

School Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

AACPS Core Curriculum Topic: *Erin's law lesson #1 of 2*

Grade(s): K

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

**Essential question and 21 Century Learning connection:**

- How can I use the Protect Yourself Rules to stay safe?
- Who are some trusted adults I can go to for help?

**Objectives/Outcomes:**

- Identify safety rules for home, school, and the community.
- Distinguish between safe and unsafe touches.
- Describe what to do if they have experienced an unsafe touch.

**Materials:**

- Poster of the "Protect Yourself Rules" (free from website)
- Videos ([www.fightchildabuse.org](http://www.fightchildabuse.org)) "**The Protect Yourself Rules**" and "**Safe Touch, Unsafe Touches**"
- PPT that goes with lesson (*included*)
- 'Protect Yourself Rules' Handout
- Take home sheet and parent letter (*included*)
- **Green and Red** objects for each student to differentiate between safe/unsafe touching (Example: green and red paper circles/squares; green and red M&M's)-*optional*

**Procedure:**

- Explain to students that we are going to be talking about ways that they can keep themselves safe. Ask them to think of things they already do at home and school to 'stay safe.' (*wear seatbelts and bike helmets, look both ways before crossing the street, staying close to a parent when they go to the school etc...*).
- Today we are going to talk about and watch some videos that will help us understand the difference between a SAFE touch and an UNSAFE touch. We also are going to find out what we can do, if we ever feel unsafe or uncomfortable.
- Say, "**Most touches are okay, but there are some touches that are unsafe.**" **Private body parts are our body parts that are covered by a bathing suit. They belong to you and people (children and adults) should NOT touch you there** (Emphasize that this may seem

“funny” to hear, but the information is important, and students should put their “serious ears and eyes” on for the lesson).

- **Share that there are two exceptions about when a child’s private body part can be looked at or touched:**
  1. When a doctor or nurse may need to examine our bodies and look/touch are private parts. If this happens, our **TRUSTED adult** (someone who listens, believes, and can do something, if necessary) should always be with us.
  2. Sometimes, kids your age need help with bathing and/or getting dressed. It’s okay for a trusted adult to help young children then. Or if your private body part hurts, your trusted adult may need to check to make sure everything is healthy/okay.
- Introduce the characters in the video, Sarah, Lenny, and their School Counselor, Ms. Barbara. Explain that Sarah and Lenny will help everyone learn the difference between touches that are safe and unsafe.
- Remind students that just like the counselor in the video, Ms. Barbara who helps Sarah and Lenny, you are there to help them learn the “Protect Yourself Rules”.

### **VIDEO LESSONS**

- Play the video “**The Protect Yourself Rules**” (2:43).
- **Ask students to think of different kinds of safe touches...touches that are feel good/loving/comfortable.** (*hugs, high-fives, pats on the back*). Explain that safe touches are important and we all need to have safe touches from our families and even our friends.
- **Explain that UNSAFE touches can hurt a child’s body or make them feel uncomfortable.** Ask them to think of UNSAFE touches (*hitting, kicking, pinching, scratching*). Explain that there is another type of touch that is UNSAFE...touches that are on a person’s private body parts...the parts that are covered by a bathing suit. These are private and should not be touched by our friends, older kids or any grown-ups.
- Tell the students to look for the following in the video:
  - *How do safe touches make people feel?*
  - *How do unsafe touches make people feel?*
- Play the video lesson “**Safe Touch, Unsafe Touch**” (2:07)
- Video Discussion
  - Share with partner or small groups how safe/unsafe touches make people feel. Select a few responses to share as a class.

- Reinforce the fact that **IT IS NEVER THE CHILD'S FAULT** if someone touches them in an unsafe way. No one should touch them on private parts of their body or ask them to look at or touch their private parts, except if they are at the doctors (with a trusted adult) or a trusted adult needs to help them with dressing or bathing.
- Reinforce the importance of **telling an adult they TRUST** (refer to the Protect Yourself Rules) – *remind students to tell until someone listens to them and does something about it.*
- Mention that *it doesn't matter who it is* that touches you in an unsafe way, you must tell an adult you trust and keep telling until the touching stops. Tell students that their bodies belong to them and they have the right to tell others if they don't want to be touched.
- **Restate that talking about unsafe touches can be scary and difficult but there are always trusted adults we can tell.** Give some suggestions for starting that conversation (*"I need to tell you something really important;" "I feel scared, but I need to tell you something" "Someone is giving me an unsafe touch and I need help"*)
- Define "**Trusted Adults**" for the students. Trusted adults are people who are 18 or older, who will **listen**, who will **believe** you and who will **do** something.)
- Brainstorm a list of "**Trusted Adults**" that children could possibly tell if ever in an unsafe situation.
- Tell students that their bodies belong to them and they have the right to tell others if they don't want to be touched. Mention that *it doesn't matter who it is* that touches a child in an unsafe way, they must tell an adult they trust and keep telling until the touching stops.

### **GROUP ACTIVITY**

- Prior to doing the group activity, counselors should decide on how they will allow students to respond "green" or "red". Ideas include using colored circles on the floor, having students hold up a green or red shape, using M&M's and students get to eat the color, etc. Or you can simplify with a thumbs up for safe touches or arms crossed to make an "x" for unsafe touches.
- Counselors read a scenario involving touching (unsafe and safe examples). Students must respond if the situation is an example of a safe or unsafe touch. To differentiate, you could also make this a sorting activity on the Smart Board or for independent practice.

### **TAKE HOME**

- Send home the parent letter and the Protect Yourself Rules. Have students teach their parents what they have learned. If time, have students color in the Tell a Grown-up and Safe Touch, Unsafe Touch.

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

- Group activity with red and green was an evaluation of what the students understood or did not understand about appropriate and inappropriate touching.
- Optional-Whole group sorting or independent practice sorting of safe/unsafe touches.

**Follow-up or Lesson Extension:**

Review next lesson to see if the students can list safe/unsafe touches, the name of a trusted adult, and Shout, Run, Tell with movements and examples of each.

**\*Teachers should post “The Protect Yourself Rules” somewhere in the classroom.**

# The Protect Yourself Rules!

Parents/Guardians,

Today during our School Counseling lesson, we discussed safe and unsafe touches. Students were introduced to two additional Protect Yourself Rules and ways to keep their personal bodies safe. Below are some key points discussed during the lesson. Please take time to review the points below with your child/children.

1. Safe touches are touches that make us feel safe, cared for, and loved.
2. Unsafe touches are touches that hurt our bodies or make us feel uncomfortable, especially touches to parts of our bodies that are covered by a bathing suit.
3. Your body belongs to you. You have the right to tell others if you don't want to be touched.
4. Telling a grown-up you trust is one Protect Yourself Rule. (review the list of safe adults you and your child made as a family)
5. It doesn't matter who it is, tell an adult you trust if anyone touches you in an unsafe way.
6. Discuss the following questions with your child/children: Is it okay for a friend or a relative to touch us on a place that would be covered by a bathing suit? – If someone you know makes you feel uncomfortable and asks you to keep a secret, what should you do? – Can a touch that's playful or gentle (like tickling) still be an Unsafe Touch? (answer is yes, depending on where the gentle touch is happening)

Thank you for reinforcing the key points of today's lesson. If you have any questions or concerns, please feel free to contact me at \_\_\_\_\_ or via email at \_\_\_\_\_. Thank you for allowing me to provide your child with the skills needed to keep them safe each day.

Sincerely,

School Counselor

We define **Trusted Adults** – people over 18 who will *listen, believe,* and *do* something, if needed.

# The Protect Yourself Rules





# AACPS School Counselor Lesson Plan

Modeled after the ASCA Lesson Plan

School Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

AACPS Core Curriculum Topic: Erin's Law Lesson #2 of 2

Grade(s): K

[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

**Essential question and 21 Century Learning connection:**

- How do we stay safe around people we don't know?
- How are first responders different from other strangers?

**Objectives/Outcomes:**

- Define strangers and how to stay safe around them.
- Identify how and when to use the "Shout, Run, Tell" rule

**Materials:**

- Poster of "Protect Yourself Rules" free from website ([www.fightchildabuse.org](http://www.fightchildabuse.org))
- Video ([www.fightchildabuse.org](http://www.fightchildabuse.org)) - "Shout, Run Tell" (1:36) "A Friendly Stranger" (3:44)
- Parent Letter (included)
- "Protect Yourself Rules" Handout
- Optional-"Friendly Stranger" paper book on the website

**Procedure:**

- Review "**safe and unsafe touches**" and "**trusted adults (listen, believe, do)**" from previous lesson.
- Today we are going to talk about what to do if a child feels uncomfortable or unsafe. We are going to focus on the Protect Yourself Rule "Shout, Run, Tell".
- Have students look for the following while watching the video:
  - a. When would a child use the rule "Shout, Run, Tell"?
  - b. What would a child shout, where would they run and who would they tell?
- Play the video "Shout, Run, Tell" (1:36) <http://fightchildabuse.org/protect-yourself-rules/grades-k-3/k-3-lesson-1b/>
- Discussion;

- a. In partner or small groups have students discuss the answers to the look for questions. Pick a couple to share with the class.
- b. Review the rule “Shout, Run, Tell” by teaching them the steps.
  - i. Shout – Cup hands over mouth and yell stop, get away or help
  - ii. Run – run in place away towards other people or trusted adult
  - iii. Tell – move index finger from mouth out and tell a trusted adult
- Practice by giving students scenarios and having them practice the hand motions and details.
  - a. You’re at recess and another student touches you in a way that hurts.
  - b. You’re at home and a relative touches you in a way that makes you feel uncomfortable.
- **Tell students that the “Shout, Run, Tell” rule can also be used with strangers. Remind students that strangers are people you do not know.**
- Explain to students that most strangers are nice people, but because we don’t know them we must always follow the “Stranger Safety” *Protect Yourself Rule* to act safely around strangers.
- Emphasize that we can’t tell by looking at someone if they are nice. Just like a little dog who we don’t know might look cute, but it could be mean and bite us (dangerous).
- Explain to students that today Sarah and Lenny are going to share a story about a time when they met a stranger.
- Have students look for the following while watching the video.
  - a. What are some things that Sarah and Lenny do that are safe
  - b. What are some things that Sarah and Lenny do that are unsafe?
  - c. What are the most important things to remember about when you are around strangers?
- Show video, “**A Friendly Stranger**”
- Video discussion:
 

In partners or small groups have students answer the look-for questions. Select a couple of responses to share with the class.(1. Safe actions: *shouted, ran and told when they got uncomfortable; did not get in the van* 2. Unsafe actions: *Lenny went to pet him even though his trusted grown-up was not close by, they talked with the stranger; they walked to his van* 3. *Do not let strangers into your personal space, no adult should ask you for help, stay with your trusted adult*)
- **What does an unsafe stranger look like?** Make the point that **strangers who are UNSAFE can look like everyone else and can act very friendly. We can’t tell if a person is safe just by looking at them. But remembering the “Protect Yourself Rules” can help to keep you safe AND remind you what to do if you feel unsafe.**

## GROUP ACTIVITY

- Discuss and act out/role-play the scenarios below using the “Shout, Run, Tell” strategy:
  - **While waiting for the school bus, your mother runs back inside to get your lunch. A woman you don’t know rides up and offers to take you to school. What should you do? (Shout-“Help this is not my mom!” Run-back to your house, Tell-your mom).**
  - **You get lost in the grocery store and need help finding your parents. What should you do?**
  - **A neighbor you don’t know well asks you to come in to their house to help them with something?**
  - **A man in the park said he lost his dog and needs help finding him.**



### **TAKE HOME ACTIVITY**

Have the students take the parent letter home and tell parents about the **Stranger Safety** Rules. You can also send home the “Friendly Stranger” paper book from the website.

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

Review the answers given during the scenarios in the Group Activity and ask questions to check for understanding.

**Follow-up or Lesson Extension:** Use some of the accompanying activities that go with this lesson on the website: <http://fightchildabuse.org/protect-yourself-rules/> \*Teachers should highlight “Stranger Safety” and “Shout, Run, Tell” on their classroom display of “The Protect Yourself Rules.”

# The Protect Yourself Rules!

Parents/Guardians,

Today, during our school counseling lesson we discussed two “Protect Yourself Rules” called, “Shout, Run, Tell” and “Stranger Safety.” Below are some key points discussed during the lesson. I hope you can take time to review this information with your child.

- Your body belongs to you. You have the right to tell others if you don’t want to be touched.
- If we ever feel uncomfortable or unsafe, we can SHOUT (“No!”), RUN to a safe place and TELL a trusted adult what happened,
- Trusted adults are people who listen to us, believe us and will do something about the situation. Have your child list who their ‘trusted adults’ are (grandparents, family friends, babysitters).
- Strangers are “people we don’t know.” Most strangers are nice people and we don’t have to be afraid of them. However, there is no way to know just by looking at someone if they are a nice person or a mean person. That is why we don’t talk to strangers unless we are with our trusted adult.
- Discuss examples of “safe strangers” with your child (ex. Police officers, fire fighters, etc.) Students can ask a “safe stranger” for help if they are ever lost or hurt and their safe adult is not around.

Thank you for reinforcing the key points of today’s lesson. If you have any questions or concerns, please feel free to contact me at \_\_\_\_\_ or via email at \_\_\_\_\_. Thank you for allowing me to provide your child with the skills needed to keep them safe each day.

Sincerely,

School Counselor

Shout, Run, Tell – Get loud, run away from situation, tell a trusted adult (someone who listens, believes and does something to help)

# The Protect Yourself Rules

