

AACPS School Counselor Lesson Plan

Modeled after the ASCA Lesson Plan

School Counselor: _____ Date: _____
AACPS Core Curriculum Topic: Erin's law lesson #1 Grade(s): PreK

[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.
- Identify how safe and unsafe touches make us feel.
- Define trusted adult and list examples.

Materials:

- Video- "The Protect Yourself Rules" (www.fightchildabuse.org)
- Protect Yourself Rules
- Parent Letter

Procedure:

- **Tell the students that they are going to be learning about some rules to keep them safe called "The Protect Yourself Rules."** Each year they will focus on a new rule and review the ones they have learned.
- 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 seat belts and bike helmets, look both ways before crossing the street, staying close to a trusted adult, fire/bus drills at school...)
- Today we are going to talk about and watch a video that will help us understand ways we can stay safe.
- Review the definition of ABUSE. **Abuse is when someone touches you in an unsafe way that hurts your body, especially parts of your body covered by a bathing suit, or touches a private part of your body. Tell them these are called "Unsafe Touches."**
- **Give examples of safe touches** (hugs from family, high fives, pat on the back) and how we all need safe touches in our lives.
- Tell them about the videos and the characters in the videos. Introduce Ms. Barbara (the School Counselor in the video), Sarah, and Lenny. Let them know that the videos are not meant to be scary, but to teach them how to stay safe. They will see videos of Sarah and Lenny using the Protect Yourself Rules to stay safe around strangers and from Unsafe Touches

VIDEO LESSON:

- **Ask students to think of different kinds of safe touches... how do these touches make us feel?** (hugs, high fives, pats on the back ; feel safe, comfortable, loved) 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 students to think of unsafe touches (hitting, kicking, pinching, scratching; feel unsafe, uncomfortable, scared). Explain that there is another type of touch that is UNSAFE... touches that are on a person's private body parts... the parts covered by a bathing suit. These are private and should not be touched by our friends, older kids or grown-ups.
- **Ask students who do they go to when they are feeling unsafe. Identify people. What do these people do that makes them feel safe?** (Listen, believe and do something about it). Explain that these people are our **trusted adults**.
- **All children deserve to feel safe. When someone experiences an unsafe touch, it is not OK and is called abuse. Today we will watch a video to help us understand how to stay safe.**
- Tell students to look for the following in the video:
 - Who is the trusted adults that Lenny and Sarah go to? (Ms. Barbara the School Counselor)
 - Do Lenny and Sarah need to be afraid to go and talk with Ms. Barbara?
 - Who else can you go to for help?
- Play the video lesson "**The Protect Yourself Rules**" (2:43)
- Video Discussion
 - Share with partners or small groups how safe/unsafe touches make people feel. Share with class.
 - Reinforce the fact that **CHILDREN HAVE THE RIGHT TO FEEL SAFE.**

GROUP ACTIVITY:

- Students will color in "Tell a Grown UP" on the Protect Yourself Rules poster. Explain that students will learn more each year about these rules.

TAKE HOME

- Send home the parent letter and The Protect Yourself Rules handout. Have students teach their parents what they have learned.

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

- Ask students to give thumbs up or down to the following questions:
 - Children have the right to feel safe.
 - I know what a safe touch feels like.
 - I know who I can go to if I feel unsafe.

Follow-up or Lesson Extension:

***Teachers should post the "Protect Yourself Rules" in their classrooms to remind students of the lesson.**

The Protect Yourself Rules

Parents/Guardians,

Today during our School Counseling lesson we discussed safe and unsafe touches. We introduced the topic today with a video titled, "The Protect Yourself Rules". You can also view this video at www.fightchildabuse.org. We will be using this program to support our lessons for students pre-K – 5. Thank you for reviewing the following with your child as we work together to keep children safe.

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. Children have the right to tell others if you don't want to be touched.
4. A Trusted Adult is someone who will listen to you, believe you and do something about it.

Family Activity:

Name some trusted adults at home and school that your child can go to if they are feeling unsafe.

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,

We defined **Trusted Adults** – people over 18 who will *listen*, *believe* and *do* something about it.

The Protect Yourself Rules

