



# LESSON 4

# Learning About Personal Safety

| Student Learning Objectives:   | National Health Standards: |
|--|----------------------------|
| 1. Recognize that everyone has personal space and boundaries and that these should be respected. | • Core Concepts            |
| 2. Identify appropriate and inappropriate touch.   | • Core Concepts            |
| 3. Explain that a child is never at fault if someone touches him or her in an inappropriate way. | • Core Concepts            |
| 4. Explain strategies to try to avoid personally unsafe situations.                              | • Self Management          |
| 5. Identify who to ask for help.   | • Core Concepts            |
| 6. Demonstrate strategies to get away in cases of inappropriate touching or abduction.           | • Self Management          |

## Lesson Synopsis

Review the previous safety lesson. Talk about touch, personal space, and secrets. Watch a video that explains personal safety strategies. Explain how to avoid unsafe situations. Discuss examples of good touch and bad touch. Review safety strategies. Practice saying “no.” Identify helpful adults. Review examples of good touch and strategies for avoiding bad touch.



| Activity                             | Time in Minutes | Materials Needed  |
|--------------------------------------|-----------------|---|
| <b>Introduction</b>                  | 2               | <ul style="list-style-type: none"> <li>• None</li> </ul>  |
| <b>Teacher Input</b>                 | 25              | <p>Health Education Materials</p> <ul style="list-style-type: none"> <li>• Video: <i>When Should You Tell? Dealing With Abuse</i>, Sunburst Media (14 minutes)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Reference: “Teaching Personal Safety”</li> <li>• Teacher Reference: “What to Do If a Student Discloses Abuse”</li> <li>• Teacher Key: “Good Touch and Bad Touch” (Extension Activity)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• VCR and monitor</li> <li>• Pens or pencils</li> <li>• Writing paper and/or art supplies (Extension Activity)</li> </ul>                     |
| <b>Application or Skill Practice</b> | 16              | <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: “Good Touch and Bad Touch”</li> <li>• Teacher Key: “Good Touch and Bad Touch”</li> <li>• Teacher Reference—Assessment: “Assessment Rubric for Skill Development: Personal Safety”</li> <li>• Teacher Reference—Assessment: “Assessment Checklist for Skill Development: Personal Safety”</li> <li>• Student Self-Assessment Checklist: “Personal Safety”</li> <li>• Teacher Reference—Assessment: “Assessment Rubric for Skill Development: Good Touch and Bad Touch”</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pencils or pens</li> </ul> |

|         |    |  |
|---------|----|--|
| Closure | 2  | <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Reference: "Sample Family Letter Following the Personal Safety Lesson"</li> <li>• Family Resource Sheet: "Child Sexual Abuse: What Every Family Should Know"</li> <li>• Family Resource Sheet: "What You Can Do to Protect Your Child From Sexual Abuse"</li> </ul> |
| TOTAL   | 45 |  |

## Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. Two rubrics and a checklist are provided for you to use at the end of this lesson: "Assessment Rubric for Skill Development: Personal Safety," "Assessment Checklist for Skill Development: Personal Safety," and "Assessment Rubric for Skill Development: Good Touch and Bad Touch."
- **Decide if you want students to assess** their own progress. **Duplicate** the checklist, "Personal Safety," for students if you plan to have them use it.
- **Send a letter to parents two weeks before** teaching this lesson notifying them of the plans for this lesson and giving them the opportunity to preview the video if they wish. A sample letter is located in Lesson 1 of this unit.
- **Read** the teacher references, "Teaching Personal Safety" and "What to Do If a Student Discloses Abuse."
- **Preview** the video.

For Application or Skill Practice:

- **Duplicate** the student worksheet, "Good Touch and Bad Touch," for each student.
- **Read** the teacher key.

For Closure:

- **Personalize and then duplicate** the teacher reference, "Sample Family Letter Following the Personal Safety Lesson," for students to take home.
- **Duplicate** the family resource sheets, "Child Sexual Abuse: What Every Family Should Know" and "What You Can Do to Protect Your Child from Sexual Abuse," for students to take home.



## Good Touch and Bad Touch

1. What are some examples of good touch?

*Hugs, gentle tickles that stop when I ask, licks from my dog, my cat rubbing against my leg, kisses from mom and dad at bedtime and for hellos and good-byes, pats on the back or head when I do a good job, shaking hands, my friend's arm across my shoulder, etc.*

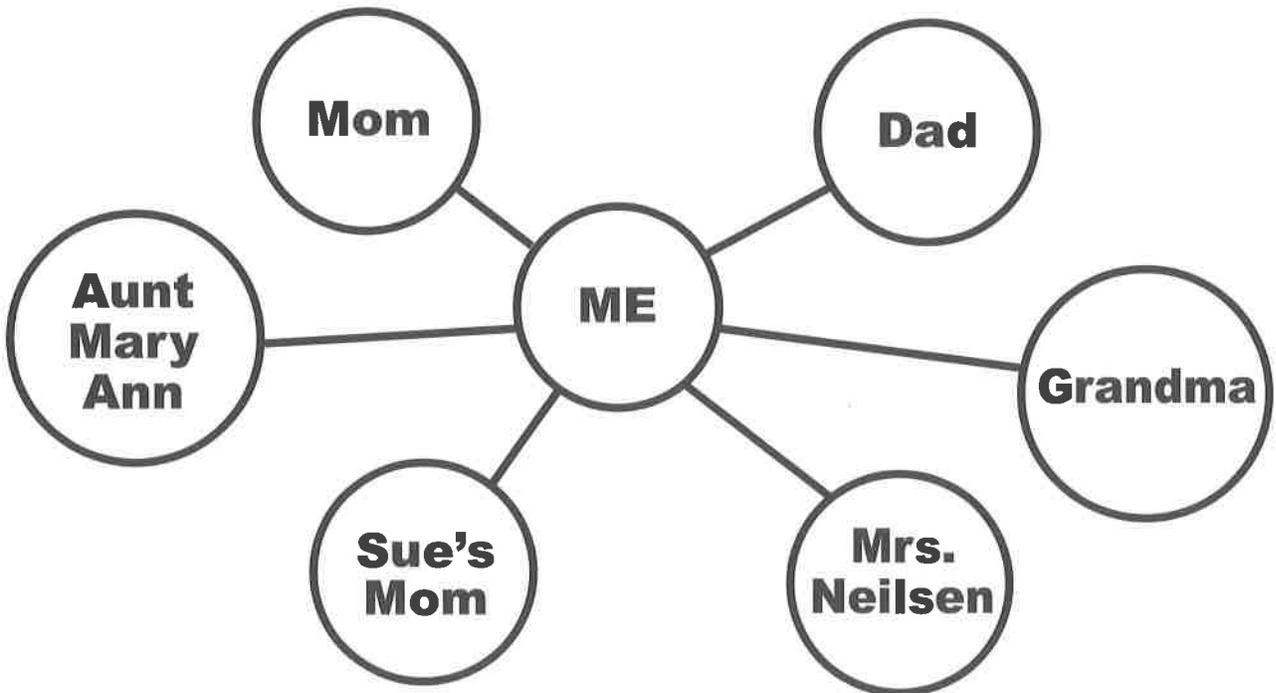
2. What are some examples of bad touch?

*Hugs that are too tight or from someone I don't like, tickling that won't stop when I've had enough, being hit, kisses from someone I don't like or don't feel comfortable with, having my hand squeezed too hard, being sat on so hard that I can't breathe, someone touching my private parts or making me touch theirs, etc.*

3. What would you do if someone tried to touch you in a way you didn't like?

*Keep saying "no"! Yell. Get away. Find a trusted adult and tell what happened. If in public without a parent or guardian, look for a helper adult such as a police officer, store worker, librarian, or parent with children. Don't get into a car with someone I don't know or trust. Yell, kick, or punch the person if I get abducted. Be ready to jump out of the car at a stop sign or traffic light where I see people. Tell people, "Help! This person is hurting me!"*

4. In the circles below, write the names of caring adults who will help if you tell them about a problem.





## Sample Family Letter Following the Personal Safety Lesson

[ON SCHOOL LETTERHEAD]

[DATE]

Dear Parent:

Today your child learned about personal safety. This lesson is part of our school's health program called the *Michigan Model for Health*<sup>®</sup>.

Sadly, sexual abuse of children takes place more often than we would like to believe. School programs help children learn to stay safe from abuse. The lessons in the *Michigan Model*<sup>®</sup> present material on the children's level. The skills needed to prevent abuse are taught in a safe and simple way. Through these lessons, students will learn:

- How to judge between safe and unsafe touch
- How to protect themselves
- Who to go to for help

We hope you will take a minute to read the materials sent home today. Please discuss personal safety with your child.

Sincerely,

[Principal's Name]

# Child Sexual Abuse: What Every Family Should Know

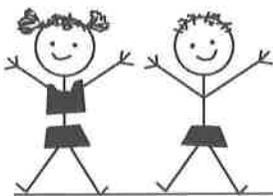


## Basic Information Helps Prevent Abuse

Child sexual abuse is any act of a sexual nature done to or with a child. Most of these harmful acts are committed by someone the child knows. This could be a family member, a friend, a neighbor, or a babysitter. Very few children are molested by strangers.

Sexual touches often confuse young children. They may have trouble telling the difference between sexual abuse and healthy touch. Abusers may confuse children more by saying what they're doing is okay but secret. Today, your child learned to tell the difference between good touch and bad touch, as shown in this list.

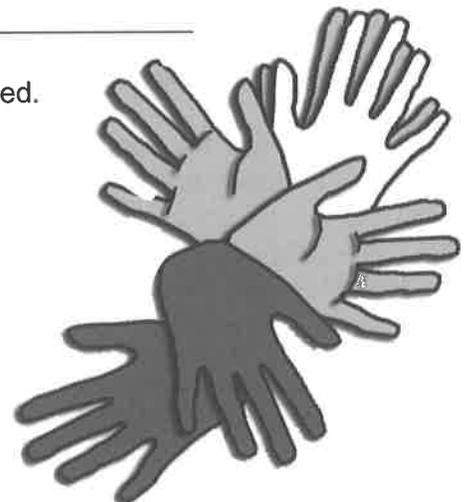
| Good Touch   | Bad Touch   |
|--|---|
| <ul style="list-style-type: none"> <li>• Hugs that feel warm and safe</li> </ul>   | <ul style="list-style-type: none"> <li>• Hugs that are too tight</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Gentle tickling</li> </ul>  | <ul style="list-style-type: none"> <li>• Tickling that won't stop</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Kisses from caring adults at bedtime and for hellos and good-byes</li> </ul>                      | <ul style="list-style-type: none"> <li>• Kisses from someone a child doesn't like or doesn't feel comfortable with</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Playful and soft touches from pets</li> </ul>   | <ul style="list-style-type: none"> <li>• Slaps, kicks, punches, pinches, and other hurts</li> </ul>                               |
| <ul style="list-style-type: none"> <li>• Handshakes</li> </ul>   | <ul style="list-style-type: none"> <li>• Hard squeezing or grabbing</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Pats on the head, arm, shoulder, or back when someone does a good job or wants comfort</li> </ul> | <ul style="list-style-type: none"> <li>• Touches on the private parts of a child or someone else in a child's presence</li> </ul> |



In class, we defined "private parts" as the parts of the body covered by a bathing suit. Students learned they have the right to decide if someone can touch them. No one should touch a child's private parts, except as needed for health care in the presence of a parent or trusted adult.

Children who are taught to protect themselves are less likely to be abused. In class, students learned these safety rules.

- Avoid being alone with someone you don't trust. If you feel bad or sick around someone, trust your instincts. Get away. Make an excuse if needed.
- If you can't get away from someone touching you in a bad way, loudly say, "No! I don't like that!" Tell him or her you don't want to be touched. Keep saying, "no!" and trying to get away.
- If someone touches you in a way that feels bad, tell a trusted adult right away. Keep telling until you find an adult who can help you.
- If someone tries to grab you or get you into a car, yell, "No! I don't trust you! Let me go!" Kick or punch as hard as you can. Run toward where other people will be, such as a house, a store, an office building, or the side of a road.



## Safety Rules

## Child Abuse Causes Many Problems

Sexual abuse causes both physical and emotional problems. Children often feel guilty and responsible for the abuse. They often think the abuse happened because they are “bad” or “dirty,” partly because abusers may say this. *Sexual abuse is never the fault of the child being abused.*

Abused children show a wide range of symptoms. The signs of abuse vary with age. However, most abused children complain of various physical problems and show mistrust of adults. Other signs may include depression, suicidal actions, withdrawal, or self-destructive or delinquent acts. Any sudden, unexplained change in behavior may be a sign of sexual abuse.

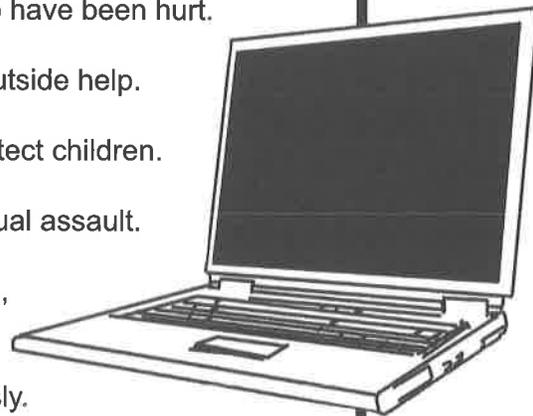
Even when children have learned that sexual abuse is not their fault and should not be kept secret, they may hesitate to get help. A child may fear the results of reporting abuse, especially if the abuser is a family member. Children need to know that abusers have a serious problem and need to get help to prevent harming children. Children’s safety is more important.



## Children Need Adults to Help Resolve These Problems

Sexual abuse affects everyone, even if our own children are not assaulted. All of us can help deal with this social problem.

- Provide understanding and care to those who have been hurt.
- Know that offenders do not change without outside help.
- Organize neighborhood programs to help protect children.
- Ask schools to provide information about sexual assault.
- Form community groups to support education, treatment, and law enforcement programs.



If a child tells you about sexual abuse, take it seriously.  
Find help for him or her.

For more information visit the  
National Center for Missing and  
Exploited Children’s website:  
[www.missingkids.com](http://www.missingkids.com)

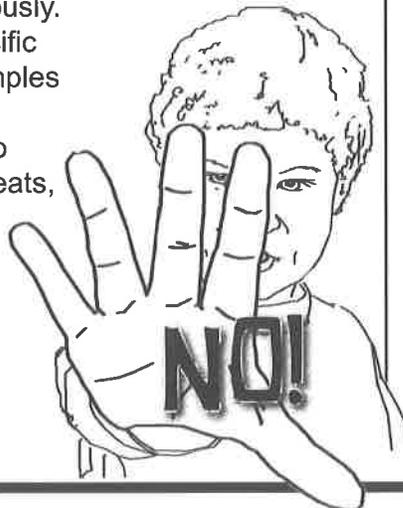
# What You Can Do to Protect Your Child From Sexual Abuse



To help prevent child sexual abuse, we can prepare children for what they might face if someone tries to abuse them. We can protect them from dangerous situations. And if a child says he or she has been abused, there are ways we can help.

## Preparing Children for the Possibility of Abuse

- Children need lots of loving words and physical affection. Help your child feel secure in your love so he or she will be less likely to accept the unhealthy attention of an abuser.
- Remind your child that most people protect children and would never hurt them. However, some people seem nice but may do mean things. Encourage your child not to keep any secrets about someone like this.
- Help your child understand he or she should disobey anyone, even an adult, who tells him or her to do something wrong. Staying safe is more important than concerns about rudeness or authority.
- Teach your child how to say “no” in words and body language. Help him or her learn to get away and tell you if anyone tries to touch him or her in a bad way.
- Make it easy for your child to talk with you. Spend time listening and observing. Take what your child says seriously.
- Give your child specific definitions and examples of sexual abuse.
- Prepare your child to deal with bribes, threats, and physical force. Play “What if?” or “Let’s pretend” games to help your child learn how to react to different situations.



## Protecting Children From Dangerous Situations

- Be aware of who spends time with your child. Unwanted touch may come from someone you like and trust. Get to know the adults and older children who are close to your child.
- Check references, talk with other parents, and trust your feelings when choosing babysitters and day care providers.
- Refuse to leave your child in the company of anyone you do not trust. Pay attention to what your child says and does around people, especially if he or she talks about feeling uncomfortable or unsafe.
- Make sure your child can identify signs of trouble and get away before something happens.
- Set up a “password” for you and your child to use as a secret clue. If it is safe for your child to go with someone, tell that person the password. Tell your child to ask for the password before he or she agrees to ride with someone. Instruct your child not to go with any stranger or friend who doesn’t know the password.
- Know where your child is at all times. If you allow him or her to go some places in public without you, ask him or her to stay with a buddy.
- Teach your child to never play in deserted areas.
- Talk with your child about safe Internet behaviors. Children should never give out information about themselves in chat rooms or e-mail. Tell your child to let you know right away if someone he or she “met” online asks to see him or her in person.

**Say “no!” Yell. Get Away. Tell an adult.**

# Helping Children Who Have Been Harmed

- Children seldom lie about sexual abuse. They find it very hard to tell someone. If a child tells you about abuse, you need to listen carefully and believe what he or she says. Talk about it in a safe, private place.
- Reassure the child that the abuse isn't his or her fault and that telling you was the right thing to do.
- Don't blame the child for what happened.
- Don't over-react or minimize the incident. The effects of sexual abuse are different for each child.
- Understand that it may take time to figure out the problem.
- Know local resources, and choose help carefully.
- Let the child talk about the assault whenever he or she needs to express feelings.
- If you learn that your child has been abused, be willing to talk with experts or counselors as a family.
- Report any abuse to the authorities immediately.



## Children's Protective Services Can Help!

Call Protective Services if you have questions or concerns about child abuse. You can find the phone number of your Children's Protective Services agency in the government section of your phone book. For example in Michigan, look under Michigan State of, Department of Human Services.



## Assessment Rubric for Skill Development: Personal Safety

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

### Elements in the Lesson

- Say “no”
- Yell
- Get away
- Find a trusted adult
- Tell what happened

| 1  | 2  | 3   | 4   | Comments |
|--|--|---|---|----------|
| Included few of the elements of the skill. | Included most of the elements of the skill, but not clearly. | Included all of the elements of the skill, clearly. | Included all of the elements of the skill clearly and convincingly. |          |



## Assessment Checklist for Skill Development: Personal Safety

The following table can be used as a checklist for assessing student skill development. The checklist can also be used as an analytic rubric for scoring student work by assigning a numeric value to the skill levels: Not evident, Emerging, and Evident.

If you assign a numeric score value to the student's skill level, you can use it in a variety of ways.

- You can assign the same weight to each element of the skill. For example, in a skill having three elements, the student would receive 5 points for each element performed correctly. The student could receive a total score of 15 points.
- You could weight the elements of the skill differently. For example, the student could earn up to 5 points for the first element, up to 9 points for the second element, and one point for the third element, for a maximum total of 15 points.

The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

|                        | Not evident | Emerging | Evident | Comments |
|------------------------|-------------|----------|---------|----------|
| Said, "no."            |             |          |         |          |
| Yelled.                |             |          |         |          |
| Got away.              |             |          |         |          |
| Found a trusted adult. |             |          |         |          |
| Told what happened.    |             |          |         |          |



### Personal Safety

**Directions:**

Think about each action in the left-hand column. Place an "x" in the row after each action under the statement that best describes what you did and how easy or hard it was to do. Write any ideas or thoughts you have in the column titled "Comments."

|                          | I did not do this step. | I did this step, but it was sort of hard. | I did this step, and it was sort of easy. | I did this step, and it was very easy. | Comments |
|--------------------------|-------------------------|---|---|--|----------|
| I said "no."             |                         |   |   |  |          |
| I yelled.                |                         |   |   |  |          |
| I got away.              |                         |   |   |  |          |
| I found a trusted adult. |                         |   |   |  |          |
| I told what happened.    |                         |   |   |  |          |



### Assessment Rubric for Skill Development: Good Touch and Bad Touch

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

#### Elements in the Lesson

- Identified examples of good and bad touch
- Identified personal safety strategies
- Identified caring adults

| 1   | 2  | 3  | 4   | Comments |
|---|--|--|---|----------|
| <p>An example is provided for both good and bad touch. Personal safety strategies may not be evident or may not be useful. Caring adults may not be listed.</p> | <p>An example is provided for both good and bad touch. At least one personal safety strategy is provided. At least one caring adult is listed.</p> | <p>Several examples are provided for both good and bad touch. Several personal safety strategies are provided. Several caring adults are listed.</p> | <p>Numerous examples are provided for both good and bad touch. Numerous personal safety strategies are provided. Numerous caring adults are listed.</p> |          |