



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: 2nd

ASCA Mindsets & Behaviors standards addressed:

- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- Demonstrate personal safety skills
- Demonstrate effective coping skills when faced with a problem
- Demonstrate advocacy skills and ability to assert self, when necessary

Essential question and 21 Century Learning connection:

- How do I keep myself safe at home and my community?
- How do I respond and who do I go to if I feel unsafe? (Shout Run Tell/ Trusted Adult)

Objectives/Outcomes:

- Identify safety rules for home, school, and community.
- Describe the difference between appropriate (safe) and inappropriate (unsafe) touching.
- Identify ways to report inappropriate touching
- Identify at least 3 trusted adults at **home** and **school**.
- Identify situations when it is necessary to seek grown-up help.

Materials:

- Protect Yourself Rules Poster (free from website: www.fightchildabuse.org)
 - Videos from website (www.fightchildabuse.org) "**Shout, Run, Tell**" (1:46), "**Neighbor**" (3:44), "**Recognize the Signs**" (2:01)
 - "Protect Yourself Rules" handout and "Trusted Adults" Handouts
 - Protect Yourself Rules Student booklet from website -*optional*
 - Copy of letter to send home the day of lesson to share with families-*optional*
- (Note: This does not replace the mandatory letter informing parents before lessons).**

Procedure:

- Ask students what they remember from previous year lessons on the "Protect Yourself Rules." Do you remember any of the rules? (*safe/unsafe touches; shout, run, tell*)
 - **Review "Shout Run Tell" strategy and practice using hand motions** for each step: **Shout** (*cup hands around mouth*), **Run** (*run in place*), **Tell** (*pretend to tell a grown-up what happened*).
 - **Ask if they know what "trusted adult" means.** Share this definition: **Someone who will listen to you, believe you and do something about it to keep you safe.**
 - **Have students identify trusted adults at home and at school and list them on the whiteboard.** (*Students can use this list at the end of the lesson to write down 3 trusted adults at school and home whom they can tell*)

- **Tell students that we can use the “Shout, Run, Tell” rule** if someone ever gives us an UN-SAFE touch. Remind students that unsafe touches are touches on the parts of our body that are covered by our bathing suits. These are our private body parts and no one is allowed to touch us there...*not other kids, not older kids and not even grown-ups*. We are in charge of our bodies and have the right to say ‘NO’ if someone tries to touch us on our private parts.
- Point out that there are two times a grown-up might need to touch or look at a child’s private parts: During a doctor visit when our parent is with us and if a parent needs check that part of our body because it hurts or is uncomfortable. Those times are okay because they are making sure our bodies are okay and healthy.
- Remind students that another “Protect Yourself Rule” is **“It Doesn’t Matter WHO It Is”** which means even people we know (and our families know) are NOT allowed to touch children in their private parts. In our video, Sarah has a grown-up neighbor, who is a family friend and he seems really nice, but he gives her an unsafe touch. Let’s see what Sarah does when this unsafe touch happens.

Watch video: **“Neighbor”**

- Start by asking students, **“Was Mr. Caro a friend or a stranger?”** (*family friend*)
- Say **Mr. Caro was a neighbor and a family friend, but Sarah learned that someone who acts like our friend, might not always be safe.**
- **What did she do when Mr. Caro tried to tickle/touch her chest (which is a private part because a bathing suit covers that area)?** (**SHOUTED** “Stop, don’t touch me!” then she **RAN** to the hallway and **TOLD** her dad what Mr. Caro did)
- **Was it okay to yell at Mr. Caro even though he is an adult?** (**YES**, because he gave her an unsafe touch when he touched her chest (private part for a girl) **Acknowledge that it might feel weird to yell at a grown-up, but remind students that they are in charge of their body and it is OKAY to tell someone to stop touching them, especially if it’s an unsafe touch.**
- Ask students **what should children do if a person tells them to keep an unsafe touch a SECRET?** (**TELL** a trusted grown-up). Remind them that trusted grown-ups will **NEVER** tell children to keep secrets about unsafe touches...no matter what!
- Emphasize to students that it is never, ever the child’s fault if **anyone** gives them an UN-SAFE touch...the child did not do anything wrong and needs to tell a trusted grown-up.
- **Did it matter that Mr. Caro was a family friend, someone Sarah and her parents trusted?** (**NO**...*It Doesn’t Matter Who It Is*” is the rule that will help keep kids safe. **No one is allowed to touch a child’s private parts...not parents, brothers or sisters, aunts or uncles, grandparents, family friends, babysitters or neighbors**).
- **It may be confusing because Mr. caro seemed so nice because he gave sarha present, spent time with her and tickled her. Even if someone seems really nice, they do not have the right to touch you in a private area.**

Now we are going to talk about the last “Protect Yourself Rule” which says that **“Hitting is Wrong”**

- **“Hitting is Wrong” includes ALL touches that hurt (not just touches on private parts).** **What are some types of touching that is hurtful to our bodies?** (*hitting, kicking, pinching, biting, throwing things at someone*). **When adults hit kids and leave bruises or injuries on the child’s body, it is called ABUSE and it is not okay. If a child is being abused by a parent or another adult, they need help from a trusted adult.**
- In the next video, Sarah is worried about her friend Abby. Sarah thinks a grown-up at Abby’s house *might be* hitting Abby and hurting her. Sarah wants to help Abby and she finds a way to do that. Let’s watch and see what Sarah does.

Show video “Recognize the Signs.”

- **What did Sarah notice about Abby at school?** (*Abby was covering up parts of her body where there were bruises, she looked sad and was quiet, she didn't want to talk about what was happening*)
- **What did Sarah worry might be happening to Abby at home?** (*Sarah wondered if Abby's mom's new boyfriend was hurting/hitting Abby, she said he got mad a lot*)
- **What “Protect Yourself Rules” did Sarah use to help her figure out what to do?** (*Tell an Adult; Hitting is Wrong, It Doesn't Matter Who It Is*)
- **What if Abby told Sarah to *promise to keep the hitting a secret*? Should Sarah keep the secret or tell a trusted grown-up?** (*NEVER a good idea to keep someone being hurt or touched unsafely a secret...because often the only way to stop the hitting/unsafe touches is to tell a TRUSTED adult who will listen, believe you and get help so it stops*).
- **When kids are being hit or getting unsafe touches, it can be really confusing and hard to talk about. What are some ways a kid could tell a trusted a grown-up if they were scared or nervous about telling?** (*Write it in a note; tell the grown-up they have some really important but really hard to talk about; tell their teacher or school counselor who will ALWAYS believe and get them help*)

ACTIVITY: Have students complete the “My Trusted Adults” handout with people in their lives that they can trust. Remind them that people might have different answers and that's okay.

CONCLUSION: – have students look on the “Protect Yourself Rules’ handout (back-side of “My Trusted Adults”) and have students pick a rule and explain it to the class. Remind students to take this information home, along with the parent letter and share it with their families. Also, remind students that you are always available to listen and talk to students (counselors are TRUSTED adults).

Evaluation:

- Students will participate in group discussion
- Students will complete and name three trusted adults at home/school

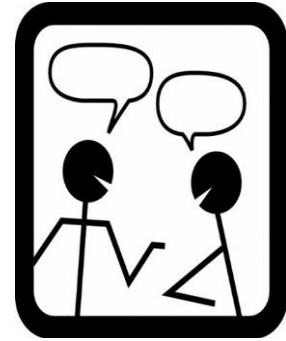
Follow-up or Lesson Extension:

Play personal space bubble game (directions attached below)

Students will go home and share what they have learned with a parent or guardian

My Trusted Adults

www.fightchildabuse.org



SHOUT...

RUN...

TELL!!!

*A **trusted adult** is someone who will believe you and do something to keep you safe.*

My Trusted Adults:

HOME	SCHOOL

The Protect Yourself Rules



The Protect Yourself Rules

Dear Parents and Families,

During our school counseling lesson today, we discussed the “**Protect Yourself Rules**” that help students recognize and prevent abuse. This is part of **Erin’s Law**, which requires that all Maryland students have access to lessons on personal safety. Much of the information, including the video clips are available online at www.fightchildabuse.org.

Today we covered the following “Protect Yourself Rules:”

- **Safe Touch and Unsafe Touch**
- **Shout, Run, Tell**
- **Tell a Grown-Up** (*a trusted adult is someone who listens, believes you and gets you help*)
- **It Doesn’t Matter Who It Is** (*Unsafe touches are never okay from anyone*)
- **Hitting Is Wrong** (*If children think someone is being abused, they should not keep it a secret-tell a trusted adult*)

The videos we viewed from the website (www.fightchildabuse.org) were “Shout, Run, Tell” “Neighbor” and “Recognize the Signs.” Families can access these videos a home if they would like to review them.

Finally, students identified **TRUSTED adults** in their own lives who they could go to if they felt unsafe. I hope you will review your child’s list of names and continue this important conversation at home. If you need any more information or have any questions or concerns, please feel free to contact me at _____.

It is a pleasure to work with your child.

Sincerely,

School Counselor

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ABBARBARA SINAITRA Printable Book

The Protect Yourself Rules



This book belongs to:

staple

cut line

2



Protect Yourself means be safe.

fold line

1



We use the Protect Yourself Rules.

3

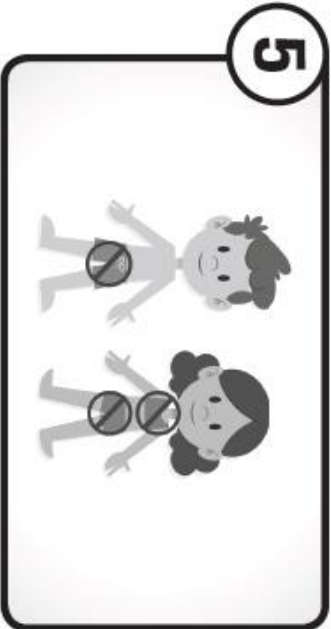


Rules help us know how to be safe.



4

The **Protect Yourself Rules** help us know how to be safe.



5

We have **private body parts**.



6

No one can touch our **private body parts**. These are **Unsafe Touches**.



7

Safe Touches are good.

cut line

fold line



Unsafe Touches are not allowed.

cut line



We always tell a grown-up we trust.



We never keep Unsafe Touches a secret.

fold line

The Protect Yourself Rules



We always remember **The Protect Yourself Rules**.

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PERSONAL SPACE BUBBLE

1.5.S: Explain that everyone has the right to tell others not to touch his or her body.

This activity will introduce or refresh students to the concept of the personal space bubble. With the help of their peers, students will visualize our personal space bubbles and learn how to enforce their own personal space boundaries.

Preparation:

• Discuss the importance of personal space, and how we are most comfortable when those around us are mindful of personal space boundaries.

Recap:

We have the right to tell anyone not to come into our personal space bubbles. If we tell someone that they're to close or that we don't want to be touched and they don't stop, we have to get away and tell a grown-up right away.

Steps to Success:

1. Have each student stand up and stretch their arms to the side. Our personal space bubbles stretch all the way around us to our fingertips.
2. Have the students walk around the classroom and (carefully) bounce off each other's outstretched hands. They can ask permission to get closer as well.
3. Explain that if we have to get closer to someone than this, such as when we're in a crowded space, we say "excuse me."
4. With hands outstretched, call on students to make their way to the front of the class. If they have to pass through another student's bubble, they should ask permission or say "excuse me."
5. Have the class sit down and discuss boundaries once again.

