

Unit 1 Title: Following Personal Safety Rules	
Lesson Title: What are Comfortable (good) and Uncomfortable (bad) Feelings and Situations?	Lesson: 2 of 3
Grade Level: 1 (This lesson can be adapted to other grade levels K-5)	
Length of Lesson: 30-40 minutes	
Missouri Comprehensive School Counseling Big Idea: SE.3: Applying Personal Safety Skills and Coping Strategies	
Grade Level Expectations (GLEs): SE.3.A.01: Identify steps of problem solving and decision making for personal safety. SE.3.B.01: Identify personal safety strategies.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or resources)

Safety Rule Poster (attached) <i>Personal Safety Presentation to Students</i> 2 Parent letters (before and after the presentation) Handout for Parents: Keeping Your Child Safe

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize and apply practices that preserve and enhance the safety and health of self and others

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	

X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s):

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify the 3 problem solving safety rules.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will be able to identify the three problem solving safety rules in group discussion.

Lesson Preparation:

Essential Questions: How does someone feel when they are not in a safe place or situation? How might someone react when put in an unsafe situation?

Engagement (Hook): Puppets demonstrate comfortable (good) and uncomfortable (bad) touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they don't know very well.)

Procedures:

<p>Instructor Procedures/Instructional Strategies:</p> <p><i>* The counselor should review the Personal Safety Presentation to Students sheet before teaching lessons two and three in this unit. Modify the information to meet students' needs.</i></p> <p>1. The counselor reminds the students that we all have a feeling thermometer and then reviews the four feelings discussed in the last lesson. Using puppets, demonstrate comfortable and uncomfortable touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students listen, and watch puppet demonstration.</p>
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<p>don't know very well.)</p> <ol style="list-style-type: none"> 2. After talking about the different feelings the counselor asks students if there are things people do to make them feel good (comfortable) or bad (uncomfortable). 3. Discuss gut feelings, belly button warnings, and/or a confused feeling. Give examples: If someone tries to get you to steal something what would your gut feeling tell you to do? Is this a good thing or bad thing to do? You don't feel safe when talking to a stranger. What does your gut feeling tell you to do? 4. What can you do if another child or adult makes you feel uncomfortable or tries to put you in an unsafe or uncomfortable situation? 5. Sometime a child may come in contact with an adult who tries to lure (trick) children away from a safe place or do something that makes them feel unsafe/uncomfortable. Share the safety rules handout with students. <i>Here are some problem-solving steps to help you when you don't feel comfortable or safe.</i> <ul style="list-style-type: none"> • Say "No" in a Big Voice! • Get away To a Safe Place. • Tell someone you trust. 6. The counselor uses the puppets used earlier in the lesson and role-plays one of the situations above where they implement the steps listed on the handout. (Getting a hug from a stranger. Getting a back rub from someone they don't know very well. Not feeling safe when talking to a stranger or someone they know.). Make sure you note that it is not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves. The counselor asks 	<ol style="list-style-type: none"> 2. Students identify the four feelings (happy, sad, angry, scared). 3. Students brainstorm ideas. 4. Students share gut feelings they would have about the situations. 5. Students brainstorm ideas (get away, tell someone you trust, talk to a friend, ask for help). Students review the steps on the handout. 6. Students identify times they might use the problem solving steps when put in an uncomfortable or unsafe situation.
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students to identify times they might use the safety steps.	
7. The counselor tells students they will continue discussing this topic and other information during the next guidance class.	7. Students listen.
8. Send home the parent letter with parent handout on the back <i>How To Help Your Child Stay Safe</i> . The counselor or teacher may want to send a letter home before the safety unit is presented. See sample letter.	8. Students take the letter home and other information home.

Teacher Follow-Up Activities:

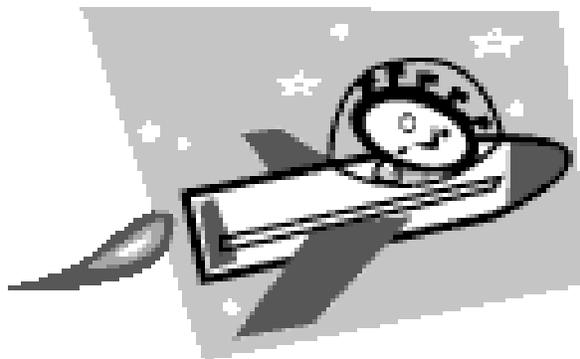
The teacher will post the safety rules in the classroom and review when appropriate.

Counselor reflection notes (completed after the lesson):

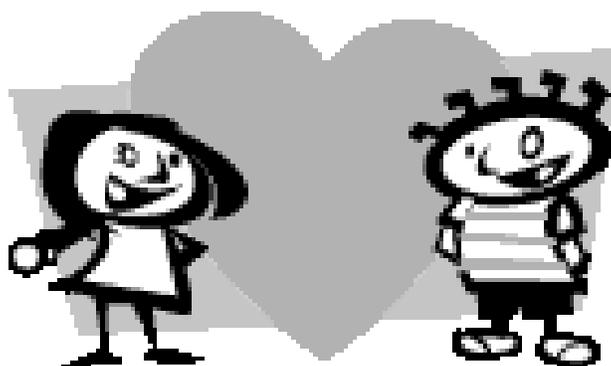
1. Say “No”
in a Big
Voice.



2. Get
Away
to a safe
place.



3. Tell
Someone
You Trust.



Can be adapted K-5th grade. The counselor should review this sheet before sharing the second and third lessons of the personal safety unit. Modify the information to meet the appropriate age level. The counselor can adapt this to meet students' needs.

Personal Safety Presentation to Students

This information was adapted from Columbia Public Schools Sexual Abuse Prevention Program Information.

Below are important points to discuss when presenting personal safety information to students.

- Discuss comfortable (good), uncomfortable (bad) touches, feelings or situations.
- Discuss confusing touch such as tickling. Tickling can be fun or uncomfortable.
- Discuss healthy touch – Healthy touches can come from a medical person, parents helping you change, bathe, check private parts of your body for rashes or put medicine on. These are usually quick touches and always have purpose.
- Discuss feelings meter (gut feelings). Example: “Belly Button Radar”, Belly Button Warning, “Gut Feeling”
- It’s not the child’s fault.
- Why do adults use threats and bribes?
- Discuss sexual harassment or other types of harassment.
- Discuss where the private parts of your body are. These are parts of your body where your swimsuit covers.
- Share that most adults want a child to grow up to be happy and healthy, but once in a while a child may come in contact with someone who tries to make them feel uncomfortable.
- Always respect the body rights and personal space of others.
- Discuss what the words abuser or molester mean. This type of information should be shared at the judgment of the instructor.
- Share that an abuser could be a man or woman. Strangers can be abusers, however, most of the time it is someone that the child knows and maybe even loves.
- Abusers are not always adults. It could be an older child, teenager or someone his or her own age.
- Discuss the difference between a good secret and bad secret.
- Review safety rules for staying home alone.
- Review the three problem solving safety rules (1. Say “NO!”; 2. Get away to a safe place; 3. Tell an adult you trust.)
- How do you say no? (Assertiveness, broken record techniques, etc.)
- Who are trusted adults you can tell? Ask students to share ideas.



Handout for Parents



Keeping Your Child Safe

- 1) Teach children they have the right to say “No,” their body is their own.
- 2) Teach children to recognize different types of comfortable and uncomfortable touches.
- 3) Teach children to tell someone they trust. Help children identify those people.
- 4) Teach children to trust their own feelings about what is comfortable & uncomfortable.
- 5) Help children discover where their resources are: family, teachers, principals, counselors, trusted friends ...
- 6) Review the three problem solving safety rules:
 - a. Say “NO” in a big voice.
 - b. Get away to a safe place.
 - c. Tell an adult you trust.

This lesson can be adapted to meet the needs of K-5th grade.

Suggestion: Sample letter to send home before the personal safety and body rights unit is presented. Copy the handout for parents on the back "*Keeping Your Child Safe.*"

Dear Parent,

This fall the counselor will present two classroom presentations and discussions about safe and unsafe situations. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in an uncomfortable way. Children are encouraged to remember three main safety rules:

- 1. SAY NO IN A LOUD VOICE.**
- 2. GET AWAY TO A SAFE PLACE.**
- 3. TELL A GROWN-UP WHO CAN HELP.**

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns about the presentation.

Sincerely,

School Counselor

Suggestion: Sample letter to send home after the personal safety and body rights unit is presented. Copy the handout for parents on the back "*Keeping Your Child Safe.*"

Dear Parent,

Today at school your child participated in the first of two classroom presentations and discussions about safe and unsafe situations. The second presentation will take place next week. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in a bad way. Children are encouraged to remember three main safety rules:

- 1. SAY NO IN A LOUD VOICE.**
- 2. GET AWAY TO A SAFE PLACE.**
- 3. TELL A GROWN-UP WHO CAN HELP.**

We also made a list of many people a child can tell, who will help.

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns.

Sincerely,

School Counselor