

Unit #1 Title: Following Personal Safety Rules

Lesson Title: Healthy Touches and Private Touches

Lesson: 3 of 3

Grade Level: 1

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):

PS.3.A.01.a.i: Identify steps of problem solving and decision making for personal safety.

PS.3.B.01.a.i: Identify personal safety strategies.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or resources)

Role-playing cards

Safety Rule Poster

Pictures of a boy and girl in their swimsuits,

Picture of adults they can trust (teacher, counselor, nurse and/or principal, etc.)

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

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|---|---|
| | 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)

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|---|--------------------|---|
| X | Communication Arts | 6. Participating in formal and informal presentations and discussions of issues and ideas |
| | Mathematics | |
| | Social Studies | |
| | Science | |

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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| 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 Assessment (acceptable evidence):

Students will demonstrate the three safety rules in a role-play.

Lesson Preparation

Essential Questions: How does someone react when they don't feel safe?

Engagement (Hook): Pass out the Safety Rules Sheet and review. Role-play a couple of different situations where students might use these steps.

Procedures:

| Instructor Procedures: | Student Involvement: |
|---|---|
| <ol style="list-style-type: none"> 1. Review The Safety Rules from the last lesson. Also, review the meaning of gut feelings or belly button warnings from last lesson. Have students role play related situations. 2. The counselor asks students if there are touches people give them that make them feel good (comfortable), bad (uncomfortable) or confused. 3. Lead a brief discussion on what a person can do when they receive an uncomfortable touch. Tell students there is also a touch called "private touches." This is a touch that someone might get in the private part of their body where their swimsuit covers. | <ol style="list-style-type: none"> 1. Students listen and share ideas, then role-play situations where they would use the safety rules. 2. Students share different kinds of touches that make them feel comfortable, uncomfortable or confused: <ul style="list-style-type: none"> • Good (comfortable) - nice hugs, nice kiss from someone they care about or love, pat on the back, etc. • Bad (uncomfortable) - hit, kick, pinch, slap, private touch - where your swim suit covers • Confusing -tickle, a hug that is too tight, etc. 3. Students review the picture of the children in their swimsuit. If students laugh explain that sometimes students laugh when talking about private areas because it's uncomfortable to talk about sometimes. Don't embarrass the student |

| | |
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| <p>Show a picture of a boy and girl in their swimsuits.</p> <p>4. Discuss healthy reasons a person might need to touch the private parts of your body (doctor, parents checking a sore or rash, parents bathing, dressing or changing younger children, rashes, putting medicine in a private area of the body). NOTE: Private touches are usually quick touches and always have a purpose.</p> <p>5. Remind students that you did share in lesson two that most adults want them to grow up to be happy and healthy, but once in a while there may be someone (adult, teenager, someone their own age) who might do something to make them feel uncomfortable and they need to know what to do. Also, it's not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves.</p> <p>6. Review additional information from <i>the Personal Safety Presentation Sheet of appropriate</i>.</p> <p>7. Ask students who are some adults you can go to for help if you feel uncomfortable of unsafe? Give students the "Who Are Some Adults You Can Trust?" Handout</p> <p>8. Use the role-playing cards to practice the safety rules when in uncomfortable or dangerous situations.</p> <ul style="list-style-type: none"> • Say "No" in a Big Voice! • Get away To a Safe Place. • Tell someone you trust. | <p>laughing. There could be a personal reason they feel uncomfortable.</p> <p>4. Students share ideas for healthy touches.</p> <p>5. Students listen.</p> <p>6. Students listen and share ideas.</p> <p>7. Students will review the handout and the draw in their own person they can trust on the sheet.</p> <p>8. Students review the safety rules. Different students are selected to role-play different situations from the role playing cards.</p> |
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Teacher Follow-Up Activities

The teacher will continue to reinforce the personal safety rules when appropriate in the classroom.

Counselor reflection notes (completed after the lesson)

Safety Rules

1. Say “No”
in a Big
Voice.



2. Get
Away
to a safe
place.



3. Tell
Someone
You Trust.



Role Play Cards

| | |
|---|--|
| <p>A person you don't know very well puts his or her arm around you and it feels uncomfortable.</p> | <p>A classmate pushes you down on the playground.</p> |
| <p>A person you know puts his or her hand on your leg and it feels uncomfortable.</p> | <p>A family member gives you a hug and it feels comfortable.</p> |
| <p>Someone is standing too close to you and is talking right in your face.</p> | <p>A student at school hits you.</p> |
| <p>Make up your own.</p> | <p>Make up your own.</p> |

Who are some adults you can trust?

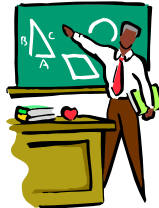
Grandparents



Doctor or Nurse



Teacher



Mom



Principal



Dad



Girl/Boy Scout Leader



Your ideas...



The private parts of your body are where your swimsuit covers.

