

5TH GRADE

LESSON 1

Safe Touch K-5, Safer Smarter Teens



Prevention Department

INTRODUCTION

- Introduce yourself and ask if they remember someone from WISH talking to their class last year, what did they learn last year if they remember?
- Introduce WISH, (“WISH is an agency that helps people stay safe.”)
- Have each student introduce themselves with a short icebreaker question (“What’s a cool fact about you? What did you do over the weekend? Do you have any pets?” just pick one question)
- Give Mandatory reporting info. “I am a mandated reporter, so are all the adults in your school. What that means is that if you tell me someone is hurting you, I have to tell someone else who can get you help. Does that make sense?”
- Ask the class (or just the teacher) to show you what their sign to quiet down is (every classroom tends to have a hand gesture or a phrase they use to quiet down the classroom), remind them that we are still raising our hands to speak and following classroom rules.

SAFETY AND PERSONAL FREEDOM

- AS YOU GET OLDER YOU GET MORE PERSONAL FREEDOM, THIS MEANS THAT YOU ARE RESPONSIBLE FOR YOUR OWN SAFETY AND RECOGNIZING UNSAFE SITUATIONS. THERE MAY BE TIMES WHEN THERE IS NOT AN ADULT AROUND TO REPORT TO OR GET HELP FROM. THERE MAY ALSO BE TIMES THAT YOU ARE NOT ONLY RESPONSIBLE FOR YOUR OWN SAFETY BUT THE SAFETY OF OTHERS, SUCH AS YOUNGER BROTHERS OR SISTERS.

RAISE YOUR HAND IF YOU ...



1

Spend time home
alone

2

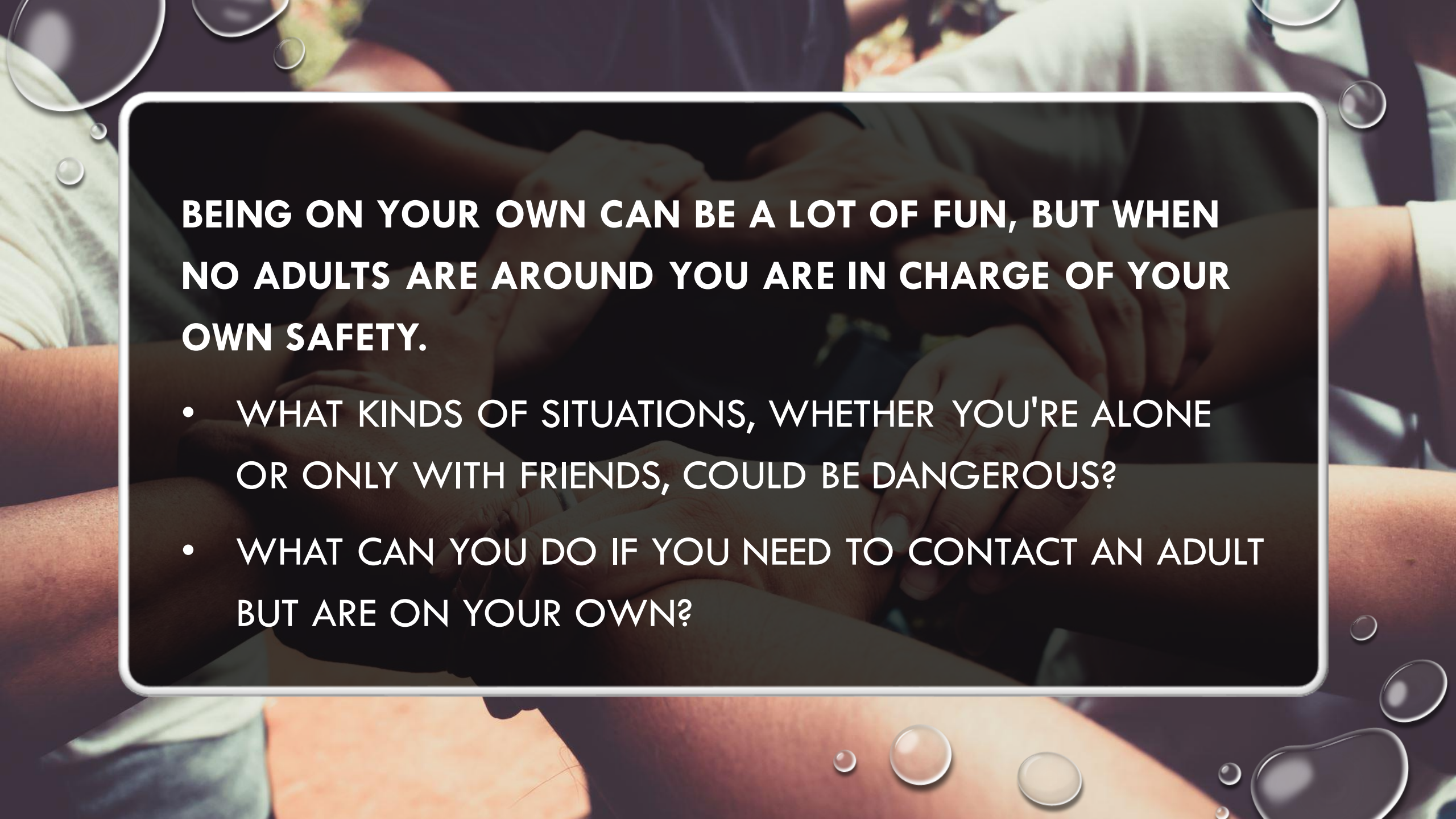
Spend time at home
when you're in
charge of your
younger brothers or
sisters

3

Go to the park or
play outside alone or
with siblings

4

Go to the park or
play outside with just
friends

The background of the slide features a close-up photograph of several hands of different skin tones interlaced in a supportive grip. Overlaid on this image are numerous water droplets of varying sizes, some in sharp focus and others blurred, creating a sense of freshness and care. The text is presented in a clean, white, sans-serif font within a dark, semi-transparent rectangular box that has rounded corners and a thin white border.

BEING ON YOUR OWN CAN BE A LOT OF FUN, BUT WHEN NO ADULTS ARE AROUND YOU ARE IN CHARGE OF YOUR OWN SAFETY.

- WHAT KINDS OF SITUATIONS, WHETHER YOU'RE ALONE OR ONLY WITH FRIENDS, COULD BE DANGEROUS?
- WHAT CAN YOU DO IF YOU NEED TO CONTACT AN ADULT BUT ARE ON YOUR OWN?

With the freedom that we get as we get older we also have our personal power, our personal power gives us the tools to help us make safe decisions that help ourselves and others



Be Assertive: Be confident and stand up for yourself and others while being considerate of others and not violating their rights.

HANNAH'S STORY

- [HTTPS://WWW.SECONDSTEP.ORG/HANNAH](https://www.secondstep.org/hannah)

Hannah Keeps Herself Safe

Child Protection Unit Grade 4, Lesson 6

Help Hannah

secondstep



THIS IS A
WRAP!!!



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UNDERSTAND FEELINGS PG.94

- WE ALL HAVE FEELINGS ABOUT PEOPLE AROUND US. FEELINGS TELL US ABOUT TOUCHES TOO.
- FEELINGS TELL US WHAT WE SHOULD DO, THEY ARE LIKE A LITTLE VOICE INSIDE OF US HELPING TO KEEP US SAFE.



TYPES OF TOUCHES

SAFE TOUCH

- BOTH WANT THE TOUCH
- FEELS SAFE
- DOES NOT HURT YOUR BODY
- DOES NOT TOUCH PRIVATE BODY PARTS

UNSAFE TOUCH

- A TOUCH THAT HURTS YOUR BODY
- A TOUCH THAT TOUCHES YOUR PRIVATE BODY PARTS (THE BODY PARTS UNDER YOUR SWIMSUIT)

SECRET TOUCH

- WHEN SOMEONE TOUCHES YOU AND WANTS YOU TO KEEP IT AS A SECRET
- THIS DON'T HAVE TO BE A TOUCH IT CAN BE INAPPROPRIATE PICTURES OR OTHERS...

UNWANTED TOUCH: A SAFE TOUCH THAT YOU DO NOT WANT

Unwanted Touches Video



<https://youtu.be/1wOqcU79Rh8>

PRIVATE BODY PARTS RULE

»» PRIVATE BODY PARTS RULE ««

Private
body parts
are
PRIVATE

★ NEVER KEEP
SECRETS ABOUT A
BROKEN PRIVATE
BODY PARTS RULE

second-step

NO ONE SHOULD EVER:


- 1 Touch yours → EXCEPT
A DOCTOR
OR NURSE
- 2 Ask to see yours →
- 3 Make you look at his or hers,
or anyone else's

AND

NEVER TOUCH SOMEONE ELSE'S

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BODY PRIVATE PARTS

PG.95

Always listen to your feelings

Your body belongs to you and you can say what goes and what not.

Private parts are the ones that our bodysuits cover.

Secrets about touching or touches on any part of the body that are confusing or scary are considered unsafe touches.

Body Safety Video



<https://youtu.be/-aemdKg9T5A>



That's all Folks!

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Prevention Department

INTRODUCTION

- Introduce yourself and WISH.
- Mandated Reporter
- Follow classroom guidelines
- Ice breaker

RECAP

What we discuss in the last lesson?

What is a safe touch?

What is an unsafe and unwanted touch?

What is a secret touch?

Body Private Part Rule

What does it mean to be assertive?

The background is a gradient of purple and blue, decorated with several realistic water droplets of various sizes. The text is centered in the upper half of the image.

PRACTICING WAYS TO STAY
SAFE
STORY TIME!!!



JACOB LOVES PLAYING THE PIANO. EVERY WEEK HE GOES TO MR. SIMMS'S HOUSE FOR A LESSON. EVERYONE LIKES MR. SIMMS. HE EVEN TEACHES MUSIC AT JACOB'S SCHOOL. MR. SIMMS REALLY LIKES JACOB AND HE LETS JACOB STAY LATE AFTER HIS LESSON. THEY TALK, AND HE GIVES JACOB MONEY TO BUY CANDY. RECENTLY MR. SIMMS STARTED DOING THINGS THAT MAKE JACOB FEEL UNCOMFORTABLE. HE SHOWS JACOB MUSIC VIDEOS AND ASKS JACOB WHICH GIRLS HE THINKS ARE PRETTY.

DO YOU THINK IT'S OKAY FOR MR. SIMMS TO ASK JACOB WHICH GIRLS HE THINKS ARE PRETTY?



secondSTEP

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THE NEXT TIME JACOB IS AT A PIANO LESSON, MR. SIMMS ASKS HIM IF HE WANTS TO SEE A SPECIAL VIDEO WHERE THE PEOPLE AREN'T WEARING ANY CLOTHES. JACOB FEELS UNCOMFORTABLE, BUT HE'S ALSO CURIOUS. HE AGREES, AND MR. SIMMS SHOWS HIM THE VIDEO. MR. SIMMS SAYS, "IF YOU LIKE THIS VIDEO, I CAN SHOW YOU MORE." THEN MR. SIMMS SAYS, "YOU'LL GET IN A LOT OF TROUBLE IF YOUR FAMILY FINDS OUT YOU WATCHED THESE, BUT I PROMISE TO KEEP YOUR SECRET. I DON'T WANT YOU TO GET IN TROUBLE."



Recognize: Is Mr. Simms breaking the Private Body Parts Rule?



It's not Jacob's fault. No matter how the rule gets broken, or what someone else tells you, it's never your fault if someone else breaks the Private Body Parts Rule.



Remember, never keep secrets about someone breaking the Private Body Parts Rule. Jacob needs to report this to an adult. Let's find out how Jacob keeps himself safe.



The background of the text box is composed of four comic book panels. The top-left panel shows a man with a mustache (Mr. Simms) in a car. The top-right panel shows a woman (Jacob's mother) sitting at a desk with a calculator, talking to a boy (Jacob). The bottom-left panel shows a woman (Jacob's older sister) talking to a boy (Jacob) outdoors. The bottom-right panel shows a woman (Jacob's teacher) talking to a boy (Jacob) in a hallway.

- FIRST JACOB TELLS HIS FATHER, BUT HE DOESN'T BELIEVE JACOB. "I'VE KNOWN MR. SIMMS SINCE BEFORE YOU WERE BORN, AND HE WOULD NEVER DO SOMETHING LIKE THAT."

- NEXT JACOB TELLS HIS OLDER SISTER, BUT SHE DOESN'T HELP EITHER. "YOU LOOKED AT VIDEOS OF NAKED PEOPLE?!" SHE SAYS. "THAT'S SO GROSS! I BET YOU'RE JUST MAKING THIS UP."

- JACOB KNOWS HE HAS TO KEEP REPORTING UNTIL AN ADULT HELPS HIM, SO HE DECIDES TO TALK TO HIS TEACHER. HE STANDS UP STRAIGHT, FACES HIS TEACHER, AND SAYS IN A STRONG, RESPECTFUL VOICE, "I NEED TO REPORT A BROKEN PRIVATE BODY PARTS RULE."

- AFTER JACOB TELLS HIS TEACHER WHAT HAPPENED, THE TEACHER THANKS JACOB FOR REPORTING. "WHAT'S HAPPENING TO YOU IS NOT YOUR FAULT, AND I BELIEVE YOU." JACOB'S TEACHER MAKES SURE JACOB STAYS SAFE AND MR. SIMMS DOESN'T BREAK THE PRIVATE BODY PARTS RULE AGAIN.

COMMON RED FLAGS

ISOLATION—TO SEPARATE FROM OTHERS

- **SECRECY**
- **GIFT GIVING, OR SPECIAL PRIVILEGES OR SPECIAL TREATMENT**
- **TESTING BOUNDARIES**
- **CHECKING REACTIONS**
- **UNSAFE TOUCHES**



GAME TIME!!

GIVE THUMBS UP
OR THUMBS DOWN
IF THEY THINK THE
FOLLOWING
STATEMENTS ARE
OKAY OR NOT
OKAY.

It is ok if an adult you know, like a coach, gives you expensive gifts and says not to tell your parents.

Isolation is when an adult arranges to be alone with you.

Secrets are BIG red flags.

It's not okay if an adult sends you text messages and tells you not to tell your parents.

You must tell a trusted adult if someone touches you in a way that makes you uncomfortable.



SCENARIOS

The background is a vertical gradient from light purple at the top to dark blue at the bottom. Scattered across the upper two-thirds are several realistic water droplets of various sizes, some with highlights and shadows, giving them a 3D appearance. The word "SCENARIOS" is centered in the middle of the image in a white, bold, sans-serif font.



SCENARIO 1:

YOUR UNCLE LIKES TO WRESTLE WITH YOU, HUGS YOU, AND ALWAYS COMPLIMENTS YOU ON HOW YOU LOOK AND HOW YOU ARE GROWING UP. HE ALWAYS OFFERS TO DRIVE YOU PLACES BUT DOES NOT OFFER TO DRIVE YOUR BROTHER AND SISTER ANYWHERE AND DOES NOT INVITE THEM TO COME ALONG WITH YOU IN THE CAR.

WHAT ARE THE RED FLAGS?





SCENARIO 2:

YOUR NEIGHBOR GIVES YOU SOME EXTRA MONEY FOR HELPING HER WITH HER YARD WORK AND SAYS, "LET'S NOT TELL YOUR MOM; THIS WILL BE OUR SECRET."

WHAT ARE THE RED FLAGS?





SCENARIO 4:

YOUR MOTHER'S FRIEND IS ALWAYS
BUYING YOU CLOTHES AND ASKING YOU
TO TRY THEM ON TO MAKE SURE THEY FIT.
SHE SEEMS TO TOUCH YOU IN
PRIVATE AREAS OF YOUR BODY WHEN SHE
IS CHECKING THE FIT OF THE CLOTHES.

WHAT ARE THE RED FLAGS?

THE END



"That's
all
folks!"

THAT'S ALL FOLKS

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Prevention Department

INTRODUCTION

- Introduce yourself and WISH.
- Mandated Reporter
- Follow classroom guidelines
- Ice breaker or stretch time.

RECAP

What is a safe touch?

What is an unsafe touch?

What is an unwanted touch?

What does it mean to be assertive?

What do we mean when we say “red flag”?

What are some examples of red flags?



ACT

IT IS MORE LIKELY THAT A PEER WILL CONFIDE AND DISCLOSE ABUSE TO ANOTHER PEER RATHER THAN AN ADULT. STUDENTS CAN BE SENSITIVE TO THE CIRCUMSTANCES OF OTHERS BY PAYING ATTENTION TO CLUES, SUCH AS BODY LANGUAGE AND ANY CHANGES IN THE APPEARANCE AND BEHAVIOR OF FRIENDS. TAKING STEPS TO EXPRESS CONCERN TO A PEER AND THEN BEING SUPPORTIVE TO THAT FRIEND IS EXTREMELY IMPORTANT AND YOU CAN HELP THEM GET HELP.



Act when you observe a red flag in a friend's life

"IS EVERYTHING OKAY?"
"IS SOMETHING BOTHERING YOU?"
"DO YOU NEED SOME HELP?"
"WHAT CAN I DO TO HELP?"
"IS THERE ANYTHING YOU WANT TO TELL ME?"
"IS THERE ANYTHING GOING ON THAT IS WORRYING YOU?"



Care about your friend and respond without judgment and with support when a friend discloses an unsafe secret or unsafe situation

"I UNDERSTAND WHY YOU ARE (SCARED/WORRIED/SAD)"
"THAT MUST BE DIFFICULT FOR YOU."
"THIS MUST BE TOUGH."
"I AM YOUR FRIEND; I WANT TO HELP YOU."
"WHAT HAPPENED IS NOT YOUR FAULT."



Tell a trusted adult. Kids sometimes need to understand that they must involve a trusted adult and either accompany a friend when they tell an adult or tell an adult themselves if the friend feels that they cannot tell.

"YOU NEED TO TELL SOMEONE. I WILL GO WITH YOU."
"WE CAN GO AND TELL (TEACHER, SCHOOL COUNSELOR, PRINCIPAL, MY MOTHER, MY FATHER, OUR COACH, OUR PASTOR)"
"EVEN IF YOU DON'T TELL ANYONE, I NEED TO TELL SOMEONE BECAUSE THIS ISN'T SAFE AND I WANT YOU TO BE SAFE."
"IT IS OKAY TO TELL AN ADULT."



ACT

WORK IN TEAMS THROUGH
SCENARIOS

SCENARIOS

- What do you ask
- How do you tell them you care?
- How do you tell?

Scenario 1: Your usually calm teammate is now having problems with his anger, losing his temper, and yelling at others for no reason.

What are the **red flags**?

Scenario 2: Your friend who is a straight “A” student is now not turning in homework and failing tests.

What are the **red flags**?

Scenario 3: You notice bruises on a friend’s upper arm while changing clothes during gym.

What are the **red flags**?

Scenario 4: When you spend the night with your friend, you witness her locking the door and pushing a dresser in front of the door.



STAYING SAFE ONLINE



BENEFITS AND RISKS ON ONLINE FRIENDSHIPS

DEFINE BENEFIT AND RISK

Have you ever chatted with someone online? Who do you chat with? How often?

The people that you chat with are online-only friends or if they also know the friends in person?

Benefit

- SOMETHING POSITIVE THAT YOU GET FROM A SITUATION
- GIVE A BENEFIT EXAMPLE

Risk

- SOMETHING NEGATIVE THAT COMES FROM A SITUATION
- GIVE A RISK EXAMPLE

WHAT NOT TO SHARE ONLINE

- REAL NAME
- ADDRESS-LOCATION
- PHONE NUMBER
- SCHOOL, YOU GO TO ETC...



SCENARIO 1

HEART IS A MIDDLE-SCHOOL STUDENT WHO IS A LITTLE SHY ABOUT MEETING NEW PEOPLE. HER SCIENCE CLASS HAS A PROJECT WHERE EACH STUDENT GETS TO VIDEO-CHAT WITH A STUDENT FROM THEIR "SISTER" SCHOOL IN JAIPUR, INDIA, WHICH IS 7,770 MILES AWAY. HEART IS ASSIGNED TO VIDEO-CHAT WITH A GIRL NAMED KAIA. HEART IS NERVOUS ABOUT MEETING HER AND WONDERS IF THEY WILL HAVE ANYTHING IN COMMON. WHEN THEY MEET, HOWEVER, HEART QUICKLY SEES THAT KAIA IS VERY NICE AND THAT THEY HAVE LOTS IN COMMON. FOR EXAMPLE, THEY'RE BOTH ON PHOTO FUN. HEART IS ALSO EXCITED TO MEET KAIA BECAUSE HER PARENTS ARE FROM INDIA, AND HEART HAS ALWAYS WANTED TO KNOW MORE ABOUT WHAT IT'S LIKE THERE. AT THE END OF THEIR CHAT, KAIA ASKS HEART IF SHE CAN FOLLOW HER ON PHOTO FUN. HEART SMILES AND SAYS, "OF COURSE!"



SCENARIO 2

HEART GETS A MESSAGE ON HER PHONE FROM HER FRIEND CJCOOL11. SHE DOESN'T KNOW CJCOOL11'S REAL NAME AND AGE, BUT THEY'VE BEEN ONLINE FRIENDS FOR A COUPLE OF MONTHS. THEY "MET" WHEN HE POSTED A COMMENT ON ONE OF HER PHOTO FUN PHOTOS, A PHOTO OF HER DOG, PEPPER. SHE REPLIED, AND THEY SHARED SOME FUNNY STORIES ABOUT THEIR DOGS. NOW, THEY TALK A LOT ONLINE. WHEN SHE SHARES A PROBLEM SHE HAS AT SCHOOL, CJCOOL11 ALWAYS HAS GOOD IDEAS FOR HANDLING THE PROBLEM. TODAY, CJCOOL11'S MESSAGE READS, "MY ANNOYING NEIGHBOR NEVER CLEANS UP AFTER HIS DOG." HEART RESPONDS: "THAT'S RUDE. EVERYONE ON MY STREET ALWAYS DOES." AFTER A MOMENT, CJCOOL11 ANSWERS BACK, "REALLY? WHAT STREET DO YOU LIVE ON?" HEART PAUSES. THIS QUESTION MAKES HER FEEL UNCOMFORTABLE.



Two purple, blob-like cartoon characters with large, bushy purple hair are celebrating. They are facing each other with their arms raised, performing a high-five. Their eyes are closed in a happy squint, and their mouths are wide open in joyful laughter. The character on the left has its right hand raised, while the character on the right has its left hand raised. Between their hands, a burst of small, light blue triangular confetti is flying out. The background is a solid black. Scattered throughout the scene are several translucent, light blue bubbles of various sizes, some with white highlights to give them a 3D effect. The overall mood is festive and celebratory.

IT'S A WRAP

Prevention and Education Department

All lessons are from the "Safe Touch," "Second Step" and Safer Smarter Teens curriculums and comply with the Alaska Safe Children's Act standards.

Contact: jd.m@wishak.org for more information

