

The *Teacher's Instructional Manual to Personal and Internet Safety* contains 15 detailed lesson plans designed to meet national standards for health instruction.

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### Lesson #1

**Essential Question:** What steps can you take if someone touches you in a way that makes you feel sad, scared, mad or confused?

**Safety Tip:** Say “No!” if someone touches you in a way that makes you feel sad, scared, mad or confused and tell an adult you trust.

**Background Information:** According to the Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Sexual Violence Fact Sheet, ‘More than half of all rapes of women (54%) occur before age 18; of these rapes, 22% occur before age 12. For men, 75% of all rapes occur before age 18, and 48% occur before age 12.’ (National Center for Injury Prevention and Control, Sexual Violence Fact Sheet. 12 April 2006. Department of Health and Human Services, Centers for Disease Control and Prevention. 16 May 2006 <http://www.cdc.gov/ncipc/factsheets/svfacts.htm> )

**Knowledge/Skills Acquisition:** The student will be able to:

- make safer personal safety decisions
- identify potentially dangerous situations/people
- understand the personal safety choices that can prevent injury
- recognize how the implementation of refusal skills can help maintain personal safety and prevent injury
- recognize some personal and social skills which contribute to individual safety
- identify sources of help to maintain personal safety and prevent injury
- know how to access help in a dangerous situation
- understand the connection between feelings and emotions
- understand that their body belongs to them and that no one has the right to touch them inappropriately

**Keywords:** trust, uncomfortable

Trust – Believing in the truth of something without knowing it for sure. For the purposes of our discussion it will also mean, someone who will help you not hurt you.

Uncomfortable – the feeling you get inside when something makes you feel sad, scared, mad or confused.

**Instructions:** Read the following scenario out loud to the class then discuss the critical thinking questions.

Katie spent the night at her friend's house for a sleep over. When her friend's father tucked them into bed, he touched Katie in a way that made her feel uncomfortable. Katie said, "No! I don't want you to touch me like that." She then got up and moved closer to her friend to go to sleep. After returning home the next day, her mother asked her if she had a good time over her friend's house. Katie replied, "It was ok." then walked away feeling embarrassed and ashamed.

**Critical Thinking Questions:** Accept any reasonable response. Give positive feedback for participation and correct answers.

1. Was it Katie's fault the friend's father touched her in a way the made her feel uncomfortable? (No. It is not Katie's fault.) Why? (It was the friend's father's fault. If someone touches you inappropriately it is never your fault, it is the fault of the person doing the inappropriate touching.)
2. What did Katie do to stay safe? (Katie told her friend's father to stop touching her. Katie moved away from the father.)
3. Why do you think Katie moved away from the friend's father? (She moved away because the way the he touched her made her feel uncomfortable.)
4. Would it have made Katie safer to tell her mother what happened? (Yes.) Why? (Letting the mother know gives her the opportunity to help Katie and keep her safe. It is important for children to have good communication with their parents.)
5. What do you think Katie felt ashamed and embarrassed about? (She felt ashamed and embarrassed that her friend's father touched her inappropriately.)
6. Should Katie have felt ashamed and embarrassed? (No.) Why? (Katie should not feel ashamed or embarrassed about what someone else did. It was not Katie's fault; it was the fault of the person doing the inappropriate touching.)
7. If Katie did not want to tell her mother what happened, what other trusted adults could she have told? (father, grandparent, teacher, school nurse, guidance counselor, etc.)
8. What else could Katie have done to stay safe? (Katie could have called her parents to pick her up early from her friend's house.)
9. Would it have been rude for Katie to leave her friend's house early? (No.) Why? (It is more important to stay safe then to worry about being rude.)

## Lesson #2

**Class Activity:** Your Body Belongs to You.

Purpose - To help students understand

- That they are in charge of their own bodies.
- No one has the right to touch them in a way that makes them feel uncomfortable.

Read - Your Body Belongs to You, by Cornelia Spelman, Redleaf Press, 1997.

**Homework:** Crossword Puzzle