

**PERSONAL BODY SAFETY -
CHILD ABUSE AND NEGLECT PREVENTION
CURRICULUM**

GRADES ONE, THREE, AND FIVE

Harford County Public Schools
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Revision - 2010

FOREWORD

This Personal Body Safety - Child Abuse and Neglect Prevention curriculum revision has been developed as part of a continuing effort to provide Harford County students with the knowledge and skills required to become contributing members of our society.

Abused and neglected children may be found in almost every school in the country. Recent research data indicates that more than half of the children who are abused and neglected are of school age and educators are in the unique position of having sustained daily contact with children. Educators serve as facilitators of the growth of children and are aware of the interrelationship of the academic, emotional, and physical development of children. Therefore, educators must take the proactive role of providing and supporting child abuse and neglect prevention programs.

This curriculum guide has been developed as one tool which educators can use in the prevention of child abuse and neglect. Educators are further encouraged to explore the broad range of educationally relevant materials pertaining to this difficult issue. Such activities will increase the knowledge and skills necessary for students to become safe and productive members of our society.

Robert M. Tomback, Ph.D.
Superintendent of Schools

ACKNOWLEDGEMENTS

Appreciation is expressed to all personnel in Harford County Public Schools who have been involved in this revision of the Personal Body Safety - Child Abuse and Neglect Prevention program.

This curriculum guide is the result of a collaborative effort of elementary school counselors and teachers with the assistance of the Maryland State Department of Education, Harford County Department of Social Services, Family and Children's Services of Central Maryland, the Sexual Assault/Spouse Abuse Resource Center (SARC), and the Harford County Public Schools General Curriculum Committee.

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INSTRUCTIONS FOR GUIDE USE

The Personal Body Safety – Child Abuse and Neglect Prevention Curriculum Guide is to be used when Harford County Public Schools personnel conduct child abuse and neglect prevention education programs in the elementary schools. The major portion of this guide includes lesson plans and activities for teaching the skills necessary for students to keep themselves safe from child abuse and neglect.

It is essential that classroom teachers and school counselors be sensitive to students' maturity and emotional readiness when dealing with content regarding child abuse and neglect. The goal of any instruction on the prevention of child abuse and neglect should be not only to inform students about facts and teach skills, but also to integrate information about healthy behaviors and personal responsibility into a broader context of living. Students must be encouraged to apply what they learn, to practice prevention strategies, and to discuss the issues with their parents, family, and friends. It is only through the cooperative efforts of the school and community that incidents of child abuse and neglect will be reduced.

Only those persons who have received appropriate professional development may provide this instruction.

The following guidelines are provided to assist schools in the implementation of the program:

- Conduct faculty and staff awareness programs. (Sample agendas in Appendix C)
- Notify parents in writing of the Personal Body Safety – Child Abuse and Neglect Prevention program. (Sample letters in Appendix B) Provide opportunities for parents to preview any materials used.
- Provide the instruction to classroom-size groups of students.
- Team-teach the Personal Body Safety – Child Abuse and Neglect Prevention unit, or have two adults present in the classroom during instruction.

RATIONALE

Child abuse occurs at every socioeconomic level, crosses ethnic and cultural lines, and is found within all religions and at all levels of education. Incidents of reported child physical abuse, sexual abuse, mental injury, and neglect have increased significantly in the United States. Statistics from the National Center on Child Abuse and Neglect's *National Child Abuse and Neglect Data System (NCANDS)* indicated that during 2008, approximately 772,000 children were found to be victims of child abuse or neglect. Of this number, 71 percent suffered neglect, 16 percent were physically abused, 9 percent were sexually abused, and 7 percent were emotionally or psychologically maltreated. In addition, an estimated 1,740 children died due to child abuse or neglect. While 3 million reports of child abuse are made to government agencies every year in the United States, experts estimate that the actual number of incidents of abuse and neglect is 3 times greater than reported.

Child abuse and neglect have been found to be cyclical in nature, repeated in family systems from generation to generation. Research shows that a large percentage of abusive parents were abused as children. Only through early prevention education is there hope to recognize and intervene in child abuse and neglect.

Prevention education is most effective when it begins early in the student's educational experience and should include the following elements: teaching skills for self-protection with opportunities to practice, instruction in the definitions of abuse and neglect, and the promotion of positive and appropriate interactions between children and adults. An important component of prevention education is the disclosure and appropriate reporting of incidents. Consideration must be given to adapting child abuse and neglect prevention instruction for students with special needs.

This curriculum guide has been developed and revised to assist school personnel with child abuse and neglect prevention instruction in grades one, three, and five.

* US Department of Health and Human Services, Administration for Children and Families, Administration on Children Youth and Families Children's Bureau *Child Maltreatment 2008*. Found in <http://www.acf.hhs.gov/programs/cb/pubs/cm08/cm08.pdf> July 8, 2010

**PEREQUISITE KNOWLEDGE NECESSARY
PERSONAL BODY SAFETY
SCOPE AND SEQUENCE**

Grade Level	Helping Others	Saying No	Good, Bad, Confusing Touch	What and When to Tell	Alternatives to Saying No	Feelings Body Clues	Follow-up to Telling	Abuse Responses Bribes Threats	Secrets vs. Surprises	Definitions	Practice "What if?"	Laws Peer Pressure	Sexual Harassment	Internet Safety
One		I	I	I	I (Get away)	I		I (Basic Level)	I	I (Good, Bad Touch) (Private Parts)	I			I
Three		E	E	R	R (Get Away)	R	I	R	R		E			E
Five	I	R	R	E	I	R	E	E	R	I (Concept of Neglect and Abuse)	E	I	I	R

I Introduce
E Expand
R Review

OUTCOME FRAMEWORK

American School Counselor Association National Standards for Students

Personal/Social Development Domain

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Competency 1: Acquire Self-Knowledge

Indicator 1: Develop positive attitudes toward self as a unique and worthy person

Indicator 5: Identify and express feelings

Indicator 6: Distinguish between appropriate and inappropriate behavior

Indicator 7: Recognize personal boundaries, rights and privacy needs

Competency 2: Acquire Interpersonal Skills

Indicator 1: Recognize that everyone has rights and responsibilities

Indicator 6: Use effective communications skills

Indicator 7: Know that communication involves speaking, listening and nonverbal behavior

Standard B: Students will make decisions, set goals and take necessary actions to achieve goals.

Competency 1: Self-Knowledge Application

Indicator 1: Use a decision-making and problem-solving model

Indicator 2: Understand consequences of decisions and choices

Indicator 3: Identify alternative solutions to a problem

Indicator 4: Develop effective coping skills for dealing with problems

Indicator 5: Demonstrate when, where and how to seek help for solving problems and making decisions

Standard C: Students will understand safety and survival skills

Competency 1: Acquire Personal Safety Skills

Indicator 2: Learn about the relationship between rules, laws, safety and the protection of rights of the individual

Indicator 3: Learn about the differences between appropriate and inappropriate physical contact

Indicator 4: Demonstrate the ability to set boundaries, rights and personal privacy

Indicator 5: Differentiate between situations requiring peer support and situations requiring adult professional help

Indicator 6: Identify resource people in the school and community, and know how to seek their help

EXPLANATION OF CODES

The Personal Body Safety – Child Abuse and Neglect Prevention Curriculum Guide uses a coding system to indicate the inclusion of strategies incorporating Dimensions of Learning and multiculturalism. An explanation of the codes is as follows:

DOL 1 – Dimension 1: Positive Attitudes and Perceptions About Learning

DOL 2 – Dimension 2: Acquiring and Integrating Knowledge

DOL 3 – Dimension 3: Extending and Refining Knowledge

DOL 4 – Dimension 4: Using Knowledge Meaningfully

DOL 5 – Dimension 5: Productive Habits of Mind

ETM - Education that is Multicultural

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

Unit: Personal Body Safety

Grade: One

Recommended Instructional Time: Three thirty minute lessons

Unit Standards:

Students will acquire knowledge, decision-making skills, and behaviors that promote safe living in the home, school, and community.

- Students will demonstrate acquisition and integration of personal body safety skills by listing techniques to remain safe in the real world and on the world wide web (internet).
- Students will identify appropriate coping skills during times of personal crisis.
- Students will demonstrate the decision-making skills needed to keep safe through role-play situations.
- Students will identify effective interpersonal communication skills that promote safe living.

Indicators:

Students will:

- A. Identify personal body safety rules and when to use them. (Say “No” in a strong voice; Get away to a safe place; Tell a grown-up you can trust.) (DOL 2)
- B. Identify good, bad, and confusing touches. (DOL 2, 3)
- C. Identify feelings and physical signs associated with good, bad, and confusing touches. (DOL 2, 3)
- D. Identify private parts of the body as being parts of the body covered by bathing suits. (DOL 2)
- E. Understand that their bodies belong to them, and that they have the right to say no to anyone who touches them in a way that makes them feel uncomfortable. (DOL 2, 3)
- F. Identify when secrets should and should not be told (e.g., good and bad secrets). (DOL 2)
- G. Identify specific people to go to for help. (DOL 2)

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

Prerequisites (prior knowledge):

- None

Key Concepts:

Communication
Feelings
Rights

Decision Making
Relationships
Safety

Enduring Understandings:

1. Personal Body Safety is dependent upon making good decisions.
2. Healthy relationships between people contain appropriate behavior, promote positive feelings, and are safe.
3. All people have rights.
4. Attention to feelings helps people make good decisions and communicate with others to ensure personal safety.

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

Vocabulary:

1. Personal Body Safety Rules: Say “No” in a strong voice. Get away to a safe place. Tell a grown-up you can trust.
2. Good Touch: A touch that feels okay, acceptable, warm, and makes you feel loved.
3. Bad Touch: A touch that feels bad, uncomfortable, embarrassing, or scary. A bad touch can hurt and can leave a severe bruise, cut, welt, broken bone, or burn.
4. Confusing Touch: A touch that feels unsafe, mixed-up, or makes you feel uncomfortable. A confusing touch may start out okay but end up not being okay.
5. Grown-up: An appropriate adult who can help. (Parent or relative, teacher, police officer, adult store clerk, adult baby sitter, etc.)
6. Private: Belonging to one’s self; not public.
7. Private Parts: Parts of the body covered by a bathing suit.
8. Good Secret: A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.
9. Bad Secret: A secret that you feel uncomfortable keeping because it could hurt you or someone else.

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

SUGGESTED INSTRUCTIONAL STRATEGIES AND ACTIVITIES

Note: Send parent notification letter and offer to share materials prior to beginning the unit. (Appendix B)

Grade One/Lesson One

Student Objective/Outcome:

- Students will identify and differentiate between good, bad, and confusing touches.
- Students will identify feelings and physical indicators associated with good, bad, and confusing touches.
- Students will identify personal body safety rules and when to use them.

National or State School Counseling Standard:

- PS:B1.3 Identify alternative solutions to a problem.
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help.

State Curriculum for Health Education:

- Grade 1 HE1.A.1 Recognize methods of communication.
- Grade 1 HE1.B.1 Examine emotions and responses to various situations.
- Grade 1 HE5.D.1 Identify ways to stay safe from strangers.

Maryland Career Development Framework:

- Pre-K - 2 Standard 1.A.2 Identify behaviors and attitudes that reflect one's self-confidence, sense of self-efficacy, and self-concept.
- Pre-K - 2 Standard 1.B.2 Identify the difference between appropriate and inappropriate behaviors in specific school and social situations.
- Pre-K - 2 Standard 1.C.2 Identify situations in which one might need assistance from people or other resources.

Materials:

- Giraffe puppet
- "Stretch Has a Secret" story
- Personal Body Safety Rule Cards
- *It's Your Body: You're In Charge!* (VHS/DVD) by Sunburst
- *Optional: Personal Body Safety: Touches PowerPoint*

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

Preparation:

- Print or photocopy color copies of the three Personal Body Safety Rule Cards (*Suggestion: Mount each card on colored paper or cardstock and laminate for durability*)

Vocabulary:

- Personal Body Safety Rules: Say “No” in a strong voice. Get away to a safe place. Tell a grown-up you can trust.
- Good Touch: A touch that feels okay, acceptable, warm, and makes you feel loved.
- Bad Touch: A touch that feels bad, uncomfortable, embarrassing, or scary. A bad touch can hurt and can leave a severe bruise, cut, welt, broken bone, or burn.
- Confusing Touch: A touch that feels unsafe, uncomfortable, or mixed up. A confusing touch may start out okay but ends up not being okay.
- Grown-up: An appropriate adult who can help. (Parent or relative, teacher, police officer, adult store clerk, baby sitter, etc.)

Introduction/Motivation/Warm-up/Icebreaker:

- Begin by introducing Poppy and stating the program’s objectives. Say, “Boys and girls, I would like to introduce you to my friend Poppy. Poppy is a giraffe who lives on a wild animal preserve in Africa. He helps me when I talk to boys and girls about what they can do when they have a big problem to solve. A big problem is a problem that makes you feel uncomfortable and scared. A big problem should always be discussed with an adult.”

Lesson/Information (What the Teacher Does):

Introduce the different types of touches. (*Optional: Show Personal Body Safety: Touches PowerPoint presentation*)

Have several students rub or pet Poppy the giraffe. (If time, have each student pet Poppy and introduce themselves to him.) (DOL 2, 3)

- Ask, “How did petting Poppy make you feel? (*good, comfortable*)
Say, “Touches that make you feel good, comfortable, loved, and safe are called ‘good touches.’ Petting is considered a good touch. Can anyone give another example of a good touch?” (*Hug, high five, knuckle, bump, etc.*) (DOL 2 & 3)
- Say, “There is another type of touch, called a bad touch. A bad touch makes you feel uncomfortable, bad, or scared. A bad touch may leave a mark or hurt you so badly that you might need to visit the doctor. Can anyone give an example of a bad touch?” (*punch, kick, slap, etc.*) (DOL 2 & 3)

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- Say, “The last type of touch we are going to discuss is called a confusing touch. A confusing touch starts out feeling okay but then ends up feeling uncomfortable, unsure, or unsafe. Some examples of confusing touches may be when someone you don’t know gives you a hug and when someone keeps tickling you after you have asked him or her to stop. Ask, “Can you give any other examples of confusing touches?” (High five that is too hard, a back rub)
- Watch Part 1 of *It’s Your Body: You’re in Charge!* (4 minutes)
(Be aware that the video does not use the vocabulary word “confusing touch.” Touches go from bad to good.)
 - Watch Part 2 if you have time. (3 minutes)
- Read and discuss “Stretch Has a Secret.” (DOL 2)
 - Hold giraffe puppet and say, “Boys and girls, my friend Poppy the giraffe would like to tell you a story. This story is about Poppy’s grandson, Stretch, and how he was able to solve a big problem.”
 - Read the story, “Stretch Has a Secret.”
 - Discuss the story:
 - “Who were the characters in the story?” (*Zelda, Poppy, Stretch, Ethel, Larry*)
 - “What were Stretch and Zelda doing when Poppy left?” (*playing a video game*)
 - “What did Zelda do that Stretch did not like?” (*rubbed and petted his neck*)
 - “What type of touch did Zelda give to Stretch?” (*confusing touch*)
 - “How did Stretch feel about the touch that Zelda gave him?” (*confused, uncomfortable*)
 - “What three things did Stretch do to solve his problem?” (*He said, “No,” in a strong voice, got away to a safe place, and told a grown-up who he could trust.*)
 - “Do you think Stretch was nervous to tell his grandfather, Poppy, about what happened?” (*maybe, he didn’t want to get in trouble*)
 - “Did Stretch do anything wrong?” (*no, Zelda did*)
 - “Was telling the right thing to do?” (*yes, it’s a safety rule*)
 - “How did Stretch feel after he told Poppy his problem?” (*He felt good about telling Poppy about his problem.*)
- Introduce the Personal Body Safety Rules (DOL 2)
 - Say, “Boys and Girls, there are three things you must remember to do if you ever have a problem that makes you

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feel uncomfortable, unsafe, or scared. We listened to how Stretch solved his problem by using the three personal body safety rules. The three rules are: Say 'No,' get away to a safe place, and tell a grown-up you can trust."

- Show the Personal Body Safety Rule Cards and have students review the steps aloud with you.

Activities (What the Student Does):

- Ask students to repeat the rules in various ways (whole group, boys vs. girls, as individuals, etc.)
- Have students sequence the rules. Mix up the cards and ask the students to put safety cards in the correct order.

Assessment of the Achievement of the Objective/Outcome:

- Children will be able to repeat safety rules and sequence the Personal Body Safety Rule Cards in the correct order.

Closure/Summary:

- Say, "Boys and girls, today we learned a very important safety lesson from Poppy and Stretch. We learned that a good touch is a touch that makes us feel good and warm and safe, and a bad touch is a touch that makes us feel bad, unsafe, or scared. A confusing touch is a touch that makes us feel mixed up or funny inside even though it might have started out feeling okay."
- Say, "If someone touches you in a way that makes you feel uncomfortable, it is **not** your fault. If someone touches you in a way that makes you feel uncomfortable, what can you do?" (*Say 'No' in a strong voice, get away to a safe place, and tell a grown-up you can trust.*)

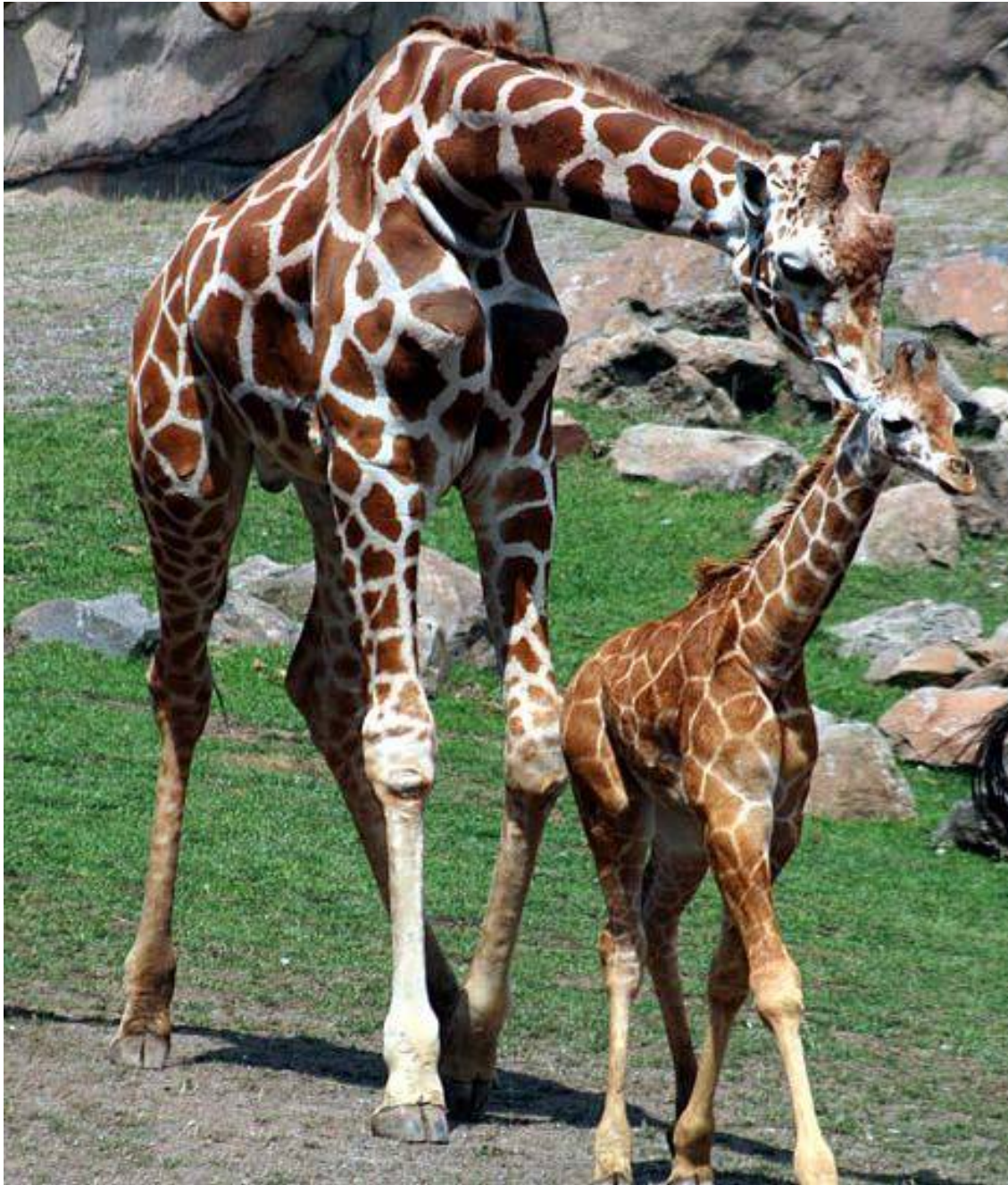
**Say “NO” in a
strong voice.**

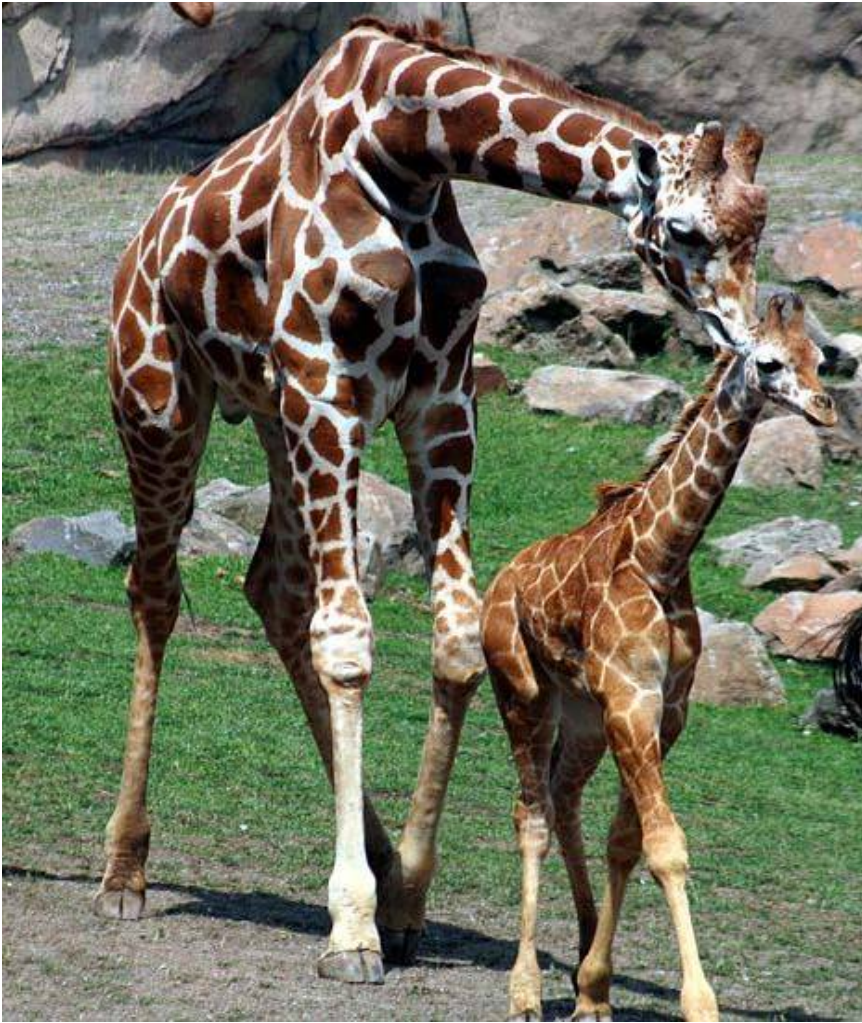


Get away to
a safe place.



Tell a grown-up
you can trust.





Stretch Has A Secret



“Stretch has a Secret”

My name is Poppy, and I am a giraffe. I live in a wildlife preserve in Africa with my grandson, Stretch. Many things can happen at the wildlife preserve. Some are good, and some are not so good. Today I am here to tell you about a problem Stretch had and how we worked together to solve it.

One day I had plans meet my friends, Ethel the elephant and Larry the lion, for dinner together. My neighbor who usually babysits when I go out in the evening canceled at the last minute. I had to find a babysitter quickly! When my friends arrived, I told them about the situation.

“I know a zebra named Zelda. She watched my friend Carmela the Cheetah’s cubs,” said Ethel.

Larry said, “Yes, I’ve heard about Zelda. The cubs always have fun with her.”

“Well, if you think she will be okay, I guess I could give her a call” I replied.

Ethel gave me Zelda’s telephone number, and I called and left her a message. A minute later, I received a text message from Zelda saying she was available to watch Stretch and would be there soon.

Zelda arrived a few minutes before Ethel, Larry, and I planned to leave for dinner so that she could meet Stretch. Stretch was excited to show Zelda his new video game. The two of them immediately started playing the game. Stretch thought it was cool that his new babysitter liked to play video games.

I said, “Okay you two don’t play all night. Stretch, you need to be asleep when I get home.”

“No problem, sir” replied Zelda.

Stretch and Zelda went back to their game and seemed to be having a good time when the three of us left for dinner.

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When I returned two hours later, Zelda was reading a magazine, and Stretch appeared to be asleep beneath his acacia (\ə-kā-shə\) tree. I paid Zelda and thanked her for her time. After she left, I went to give Stretch a kiss goodnight.

As I leaned down, Stretch whispered, “Can I tell you something?”

I asked, “Can it wait ’til morning?”

Stretch hesitated, and then said, “I think it’s important. It’s about that stuff my counselor talked about in school. You know, the stuff about touches and secrets?”

Stretch seemed very worried, so I asked, “You mean Personal Body Safety?”

“Yes,” replied Stretch.

“Okay, let’s talk,” I said.

“Well, after Zelda and I were playing the video game for a while, she started rubbing my neck. I didn’t like it. It made me feel uncomfortable and funny inside. She thought I liked it, but I didn’t. I told her to STOP! She looked at me and said, ‘Don’t tell your Poppy. He will get mad at you. It will be our secret.’ Something about this secret didn’t feel good or sound right to me. I turned off the game and went to my acacia tree right away. I was scared, Poppy. Are you mad at me?” asked Stretch.

“No, you did the right thing,” I said. “No one has the right to touch you if you don’t want to be touched, because your body belongs to you. You did everything the counselor told you to do. You said ‘No,’ got away to a safe place, and you told someone you trusted. I am very proud of you. You were very brave.”

Stretch was still nervous and upset when he asked, “What are you going to do about Zelda?”

I said, “I am going to have a talk with Zelda and tell her that she doesn’t have the right to touch anyone who doesn’t want to be touched. Also, she should not have told you to

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keep it a secret. Secrets that make you feel scared or uncomfortable are bad secrets and shouldn't be kept."

"Thanks, Poppy. I am glad I told you. I feel better now. It is good to know I have someone to talk to about things that bother me," said Stretch, and he gave me a big hug.

Stretch did not look worried anymore when he said, "It's good to know that I can take care of my own body!"

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Slide 1

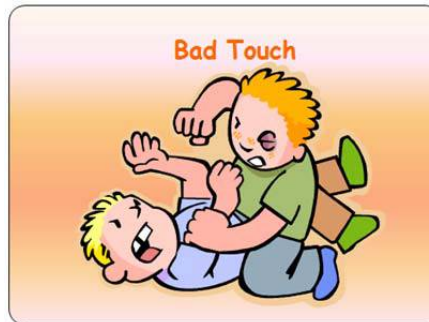


Slide 2



Good Touch – A good touch is a touch that makes you feel okay, warm, and loved. Examples of good touches include hugs, handshakes, high fives, kisses, back scratches, pats on the head/shoulder, and snuggling or cuddling with someone you love.

Slide 3



Bad Touch –A bad touch is a touch that feels bad, uncomfortable, embarrassing or scary. A bad touch can hurt and can leave a severe bruise, cut, welt, broken bone, or burn.

Slide 4



Confusing Touch – A confusing touch is a touch that feels unsafe, mixes you up, or makes you feel uneasy. A confusing touch may start out okay but end up not being okay. Examples of confusing touches are bear hugs, tickling (it starts to hurt or the person won't stop), and kisses from someone you do not know or do not feel comfortable around.

Grade One/Lesson Two

Student Objective/Outcome:

- Students will identify and differentiate between good, bad, and confusing touches.
- Students will identify feelings and physical indicators associated with good, bad, and confusing touches.
- Students will identify the personal body safety rules and when to use them.

National or State School Counseling Standard:

- PS: B1.3 Identify alternative solutions to a problem.
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help.

State Curriculum for Health Education:

- Grade 1 HE1.A.1 Recognize methods of communication.
- Grade 1 HE1.B.1 Examine emotions and responses to various situations.
- Grade 1 HE5.D.1 Identify ways to stay safe from strangers.

Maryland Career Development Framework:

- Pre-K - 2 Standard 1.A.2 Identify behaviors and attitudes that reflect one's self-confidence, sense of self-efficacy, and self-concept.
- Pre-K - 2 Standard 1.B.2 Identify the difference between appropriate and inappropriate behaviors in specific school and social situations.
- Pre-K - 2 Standard 1.C.2 Identify situations in which one might need assistance from people or other resources.

Materials:

- Giraffe puppet
- Personal Body Safety Rule Cards (from Lesson 1)
- Graphic organizer of touches (poster size with Velcro)
- Touch cards (with Velcro on back)
- "Sarena's Problem" story
- "If I had a problem" activity sheet
- Bathing suit coloring activity sheet
- *Optional: "If I had a problem" activity sheet on transparency paper*
- *Optional: Middle Eastern traditional dress cards*

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Preparation:

- Enlarge graphic organizer on poster size paper and attach several pieces of Velcro under each category (to hold touch cards)
- Print or photocopy touch cards in color (laminates for durability) and attach Velcro to the back of each card
- Photocopy “If I had a problem...” activity sheet (one for each student)
- *Optional: Photocopy “If I had a problem...” activity sheet on transparency paper*
- Photocopy bathing suit coloring activity sheet (one for each student)
- *Optional: Photocopy in color (laminates for durability) pictures of people in Middle Eastern traditional dress*

Vocabulary:

- Private: Belonging to one’s self; not public.
- Private Parts: Parts of the body covered by a bathing suit.

Introduction/Motivation/Warm-up/Icebreaker:

- Begin the lesson by reviewing the material discussed in lesson one. (DOL 2)
 - Hold up giraffe puppet and say, “Boys and girls, Poppy would like to review with you some of the things we discussed the last time we met.”
 - Ask, “Who can name the three types of touches?” (*Good, bad, and confusing*)
 - Ask, “Who can name the three safety rules you follow when you are touched in a way that makes you feel uncomfortable?” (*Say “No,” in a strong voice, get away to a safe place, tell a grown-up you can trust*).
 - Show the Personal Body Safety Rule Cards to review, and have the entire class re-read the rules together.
 - Show touches cards and graphic organizer. Hang the organizer on the chalkboard or wall. Explain to the students that you will be showing them cards with different types of touch on each card. Explain that the students’ job is to think about how each touch might make them feel. Ask for volunteers to come up and place touch cards in the appropriate circle. Discuss how some touches could be good or confusing, depending on who is giving the touch (whether or not you know and are close to the person) and how long the touch lasts.

Lesson/Information (What the Teacher Does):

- Lead a discussion on personal rights and the meaning of the word “private.”
 - Ask, “Who owns your body” (*We do*)

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- Say, “That’s right; you are the owner of your body. That means that if someone asks you to do something that makes you feel uncomfortable you can say ‘No.’”
- Ask, “What does the word ‘private’ mean?” (*something not everyone should see or hear*)
- Say, “When something is private that means that it belongs to us and is not public” (for everyone else).
 - Examples:
 - When we use the bathroom in school, we shut the door for privacy.
 - We might write our thoughts down in a diary or journal that we don’t share with others.
 - We might have a secret hideout in our yard.
 - Some people like to send text messages instead of talking on the phone with someone so that others do not hear the conversation.
- Say, “There are also places on our body that we consider private. [ETM] In our country we define private parts as the places on our body covered by a bathing suit.” (*Optional: “For example, in some countries women’s faces and heads and men’s heads are considered private. They keep them covered when they are outside.” Show pictures of traditionally dressed Middle Eastern women and men. Note that the difference in how much of the head/face is shown varies depending on the culture and family in which the person lives.*)
- Show the bathing suit coloring activity sheet. Explain that they will get a copy to color at the end of the lesson.
- Say, “Boys and girls, if someone ever touches your private parts for no good reason (like to keep you clean or healthy), then you need to follow the three safety rules. What are the three safety rules again?” (*Say “No,” get away to a safe place, and tell a grown-up you can trust.*) Show Personal Body Safety Rule Cards to students as you review the rules.
- Read the story, “Sarena’s Problem.”
- Discuss the story. (DOL 2)
 - Ask the following questions:
 - What type of problem did Sarena have?” (*Her coach picked her up, and she felt uncomfortable.*)
 - “What did Sarena do to solve her problem?” (*She told her mother.*)
 - “What did Sarena’s mom do when she told her about her problem?” (*Sarena’s mom told her she did the right thing.*)
 - “Did her mom get angry?” (*No*)
 - “What did the coach do when Sarena’s mom told her that Sarena did not want to be picked up?” (*The*

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

coach apologized and said she would not pick Sarena up any more.)

- “Did Sarena solve her problem by using ALL three safety rules?” (*No*)
- “Which rule did Sarena follow?” (*Rule #3: Tell a grown-up you can trust*)
- Say, “Boys and girls, Sarena did not follow all three safety rules when she had a problem that made her feel uncomfortable, but she did follow the third safety rule that tells you to talk to a grown-up you trust. Sarena did the right thing by telling her mom. Who are some grown-ups that you know and talk to if you are faced with a problem that makes you feel scared or uncomfortable?” (*mother, father, teacher, school counselor, grandparent*)
- Ask, “Is it a good idea to tell other children and ask for their help when we have a problem?” (*No, they cannot help us in the same way that a trusted adult can help.*)
- Say, “Remember, it is not your fault if anyone touches you in a way that makes you feel uncomfortable.”

Activities (What the Student Does):

- Ask students to turn and tell a neighbor what they learned today. (DOL 2) Ask for one or two volunteers to review the personal body safety rules.
- Show students the “If I had a problem” activity sheet on the overhead projector or document camera, and give each student a copy of the activity sheet to complete.
- Allow students to color bathing suit activity sheet after they complete the first activity sheet.
- Have students individually name three grown-ups they would feel comfortable going to with a big problem.

Assessment of the Achievement of the Objective/Outcome

- School counselor/classroom teacher will review “If I had a problem ...” activity sheets to determine whether or not students were able to list three appropriate adults (adults they would likely know and be able to trust).

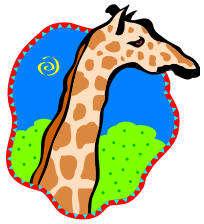
Closure/Summary:

- Say, “Today we reviewed the three important personal body safety rules. Turn and tell a neighbor the rules in order.”
- Ask the whole class to say the rules aloud with you.
- Say, “We also learned about the private parts of our body. Those are the parts covered by a bathing suit. Remember, our bodies belong to us, and no one has a right to touch them unless they have a good reason, such as to help keep us clean or healthy. It’s very important that you tell a grown-up you trust if someone ever touches you in a way that makes you feel bad, scared, or uncomfortable.”

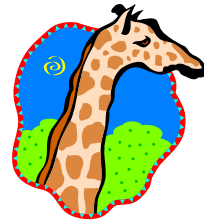
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 <p>HAND SHAKE</p>	 <p>KISS</p>
 <p>BACK RUB</p>	 <p>HUG</p>
 <p>PAT ON THE BACK</p>	 <p>TICKLE</p>

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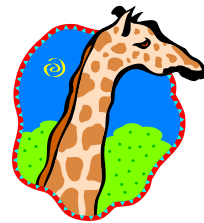
SNUGGLE



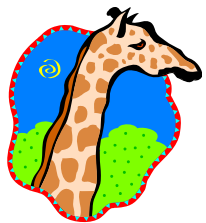
PUNCH



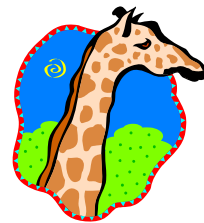
KNUCKLE BUMP



KICK


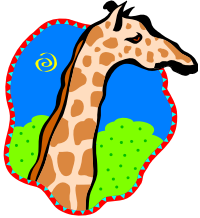

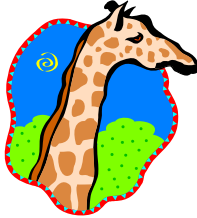




SCRATCH

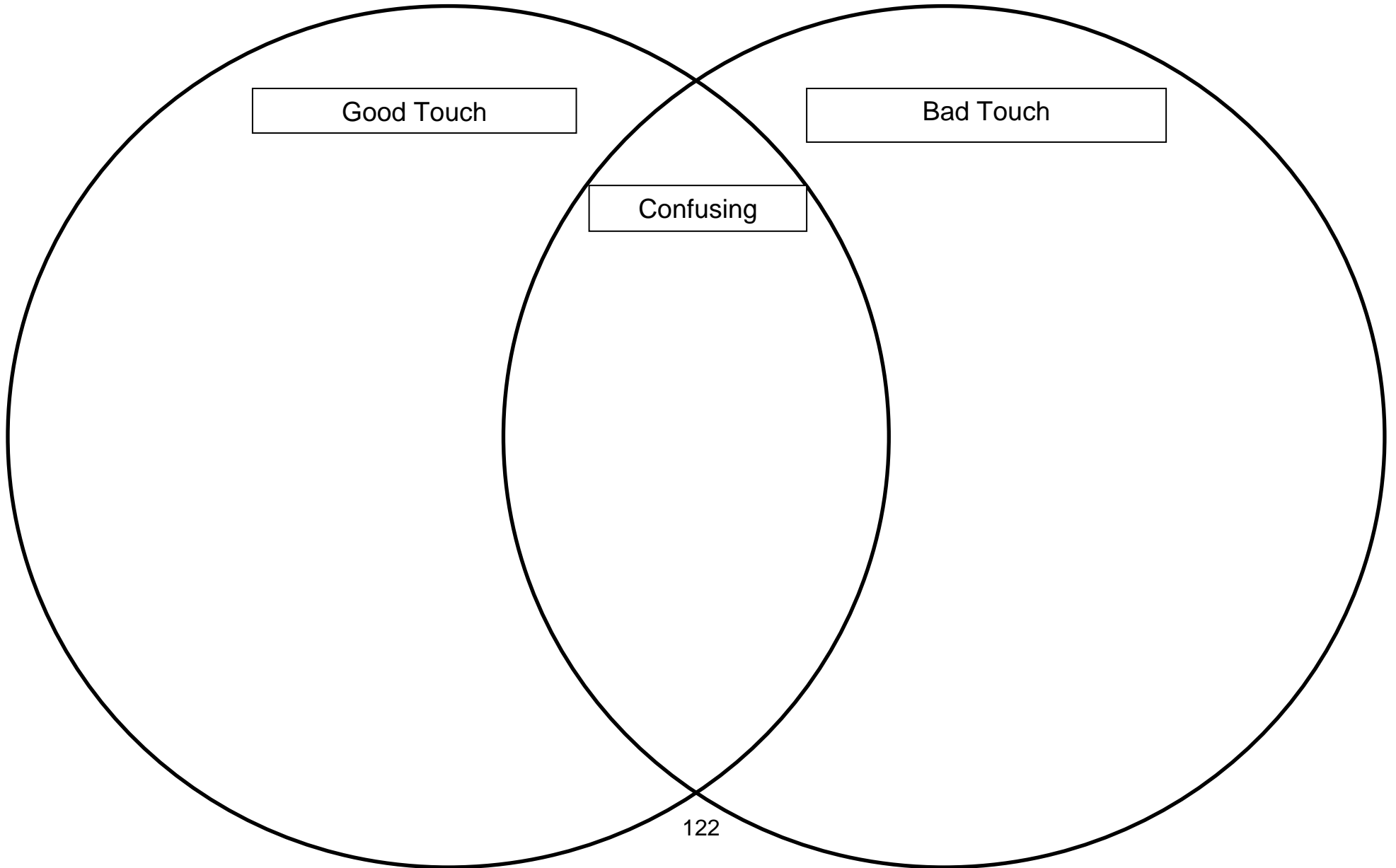


SLAP

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

	BITE		CUT
	PUSH		BURN
	PINCH		WRESTLING

Personal Body Safety



Sarena's Problem



“Sarena’s Problem”

Sarena loves soccer. She likes to practice with her friends. She enjoys running and passing the ball. It is even better when she makes a goal! However, there was a time when she did not like soccer.

Earlier in the season she had a problem with her coach, Mrs. Wheels. Whenever she scored a goal Mrs. Wheels would run and pick her up and spin her around. It made Sarena feel funny inside, and she didn’t know what to do. Then one day at school, her school counselor came into her class to talk about personal body safety. The counselor taught her class about the difference between good touches, bad touches, and confusing touches. It made Sarena think about her soccer problem and how she felt uncomfortable when Mrs. Wheels picked her up and spun her around. The counselor taught her class the personal body safety rules:

- Say “No” in a strong voice.
- Get away to a safe place.
- Tell a grown-up you can trust.

Sarena was too scared to talk to her coach, so she decided it was time to talk to her mom. After dinner that night she helped her mom with the dishes. While she was loading the dishwasher she told her mother that she didn’t want to play soccer anymore. Her mom looked shocked because she knew how much Sarena had always loved playing soccer.

Her mom said, “Sarena, I’m confused. I thought you loved soccer.”

Sarena responded, “Oh, I love soccer, but I am having a problem with Mrs. Wheels. She always picks me up and spins me after I score a goal. I don’t like the way it makes me feel.”

Sarena’s mom listened carefully and really wanted to help. She said, “Okay, let’s work this out together. Mrs.

Wheels is a nice person and probably doesn't realize what she is doing makes you feel uncomfortable. However, no one has the right to touch or hold you in any way that makes you feel uncomfortable. Your body belongs to you. It sounds like you need to tell Mrs. Wheels how this makes you feel."

"But mom, Mrs. Wheels is an *adult*. I don't feel brave enough to talk to her," said Sarena.

"How about if we go to practice early and I help you talk to Mrs. Wheels?" her mom suggested.

Sarena was nervous all the way to practice wondering what Mrs. Wheels would say. When they got out of the car her mom reassured her by giving her a big hug and telling her that everything was going to be okay. Mrs. Wheels saw them and smiled. She said, "You're here early!"

Sarena's mom told her there was something they needed to talk about. Her mother started by saying, "Sarena loves soccer, really loves it in fact, but she feels uncomfortable when you pick her up and spin her after she scores a goal."

Mrs. Wheels said, "Oh, I'm so sorry! I didn't know that bothered you, Sarena. I was just happy for you because you have worked so hard this year and made so much improvement. I am so glad you told me. I would never want to make you uncomfortable."

"Wow!" thought Sarena, "That was easier than I expected." Sarena was glad that she talked with mom and Mrs. Wheels. Sarena's mom stayed during practice and cheered her on. Now, Sarena can enjoy soccer again.

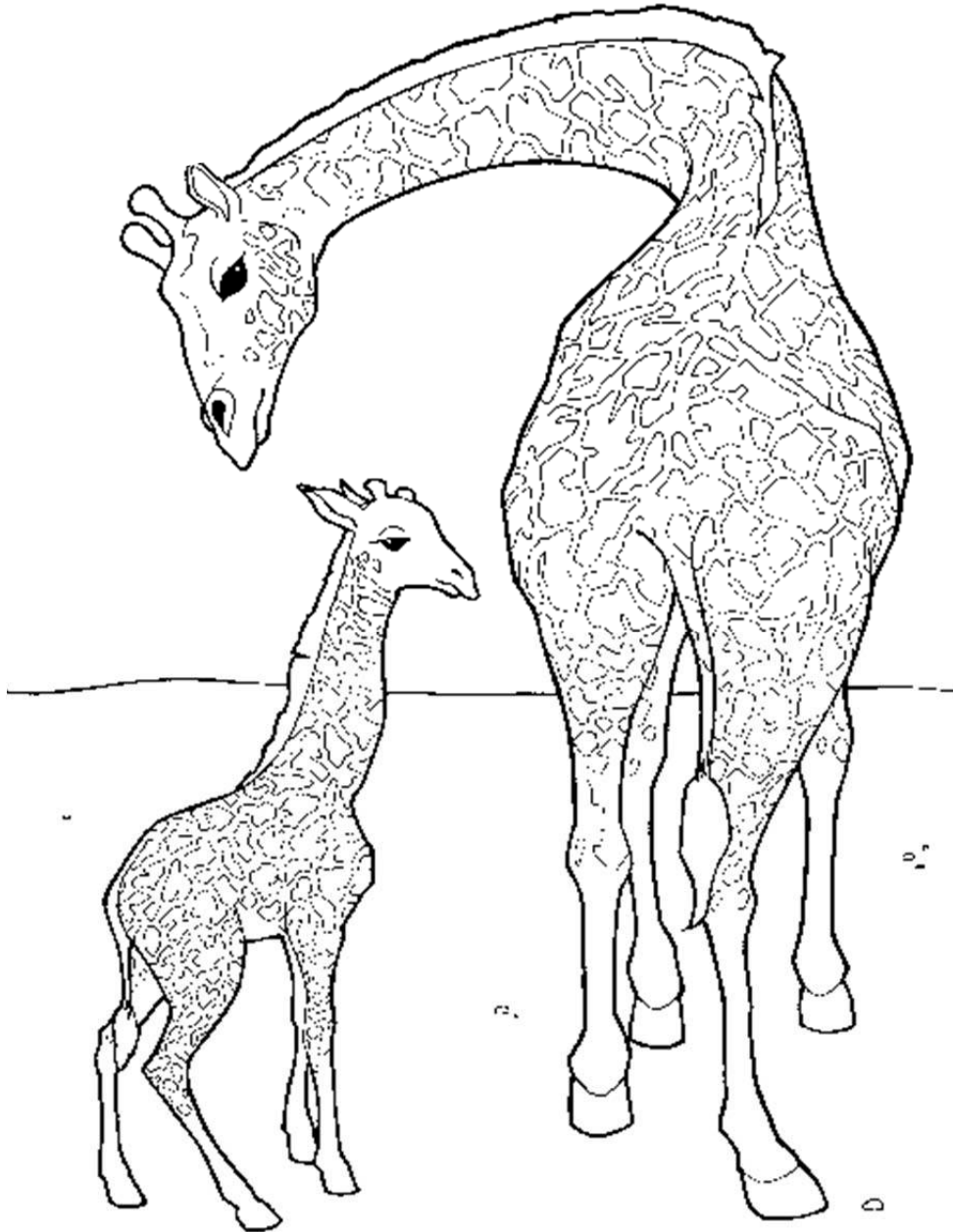
The next time Sarena saw her school counselor, she told her about how she used the safety rules. Sarena was proud to know how to keep herself safe when she had a problem. The counselor gave Sarena a high five.

Name _____

If I had a problem, I could talk to:

1. _____

2. _____



Personal Body Safety - Child Abuse and Neglect Prevention – Grade One



PERSONAL BODY SAFETY
2014 GRADE 1/2/3
MINISTRY OF EDUCATION



Grade One/Lesson Three

Student Objective/Outcome:

- Students will identify and differentiate between good, bad, and confusing touches.
- Students will identify feelings and physical indicators associated with good, bad, and confusing touches.
- Students will identify personal body safety rules and when to use them.

National or State School Counseling Standard:

- PS:B1.3 Identify alternative solutions to a problem.
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help.

State Curriculum for Health Education:

- Grade 1 HE1.A.1 Recognize methods of communication.
- Grade 1 HE1.B.1 Examine emotions and responses to various situations.
- Grade 1 HE5.D.1 Identify ways to stay safe from strangers.

Maryland Career Development Framework:

- Pre-K - 2 Standard 1.A.2 Identify behaviors and attitudes that reflect one's self-confidence, sense of self-efficacy, and self-concept.
- Pre-K - 2 Standard 1.B.2 Identify the difference between appropriate and inappropriate behaviors in specific school and social situations.
- Pre-K - 2 Standard 1.C.2 Identify situations in which one might need assistance from people or other resources.

Materials:

- Giraffe puppet
- Personal Body Safety Rule Cards
- Good/Bad secrets cards or PowerPoint slides (print outline for notes) *It's Your Body: You're in Charge!* (VHS/DVD) by Sunburst Visual Media
- "If someone touches me..." activity sheet
- *Optional: Your Body Belongs to You* (Book) by Cornelia Spelman

Preparation:

- If showing Good/Bad secrets cards instead of showing as a PowerPoint slideshow, print slides (one per page) in color (laminates for durability)
- Photocopy "If someone touches me..." activity sheet (one for each student)

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

Vocabulary:

- **Good Secret**: A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.
- **Bad Secret**: A secret that you feel uncomfortable keeping because it could hurt you or someone else.

Introduction/Motivation/Warm-up/Icebreaker:

- Begin the lesson by reviewing the material discussed in lessons one and two. (DOL 2, 3)
 - Say, “Boys and girls, Poppy and I would like to review with you what we have already learned. If someone touches you in a way that makes you feel uncomfortable, what type of touch is that?” (*Confusing touch*)
 - Ask, “If someone touches you in a way that makes you feel good inside and happy, what type of touch is that?” (*Good touch*)
 - Ask, “If someone touches you in a way that makes you feel bad or angry and maybe even hurt, what type of touch is that?” (*Bad touch*)
 - Ask, “If someone touches you in a way that makes you feel uncomfortable, hurt, or angry, what can you do?” (*Follow the personal body safety rules*).
 - Say, “Remember the three personal body safety rules we learned when someone touches us in a bad or confusing way? What are those rules?” (*Say “No.” Get away to a safe place. Tell a grown-up you can trust.*)
 - Show Personal Body Safety Rule Cards as a review.

Lesson/Information (What the Teacher Does):

- Introduce good secrets and bad secrets.
 - Ask, “Who can tell me what a secret is?” (*wait for responses*) A secret is something you share with a small number of people. Just like there are different types of touches, there are also different types of secrets.”
 - Say, “There are two types of secrets: good secrets and bad secrets. What do you think a good secret is? (*wait for responses*) What do you think a bad secret is? (*wait for responses*) A good secret is a secret that makes you feel safe and comfortable keeping because it is not hurting you or anyone else. A bad secret is a secret that makes you feel uncomfortable keeping because it could hurt you or someone else.”
 - Ask, “How do you know when someone tells you a secret that it is a good secret? How does a good secret make you feel? (*good, happy*)

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

- Ask, “How do you know when someone tells you a secret that it is a bad secret? How does a bad secret make you feel?” (*bad, scared, uncomfortable*)
 - Example: “Remember how Stretch felt when Zelda told him to keep a secret (when she rubbed his neck and Stretch felt uncomfortable and too scared to tell Poppy)? Zelda asked Stretch to keep a bad secret—one that keeping made him feel uncomfortable.”
- Lead students in good secret/bad secret activity. [ETM]
 - Show Good/Bad secret PowerPoint (or printed slides as picture cards). Ask students to determine whether the picture ~~is~~ shows a good or a bad secret and to explain why.
 - Say, “If a secret makes you feel uncomfortable or confused (someone is in danger or hurt), then you need to make sure to talk to a grown-up about the secret.”
- Watch Part 3 of *It’s Your Body: You’re in Charge!* (6 minutes) [ETM] (or read the book, *Your Body Belongs to You.*)
 - Discuss video (*or book*).

Activities (What the Student Does):

- Distribute “If someone touches me...” activity sheet to students and explain that they should write or draw the three personal body safety rules.

Assessment of the Achievement of the Objective/Outcome:

- School counselor and/or classroom teacher will review each student’s worksheet to determine if the personal body safety rules were correctly listed.

Closure/Summary:

- Ask students to turn and share their answers to the activity sheet with their desk neighbors. Ask for a volunteer or volunteers to share their answers with the class.
- Review the three personal body safety rules as a class.
- Remind the class how to decide if a secret is good or bad (how it makes them feel) and that even if someone tells them not to tell a bad secret, it is important that they still find and tell a grown-up they can trust.
- **Tell students that although this is their last personal body safety lesson in first grade, the school counselor is always available to speak with students if they have questions, concerns, or need to talk to someone about a problem.**

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Slide 1



Let's look at some pictures. When you see each one, decide if you think it is a good secret (a secret that would make you feel safe and comfortable) or a bad secret (a secret that would make you feel uncomfortable, confused, or scared).

Slide 2



Your parents are not home and a stranger/delivery person comes to the door. Should you tell him or her that they are not home?

Good Secret: It is a good idea to keep it a secret that your parents are not home so that the stranger does not think you are alone.

Slide 3



Good Secret: Your journal or diary is private and belongs to you. It is okay not to tell people what you write in your journal or diary.

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

Slide 4



Bad Secret: Name calling behind someone else's back is a bad secret because it hurts the person's feeling when he or she finds out.

Slide 5



Good Secret: Making a wish is a good secret because it does not hurt anyone if you don't tell your wish.

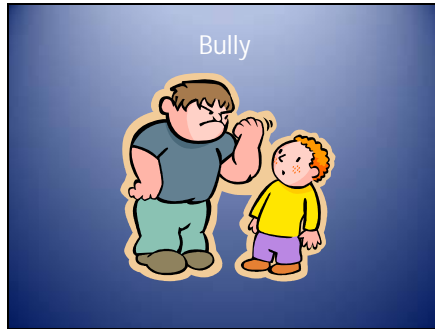
Slide 6



Good Secret: Keeping a surprise party a secret is okay because it does not harm anyone and is meant to make someone feel happy.

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

Slide 7



Bad Secret: If someone is bullying you or someone you know, this is not a good secret to keep because someone is in danger or hurt. It is important to tell a trusted adult if bullying occurs.

Slide 8



Good Secret: When you buy or make someone a gift, it is okay to keep the gift a secret because it is exciting for the other person to find out what it is when they open it. If someone you know gets you a gift, it is okay for them to keep it a secret so that you are surprised when you open it.

Slide 9



Good Secret: If you see someone taking pictures of wild animals, this is an okay secret to keep because the person is not hurting anyone.

Bad Secret: If someone takes a picture of people he/she does not know and has not been hired by them to take that person's picture, this is not a good secret for us to keep. Photographers should not take pictures of people they do not know without permission.

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

Slide 10



Bad Secret: When you gossip, you often spread stories about other people or say something mean about another person to someone else. When you gossip, you are not keeping a good secret. Gossiping hurts others' feelings and makes them feel left out.

Slide 11



Good Secret: Your home address is information that you should not share with strangers.

Slide 12



Bad Secret: Even if someone accidentally brings a knife to school, it is important to tell an adult right away because someone could get hurt.

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Slide 13



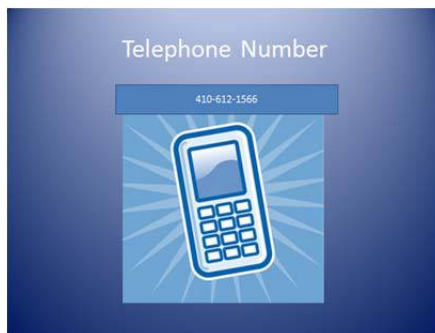
Bad Secret: It is important to tell an adult when things go wrong or something happens by accident, especially when someone is hurt or could get hurt as a result of what happened.

Slide 14



Bad Secret: Cheating on an activity or a test is a bad secret to keep because cheating is not allowed. If you cheat or see others cheating, it is a good idea to tell the teacher.

Slide 15



Good Secret: Keeping your telephone number private is a good secret. Do not tell your telephone number to strangers.

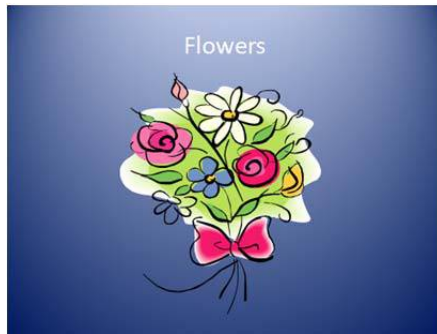
Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

Slide 16



Bad Secret: If someone tries to enter or break into your house when they have not been invited, it is important that you tell your parents or whoever is taking care of you right away.

Slide 17



Good Secret: If you and/or a relative get flowers for someone for a special occasion, such as a birthday or anniversary, it is okay to keep this secret so that it will be a surprise.

Name _____

If someone touches me in a way that makes me feel uncomfortable, I will:

1)

2)

3)

Personal Body Safety - Child Abuse and Neglect Prevention – Grade One

EVALUATION OF PERSONAL BODY SAFETY UNIT

Teacher/School Counselor Name _____

School _____

Grade _____ Date _____

Highly Agree

Highly Disagree

1) The activities were clear and easy to implement.

1 2 3 4

2) The activities in the unit provided positive learning opportunities for students of all ability levels.

1 2 3 4

3) The leader/counselor and student resources were supportive and helpful in delivering the curriculum.

1 2 3 4

4) Overall, I found the unit to be "user friendly" and supportive.

1 2 3 4

5) Please feel free to make suggestions which you feel would improve the unit.

Return to: Supervisor of School Counseling, Harford County Public Schools

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Unit: Personal Body Safety

Grade: Three

Recommended Instructional Time: Three thirty minute lessons

Unit Standards:

Students will acquire knowledge, decision-making skills, and behaviors that promote safe living in the home, school and community.

- Students will demonstrate acquisition and integration of personal body safety skills by listing techniques to remain safe in the real world and on the world wide web (internet).
- Students will identify appropriate coping skills during times of personal crisis.
- Students will demonstrate through role-play situations, the decision-making skills needed to keep safe.
- Students will identify effective interpersonal communication skills that promote safe living.

Indicators:

Students will:

- A. Recall and discuss when to use personal body safety rules. (Grade One) (DOL 2)
- B. Identify feelings and physical signs related to good, bad, and confusing touches. (DOL 2, 3)
- C. Define “stranger” and identify ways to protect themselves from strangers. (DOL 2)
- D. Identify when secrets should and should not be told (i.e., good and bad secrets). (DOL 2)
- E. Decide between safe and dangerous situations that occur in various environments. (DOL 3)
- F. Discuss how “listening to your feelings” helps to distinguish between safe and dangerous situations. (DOL 5)
- G. Explore appropriate responses to dangerous situations. (DOL 3)
- H. Recognize that when abuse occurs, it is not the child’s fault. (DOL 2, 3)
- I. Identify specific grown-ups/adults and community resources to go to for help. (DOL 2)

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

- J. Discuss proper times and places to share confused feelings with appropriate grown-ups/adults. (DOL 3)
- K. Recognize that they have the right to protect themselves and to be safe in the world and on the world wide web (internet). (DOL 2)
- L. Identify the parts of the body covered by bathing suits as being private. (DOL 2)

Prerequisites (prior knowledge):

- Personal body safety rules for keeping safe
- Knowledge of good secrets and bad secrets (how and when to tell)
- Understanding of good, bad, and confusing touches
- Knowledge of parts of the body considered private
- Knowledge of situations that need to be reported and proper procedures for reporting to an adult

Key Concepts:

Communication
Feelings
Rights

Decision Making
Relationships
Safety

Internet Safety

Enduring Understandings:

1. Personal Body Safety is dependent upon making good decisions.
2. Healthy relationships between people include appropriate behavior, promote positive feelings, and are safe.
3. All people have rights.
4. Attention to feelings helps people make good decisions and communicate with others to ensure personal safety.

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Vocabulary:

1. Personal Body Safety Rules: Say, “No” in a strong voice. Get away to a safe place. Tell a grown-up you can trust.
2. Good touch: A touch that feels okay, acceptable, warm, and makes you feel loved.
3. Bad touch: A touch that feels bad, uncomfortable, embarrassing, scary, or funny inside. A bad touch can hurt and can leave a severe bruise, cut, welt, broken bone, or burn. A different kind of bad touch is when someone touches your private parts for no good reason.
4. Confusing touch: A touch that feels unsafe, mixed-up, or makes you feel uneasy. A confusing touch may start out okay but end up not being okay.
5. Private parts: Parts of the body covered by a bathing suit.
6. Good secret: A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.
7. Bad secret: A secret that you feel uncomfortable keeping because it could hurt you or someone else.
8. Stranger: Someone you don't know.
9. Buddy system: Going places in pairs for safety and fun.
10. Confident: Self-assured; believing in yourself.
11. Embarrassed: Feeling awkward, uncomfortable, confused, or ashamed.
12. Freeze: To stand motionless; to be unable to move due to fear.
13. Uncomfortable: The feeling that something may be wrong; scared.
14. Internet: Worldwide system of millions of computers connected together in a network
15. E-mail: Electronic mail

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

SUGGESTED INSTRUCTIONAL STRATEGIES AND ACTIVITIES

Note: Send parent notification letter and offer to share materials prior to beginning the unit. (Appendix B)

Grade Three/Lesson One

Student Objective/Outcome:

- Students will use previous knowledge (from first grade Personal Body Safety lessons) to demonstrate understanding of personal body safety skills to remain safe.

National or State School Counseling Standard:

- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights, and personal privacy
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help

State Curriculum for Health Education:

- Grade 3 HE1.D.1 Examine the steps of the decision-making process.

Maryland Career Development Framework:

- Grades 3-5 Standard 1.A.2 Explore actions that will build and maintain a positive self concept.
- Grades 3-5 Standard 1.B.2 Assess the consequences of appropriate and inappropriate behavior and effects of outside pressure in specific school and social situations.
- Grades 3-5 Standard 1.C.2 Identify situations in which one might need assistance from people or other resources.

Materials:

- Giraffe puppet
- Personal Body Safety Jeopardy Game PowerPoint presentation
- “Vocabulary Review” activity sheet (3A)
- Overhead projector, document camera, or Whiteboard
- Dry erase marker or Vis a Vis pen (if using Whiteboard)
- “Adults Who Can Help” activity sheet (3B)
- *Optional: Index cards with activity questions printed on them (“Think, Pair, Share” and group discussion to follow)*

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Preparation:

- Photocopy “Vocabulary Review” activity sheet (one per student)
- Photocopy “Vocabulary Review” activity sheet on transparency paper (if using overhead) or make as a Whiteboard slide
- Photocopy “Adults Who Can Help” activity sheet (one per student)
- *Optional: Create sets of index cards (enough for students to use in pairs) with each activity question printed on one side and the corresponding answer on the other.*

Vocabulary:

- Personal Body Safety Rules: Say, “No” in a strong voice. Get away to a safe place. Tell a grown-up you can trust.
- Good Touch: A touch that feels okay, acceptable, warm, makes you feel loved.
- Bad Touch: A touch that makes you feel bad, embarrassed or funny inside. This touch may actually hurt bodies, not like a spanking, although spanking may hurt. This touch can cause severe bruises, broken bones, cuts or burns. Another example of this type of touch is when someone touches you on your private parts for no good reason.
- Confusing Touch: A touch that feels unsafe, mixed-up, or makes you feel uneasy. A confusing touch may start out okay but end up not being okay.
- Private Parts: Parts of the body covered by a bathing suit.
- Good Secret: A secret that you feel safe and comfortable keeping because it does not hurt anyone.
- Bad Secret: A secret that you feel uncomfortable keeping because it could hurt you or someone else.

Introduction/Motivation/Warm-up/Icebreaker:

- Hold up giraffe puppet as you introduce the Personal Body Safety unit. Ask, “Who remembers Poppy the giraffe and the safety unit he helped teach you in first grade? What do you remember about these lessons?” (DOL 2) (*good, bad, confusing touch, good/bad secret, personal body safety rules*)
- Say, “As a review, we will play Personal Body Safety Jeopardy.” Open PowerPoint presentation. Divide students into two teams, and consider assigning one student to be the scorekeeper up at the chalkboard. Explain that teammates should work together to try to answer the questions. Play the game until all questions have been answered, tally the scores, and declare the winning team.

Lesson/Information (What the Teacher does):

- Hand out “Vocabulary Review” activity sheet and say, “Now that we have reviewed what we learned in first grade, I want you to match the vocabulary words to their correct definition. Write the letter of the correct definition on the blank line next to the vocabulary word.” Give about 5-7 minutes for the students to complete the worksheet independently. Review answers together as a class, having volunteers come up to the overhead or Whiteboard to match each vocabulary word with its definition. (DOL 2, 3)

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

- Ask the class the review questions below. (*Optional: Divide students into pairs and give each group a set of index cards with questions/answers and instruct them to “Think, Pair, Share” with the questions and answers.*)
 - “What are the three Personal Body Safety Rules? List them in order.” (*Say, “No” in a strong voice, get away to a safe place, tell adult you can trust.*)
 - “In what situations would you need to use the body safety rules?” (*bad touch, feel uncomfortable, in danger*)
 - “When a person says, ‘No,’ how should he/she say it?” (*Loud, strong voice*)
 - “What is a bad touch?” (*Touch that hurts our bodies, may leave a mark, a touch on private parts for no good reason*)
 - “What are some examples of bad touches?” (*Hit, kick, punch, burn, etc.*)
 - “What feelings might you have if someone gives you a bad touch?” (*scared, embarrassed, sad, hurt, mad*)
 - “What would you do if this happened to you?” (*Follow the personal body safety rules*)
 - “What is a confusing touch?” (*Touch that makes us feel uncomfortable or mixed-up. It might start out okay, but then end up not being okay.*)
 - “What are some examples of confusing touches?” (*Stranger touches us, hugs that are too tight, tickling that won’t stop, hard high fives, etc.*)
 - “What feelings might you have if someone gives you a confusing touch?” (*unsure, confused, embarrassed*)
 - “What would you do if this happened to you?” (*Follow the personal body safety rules*)
 - “What is a good secret?” (*Secret you feel good and safe keeping because it doesn’t hurt anyone; makes us feel happy*)
 - “What are some examples of good secrets?” (*Gifts, surprise parties*)
 - “Should we keep this kind of secret or tell someone?” (*It’s ok to keep it.*)
 - “What is a bad secret?” (*A secret that you feel uncomfortable keeping because it could hurt you or someone else*)
 - “What should you do if someone asks you to keep a bad secret?” (*Tell an adult you can trust*)
 - “How might you feel if someone told you to keep this kind of secret?” (*unsure, confused, sad, scared*)
 - “What are some examples of bad secrets?” (*Threats, bad and confusing touches*)
 - “What are considered private areas on your body?” (*Areas covered by a bathing suit*)

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

- “Is there an okay reason someone should touch you there?” (Sometimes doctors or parents have to check us there to keep us clean and healthy)
- “Should anyone touch you there for no good reason?” (No!)
- “What should you do if someone touches you on your private parts for no good reason?” (follow the personal body safety rules)
- “What is a good touch?” (*touch that makes us feel happy, loved*)
 - “What are some examples?” (*Hugs, pats, kisses, high fives*)
- After class discussion, say “If you receive a bad or confusing touch or you or someone you know has a bad secret, it is important that you follow the personal body safety rules and to tell an adult you trust. Who are some grown-ups you can go to?” (*parents, grandparents, teacher, school counselor*)
- Give students the “Adults Who Can Help” activity sheet and ask them complete it individually or with a partner.

Activities (What the Student does):

- Students will complete the “Vocabulary Review” activity sheet.
- Students will answer the review questions.
- Students will complete the “Adults Who Can Help” activity sheet.

Assessment of the Achievement of the Objective/Outcome:

- Collect and review “Adults Who Can Help” activity sheets to determine whether students could identify appropriate adults who could help them.

Closure/Summary:

- Review key vocabulary from lesson (types of touch, good/bad secrets).
- Ask students to recite the personal body safety rules aloud as a class.

Enrichment/Differentiation/Remediation:

- Divide students into pairs and use pre-made index cards to discuss questions.

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Slide 1

Personal Body Safety Jeopardy

Personal Body Safety	Touches	Secrets
<u>10</u>	<u>10</u>	<u>10</u>
<u>20</u>	<u>20</u>	<u>20</u>
<u>30</u>	<u>30</u>	<u>30</u>
<u>40</u>	<u>40</u>	<u>40</u>
<u>50</u>	<u>50</u>	<u>50</u>



Hippette will change color after you answer the next question.

Slide 2

What are the three Personal Body Safety Rules?

1. Say, "No."
2. Get away to a safe place.
3. Tell an adult you can trust.



Click once for answer

Slide 3

In what situations would you need to use the body safety rules?

- Receive a bad or confusing touch
- Feel uncomfortable
- Are in danger




Click once for answer

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Slide 4

When a person says, "No,"
how should they say this?

Loud, strong voice




Click once for answer

Slide 5

Who is an adult you
can go to when you are
in an uncomfortable situation?

Parent, Grandparent, Aunt,
Uncle, Trusted Neighbor,
Principal, Teacher, School
Counselor



Click once for answer

Slide 6

What do you do if the
person you tell does
not believe you?

Keep telling until
someone believes you!



Click once for answer

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Slide 7

**What is a bad touch?
Give an example.**

**Hurts our bodies,
touches our private parts**

Hit, kick, punch



Click for answer

Slide 8

**What is a good touch?
Give an example.**

Makes us feel happy, loved

Hugs, pats, kisses, high fives



Click for answer

Slide 9

**What is a confusing touch?
Give an example.**

May start out okay and then not be okay

**Stranger touches us, hugs that
are too tight, tickling that won't stop,
hard high fives**



Click for answer

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Slide 10

What types of feelings do you have if given a bad or Confusing touch?

Bad - scared, embarrassed, sad, hurt, angry

Confusing - unsure, confused, embarrassed

 Click for answer

Slide 11

What do you do if given a bad or confusing touch?

Use the Personal Body Safety Rules:

- Say, "No" in a strong voice.**
- Get away to a safe place.**
- Tell an adult you can trust.**

 Click once for answer

Slide 12

**What is a good secret?
Give an example.**

A secret that you feel safe and comfortable keeping because it does not hurt anyone

Gifts, surprise parties

 Click once for answer

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Slide 13

**What is a bad secret?
Give an example.**

**A secret that you feel uncomfortable
keeping because it could hurt you
or someone else**

Threats, bad/confusing touches




Click once for answer

Slide 14

**Should you keep or tell
a bad secret?**

Tell an adult you can trust.



Click once for answer

Slide 15

**Should you keep or tell a
good secret?**


It is safe to keep good secrets.



Click once for answer

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Slide 16

A dark blue rectangular slide with a light blue diagonal gradient. The text is centered and reads: "How would you feel if someone asked you to keep a bad secret?" followed by "unsure, confused, sad, scared" in yellow. At the bottom left is a small pink arrow icon pointing left, and at the bottom center is the text "Click for answer".

How would you feel if someone asked you to keep a bad secret?

unsure, confused, sad, scared

Click for answer

Personal Body Safety Review

Worksheet 3A

Name _____

Directions: Match the definition to the vocabulary word.

_____ **Personal Body Safety Rules**

_____ **Bad Touch**

_____ **Confusing Touch**

_____ **Good Secret**

_____ **Bad Secret**

_____ **Private Parts**

_____ **Good Touch**

- A. A touch that mixes you up or makes you feel uneasy. It starts out okay, but ends up not being okay. For example, you are having fun wrestling with someone but when you ask the person to stop the person does not stop.
- B. Say, "No" in a strong voice. Get away to a safe place. Tell a grown-up you can trust.
- C. A secret that you feel uncomfortable keeping because it could hurt you or someone else.
- D. A touch that feels okay, acceptable, warm, and makes you feel loved.
- E. A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.
- F. A touch that makes you feel bad, embarrassed or funny inside. This touch may actually hurt bodies, not like a spanking, although spanking may hurt. This touch can cause severe bruises, broken bones, cuts or burns. Another example of this type of touch is when someone touches you on your private parts for no good reason.
- G. Parts of your body covered by a bathing suit.

Name _____

Worksheet 3B



**Responsible Adults
Who Can Help Me
During Times of
Trouble**

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Grade Three/Lesson Two

Student Objective/Outcome:

- Students will identify situations where they may be “in danger” and state how to get help.

National or State School Counseling Standard:

- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help

State Curriculum for Health Education:

- Grade 3 HE.5.A.1 Demonstrate ability to respond appropriately to emergency situations
- Grade 3 HE.5.A.2 Demonstrate the ability to access emergency services

Maryland Career Development Framework:

- Grades 3-5 Standard 1.A.2 Explore actions that will build and maintain a positive self concept.
- Grades 3-5 Standard 1.B.2 Assess the consequences of appropriate and inappropriate behavior and effects of outside pressure in specific school and social situations.
- Grades 3-5 Standard 1.C.2 Identify situations in which one might need assistance from people or other resources.

Materials:

- *McGruff on Dangerous Strangers* video (15 minutes)
- “Stranger Danger” PowerPoint slide (*Optional: overhead projector, document camera or whiteboard*)
- “Stranger Safety Vocabulary” activity sheet (3C) (print one copy on overhead transparency paper if using overhead projector or make as a whiteboard slide)
- “Safe Places” activity sheet (
- Dry erase marker if using overhead (Vis a Vi overhead pen if using whiteboard technology)

Preparation:

- If not using “Stranger Danger” PowerPoint slide, photocopy “Stranger Safety Vocabulary” activity sheet (3C) onto overhead translucent paper or create as whiteboard slide if using whiteboard technology)
- Photocopy “Stranger Safety Vocabulary” activity sheet (3C) (one for each student)
- Photocopy “Safe Places” activity sheet (3D) (one for each student)

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Vocabulary:

- Stranger: Someone you don't know.
- Buddy System: Going places in pairs for safety and fun.
- Confident: Self-assured; believing in yourself.
- Embarrassed: Feeling awkward, uncomfortable, confused, or ashamed.
- Freeze: To stand motionless; to be unable to move due to fear.
- Uncomfortable: The feeling that something may be wrong; awkward or scared.

Introduction/Motivation/Warm-up/Icebreaker:

- Review the first lesson by saying, "The last time I came in, we talked about the three personal body safety rules. Who can tell me what they are?" (DOL 2) (*Say, "No" in a strong voice, get away to a safe place, tell adult you can trust.*)

Lesson/Information (What the Teacher does):

- Say, "Today we will be watching a movie about 'Stranger Danger.' What do you think that might mean?" (*Pause for responses*).
- Show the "Stranger Danger" PowerPoint slide (without clicking for answers) or put the "Stranger Safety Vocabulary" activity sheet on the overhead projector or document camera. Say, "Before we watch the movie, I want to share some vocabulary with you that we will learn about in the video. I will give you an activity sheet, and I want you to try to match the vocabulary to the definitions by writing the correct letter in front of the definition on the blank line next to each vocabulary word. When you finish, we will go over them as a class." Give students a few minutes to match the vocabulary to their definitions.
- When students have finished, invite volunteers to come up to the front to share each answer and click the computer mouse to show the answer on the PowerPoint slide or "Pass the Pen" to match the vocabulary to their definitions if using overhead projector or document camera. Ask students to check their work as you go through the activity. (DOL 2)
- Introduce the video. Say, "Now we will be watching a video called 'McGruff on Dangerous Strangers.' I want you to listen for the vocabulary words in the movie. I also want you to think about places in your neighborhood where you can run if you are ever approached by a dangerous stranger." (DOL 2, 3) (Technology, ETM)
- Play the video.
- When the video is finished, ask:
 - "In the video, what did the man and woman in the car offer Sarah to try to get her to come closer?" (*circus tickets for helping them find a lost cat*)
 - "Do you think Sarah responded in the right way?" (*Yes, you should never accept anything from a stranger or ever get into a car with a stranger.*)
 - "In the video, what happened with Javier and Steve? Which vocabulary word was used in this situation?" (*They felt uncomfortable. They used the buddy system*)
 - "In the video, what happened with Greg? Which safety strategies did he use?" (*He yelled and ran away to a safe place. He used a family code word.*)

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

- Say, “As we saw in the video, one of the best ways to protect yourself from strangers is to run to a safe place or to a safe adult. What are some places you can think of that you could run to if you needed to get away from an uncomfortable situation?”
- Brainstorm with students where they could go for help if they had a problem in each of the following places:
 - At their house
 - In a store
 - Playing outside
 - At a friend’s house
 - At School
 - At an amusement park
- Give each student a copy of the “Safe Places” activity sheet, and ask them to write down ideas about where they could go and who might be able to help them in each of the four places listed (Neighborhood/playground, store, school, other).

Activities (What the Student does):

- Students will complete the “Stranger Safety Vocabulary” activity sheet.
- Students will watch and discuss the video.
- Students will complete the “Safe Places” activity sheet.

Assessment of the Achievement of the Objective/Outcome:

- Ask students to share some of the safe places they can go if they are approached by a stranger.
- Collect students’ activity sheets and review to determine if students were able to list appropriate places to go/people to approach to ask for help.

Closure/Summary:

- Ask students to say the three personal body safety rules together as a class.
- Remind students that it is very important to remember to follow the personal body safety rules if a stranger approaches them and asks them to do something that makes them feel uncomfortable or go somewhere with them.
- Encourage them to go home and talk to their grown-ups about what they learned today about stranger safety. They might consider creating a family code word (that they do not share with anyone unless their parents say it is okay) and coming up with a “family plan” for addressing where the student could go in their neighborhood if approached by a stranger.

Enrichment/Differentiation/Remediation:

- Students could role-play their responses to strangers if approached and asked to go somewhere with them.

Stranger Safety Vocabulary

Worksheet 3C

Name _____

Directions: Match the definition to the vocabulary word.

_____ **Stranger**

a. going places in pairs for safety and fun

_____ **Buddy system**

b. feeling awkward, silly, confused or ashamed

_____ **Confident**

c. someone you don't know

_____ **Embarrassed**

d. self –assured; believing in yourself

_____ **Freeze**

e. to stand motionless

_____ **Uncomfortable**

f. Feeling that something may be wrong; scared

Safe Places

Worksheet 3D

Name _____

Directions: If a stranger approaches you in any of the places listed below, where could you go or who could you ask for help? List your ideas under each box.

<p>Neighborhood/playground</p>	<p>Store</p>
<p>School</p>	<p>Other</p>

Grade Three/Lesson Three

Student Objective/Outcome:

- Students will identify situations where they may be “in danger” and state how to get help.

National or State School Counseling Standard:

- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help

State Curriculum for Health Education:

- Grade 3 HE.A.1 Demonstrate ability to respond appropriately to emergency situations
- Grade 3 HE.A.2 Demonstrate the ability to access emergency services

Maryland Career Development Framework:

- Grades 3-5 Standard 1.A.2 Explore actions that will build and maintain a positive self concept.
- Grades 3-5 Standard 1.B.2 Assess the consequences of appropriate and inappropriate behavior and effects of outside pressure in specific school and social situations.
- Grades 3-5 Standard 1.C.2 Identify situations in which one might need assistance from people or other resources.

Materials:

- “Personal Body Safety Scenarios” sheet
- “Safety Strategies” sheet (printed on back of “Personal Body Safety Scenarios” sheet)
- *Optional: Pre-made scenario cards (one scenario per card)*
- “Internet Safety Pledge” activity sheet (3E)

Preparation:

- Photocopy “Personal Body Safety Scenarios” sheet (one per student)
- Photocopy “Safety Strategies” sheet (on the back of “Personal Body Safety Scenarios” sheet)
- *Optional: Photocopy “Personal Body Safety Scenarios” sheet on cardstock, cut up individual scenarios, and laminate for durability (each pair of students gets one card)*
- Photocopy “Internet Safety Pledge” (3E) activity sheet (one per student)

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Introduction/Motivation/Warm-up/Icebreaker:

- Say, “Last time we met, we watched and discussed a video about strangers. What important points to you remember from that video?” (*buddy system, family code word, going to a safe place and telling a trusted adult*)
- Say, “Today we will work with a partner and discuss different scenarios, or situations, that could occur. We will use the strategies we learned to determine what we could do in each situation.” (DOL 2)

Lesson/Information (What the Teacher does):

- Pass out “Personal Body Safety Scenarios” sheets with “Safety Strategies” printed on the back. (*if using scenario cards, give a set to each pair of students*)
- Read “Scenario 1” aloud, and ask students what strategies they would use in this situation.
 - **Scenario 1:** “You are walking in your neighborhood, and a car drives up alongside of you. Two strangers from the car begin asking you questions such as your name, where you live, what school you attend, and your phone number. What should you do?”
- After the discussion, have students turn paper over to review other strategies.
- Tell students, “Now you will work with a partner and discuss 5 more scenarios and identify the strategies to use if you were in that situation.”
- Have students pair up with a partner and discuss scenarios for 5-7 minutes.
- Bring group back together, call on groups to read each scenario out loud, and discuss the strategies students could use for each scenario.
- Say, “Just like we discussed stranger danger in the real world, we also need to talk about Stranger Danger on the Internet. How many of you go on-online?” (*pause for a show of hands*).
- Say, “Sometimes strangers try to talk to children online, and they might ask them to do something that makes them uncomfortable or ask to meet up with them in person. It is important that you tell your grown-ups at home right away if someone does or says something online that makes you feel uncomfortable. It is NEVER okay to meet up with someone you have met online unless your parents know them and say it is okay.”
- Distribute “Internet Safety Pledges” (3E) to students.
- Ask students to work in pairs/groups to read the pledge and discuss why the listed rules are important.
- Ask the students, “Did anything surprise you that you read? What is one internet safety tip that you learned or had not thought of before?” (*take several responses*)
- Have students review and sign the internet pledge if they agree to the terms.
- Encourage students to take the pledge home to share with their parents/guardians.

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

Activities (What the Student Does):

- Students will review the strategies of Stranger Danger.
- Students will work with a partner to discuss each scenario and possible strategies to use in each situation. (DOL 2, 3)
- Students will read, discuss, and sign the "Internet Safety Pledge." [ETM]

Assessment of the Achievement of the Objective/Outcome:

- Students will share the strategies they used in each scenario. Counselor will determine whether appropriate strategies were suggested.

Closure/Summary:

- Review safety strategies to use in person when approached by a stranger and to use on the internet when approached by a stranger. Remind students of the importance of following the personal body safety rules when feeling uncomfortable or scared.
- Tell students that although this is the last lesson in the third grade body safety unit, they can always come talk to school counselor if they have additional questions or concerns.

Enrichment/Differentiation/Remediation:

- Students may write their own scenarios and have other classmates determine what strategies to use in each situation.

Personal Body Safety Scenarios

Scenario 1

You are walking in your neighborhood, and a car drives up alongside of you. Two strangers from the car begin asking you question such as your name, where you live, what school you attend, and your phone number. What should you do?

Scenario 2

You are walking home from the bus stop when a person in your neighborhood who you recognize but do not know tells you that your parents have asked them to come pick you up. What should you do?

Scenario 3

Your parents go out to dinner, and you are at home with a new babysitter. The babysitter wants to give you a bath and help wash your body. You are old enough to take a bath or shower by yourself. What should you do?

Scenario 4

A friend in your class always goofs around and playfully punches you in the arm. You don't like it because it hurts. You want your friend to stop, but you don't want your friend to think you are a "baby." What should you do?

Scenario 5

Your best friend tells you that he or she has a lighter and that he or she is going to start a fire in the bathroom during lunch time. Is this a good or bad secret? What should you do?

Scenario 6

You are on the computer and someone asks you for your name and wants to meet you in person. The person says not to tell anyone about the plan to meet up. Is this a good secret or bad secret? What should you do?

SAFETY STRATEGIES

- Keep a safe distance from strangers.
- Never get into a car with strangers.
- Don't take gifts from strangers.
- Do not give strangers any information about yourself.
- Run to a safe place such as a neighbor's house, store, school, or police station.
- Yell loudly if a stranger comes close and tries to grab you.
- Use a family code word.
- If you or someone you know has a bad secret, always tell an adult you can trust.
- Use the buddy system and go places in groups.
- Walk with confidence and stay alert.
- Use your body safety rules: Say, "No," in a strong voice. Get away to a safe place. Tell an adult you can trust.
- Never take unfamiliar short cuts.
- Tell your parents/guardians where you are at all times.
- If in danger, call your parents/guardian on their cell phone if they have them.
- Never arrange to meet in person with anyone you've met on the computer.
- Don't open e-mails from strangers.
- If you read something that makes you feel unsure or uncomfortable, go tell an adult you trust right away.

Internet Safety Pledge

Worksheet 3E

- I will check first with my parents, guardians, or other trusted adults before accessing new sites on the internet.
- I will not share personal information such as my name, address, telephone number, name of my school, or a picture of myself without my parents' or guardians' permission.
- I will not meet with someone I have met online.
- I will tell a trusted adult if I see or feel uncomfortable about anything I see online.
- I will not respond to any messages that are mean or in any way make me feel scared or uncomfortable.
- I will not send any mean or hurtful messages to others.

My Name

Date

Parent/Guardian

Date

*Share this pledge with the adults in your home.
Consider posting this pledge near your home computer.*

Personal Body Safety - Child Abuse and Neglect Prevention - Grade Three

EVALUATION OF PERSONAL BODY SAFETY UNIT

Teacher/School Counselor Name: _____

School: _____

Grade: _____

Highly Agree

Highly Disagree

- 1) The activities were clear and easy to implement.

1 2 3 4

- 2) The activities in the unit provided positive learning opportunities for students of all ability levels.

1 2 3 4

- 3) The leader/counselor and student resources were supportive and helpful in delivering the curriculum.

1 2 3 4

- 4) Overall, I found the unit to be “user friendly “ and supportive.

1 2 3 4

- 5) Please feel free to make suggestions which you feel would improve the unit.

Return to: Supervisor of School Counseling, Harford County Public Schools

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

Unit: Personal Body Safety

Grade: Five

Recommended Instructional Time: Three forty-five to sixty minute lessons

Unit Standards:

Students will acquire knowledge, decision-making skills, and behaviors that promote safe living in the home, school, and community.

- Students will demonstrate acquisition and integration of personal body safety skills by listing techniques to remain safe in the real world and on the world wide web (internet).
- Students will identify appropriate coping skills to use during times of personal crisis.
- Students will demonstrate through role-play situations the decision-making skills needed to keep safe.
- Students will identify effective interpersonal communication skills that promote safe living.

Indicators:

Students will:

- A. Recall and discuss when to use personal body safety rules. (Grades 1, 3). (DOL 2)
- B. Identify feelings and physical signs associated with good, bad and confusing touches. (DOL 2,3)
- C. Identify and discuss personal rights. (DOL 2,3)
- D. Identify and discuss neglect, physical abuse, sexual abuse and sexual harassment. (DOL 2,3)
- E. Identify when secrets should and should not be told (e.g., good and bad secrets). (DOL 2)
- F. Distinguish between safe and dangerous situations that may occur in various environments. (DOL 3)
- G. Discuss how “listening to your feelings” helps to distinguish between safe and dangerous situations. (DOL 5)
- H. Explore appropriate responses to dangerous situations. (DOL 3)

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

- I. Recognize that when child abuse or neglect occurs it is not the child's fault. (DOL 2,3)
- J. Assess and respond to situations that threaten personal safety and may result in neglect, physical abuse, or sexual abuse. (DOL 3)
- K. Identify specific adults and community resources to go to for help. (DOL 2)
- L. Discuss ways to help victims of abuse and/or neglect. (DOL 2,3)
- M. Recognize that child neglect and abuse are against the law. (DOL 2)
- N. Recognize that they have the right to protect themselves and to be safe in the world and on the World Wide Web.

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

Prerequisites (prior knowledge):

- Personal body safety rules for keeping safe in the real world and on the world wide web (internet)
- Knowledge of good secrets and bad secrets (how and when to tell)
- Understanding of good, bad, and confusing touches
- Knowledge of parts of the body considered private
- Knowledge of situations that need to be reported, and proper procedures for reporting to an adult
- Awareness of dangerous situations and how to remain safe

Key Concepts:

Communication
Feelings
Rights
Physical Abuse

Decision Making
Relationships
Safety
Sexual Abuse

Internet Safety
Sexual Harassment
Neglect
Bullying

Enduring Understandings:

1. Personal Body Safety is dependent upon making good decisions.
2. Healthy relationships between people include appropriate behavior, promote positive feelings, and are safe.
3. All people have rights.
4. Attention to feelings helps people make good decisions and communicate with others to ensure personal safety.

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

Vocabulary:

1. Personal Body Safety Rules: Say “No” in a strong voice. Get away to a safe place. Tell a grown-up you can trust.
2. Good Touch: A touch that feels okay, acceptable, warm, and makes you feel loved.
3. Bad Touch: A touch that feels bad, uncomfortable, embarrassing, or scary. A bad touch can hurt and can leave a severe bruise, cut, welt, broken bone, or burn. A different kind of bad touch is when someone touches your private parts not for medical or hygiene concerns.
4. Confusing Touch: A touch that feels unsafe, mixes you up, or makes you feel uneasy. A confusing touch may start out okay but end up not being okay.
5. Private Parts: Parts of the body covered by a bathing suit.
6. Good Secret: A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.
7. Bad Secret: A secret that you feel uncomfortable keeping because it could hurt you or someone else.
8. Stranger : Someone you do not know.
9. Internet : Worldwide system of millions of computers connected together in a network.
10. E-mail: Electronic mail
11. Personal Rights: Each person has the right to be safe, healthy, and have his/her basic needs met.
12. Physical Abuse: When someone touches your body in such a way that causes you physical harm (e.g., severe bruises, welts, burns, broken bones, or cuts).
13. Sexual Abuse: When someone touches you or asks you to touch them on the private parts of the body, other than to keep you clean and healthy.
14. Neglect: When your parents or guardians do not provide you with proper clothing, food, shelter, supervision, and/or medical care.
15. Sexual Harassment: Unwelcomed behavior of a sexual nature, which interferes with your right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. (e.g. touching, talking about or writing notes about private parts, telling “dirty” jokes.)

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

16. Instant Messaging: Instant messages sent to others using a special program.
17. Chat Room: A place to “talk by typing.”
18. SPAM: Junk mail – don’t open
19. Cyber Predator: Someone with criminal intent who uses electronic devices to meet others
20. Cyber Bully: Someone who harasses others by electronic means (computer, phone, e-mail)

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

SUGGESTED INSTRUCTIONAL STRATEGIES AND ACTIVITIES

Note: Send parent notification letter and offer to share materials prior to beginning the unit.

Grade Five/Lesson One

Student Objective/Outcome:

- Students will review personal body safety vocabulary and rules from 3rd grade.
- Students will be introduced to “5th” grade personal body safety vocabulary.
- Students will apply problem-solving and decision-making skills to hypothetical abuse/neglect situations.

National or State School Counseling Standard:

- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

State Curriculum for Health Education:

- Grade 5 HE1.A Recognize and apply effective communication skills
- Grade 5 HE5.C.1 Recognize sexual harassment as a form of violence.
- Grade 4 HE5.D.1 Identify abuse and assault as a form of violence.

Maryland Career Development Framework:

- Grades 3-5 Standard 1.A.2 Explore actions that will build and maintain a positive self concept.
- Grades 3-5 Standard 1.B.2 Assess the consequences of appropriate and inappropriate behavior and effects of outside pressure in specific school and social situations.
- Grades 3-5 Standard 1.C.2 Identify situations in which one might need assistance from people or other resources.

Maryland Technology Teacher Standards:

- II.A Communication: B. Use technology to effectively and appropriately to interact electronically.

Materials:

- Personal Body Safety Vocabulary PowerPoint presentation.
- Props from 1st and 3rd grade unit (Poppy the puppet, Personal Body Safety Rule Cards)

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

- *McGruff on Self-Protection: Preventing Child Abuse and Neglect* video (23 minutes) (DOL 2,3)
- TV/VCR (or DVD player if using DVD version of McGruff video)

Vocabulary (DOL 2,3):

Personal Rights: Each person has the right to be safe, healthy, and have his/her basic needs met. Below are some examples of personal rights:

- The right not to be beaten up.
- The right to be clothed, fed, and housed.
- The right to have your medical needs taken care of.
- The right to receive appropriate supervision.
- The right to be alone when you need some quiet time.
- The right to use the bathroom by yourself.
- The right to be alone when you take your clothes off. If someone wants to watch you undress, you can say, “No.”
- The right to say who can and cannot touch you.

Introduction/Motivation/Warm-up/Icebreaker:

- Introduce the Personal Body Safety lesson by asking the students, “What are some of the things you remember from 1st and 3rd grade Personal Body Safety lessons?” (*good/bad/confusing touch, good/bad secrets, personal body safety rules*)

Lesson/Information (What the Teacher Does):

- Introduce new vocabulary by showing Personal Body Safety Vocabulary PowerPoint presentation.
- Personal Rights: Everyone has personal rights, such as the right to be safe, healthy, and have his/her basic needs met. Here are some examples of personal rights:
 - The right not to be beaten up.
 - The right to be clothed, fed and housed.
 - The right to have your medical needs met.
 - The right to have appropriate supervision.
 - The right to be alone when you need some quiet time.
 - The right to use the bathroom by yourself.
 - The right to be alone when you take your clothes off. (If someone wants to watch you undress, you have the right to say, “No.”)
 - The right to say who can and cannot touch you.
- Neglect: When your parents/guardians do not provide you with proper clothing, food, shelter, supervision, and or/medical care.
 - (Note: Explain to students that adults not providing exactly the kind of food you want for dinner, or not buying you the cool outfit or shoes you want is NOT considered neglect. Neglect occurs when you don't have ENOUGH food to fill your stomach or you do not have PROPER clothing to cover your body.)

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

- **Physical Abuse:** When someone touches your body in such a way that causes you physical harm
 - (i.e. severe bruises, welts, burns, broken bones, or cuts)
- **Sexual Abuse:** When someone touches you or asks you to touch them on the private parts of the body (those parts covered by a bathing suit), other than to keep you clean and healthy
- **Sexual Harassment:** Unwelcomed behavior of a sexual nature, which interferes with your right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere
 - (i.e. touching, talking about or writing notes about private parts, telling dirty jokes)
- Ask students for input on vocabulary (examples and non-examples) and invite them to ask questions.
- Show students the video, *McGruff on Self-Protection: Preventing Child Abuse and Neglect*.

Activities (What the Student does):

- Students will discuss new vocabulary terms.
- Students will watch and discuss the video.

Assessment of the Achievement of the Objective/Outcome:

- Discuss the video using the following guiding questions (DOL 2,3):
 - “What are the different types of child abuse discussed in the video?” (*physical abuse, neglect, sexual abuse*)
 - “What should you do if you are caught in a potentially harmful situation?” (*Say, “No,” get away if you can, and tell an adult you trust. Be believed.*)
 - “When should you NOT keep a secret?” (*When someone might get hurt*)
 - “What are your personal rights?” (*right to be safe, healthy, and have your needs met*)
 - “When is a child being neglected?” (*when the child is not getting proper clothing, food, shelter, supervision and medical care*)
 - “How does a bad touch make you feel?” (*Bad, uncomfortable, embarrassed, funny inside, hurt*)
 - “What is the difference between spanking and physical abuse?” (*spanking doesn’t result in physical injury*)
- Say, “If someone touches you in a way or on a place that is not okay, remember you did not do anything wrong. No matter what happened, it’s not your fault! If this ever happens to you, you need to say no, try to get away, and tell someone that you trust. Sometimes it’s hard to talk to people about these situations, but your parents, teachers, school counselors, and adults you trust are the people you can tell, and it’s important to keep telling until someone believes you.”

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Closure/Summary:

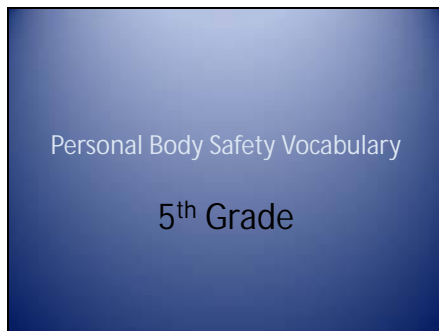
- Briefly review the new vocabulary taught. Emphasize the importance of relying on our feelings to indicate that something is not okay.
- Review the personal body safety rules as a class.

Enrichment/Differentiation/Remediation:

- Students break into partners or small groups and come up with key points/rules about personal body safety that they have learned and think is important for younger children to know. They could write these as bullet points, mock up a PowerPoint slide, create a short skit, or write a paragraph to share the information to the younger children.

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Slide 1



Slide 2



Everyone has personal rights, such as the right to be safe, healthy, and have his/her basic needs met. Here are some examples of personal rights:

- The right not to be beaten up.
- The right to be clothed, fed and housed.
- The right to have your medical needs met.
- The right to have appropriate supervision.
- The right to be alone when you need some quiet time.
- The right to use the bathroom by yourself.
- The right to be alone when you take your clothes off. (If someone wants to watch you undress, you have the right to say, "No.")
- The right to say who can and cannot touch you.

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Slide 3

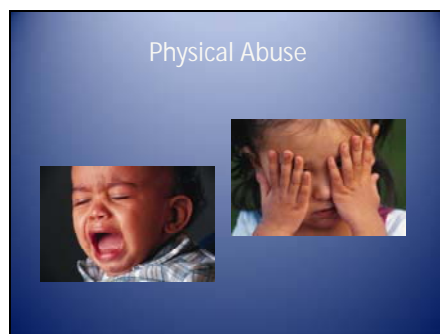


Neglect occurs when your parents/guardians do not provide you with:

- Proper clothing
- Food
- Shelter
- Supervision
- Medical Care

*Not giving you exactly the kind of food you want for dinner, or not buying you the cool outfit or shoes you want is NOT considered neglect. Neglect occurs when you don't have ENOUGH food to fill your stomach or you do not have PROPER clothing to cover your body.

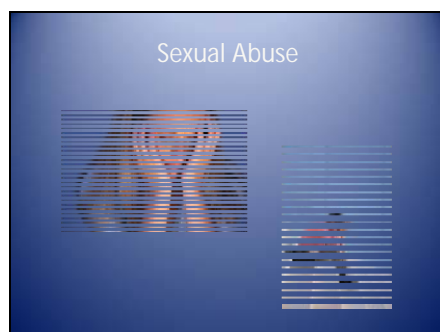
Slide 4



Physical abuse occurs when someone touches your body in such a way that causes you physical harm. Examples of harm to your body include:

- Severe bruises
- Welts
- Burns
- Broken bones
- Cuts

Slide 5



Sexual abuse occurs when someone touches you or asks you to touch them on the private parts of the body (those parts covered by a bathing suit), other than to keep you clean and/or healthy.

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

Slide 6



Sexual harassment is UNWELCOMED behavior of a sexual nature, which interferes with your right to:

Learn

Study

Work

Achieve

Participate in school activities in a comfortable and supportive atmosphere

Examples of sexual harassment:
touching, talking about or writing notes about private parts, telling dirty jokes

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

Day 1 Vocabulary

Quick Reference

1. Personal Body Safety Rules: Say “No” in a strong voice. Get away to a safe place. Tell a grown-up you can trust.
2. Good Touch: A touch that feels okay, acceptable, warm, and makes you feel loved.
3. Bad Touch: A touch that feels bad, uncomfortable, embarrassing, or scary. A bad touch can hurt and can leave a severe bruise, cut, welt, broken bone, or burn. A different kind of bad touch is when someone touches your private parts not for medical or hygiene concerns.
4. Confusing Touch: A touch that feels unsafe, mixes you up, or makes you feel uneasy. A confusing touch may start out okay but end up not being okay.
5. Private Parts: Parts of the body covered by a bathing suit.
6. Good Secret: A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.
7. Bad Secret: A secret that you feel uncomfortable keeping because it could hurt you or someone else.
8. Stranger : Someone you do not know.
9. Internet : Worldwide system of millions of computers connected together in a network.
10. E-mail: Electronic mail
11. Personal Rights: Each person has the right to be safe, healthy, and have his/her basic needs met.
12. Physical Abuse: When someone touches your body in such a way that causes you physical harm (e.g., severe bruises, welts, burns, broken bones, or cuts).
13. Sexual Abuse: When someone touches you or asks you to touch them on the private parts of the body, other than to keep you clean and healthy.
14. Neglect: When your parents or guardians do not provide you with proper clothing, food, shelter, supervision, and/or medical care.
15. Sexual Harassment: Unwelcomed behavior of a sexual nature, which interferes with your right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. (e.g. touching, talking about or writing notes about private parts, telling “dirty” jokes.)

Grade Five/Lesson Two

Student Objective/Outcome:

- Students will review all vocabulary from lesson one.
- Students will differentiate between a good and bad secret.
- Students will apply problem-solving and decision-making skills to make safe choices regarding situations involving good and/or bad secrets.

National or State School Counseling Standard:

- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

State Curriculum for Health Education:

- Grade 4 HE5.D.2 Assesses and responds to situations that threaten personal safety and may result in abuse (physical, emotional, verbal, and sexual).
- Grade 5 HE1.D.1 Apply the decision-making process in various situations.

Maryland Career Development Framework:

- Grades 3-5 Standard 1.A.2 Explore actions that will build and maintain a positive self concept.
- Grades 3-5 Standard 1.B.2 Assess the consequences of appropriate and inappropriate behavior and effects of outside pressure in specific school and social situations.
- Grades 3-5 Standard 1.C.2 Identify situations in which one might need assistance from people or other resources.

Materials:

- “Pass the Pen” vocabulary review” overhead (alternate: use interactive whiteboards) [Technology]
- Dry erase marker (Visa Vi overhead pen if using whiteboard technology)
- Overhead projector (or document camera or whiteboard, depending on technology used)
- *Rachel and Marla* video. *Start video at the library scene (counter number 15:45) and play until end of video (segment approximately 8 minutes)
 - Note: This powerful video, while appropriate for this age level, contains situations not addressed in the curriculum; therefore, play only the above selection.
- TV /VCR (or DVD player if using DVD version of video)
- “What’s My Game Plan?” situation cards
- What’s My Game Plan? organizer

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Preparation:

- Photocopy “Pass the Pen” vocabulary review onto an overhead sheet or create as a whiteboard slide
- Print “What’s My Game Plan?” situation cards on white cardstock, cut out each situation into a separate card, and laminate for durability
- Photocopy “What’s My Game Plan?” organizers so that there is enough for one per group

Introduction/Motivation/Warm-up/Icebreaker:

- Place the “Pass the Pen” vocabulary sheet on the overhead (or bring up as slide on interactive whiteboard). Ask students to match each term with the current definition. Give the pen to a volunteer who will match one term to the correct definition. Ask the student to read aloud one of the vocabulary words and the definition he or she believes is correct. The class will give thumbs up or down signal if the definition is correct. If there is a consensus, the student will draw the line. He or she will then pass the overhead pen to another student (Suggestion: Instruct the student to select a student of the opposite gender so that several students have the opportunity to participate), and the process will be continued until the sheet is completed. (DOL 2, 3, 5)

Lesson/Information (What the Teacher Does):

- Say, “We will now watch the last half of a video about two friends named Rachel and Marla. Marla is having a problem, and the video will begin where she begins to discuss her problem with her friend Rachel. Let’s watch to see how Rachel reacts to hearing about the problem and what choices each girl makes.”
- Show a *segment* of the video, *Rachel and Marla* (begin video at the library scene and play until the end). [ETM, Technology]
- Discuss the video. Ensure that students understand what to do when a friend has a secret that they believe is a bad secret by asking the following questions: (DOL 2,3)
 - To whom did Marla feel comfortable telling her secret?
(*Her friend Rachel*)
 - How did Rachel feel about keeping Marla’s secret?
(*Rachel thought friends should keep each other’s secrets and not break a promise.*)
 - Was Marla’s secret a good secret to keep? Explain.
(*No. Keeping the secret could hurt someone.*)
 - Did Rachel do the right thing by telling her mom Marla’s secret?
(*Yes, she told an adult that she trusted.*)
 - Did telling Marla’s secret make things better or worse for Marla?”
(*Better, although maybe Marla felt somewhat sad about having to leave her mother. Marla had to live with her grandmother while her mother was learning to be a non-abusive parent.*)

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

Activities (What the Student does):

- Students will participate in class discussion regarding the video. (DOL 2,3)

Assessment of the Achievement of the Objective/Outcome:

- Students will complete the “What’s My Game Plan?” activity. (DOL 2,3,5) [ETM]
 - Divide the student into 5 groups (if more, you will need to have two copies the situation cards).
 - Give each group one situation card and the “What’s My Game Plan?” organizer.
 - Ask students to work as a group to read their situation and complete the organizer.
 - After everyone is done, ask each group present their situation to the class. Ask the class if they have any additional suggestions for each situation.

Closure/Summary:

- Review the importance of not keeping bad secrets, even if someone instructs us not to tell. Remind students to tell an adult they trust if they or someone they know is asked to keep a bad secret.
- Explain that next time you meet the class will be discussing “Internet Safety.”

Enrichment/Differentiation/Remediation:

- Have students make a comic strip story emphasizing the important thing(s) they learned about secrets.

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

Pass the Pen

Personal Rights

Secrets that you feel uncomfortable keeping because they could hurt you or someone else

Confusing Touch

Touches that feel unsafe, mixed-up, or uneasy

Good Secret

Secrets that you feel safe and comfortable keeping because they do not hurt anyone

Physical Abuse

When someone touches your body in such a way that causes you physical harm

Bad Secret

Touches that feel okay, acceptable, warm, and make you feel loved

Good Touch

Touches that feel bad, uncomfortable, embarrassing, or funny inside

Neglect

Each person has the right to be safe and healthy

Bad Touch

When someone touches you on the private parts of your body, other than to keep you clean and healthy

Sexual Abuse

Unwelcomed behavior of a sexual nature

Sexual Harassment

When your parents or guardians do not provide you with proper clothing, food, shelter, supervision and medical care

What's My Game Plan?

Situation Cards

Situation #1

John is ten years old. His parents went away for the weekend. He stayed with a friend of the family. On Friday John accidentally spilled cherry soda on the floor. An adult in the house hit John in the face and gave John a black eye. He then told John not to tell his parents.

Situation #2

Morgan came to school limping one day, and when her friend Kate asked her what had happened, Morgan said she didn't want to talk about it. Later that day, Morgan admitted that her mother had shaken her roughly and pushed her down to the ground when she found out that Morgan had been playing outside after school before doing her chores.

Situation #3

While Tim was waiting for a movie to begin, he and his friend tried to answer the movie trivia questions on the screen. Someone he didn't know began to ask him questions about himself and if his parents dropped him off or if they were in another theater. The stranger continued to ask him more questions that made him feel uncomfortable and told him some "dirty jokes" that Tim didn't think were funny. Should he keep this a secret?

Situation #4

Robyn tells her friend Cheyenne about some stuff going on at her house. She tells Cheyenne that her 21-year-old cousin comes into her bedroom at night and touches her in her private areas. She asks Cheyenne not to tell anyone about this because although she feels uncomfortable, she likes her cousin and does not want him to get in trouble.

Situation #5

Spencer's mom works at night. Many nights he is left all alone with nothing to eat. When he wakes up in the morning, Spencer's mom is often still not home. He has to wake up and get himself ready for school. Many times Spencer misses the bus.

What's My Game Plan?

Organizer for Situation Cards

Name _____

Situation # _____

1. Is this a good or bad secret?

2. This is an example of:

- Physical abuse
- Sexual abuse
- Neglect
- Sexual harassment

3. What information tells you this?

4. What would you do about this problem?

Grade Five/Lesson Three

Student Objective/Outcome:

- Students will be introduced to internet vocabulary.
- Students will demonstrate acquisition and integration of personal body safety rules for the internet.
- Students will identify effective ways to deal with safety on the internet.

National or State School Counseling Standard:

- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual.
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

State Curriculum for Health Education:

- Grade 4 HE5.D.2 Assesses and responds to situations that threaten personal safety and may result in abuse (physical, emotional, verbal, and sexual).
- Grade 5 HE1.D.1 Apply the decision-making process in various situations.

Technology Student Standards:

- 2.0 Digital Citizenship: 3:b,c,d
b.: Explain safety and privacy issues related to use of the internet.
c: Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords)
d: Describe procedures for exiting an inappropriate site (such as clicking home, turning off monitor, notifying an adult)

Materials:

- “Text Cards” (Resource: Text Acronyms came from a list from the National Center for Missing and Exploited Children) or Text Acronyms PowerPoint presentation
- “Internet Safety for 5th graders” PowerPoint presentation
- “Internet Safety Review” activity sheet (DOL 2,3)
- Vocabulary sheet (for counselor’s reference)
- “Internet Safety Pledge” activity sheet
- Pinch cards
- *Optional: Websites to share with students and parents (www.ikeepsafe.org),(www.Netsmartzkids.org) or www.isafe.org*

Preparation:

- Unless using Text Acronyms PowerPoint presentation, photocopy text cards onto cardstock. Cut out acronyms and their definitions and glue back-to-back. Laminate for durability

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- Photocopy “Internet Safety Review” activity sheet (one per student)
- Photocopy “Internet Safety Pledge” (one per student)
- Photocopy pinch card sheet on cardstock, (each sheet contains two cards), cut each out each vertical card, and laminate for durability (one per student)

Introduction/Motivation/Warm-up/Icebreaker:

- Ask, "How many of you have ever texted or sent instant messages to your friends/family?" (*show of hands*)
- Say, "Texting and instant messaging have become so popular that it has its own language. I am going to show you a few acronyms (text words), and let's see how many you recognize."
- Show Text Acronyms PowerPoint presentation or hold up each index card, and have the students raise their hands to tell you what they think each acronym means.
- Explain to the students that cyber (online) predators use many of these text words to meet with potential victims.

Lesson/Information (What the Teacher does):

Introduce internet safety.

- Ask, "Have you ever been on the internet?" (show of hands)
- Ask, "Where are some of the places you like to visit?" (*Call on several students.*)
- Say, "At home, in school, and in your community there are rules to keep you safe. Do you think there any rules for being safe on the internet?" *Allow students to raise their hands to share rules.*)
- Say, "Today we are going to view a PowerPoint presentation called “Internet Safety for 5th graders” to learn about some of the rules designed to keep you safe when using the internet. Throughout the presentation you will have opportunities to add personal knowledge as well as to ask questions.

Share Internet Safety PowerPoint presentation and use slide notes to guide discussion. (*Everything is set up to work on mouse click*)

Slide 1: Because you'll probably be using the internet more and more as you get older, we're going to take some time to learn about using it safely.

Slide 2: We have been learning about personal body safety since first grade. We know the difference between good, bad, and confusing touches and know what to do if we receive bad or confusing touches (follow the three personal body safety rules). We have also learned about good and bad secrets. If someone tells us a bad secret, one that we feel uncomfortable keeping because someone could get hurt, we need to tell a trusted adult. We've also learned about “Stranger Danger” from McGruff. We know that it's important to say, “No,” get away to a safe place, and tell an adult if a stranger approaches us and asks us to go somewhere with them or do something that makes us comfortable. This year, we learned about abuse, neglect, and harassment and what do to if this happens to us or someone we know.

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Now it's time to learn how to be safe in the "online world."

Slide 3: The online world is like the rest of the world, made up of a wide variety of people.

Slide 4: Most people who use the internet are decent and respectful, but some may be mean, rude, insulting and have criminal intent.

Slide 5: The internet is not the enemy. Remember all the places on the internet that you shared with us at the beginning of the lesson that you like to visit.

Think of all the positive things we can do with the internet...

- Play games
- Watch videos
- Find information
 - Encyclopedias (research)
 - Dictionaries
 - Science projects
 - Map quest (finding a friend's house)
 - Books online
 - How to... (skateboard tricks, recycle, decorate your room, etc...)
- Read reviews (movie, games, toys, etc...)
- Talk with friends and family (IM {instant message}, E-mail)

Slide 6: Let's go over some internet vocabulary. Help me match the terms to the correct definitions.

(Set up to give the correct answer with the click of the mouse)

Slide 7: Now let's go over some important safety rules to use when using the internet.

Slide 8: Say, "No" when someone wants personal information. NEVER share personal information online:

Your name

Home address

Telephone or cell phone number

Name and/or location of your school

Your picture

This information could help a stranger find out who you are and where you live.

Slide 9: Don't trust that people who talk to you online are who they say they are.

Slide 10: Some people lie about their identity on the internet in order to gain access to you. They might tell you they are your age, related to you, or friends with your friends in order to get you to trust them.

Don't ever meet face-to-face with someone you've only met online!

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Slide 11: A cyber predator is someone online who wants to gain your trust by becoming your friend. Their goal is to meet you. Remember “stranger danger” from third grade personal body safety lessons? It is no different or less serious when a stranger contacts you online.

Slide 12: Tell an adult you trust if you feel uncomfortable about anything you see on the internet. Show them the picture, message, or website that has made you uncomfortable.

Slide 13: Just like we don’t share locker numbers, we do not share passwords. Friendships change. Friends you trust now might not be your friends in the future, so do not share passwords. People do things out of anger and hurt feelings. There are laws against sending rude or mean things to others via text messages or online through emails, chat rooms, networking sites, or other websites.

Slide 14: Cyber bullying is a type of bullying done through electronic devices. This is considered online harassment. (See HCPS handbook for full definition.)

This type of harassment, becoming more and more prevalent, can be done 24/ via text messages through cell phones, chat rooms, IM, e-mail, bulletin/message boards on the internet.

Share the Harford County harassment policy.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

Harassment and intimidation (bullying) means conduct, including verbal conduct, that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological well-being, and is motivated by an actual or a perceived personal characteristic such as race, national origin, marital status, sex, sexual orientation, gender identity, religion or disability, or is threatening or seriously intimidating.

Working to Halt Online Abuse is an organization that educates the public about the dangers of online harassment and bullying.

Kids/Teen Division: <http://www.haltabusektd.org/>

Slide 15: Once things (pictures, messages typed to others, blog postings) are on the web, anyone can download (copy), keep, alter or redistribute them.

New careers: Employers are now hiring trained people to research new employees on the internet. It is their job to search for information about the person’s history by searching for the person on the internet (through pictures, blogs, postings, etc.) They can find what you post on MySpace and Facebook.

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Slide 16: Remember, the internet should be a fun, exciting place to access information, connect with others, and learn new things. It's important to follow the internet safety rules and to tell a trusted adult if anything we see on the internet or anyone we talk to on the internet makes us feel uncomfortable or unsafe.

Slide 17: *Use for parent training.*

NetSmartz and iKeepSafe are student friendly websites. They have games, information, and printables.

Internet Safety Review Activity

- Give each student a copy of the "Internet Safety Review" activity sheet. Tell students that they may work with a partner to first look at the questions, think about their answers, and then complete the activity sheet.
- Once students have completed the activity, discuss each answer as a class, calling on students to share their answers.

Activities (What the Student Does):

- Students will view the PowerPoint presentation, share knowledge, and ask questions.
- Students will complete the "Internet Safety Review" activity sheet with a partner and discuss as a class.

Assessment of the Achievement of the Objective/Outcome:

- Collect activity sheets and review to determine if students were able to successfully complete the activity and demonstrate knowledge of internet safety rules.

Closure/Summary:

- Ask, "If you pledge to do something, what does that mean?" (*promise, agree*)
- Explain that you will be sharing an "Internet Safety Pledge" with students and asking that they considering promising (by signing it) to follow internet safety rules.
- Distribute the "Internet Safety Pledge" sheets to students. Ask students to read and discuss the "Internet Safety Pledge" with their partner from the previous activity. Tell students that they do not have to sign it! Encourage them to consider signing it and take it home and discuss it with their parent or guardian.

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- Using pinch cards, ask the students evaluate today’s information. Ask students to pinch the card next to the picture that best represents their response to the presentation.



This was very helpful.



This was helpful.



I still have some questions.



I knew most of this information already.

- Tell students that although this is the final lesson on personal body safety they will receive this year, they are always encouraged to talk to the school counselor if they have additional questions, concerns, or need someone to talk to about a problem. Remind students that school staff are here to help keep them safe!

Enrichment/Differentiation/Remediation:

- Take the students to the lab and visit www.NetSmartz.org , <http://www.cybersmartcurriculum.org/home/> and/or www.ikeepSAFE.org. The sites are child-friendly and offer online games and information that is age appropriate.
 - Visit sites in advance to familiarize yourself with each resource.

Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

Slide 1



Because you'll probably be using the internet more and more as you get older, we're going to take some time to learn about using it safely.

Slide 2



We have been learning about personal body safety since first grade. We know the difference between good, bad, and confusing touches and know what to do if we receive bad or confusing touches (follow the three personal body safety rules). We have also learned about good and bad secrets. If someone tells us a bad secret, one that we feel uncomfortable keeping because someone could get hurt, we need to tell a trusted adult.

We've also learned about "Stranger Danger" from McGruff. We know that it's important to say, "No," get away to a safe place, and tell an adult if a stranger approaches us and asks us to go somewhere with them or do something that makes us comfortable.

This year, we learned about abuse, neglect, and harassment and what to do if this happens to us or someone we know.

Now it's time to learn how to be safe in the "online world."

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Slide 3




The online world is like the rest of the world, made up of a wide variety of people.

The online world is like the rest of the world, made up of a wide variety of people.

Slide 4

Most are decent and respectful, but some may be mean, rude, insulting and have a criminal intent.



Most people who use the internet are decent and respectful, but some may be mean, rude, insulting and have criminal intent.

Slide 5

THE INTERNET IS NOT THE ENEMY



The internet is not the enemy. Remember all the places on the internet that you shared with us at the beginning of the lesson that you like to visit. Think of all the positive things we can do with the internet...

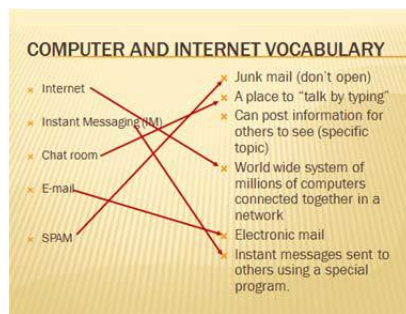
- Play games
- Watch videos
- Find information
 - Encyclopedias (research)
 - Dictionaries
 - Science projects
 - Map quest (finding a friend's house)
 - Books online
 - How to...

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(skateboard tricks, recycle, decorate your room, etc...)

- Read reviews (movie, games, toys, etc...)
- Talk with friends and family (IM {instant message}, E-mail)

Slide 6



Let's go over some internet vocabulary. Help me match the terms to the correct definitions.

(Set up to give the correct answer with the click of the mouse)

Slide 7



Now let's go over some important safety rules to use when using the internet.

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Slide 8

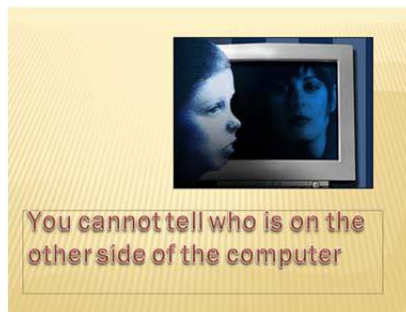


NEVER share personal information online:

Your name
Home address
Telephone or cell phone number
Name and/or location of your school
Your picture

This information could help a stranger find out who you are and where you live.

Slide 9



Don't trust that people who talk to you online are who they say they are.

Slide 10



Some people lie about their identity on the internet in order to gain access to you. They might tell you they are your age, related to you, or friends with your friends in order to get you to trust them.


Don't ever meet with someone you've only met online!

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Slide 11

CYBER PREDATORS

Goal is to meet face-to-face

A close-up photograph of a hand holding a golden trophy. The trophy is a cup with a handle, and the hand is positioned as if presenting it.

A cyber predator is someone online who wants to gain your trust by becoming your friend. Their goal is to meet you. Remember “stranger danger” from third grade personal body safety lessons? It is no different or less serious when a stranger contacts you online.

Slide 12

TELL AN ADULT WHO CAN HELP

A photograph showing a female teacher with blonde hair sitting at a desk and talking to a young student. The teacher is smiling and looking at the student, who is also smiling.

Tell an adult you trust if you feel uncomfortable about anything you see on the internet. Show them the picture, message, or website that has made you uncomfortable.

Slide 13

OTHER SAFETY TIPS

Never share your password(s)

A small icon of a padlock, symbolizing security and passwords.

Never send or post rude or mean things about others

A cartoon illustration of a person sitting at a desk with a computer, looking at the screen. The person is wearing a blue shirt and pants.

Just like we don't share locker numbers, we do not share passwords. Friendships change. Friends you trust now might not be your friends in the future, so do not share passwords. People do things out of anger and hurt feelings.

There are laws against sending rude or mean things to others via text messages or online through emails, chat rooms, networking sites, or other websites.

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Slide 14



Cyber bullying is a type of bullying done through electronic devices. This is considered online harassment. (See HCPS handbook for full definition.) This type of harassment, becoming more and more prevalent, can be done 24/ via text messages through cell phones, chat rooms, IM, e-mail, bulletin/message boards on the internet.

Share the Harford County harassment policy.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.:

Harassment and intimidation (bullying) means conduct, including verbal conduct, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being, and is motivated by an actual or a perceived personal characteristic such as race, national origin, marital status, sex, sexual orientation, gender identity, religion or disability, or is threatening or seriously intimidating.

Working to Halt Online Abuse is an organization that educates the public about the dangers of online harassment and bullying.

Kids/Teen Division

<http://www.haltabusektd.org/>

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THE FUTURE

- + Some think what they post on the internet can be privately shared among their friends, but once personal information (pictures, words) are on the internet, it can be copied and pasted a million times over.
- + What people post now can impact their future careers.

Once things (pictures, messages typed to others, blog postings) are on the web, anyone can download (copy), keep, alter or redistribute them.

New careers: Employers are now hiring trained people to research new employees on the internet. It is their job to search for information about the person's history by searching for the person on the internet (through pictures, blogs, postings, etc.) They can find what you post on MySpace and Facebook.

Slide 16

Let's work together to be safe on the internet.



Remember, the internet should be a fun, exciting place to access information, connect with others, and learn new things. It's important to follow the internet safety rules and to tell a trusted adult if anything we see on the internet or anyone we talk to on the internet makes us feel uncomfortable or unsafe.

Slide 17

RESOURCES

- * www.NetSmartz.org
- * www.iKeepSafe.org
- * www.cybertipline.com

Use for parent training.

NetSmartz and iKeepSafe are student friendly websites. They have games, information, and printables.

Internet Safety Vocabulary

Internet: Worldwide system of millions of computers connected together in a network

Instant Messaging: Electronic messages sent to others using a special program

Chat Room: A place to “talk by typing”

E-mail: Electronic mail

SPAM: Junk mail-don’t open

Cyber Predator: Someone with criminal intent who uses electronic devices to meet others

This is a resource for Counselors

Cyber Bully: Someone who harasses others by electronic means (computer, phone, e-mail)

Internet Safety Review

Name _____

1) Matching

Internet

Junk mail (don't open)

Instant Messaging (IM)

A place to "talk by typing"

Chat Room

- Never give out personal information
- Never meet anyone you met online
- Tell an adult if you feel uncomfortable about anything you see on the internet

E-mail

Worldwide system of millions of computers connected together in a network

SPAM

Someone with criminal intent who uses electronic devices to meet others.

Cyber Predator

Electronic mail

Cyber Bully

Instant messages sent to others using a special program.

Someone who harasses others by electronic means (computer, phone, e-mail)

Internet Safety Rules

2) What are five things you should never share with anyone on the computer?

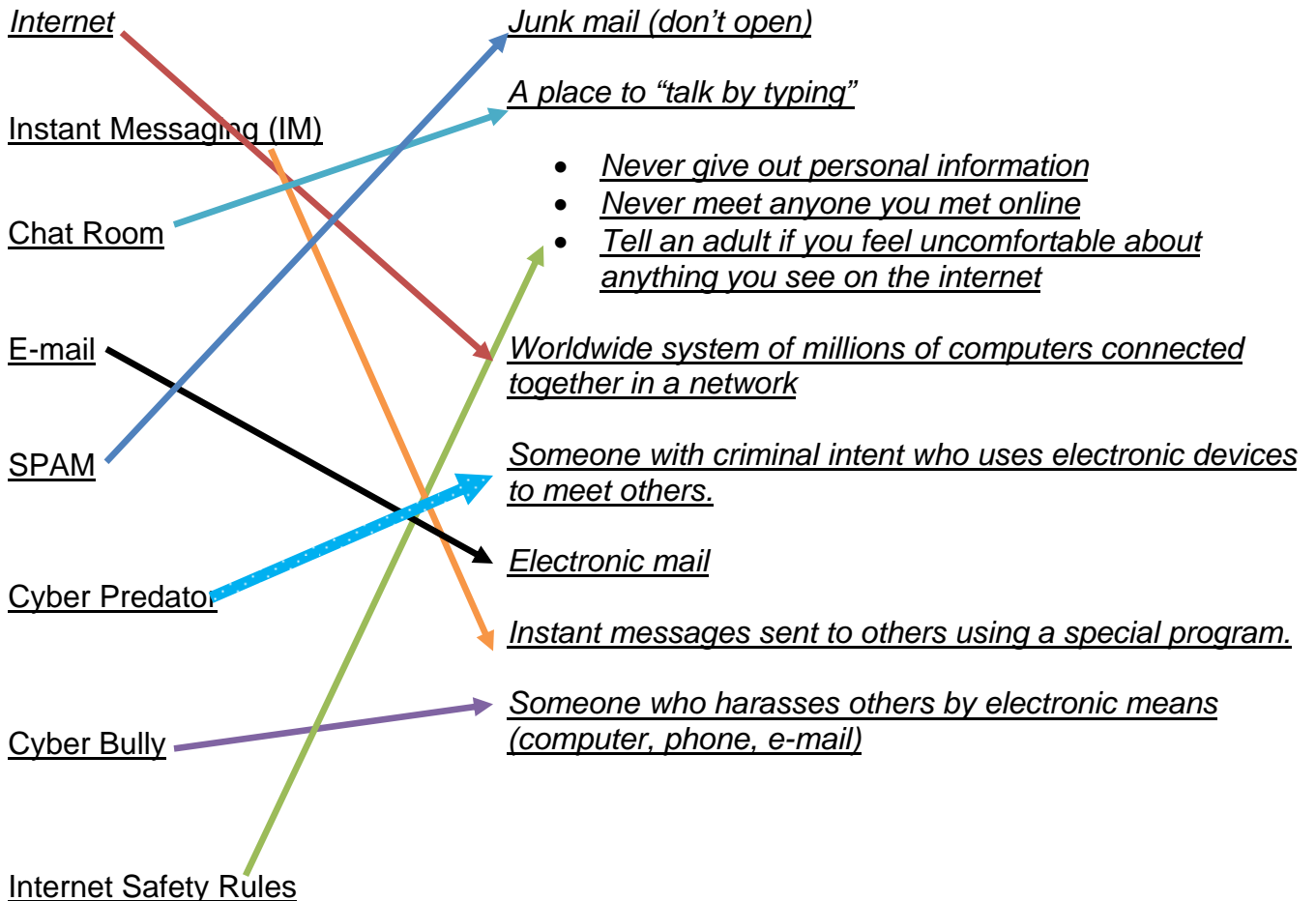
1. _____
2. _____
3. _____
4. _____
5. _____

3) What should you do if you see something on the internet that makes you feel uncomfortable?

4) When is it OK to meet with someone that you found on the internet?

Internet Safety Review

1) Matching



2) What are five things you should never share with anyone on the computer?

1. Name

2. Address

3. Phone Number

4. Name of School

5. A picture of yourself

3) What should you do if you see something on the internet that makes you feel uncomfortable?

Tell a grown up

4) When is it OK to meet with someone that you found on the internet?

NEVER!!!

Internet Safety Pledge

- I will check first with my parents, guardians, or other trusted adults before accessing new sites on the internet.
- I will not share personal information such as my name, address, telephone number, name of my school, or a picture of myself without my parents' or guardians' permission.
- I will not meet with someone I have met online.
- I will tell a trusted adult if I see or feel uncomfortable about anything I see online.
- I will not respond to any messages that are mean or in any way make me feel scared or uncomfortable.
- I will not send any mean or hurtful messages to others.

My Name

Date

Parent/Guardian

Date

*Share this pledge with the adults in your home.
Consider posting this pledge near your home computer.*

Pinch Cards



Text Cards

LOL	Laughing Out Loud
F2F	Face to Face
EMA	What is your E-mail address?
FMTYEWTk	Far More Than You Ever Wanted To Know
GMTA	Great Minds Think Alike
LD	Later Dude

NAZ	Name, Address, Zip
TM	Trust Me
W/E	Whatever
FOAF	Friend Of A Friend
P-ZA	Pizza
SMEM	Send me an e-mail

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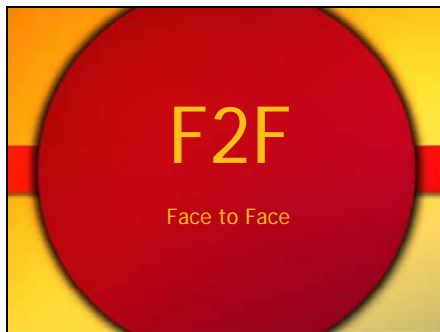
Slide 1



Slide 2



Slide 3



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Slide 4



Slide 5



Slide 6

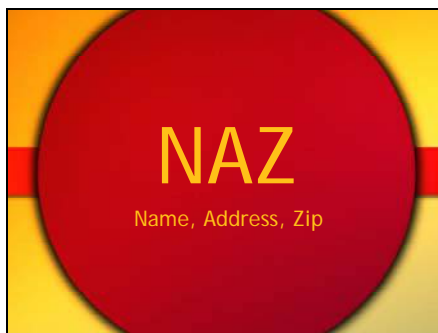


Personal Body Safety – Child Abuse and Neglect Prevention – Grade Five

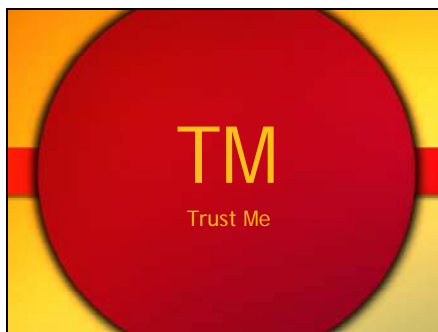
Slide 7



Slide 8



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Slide 10



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EVALUATION OF PERSONAL BODY SAFETY UNIT

Teacher/School Counselor Name _____

School _____

Grade _____

Highly Agree

Highly Disagree

- 1) The activities were clear and easy to implement.
1 2 3 4
- 2) The activities in the unit provided positive learning opportunities for students of all ability levels.
1 2 3 4
- 3) The leader/counselor and student resources were supportive and helpful in delivering the curriculum.
1 2 3 4
- 4) Overall, I found the unit to be “user friendly” and supportive.
1 2 3 4
- 5) Please feel free to make suggestions which you feel would improve the unit.

Return to: Supervisor of School Counseling, Harford County Public Schools

APPENDICES

DEFINITION OF TERMS

1. **Physical Abuse** – Physical injury or injuries sustained by a child as a result of cruel or inhumane treatment or as a result of malicious act or acts by any parent, adoptive parent, or other person who has the permanent or temporary care or custody or responsibility for supervision of a minor child or family or household member.
2. **Physical Assault** – A physical injury or injuries sustained by a child as a result of cruel or inhumane treatment or as a result of malicious act or acts by someone other than parent, adoptive parent, household member, family member, or caretaker.
3. **Sexual Abuse** – Any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member.
4. **Neglect** – When a child suffers physical danger due to lack of food, clothing, shelter, appropriate medical care, or supervision.
5. **Obscene phone calls** – An offensive and sexually explicit phone call by an unidentified person.
6. **Sexual Harassment** - Unwelcome behavior of a sexual nature, which interferes with a student’s or worker’s right to learn, study, or work in a comfortable and supportive atmosphere.
7. **Internet** - Worldwide system of millions of computers connected together in a network.
8. **E-mail** – Electronic mail
9. **Instant Messaging** - Electronic messages sent to others using a special program.
10. **Chat Room** - A place to “talk by typing”
11. **SPAM** – Junk email that may be dangerous to open
12. **Cyber Predator** – Someone with criminal intent who uses electronic devices to meet others
13. **Cyber Bully** - Someone who harasses others by electronic means (computer, phone, e-mail)

SAMPLE LETTER A

Name of School

Dear Parents:

The public is becoming increasingly aware of the rising incidence of abuse and neglect of children. Our school would like to take an active role in preventing child abuse and neglect.

On _____ the school counselor(s) and classroom teachers will be presenting a three day unit on personal body safety, child abuse prevention, and neglect prevention for grades 1, 3 and 5. The purpose of this unit is to help students develop knowledge, decision-making skills, and behaviors which promote safe living in the home, school, and community. The program includes safety tips regarding internet use for grades 3 and 5.

We are planning an informational meeting to show parents the classroom materials we will be using and to answer any questions you may have. Please allow approximately two hours for this presentation and discussion. Please join us and take an active role in preventing child abuse. The meeting will be held:

(Date)

(Time)

(Place)

Please sign the tear-off portion of the bottom of this letter and return to your child's teacher. If you are unable to attend but have questions, concerns or comments, please call us at the number listed below.

Thank you for your help in this matter.

Sincerely,

Principal
(Phone Number)

Parent's Name

Student's Name

I will attend the Personal Body Safety Informational Meeting.

I will not attend the Personal Body Safety Informational Meeting.

SAMPLE LETTER B

Name of School

Date

Dear Parents:

The public is becoming increasingly aware of the rising incidence of abuse and neglect of children. Our school would like to take an active role in preventing child abuse and neglect.

The Personal Body Safety Program in grades 1, 3, and 5, helps students develop knowledge, decision-making skills and behaviors that promote safe living in the home, school and community. The county-wide program includes safety tips regarding internet use for grades 3 and 5.

I am available to discuss the program and provide an opportunity to preview the materials. Interested parents may contact the school to set up an appointment. Without an appointment, parents are welcome to preview the materials but I will not be available to answer questions and discuss the program. Grade level lessons will begin in (month).

I can be reached at (school phone number) between the hours of 8:30 AM and 3:50 PM. My e-mail address is (school email address).

Sincerely,

School Counselor/Classroom Teacher

SAMPLE LETTER C

Name of School

Dear Parents,

The public is becoming increasingly aware of the rising incidence of abuse and neglect of children. Our school would like to take an active role in preventing child abuse and neglect.

During the week of _____ school personnel will be available to discuss the Personal Body Safety- Child Abuse and Neglect Prevention Program and provide parents the opportunity to preview the materials, which includes safety tips regarding internet use. Interested parents are asked to contact the school counselor to set up an appointment during the designated week. Without an appointment parents can preview the materials, but may not have immediate access to staff.

If you would like to preview the materials and hear more about the Personal Body Safety Program but cannot meet during the identified week, please contact the school counselor at (school phone number) between the hours of _____, or by email at (school email address).

Sincerely,

(Principal)

SAMPLE LETTER D

Name of School

Dear Parents:

As you were previously informed, a Personal Body Safety Program will be presented to your child's (level) grade class. I am beginning classroom visits this coming week to team-teach the unit with your child's classroom teacher. Listed below are the dates and times in which I will be in your child's classroom. Presentation dates may be changed if school is closed or delayed due to inclement weather. If you have any questions or concerns, please feel free to contact me here at school.

Sincerely,

(School Counselor)

Presentation Dates/Times:

SAMPLE MEETING AGENDA

AGENDA

**PERSONAL BODY SAFETY- CHILD ABUSE AND
NEGLECT PREVENTION PROGRAM**

PARENT MEETING

Introduction/RationaleAdministrator/School Counselor

Parent Video (Optional)..... School Counselor

Share Objectives and Program Materials..... School Counselor

- First Grade
- Third Grade
- Fifth Grade

Question/AnswerAdministrator/School Counselor

SAMPLE FACULTY MEETING AGENDA

**FACULTY/STAFF PRESENTATION
CHILD ABUSE/NEGLECT POLICIES**

AGENDA

Presentation.....School Counselor

The Law
Reporting Procedures
Confidentiality
Review (briefly):

Personal Body Safety
Program Goals and Objectives for Grades 1, 3, and 5

Crisis Intervention (Optional)
Signs: Suicide and Depression
Referral Process

Review of Materials and ProceduresSchool Counselor

- Handouts
- Child Abuse Referral Procedures
- Child Abuse Definitions
- Confidentiality

(Other handouts, including those covering Crisis Prevention and Intervention, may be appropriate.)

**GUIDELINES ON
CHILD ABUSE AND NEGLECT POLICY**

Maryland State Department of Education

WHO MUST REPORT

Maryland law requires that every health practitioner, educator, human services worker, or law enforcement officer who has reason to believe that a child has been subjected to abuse or sexual abuse shall immediately report to the local department of social services or appropriate law enforcement agency. The report, in both oral and written form, shall be made as soon as reasonably possible, but in any case the written report must be made within 48 hours of the suspicion of possible abuse to the local department of social services and the local State's Attorney.

Maryland law also requires that every health practitioner, educator, human services worker, or law enforcement officer who has reason to believe that a child has been a victim of neglect shall immediately report to the local department of social services. The report, in both oral and written form, shall be made as soon as reasonably possible, but in any case the written report must be made within 48 hours of the suspicion of possible neglect to the local department of social services.

Further, any person other than a health practitioner, educator, human services worker, or law enforcement officer, including any other employee of the local school system and volunteers in the local school system, who has reason to believe that a child has been subjected to physical or sexual abuse shall immediately report to the local department of social services or the appropriate law enforcement agency as prescribed in the above paragraph. If there is a reason to believe that a child has been subjected to neglect, a report shall immediately be made to the local department of social services.

SANCTIONS FOR FAILURE TO REPORT

On the recommendation of the school system's superintendent, a school system's board may suspend or dismiss a teacher, principal, supervisor, assistant superintendent, or other professional for misconduct in office, including knowingly failing to report suspected child abuse.

Upon the recommendation of a local board of education, or the Assistant State Superintendent in Certification and Accreditation, when the individual is not employed by a local board of education in Maryland, any certificate issued under the State Board of Education's regulations may be suspended or revoked by the State Superintendent if the certificate holder is convicted of a crime involving child abuse or neglect or is dismissed by a local board for knowingly failing to report suspected child abuse in violation of the Family Law Article.

**Family Law Article
Title 5, Subtitle 7
Education COMAR
13A.12.05.01D
Education Article
§6-202**

DEFINITIONS

A. Educator or Human Service Worker

Any professional employee of a correctional, public, parochial or private educational, health, juvenile service, social or social service agency, institution, or licensed facility. Educator or human service worker includes any teacher, counselor, social worker, case worker, and any probation or parole officer.

Family Law Article

§5-701

Education Article

§6-107

B. Child:

Any person under the age of eighteen (18) years. 1/

Family Law Article

§14-101 et seq. And §5-701 et seq.

C. Abuse:

1. The physical OR MENTAL injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is harmed or at a SUBSTANTIAL risk of being harmed; or
2. Sexual abuse of a child, whether physical injuries are sustained or not.

D. Sexual Abuse:

1. Any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member.
2. Sexual abuse includes incest, rape, or sexual offense in any degree; sodomy; and unnatural or perverted sexual practices.

1/Persons eighteen (18) years of age or older who are believed to lack the capacity to care for their daily needs ("vulnerable adults") are protected by the Adult Protective Services Program. A health practitioner, police officer or human service worker who suspects that a vulnerable adult has been subject to abuse, neglect, self-neglect or exploitation is required to report such a situation orally and in writing to the adult protective services division of the local department of social services. Any person may make a report. Any person who makes a report under these provisions is entitled to confidentiality and immunity from civil liability.

E. Mental Injury:

MENTAL INJURY MEANS THE OBSERVABLE, IDENTIFIABLE, AND SUBSTANTIAL IMPAIRMENT OF A CHILD'S MENTAL OR PSYCHOLOGICAL ABILITY TO FUNCTION.

F. Neglect:

Child neglect means the leaving of a child unattended or other failure to give proper care and attention to a child by ANY PARENT OR OTHER PERSON WHO HAS PERMANENT OR TEMPORARY CARE OF CUSTODY OR RESPONSIBILITY FOR THE SUPERVISION OF THE CHILD under circumstances that indicate:

1. that the child's health or welfare is harmed or placed at SUBSTANTIAL risk of harm;

OR

2. MENTAL INJURY TO THE CHILD OR A SUBSTANTIAL RISK OF MENTAL INJURY.

IMMUNITY

Any person who makes or participates in the making of a good faith report of abuse or neglect or participates in the investigation or in a resulting judicial proceeding is immune from any civil liability or criminal penalty that might otherwise be incurred or imposed as a result thereof.

POSSIBLE ABUSER

Under certain circumstances, persons who are non-members of a child's family or household, including educators and other school employees, may be considered abusers under the statute.

Any parent, guardian, adoptive parent or other person who has the permanent or temporary care or custody, or who has the permanent or temporary care or custody or responsibility for the supervision of a child or any household or family member, may be responsible for abuse under the statute.

Educators and other school employees having temporary care or custody or responsibility for the supervision of a child during the school day may also be deemed abusers under the statute and, when suspected of child abuse, must be reported immediately to the local social services agency or the appropriate law enforcement agency, orally and in writing as prescribed by law, by the person who has reason to believe that abuse has occurred.

POSSIBLE NEGLECTER

Any parent OR OTHER PERSON WHO HAS PERMANENT OR TEMPORARY CARE OR CUSTODY OR RESPONSIBILITY FOR SUPERVISION may be responsible for neglect under the statute.

**Family Law Article
§5-701 et seq.**

REPORTING PROCEDURES

Oral Report

Any employee of the local school system or volunteer in the local school system who suspects that a case of child abuse has occurred shall make a prompt oral report to the local department of social services or to the appropriate law enforcement agency. In the case of suspected neglect, the oral report should only be made to the local department of social services. **It is mandatory that an employee or volunteer of the local school system report suspected cases of child abuse or neglect. The employee or volunteer is personally responsible for ensuring that the report is made.**

The oral report must be made as soon as possible, notwithstanding any other provision of law, including any law or privileged communications.

In addition to making an oral report, the school employee or volunteer shall also inform the local principal that a case of suspected abuse and/or neglect has been reported to the department of social services or law enforcement agency. It is the obligation of the principal to insure that cases of suspected child abuse or neglect brought to his or her attention by any school employee or volunteer are duly reported by the employee or volunteer if this has not already been done. (See “List of Contacts” Form, Appendix A)

**Family Law Article
§5-704, §5-705**

Written Report

The person making the oral report to the department of social services or appropriate law enforcement agency must also submit a written report within forty-eight (48) hours. The written report must follow the oral report and be made within forty-eight (48) hours of the contact which disclosed the existence of possible abuse and/or neglect. *(See “Report of Suspected Child Abuse/Neglect,” Appendix E)*

**Family Law Article
§5-704**

REPORT DISTRIBUTION

The written report form (Report of Suspected Child Abuse and/or Neglect) will be completed, with distribution as follows:

2 copies – Department of Social Services
2 South Bond Street
Bel Air, MD 21014

1 copy - State's Attorney's Office
20 West Courtland Street
Bel Air, MD 21014

Since school records are accessible to parents, and the informant's confidentiality is protected by law, the following copies should not include the informant's name:

1 copy - Supervisor of Pupil Personnel, Harford County Public Schools

1 copy - School Principal's Office

Note: Although the law requires that the building principal be kept informed, the responsibility for reporting remains with the original observer, under penalty of possible loss of job and/or certification.

CONFIDENTIALITY

Department of Human Resources (DHR) regulations require that the identity of the person reporting a case of suspected child abuse and/or neglect shall not be revealed. All persons are required by law to protect the identity of the reporter unless required by court order to reveal the source. Protective services staff may not identify any reporting source to a reported family unless the educator who filed the report has given written permission to Protective Services to reveal his/her identity.

**Family Law Article
§5-707**

Educators who report possible child abuse or neglect should limit their discussions of the possible abuse or neglect to those persons who have a genuine right or need to know. All records and reports concerning investigations of child abuse and/or neglect and their outcomes are protected by the confidentiality statute Article 88A, Section 6(b). Unauthorized disclosure of such records is a criminal offense subject to a fine up to \$500.00 or imprisonment for up to 90 days, or both. Under this statute, information contained in reports or

records concerning child abuse and/or neglect must be disclosed under court order.

REPORT OF SUSPECTED CHILD ABUSE/NEGLECT

Please respond to each item, even if reply if "Unknown" or "None."

To: Protective Services (410) 836-4713 Worker: _____
Name of Local Department of Social Services

From: _____
Name of Person, Department, or Organization making report.

Name of Child: _____

Suspicion of Neglect: _____ Suspicion of Abuse: _____ Age or Birth Date: _____

Address (where child may be seen):

Name of Person(s) Responsible for Child's care: _____

Address: _____

Relationship: _____

Name of person(s) Suspected of Abuse or Neglect: _____

Address: _____

Relationship (of Suspected Abuser) to Child: _____

The nature and extent of the current injury, neglect, or sexual abuse to the child in question;
circumstances leading to the suspicion that the child is a victim of abuse or neglect:

Information concerning previous injury, sexual abuse or neglect experienced by this child or other children
in this family situation, including previous action taken, if any:

Signature and Title of Person Making Report Date

Complete 5 copies:

- 2 copies – Dept. of Social Services – 2 S. Bond Street, Bel Air, MD 21014
- 1 copy - State's Attorney's Office – 20 West Courtland Street, Bel Air, MD 21014

The following copies shout NOT include the informant's name or signature:

- 1 copy: Supervisor of Pupil Personnel, Central Office, Harford County Public Schools
- 1 copy: School Principal's Office

Resources

1st Grade:

Spellman, Cornelia. (1997). *Your Body Belongs To You*. Illinois: Albert Whitman and Company.

Sunburst Visual Media. (2006) *It's Your Body: You're in Charge*. [DVD/VHS]

3rd Grade:

AIMS Multimedia. *McGruff On Dangerous Strangers*. [DVD/VHS]

5th Grade:

AIMS Multimedia. *McGruff on Self Protection: Preventing Child Abuse and Neglect* [DVD/VHS]

Disney Educational Productions. *Rachel and Marla* [DVD/VHS]