



AISA CHILD PROTECTION HANDBOOK

Teacher Resource Guide

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INTRODUCTION

These resources are designed to provide a curriculum framework that can be implemented in International Schools in Africa. Much of the content was developed using information from current research on child abuse prevention. According to Child Protection research, the most effective prevention programs are comprehensive and include multi-day presentations, active-learning strategies, and supporting materials for parents. As a result, this is what we have chosen to include here.

ORGANIZATION

Concepts: At each grade level there are five major concepts/big ideas that are suggested for exploration. The nature of these conceptual understandings is developmental and spiralling in that with each year the level of depth of understanding increases. Each lesson focuses on a developmentally appropriate exploration of a concept/big idea.

The scope and sequence of conceptual understandings is organized in the following framework:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Grade KG	Identifying safe touch	Identifying unsafe touch	Touching Rule	Safety Steps	What to do if someone breaks the Touching Rule
Grade 1	Identifying safe and unsafe	The Touching Rule	Whom to tell	Safety Steps	Using the Touching Rule and Safety Steps
Grade 2	Identifying safe/unsafe touch	Identifying unwanted touch	Touching Rule and Safety Steps (including peers)	Whom to tell and assertiveness	Secrets about touching
Grade 3	Identifying safe, unsafe, unwanted touch	The Touching Rule and Safety Steps	Telling touching secrets (whom to tell and how)	Learning to be assertive - Stand Up for Yourself!	
Grade 4	Identify safe, unsafe, unwanted touch	Review The Touching Rule and Safety Steps	Assertiveness skills	Whom to tell, why it's important, whom to trust, who can help	
Grade 5	Identify safe/unsafe situations and unwanted touch	Review Touching Rule and Safety Steps	Whom to tell, why it's important, whom to trust, who can help	Relationships and assertiveness	Secrets and responsibilities (promises)

Notes to teacher: Within each conceptual lesson there is an explanation given to support teachers as they facilitate exploration of the suggested concepts. Within these notes there are rationales, definitions and other specific information relating to the concept.

Skills: Specific skills have been identified as objectives or outcomes for the conceptual exploration.

Vocabulary: Vocabulary that should be explored or defined throughout the exploration has been identified. Pre-assessing for understanding of such vocabulary could inform the direction of the lesson. These terms may be learned organically through the suggested engagements however may also be pre-taught to students who are developing their English language skills.

Suggested Implementation and Engagements: Within each conceptual exploration there are four to five suggested engagements that can be used to explore the concept. This is a framework for teachers to use however, we understand that there are a variety of contexts in which we hope this document to be used and as such some of the lessons are quite generic with the aim that they will be adapted to fit specific situations. How these lessons are implemented and in what order is optional depending on the student population, time allocation and resources available. There are a variety of active learning engagements that should cater to a variety of learning styles and learner interests.

Implementation and timing:

- * Each particular concept can be explored over a variety of traditional lesson sessions.
- * There is flexibility in how the engagements are implemented as long as they are contributing to the understandings suggested in the Teacher Notes.
- * It is suggested that each session in which a concept is explored takes place in a 20-40 minute timeframe depending on developmental level.
- * There is enough content included in this documentation to afford from 8-12 lessons based safe touch per grade level per year however if time does not permit, it is recommended that at minimum three lessons incorporating the major concepts take place at each grade level annually.
- * The engagements can be led by any teacher in a school depending on the resources available in a school faculty. It is suggested that the classroom teacher, counsellor or possibly Physical Education teacher be the ones to implement the program based on the trusting relationships that should already be in place.
- * It is recommended that the bulk of child protection lessons be planned during the initial months of the school year and then revisited throughout the year.
- * Some suggestions for implementation include using allocated health or counselling lessons, integrating into units of study where appropriate or possibly having stand-alone child protection initiatives across the whole school early in the school year.
- * Prior to implementing the program an internal curricular audit to explore where natural links to pre-existing curricular structures occur is recommended.

Resources: Following the lesson plans, there is a comprehensive list of resources that can be used to support the implementation of the program. Many of these resources are referred to throughout the suggested engagements in the program overviews.

Sample Letter to Parents/Families

Dear Family,

I am writing to share our curriculum on Personal Safety. This curriculum will teach children the following:

- Safe Touches. Safe touch is caring and comforting.
- Unsafe touch. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful.
- Unsafe Touches. These are touches that are not good for your body. They hurt your body or your feelings.
- Unwanted Touches. Which the child would rather not receive at this time.

Children will learn the touching rule: No one should touch your private body parts except to keep you clean and healthy. They will learn the anatomically correct names for body parts.

Next, students will learn the Safety Steps:

1. Say “NO” in a loud and strong voice.
2. Get away.
3. Tell a grown-up.

Children need to be able to identify adults to talk to, both inside and outside the family, since you may not always be available. They also learn that it is never a child’s fault if someone breaks the Touching Rule.

Please note that this curriculum is just the beginning of what we all need to do to keep children safe. Research shows that young children retain skills they have learned by practicing them. You can help your child by reviewing the Touching Rule and practicing the Safety Steps, using pretend situations that include: household help, relatives, and neighbour as well as people they don’t know.

In addition, remind your child that:

- It is never his/her fault if someone breaks the Touching Rule.
- He or she should never keep secrets about touching.
- It is never too late to tell about a touching problem.

If you have questions or concerns, please email or call

Part I: Personal Safety Lesson Plans for Primary

Grade: Pre-Kindergarten/Kindergarten

Students at this age are expanding their social relationships outside the family and beginning cooperative play skills with peers. Children are learning concepts of right and wrong, and can understand the nature of rules to even experience guilt when he or she has done something wrong. They are also interested in their genitals.

Lesson 1 - Concept: Safe Touch

Notes to the Teacher: It is important that students understand that safe touches help people feel cared for and loved. Focusing on touches of private body parts only by adults to keep one clean and healthy leads into the touching rule and helps iterate that safe touches are good for your body. It is also very important from an early age to discuss that there are some touches are not safe (unsafe touch is painful or harmful and might make one feel scared).

Skill: Students will be able to identify safe, caring touches.

Vocabulary: safe, unsafe, touch, love, caring, body

Suggested engagements:

- 1) Explore "what keeps us safe?" through class discussion and possible drawing representations
- 2) Using photo prompts identify safe touches (found on Internet).
- 3) Safe touch collage using photos from magazines demonstrating caring touches.
- 4) Role-play safe touches.

Lesson 2 - Concept: Unsafe Touch

Notes for the Teacher: Being able to differentiate between safe and unsafe touch is imperative for students in order to stay safe. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Children are encouraged develop skills to help them distinguish between safe and unsafe touch, to resist or avoid unsafe touches and practice what to do in the event of an unsafe touch.

Skill: Students will be able to:

- * Identify the ways that a safe touch is different from an unsafe touch.
- * Practice assertive skills - how to say "no".

Vocabulary: unsafe

Suggested Engagements:

1. Choose one of the books suggested in the reference section and use as a discussion provocation relating to safe and unsafe touches

2. Puppet plays to model safe and unsafe touches. Discussion.

Lesson 3 - Concept: The Touching Rule

Notes for the Teacher: It is important for students to be aware of their bodies and learn the different body parts. Children often find it hard to tell about sexual abuse because they don't know the words to use. Learning words for private body parts gives children the words to use and helps them know that it is okay to talk about those body parts. Whilst learning about bodies, reinforcing that children are special and their bodies are special too is important.

Introducing children to the touching rule will subsequently help children stay safe. The Touching Rule is: No one should touch your private body parts except to keep you clean and healthy. The "clean" part of this rule applies to young children at an age when an adult might help them with diaper changing, going to the toilet, or bathing. The "healthy" part of this rule refers to doctor visits; for example, when the doctor gives a child a shot.

In discussing this rule the following guidelines will help provide deeper understanding:

- * It is not okay to touch someone else's private body parts.
- * It is not okay for someone to touch his or her own private body parts in front of you.
- * It is not okay for someone to ask you to touch his or her private body parts.
- * It is not okay for someone to ask you to take your clothes off or to take photos or videos of you with your clothes off.
- * It is not okay for someone to show you photos or videos of people without their clothes on.

Skill: Students will be able to identify and learn how to use the touching rule.

Vocabulary: rule, body parts

Suggested engagements:

1. Activity that enables children to name/point to different body parts (using a doll or puppet or poster of the human body as a prompt)
2. Show pictures of children (boy and a girl) in a bathing suit – distinguish private body parts being covered by bathing suit by coloring
3. Have each child draw their body outline - children can draw and color their faces, hair, etc. - have children identify a special characteristic that they love.
4. Introduce the touching rule and other guidelines through role play (Touching Rule: No one should touch your private body parts except to keep you clean and healthy.)

Lesson 4 - Concept: Safety Steps

Notes to the Teacher: There is a simple procedure for students to learn and follow in the event of unsafe touch. The Safety Steps are used when children feel unsafe and someone is trying to touch a private body part. Learning and practicing these is very important in order to help students help themselves stay safe.

The Safety Steps are:

1. Say, “No” in a loud and strong voice. (Children refuse with their words. Encourage children to think of different ways to say no and practice them)
2. Get away, (remove themselves from the situation; help children generate as many options for removing themselves as they can think of.)
3. Tell an adult (as soon as possible. Encourage children to name several resources or support people they could tell.)

Skill: Students will be able to:

- * Identify the 3 safety steps – say no, get away, tell an adult.
- * Identify adults children can talk to if someone breaks the touching rule.
- * Learn that it is never the child's fault if someone breaks the touching rule.

Vocabulary: rules, body parts, adults

Suggested engagements:

1. Role-playing through the safety steps focusing on: saying no, getting away and telling an adult.
2. Reinforcing the order of the Safety Steps by playing “Safety steps scramble up” by using safety steps pictures, have three children randomly choose each of the cards. Ask them to put them in the right order and say what the particular order is.
3. Another game could involve having students move around in the classroom and ask them to act out the Safety Step teacher has called out.
4. Students act out the safety steps using puppets or dolls.

Lesson 5 - Concept: What to do if someone breaks the Touching Rule

Notes to the Teacher: It is imperative that children understand that they should use the safety steps if someone breaks the touching rule. Students need to practice these steps so they become automatic in the instance that personal safety is threatened. It is a common strategy for an adult committing sexual abuse to suggest to the child that their relationship is special and should be kept a secret. In order for children to properly use the safety steps, they must understand that children should not keep secrets about touching. It is also important that children understand that it's never a child's fault if someone breaks the touching rule. Children need to be able to identify adults who they can trust and it needs to be reinforced that reporting unsafe touch until someone listens and helps is the right thing to do.

Skill: Students will be able to:

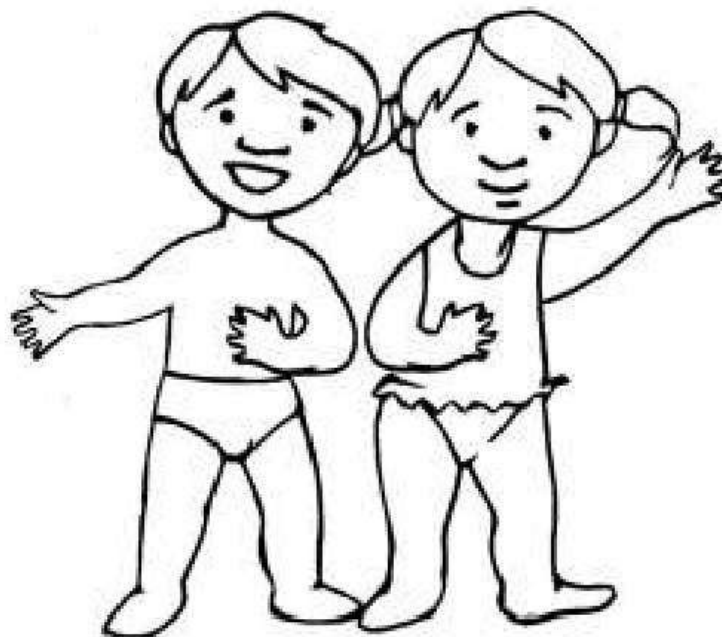
- * Identify the touching rule
- * Demonstrate what to do if someone breaks the touching rule
- * Learn to keep telling an adult until someone listens

Suggested engagements:

1. Role-play scenarios to reinforce the touching rule, use the safety steps and telling until somebody listens.

Some suggested scenarios are:

- i. An older brother or sister has started coming into your bed at night and you don't usually share a bed. He/she starts touching your private body parts.
 - ii. You are at a friend's house for a play date and an adult (driver, nanny, gardener or their parent) breaks the touching rule.
 - iii. During an after-school activity a friend's driver picks you up and tells you are waiting for somebody else. It is very hot in the car and he tells you to take your clothes off to stay cool. He takes his clothes off too.
2. Draw a picture about what do to if no adult is listening when a child is telling about an unsafe touch situation.
 3. Create a mind map (with teacher) naming all the adults in the community who a child could tell if they had an unsafe touch to report.



Grade One

Students at this age are expanding their social relationships outside the family and beginning cooperative play skills with peers. Children are learning concepts of right and wrong, and can understand the nature of rules to even experience guilt when he or she has done something wrong. They are also interested in their genitals.

Lesson 1 - Concept: Safe and Unsafe Touch

Notes to the Teacher: Once children can name their private body parts and know you can teach them that there are different kinds of safe and unsafe touch that is not okay. This kind of touch is when someone older or bigger touches their private body parts. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Safe touches can include hugging, pats on the back, and an arm around the shoulder. Safe touches can also include touches that might hurt, such as removing a splinter. Explain to children that when you remove a splinter, you are doing so to keep them healthy, which makes it a safe touch. Unsafe touches are touches that hurt children's bodies or feelings (for example, hitting, pushing, pinching, and kicking). Teach children that these kinds of touches are not okay.

Skill: Students will be able to identify safe touches and unsafe touches.

Vocabulary: safe touch, unsafe touch, body parts

Suggested engagements:

1. Read a story about safe and unsafe touch (see suggested resources).
2. Sort safe and unsafe touch pictures (e.g. Safe - high five/ unsafe - hitting).
3. Create a class chart listing safe and unsafe touches.
4. Draw pictures of safe touch.

Lesson 2 - Concept: The Touching Rule

Notes to the Teacher: Once children can name their private body parts and know about different kinds of touches, you can teach them that there is another kind of unsafe touch that is also not okay. This kind of touch is when someone older or bigger touches their private body parts. Learning the touching rule will help children stay safe. Young children remember how to protect themselves from sexual abuse better when they learn and practice a few simple steps. If children have to wonder what to do, or if they have to stop and think about how they feel first, they can get confused. The Touching Rule is: No one should touch your private body parts except to keep you clean and healthy. Children sometimes need help to keep clean and so it is important to discuss that the "clean" part of this rule applies to when an adult might help them with going to the toilet, bathing or looking at private parts if something is hurting. The "healthy" part of this rule refers to doctor visits; for example, when the doctor gives a child a shot. A doctor's exam would be an example of a safe touch.

Skill: Students will be able to:

- * Identify safe touch.
- * Identify private body parts.
- * Show an understanding of the touching rule.

- * Learn who helps keep you clean and healthy.

Vocabulary: body parts (use anatomical words), hygiene, healthy, doctor

Suggested engagements:

1. Mapping of body parts by identifying different body parts on both boy and girl drawings. Alternative:
 2. identify body parts on a picture of a boy and a girl in a swimming suit.
 3. Role-play some of the things you do to keep clean and healthy or play charades. You can say “guess what I'm doing” and act out getting an injection, going to the toilet, brushing teeth, washing in the shower, drying all body parts after a bath.
 4. Invite the school nurse or a doctor to talk about what they do to keep children healthy.
 5. Introduce the touching rule in a chant and repeat it over and over again. The Touching Rule is:
 6. No one should touch your private body parts except to keep you clean and healthy.
 7. Have a discussion about when it is ok for an adult to touch your private body parts. Create a mind map or graphic organizer for when it is ok for an adult to touch your body private parts.
-

Lesson 3 - Concept: Whom to tell

Notes to the Teacher: It is important for students to understand never to keep secrets about touching. Explain to your children that there are two kinds of secrets: safe secrets and unsafe secrets. Examples of safe secrets are birthday presents or special events. Safe secrets make people happy and are fun. Secrets about touching are not safe and should never be kept. Offenders will put pressure on children to keep the abuse secret. Without secrecy, the abuse cannot continue. Reassure your children that it is okay to break a promise not to tell a secret about touching. Frequently remind children not to keep unsafe secrets. Ensuring that students understand that it is never too late to tell a touching secret is also important even if the unsafe touching has gone on for a long time and it is an adult who is a family member or close friend. This encourages children to feel safe in disclosing abuse even if it has been going on for a while.

Knowing whom to tell is also important. At Grade 1 level quite simply an adult they know and trust is a good start. It is important that students are able to identify adults from different areas of their lives including school, home life and any other contexts in which they participate. Most importantly, tell children to keep telling until someone believes them. Help your children understand that if the first person they tell does not believe them, they should tell someone else and keep telling until someone helps them.

Let your children know that they are in control of who touches their bodies and how. Once your children fully understand the safety rule about touching teach them that it is never their fault if someone else breaks that rule. When children are not afraid of getting into trouble, they are more likely to tell when someone breaks the rule.

Skill: Students will be able to:

- * Learn how to tell adults
- * Identify adults they can tell

Vocabulary: trust, secrets

Suggested engagements:

1. Show and discuss the video about telling secrets, "What "Tadoo" with Secrets".
http://www.empowerkids.com/html/what_tadoo_secrets.htm
 2. Role-play telling someone about an unsafe touch and they don't listen.
 3. In a class discussion come up with a list of adults children can trust in the community.
 4. Go on a school wide hunt for people you can tell if someone breaks the touching rule.
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Lesson 4 - Concept: Safety steps

Notes to the Teacher: This lesson reinforces three simple safety steps for children to follow when someone tries to break a touching rule. Young children remember how to protect themselves from sexual abuse better when they learn and practice a few simple steps. The first step instructs children to come up with different ways of saying no. This is because a simple no is not always the best response. However, any response a child makes should be with the intent to resist the person. The second step instructs children to remove themselves from the situation immediately. Help children understand that getting away can be as simple as moving away, getting off the person's lap, or going to another room. It might also mean immediately running home or to a neighbour's house. The third step instructs children to tell an adult they trust as soon as they can. Teach them that they need to keep on telling until someone believes them.

The Safety Steps are:

- 1) Say, "No" in a loud and strong voice so that bystanders will hear and can help them.
- 2) Get away.
- 3) Tell an adult and keep on telling until someone believes them.

Skills: Students will be able to:

- * Identify the safety steps.
- * Identify whom to tell.

Vocabulary: fault, bystanders

Suggested engagements:

1. Develop a list of different languages (or different ways/ words to say no - please stop that, don't do that) in which you can say no. Help children think of different ways to say no. Remind children to say no loudly and in a strong voice so that bystanders will hear and can help them. Examples are: "Stop that"; "I'm not allowed to play touching games"; "I don't like that"; and "I don't want to do that."
2. Make a video where the students are able to enact the safety steps.
3. Read the book "Laurie tells" by Linda Laurie and discuss.

4. Play a “What would you do?” game involving teacher describing a scenario and students responding by what they would do.

Some sample scenarios could be:

- i. Alex was at his uncles', they were working on something; his uncle said they had a special game to play, he called it the touching game. He said, let's take off our clothes and touch each other's' private parts.
 - ii. A security guard asks for your help in his guard hut. He/she asks you to take off your clothes and play a game.
 - iii. A teaching assistant has been very kind to you and starts playing with your hair, holding on extra-long in a hug and patting you on your bottom.
5. Game: Students divide a piece of paper in half and ask: how would you feel if someone broke the touching rule? How would you feel if you used the safety steps?

Lesson 5 - Concept: Using the Touching Rule and Safety Steps

Notes to the Teacher: Secrets about touching are not safe and should never be kept. Offenders will put pressure on children to keep the abuse secret. Without secrecy, the abuse cannot continue. It is important that children learn to resist that pressure so that they tell. Reassure children that it is okay to break a promise not to tell a secret about touching. Frequently remind children not to keep unsafe secrets. Instruct children always to tell about a touching problem, even it has gone on for a long time and is someone they think their parents trust. Help children understand that they can say no to people who are older or who have authority over them if safety rules are being broken and say no to people in their family or to adults who take care of them (for example, teachers and youth leaders).

Remind students to say, “no” loudly and in a strong voice so that bystanders will hear and can help them. Reassure your children that it is never too late to tell about a touching problem. This encourages children to feel safe in disclosing abuse even if it has been going on for a while. Tell children to keep telling until someone believes them. Help your children understand that if the first person they tell does not believe them, they should tell someone else and keep telling until someone helps them.

Skills: Students will be able to:

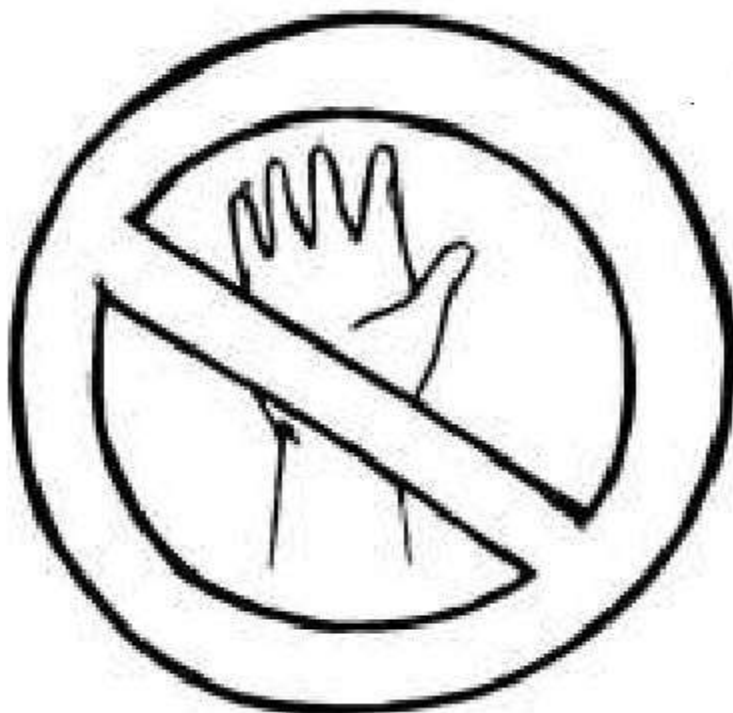
- * Tell about touching secrets.
- * Identify adults they can tell.
- * Understand that it is never too late to tell.
- * Understand that it is never a child's fault.

Suggested engagements:

1. Draw pictures of people who could help if a touching rule is broken - which of these people would you chose to tell if someone broke the touching rule?
2. Give students mirrors to practice being assertive and saying NO. Discuss what it looks like when you say "no" (strong body language, convincing tone of voice, look offender in the eyes).
3. Read book "Better safe than sorry book" by Sol and Judy Gordon and discussion.

4. In partner's practice telling someone about an instance where the touching rule was broken.

Divide a paper into thirds and draw pictures of what it sounds like, looks like, feels like to say no and tell someone who will help you.



Grade Two

Concrete operational thinking begins to replace egocentric cognition so that the child's thinking becomes more logical and rational. Relationships outside the family continues to increase in importance. Rules can be understood and relied upon to dictate proper social behaviour. They are also interested in their genitals.

Lesson 1 - Concept: Identifying Safe/Unsafe Touch

Notes to the Teacher: It is important for students to be able to distinguish between safe and unsafe touch. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Safe touches can include hugging, pats on the back, and an arm around the shoulder. Safe touches can also include touches that might hurt, such as removing a splinter. Explain to children that when you remove a splinter, you are doing so to keep them healthy, which makes it a safe touch. Unsafe touches are touches that hurt children's bodies or feelings (for example, hitting, pushing, pinching, and kicking). Teach children that these kinds of touches are not okay.

Skills: Students will be able to:

- * Identify safe, caring touches.
- * Identify unsafe touches.

Vocabulary: review of safe / unsafe

Suggested engagements:

1. Use "yes" and "no" cards - show students a picture of a safe/ unsafe touch (photos from internet doctor, hugging, holding hands, kicking, pinching, pushing) and ask if that makes them feel good or bad?
 2. Book: "My body is private" by Linda Walvoord Girard read aloud and respond through drawings or writing letters to the characters.
 3. Watch and discuss the video: "Better safe than sorry".
 4. Draw a scene that shows a safe touch. Paste all the scenes on a big sheet of paper to make a safe touch quilt.
-

Lesson 2 - Concept: Identifying Unwanted Touch

Notes to the Teacher: It is important that students understand that they are in control of who touches their bodies and how. It's ok for children to say "no" to touches they don't want. Children have the right to refuse to give or receive hugs or kisses from relatives if they do not wish to. This teaches children that it's okay to say no to touches from people in their family if it makes a child uncomfortable. It is important to let families know that this is being taught at school and the rationale behind it, so that family members won't be offended by children's behaviour.

Skills: Students will be able to:

- * Identify unwanted touch
- * Say "No" to touches they don't want

Vocabulary: unwanted touch, boundaries

Suggested engagements:

1. Present photo prompts of different touches and discuss how students would feel if someone touched them that way - perspectives and preferences (e.g. hug from somebody you don't know, someone messing with your hair, etc.).
2. Role-play safe and unwanted touch scenarios and model appropriate assertive responses

Some suggested scenarios are:

- i. A nanny wants you to play a touching game.
 - ii. You fell on the playground and hurt your bottom, the nurse has to look at your bottom to see if it is ok.
 - iii. An older student asks you if you want to play a touching game in the toilet at school.
 - iv. An older brother or a sister of your friend is playing a wrestling, tickling game with you and your friend and it makes you feel creepy.
 - v. Your PE teacher gives you a high-five after you tried your best at a new game.
 - vi. Grandfather picks you up from school and parks his car at a house you don't know. He begins touching your private body parts.
3. Draw a Y chart of what an unwanted touch looks like, sounds like, and feels like.
 4. Have children prepare and present a puppet show to portray what an unwanted touch is.

Lesson 3 - Concept: The Touching Rule and Safety Steps (including peers)

Notes to the Teacher: Learning and practicing the Touching Rule helps children stay safe. The Touching Rule is: No one should touch your private body parts except to keep you clean and healthy. The "clean" part of this rule applies to young children at an age when an adult might help them with diaper changing, going to the toilet, or bathing. The "healthy" part of this rule refers to doctor visits; for example, when the doctor gives a child a shot.

Children need to know, understand and practice what to do in the event of the touching rule being broken. The first step instructs children to come up with different ways of saying no. This is because a simple no is not always the best response. However, any response a child makes should be with the intent to resist the person. The second step instructs children to remove themselves from the situation immediately. Help children understand that getting away can be as simple as moving away, getting off the person's lap, or going to another room. It might also mean immediately running home or to a neighbor's house. The third step instructs children to tell an adult they trust as soon as they can. Teach them that they need to keep on telling until someone believes them.

The Safety Steps are:

- * Say, "No" in a loud and strong voice so that bystanders will hear and can help them.
- * Get away.
- * Tell an adult and keep on telling until someone believes them.

Secrets about touching are not safe and should never be kept. Offenders will put pressure on children to keep the abuse secret. Without secrecy, the abuse cannot continue. Children need to know how important it is to resist the offender's pressure so that they tell. It needs to be reinforced to students to always to tell about a touching problem, even it has gone on for a long time and that it is never too late to tell about a touching problem. Finally, it is important to ensure that students understand that it is never their fault if someone else breaks the touching rule.

Skills: Students will be able to:

- * Identify private body parts.
- * Demonstrate understanding of the Touching Rule.
- * Identify and apply the safety steps.
- * Identify adults to tell if someone breaks the touching rule.

Suggested engagements:

1. Rotate through different discussion centres having students write out responses on large chart paper at the 4 different centres. The centre prompts could be:
 - a. When might someone need to touch your private body parts to keep you clean and healthy?
 - b. Name some adults you might go to for help if you had a touching problem.
 - c. What should you do if you told an adult that someone touched your private parts and he or she didn't help you?
 - d. What if you told someone and they said it was your fault?
2. Safety steps scramble - have 3 children each randomly pick one of the three Safety Steps cards.
3. Ask them to arrange the cards in the right order and say what each step is.
4. Create an original song incorporating the Touching Rule and the Safety Steps.
5. Read and write responses about the books "The trouble with secrets" by Karen Johnsen and/or
6. "No more secrets for me" by Oralee Watcher.
7. Using the following story or a picture to represent the scenario in small group discussions: Rosalie is in the second grade. There is a boy in the third grade who chased her and tried to touch her private body parts. Use the following prompts to guide the discussion: 1. What kind of touch was that? 2. How do you think Rosalie felt? 3. Whom would you tell if this happened in your school? 4. What would you say?

Lesson 4 - Concept: Whom to Tell and Assertiveness

Notes to the Teacher: Students need to understand that adults are part of a support system for children who need to talk about upsetting experiences. Step three of the Safety Steps instructs children to tell an adult they trust as soon as they can. Sometimes a child might not be able to get a person to stop the abuse. In these cases, telling becomes even more important. Reassure children that it is not their fault if they are unable to stop the abuse, but teach them that they do need to tell. Tell children to keep telling until someone believes them. Help your students understand that if the first person they tell does not believe them, they should tell someone else and keep telling until someone helps them.

Skills: Students will be able to:

- * Identify adults they can ask for help.
- * Ask for help on behalf of a friend.
- * Identify appropriate times to talk to adults.

Suggested Engagements:

1. Matching game- who would you tell? Students match scenarios with adults they might tell to get help. Possible scenarios: Who would you go to if another child tried to: break the touching rule in the bathroom, pull down your swimming suit at a swimming pool, break the touching rule in your car on a bus, touch your private body parts on the playground, break the touching rule when you are at a friend's house.
 2. Draw and write about different times that would be appropriate times and inappropriate times to tell adults about a touching problem.
 3. Role-play different ways to get an adults attention to let them know you need their help.
 4. Use puppets to practice getting an adults attention and telling them about the touching problem.
 5. Book: "It's not your fault" by Judith Jance.
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Lesson 5 - Concept: Secrets about Touching

Notes to the Teacher: Students should understand never to keep secrets about touching. There is a difference between safe secrets and unsafe secrets. Examples of safe secrets are birthday presents or special events. Safe secrets make people happy and are fun. Secrets about touching are not safe and should never be kept. Students need to know that it is okay to break a promise not to tell a secret about touching. Instruct children always to tell about a touching problem, even it has gone on for a long time or if it involves a friend. Again remind students to keep telling until someone believes them. If the first person they tell does help then they should tell someone else and keep telling until someone helps them.

Skills: Students will be able to:

- * Learn to tell about touching secrets
- * Learn how to tell an adult

Vocabulary: secrets

Suggested engagements:

1. Teacher distributes pre-made cards (with secrets - some to keep, some you should tell an adult immediately) and student needs to decide if they should keep the secret or speak out.
2. Broken telephone: teacher initiates and will pass on the secret (and will start again with different students). If it is a secret that a student needs to tell an adult about the student should not pass it on to another student but stand up and tell the teacher using a clear and loud voice as well as eye contact.
3. Practice role playing different scenarios such as:

- i. Fred was home alone with his Nanny when she broke the Touching Rule.
 - ii. You are waiting for your mom, dad or driver and one of the cleaning staff asks you to help them clean in a resource closet.
 - iii. After your music lesson your music teacher asks you to stay for extra practice in a private room. He/she puts their arm around you and starts touching your private body parts.
 - iv. Discuss what should he or you should do? Who should he or you tell?
4. Show a video (clip) of children telling secrets to each other. Provoke discussion about when and who to tell which secrets.



Grade 3

Concrete operational thinking begins to replace egocentric cognition so that the child's thinking becomes more logical and rational. Relationships outside the family continues to increase in importance. Rules can be understood and relied upon to dictate proper social behaviour. They are also interested in their genitals.

Lesson 1 - Concept: Identifying Safe, Unsafe, Unwanted touch

Notes to the Teacher: Students should develop an awareness of the different types of touches: safe, unsafe and unwanted touch. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Unwanted touch is a touch that makes you feel uncomfortable, or if you just don't feel like being touched. It's okay to say "No" to unsafe or unwanted touches. If someone wanted to hug you, and you didn't feel like it, you could say, "I don't really feel like hugging" or "No, thank you."

Skill: Students will be able to:

- * Verbally identify what the types of touch are.
- * Say, "No" to unwanted and unsafe touches.

Vocabulary: unsafe, safe, unwanted, preference

Suggested Engagements:

1. Class discussion about the three types of touching, keeping in mind that everyone is different and we all have different preferences.
2. Using photo prompts, children will identify different types of touching and discuss in small groups or whole group.
3. Role-play in pairs, have pairs demonstrate their skills, and have audience critique the actors.
4. Classifying different types of touch on a chart for the class.

Lesson 2 - Concept: The Touching Rule and Safety Steps

Notes to the Teacher: Learning the Touching Rule helps children stay safe. The Touching Rule is: No one should touch your private body parts except to keep you clean and healthy. In the event that the Touching Rule is broken, students need to know what to do. There are three Safety Steps in order to help children stay safe. The Safety Steps are: Say words that mean no, so children can refuse with their words. Children need to practice saying, "NO" if they are faced with an unwanted touch. Then, they need to know the second step, which means to get away and remove themselves from the situation; running away, getting away from the person who is making them uncomfortable or even going to another house. Discuss with children as many options for removing themselves as they can think of. Finally, children need to know to tell an adult as soon as possible. Repetition of naming several resources or support people they could tell is essential. Sometimes it's not possible for a child to get away. Children need to know that even if they used the safety steps, they still might not be able to protect themselves. However, children should be told that if they can't get away, they should tell an adult as soon as possible. Students also need to understand that it is never a child's fault if someone breaks the Touching Rule.

Skill: Students will be able to:

- * Identify their private body parts.
- * Demonstrate an understanding of the Touching Rule.
- * Identify the Safety Steps.
- * Practice the Safety Steps.

Vocabulary: private body parts (breasts, vulva, vagina, buttocks, penis)

Suggested Engagements:

1. Introduce the Touching Rule; ask for examples of someone needing to touch your private body parts to keep you clean and healthy?
2. Introduce the Safety Steps. "If someone breaks the Touching Rule, there are three Safety Steps that will help you know what to do." 1) Say words that mean no. 2) Get away. 3) Tell an adult.
3. Read a book about the Touching Rule.
4. Watch a video about the Touching Rule.
5. Practice the Safety Steps using a puppet. (Skill practice gives children an opportunity to go through the Safety Steps and to think of options for refusing and removing themselves from a situation. One effective way to do this is to have a puppet play the role of "perpetrator".

NOTE: You should never act as the perpetrator or have a child play that role. The puppet should never touch the children.

Have children decide ahead of time whom they would tell and have them pick either you or another child to play that person. If they choose another child, that child should just sit quietly and listen. In this practice, the children will act out all three Safety Steps.

Give scenarios such as "Let's pretend you're on the playground and a bigger boy grabs you by the private body parts" OR "Let's pretend." Have the child use the Safety Steps. Ask questions of the audience about what language was used, how did he/she get away and what could be done differently?

Lesson 3 - Concept: Telling Touching Secrets (whom to tell and how)

Notes to the Teacher: Children should not keep secrets about touching. It is never too late to tell about touching that breaks the Touching Rule. The nature of sexual abuse lends itself to secrecy. Children may have been threatened, or been told to keep it a secret, they may be ashamed or afraid they won't be believed. Or children may love the person who is abusing them. If children understand how wrong sexual abuse is and that secrets need not be kept hopefully they will understand that it is never their fault if someone breaks the Touching Rule.

Skills: Students will be able to:

- * Tell about touching secrets.
- * Identify a variety of people they can turn to for help.
- * Understand that it is never too late to tell touching secrets.

Vocabulary: secret

Suggested Engagements:

1. Review the Touching Rule and the Safety Steps. Tell the children that today we are going to discuss what to do if someone breaks the Touching Rule and then tells you to keep it a secret.
 2. Have children create spoken word poetry about the need to tell touching secrets.
 3. Public service campaign about the need for telling secrets.
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Lesson 4- Concept: Learning to be assertive - Stand Up for Yourself!

Notes to the Teacher: When children are in uncomfortable or dangerous situations, children need to know how to protect themselves by being assertive. Explain that assertiveness is similar to confidence and standing up for yourself. Seriously saying, “NO” and getting the message across that you are serious also involves looking right at the other person and using body language that is strong.

Skills: Students will be able to:

- * Demonstrate verbal assertiveness skills (say no in a strong tone of voice).
- * Demonstrate nonverbal assertiveness skills (stand up straight, look at the person, strong tone of voice).

Vocabulary: assertiveness, confidence

Suggested Engagements:

1. Have students do a mime to demonstrate assertive body language.
2. Create a digital presentation to teach lower grades about assertiveness skills.
3. Have children write stories that include situations where a character needs to use assertiveness skills to stand up for himself/herself. It can be a bullying situation, a touching problem, or unsafe touch.
4. Students role play the situations from the stories they wrote, to demonstrate their assertiveness skills.



Grade Four

Concrete operational thinking replaces egocentric cognition and thinking is more logical and rational, as well as ability to understand others' perspectives. The student imitates, learns and adopts age-appropriate gender specific social roles. Sexual activities are sporadic and exploratory with the beginning to understand differences in gender.

Lesson 1 - Concept: Identifying Safe, Unsafe, Unwanted touch

Notes to the Teacher: Students should develop an awareness of the different types of touches: safe, unsafe and unwanted touch. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Unwanted touch is a touch that feels uncomfortable, or happens when if you just don't feel like being touched. Students and parents need to understand that it's okay to say "No" to unsafe or unwanted touches. There are times when people do not want to be touched, let students know that if someone wanted to hug them, and they didn't feel like it, they could say, "I don't really feel like hugging" or "No, thank you."

In grade 4, students are taking responsibility for their actions and are able to understand how their actions affect others. Students should start to identify how to give safe and appropriate touches. Students can learn to identify how use their empathy skills to read social cues (reading facial expressions, body language, and listening to what others say) and adjust their behaviour as appropriate.

Skill: Students will be able to:

- * Identify types of touch.
- * Identify private body parts (vagina, vulva, penis, buttocks, breasts—or any body part that you want to keep private. Could be the body parts that are covered by a bathing suit or other articles of clothing.)
- * Identify strategies for saying no to unsafe and unwanted touch.
- * Identify how someone feels by looking at clues (face expression, body language, and listening to what the person is saying to you).
- * Name one thing they could do differently if they notice someone doesn't like what they are doing.

Vocabulary:

- * safe, unsafe, unwanted touch
- * preference
- * empathy
- * body part names: breasts, vulva, penis, buttocks, vagina (as is appropriate for your school setting)

Suggested Engagements:

1. In small groups, children brainstorm safe/unsafe/unwanted touch.
2. Agree/disagree activity, or stand on a continuum. Giving children verbal examples of different kinds of touch (hug, pat on the back, slap on the face, high five), either have kids raise their hand to say they like or don't like, or have the kids stand on a continuum indicating where their preference is (One end of the line is, "I don't like that". And the other end of the line is, "I really like that".).

3. Discuss how we all have different preferences about the same thing. Ask kids who indicated that they don't like a certain kind of touch to show their facial expression if they get that type of touch. Have a discussion about how this is everyone's responsibility to notice the feelings of others and react appropriately and respectfully and use empathy.
4. Have a class discussion about strategies for saying no to unsafe or unwanted touch. Kids generate their own strategies and teacher provides prompting if necessary.
5. Ask for student volunteers to role play strategies for saying no to unsafe or unwanted touch.
6. Discuss that saying no to unwanted touch is not IMPOLITE. You have the right to say no to things that make you uncomfortable. (This could include gifts, affection that makes you feel "creepy," or excessive compliments.)

Lesson 2 - Concept: Review The Touching Rule and Safety Steps

Notes to the Teacher: Revisiting the Touching Rule "No one should touch your private body parts except to keep you clean and healthy" helps children stay safe. The Safety Steps help children know what to do if someone breaks the Touching Rule. The Safety Steps are:

- * Say words that mean "No" in a loud and strong voice
- * Get away
- * Tell an adult

Students also need to understand that it is never a child's fault if someone breaks the touching rule. Sometimes it's not possible for a child to get away. Children need to know that even if they used the safety steps, they still might not be able to protect themselves. However, children should be told that if they can't get away, they should tell an adult as soon as possible.

Skill: Students will be able to:

- * Identify private body parts.
- * Demonstrate an understanding of the Touching Rule.
- * Identify trusted adults whom they can tell if someone breaks the Touching Rule.
- * Understand that it is NEVER a child's fault if someone breaks the Touching Rule.
- * Identify the safety steps.

Vocabulary: fault

Suggested Engagements:

1. Read a book that would introduce the Touching Rule. Or ask a wondering, "have you ever read a book, seen a movie, where a character had to run away from someone to be safe?"
2. Review/teach the Touching Rule and the Safety Steps. Ask children for some examples of when someone would need to touch your private body parts to keep you clean and healthy.
3. Discuss how it is NEVER a child's fault if someone breaks the Touching Rule, even if you weren't able to get away. Sometimes you use the Safety Steps and you aren't able to get away. This may cause guilt, sadness, fear, and discomfort

about what happened. Give scenarios that are appropriate for grade level, and ask questions like, “What would you suggest that the character do?” If the safety steps do not work, you always tell an adult and keep telling until you get the help you need.

4. In small groups, play Safety Steps Scramble game. Have 3 children each randomly pick one of three safety cards and assemble themselves in the right order for the safety steps. Then have each child identify one strategy they could use to demonstrate the step they have drawn.
5. Provide different scenarios of unsafe touching and have children role play the safety steps (teacher needs to carefully manage running this activity - children should not act out the actual touching problem. Instead, the teacher gives the example of the touching problem, and asks the child to role play the safety steps. For example, the teacher might say, “Let’s pretend that your baby sitter/house help rubs your private body parts through your clothes. What would you do?” Or “Let’s pretend you are in line (name a popular place in your school setting, such as an ice-cream shop, or a shopping centre) and a man standing behind you pushes up against you and touches your bottom. What would you do?” Then ask the class, to discuss what went well, what else could have been done?

Lesson 3 - Concept: Assertiveness Skills

Notes to the Teacher: Children need to respond assertively and safely when they find themselves in uncomfortable or dangerous situations. Children need to know what assertive, passive, and aggressive mean. Explain to children that, standing up for oneself is being assertive, and it means saying “NO” in a strong tone of voice, looking right at the other person (making eye contact), and using body language that lets the other person know that you are serious.

Skill: Students will be able to:

- * Demonstrate verbal and nonverbal assertiveness skills.
- * Understand that they have the right to be assertive and say no.

Vocabulary: tone of voice, assertiveness, passive, aggressive

Suggested Engagements:

1. The teacher will model passive, aggressive, and assertive behaviour for the students. Ask the students to use words to describe each behaviour. Draw a line on the board, passive at one end, aggressive at the other end, with assertive in the middle—label behaviours on the board (for example, with passive, you might write shoulders hunched, quiet voice, with assertive, you might write standing up straight, looking straight ahead.) Discuss effectiveness of each communication style.
2. Give scenarios or have groups write scenarios of situations where assertiveness skills are required to stay safe. For example:
 - a. One of your house help keeps bothering you, telling you that your hair is beautiful.
 - b. An older child bothers you in (choose a popular public place that your students frequently go to).
 - c. Your aunt wants you to sit on her lap and you don’t want to.

Lesson 4 - Concept: Whom to tell & why it's important; Whom to trust, and who can help

Notes to the Teacher: In times of crisis, people (kids and adults) can't think straight. Emotions run high, especially in moments of fear, guilt, shame, and embarrassment. Children need a full tool box of strategies and support that they can readily access in times of crisis.

Children need to identify their support system of trusted adults BEFORE a crisis occurs so that they automatically can access their resources. Children need to identify WHY it's important that they report when someone breaks the Touching Rule, and they need to identify traits that trusted people possess. We want children to turn to adults who will support them in times of crisis and not further traumatize them. Additionally, children need to have the skills to report in a way in which adults will take them seriously. Children need to report when friends confide in them about someone breaking the Touching Rule.

Skill: Students will be able to:

- * Discuss why it is important to report if someone has broken the Touching Rule.
- * Identify whom they can tell.
- * Identify traits of people who are trustworthy.
- * Practice assertiveness skills when reporting that someone has broken the Touching Rule.
- * Know they need to report to an adult when a friend is in trouble or has been hurt.
- * Know that after they are safe, it might help to talk more about the touching problem with a trusted adult.

The adult may be a teacher, counsellor, a psychologist or a family member or friend. It's important to know the right time to discuss this with your trusted adult friend.

Vocabulary: respect, personal space, boundaries, privacy

Suggested Engagements:

1. Discuss with children the importance of reporting (keeps you safe, keep others safe, because if someone is touching you, then they might be touching others, it's WRONG).
2. Ask children to brainstorm trusted adults whom they could tell if someone breaks the Touching Rule. Brainstorm a list of traits on the board that this person might possess (for example, someone you know who cares about you, who will listen, who is trustworthy, and who will help).
3. Make a connection to literature—what characters would you trust? What characters would you not trust?
4. Ask kids to list on the board what skills they would use to report to an adult when someone has broken the Touching Rule (stating, "This is an important/big problem." Tone of voice is strong and clear. Eye contact, stand up straight. It's okay to cry, too.)
5. Play a game of "tattle or report". Define: tattling is wanting to get someone in trouble. Reporting is keeping people safe. Then tell different situations and ask kids to identify if the situations are reporting or tattling. (They can do thumbs up/down, cards, etc.)

Grade 5

Concrete operational thinking replaces egocentric cognition and thinking is more logical and rational, as well as ability to understand others' perspectives. The student imitates, learns and adopts age-appropriate gender specific social roles. Sexual activities are sporadic and exploratory with the beginning to understand differences in gender.

Lesson 1 - Concept: Identify Safe/Unsafe situations

Notes to the Teacher: Exploring the notion that there are situations that make us feel safe and unsafe is essential in developing deeper understanding of the concept. Safe situations feel good, comfortable, nurturing, make us feel cared for. Some examples of safe touch are: healthy friendships, school and home where we feel challenged in a good way, sports and activities that fulfil us. Unsafe situations feel uncomfortable, scary, insecure, upset, and uneasy. Usually, we get “that gut feeling” that something isn’t right. Some examples of unsafe situations are: unhealthy friendships, seeing something scary/inappropriate on the internet, receiving a text or email that makes you feel upset, someone asking for a touch/game that we don’t like, feeling threatened physically, emotionally, or relationally. Students need to understand how to avoid or get out of unsafe situations particularly at this age when they are exploring even greater independence. Discussing and practicing steps to identify and then get out of unsafe situations should include recognizing the feeling inside, naming the feeling and thinking of some strategies to avoid or get away such as say no, walk away, tell an adult, say “no, thank you”. Students need to understand that saying “no” when you feel uncomfortable isn’t being impolite. Personal safety is more important. Finally, it is important for students to understand that one has to be assertive in protecting themselves. Assertiveness is saying “NO” in a strong tone of voice, looking right at the other person (making eye contact), and using body language that lets the other person know that the issue is serious.

Skill: Students will be able to:

- * Name safe/unsafe situations.
- * Use the steps to avoid or get away from unsafe situations.
- * Name assertiveness skills.
- * Use assertiveness skills.

Vocabulary: avoid, assertiveness

Suggested Engagements:

1. Watch videos on internet safety.
2. Role-play assertiveness skills.
3. Brainstorm in small groups or whole of specific unsafe and safe situations that are common in your school setting.
4. Agree/disagree card activity (to engage thinking) about safe and unsafe touch.
5. Write a skit to show their learning.
6. Write a newspaper article to share their learning (to go in school newspaper or blog).
7. Interview each other.

Lesson 2 - Concept: Review Touching Rule and Safety Steps

Notes to the Teacher: Research shows that children are more likely to remember rules and safety steps if they keep practicing them. It is important to frequently review the Touching Rule: No one should touch your private body parts except to keep you clean and healthy as well as the Safety Steps which help children know what to do if someone breaks the Touching Rule.

The Safety Steps are:

- * Say words that mean no (children refuse with their words. Encourage children to think of different ways to say no and practice them).
- * Get away, (remove themselves from the situation; this may be as simple as getting off someone's lap, going to the neighbour's or running away. Help children generate as many options for removing themselves as they can think of.
- * Tell an adult (as soon as possible). Encourage children to name several resources or support people they could tell.

In addition, it is important to remind students: that it is never a child's fault if someone else breaks the Touching Safety Rule that he or she should never keep secrets about touching and that is never too late to tell about a touching problem.

Skill: Students will be able to:

- * Identify private body parts.
- * Demonstrate an understanding of the Touching Rule.
- * Identify trusted adults whom they can tell if someone breaks the Touching Rule.
- * Understand that it is NEVER a child's fault if someone breaks the Touching Rule.
- * Identify the safety steps.

Suggested Engagements:

1. Class discussion (in small groups or whole class) to review safe/unsafe touch, the Touching Rule, and Safety Steps.
2. Create public service announcements in a movie form, posters, skits, etc. to show learning about the Touching Rule and the Safety Steps and identify adults who they can tell if someone breaks the Touching Rule.

It should include that it is never a child's fault if someone breaks the Touching Rule.

Lesson 3 - Concept: Whom to tell & Why it's important; Whom to trust, and Who can help.

Notes to the Teacher: In times of crisis, people can't think straight. Emotions run high, especially in moments of fear, guilt, shame, and embarrassment. Children need a full tool box of strategies and support that they can readily access in times of crisis. Children need to identify their support system of trusted adults BEFORE a crisis occurs so that they automatically can access their resources.

Children need to identify WHY it's important that they report when someone breaks the Touching Rule, and they need to identify traits that trusted people possess. We want children to turn to adults who will support them in times of crisis and not further traumatize them. Additionally, children need to have the skills to report in a way in which adults will take them seriously. Children need to report when friends confide in them about someone breaking the Touching Rule.

Skill: Students will be able to:

- * Discuss why it is important to report if someone has broken the Touching Rule.
- * Identify whom they can tell.
- * Identify traits of people who are trustworthy.
- * Practice assertiveness skills when reporting that someone has broken the Touching Rule.
- * Know they need to report to an adult when a friend is in trouble or has been hurt.

Vocabulary: respect, personal space, boundaries, trust

Suggested Engagements:

1. Discussion (whole group or small groups) about importance of reporting.
2. Write a persuasive essay to someone who has never heard The Touching Rule about the importance of the Touching Rule and reporting to an adult.
3. Write a short story illustrating something you have learned in this unit.
4. Make a comic strips showing how you can get help if someone has broken the Touching Rule.
5. Class discussion about trust—what creates trust in others, are you a trustworthy person, who do you trust, list people who you could turn to at school, at home, in the community if someone has broken the Touching Rule.
6. Provoke a class discussion about what to do if a friend trusts you so much that they tell you that they have been hurt, or someone has broken the Touching Rule with them. Discuss feelings, and appropriate action to take.

Lesson 4 - Concept: Relationships and Assertiveness

Notes to the Teacher: As children grow older, relationships outside of the family grow in importance and priority. Children need to identify what are the necessary components of a good relationship (trust, equal power, safety to share emotions and private thoughts, feeling of caring and being cared for), and how good relationships make you feel (safe, cared for, secure, valued, happy, important, belonging, confident—healthy friendships improve self-esteem). A variety of friendships make life richer and more fulfilling. Different friendships and relationships fulfill different needs (some friends are “fun” while other friends are good listeners, some friends challenge us, different friends share different interests). Sometimes, though, relationships can be damaging and harmful. Children need the skills to recognize harmful relationships and know how to cope and let go of those hurtful relationships. Harmful relationships are those that are controlling, manipulative, and critical, can trick us, and make us not have good feelings about ourselves (damage self-esteem). These relationships can be with peers (someone around your same age, a year or two), or those who are older than us. When harmful relationships occur, children need assertiveness skills to stay safe.

Skill: Students will be able to:

- * Identify healthy and unhealthy relationships.
- * Recognize that every relationship is different.
- * Name assertiveness skills.

- * Use assertiveness skills.
- * End harmful relationships.
- * Ask for help in ending harmful relationships.

Vocabulary: relationship, healthy, unhealthy, assertiveness, critical, manipulative, controlling, self esteem

Suggested Engagements:

1. Class meeting about relationships and above skills.
2. Discussions in small groups and then meet as a whole group to report back what was discussed in small groups.
3. Read a book and have a discussion in a literature circle about characters in healthy and unhealthy situations. Ask what you would do differently.
4. Role-play assertiveness skills in regards to unhealthy relationships.
5. Use the skills learned in this lesson and add to posters, skits, and public service announcements in movie formats that were created in earlier lessons.

Lesson 5 - Concept: Secrets and responsibilities (promises)

Notes to the Teacher: Children should not keep secrets about touching. It is never too late to tell about touching that breaks the Touching Rule. There are a variety of reasons why children often do not disclose that they are being sexually abused. They may have been told to keep it a secret. They may have been threatened with punishment if they tell. Some children are afraid they won't be believed or that their parents won't be able to "handle it" if they disclose. The cycle of abuse can sometimes be broken if children understand that secrets about touching should not be kept, it is never too late to tell a touching secret, and it is never their fault if someone breaks the Touching Rule.

Skill: Students will be able to:

- * Tell about touching secrets.
- * Identify a variety of people they can turn to for help.
- * Understand that it is never too late to tell touching secrets.
- * Use assertiveness skills in reporting a touching secret.

Vocabulary: secret, fault, threaten, assertiveness

Suggested Engagements:

1. Provide scenarios for students in small groups, have them answer questions about how they character felt, if it was the character's fault, if the character should keep it a secret, how to tell an adult, what if the adult doesn't help her, what should the character do if the touching problem happened a year ago and kept it a secret until now?

Some sample scenarios:

- a. You are waiting for your mom, dad or driver and one of the cleaning staff asks you to help them clean in a resource closet.

- b. During an after-school activity a friend's driver picks you up and tells you are waiting for somebody else. It is very hot in the car and he tells you to take your clothes off to stay cool. He takes his clothes off, too.
 - c. One of your sports coaches follows you into the change room and tries to take a shower with you.
 - d. You are at your aunt's house and she gives you a special gift. In return she asks you to take off your clothes and begins to look at you and rub your private body parts.
 - e. An older student asks you if you want to play a touching game in the toilet at school.
2. Practice the skills of reporting:
- a. Tell an adult, "Something's bothering me. I need to talk to you about it."
 - b. If the adult is too busy, either find another adult and say, "I have a big problem that I need help with. Can you help me?" OR ask, "When can I talk to you? It's important."
3. Sometimes, talking about a touching problem is helpful, even after the problem has stopped. If you have told your parents, and the problem is taken care of, you might still want to talk about your feelings. However, you need to know a good time to do that. With a partner, come up with a list of good times, and not-so-good times, to talk to an adult about a problem. For example, while mom is folding laundry and it's just the two of you, it might be a good time. However, if mom has a friend over for tea, it might not be a good time to talk with her.



Resources

Part 2: Personal Safety Lesson Plans for Secondary

Child abuse and neglect, a problem of growing concern, is a violation of children's human rights and an obstacle to their education and development. Educators have a special role in combating child abuse.

The Grade 6-12 AISA Child Protection curriculum is designed to be flexible and adaptable. It is a framework but may be modified to meet the needs of your school and student body. We understand that international schools have diverse student populations. However, the basic tenets of child protection and safety are applicable worldwide.

Your school has the ability to decide where this curriculum fits into your overall program. Some suggestions include:

- Advisory
- Tutorial Time
- Homeroom
- Physical, Social, & Health Education (PSHE)
- Physical Education
- Health
- Science

The curriculum may be delivered by:

- Classroom/Advisory/Homeroom Teacher
- School Counsellor
- School Nurse



The curriculum may also take on these forms:

- Stand-alone course
- Weekend retreat/after school workshop setting for students and parents
- Use in advisory programs or to be supplemented in advisory programs

The curriculum has four main concepts:

1. IDENTIFY! - Students will learn how to identify safe and unsafe situations
2. ACCESS! - Students will learn how to access support structures
3. ACT! - Students will learn how to act to stay safe
4. VALUE! - Students will learn how value themselves and others

The four curriculum concepts are divided into the following parts:

- i. Notes to the Teacher
- ii. Skills
- iii. Vocabulary
- iv. Suggested Engagements

This curriculum is designed to meet the range of developmental needs and is vertically aligned. We encourage your school (child protection, student service, and/or curriculum teams) to review the curriculum in its entirety in order to ensure implementation of a comprehensive child protection program at your school.

Culture plays a large role in how people discuss and define personal safety and abuse. Personal space and acceptable behaviours vary across the globe. Students in the international school setting bring many different cultural perspectives to the class discussion. However, culture should never be used to excuse inappropriate behaviour. Students should feel confident relying on a “gut feeling” if they are unsure if a touch or situation is appropriate or inappropriate. They are the ones who ultimately decide what is appropriate or inappropriate, safe or unsafe. As educators, you are uniquely positioned to be present if students need help and help them learn how to advocate for and protect themselves.

The 4 core concepts of the secondary curriculum remain the same in each grade: Identify, Access, Act, and Value. Teaching – and re-teaching – these essential learning objectives is key to student learning. Developmentally appropriate content and delivery for each lesson ensures a varied and rich learning experience.

	Concept 1	Concept 2	Concept 3	Concept 4
Grade 6	IDENTIFY! Safe & Unsafe Situations	ACCESS! Trusted Persons	ACT! To Stay Safe	VALUE! Self & Community
Grades 7-8	IDENTIFY! Safe & Unsafe Situations	ACCESS! Support Structures	ACT! To Stay Safe	VALUE! Self & Others
Grades 9-10	IDENTIFY! Safe & Unsafe Situations	ACCESS! Trusted Persons	ACT! To Stay Safe	VALUE! Self & Community
Grades 11-12	IDENTIFY! Safe & Unsafe Situations	ACCESS! Support Structures	ACT! To Stay Safe	VALUE! Self & Others

Sample Letter to Parents/Families

Dear Parents,

(Name of school) is participating in the Association of International Schools in Africa (AISA) Child Protection Program. The AISA Child Protection Program is a research-based initiative designed especially for international school students.

This program will include age-appropriate information about personal safety as well as physical, emotional, sexual abuse and neglect for all students Grades 6-12. These classes are a core element of (name of school) plan to protect the right each and every student in our community to be safe.

These lessons will be led by (name of instructor(s)) and will be held over the next (#) weeks. In each grade, the following key concepts and skills will be addressed:

1. **IDENTIFY! - Students will learn how to identify safe and unsafe situations.**
2. **ACCESS! - Students will learn how to access support structures.**
3. **ACT! - Students will learn how to act to stay safe.**
4. **VALUE! - Students will learn how value themselves and others.**

Your child will receive a range of exercises to be completed with you at home. Children are more likely to use safety rules when they have multiple opportunities to practice and talk about the topic with their parents and family. You play an essential role in helping your child know how to stay safe!

We will be having a Parent Information Evening on (day, date, and time). At this time, you will have the opportunity to learn more about the program, view the curriculum materials, and ask questions.

For more information, please contact (insert name and email address of counsellor).

Sincerely,

(Child Protection Team, Student Service Team, etc.)

Grade Six

The focus of the grade 6 lessons is to reinforce concepts and skills about child safety learned in previous grade levels. Students are taught skills designed to help them move from concrete concepts of right and wrong to determining concepts of safe and unsafe, appropriate and inappropriate for themselves.

Preparation:

1. Parent Letter

A letter of introduction should be sent out to all parents 1-2 weeks before beginning the course. This letter should briefly explain the purpose and outline of the course.

A parent meeting to describe the purpose and content of the curriculum is helpful for introducing the topic to many communities. This event would be held before the course begins.

2. Classroom Agreements

After briefly introducing the topic, take 15 minutes as a class to agree on a list of 5-8 agreements for class discussion.

Suggestions include:

- Right to Pass
- No Names
- Respect
- Confidentiality

3. Confidentiality Explanation

Confidentiality is essential UNLESS someone discloses that they or someone else is in danger. Then, it is our responsibility as teachers to do whatever is necessary to get help.

Concept 1: IDENTIFY! Safe and Unsafe Situations

Notes to the Teacher: Key understandings for students and instructional suggestions:

Safe situations are ones where students feel secure.

- * Someone is watching out for them.
- * They will not be harmed.
- * They don't feel alone.

Unsafe situations are ones where students do not feel secure.

- * They feel unhappy and worried.
- * They might be hurt or injured.
- * They feel alone.
- * Can be physical, emotional, sexual, or neglect.

The digital realm can also be an unsafe environment (cyberbullying).

It's good to find SAFE situations. STUDENTS get to decide if a situation is safe or unsafe.

- * One out of four females and one out of six males under the age of eighteen deal with the problem of unwanted and inappropriate touch (based on United States research - look for research in your school's host country).
- * Touching one another is one way we can comfort and care for one another. Some types of touch that parents, family members, and friends give that show caring are:
 - Hugging
 - Patting someone on the back for encouragement or to congratulate them
 - Putting your arm around someone to comfort him/ her
- * Some examples of touching that may be inappropriate are:
 - Hugging too hard
 - Pinching or tickling too much
 - Caressing someone's body who doesn't want to be touched in that way
 - Touching a person's private body parts - the parts that are covered by a swimsuit
 - Asking or forcing someone to touch their private body parts
- * Some tips for students to help a friend who faces this situation.
 - Do not ignore feelings of discomfort. Trust your feelings and tell someone.
 - Avoid situations where you might be alone with a person you do not trust or with someone you know is abusive.
 - If inappropriate touch occurs, write down the date, time, situation, and exactly what happened.
 - Ask for help from a trusted person

Skills: Students will:

- * Identify 5 characteristics of a safe environment in their lives.
- * Identify 5 characteristics of an unsafe environment in their lives.
- * Describe from their perspective, the concept of a "gut feeling."
- * Articulate 3 differences between appropriate and inappropriate touch.

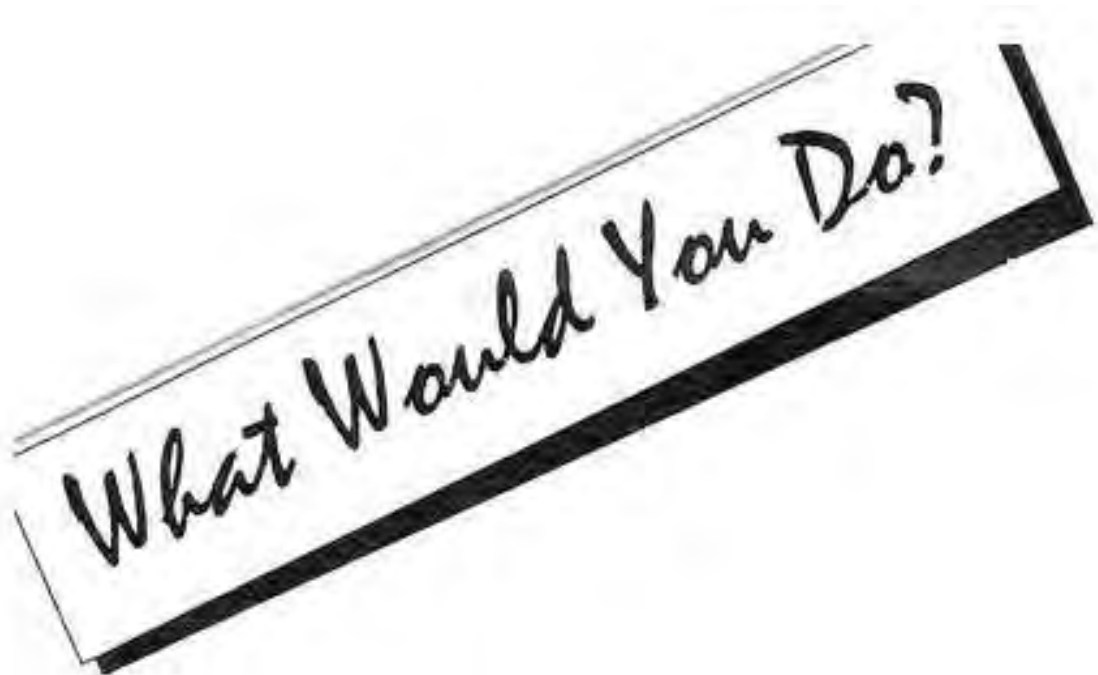
Vocabulary: neglect, emotional abuse, physical abuse, sexual abuse, safe, unsafe, touch, appropriate, inappropriate

Suggested Engagements:

1. **Group Discussion:** As a group, consider the following questions:
 - a. Who learned about good touch-bad (safe-unsafe) touch in elementary school? What did you learn? Who taught you about staying safe? Did anyone?
 - b. Why is it important to learn about staying safe?
2. **Small Group Activity:** Divide class into three groups: Home, School, Other. Each group writes a scenario describing 2 unsafe and 2 safe situations specific to their lives (i.e. using local hangouts, landmarks, and popular activities). Provide

example and definition of “scenario” if necessary. During follow-up class discussion, draw attention to places where culture, language, and experience make students’ perspective of “safe” different or the same.

3. **Worksheet 6.1.3:** Divide your class into small groups. Distribute the Student Worksheet, What Would You Do? Tell the students:
 - a. I will assign each small group two situations from the worksheet. In your small group, discuss your assigned situations and determine what the person in the situation could do to stay safe. In five minutes, we will share our ideas.
 - b. Assign each small group two situations from the worksheet.
 - c. When the groups have finished, discuss each situation separately. Begin by asking the groups assigned to the first situation to share their ideas. Ask each group’s spokesperson to share one idea for the first situation. Rotate from group to group until all the ideas have been shared. Repeat the procedure for each situation.
 - d. State: It is impossible to cover all possible types of danger with a set of rules or tips. It is always wise to be observant of what is going on around you. If you sense that something isn’t right or safe, or if you are uncomfortable, leave the situation. Trust your feelings.
4. **Poster Design:** What does “safe” look like? Students work alone or in groups to design a poster depicting one characteristic of what “safe” means to them.
5. **Group Discussion:** What is a “gut feeling” or “that little voice in the back of your mind?” How do you listen to this voice?
6. **Home Connection:** Students discuss with their parents, trusted person, and/or guardians the concept of the “gut feeling”. How do you know? What are some tips for learning how to listen to this feeling in order to stay safe? They report back on a class blog, journal, or group discussion the next class period.



What Would You Do?

Situation #1:

Mary Lee and two of her friends are going to the mall. They have been to the mall lots of times, but always with their parents or older brothers and sisters. This time their parents gave permission for them to go alone. What can they do to stay safe?

Situation #2:

You and a friend are going to a football game at the friend's school. Your friend's parents plan to drop you off and pick you up after the game. What can you do to stay safe?

Situation #3:

You and a friend just saw the best movie. Your older brother is supposed to pick you up at the front of the movie theater at 9:30 p.m. It's 9:45 p.m. now. There isn't a late show, and most of the cars are gone from the parking lot. What can you do to stay safe?

Situation #4:

You want to go hiking on a nature trail. The trail you want to explore is very isolated. What can you do to stay safe?

Situation #5:

You and a friend are going to the basketball court down the street. You love to watch the older kids play ball. When you get there, you see two groups of kids arguing. They are really angry. What should you do to stay safe?

Situation #6:

Mel and his friends are going to the park. It is about six blocks from his house. When they get there, they notice that a group of older boys are sitting at a picnic table smoking cigarettes. They are talking loudly. As Mel and his friends start to play ball, the group of boys at the table begin to watch them. Mel is getting uncomfortable. Soon the older boys get up and start to walk toward Mel and his friends. What can they do to stay safe?

Concept 2: ACCESS! Trusted Persons

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * Every child is entitled to a trusted person and to be heard.
- * “Trusted persons” can be different for each child.
- * It is important for each student to be able to identify and access those trusted persons.
- * Access can be defined in many different ways – face-to-face, SMS, Skype, etc. Modes of access will be different for each student and trusted person. Conversation should highlight the challenges and benefits to living in the international setting when it comes to accessing trusted persons.
- * There is no good or bad time to access the support network. Ideally, students should tell someone about a dangerous situation as soon as possible, but if they have waited, it’s never too late to tell.

Skills: The students will:

- * Identify 2 - 3 people at home and in their community who can help if they are or feel unsafe
- * Describe 3 modes of accessing their trusted person(s).
- * Articulate the importance of identifying trusted persons for themselves and their family and situation.

Vocabulary: support system, trusted person, access, services, identify

Suggested Engagements:

1. **Individual Activity:** Map of Access. Consider providing students with a blank “satellite” structure, with the student in the centre. Branching out, the student must identify 2-3 “trusted persons.”

Share as a group (names not necessary) who these “trusted persons” represent. Note that everyone’s trusted person will be different. Highlight characteristics of a “trusted person” as students share:

- Someone who is a friend of the school (nurse, teacher, guard, counsellor)
- Someone who knows your family and friends.
- Someone you know many things about.
- Someone who can help because they know what to do.
- Someone who will listen, believe, and not judge.
- Someone who will take me seriously.

Discuss: HOW students access each of these people. Highlight the many modes of communication: SMS, cell phone, face-to-face, Skype, etc. Emphasize that your trusted person doesn’t necessarily have to be geographically close, but does need to give help if needed.

2. **Student Worksheet:** “What Would You Do?” (Worksheet 6.1.3). Assign each small group two situations from the worksheet. When the groups have finished, discuss each situation separately. Begin by asking the groups assigned to the first situation to share their ideas. Ask each group’s spokesperson to share one idea for the first situation. Rotate from group to group until all the ideas have been shared. Repeat the procedure for each situation.

State: It is impossible to cover all possible types of danger with a set of rules or tips. It is always wise to be observant of what is going on around you. If you sense that something isn't right or safe, or if you are uncomfortable, leave the situation. Trust your feelings.

3. **Group Activity:** A ball is labelled with a "problem situation" (i.e. "Friend tells you they are beaten at home.") The students then take turns physically placing the "problem" in the "place/person" (a labelled basket) where students can get help.

Group help and guidance is encouraged.

4. **Home Connection 6.2.4:** "Help is Always Available" – complete with family/trusted person as homework assignment.

HOME CONNECTION 6.2.4: HELP IS ALWAYS AVAILABLE

HOME & FAMILY

I can get help at home from: Person:	How I would reach this person:
---	--------------------------------

SCHOOL

I can get help at home from: Person:	How I would reach this person:
---	--------------------------------

FRIENDS

I could talk to the following friends about problems: Person:	How would I reach this person:
--	--------------------------------

Community Organisation

These organisations could help me or someone else with this problem: Organisization:	How I would reach this organisation:
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Concept 3: ACT! To Stay Safe

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * It is essential to know how to remove yourself from an unsafe situation.
- * If you feel unsafe, you don't have to be polite!
- * Never keep a secret about having felt unsafe. Keep telling until someone listens.
- * Grooming behaviour - the process by which an offender draws a victim into a sexual relationship and maintains that relationship in secrecy. It's important to highlight these behaviours in your lesson, as teaching children to recognize this process can be an important step in prevention. The process often follows a pattern:
 - Targeting the victim.
 - Gaining the victim's trust.
 - Filling a need.
 - Isolating the victim.
 - Sexualizing the relationship.
 - Maintaining control.

There are three different ways that we might respond to pressure situations:

1. *One way to handle pressure situations is to be passive.* A person who is passive might avoid a confrontation, ignore a situation, or give in to another person. Passive means that you do not protect your rights so that someone else can get what they want.
2. *A second way of handling pressure situations is by being aggressive.* This might involve attacking the other person, over-reacting, or being obnoxious. Aggressive means that you violate someone else's right in order to get what you want.
3. *The final and best way of handling these situations is by being assertive.* This involves standing up for your own rights and expressing yourself honestly, openly and responsibly. Assertive means to protect your rights without violating someone else's right.

There are many reasons why people sometimes do not stand up for themselves or express their feelings. Some examples include:

- Not wanting to create a scene.
- Being afraid to look foolish.
- Not wanting to offend the other person.
- Not wanting to start an argument.
- Rationalizing and saying it's not that important.

The benefits of being assertive include:

- Personal satisfaction.
- Increased likelihood of getting the things you want.

- Better feelings about yourself.
- Increased sense of control over your life.
- Decreased anxiety resulting from interpersonal conflict.
- Increased ability to exercise your own rights and not to be taken advantage of
- Respect from others.

5 Ways to Say "NO."

- a. Say a direct "no".
- b. Suggest another activity.
- c. Be a broken record.
- d. Say why not by stating a fact or your feelings and opinion.
- e. Walk away.

Keeping friends, having fun, and staying in control aren't always easy. However, if we are going to stay safe, knowing how to stand up to pressure is an essential skill.

Vocabulary: refusal, assertiveness, communication, grooming behavior

Skills: The students will

- * Articulate a personal plan to avoid abusive situations. (New skills may include questioning confusing behaviour, seeking help from others, saying NO and other assertive responses and/or self-defence.)
- * Demonstrate five methods for saying, "NO."
- * Articulate why assertiveness is important in avoiding abusive situations.
- * Analyse past experiences and apply new skills for future learning.

Suggested Engagements:

1. **Group Discussion:** Divide students into groups. Have each group design a skit to illustrate one of the Five Ways to Say "NO." Share with the class.
2. **Journaling:** Encourage critical thinking by asking students to think about a situation where they could have used these techniques. Ask students to consider how they may have acted differently using a method of refusal. Students may voluntarily share a story with the group or this may be used as a journaling activity.
3. **Scenario Creation:** Students work together in groups to write 3-5 scenarios illustrating a difficult situation (can range from a generally unsafe situation – no seatbelt - to a scenario dealing with sexual abuse).
4. **Literacy:** Read a story illustrating grooming behaviour and inappropriate touch (for example, "No More Secrets for Me – Promise Not To Tell"). Lead class discussion highlighting grooming behaviour, using questions such as these:
 - What did the abuser say in order to convince her to do what he wanted? [He made her feel as if her relationship with him was special; this is something no one else must know about; it is a secret between the two of them.]

- Do you think what happened to the girl was her fault? [No. Her stepfather is responsible for his behaviour.]
 - What can be done to help a young girl/boy in a similar situation? [Seek out adult help such as a counsellor.]
 - What can a young girl/boy who is being touched inappropriately do to help themselves?
5. **Home Connection:** Students discuss with their parents/trusted persons a family plan for staying safe. Students should ask their parents to describe their suggestions for how to get out of an unsafe situation. Student in turn, can describe the steps learned in class.
- Compare/Contrast as a discussion in the next class, as a journal, or on a class blog.
-

Concept 4: VALUE! Self & Community

Notes to the Teacher: Key understandings for students and instructional suggestions:

This lesson encourages student to consider personal responsibility to themselves AND their wider community. These concepts should be reinforced throughout the discussions and projects:

- You have a right to be kept safe.
- There is always support and someone to talk to.
- You have a responsibility to your community to help each other know and practice ways of staying safe. Golden Rule.
- If someone hurts you, it's not your fault.

Some tips for students to help a friend who is struggling. This question can and should come up in discussion. Students are often concerned with what to do if they are asked to keep a secret about abuse.

- Do not ignore feelings of discomfort ("gut feeling"). Trust your feelings and tell someone.
- Avoid situations where you might be alone with a person you do not trust or with someone you know is abusive.
- If inappropriate touch occurs, write down the date, time, situation, and exactly what happened.
- Ask for help from a trusted person.

Skills: Students will:

- * Synthesize previous lessons into a final project.
- * Verbalize ways to empower themselves and their communities on the topic of abuse prevention and safety.
- * Participate in an activity that communicates a skill or message about personal safety to others.

Vocabulary: responsibility, community, value, respect, action

Suggested Engagements:

In this last class, teachers are encouraged to help students synthesize learning concepts by working on a project to communicate the lessons to the wider community. Some suggestions include:

1. **Drama:** A group of 3-5 students creates a short skit illustrating IDENTIFY, ACCESS, or ACT!
The skit can be presented to the class, or even at a school assembly.
 2. **Teaching Younger Students:** A group of students writes a short lesson to teach a concept of personal safety (i.e. Keep telling until someone listens.) to an elementary class. They can demonstrate the lesson for their peers and then teach the lesson to a group of younger students.
 3. **School Community Advocacy:** Students work independently and then as a teacher-guided large group to create a draft statement/article to be included in a Middle School Handbook, student newspaper, or parent communication.
 4. **School Community Advocacy:** Students could brainstorm a proposal for to Student Government using the concepts learned in class. This is a particularly strong activity if students have previously reported ways they would like the school environment to be improved.
 5. **Drama:** Students role play how to help a friend who discloses to a peer that they are in a difficult situation involving abuse. Be sure to include the scenario where the friend asks that the disclosure be kept a secret.
 6. **For IB Schools:** What are potential connections with CASS hours? Contact coordinator. What are connections to be made between grades?
Consideration: Are there opportunities for students to earn community service credit via one of these projects?
 7. **Home Connection:** Parent letter summarizing main concepts can be sent to parents. Ongoing reassessment of personal safety plan – including family-approved trusted persons – should be encouraged. Emphasis on parent role in keeping students safe and partnership with the school encouraged.
-

Additional Resources

- * **Common Sense Media:** Lessons for educators on digital safety for Middle School: www.common sense media.org
 - Internet Safety Tips
 - Links for helping children learn and prevent Cyberbullying
 - Digital Literacy and Citizenship for Middle School
- * **Teach UNICEF:** Lesson plans which bring awareness about the Convention on the Rights of the Child to the Middle School environment, including videos and cartoons: www.teachunicef.org
- * **Teaching Tolerance:** A project of the Southern Poverty Law Center. A place where educators who care about diversity, equity and justice can find news, suggestions, conversation and support. www.tolerance.org
- * **Second Step – Middle School:** A well-researched Child Safety curriculum program. Website also includes a blog and forums for discussing classroom implementation: www.cfchildren.org/second-step

Grade: Seven/Eight

The purpose of the grade 7/8 lessons are to build on the school safety and child protection lessons of elementary school. As students grow and develop, peer relationships become increasingly more important and may become romantic. Students have an active online presence and are becoming more independent. They are experimenting with and exploring their identity.

PREPERATION

Parent Letter: A letter of introduction should be sent out to all parents 1-2 weeks before beginning the course. This letter should briefly explain the purpose and outline of the course.

A parent meeting: Hold a parent meeting to describe the purpose and content of the curriculum is helpful for introducing the topic to many communities. This event would be held before the course begins.

Classroom Agreements: After briefly introducing the topic, take 15 minutes as a class to agree on a list of 5-8 agreements for class discussion. Suggestions include:

- Right to Pass
- No Names
- Respect
- Confidentiality

Confidentiality Explanation: Confidentiality is essential UNLESS someone discloses that they or someone else is in danger. Then, it is our responsibility as teachers to do whatever is necessary to get help.

Concept 1: IDENTIFY! Safe & Unsafe Situations

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * Healthy relationships are ones where you are secure, you will not be harmed, you don't feel alone, or you are with people you trust. Who are the people you trust within your home, school and community environments? Why do you trust them?
- * A positive friend encourages you to do things that are safe and healthy and helps you learn and grow in healthy ways. Think about the international school community and how these healthy relationships may extend beyond friends and family to other caregivers and support structures.
- * Harmful relationships are ones where you do not feel secure, you feel unhappy and worried, or you might be hurt or injured (assault and interpersonal violence). Harmful relationships may be physically, emotionally or sexually harmful or neglectful in nature. You might even experience sexual harassment, which is defined as unwarranted, unwelcome, or unsolicited conduct directed at you because you are male or female.
- * Emphasise to students that at times it may be difficult to define unwanted behaviour. Adults can help define the behaviour and may be able to give suggestions about other things that can be done, or they may be able to take direct action to keep the person from bothering them.

Some examples of sexual harassment are:

- Blocking someone's way
- Mocking & making fun of how other people look or dress
- Brushing up against someone's body
- Lifting someone's skirt
- Sexual gestures
- Whistles or noises of a sexual nature
- Pushing someone so that they run into another person
- Grabbing sexual body parts of self or another person
- Making obscene comments
- Telling dirty jokes
- Hugging or touching someone who doesn't want to be touched
- Leering at someone
- Rating the looks of other people
- Spreading sexual rumors
- Writing sexual graffiti
- Writing notes or drawing pictures of a sexual nature
- Name-calling of a sexual nature
- Pushing people into opposite sex locker rooms/ rest rooms
- Pulling at another person's clothes

A Students may be harassed or abused via digital means (cyberbullying, sexting, etc.). Sometimes people considered friends and loved ones may hurt you.

A Being able to identify healthy and harmful relationships can help students stay safe.

Skills: Students will:

- * Recognize the value of relationships and their impact on the quality of one's life.
- * Describe characteristics of healthy (positive) and harmful (negative) relationships.
- * Examine the potential impact of healthy (positive) and harmful (negative) relationships.
- * Define sexual harassment.
- * Explain the consequences of sexual harassment and the impact on relationships.
- * Identify and practice skills for dealing with sexual harassment.

Vocabulary: assault, interpersonal violence, healthy relationships, harmful relationships, physical abuse, emotional abuse, sexual harassment, cyberbullying

Suggested Engagements (Includes Materials):

1. **Sorting Activity:** On the Lookout for Positive Friendships. As a group, discuss which other traits students want to add to the blank cards. Go over key vocabulary on the cards that may be unclear to EAL learners.
2. **Checklist:** Positive Friendships
3. **The OSCAR Award for Relationships:** Students may illustrate each of these considerations
4. **Digital connection:** Cyberbullying (Common Sense Media lessons)
5. **Activity:** What is Sexual Harassment and How Does It Hurt? Discuss the consequences that are specific to your country/region. What are the consequences for the person being harassed?
6. **Home Connection:** Showing Respect & Acting Responsibly to Stop Assault & Prevent Violence
7. **Home Connection:** Showing Respect & Acting Responsibly to Stop Assault & Prevent Violence



http://www.sapr.mil/public/docs/saam/2014/SAAM_2014_poster_LiveOurValues.pdf

STUDENT ENGAGEMENT: SORTING ACTIVITY

Listens to you	Spends time with you
Shares ideas & feelings	Hurts other people by making fun of them or calling them names
Encourages you to do your best	Gossips
Has fun	Spreads rumours
Enjoys some of the same interests you do	Doesn't listen
Does things which are illegal	Talks about himself or herself all the time
Pushes you to do things you don't want to do	Is dishonest
Uses drugs	Is trustworthy
Carries weapons	Dresses cool

Tells at others when he or she is angry	Does things that are Dangerous
Accepts the fact that you sometimes do things with other people	Encourages you to stay away from illegal activities
Does things you think are wrong or that your parents wouldn't approve of	Cares about how you feel and what you think
Lies	Keeps promises
Encourages others; says things about others that are positive	Gets good grades
Makes put down statements	Shares clothes
Doesn't use drugs	Looks neat and clean
Has a positive sense of humour	Obeys rules and laws
Doesn't talk behind your back	Acts jealous
Is loyal	Makes fun of you

Helps to solve problems	Cares about how others feel and what they think
Tells the truth	Encourages you to pursue your interests and talents
Tells you no one else would be your friend except him or her	Uses physical force to get you to do what he or she says
Gets to know people before forming opinions about them	Relies on other people's opinions
Makes general statements about groups of people (males, females, a specific race, how people look), rather than thinking about people as individuals	Stands up for you

STUDENT ENGAGEMENT: ON THE LOOKOUT FOR POSITIVE FRIENDSHIPS

Place a “+” next to those characteristics you look for in a positive friend:

+/- Characteristics

	Listens to you
	Shares ideas & feelings
	Encourages you to do your best
	Has fun
	Enjoys some of the same interests you do
	Does things which are illegal
	Spends time with you
	Hurts other people by making fun of them or calling them names
	Gossips
	Spreads rumours
	Doesn't listen
	Talks about himself or herself all the time
	Pushes you to do things that you don't want to do
	Uses drugs
	Carries weapons
	Yells at others when he or she is angry
	Accepts the fact that you sometimes do things with other people
	Does things you think are wrong or that your parents wouldn't approve of
	Lies
	Is dishonest

	Is trustworthy
	Dresses cool
	Does things that are dangerous
	Encourages you to stay away from illegal activities
	Cares about how you feel and what you think
	Cares about how others feel and what they think
	Stands up for you
	Encourages others; says things about others that are positive
	Makes put-down statements
	Is loyal
	Helps to solve problems
	Doesn't use drugs
	Has a positive sense of humour
	Doesn't talk behind your back
	Keeps promises
	Gets good grades
	Shares clothes
	Looks neat & clean
	Obeys rules & laws
	Acts jealous
	Makes fun of you
	Tells the truth
	Tells you no one else would be your friend except him or her

	Makes general statements about groups of people (males, females, a specific race, how people look), rather than thinking about people as individuals
	Gets to know people before forming opinions about them
	Encourages you to pursue your interests & talents
	Uses physical force to get you to do what he or she says
	Relies on other people's opinions
Write other characteristics that are important to you in positive friends:	

STUDENT ENGAGEMENT: THE OSCAR AWARD FOR RELATIONSHIPS

O	<u>O</u> nly go out with a group of young people
S	<u>S</u> elect your friends carefully.
C	<u>C</u> learly communicate your expectations and beliefs <u>C</u> autiously watch how the person acts around others.
A	<u>A</u> lways... ...tell others about your relationships – your friends, your family ...stay within your boundaries for positive behaviours ...plan ahead ...avoid alcohol and other drugs
R	<u>R</u> emember to show respect and act responsibly.

If you are ever uncomfortable or sense danger in a relationship, trust your instincts and leave immediately.

Use the above table to construct illustrations/examples for each.

STUDENT ENGAGEMENT: WHAT IS SEXUAL HARASSMENT & HOW DOES IT HURT?

Student Worksheet

Sexual harassment is defined as any unwarranted, unwelcome, or unsolicited conduct directed at you because you are a male or because you are female.

The behaviour interferes with a person's education or employment by creating a hostile or intimidating learning or work environment.

1. Describe at least three behaviours which are sexual harassment.
2. What are the consequences of sexual harassment to the person being harassed?
3. What are the consequences of sexual harassment to the person doing the harassing?
4. What are the consequences of sexual harassment to those who observe the harassment?

Teacher Guide

1. Describe at least three behaviours which are sexual harassment.
 - Blocking someone's way
 - Mocking & making fun of how other people look or dress
 - Brushing up against someone's body
 - Lifting someone's skirt
 - Sexual gestures
 - Whistles or noises of a sexual nature
 - Pushing someone so that they run into another person
 - Grabbing sexual body parts of self or another person
 - Making obscene comments
 - Telling dirty jokes
 - Hugging or touching someone who doesn't want to be touched
 - Leering at someone
 - Rating the looks of other people
 - Spreading sexual rumours
 - Writing sexual graffiti
 - Writing notes or drawing pictures of a sexual nature
 - Name-calling of a sexual nature
 - Pushing people into opposite sex locker rooms/ rest rooms
 - Pulling at another person's clothes
2. What are the consequences of sexual harassment to the person being harassed?
 - The person harassed might feel hurt inside, not want to go to school (or work), have trouble studying & learning, and/ or suffer a drop in grades.
3. What are the consequences of sexual harassment to the person doing the harassing?
 - The person who does the harassing might get into trouble, get suspended, have to go to the principal's office, have to talk about the problem with his or her parents and other adults, feel bad about himself or herself instead of feeling better, and/ or might not be seen as a positive friend or someone others want to be around.
4. What are the consequences of sexual harassment to those who observe the harassment?
 - They might feel scared, anxious, or worried that it might happen to them.

STUDENT ENGAGEMENT: SHOWING RESPECT & ACTING RESPONSIBLY TO STOP ASSAULT & PREVENT VIOLENCE

Use the back of this worksheet if you need more space for writing:

Part I: Do this part before you talk to a parent or other caring adult. In your own words, write definitions for the following words:

Respect:

Responsible:

Part II: Ask a parent or other caring adult to talk with you for a few minutes about this class and what you are learning. Tell the adult about this class. Ask him or her to read your definitions and see if he or she wants to add to them. Take notes on his or her additions.

Part III: A part of avoiding trouble is knowing how to make and keep positive friends. Ask the adult what characteristics he or she thinks you have that make you a positive friend. Take notes on his or her comments.

These are the positive characteristics named by both the adult I talked with and myself:

These are the positive characteristics the adult I talked to named that I didn't think of:

We have discussed this worksheet, Showing Respect & Acting Responsibly to Stop Assault and Prevent Violence.

Signature of Parent or other caring adult

Relationship to the student

Signature of the Student

Date

Concept 2: ACCESS! Support Structures

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * Every student is entitled to a trusted person and to be heard. “Trusted persons” can be different for each student. For students in international schools, trusted persons may be drivers, housekeepers, or other caregivers. Help is all around us:
 - **Family:** Families are often the first source of help and support. Parents and other family members care about the safety and well-being of their young people. Consider your community and who is considered “family”. These people can listen, help to solve problems, and provide access to other professionals who can help if needed.
 - **Adult Friends:** Sometimes, talking to a trusted adult other than a family member is easier. Adults who care about youth will help find needed resources or help a person think about the problem so that he or she has more ways to solve the problem.
 - **Peers:** Friends of the same age can often listen and offer suggestions. They may be willing to go with the person, as support, to get help.
 - **Church:** Ministers, priests, rabbis, elders and other caring adults at church are often willing to listen and provide guidance.
 - **School Personnel:** Teachers, principals, counsellors are easily accessible and willing to provide the support and guidance needed.
 - **Physicians/ Nurses:** Doctors and nurses know community resources and can see that you know where to go for help. They should also be contacted to treat injuries if necessary. This may be the school nurse or local health center.
 - **Hotlines:** Hotlines are just a phone call away. The people who answer the phone are trained to help others sort out problems and get help. These may or may not be available in the international community. The school nurse or counsellor will have more information about local resources.
 - **Health Organizations:** Many public and private health organizations are in the community and designed to provide physical and mental health services, including information, counselling, and treatment.
- * It is important for each student to be able to identify and access those trusted persons. Access can be defined in many different ways. Never keep a secret about having felt unsafe. Keep telling until someone listens. Friends should help each other find help. Getting help is often the only way to learn to deal with the situation. Some people who don’t get help live their lives in constant fear of the situation happening again, or continue to blame themselves and feel badly about themselves.
- * Those who hurt or bully others also need to get help. It is equally important for people who bully or abuse others to get help. A person who is intimidating or violent may choose these behaviours for many different reasons. He or she needs help to learn how to interact with others so that no one gets hurt.
- * Abuse is always wrong, hurtful, and illegal. A person who is abused, assaulted, or raped often feels alone, ashamed, and as if he or she is to blame for the violent act. The person who is abused, assaulted or raped is NOT at fault. He or she should report the abuse and get help.

Skills: The students will

- * Demonstrate how to tell a helping person if abuse occurs or if they are confused or afraid.

- * Verbalize understanding that they must tell and keep telling until someone helps.
- * Acknowledge that it is never too late to tell.

Vocabulary: support system, trusted person, access

Suggested Engagements:

1. **Group Discussion:** What makes someone a “trusted person”?
2. **Scenario Creation:** Exploring forms of access for self and friends: “You are in situation. Who do you talk to?”
3. **Individual Activity:** Drawing diagrams of access (family, adult friends, peers, religious group)
4. **Home Connection:** Parent interview - “Did you ever have a situation where a friend was in trouble and you didn’t know what to do?”

Concept 3: ACT! To Stay Safe

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * It is essential to know how to remove yourself from an unsafe situation and how to identify respectful and disrespectful verbal, nonverbal and physical behaviours.
- * If you feel unsafe, you don’t have to be polite! It doesn’t matter if the person you are trying to get away from is your boyfriend, girlfriend, a parent, a stranger, a teacher. If you are in danger, be assertive. Identify your boundaries and know how to communicate them to others. Sometimes people cross boundaries intentionally to make another person upset or anxious or to try to control him or her. This can lead to trouble. Other times, people cross boundaries because they don’t understand what the boundaries are. Let’s learn how to communicate our boundaries in a way that others are likely to listen and respond respectfully.
- * Whenever a person is threatened, harassed, intimidated, or assaulted, it is always a good idea to talk to someone. Getting help is often the only way he or she can learn to deal with the experience. Some people who don’t get help live their lives in constant fear of the situation happening again, or continue to blame themselves and feel badly about themselves. Friends hold each other accountable. We should expect each other to act safe.

Vocabulary: refusal skills, assertiveness, verbal, nonverbal, respectful, disrespectful

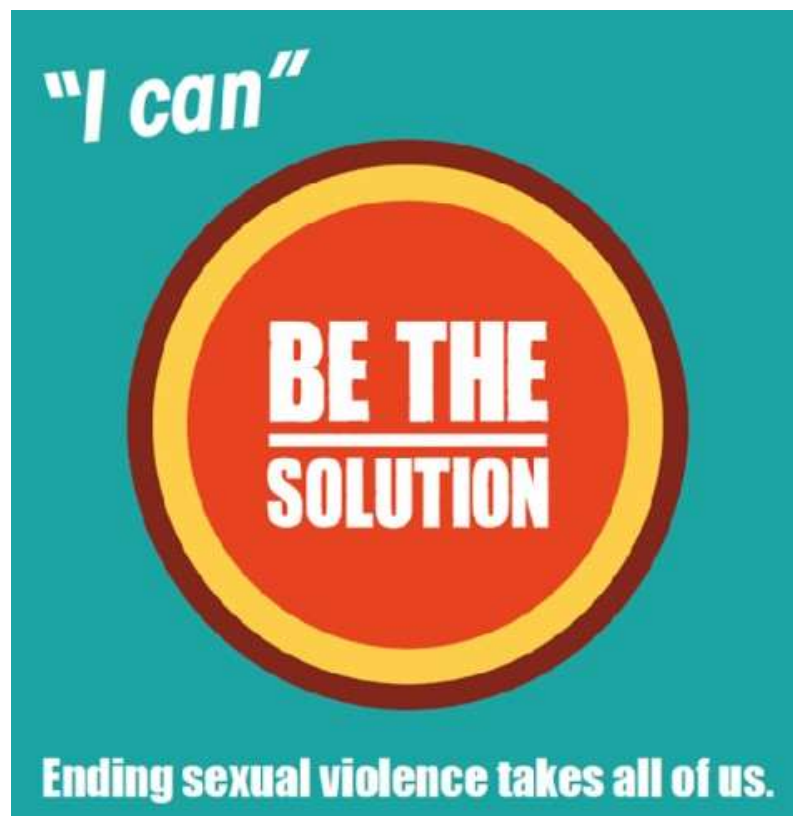
Skills: The students will

- * Demonstrate how to question confusing behaviour.
- * Identify 5 methods for seeking help from others.
- * Demonstrate saying NO and other assertive responses.

Suggested Engagements:

1. **Role play:** Refusal skills. Basic ways of saying “no” (shouting, running, talking, etc.). Many different ways to say “no.”
2. **Group Discussion:** When is it right to keep a secret? When is it not? Give examples of “sticky” situations.

3. **Worksheet “Setting my Boundaries”:** What do boundaries have to do with showing respect and acting responsibly? Each person decides what is acceptable for him or her to do and what is acceptable for others to do? These decisions are based on what you have been taught is right and wrong. Your personal boundaries may be different than for others. Each of you is unique in defining and setting your personal boundaries. When working with students in an international setting, it is important to be aware of cultural considerations. Knowing your limits or boundaries and not choosing behaviours which are out of bounds shows self-respect and responsibility. Not crossing the boundaries others have set for themselves shows respect for them and is one way to demonstrate responsibility.
4. **PSA poster/video:** Refusal techniques discussed in class.
5. **Home Connection:** Telling It Like It Is - With Tact.



<http://www.wcsap.org>

STUDENT ENGAGEMENT: SETTING MY BOUNDARIES

<p>In Bounds</p> <p>Behaviours I expect of myself:</p>	<p>Out of Bounds</p> <p>Behaviours that are unacceptable for me and my friends:</p>
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STUDENT ENGAGEMENT: TELLING IT LIKE IT IS – WITH TACT

Teacher Guide

Tact is saying what needs to be said as gently as possible, and trying not to offend the other person.

* **Take ownership!**

Say...

“I think...”

or “I feel...”

or “I don’t want to...”

Rather than...

“Everyone thinks that...”

or “People say that...”

or “Everyone feels...”

* **State the facts that are involved in the situation – what happened, who did what, your thoughts and feelings.**

* **State your reasons for thinking or feeling the way you do.**

* **Tell the person what you want to happen. For example:**

A friend of yours promised to go with you to the movies this Saturday.

On Friday, he or she said, “Oh, by the way, I can’t go to the movies Saturday, I’m going to a party.”

You might say, “We agreed to go to the movies and now you have made other plans. I’m disappointed and angry. I don’t think friends should break promises. I’d really like you to keep your commitment and go with me to the movies.”

Archdiocese of Boston, “Keeping Children Safe”, Personal Safety/Child Abuse Prevention Program

Family Worksheet

Describe how you would, tactfully, handle the following situations:

Situation #1: You wore a new shirt to school. One of your friends laughed and told some other people you looked like a geek in that outfit.

Situation #2: A couple of your friends play on the school basketball team with you. Lately, they have been hogging the ball and will only pass to each other, not to you.

Situation #3: You loan your clothes to your best friend. Your best friend has a sweater you really like. You ask to borrow it to wear to school, but your best friend refuses.

Situation #4: Ever since your friend found out you went to the movies with a different friend, she/ he won't talk to you.

We have discussed this worksheet, Telling it Like it Is – With Tact

Signature of Parent or other caring adult

Relationship to the student

Signature of the Student

Date

CONCEPT 4: VALUE! SELF & OTHERS

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * You have a right to be kept safe. There is always support and someone to talk to. You have a responsibility to your community to help each other know and practice ways of staying safe. If you can identify the warning signs of potential danger in relationships, you can help keep yourself and others safe. If someone hurts you, it's not your fault. You are valuable and deserve to be protected.
- * How do you think you are a resource for others? Friends often go to other friends before they talk with an adult. You can help a friend examine a situation by listening, asking questions, and offering an objective view. You can help a friend understand he or she needs to get adult help. You can offer to go with a friend to talk to an adult.

Skills: Students will:

- * Feel empowered rather than frightened and are able to take action.
- * Choose healthy relationships and avoid harmful ones.
- * Know the steps to follow to access help for themselves and friends and realize the importance of doing so.

Vocabulary: responsibility, community, value, respect

Suggested Engagements:

By grade 7/8, students are able to synthesize the material taught in previous lessons into a project that makes the information applicable to their lives - emphasizing community responsibility on the topic.

1. **School Community Building:** Create campaign to help remind your school how to stay safe. Include specific safety situations that pertain to your international community.
2. **Classroom Community Building:** Community Agreements about Staying Safe – make a list as a class that everyone understands and agrees to abide by. These should be repeated often in order to become internalized.
3. **Drama:** Assembly skit to animate all child protection skills and topics.
4. **Home Connection:** Developing Healthy Relationships with a Special Person.

STUDENT ENGAGEMENT: DEVELOPING HEALTHY RELATIONSHIPS WITH A SPECIAL PERSON

Family Worksheet

Our class has been talking about how to make and keep positive, healthy relationships.

As I get older, relationships with special people will become more important. Talking about special relationships with boyfriends or girlfriends will help me know your opinions and expectations so that, when I have permission to “date,” I will know how to behave. Please listen as I share my ideas, and then, share your ideas with me.

The characteristics that are important to me as I think about someone I might want to date are:

What characteristics do you think are important for me to consider as I think about dating someone?

What are some guidelines or rules and expectations you think are important when I begin “dating”?

Think about things like where I may go and how often I may go out?

We have discussed this worksheet, Developing Relationships with a Special Person

Signature of Parent or other caring adult

Relationship to the student

Signature of the Student

Date

Grade Nine/Ten

In grades 9-10 students often face many new and potentially dangerous situations as they approach adulthood. Dating situations and increased independence require our students have a greater skill set to keep them safe. These topics focus primarily on ways to stay safe in dating situations, on the Internet, and in abusive relationships.

PREPARATION

Parent Letter: An email or letter of introduction should be sent out to all parents 1-2 weeks before beginning these lessons. This letter should briefly explain the purpose and outline of the lessons.

Classroom Agreements: At the start of these lessons or course, take a few minutes as a class to agree on a list of agreements for class discussion. Suggested agreements include: (<http://www.tolerance.org/exchange/my-rights-their-rights>).

- Right to Pass
- No Names
- Respect
- Confidentiality

Confidentiality Explanation: It is important that you tell students that confidentiality is essential and will be respected UNLESS someone discloses that he/she or someone else is in danger. Then, it is the teacher's responsibility to report this to the principal or counsellor in order to get the help needed.

Concept 1: IDENTIFY! Safe & Unsafe Situations

Notes to the Teacher: Key understandings for students and instructional suggestions:

(U.S. statistics - find research from your school's country)

- * Sexual Abuse: (<http://www.teenhelp.com/teen-abuse/sexual-abuse-stats.html>)
 - 1 in 4 girls (25%) are sexually abused by the age of 18.
 - 1 in 6 boys (17%) are sexually abused by the age of 18.
 - Most teen sexual abuse victims (7 in 10, or 70%) know their abuser. It is generally a family member, or someone close to the family.
 - Of female Americans who are raped, 54 percent of them experience this type of sexual abuse for the first time before they are 18.
 - A victim of one incident of teen sexual abuse is likely to experience further sexual abuse.
 - Teenagers account for 51% of all reported sexual abuse.
 - Teenagers between the ages of 16 and 19 are 3.5 times more likely than the general public to be victims of sexual abuse.

- 69% of the incidences of teen sexual abuse occur in a residence.
- 23% of all sexual offenders are under the age of 18.
- Female victims of teen sexual abuse while in grades 9 through 12 are more likely than others to experience eating disorders, suicidal behaviour, pregnancy and risky sexual behaviours.
- * Dating Violence: (<http://womensissues.about.com/od/datingandsex/a/TeenDatingAbuse.htm>)
 - Each year approximately one in four adolescents reports verbal, physical, emotional or sexual abuse.
 - Approximately one in five adolescents' reports being a victim of emotional abuse.
 - Approximately one in five high school girls has been physically or sexually abused by a dating partner.
 - Dating violence among their peers is reported by 54% of high school students.
 - One in three teens report knowing a friend or peer who has been physically hurt by his or her partner through violent actions which included hitting, punching, kicking, slapping, and/or choking.
 - Eighty percent of teens believe verbal abuse is a serious issue for their age group.
 - Nearly 80% of girls who have been victims of physical abuse in their dating relationships continue to date the abuser.
 - Nearly 20% of teen girls who have been in a relationship said that their boyfriend had threatened violence or self-harm in the event of a break-up.
 - Nearly 70% of young women who have been raped knew their rapist; the perpetrator was or had been a boyfriend, friend, or casual acquaintance.
 - The majority of teen dating abuse occurs in the home of one of the partners.
- * Rules for Avoiding Dating Violence (<http://www.health.utah.gov/vipp/pdf/DatingViolence/Toolbox.pdf>)
 - Arrange to travel with someone to and from school. Walk with friends between classes and after-school activities. Try not to be alone in a school building.
 - Until you know a dating partner extremely well:
 - * Always inform your parents/caregivers where you are going and who you are with
 - * Date in groups
 - * Always carry a charged mobile phone
 - * Stay in public places
 - * Stay in familiar neighbourhoods and surroundings
 - * Be alert to the locations exits where ever you are
 - * Develop previously arranged code word to alert friends or family members that you are in a dangerous situation or need immediate help.
 - * Make sure you have access to transport if you need to leave (i.e a driver or parent is able to pick you up)
- * Cyber Safety: (<http://www.covenanteyes.com/>)
 - 32% of online teens say they have been targets of a range of annoying or potentially menacing online activities.
 - 15% of teens overall say someone has forwarded or posted a private message they've written.

- 13% say someone has spread a rumour about them online.
- 13% say someone has sent them a threatening or aggressive message.
- 6% say someone has posted embarrassing pictures of them online.

Skills: The students will:

- * Identify unsafe situations in their lives in and outside of school.
- * Describe the types of dangers to personal safety that students might face in their lives.

Vocabulary: abuse, neglect, environments – safe & unsafe, grooming behaviour, inappropriate sexual behaviour, date rape, touching – safe & unsafe, depression, dating, cyber safety

Suggested Engagements:

1. **Group Activity:** Students are put into groups to identify potential dangers in their lives including at school, at home, away from home, and on holidays.
2. **Small Group Activity:** Each group is given a scenario describing an unsafe personal safety situation they might encounter. The group will generate a list of the potential dangers they might face in that situation.

State: It is impossible to cover all possible types of danger with a set of rules or tips. It is always wise to be observant of what is going on around you. If you sense that something isn't right or safe, or if you are uncomfortable, leave the situation. Trust your feelings.

3. **Group Discussion:** What is a "gut feeling" or "that little voice in the back of your mind?" How do you listen to this voice?



Concept 2: ACCESS! Trusted Persons

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * Every child is entitled to a trusted person and to be heard.
- * “Trusted persons” can be different for each child.
- * It is important for each student to be able to identify and access those trusted persons.
- * Access can be defined in many different ways: face-to-face, SMS, Skype, etc. Modes of access will be different for each student and trusted person. Conversation should highlight the challenges and benefits to living in the international setting when it comes to accessing trusted persons.
- * There is no good or bad time to access the support network. Ideally, students should tell someone about a dangerous situation as soon as possible, but if they have waited, it’s never too late to tell.

Skills: The students will:

- * Identify situations when they need to talk to someone or report dangers.
- * Identify resources in their community who can help with situations they identify.

Vocabulary: support system, trusted person, access, services, identify

Suggested Engagements:

1. **Scenarios** – Read and ask, “Who would you contact?” Generate a list of contacts in your community. (Modify these scenarios to fit your population of students).

A male 9th grade Korean student disclosed to you that he and his younger brother (grade 4) have been hit by their parents. The student disclosed that he gets hit at home when he misbehaves. He said he was scared because he knew that his parents had an upcoming meeting with his counsellor about academic issues. He was worried about being hurt at home after this meeting. He said that sometimes he gets bumps on the head that make it difficult for him to sleep and that his mother tried to push him off the balcony of the house.

2. Search and enter emergency contact numbers in each student’s phone. Find locations of confidential counselling and medical help.

Concept 3: ACT! To Stay Safe

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * It is essential to know how to remove yourself from an unsafe situation.
- * If you feel unsafe, you don't have to be polite!
- * Never keep a secret about having felt unsafe. Keep telling until someone listens.

Refusal Skills: There are three different ways that we might respond to pressure situations. In dangerous or abusive situations, it is okay to be aggressive:

1. One way to handle pressure situations is to be "passive" or non-assertive. A person who is passive might avoid a confrontation, ignore a situation, or give in to another person.
2. A second way of handling pressure situations is by being "aggressive." This might involve attacking the other person, over-reacting, or being obnoxious.
3. The final and best way of handling these situations is by being "assertive." This involves standing up for your own rights and expressing yourself honestly, openly and responsibly.

There are many reasons why people sometimes do not stand up for themselves or express their feelings. Some examples include:

- Not wanting to create a scene
- Being afraid to look foolish.
- Not wanting to offend the other person
- Not wanting to start an argument.
- Rationalizing and saying it's not that important.

The benefits of being assertive include:

- Personal satisfaction.
- Increased likelihood of getting the things you want.
- Better feelings about yourself.
- Increased sense of control over your life.
- Decreased anxiety resulting from interpersonal conflict.
- Increased ability to exercise your own rights and not to be taken advantage of
- Respect from others.

5 Ways to Say "NO."

- Say a direct "no".
- Suggest another activity.

- Be a broken record.
- Say why not by stating a fact or your feelings and opinion.
- Walk away.

Grooming is a process that typically consists of the following steps:

- Building Trust and Breaking Down Child's Defences
 - * Pretend to share common interests, backgrounds, experiences, etc.
 - * Give gifts as tokens of friendship.
 - * Play games.
 - * Give rides.
 - * Provide access to valuable items, privileges, or activities typically unavailable or off limits.
 - * Flatter and make child feel special and somehow indebted.
 - * Offer a sympathetic and understanding ear (i.e., "No one understands you like I do"; "I am here for you"; "I know what that's like", etc.)
- Reassuring the Family
 - * Strike up relationships with parents (single parent families are prime targets).
 - * Attempt to gain trust or take advantage of the trust of the child's parents or care- providers.
 - * Behave in exemplary ways to alleviate concerns or possible suspicions.
- Gradual Erosion of Boundaries
 - * Inappropriate escalating physical contact, such as:
 - hugging or touching non-threatening areas of body (i.e., hand holding, rubbing back, caressing hair, etc.)
 - pretending to accidentally touch or brush up against child
 - positioning self in close proximity to child (i.e., sleep in the same bed)
 - engage child in non-sexual inappropriate behaviours (i.e., drinking alcohol)
 - touching and fondling inappropriate areas of the body
- Construct Secrecy with Child
 - * Make child fearful that he or she will be in trouble if their activities together are discovered.
 - * Tell child that touching between them is good; their relationship is special.
 - * Tell child there will be consequences if they report behaviour (i.e., "We no longer can be friends", "Your family will hate you", etc.).
- Working to Secure Compliance
 - * Escalate intrusiveness of sexual behaviours over time.
 - * Manipulate child into performing or permitting desired sex act.
 - * Threaten to harm child or some person important to child if they do not comply.

Vocabulary: refusal, assertiveness, communication, grooming behaviour

Skills: The students will:

- * Demonstrate refusal skills and assertiveness in mock abusive situations.
- * Identify risky behaviours in different situations.
- * Demonstrate settings limits on his/her behaviour and unacceptable behaviours by others.

Suggested Engagements:

1. **Skits.** Small groups will design and act out a skit using the refusal skills and assertiveness.
2. **Journaling:** Encourage students to: 1) describe a situation in which they felt unsafe and what they did what they now know they should have done; or, 2) make up a story about someone who was in an unsafe situation and what that person did to make themselves safe.
3. **Scenario:** Read the following and discuss.

A person places a hand on their date's knee or later places an arm over their shoulder. The hand is non-verbally pushed away a few times, but through physical coercion is put back. Gradually the person ignores the intrusion in order to avoid an embarrassing situation that they believe will occur when the movie is over. This person's boundaries have been intruded upon and then they have become desensitized to the boundary violation. If the room clears out and the person is isolated with the person who crossed the line, it may now escalate into sexual violence. The one partner can say to the forced partner, "But you let me be sexual with you before, so why not now?" The one partner may say this to the victim even though the victim tried, several times, to make the boundary violation clear that she was uncomfortable with the touching.

Discuss the group's feelings about this story. Explain that grooming can last seconds to several years. Give them other stereotypes and comparisons to other myths related to rape and victim blaming. Go through the above situation illustrating the three phases of grooming: Intrusion, desensitization, Isolation.

<http://www.health.utah.gov/vipp/pdf/DatingViolence/Toolbox.pdf> has several excellent scenarios.

4. **Scenario Brainstorm:** Students work together in groups to write 3-5 scenarios illustrating a difficult situation:
 - a grade 12 boy asks a grade 9 girl to go out;
 - a girl you know tells you her boyfriend slapped or hit her;
 - your friend tells you that her brother's friend looks at her in way that makes her uncomfortable;
 - you chatted with someone online and they want to meet you.
5. Read the definition of grooming and then lead class discussion highlighting grooming behaviour of perpetrators.

Concept 4: VALUE! Self & Community

Notes to the Teacher: Key understandings for students and instructional suggestions:

This lesson encourages student to consider personal responsibility to themselves AND their wider community. These concepts should be reinforced throughout the discussions and projects:

- * You have a right to be safe.
- * There is always support and someone to talk to.
- * You have a responsibility to your community to help each other know and practice ways of staying safe. (Golden Rule).
- * If someone hurts you, it's not your fault.

Some tips for students on how to help a friend who is struggling.

- Do not ignore feelings of discomfort ("gut feeling") and act on it.
- To help prevent others from being hurt, trust your feelings and tell someone
- Reassure them that it is not their fault.
- Avoid situations where you might be alone with a person you do not trust or with someone you know is abusive.
- If inappropriate touch occurs, write down the date, time, situation, and exactly what happened.
- Ask for help from a trusted person.

Some tips for students to help a friend who was abused: (<http://www.crossway.org/>)

Don't say:

- I know how you feel.
- I understand.
- You're lucky that
- It'll take some time, but you'll get over it.
- Tell me more details about what happened.
- I can imagine how you feel.
- Don't worry; it's going to be all right.
- Try to be strong.
- Out of tragedies, good things happen.
- Time heals all wounds.
- It was God's will.
- You need to forgive and move on.
- Calm down and try to relax.
- You should get on with your life.

Do Say:

- I believe you, Thank you for telling me.
- How can I help?
- I'm glad you're talking with me.
- I'm glad you're safe now.
- It wasn't your fault.
- Your reaction is not an uncommon response.
- It's understandable you feel that way.
- You're not going crazy; these are normal reactions.
- Things may not ever be the same, but they can get better.
- It's OK to cry.
- I can't imagine how terrible your experience must have been.
- I'm sorry this happened to you.

Skills: The students will:

- * Create lessons on how to recognize safe and unsafe situations.
- * Share personal safety ideas with others.
- * Commit to help others stay safe.

Vocabulary: responsibility, community, value, respect, action

Suggested Engagements:

1. **Skit:** A group of 3-5 students creates a short skit illustrating IDENTIFY, ACCESS, or ACT! The skit can be presented to the class, or at a school assembly.
2. **Teach others:** A group of students writes a short lesson to teach a concept of personal safety (i.e. Keep telling until someone listens.) to an elementary class. They can demonstrate the lesson for their peers and then teach the lesson to a group of younger students.
3. **Writing:** Students work independently and then as a teacher-guided large group to create a draft statement/article to be included in a Middle School Handbook, student newspaper, or parent communication.
4. **Students role-play** how to help a friend who discloses to a peer that they are in a difficult situation involving abuse. Be sure to include the scenario where the friend asks that the disclosure be kept a secret.
5. **Cyber Safety.** Adapt the scenarios on this website to use for class discussion.
<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/HighSchool.aspx>
6. Write a story to illustrate an unsafe dating situation.
7. Write a "mock" letter to a friend who needs your help.
8. Sign a pledge to promise to help others stay safe

Grades Eleven & Twelve

The focus of the grades 11 and 12 lessons is to reinforce concepts and skills about child safety learned in previous grade levels. This curriculum will also prepare students for independent living and to be safe in their new and varied environments. It is suggested that this curriculum is part of a transition / college preparation curriculum.

PREPARATION

Parent Letter: Introduce curriculum and how parents might be involved

Classroom Agreements: After briefly introducing the topic, take 15 minutes as a class to agree on a list of 3-4 agreements for class discussion. Suggestions include:

- Right to Pass
- No Names
- Respect
- Confidentiality

Confidentiality Explanation: Confidentiality is essential UNLESS someone discloses that they or someone else is in danger. Then, it is our duty to do whatever is necessary to get help.



IT'S TIME ... TO TALK ABOUT IT!
Your voice. Our future. Prevent sexual violence.

<http://www.nsvrc.org/saam>

CONCEPT 1: IDENTIFY! Safe & Unsafe Situations

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * Safe and unsafe situations can be in the home, place of learning and wider community.
- * The home environment may include: with parent (s), with a care giver, with a responsible adult/sibling, at boarding school at university or college halls of residence and at second/weekend/holiday homes.
- * The place of learning may include: school, with a private tutor, in a religious setting, boarding school, college, university, and work placements.
- * Wider community may include: public places e.g. when using public transport, at sports and shopping centers, places of entertainment and online.

Skill: Students will:

- * Be able to recognize potentially safe and unsafe situations in their current and future home, place of learning and wider community.

Vocabulary: - safe and unsafe situations, risky behaviour, grooming behaviour, inappropriate sexual behaviour including date rape.

Suggested Engagements:

1. Students to brainstorm the characteristics of their current and future home, place of learning and wider community.
2. Students to work in small groups to identify potentially safe and unsafe situations in their current environments (home, place of learning and wider community) and in their possible future environment (home, place of learning and wider community). Alumni and parents may be included in the groups. Small groups to give oral feedback to whole group.
3. Teacher to create a slide show showing a range of home, place of learning and wider community safe and unsafe situations – current and future. Slides to be used to prompt student discussion.



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

Concept 2: ACCESS! Support Structures

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * Support structures include trusted persons and organizations in different environments using a range of access tools e.g. verbal or non-verbal
- * “Trusted persons” can be different for each student
- * Every student is entitled to a trusted person and to be heard
- * Trusted persons in the home may include immediate and extended family, care givers, drivers, tutors and guards.
- * Trusted persons in the learning environment may include friends, teachers, counsellors and place of learning administration and support staff.
- * Trusted person in the wider community may include statutory (government) and external agencies e.g. police, social workers, counsellors, child / student protection teams.

Skills: The students will:

- * Be able to identify trusted persons at home, in their learning environment and the wider community who can help them if they feel, or are at risk, in an unsafe situation.
- * Know how to access support structures.

Vocabulary: support system, trusted person, access

Suggested Engagements:

1. Brief discussion about the trusted persons in their home, learning environments and wider community who are part of their support structure.
2. Discussion in pairs of who/what will be students’ support structure when they leave school.
Discussion to include parents if in they are attending this session or are students asked to have this conversation with their parents at home.
3. Students to be grouped into their possible college/university/country location groups. Each group needs to access the college (s)/university (s) websites to search student support services and stay safe information/guides. Students to find out the telephone numbers and addresses of the police/ FCO/high commission/embassy in the possible country locations.
4. Student Peer Advice – often excessive drinking can result in students becoming vulnerable to inappropriate sexual behaviour. Students to watch Youtube clip: Cambridge – Stay Safe on a Night Out:
<http://www.youtube.com/watch?v=oVa3nZhGjZo>

Concept 3: ACT!

Notes to the Teacher: Key understandings for students and instructional suggestions:

- * It is essential for students to know how to remove themselves from an unsafe situation.
- * Students need to know that if they feel unsafe they don't have to be polite!
- * Students need to know that they should not keep a secret about having felt unsafe. They should keep telling until someone listens.
- * Students need to know that there is always someone to talk and a support structure in any given location.

Vocabulary: assertive behaviour, refusal skills and communication skills

Skills: The students will

- * Learn how to stay safe

Suggested Engagements:

1. Students to practice refusal skills and ways of asking for help through role-play. Basic ways of saying "no." and communicating that help is needed.
2. Unsafe Scenario Situation – for each unsafe scenario situation below students to discuss what they would do if in the unsafe scenario situation. Once all students have had the opportunity to talk about what they would do the teacher is to facilitate discussion of what should be done. Students and teachers need to recognize that the action may vary slightly from country to country.
 - Unsafe Scenario Situation 1 -Traveling around Asia and you go to the public toilets in a shopping centre two men come in and rape you.
Unsafe Scenario Situation Action 1 – Go into a public area and call out and attract attention. Stay in the public area until the police and FCO/high commission/embassy are alerted. Ensure that your family are informed
 - Unsafe Scenario Situation 2 - You are separated from your friends on a night out in a strange and unfamiliar large market environment
Unsafe Scenario Situation Action 2 - Stay in the market area - call out for your friend and wait. Remain in a public area and ask a group of elders/couples for assistance. Ask FCO/high commission/embassy office directions.
 - Unsafe Scenario Situation 3 – While online trying to Skype a friend or family, a pornography site appears on your page.
Unsafe Scenario Situation Action 3 - Ensure that the site is reported and discussed with parents/tutor/older sibling.
 - Unsafe Scenario Situation 4 - A group of boys befriends you and you go to a party with them. Everybody appears to be drinking excessively so you join in. The next day you become aware that you had sex but are unable to remember when or with whom?
Unsafe Scenario Situation Action 4 – Call the FCO/high commission/embassy for advice immediately. Alert parents/carers and immediate friends and support networks in the country.

Each unsafe scenario and action to be modified to fit specific international school student current or future situations.

Students to work in small groups to provide their own unsafe scenario situations for discussion based on their own experiences.

Suggested Engagements for concepts 1-3: -

1. Alumni to speak to students about their experiences post school of personal safety in terms of identifying safe and unsafe situations, access to support structures and how to act in unsafe situations.
2. Create group questionnaire about post school personal safety in terms of identifying safe and unsafe situations, access to support structures and how to act in unsafe situations that each student emails to a different alumni. Once students received their questionnaire they share the information with another person/ small group or whole class.

Concept 4: VALUE! Self & Community

Notes to the Teacher: Key understandings for students and instructional suggestions:

1. Characteristics of grooming behaviour – physical, psychological and community:

* Physical

- a process of desensitization
- pats, hugging, tickling, wrestling
- slow progression to sexual contact

* Psychological

- dependency, power and control
- time, attention, gifts. Rule-breaking, secrecy, empathy
- control, manipulation, threat, confusion, cooperation
- child feels responsible and complicity

* Community

- trust and access
- projects a responsible, trustworthy, caring image
- employer, community trust allows isolation of the child
- always wants to be alone with children in areas where no one can monitor their interaction
- allows children to do things their parents would not permit
- thinks the “rules” don’t apply to him or her
- is always more excited to be with children than adults
- discourages other adults from participating in activities involving children
- goes overboard in physical touching

2. The signs which may be exhibited by someone who has experienced inappropriate sexual behaviour and abuse include:

- high anxiety,
- being withdrawn,
- not wanting to socialize,
- lack of communication,
- aggressive and defensive behaviour,
- secretive behaviour,
- unable and unwilling to accept support and advice,
- depression,
- self-harming e.g. cutting,

- increased alcohol consumption and drug use.

Skills: The students will:

- * Value themselves and others.
- * Know that they have a right to be kept safe
- * Recognize that they have a responsibility as a member of a community to help each other by practicing ways to stay safe and seeking support and advice.

Vocabulary: value, responsibility, community,

Suggested Engagements:

1. **Role play** – in small groups students act out scenarios to show that they recognize grooming behaviour. Also, what they could do as a member of a community to support a friend who is the victim of grooming behaviour.
2. **Role play** – in small groups students act out scenarios to show that they recognize the possible signs of someone who has experienced inappropriate sexual behaviour and abuse. Also, what they could do as a member of a community to support a friend who is the victim of inappropriate sexual behaviour and abuse.

ADDITIONAL RESOURCES:

- * Staying Safe & Secure at University: www.thecompleteuniversityguide.co.uk
- * Stying Safe at University: www.topuniversities.com