



# McHenry Elementary School District 15

1011 N. Green Street, McHenry, Illinois 60050

[www.d15.org](http://www.d15.org)

## Erin's Law Unit Plan

### Pre-Kindergarten

#### **Learning Standards:**

- IL Social Emotional Learning Standard Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.
- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
- Early Elementary 3A.1b: Identify social norms and safety considerations that guide behavior.

School Code: (105 ILCS 110/3) Sec. 3. Comprehensive Health Education Program. The program established under this Act shall include, but not be limited to, the following major educational areas as a basis for curricula in all elementary and secondary schools in this State: ... age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten through 12

#### **Goals/Outcomes: (Overall Desired Results)**

Students will identify and demonstrate ways to keep themselves safe from a variety of threats, including sexual abuse and assault, through the use of age-appropriate activities.

#### **Learning Activity 1:**

Inductive Teaching: "What does it mean to be safe?" "What can you do to keep yourself safe?"

Estimated Timeline: September/October

Length of Lesson: 15-20 minutes

Learning Activity: Students will generate a list of ideas about what they can do to be safe. The discussion might start with school safety rules, and then including situations where another person may make them feel unsafe. If the issue of a person making the child feel unsafe does not come up, the teacher will suggest it. The scenario cards and posters from the Second Step Child Protection Unit can be used to facilitate the discussion. The list generated will be copied down on a large piece of paper and kept on the wall as a reminder of their discussion. It is recommended that you generate a list of 9 items, so that you have many samples for the next learning activity.

Materials: Large sheet of paper, Marker, scenario cards and posters from the Second Step Child Protection Unit for Pre-Kindergarten

#### **Learning Activity 2:**

Concept Attainment: Identify safe and unsafe behaviors

Timeline: January/February



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Length of Lesson: 15-20 minutes

Learning Activity: As a whole group, students will be shown pictures grouped as “yes” behaviors and “no” behaviors. Based on the lists, they will identify the “yes” behaviors as behaviors that keep us safe and “no” behaviors as behaviors that might be unsafe. They may need assistance identifying this concept. After the concepts have been identified, other pictures of behaviors will be shown, discussed, and identified as “safe” or “unsafe”. Students will end the activity by drawing a picture of them doing something to “stay safe.”

Materials: Pictures of “yes” and “no” behaviors, other pictures of behaviors not yet categorized as “yes” or “no”, scenario cards and posters from the Second Step Child Protection Unit for Pre-Kindergarten; The pictures will need to be created prior to the lesson and can be based on the list created during learning activity 1.

### **Learning Activity 3:**

Role Play: Act out safe behaviors

Timeline: April/May

Length of Lesson: 20-30 minutes

Learning Activity: The pictures that the students drew in January will be brought out. Volunteers will be asked to act out what they are doing in the picture to “stay safe”. After a student acts out a behavior, the teacher will ask who else drew that way to “stay safe” and if they drew it a little bit differently. The class will discuss as a whole the key points of that behavior so that it is effective in keeping the students safe. For example, one student might draw a picture of telling an adult if someone has made them feel unsafe, but another student might have drawn a picture of telling two adults. The class would discuss that if the first adults doesn’t believe you, you may need to tell other adults until someone does believe you. After the key points have been discussed, the class as a group, or with a partner, will practice the safe behavior.

Materials: Pictures previously drawn by the students showing how to “stay safe”.

**Resources:** Second Step Child Protection Unit for Pre-Kindergarten

### **Assessment Evidence:**

1. Each student will provide at least one verbal example of ways to stay safe.
2. As a group, students will identify the concept represented by the “yes” pictures as “staying safe”.
3. Each student will produce one picture representing a way to stay safe.
4. Each student will model an example of keeping themselves safe.



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## Erin's Law Unit Plan

### Kindergarten

#### **Learning Standards:**

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- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
- Early Elementary 3A.1b: Identify social norms and safety considerations that guide behavior.

School Code: (105 ILCS 110/3) Sec. 3. Comprehensive Health Education Program. The program established under this Act shall include, but not be limited to, the following major educational areas as a basis for curricula in all elementary and secondary schools in this State: ... age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten through 12

#### **Goals/Outcomes: (Overall Desired Results)**

Students will identify and demonstrate ways to keep themselves safe from a variety of threats, including sexual abuse and assault, through the use of age-appropriate activities.

#### **Learning Activity 1:**

Inductive Teaching: "What does it mean to be safe?" "What can you do to keep yourself safe?"

Timeline: September/October

Length of Lesson: 15-20 minutes

Learning Activity: Students will generate a list of ideas about what they can do to be safe. The discussion might start with school safety rules, and then including situations where another person may make them feel unsafe. If the issue of a person making the child feel unsafe does not come up, the teacher will suggest it. The scenario cards and posters from the Second Step Child Protection Unit can be used to facilitate the discussion. The list generated will be copied down on a large piece of paper and kept on the wall as a reminder of their discussion. It is recommended that you generate a list of 9 items, so that you have many samples for the next learning activity.

Materials: Large sheet of paper, Marker, scenario cards and posters from the Second Step Child Protection Unit: Sample scenarios could include those on pages 24, 32, and 40.

#### **Learning Activity 2:**

Concept Attainment: Identify safe and unsafe behaviors

Timeline: January/February



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Length of Lesson: 15-20 minutes

Learning Activity: As a whole group, students will be shown pictures grouped as “yes” behaviors and “no” behaviors. Based on the lists, they will identify the “yes” behaviors as behaviors that keep us safe and “no” behaviors as behaviors that might be unsafe. They may need assistance identifying this concept. After the concepts have been identified, other pictures of behaviors will be shown, discussed, and identified as “safe” or “unsafe”. Students will end the activity by drawing a picture of them doing something to “stay safe.”

Materials: Pictures of “yes” and “no” behaviors, other pictures of behaviors not yet categorized as “yes” or “no”, scenario cards and posters from the Second Step Child Protection Unit. The pictures will need to be created prior to the lesson and can be based on the list created during learning activity 1.

### **Learning Activity 3:**

Role Play: Act out safe behaviors

Timeline: April/May

Length of Lesson: 20-30 minutes

Learning Activity: The pictures that the students drew in January will be brought out. Volunteers will be asked to act out what they are doing in the picture to “stay safe”. After a student acts out a behavior, the teacher will ask who else drew that way to “stay safe” and if they drew it a little bit differently. The class will discuss as a whole the key points of that behavior so that it is effective in keeping the students safe. For example, one student might draw a picture of telling an adult if someone has made them feel unsafe, but another student might have drawn a picture of telling two adults. The class would discuss that if the first adults doesn’t believe you, you may need to tell other adults until someone does believe you. After the key points have been discussed, the class as a group, or with a partner, will practice the safe behavior.

Materials: Pictures previously drawn by the students showing how to “stay safe”, scenario cards and posters from the Second Step Child Protection Unit

**Resources:** Second Step Child Protection Unit for Kindergarten

### **Assessment Evidence:**

1. Each student will provide at least one verbal example of ways to stay safe.
2. As a group, students will identify the concept represented by the “yes” pictures as “staying safe”.
3. Each student will produce one picture representing a way to stay safe.
4. Each student will model an example of keeping themselves safe.



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## Erin's Law Unit Plan

### First Grade

#### **Learning Standards:**

- IL Social Emotional Learning Standard Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.
- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
- Early Elementary 3A.1b: Identify social norms and safety considerations that guide behavior.

School Code: (105 ILCS 110/3) Sec. 3. Comprehensive Health Education Program. The program established under this Act shall include, but not be limited to, the following major educational areas as a basis for curricula in all elementary and secondary schools in this State: ... age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten through 12

#### **Goals/Outcomes: (Overall Desired Results)**

Students will identify and demonstrate ways to keep themselves safe from a variety of threats, including sexual abuse and assault, through the use of age-appropriate activities.

#### **Learning Activity 1:**

Inductive Teaching: "What does it mean to be safe?" "What can you do to keep yourself safe?"

Timeline: September/October

Length of Lesson: 15-20 minutes

Learning Activity: Students will generate a list of ideas about what they can do to be safe. The discussion might start with school safety rules, and then including situations where another person may make them feel unsafe. If the issue of a person making the child feel unsafe does not come up, the teacher will suggest it. The scenario and posters from the Second Step Child Protection Unit can be used to facilitate the discussion. The list generated will be copied down on a large piece of paper and kept on the wall as a reminder of their discussion. It is recommended that you generate a list of 12 items, so that you have many samples for the next learning activity.

Materials: Large sheet of paper, Marker, scenarios and posters from the Second Step Child Protection Unit, Sample scenarios could include those on pages 24, 32, and 40.

#### **Learning Activity 2:**

Concept Attainment: Identify safe and unsafe behaviors

Timeline: January/February



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Length of Lesson: 15-20 minutes

Learning Activity: As a whole group, students will be shown pictures grouped as “yes” behaviors and “no” behaviors. Based on the lists, they will identify the “yes” behaviors as behaviors that keep us safe and “no” behaviors as behaviors that might be unsafe. They may need assistance identifying this concept. After the concepts have been identified, other pictures of behaviors will be shown, discussed, and identified as “safe” or “unsafe”. Students will end the activity by drawing a picture of them doing something to “stay safe.”

Materials: Pictures of “yes” and “no” behaviors, other pictures of behaviors not yet categorized as “yes” or “no”, scenarios and posters from the Second Step Child Protection Unit; The pictures will need to be created prior to the lesson and can be based on the list created during learning activity 1.

### **Learning Activity 3:**

Role Play: Act out safe behaviors

Timeline: April/May

Length of Lesson: 20-30 minutes

Learning Activity: The pictures that the students drew in January will be brought out. Volunteers will be asked to act out what they are doing in the picture to “stay safe”. After a student acts out a behavior, the teacher will ask who else drew that way to “stay safe” and if they drew it a little bit differently. The class will discuss as a whole the key points of that behavior so that it is effective in keeping the students safe. For example, one student might draw a picture of telling an adult if someone has made them feel unsafe, but another student might have drawn a picture of telling two adults. The class would discuss that if the first adults doesn’t believe you, you may need to tell other adults until someone does believe you. After the key points have been discussed, the class as a group, or with a partner, will practice the safe behavior.

Materials: Pictures previously drawn by the students showing how to “stay safe”, scenarios and posters from the Second Step Child Protection Unit

**Resources:** Second Step Child Protection Unit for 1st grade

### **Assessment Evidence:**

1. Each student will provide at least one verbal example of ways to stay safe.
2. As a group, students will identify the concept represented by the “yes” pictures as “staying safe”.
3. Each student will produce one picture representing a way to stay safe.
4. Each student will model an example of keeping themselves safe.



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## Erin's Law Unit Plan

### Second Grade

#### Learning Standards:

- IL Social Emotional Learning Standard Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.
- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
- Early Elementary 3A.1b: Identify social norms and safety considerations that guide behavior.

School Code: (105 ILCS 110/3) Sec. 3. Comprehensive Health Education Program. The program established under this Act shall include, but not be limited to, the following major educational areas as a basis for curricula in all elementary and secondary schools in this State: ... age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten through 12

#### Goals/Outcomes: (Overall Desired Results)

Students will identify and demonstrate ways to keep themselves safe from a variety of threats, including sexual abuse and assault, through the use of age-appropriate activities.

#### Learning Activity 1:

Inductive Teaching: "What does it mean to be safe?" "What can you do to keep yourself safe?"

Timeline: September/October

Length of Lesson: 15-20 minutes

Learning Activity: Students will generate a list of ideas about what they can do to be safe. The discussion might start with school safety rules, and then including situations where another person may make them feel unsafe. If the issue of a person making the child feel unsafe does not come up, the teacher will suggest it. The scenario and posters from the Second Step Child Protection Unit can be used to facilitate the discussion. The list generated will be copied down on a large piece of paper and kept on the wall as a reminder of their discussion. It is recommended that you generate a list of 12 items, so that you have many samples for the next learning activity.

Materials: Large sheet of paper, Marker, scenarios and posters from the Second Step Child Protection Unit; Sample scenarios could include those on pages 23, 29, and 39.

#### Learning Activity 2:

Concept Attainment: Identify safe and unsafe behaviors

Timeline: January/February



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Length of Lesson: 15-20 minutes

Learning Activity: As a whole group, students will be shown a list of actions grouped as “yes” behaviors and “no” behaviors. Based on the lists, they will identify the “yes” behaviors as behaviors that keep us safe and “no” behaviors as behaviors that might be unsafe. After the concepts have been identified, a list of other behaviors will be shown, discussed, and identified as “safe” or “unsafe”. Students will end the activity by drawing a picture of them doing something to “stay safe.”

Materials: List of actions that are “yes” and “no” behaviors, another list actions not yet categorized as “yes” or “no” behaviors, scenarios and posters from the Second Step Child Protection Unit; The lists will need to be created prior to the lesson and can be based on the list created during learning activity 1.

### **Learning Activity 3:**

Role Play: Act out safe behaviors

Timeline: April/May

Length of Lesson: 20-30 minutes

Learning Activity: The pictures that the students drew in January will be brought out. Volunteers will be asked to act out what they are doing in the picture to “stay safe”. After a student acts out a behavior, the teacher will ask who else drew that way to “stay safe” and if they drew it a little bit differently. The class will discuss as a whole the key points of that behavior so that it is effective in keeping the students safe. For example, one student might draw a picture of telling an adult if someone has made them feel unsafe, but another student might have drawn a picture of telling two adults. The class would discuss that if the first adults doesn’t believe you, you may need to tell other adults until someone does believe you. After the key points have been discussed, the class as a group, or with a partner, will practice the safe behavior.

Materials: Pictures previously drawn by the students showing how to “stay safe”, scenarios and posters from the Second Step Child Protection Unit, Sample scenarios could include those on pages 22, 29, and 39.

**Resources:** Second Step Child Protection Unit for 2nd grade

### **Assessment Evidence**

1. Each student will provide at least one verbal example of ways to stay safe.
2. As a group, students will identify the concept represented by the “yes” pictures as “staying safe”.
3. Each student will produce one picture representing a way to stay safe.
4. Each student will model an example of keeping themselves safe.





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## Erin's Law Unit Plan

### Third Grade

#### Learning Standards:

- IL Social Emotional Learning Standard Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.
- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
- Late Elementary 3A.2a. Demonstrate the ability to respect the rights of self and others.

School Code: (105 ILCS 110/3) Sec. 3. Comprehensive Health Education Program. The program established under this Act shall include, but not be limited to, the following major educational areas as a basis for curricula in all elementary and secondary schools in this State: ... age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten through 12

#### Goals/Outcomes: (Overall Desired Results)

Students will identify and demonstrate ways to keep themselves safe from a variety of threats, including sexual abuse and assault, through the use of age-appropriate activities.

#### Learning Activity 1:

Inductive Teaching: "What does it mean to be safe?" "What can you do to keep yourself safe?" "You are the person responsible to keep yourself safe."

Timeline: September/October

Length of Lesson: 15-20 minutes

Learning Activity: Students will generate a list of ideas about what they can do to be safe. The discussion might start with school safety rules, and then including situations where another person may make them feel unsafe. If the issue of a person making the child feel unsafe does not come up, the teacher will suggest it. The scenario and posters from the Second Step Child Protection Unit can be used to facilitate the discussion. The list generated will be copied down on a large piece of paper and kept on the wall as a reminder of their discussion. It is recommended that you generate a list of 15 items, so that you have many samples for the next learning activity.

Materials: Large sheet of paper, Marker, scenarios and posters from the Second Step Child Protection Unit, Sample scenarios could include those on pages 23, 29, and 39.

#### Learning Activity 2:

Concept Attainment: Identify safe and unsafe behaviors



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Timeline: January/February

Length of Lesson: 15-20 minutes

Learning Activity: As a whole group, students will be shown a list of actions grouped as “yes” behaviors and “no” behaviors. Based on the lists, they will identify the “yes” behaviors as behaviors that keep us safe and “no” behaviors as behaviors that might be unsafe. After the concepts have been identified, a list of other behaviors will be shown, discussed, and identified as “safe” or “unsafe”. Students will end the activity by drawing a picture of them doing something to “stay safe.”

Materials: List of actions that are “yes” and “no” behaviors, another list of actions not yet categorized as “yes” or “no” behaviors, scenarios and posters from the Second Step Child Protection Unit, The lists will need to be created prior to the lesson and can be based on the list created during learning activity 1.

### **Learning Activity 3:**

Role Play: Act out safe behaviors

Timeline: April/May

Length of Lesson: 20-30 minutes

Learning Activity: The pictures that the students drew in January will be brought out. Volunteers will be asked to act out what they are doing in the picture to “stay safe”. After a student acts out a behavior, the teacher will ask who else drew that way to “stay safe” and if they drew it a little bit differently. The class will discuss as a whole the key points of that behavior so that it is effective in keeping the students safe. For example, one student might draw a picture of telling an adult if someone has made them feel unsafe, but another student might have drawn a picture of telling two adults. The class would discuss that if the first adults doesn’t believe you, you may need to tell other adults until someone does believe you. After the key points have been discussed, the class as a group, or with a partner, will practice the safe behavior.

Materials: Pictures previously drawn by the students showing how to “stay safe”, scenarios and posters from the Second Step Child Protection Unit

**Resources:** Second Step Child Protection Unit for 3rd grade

### **Assessment Evidence:**

1. Each student will provide at least one verbal example of ways to stay safe.
2. As a group, students will identify the concept represented by the “yes” pictures as “staying safe”.
3. Each student will produce one picture representing a way to stay safe.
4. Each student will model an example of keeping themselves safe.



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## Erin's Law Unit Plan

### Fourth Grade

#### Learning Standards:

- IL Social Emotional Learning Standard Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.
- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
- Late Elementary 3A.2a. Demonstrate the ability to respect the rights of self and others.

School Code: (105 ILCS 110/3) Sec. 3. Comprehensive Health Education Program. The program established under this Act shall include, but not be limited to, the following major educational areas as a basis for curricula in all elementary and secondary schools in this State: ... age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten through 12

#### Goals/Outcomes: (Overall Desired Results)

Students will identify and demonstrate ways to keep themselves safe from a variety of threats, including sexual abuse and assault, through the use of age-appropriate activities.

#### Learning Activity 1:

Inductive Teaching: "What does it mean to be safe?" "What can you do to keep yourself safe?" "You are the person responsible to keep yourself safe."

Timeline: September/October

Length of Lesson: 15-20 minutes

Learning Activity: Students will generate a list of ideas about what they can do to be safe. The discussion might start with school safety rules, and then including situations where another person may make them feel unsafe. If the issue of a person making the child feel unsafe does not come up, the teacher will suggest it. The scenario and posters from the Second Step Child Protection Unit can be used to facilitate the discussion. The list generated will be copied down on a large piece of paper and kept on the wall as a reminder of their discussion. It is recommended that you generate a list of 15 items, so that you have many samples for the next learning activity.

Materials: Large sheet of paper, Marker, scenarios and posters from the Second Step Child Protection Unit, Sample scenarios could include those on pages 29 and 39.

#### Learning Activity 2:

Concept Attainment: Identify safe and unsafe behaviors



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Timeline: January/February

Length of Lesson: 15-20 minutes

Learning Activity: As a whole group, students will be shown a list of actions grouped as “yes” behaviors and “no” behaviors. Based on the lists, they will identify the “yes” behaviors as behaviors that keep us safe and “no” behaviors as behaviors that might be unsafe. After the concepts have been identified, a list of other behaviors will be shown, discussed, and identified as “safe” or “unsafe”. Students will end the activity by drawing a picture of them doing something to “stay safe.”

Materials: List of actions that are “yes” and “no” behaviors, another list of actions not yet categorized as “yes” or “no” behaviors, scenarios and posters from the Second Step Child Protection Unit; The lists will need to be created prior to the lesson and can be based on the list created during learning activity 1.

### **Learning Activity 3:**

Role Play: Act out safe behaviors

Timeline: April/May

Length of Lesson: 20-30 minutes

Learning Activity: The pictures that the students drew in January will be brought out. Volunteers will be asked to act out what they are doing in the picture to “stay safe”. After a student acts out a behavior, the teacher will ask who else drew that way to “stay safe” and if they drew it a little bit differently. The class will discuss as a whole the key points of that behavior so that it is effective in keeping the students safe. For example, one student might draw a picture of telling an adult if someone has made them feel unsafe, but another student might have drawn a picture of telling two adults. The class would discuss that if the first adults doesn’t believe you, you may need to tell other adults until someone does believe you. After the key points have been discussed, the class as a group, or with a partner, will practice the safe behavior.

Materials: Pictures previously drawn by the students showing how to “stay safe”, scenarios and posters from the Second Step Child Protection Unit, Sample scenarios could include those on pages 29 and 39.

**Resources:** Second Step Child Protection Unit for 4th grade

### **Assessment Evidence:**

1. Each student will provide at least one verbal example of ways to stay safe.
2. As a group, students will identify the concept represented by the “yes” pictures as “staying safe”.
3. Each student will produce one picture representing a way to stay safe.
4. Each student will model an example of keeping themselves safe.



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## Erin's Law Unit Plan

### Fifth Grade

#### Learning Standards:

- IL Social Emotional Learning Standard Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.
- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
- Late Elementary 3A.2a: Demonstrate the ability to respect the rights of self and others.

School Code: (105 ILCS 110/3) Sec. 3. Comprehensive Health Education Program. The program established under this Act shall include, but not be limited to, the following major educational areas as a basis for curricula in all elementary and secondary schools in this State: ... age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten through 12

#### Goals/Outcomes: (Overall Desired Results)

Students will identify and demonstrate ways to keep themselves safe from a variety of threats, including sexual abuse and assault, through the use of age-appropriate activities.

#### Learning Activity 1:

Inductive Teaching: "What does it mean to be safe?" "What can you do to keep yourself safe?" "You are the person responsible to keep yourself safe."

Timeline: September/October

Length of Lesson: 15-20 minutes

Learning Activity: Students will generate a list of ideas about what they can do to be safe. The discussion might start with school safety rules, and then including situations where another person may make them feel unsafe. If the issue of a person making the child feel unsafe does not come up, the teacher will suggest it. The scenario and posters from the Second Step Child Protection Unit can be used to facilitate the discussion. The list generated will be copied down on a large piece of paper and kept on the wall as a reminder of their discussion. It is recommended that you generate a list of 15 items, so that you have many samples for the next learning activity.

Materials: Large sheet of paper, Marker, scenarios and posters from the Second Step Child Protection Unit, Sample scenarios could include those on pages 29 and 39.

#### Learning Activity 2:

Concept Attainment: Identify safe and unsafe behaviors



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Timeline: January/February

Length of Lesson: 15-20 minutes

Learning Activity: As a whole group, students will be shown a list of actions grouped as “yes” behaviors and “no” behaviors. Based on the lists, they will identify the “yes” behaviors as behaviors that keep us safe and “no” behaviors as behaviors that might be unsafe. After the concepts have been identified, a list of other behaviors will be shown, discussed, and identified as “safe” or “unsafe”. Students will end the activity by drawing a picture of them doing something to “stay safe.”

Materials: List of actions that are “yes” and “no” behaviors, another list of actions not yet categorized as “yes” or “no” behaviors, scenarios and posters from the Second Step Child Protection Unit; The lists will need to be created prior to the lesson and can be based on the list created during learning activity 1.

### **Learning Activity 3:**

Role Play: Act out safe behaviors

Timeline: April/May

Length of Lesson: 20-30 minutes

Learning Activity: The pictures that the students drew in January will be brought out. Volunteers will be asked to act out what they are doing in the picture to “stay safe”. After a student acts out a behavior, the teacher will ask who else drew that way to “stay safe” and if they drew it a little bit differently. The class will discuss as a whole the key points of that behavior so that it is effective in keeping the students safe. For example, one student might draw a picture of telling an adult if someone has made them feel unsafe, but another student might have drawn a picture of telling two adults. The class would discuss that if the first adults doesn’t believe you, you may need to tell other adults until someone does believe you. After the key points have been discussed, the class as a group, or with a partner, will practice the safe behavior.

Materials: Pictures previously drawn by the students showing how to “stay safe”, scenarios and posters from the Second Step Child Protection Unit

**Resources:** Second Step Child Protection Unit for 4th grade

### **Assessment Evidence:**

1. Each student will provide at least one verbal example of ways to stay safe.
2. As a group, students will identify the concept represented by the “yes” pictures as “staying safe”.
3. Each student will produce one picture representing a way to stay safe.
4. Each student will model an example of keeping themselves safe.