

Elementary Erin’s Law

Introduction

We are going to read a book (or do scenarios) and talk about ways to keep ourselves safe today.

We are not going to talk about things that really happened to us or that almost happened to us. We are not going to talk about things that really happened to someone we know or almost happened to someone we know. It’s important to talk about these things, and you SHOULD talk about them, but we talk about these things privately. If you want to tell me about something that was unsafe you can tell me after this lesson or anytime, just say: ‘(presenter name), I need to talk to you privately.’ You could say the same thing to another adult that you trust or you could write a note to me or that other adult.”

*Grades 3-5 possibly introduce Erin Merryn. Discuss that she was a child that was in an abuse situation like we will read about in our stories. She chose to come forward and report her abuse. She believes and is passionate about the importance of talking to each and every student that it is now a law in Illinois that we talk to you about how to stay safe and who to report to.

<p>Pre-K</p>	<p>“Some Parts are Not for Sharing” By: Julie K. Federico</p> <p>Learning Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -identify which areas of their body are private. -understand that they have the right to say who touches their body. -identify whether a touch is “good” or “uncomfortable.” -understand how to refuse uncomfortable touches. -understand that they should tell an adult about any uncomfortable touch. -understand how to tell an adult about any touch that makes them feel uncomfortable. 	<ol style="list-style-type: none"> 1. What are your private parts? <i>Any area a swimsuit covers or parts not in open view</i> – What ways are safe to touch body parts ...<i>high fives, shaking hands</i> 2. Who may ask to see your private parts? <i>Parents, doctors with parents there, ask if you’re hurt and need to make sure you’re ok and safe</i> 3. What would you do if an adult or older kid asked to touch your private part? What about a playmate or friend? <i>Yell, Scream, Shout</i> . 4. Discuss possible feelings if someone asks to touch their private parts ... <i>scared, yucky, uncomfortable, angry....Discuss feelings when reporting....scared, worried, upset, relieved</i> 5. Some secrets should never ever be kept. Who are safe adults at home and at school that you can tell? <i>Parents, grandparents, aunts/uncles, teachers, ...principal, nurse, social worker ..</i> 6. Review good secrets vs. bad secrets....<i>good secrets eventually are told, they are meant for the person to find out about (ex. Surprise birthday party), they have a fixed ending date; bad secrets may involve threats or someone could be hurt</i>
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<p>Kdg</p>	<p>“The Swimsuit Lesson” By: Jon Holsten</p> <p>Learning Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -identify which areas of their body are private. -understand that they have the right to say who touches their body. -identify whether a touch is “good” or “uncomfortable.” -understand how to refuse uncomfortable touches. -understand that they should tell an adult about any uncomfortable touch. -understand how to tell an adult about any touch that makes them feel uncomfortable. 	<ol style="list-style-type: none"> 1. What are your private parts? <i>Body parts not in open view</i> .Could also discuss here that private body parts are any area a swimsuit covers.....may discuss that high fives and/or handshakes would be ways that are safe for body parts to touch 2. Who may ask to see your private parts? <i>Parents, doctors with parents there, only ask if you’re hurt or need help. They are there only to make sure you’re ok and safe</i> 3. What would you do if an adult or older kid asked to touch your private part? What about a playmate or friend? <i>Yell, Scream, Shout, tell a safe adult</i> 4. Discuss possible feelings if someone asks to touch their private parts ... <i>scared, yucky, uncomfortable, angry....Discuss feelings when reporting....scared, worried, upset, relieved</i> 5. Some secrets should never ever be kept. You will not get into trouble if you tell an adult. Who are some safe adults at home and at school that you can tell? <i>Parents, grandparents, aunts/uncles, teachers, principal, nurse, social worker, coach ..</i> 6. What if a friend tells you they have a secret.....<i>tell an adult, parents, grandparents, aunts/uncles, teachers, principal, nurse, social worker, coach</i> 7. Review good secrets vs. bad secrets....<i>good secrets eventually are told, they are meant for the person to find out about (ex. Surprise birthday party), they have a fixed ending date; bad secrets may involve threats or someone could be hurt</i>
<p>1st & 2nd</p>	<p>“Fred the Fox Shouts “NO!”” By: Tatiana Y. Kisil Matthews</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -understand that “uh-oh” feelings warn them that they need to ask for help. -identify which areas of their bodies are private. -understand that their body belongs to them and they have the right to say who may touch it. -identify whether a touch is a 	<p>Use questions throughout book. Stop and have students respond.</p> <p>Strong focus on:</p> <ol style="list-style-type: none"> 1. Private parts / swimsuit area 2. Who is allowed to see / touch your private parts 3. Types of touches – good vs. bad, comfortable vs. uncomfortable – “yucky” 4. Good secrets vs. bad secrets 5. Assertiveness – don’t keep secrets / it’s okay to say no to an adult or older child 6. Luring behavior - “magical powers” / “favorite candy” / threat to self, family or friend

	<p>“good” or “uncomfortable” touch.</p> <ul style="list-style-type: none"> -understand how to avoid and refuse uncomfortable touches. -identify the difference between good/happy and bad/unsafe secrets. -understand that they must tell an adult about any uncomfortable touch or unsafe secrets. -identify adults that they can trust and talk to about uncomfortable or unsafe things. -understand how to tell an adult about anything that makes them feel uncomfortable. -demonstrate how to tell another - adult if an adult you tell about uncomfortable touches does not help you. 	<p>7. Who to go to for help – teacher, social worker, nurse, family member, neighbor, doctor, police officer, etc.</p>
<p>3rd & 4th</p>	<p>“Some Secrets Should Never Be Kept” By: Jayneen Sanders</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -understand that “yucky” or uncomfortable feelings are an indication that a situation is potentially unsafe, that they should leave if possible, and tell a trusted adult about it. -tell a trusted adult about any uncomfortable, confusing, scary, manipulative, or dangerous situations they have experienced. -recognize that their body belongs to them and they have the right to say when and how someone else can touch it. -identify that secrets and/or threats about touching should be told to a trusted adult. 	<p>Use questions in the back of the book for discussion. Review basic concepts from previous lessons. Strong focus on:</p> <ol style="list-style-type: none"> 1. “Trusting your gut” – uncomfortable or “yucky” feelings 2. No secrets 3. Assertiveness - tell an adult 4. Grooming

	<p>-recognize that it is not a child's fault if someone touches them inappropriately.</p> <p>-understand that sexual abusers may use tricks, bribes, or threats to gain and maintain trust and secrecy.</p>	
5th	<p>Group activity instead of using a book.</p> <p>Learning objectives:</p> <p>-identify "safe adults" that they can report to</p> <p>-understand their "internal alarm system"</p> <p>-be able to identify 4 different ways that perpetrators might use "lures"</p> <p>-practice responding to lures</p>	<p>Review major concepts learning since Pre-K.</p> <p>Primary focus:</p> <ol style="list-style-type: none"> 1. Knowing how to handle real life situations that might occur 2. Give students the opportunity to think about potential situations and use skills previously taught to keep themselves safe

Grade 5 Lesson Plan

1. Introduce the idea of the “Internal Alarm System”. Talking points:

Ask students, Who knows what to do when there is a tornado?	Possible answers: <i>go into the hallway, line up quietly, go into the bathroom, cover your head/neck, listen carefully to the teacher, etc.</i>
Ask students, How do you know when it’s time to do those things?	<i>The alarm goes off, the light blinks, it’s really loud</i>
Who knows what to do when there is a fire?	<i>Line up, stay with your teacher, get low, get out of the building, be quiet and listen carefully, etc.</i>
How do you know when it’s time to do these things?	<i>The alarm goes off, the light blinks, it’s really loud</i>

2. Encourage participation, and transition to internal alarms. Talking points:

<p>Good answers!</p> <p>We have a lot of really important ways of planning to keep ourselves safe right?</p> <p>I want to think a little bit about what we can do in situations where we might be around unsafe <i>people</i>.</p> <p>The good news is that we all have alarm systems, just like the tornado alarm or the fire alarm built right into our own bodies. There’s a feeling we get, sometimes it’s in our stomachs, sometimes it’s in our chests, or in the back of our heads, that tells us we’re not safe.</p>	
I know I get this feeling sometimes when I watch scary movies – do you guys ever feel that internal alarm go off?	<i>Riding roller coasters, going to haunted house, telling scary stories, etc.</i>

3. Encourage participation, encourage the “trust your gut” response, identify that abusers can be anyone. Talking points:

<p>Right! And sometimes, we get this feeling in our guts when we’re around certain people. There might be times when you’re around someone and your internal alarm system will go off!</p> <p>It is always okay to listen to what your gut is telling you.</p> <p>Sometimes, it might be other students, your classmates that make you feel unsafe, and sometimes it might be an adult.</p> <p>If you ever feel your internal alarm go off, it’s always okay to leave whatever situation you’re in and find someone who makes you feel safe to talk to about it.</p>	
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4. Identify safe people. Talking points:

<p>The truth is most adults and older kids are safe.</p> <p>There are many adults that make sure children are safe: teachers, parents, police officers, doctors and nurses, etc.</p> <p>There are some adults and older kids that are not safe for kids to be around – sometimes they try to hurt children or do things that make children feel bad or uncomfortable.</p>	
<p>There are these unsafe adults and older kids out there in the world, but the good news, is that there are MANY more safe people than unsafe people. Who are some of the people you know that you feel safe and comfortable with?</p>	<p><i>Parents, aunts and uncles, grandparents, teachers, counselors, principal, janitor, police, firefighters, etc.</i></p> <p>Note: As kids identify safe people, encourage them to identify <i>adults</i> (typically not siblings) and <i>humans</i> (not pets) - both of these are examples that come up a lot, and its best to redirect these choices.</p>

	<p><i>Example: “pets can be very good listeners, but they’re not always very good at helping come up with a plan” or “Big brothers and sisters are great people to talk to – do you think your older sister might be able to help you find a safe <i>adult</i> to talk to?”</i></p>
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5. Introduce the idea of “lures,” introduce role-play activity. Talking points:

<p>Some of those unsafe people might try to trick our alarm system.</p> <p>They might try to make us feel like they’re safe people, but if we listen to our guts – if we follow our internal alarm system, we will know better.</p>	
<p>We call these tricks that people try to use “lures.” Does anyone know what the word “lure” means? (If no response: Has anyone ever been fishing?)</p>	<p><i>Trick, bait, draw in</i></p>
<p>Yeah – today we’re going to talk about the ways that <i>unsafe</i> people might try to use lures to trick our alarm systems. And we’re even going to practice!</p>	

6. Role-play scenarios: These role-plays can be done: A) with a volunteer and the instructor in front of the whole group, B) with a pair of volunteers in front of the whole group, C) in pairs throughout the class, or D) as a whole class discussion

Fame/photo

Scenario: *You are at the park with a group of your friends, and someone you know well from church comes up to you and says, “I think you could be famous! You’re very good looking, almost like a model! Let me take some pictures of you – I’ll put them on my blog and maybe even on my Instagram account and all kinds of people will see. It’ll make you famous!”*

<p>Discussion Questions:</p> <p>Does this set off your internal alarm?</p> <p>How do we know this person is trying to trick us?</p>	<p>Talking Points:</p> <p>No one should ever take pictures of you without your permission</p>
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<p>What might you say to this person?</p> <p>What do you do next?</p>	<p>“Lots of compliments” and/ or “sounds too good to be true” – something to be careful about, maybe?</p> <p>You can always say “no, I don’t like that,” or “I don’t want to talk to you anymore.” Let’s practice that.</p> <p>Who would you tell?</p>
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Bribery/pornography

Scenario: *You’re sleeping over at your best friend’s house. You, your best friend, and their older sibling are all watching a movie together. You stayed up really late watching the movie, but your best friend fell asleep. Your friend’s sibling puts on a different movie, but you don’t like this one – it has naked people in it and it’s making you really uncomfortable. Your friend’s older sibling tells you not to tell anyone that you watched this movie together. They say that if you don’t tell anyone they’ll give you *some really cool thing – need examples*.*

Discussion Questions:	Talking Points:
<p>Does this set off your internal alarm?</p> <p>How do we know this person is trying to trick us?</p> <p>What might you say to this person?</p> <p>What do you do next?</p>	<p>Good/Bad secrets</p> <p>It can be tricky, if they offer us something we really, really want – it can be hard to say no to that.</p> <p>If something makes you uncomfortable, it’s always okay to stop or leave the situation.</p> <p>You can say “I want to stop watching this” or “I don’t want any presents from you”</p> <p>Who would you tell about this?</p>

Heroes/Authority

Scenario: *You’re on a soccer team with a bunch of your friends and you all are doing really well this season! You’ve been winning a lot of games, and you really like spending practices with your teammates and your coach. Your coach is someone you really look up to. They seem like a really cool person, and always have good advice to give. One day, your coach says – tell your parents you need to stay late after practice next time, and I’ll give you a ride home. When you ask why, they won’t give you a reason why you need to stay late.*

Discussion Questions:	Talking Points:
<p>Does this set off your internal alarm?</p> <p>How do we know this person is trying to trick us?</p> <p>What might you say to this person?</p> <p>What do you do next?</p>	<p>Adults should always be able to explain why they need you to do something. Coach should be able to say “we need to work on your passing” or something to that effect.</p> <p>It can be confusing when someone we really like, or someone we usually have to listen to no matter what, does something that sets off our alarms.</p> <p>If you don’t want to be alone with someone, you don’t have to be – it’s always okay to ask for someone else to be around.</p> <p>You can say, “I’ve been practicing passing with my mom a lot recently, I’ll tell her to come so she can see what we’re working on” or “I don’t think I can do that tomorrow – I’ll have to ask my parents about it.”</p> <p>Who can you tell about this? What would you tell them?</p>

Threats & Weapons

Scenario: *Your friend tells you that there are some really bad things going on in their family, but they say that they’re not allowed to tell anyone. Your friend makes you promise never to tell anyone, because if anyone finds out about what’s going on, they’re going to be in really big trouble, and that someone in their family might hurt them. You’re really scared that your friend might not be safe, but you’re also really scared that something bad will happen to them if you do anything.*

Discussion questions:	Talking points:
<p>Does this set off your internal alarm?</p> <p>How do we know that someone is trying to trick your friend?</p> <p>What might you say to your friend?</p> <p>What would you do next?</p>	<p>This sounds like a very serious situation.</p> <p>No one should ever hurt you, or threaten to hurt you. If your friend is afraid because someone has threatened them, you should talk to someone about it.</p> <p>Sometimes, if we’re concerned about someone’s safety, we might have to break those promises.</p>

	<p>Your friend can go with you, or you can go by yourself to find a safe person to tell.</p> <p>It can be really scary, and really hard to know what to do.</p> <p>Keep talking to people who make you feel safe until someone listens and helps.</p>
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