



Serving the needs of sexual abuse survivors and their loved ones,
and providing prevention education programs since 1973.

Sirviendo las necesidades de los sobrevivientes de abuso sexual y de sus seres queridos, y
proporcionando programas educativos para su prevención desde 1973.

1st Grade Presentation

The 1st grade presentation requires 45 minutes in total to complete. A powerpoint presentation and picture cards are used as educational tools for students to learn the information. Listed below are the learning objectives and outline of the presentation.

Objectives

By the end of this lesson, students will be able to:

1. Identify at least 3 safe adults in their lives
2. Identify 3 safety steps to use if they ever feel unsafe
3. Identify what a personal bubble is and why it is important

Outline

- **Introduction**
- **Define "safety"**
 - Safety means protecting ourselves and protecting others from harm
 - Safety also means asking for permission from adults in our lives
- **Safe and trusted adults**
 - Safe and trusted adults are the adults that make us feel loved, comfortable, and cared for
 - Our safe adults might include teachers, caregivers, parents, siblings, grandparents, and more!
- **Safe/unsafe touches (Personal bubble)**
 - Safe touches are touches that make us feel safe, happy and comfortable. Safe touches are touches that we say "Yes!" to before receiving them.
 - May include hugs, high fives, or pats on the back
 - Unsafe touches are touches that make us feel unsafe, uncomfortable, or that we do not want
 - Might include kicking, slapping, punching or otherwise hurting someone
 - Also includes any touch we say "No" to or do not want to have
- **Unsafe Touches: Bathing Suit Rule**
 - The bathing suit rule states that no one (including friends, family, and strangers) should touch, talk about, or look at the private parts of a child's body, meaning the parts normally covered by a bathing suit. The only time this is okay is if it is to keep a child clean and healthy. For babies that might mean changing diapers, or for kids your age, it might mean when you go to the doctor,

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sometimes they have to look at the private parts of your body in order to make sure you are healthy. Whenever this happens though, you should have another safe adult with you to make sure you feel comfortable and you should feel okay to say stop at any point in time if you feel uncomfortable

- **Safety Steps - What can we do if we feel unsafe?**

1. Say "NO!"
2. Get away
3. Tell a safe and trusted adult what happened

- **Review/Storytime**

- Story is shared of a child who is visiting his uncle. His uncle tells him something that makes him feel uncomfortable.
 - How can we tell the child is uncomfortable?
 - What can the child do to keep himself safe?
- Review that the child could say "No" to his uncle, he could get away from him, and he should talk to another safe or trusted adult about what happened

- **Every single person in this room has a right to say no to anything that makes them feel uncomfortable! You all are deserving of respect, love, care, kindness, and safe touches. It is brave to speak up when we feel uncomfortable, and it is really important that you do so because your safe adults should help keep you all safe.**

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3rd Grade Presentation

The 3rd grade presentation requires 45 minutes in total to complete. A powerpoint presentation and an activity are used as educational tools for students to learn the information. Listed below are the learning objectives and an outline of the presentation.

Objectives

By the end of this lesson, students will be able to:

1. Define what personal boundaries/personal bubbles are
2. Name the 3 safety steps
3. Identify safe and trusted adults in their lives

Outline

- **Introduction**
- **What are personal boundaries? What is your personal bubble?**
 - Personal boundaries are the space we put between ourselves and others
 - **Physical Boundaries:** The physical space between ourselves and others. This means being mindful of physical touch and contact between people and never touching someone's body without their permission.
 - **Emotional/Mental Boundaries:** Our emotional boundaries can involve several different things. Including not talking about things that make others uncomfortable, having alone time, or even keeping a private journal.
- **Asking for permission**
 - Before we cross anyone's boundaries we want to ask them for permission.
 - Reminder that boundaries are oftentimes invisible, meaning that we have to ask *before* crossing someone's boundaries in order to ensure they are comfortable with the interaction
 - In order to understand what someone's boundaries are, we simply have to ask for permission, **especially before coming into physical contact with someone**, like when we give someone a hug or before touching their hair. **Similarly, people, including people we know like family and friends, should be asking us for permission and should treat us with care and concern if we ever express to them that we feel uncomfortable with something.**
- **Activity**
 - In this activity students explore their different likes and dislikes

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- This activity demonstrates how our likes and dislikes depend on a lot of factors, like our emotions/mood, the time of day, who we are interacting with, and more!
- It also explains how since everyone has different likes and dislikes, we cannot assume we know what someone else is ok with, so we must ask first before entering their personal bubble!
- **Safe/unsafe touches (Personal bubble)**
 - Safe touches are touches that make us feel safe, happy and comfortable. Safe touches are touches that we say "Yes!" to before receiving them.
 - May include hugs, high fives, or pats on the back
 - Unsafe touches are touches that make us feel unsafe, uncomfortable, or that we do not want
 - Might include kicking, slapping, punching or otherwise hurting someone
 - Also includes any touch we say "No" to or do not want to have
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- **Safety Steps - What can we do if we feel unsafe or if we receive an unsafe touch?**
 1. Say "NO!"
 2. Get away
 3. Tell a safe and trusted adult what happened
- **Closer: Reminder that everyone is deserving of love, respect, safety, and kindness**
- **Evaluations**
 - Offers the students the ability to ask to speak with the presenter after class if they want to share anything or ask any questions

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5th/6th Grade Presentation

The 5th/6th grade presentation requires 45 minutes in total to complete. A powerpoint presentation and class discussions are used as educational tools for students to learn the information. Listed below are the learning objectives and an outline of the presentation.

Objectives

By the end of this lesson, participants will be able to:

1. Define what consent is
2. Identify safe and trusted adults in their lives
3. Identify the 4 different types of child abuse

Outline

- **Introduction/self-care reminder**
 - Students are encouraged to take care of themselves as needed throughout the presentation
- **What is consent?**
 - Defined as asking for permission
 - We need to be asking for consent in many different situations
 - Before borrowing things
 - Before touching someone's body
 - Before any kind of intimacy
 - Before bringing up a difficult topic
 - Before posting photos of someone online
 - We express "No" in many different ways
 - Verbally by saying things like "stop", "no", "I don't want to"
 - Verbally by saying things like "maybe", "I don't know", or "not right now"
 - With our body language
 - Staying silent
 - If the communication does not appear to clear, engaged, and enthusiastic, consent is not given
 - Pressuring, guilting, or manipulating someone to say "yes" does not equal consent
- **Types of Child Abuse**
 - Definition of child abuse: the act of causing injury or harm to any person under the age of 18 by an adult in a child's life
 - Neglect: Not giving a child the things they need to survive. Or, asking for something in exchange

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for their needs. Things like food, water, shelter, and clean clothes should be given freely.

- Physical Abuse: If an adult intentionally physically harms a child, that is called physical abuse. It is not okay. This may include things like hitting, pushing, slapping, or kicking someone.
- Emotional Abuse: If an adult is mean or cruel and is hurting a child's feelings, that is called emotional abuse.
 - This may include things such as:
 - Constant criticism
 - Threats
 - Withholding love or support
 - Attempts to humiliate
 - Bullying
 - Witnessing violence
- Sexual Abuse: This type of abuse can happen in different ways and can involve the touching of private body parts, sharing of inappropriate pictures, and other sexual activity.
 - The person causing harm can be an adult or a peer.
 - Adults should not touch, talk about, or look at a child's private body parts.
 - As with any type of child abuse, it is *never* the child's fault if abuse is happening.
- **Class discussion: Why do we talk about these subjects in school?**
 - To remind students of their right to safety
 - To give students the language to speak about these topics
- **Class discussion: What do we do if we do not feel safe?**
 - Get away from the unsafe situation
 - Talk to our safe and trusted adults
 - Our safe and trusted adults are those who make us feel loved, safe, comfortable, and cared for
 - May include teachers, caregivers, family members, neighbors, and more.
- **Closer: Reminder that everyone is deserving of love, respect, safety, and kindness**
- **Evaluations**
 - Offers the students the ability to ask to speak with the presenter after class if they want to share anything or ask any questions

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