

Dear Parents/Caregivers,

Teaching awareness of personal safety rules is an important component of safety education for children. Every year the Child Protection Center, as part of the Personal Safety and Community Awareness Program, provides practical lessons and information about personal safety through a classroom presentation.

This year the Personal Safety and Community Awareness Program will be presented to students throughout the week of October 3<sup>rd</sup>- 7<sup>th</sup>, 2022 during a portion of their PE special rotation. Each grade level will receive personal safety lessons on different topics.

**Topics presented to each grade Level**

\*\*Please review the lesson plan by grade level in the pages below.

K & 1: The Touching Rule

2: Bullying

3: Personal Safety

4: Anti-bullying

5: Internet Safety

The Child Protection Center team is available to answer and questions about their program to assist you in feeling more comfortable with discussing personal safety with your child. Please feel free to contact the Program Director, Michelle McSwain at michelleb@cpcsarasota.org. Thank you for your support in providing this important information to the children in our community.

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\*\*If you would like for your child to opt-out of their Personal Safety lesson, please email your child's teacher by Oct.2<sup>nd</sup>. Any child opting out of the lessons will attend another special during the presentation.

\*\*If you have any other questions, please feel free to contact Jessica Gomez, School Counselor at Jessica.gomez@sarasotacountyschools.net



Child Protection Center  
Personal Safety & Community Awareness Program  
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**Lesson Plan Title:** *Taylor Learns the Touching Rule*

**Grade Level:** Kindergarten & 1<sup>st</sup> Grade

**Time Frame:** 30 minutes

**Subject:** Personal Safety, Primary Child Sexual Abuse Prevention

**Sunshine State Standards:**

- HE.1.B.1.1: Identify trusted adults and professionals who can help promote health.
- HE.1.B.2.2: Describe good listening skills to enhance health.
- HE.1.B.2.3: Tell about ways to respond when unwanted, threatened, or dangerous situation.
- HE.1.B.2.4: Practice ways to tell a trusted adult if threatened or harmed.
- HE.1.B.3.1: Describe situations when a health related decision can be made individually or when assistance is needed.
- HE.1.C.1.1: Identify healthy behaviors.
- SS.1.C.1.5: Identify health- care providers.

**Instructional Objectives:**

- Students will review the Touching Rule and its key concepts as a concrete meaning of maintaining personal safety.
- Private body parts will be identified as parts of the body covered by a bathing suit.
- Students will describe safe and appropriate ways trusted adults keep them clean and healthy.
- Students will begin to understand the concepts of body ownership and their ability to say “no” to touches that break the “touching rule”.
- Students will learn “No, Go, Tell” as a response to unsafe situations.
- Students will identify safe adults to whom they can talk if they have a touching problem.
- Students will be urged to “keep telling” if the first adult to whom they confide in is unable to assist them

**Materials and Resources:** “Taylor Learns the Touching Rule” Story- written by PSCA, Coloring book handouts with learning reinforcement activities and parent education information and reinforcement activities for take home

**Instructional Presentation:** Interactive Presentation with Story and Discussion



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**Lesson Plan Title:** *Banish Bullying*

**Grade Level:** 2<sup>nd</sup> Grade

**Time Frame:** 30 minutes

**Subject:** Personal Safety, Primary Bullying Prevention, Violence Prevention, Character Education

**Sunshine State Standards:**

- HE.2.B.2.1: Demonstrate healthy ways to express needs, wants, and feelings.
- HE.2.B.2.4: Explain ways to tell a trusted adult if threatened or harmed.
- HE.2.B.2.3: Demonstrate ways to respond unwanted, threatening or dangerous situations.
- HE.2.B.3.3: Compare the consequences of not following rules/ practices when making healthy and safe decisions
- HE.2.P.2.1: Support peers when making positive health choices.

**Instructional Objectives:**

- Students will identify the three roles in typical bullying situations- the bully, the target, and the bystander.
- Private will identify typical bullying behavior and understand that these behaviors are unacceptable.
- Students will identify the underlining motivations of typical bullying behavior.
- Students will learn techniques for non-violent responses to bullying.

**Materials and Resources:** “One” story book- written by Kathryn Otoshi, handouts with parent education information and reinforcement activities for students for take home

**Instructional Presentation:** Interactive Presentation with Story and Discussion



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**Lesson Plan Title:** *Safer, Stronger, Smarter Kids*

**Grade Level:** 3<sup>rd</sup> Grade

**Time Frame:** 45 minutes

**Subject:** Personal Safety, Primary Child Abduction Prevention, Primary Child Sexual Abuse Prevention

**Sunshine State Standards:**

- HE.3.B.2.2: Demonstrate refusal skills that avoid or reduce health risk.
- HE.3.B.2.4: Explain ways to ask for assistance to enhance personal health.
- HE.3.B.3.1: Recognize circumstances that can help or hinder healthy decision making.
- HE.3.B.3.2: Explain when assistance is needed when making a health- related decision.
- HE.3.B.2.4: Explain ways to tell a trusted adult if threatened or harmed
- HE.3.C.2.3: Demonstrate ways to respond to unwanted, threatening or dangerous situations.

**Instructional Objectives:**

- Students will identify unsafe situations and ways to reduce their vulnerability; including being aware of their surroundings, listening to their instincts, and following predetermined family safety rules.
- Students will learn assertiveness skills to enhance confidence in making safe and healthy decisions and responding to unsafe situations
- Students will identify trusted adults of whom they can request assistance when faced with an unsafe situation.
- Students will identify private body parts as areas of their body covered by a bathing suit
- Students will describe the concepts of being “clean” and “healthy” and name trusted appropriate adults that can assist them in maintaining personal health.
- Students will review the meaning of “secrets” and reminded not to keep secrets about personal safety.

**Materials and Resources:** IPAD PROGRAM optional\*

**Instructional Presentation:** Interactive Presentation and Discussion with personal story

**Evaluation:** Student survey conducted by the presenter



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**Lesson Plan Title:** Be an UPSTANDER!

**Grade Level:** 4<sup>th</sup> Grade

**Time Frame:** 45 minutes

**Subject:** Personal Safety, Primary Bullying Prevention, Violence Prevention, Character Education

**Sunshine State Standards:**

- HE.4.B.2.1: Explain effective verbal and nonverbal communication skills to enhance health.
- HE.4.B.2.2: Identify refusal skills and negotiation skills that avoid or reduce health risks.
- HE.4.B.2.3: Discuss nonviolent strategies to manage or resolve conflict.
- HE.4.B.2.4: Demonstrate ways to ask for assistance to enhance personal health.
- HE.4.B.3.1: Identify circumstances that can help or hinder healthy decision-making.
- HE.4.C.3.2: Examine when assistance is needed to make a health-related decision.
- HE.4.C.1.2: Identify examples of mental/emotional, physical, and social health.
- HE.4.C.1.3: Describe ways a safe, healthy, school environment can promote personal health.
- HE.4.C.2.2: Explain the important role that friends/peers may play on health practices and behaviors.
- HE.4.C.2.4: Recognize types of school rules and community laws that promote health and disease prevention.
- HE.4.P.2.1: Assist others to make positive health choices.

**Instructional Objectives:**

- Students will identify the three roles in typical bullying situations – the bully, the target, and the bystanders.
- Students will identify typical bullying behavior and understand that these behaviors are unacceptable.
- Students will identify the underlying motivations of typical bullying behavior and how to craft their response accordingly.
- Students will learn techniques for non-violent responses to bullying when either the target or the bystander; including ignoring, walking away, standing up for themselves, supporting the target, asking help of an adult, and reporting witnessed bullying situations.

- Students will practice assertiveness skills to reduce their vulnerability to bullying and to appropriately respond when faced with a bullying situation.
- Students will understand their role in reducing bullying on their school campus

**Materials and Resources:** Puzzle Piece activity, Bully free jar scenarios, four corners game, and handouts with parent education information and reinforcement activities for students to take home.

IPAD PROGRAM optional\*

**Instructional Presentation:** Interactive Discussion and activities



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**Lesson Plan Title:** *Internet Safety*

**Grade Level:** 5<sup>th</sup> Grade

**Time Frame:** 45 minutes

**Subject:** Personal Safety, Primary Bullying Prevention, Violence Prevention, Character Education

**Sunshine State Standards:**

- Standard 1—Students will comprehend Concepts related to health promotion and disease prevention to enhance health.
- Standard 2—Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3—Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4—Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5 –Students will demonstrate the ability to use decision- making skills to enhance health.
- Standard 7 –Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8 –Students will demonstrate the ability to advocate for personal, family, and community health.

**Instructional Objectives:**

- Students will review Internet safety concepts.
- Students learn to identify online dangers. This includes sharing personal and inappropriate information, telling an adult if you ever see something online that makes you feel “sad, scared or confused”, not acting like a cyber bully, and NEVER meeting a stranger offline.
- Students will learn safety practices to reduce their vulnerability to victimization and online dangers.

**Materials and Resources:** Flash drive containing Internet Safety PowerPoint, produced by PSCA using resources from the National Center for Missing and Exploited Children’s [netsmartz.org](http://netsmartz.org), handouts with parent education information and reinforcement activities for students to take home.

IPAD PROGRAM optional\*

**Instructional Presentation:** Interactive PowerPoint Presentations, Videos, and discussion