

Safe Passage Erin’s Law Lesson Guide

Elementary School (Pre-K through 5th grade classes)

Introduction (Pre-K through 2nd grade)

“Hi! My name is _____, I am visiting your class from Safe Passage. Safe Passage is a place that helps keep kids and grown-ups safe! What does it mean to be safe?... *Discussion about the word “safe” (examples: being protected, not getting hurt, following the classroom rules to stay safe).*

I’m here to read you a story about keeping your body safe! We are going to learn about the difference between safe vs. unsafe touch, safe vs. unsafe secrets, and how to tell a grown-up on our safety network about anything that makes us feel uncomfortable or unsafe.

Introduction (3rd through 5th grade):

“Hi! My name is _____, I am visiting your class from Safe Passage. Does anyone know what Safe Passage is? Safe Passage is a place that helps keep students like you, adults, and families safe from abuse. What is abuse?” *Discussion about the word “abuse” and types of abuse. (Examples students may provide: examples of physical abuse, emotional abuse, sexual abuse, etc.).*

“Thank you for participating. We have a place called a “shelter” where people can live if someone has abused them and they do not have a safe place to go. We also provide “counseling”, which is a word that describes a person who is trained to help talk to us about big feelings and hard things that may have happened to us.”

For 4th/5th grade, discuss Erin’s Law and Erin Merryn’s story about being abused as a child and then growing up to create a law that creates a way for schools to talk about how to identify, report, and seek help after sexual abuse. “Today we are going to talk about what to do if we experience abuse. Such as the difference between safe vs unsafe touch, safe vs unsafe secrets, and creating a safety network for adults we can talk to. If at any point you feel you would like to talk to someone, I have my friend _____ and the school social worker/counselor named _____ here who you can talk to.

Books, Objectives, and Questions:

<p>Pre-K</p> <p>“My Body’s Mine: A Book on Boundaries and Sexual Abuse Prevention” by Kayla J. W. Marnach</p>	<p>Learning Objectives</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> -Identify the meaning of the word “safe” -Identify that they have personal space (a body bubble) -Identify that private parts are parts of the body that others should not see or touch, with some safe exceptions. -That they are allowed to say no to unwanted touch -Identify the difference between safe vs. unsafe touch -Tell a grown-up about any touch that hurts or is on a private part 	<p><i>Read story... during the story, during the line “I love my body, it’s all mine!” tell everyone to give themselves a big hug while repeating “my body’s mine!”</i></p> <ul style="list-style-type: none"> -How did we like the story? (thumbs up or thumbs down) -Who is the boss of your own body? Show them invisible body bubble around their body -Do you have to say “yes” to a hug or a kiss? No means no! -Safe vs unsafe touch. Does anyone like to swim? What do we wear when we go swimming? - Yes, a swimsuit! A swimsuit covers the parts of our body that are “private”. Private means just for you! -Explain that unsafe touches are any touches that hurt, touches that feel yucky, any touches on private parts.
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	<p>-Identify safe grown-ups in school, at home, in the community</p>	<p>-It is only okay for a caregiver to help with the potty, change diaper, bathe, etc. Or a doctor might need to do a check-up on private parts, but only if your caregiver is with you.</p> <p>-Safe vs unsafe secrets. If someone does touch us in an unsafe way, what do you do? Tell a grown-up! Repeat from book: <i>I'm going to run, I'm going to tell!</i></p> <p>-Who can we tell?</p>
<p>Kindergarten</p> <p>"My Body's Mine. A Book on Boundaries and Sexual Abuse Prevention" by Kayla J. W. Marnach</p>	<p>Learning Objectives Students will learn to:</p> <p>-Identify the meaning of the word "safe" versus "unsafe"</p> <p>-Identify that they have personal space (a body bubble) that other people cannot enter unless they want them to.</p> <p>-Identify that private parts are parts of the body that others should not see or touch, with some safe exceptions.</p> <p>-That they are allowed to say no to unwanted touch</p> <p>-Identify the difference between safe vs. unsafe touch</p> <p>-Tell a grown-up about any touch that hurts or is on a private part</p> <p>-Identify aspects of grooming- if it is someone they know who does the unsafe touch</p> <p>-Identify safe grown-ups in school, at home, in the community</p>	<p><i>Read story... during the story, during the line "I love my body, it's all mine!" tell everyone to give themselves a big hug while repeating "my body's mine!"</i></p> <p>-How did we like the story? What was happening in the story?</p> <p>-Who is the boss of your own body? Show them invisible body bubble around their body and repeat "my body's mine!"</p> <p>-If you don't want a hug or a kiss, what can you do instead? (example. High-five, handshake, just don't do it).</p> <p>-What do we do if we want to give someone else a hug?</p> <p>-Safe vs unsafe touch.</p> <p>-What does private mean?</p> <p>-Private means just for you! Private parts are parts of our body covered by our bathing suit or underwear</p> <p>-Explain that unsafe touches are any touches that hurt, touches that feel yucky, any touches on private parts.</p> <p>-It is only okay for a caregiver to help with the potty, change diaper, bathe, etc. Or a doctor might need to do a check-up on private parts, but only if your caregiver is with you.</p> <p>-What are other examples of unsafe touches? For example, is hitting a safe or unsafe touch?</p> <p>-Safe vs unsafe secrets. What's a secret?</p> <p>-Discuss difference between happy surprise and unsafe secret.</p> <p>- If someone does touch us in an unsafe way, what do you do? Tell a grown-up! Repeat from book: <i>I'm going to run, I'm going to tell!</i></p> <p>-What if it is a grown up in our family... a grown-up who gives us toys or our favorite candy... if they threaten to hurt us.... Should we still tell?</p> <p>-Who can we tell? Discuss safety network</p>
<p>1st Grade</p> <p>"It's My Body, What I Say Goes!" by</p>	<p>Learning Objectives Students will learn to:</p> <p>-Identify feelings and body alarms that signal they are potentially unsafe</p>	<p>(Questions throughout the story)</p> <p>-You have feelings and I have feelings. We should always talk about our feelings with the grown-ups we trust. What do you do when you feel: happy, sad, angry, scared, proud?</p>

<p>Jayneen Sanders</p>	<ul style="list-style-type: none"> -Identify the meaning of the word “safe” versus “unsafe” -Identify that they have personal space (a body bubble) that other people cannot enter unless they want them to. -Identify that private parts are parts of the body that others should not see or touch, with some safe exceptions. -Identify the difference between safe vs. unsafe touch -Identify happy surprises vs. unsafe secrets that hurt -Tell a grown-up about any touch that hurts or is on a private part -Identify aspects of grooming-stranger danger is important, but it could be someone we do know who does the unsafe touch -Identify safe grown-ups in school, at home, in the community 	<ul style="list-style-type: none"> -When do you feel safe? When do you feel unsafe? -Body alarms. When we are unsafe, our body lets us know! What happens in your body when you feel scared? -Safety network. Everyone’s safety network will look different. Who are the safe grown-ups at home and at school on your safety network? Let’s think of 5 we could talk to about our feelings. -Body safety. Private parts are private. Everyone’s body is different. We all have private parts. Private parts are covered by our bathing suit or underwear. -Exceptions: caregiver helping with potty, diapers, bathing to keep you clean and healthy. Doctor doing a check-up with caregiver in the room + you say it is okay. -Safe vs. unsafe touch. What is a safe way to touch someone? What is an unsafe touch? (touches that hurt, touches on private parts, unwanted touches). -Safe vs. unsafe secrets. If someone does touch our private parts, asks you to touch their private parts, or shows you pictures of private parts, should you keep that a secret? -Talk about body bubble/body boundaries. What should we do before we hug or touch someone? -If someone does do an unsafe touch, who would we tell? -What if it is someone in our family who does the unsafe touch? Should we still tell? What if they give us lots of our favorite candy or toys? What if they say they will hurt us?
<p>2nd Grade</p> <p>“Teach Your Dragon Body Safety: A Story About Personal Boundaries, Appropriate and Inappropriate Touching” by Steve Herman</p>	<p>Learning Objectives</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> -Identify feelings and body alarms that signal they are potentially unsafe -Identify that they have personal space (a body bubble) that other people cannot enter unless they want them to. -Identify that we should not touch others without permission -Identify that private parts are parts of the body that others should not see or touch, with some safe exceptions. -Identify the difference between safe vs. unsafe touch 	<ul style="list-style-type: none"> -What was happening in the story? -Drew and his dragon Diggory-Doo were learning about body safety. They learned about personal space and their body bubble. Everyone has an invisible body bubble around their body. <i>Ask everyone to form a bubble around their body.</i> -A girl on the playground kept hugging Diggory-Doo when he didn’t want to. What should we do before we hug someone? -What if they say no to a hug, what should we do? We should always ask for permission. Saying no is not mean, it doesn’t mean we aren’t friends anymore. -Safe vs. unsafe touch. Can anyone give me examples? (Touches that hurt, touches you don’t want, touches on private parts) -What does “private” mean? -The private parts of our body are the parts covered by our bathing suit or our underwear. When are the few exceptions that it might be safe for someone to see or touch our private parts? (when we

	<ul style="list-style-type: none"> -Identify that we should use our words when we are mad or upset, instead of hurting someone physically. -Identify happy surprises vs. unsafe secrets that hurt -Tell a grown-up about any touch that hurts or is on a private part -Identify aspects of grooming-stranger danger is important, but it could be someone we do know who does the unsafe touch -Identify 5 adults on their safety network who they can report abuse to. 	<p>needed help getting clean during bath time, diaper change, doctor doing a checkup with caregiver in the room + you say it is okay.)</p> <ul style="list-style-type: none"> -When something isn't safe, our body lets us know. What might you feel in your body if you feel scared or unsafe? -Safe vs. unsafe secrets. If someone does touch us in an unsafe way, what do we do? -Get away from the situation, tell a trusted grown-up! -What if it is a grown up in our own family... a grown-up who gives us toys or our favorite candy... if they threaten to hurt us.... Should we tell? Stranger danger is important, but it's not always a stranger who touches us in an unsafe way. -Who are the adults in our safety network? Name 5 safe adults at home, at school, in the community.
<p>3rd Grade</p> <p>"Some Secrets Should Never Be Kept" by Jayneen Sanders</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> -Identify the definition of "abuse" and examples of types of abuse -Identify signs of grooming behavior and that abuse could be from someone we do know. -Identify that abuse is never the victim's fault, they are not alone, there are resources to help. -Identify positive outcomes of reporting abuse. -Identify that they have personal space and the right to say no to unwanted touching. -Identify that we should not touch others without permission -Identify that private parts are parts of the body that others should not see or touch, with some safe exceptions. -Identify the difference between safe vs. unsafe touch -Identify that we should use our words when we are mad or upset, instead of hurting someone physically. -Identify happy surprises vs. unsafe secrets that hurt 	<ul style="list-style-type: none"> -What is abuse? -What are examples of abuse? -What was happening in the story? -Little Sir Alfred was being abused by his babysitter, Lord Henry. Was Henry a stranger to Alfred? -Why was Alfred scared to tell his mother about the abuse and unsafe touching? -Why might it be hard for someone to talk about abuse? -Is it a good thing that Alfred told someone? How might it help if we tell an adult about unsafe touch? -Safe vs unsafe touch. Can someone give me examples of a safe touch, an unsafe touch? -Explain that private parts are covered by our bathing suit or underwear. No one should ask to see, touch, have you touch their private parts, take pictures of your private parts, or show you pictures of private parts. -Safe vs unsafe secrets. What is an example of a safe secret (happy surprises)? What is an example of an unsafe secret? -Was Alfred keeping a safe or an unsafe secret? Why? -Secrets like abuse hurt, it is up to grown-ups to protect you and keep you safe. You do not have to go through that alone. You will not be in trouble for telling a grown-up about abuse. -Who are the safe adults we can talk to if we feel uncomfortable or something unsafe does happen?

	<p>-Tell a grown-up about any touch that hurts or is on a private part</p> <p>-Identify 5 adults on their safety network who they can report abuse to.</p>	<p>-What if it is someone we do know and trust who does the unsafe touch... should we still tell someone? What if they threaten us? What if they offer to give us our favorite things to keep it a secret?</p>
<p>4th Grade</p> <p>“Just Like Jamie” by Debbie Gates</p>	<p>Learning Objectives:</p> <p>-Identify the definition of “abuse” and examples of types of abuse</p> <p>-Identify that we should not touch others and others cannot touch us without permission</p> <p>-Identify that private parts are parts of the body that others should not see or touch, with some safe exceptions.</p> <p>-Identify the difference between safe vs. unsafe touch</p> <p>-Identify happy surprises vs. unsafe secrets that hurt</p> <p>-Identify 5 adults on their safety network who they can report abuse to.</p> <p>-Identify signs of grooming behavior and that abuse could be from someone we do know.</p> <p>-Identify that abuse is never the victim’s fault, they are not alone, there are resources to help.</p> <p>-Identify resources that can help if they have experienced abuse (Safe Passage, school social workers/counselors).</p>	<p>-What is abuse? What are examples of abuse?</p> <p>-What was the story about? What happened?</p> <p>-Why do we have rules?</p> <p>-What was the body safety rule that Jamie learned?</p> <p>-Private parts are the parts of our body covered by our bathing suit or underwear.</p> <p>When are the only exceptions when it might have been safe for an adult to see our private parts? <i>Explain that the only times were when an adult had to clean us (diapers/baths) or if a doctor gives an exam with your permission + a safe adult in the room with you. Otherwise, now that we are older, other people should not see, touch, ask you to touch their private parts, ask you to touch their private parts, or show you pictures of private parts.</i></p> <p>-Discuss safe vs unsafe touch. What is a safe touch? What is an unsafe touch?</p> <p>-What should we do before we hug someone? What if they say no? <i>Discuss safe touch: touch on appropriate parts of our body, touches with permission/consent</i> <i>Unsafe touches: private parts, taking pictures of private parts, having you touch their private parts. Any non-consensual touch. Any touch that hurts someone.</i></p> <p>-Safe vs unsafe secrets. What is an example of a safe secret? An unsafe secret?</p> <p>-It is really important to know that adults are supposed to protect students your age; abuse is never a secret we should carry on our own. No matter who did it to us. No matter the circumstance. Safe Passage believes everyone who calls us or walks through our door. It is never your fault.</p> <p>-Was Brian a stranger to Jamie? <i>Describe how 90% of the time, abuse happens by someone we do know and trust rather than a stranger. Discuss grooming.</i></p> <p>-Why might that make it hard to tell someone about abuse/unsafe touching?</p> <p>-Despite how hard it is to tell, was it a good thing that Jamie told his family? Why?</p> <p>-Who are the safe people we can talk to if unsafe touching occurs/someone makes us feel uncomfortable? <i>Discuss Safe Passage, school social workers, etc.</i></p>

<p>5th Grade</p> <p>“Please, Tell.” By Jessie (a book written and illustrated by a 9-year-old survivor of childhood sexual abuse)</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> -Identify the definition of “abuse” and examples of types of abuse -Understand consent and personal boundaries -Understand safe vs. unsafe touch -Recognize signs of grooming -Identify happy surprises vs. unsafe secrets that hurt -Identify 5 adults on their safety network who they can report abuse to. -Practice recognizing a safe situation vs an unsafe situation, and create safety plan on what to do -Identify that abuse is never the victim’s fault, they are not alone, there are resources to help. -Identify resources that can help if they have experienced abuse (Safe Passage, school social workers/counselors). 	<ul style="list-style-type: none"> -What is abuse? What are examples of abuse? -What did we think about the book? Can someone give me a quick recap of what was happening in the story? -Why might it have been hard for Jessie to tell someone about what her uncle was doing to her? -Is it a good thing to tell, why? -What happened after she told her parents about the abuse? (She didn’t have to see her uncle anymore, she spoke to a psychologist/therapist to process her feelings). -Discussion about the definition of consent. -If we want to hug someone or borrow something from a friend, what do we do? We ask. -What do we do if they say no? -How does it feel when someone does something to us without our permission? -Safe vs unsafe touch. What are some other examples? <i>Discuss safe touch: touch on appropriate parts of our body, touches with permission/consent</i> <i>Unsafe touches: private parts, taking pictures of private parts, having you touch their private parts. Any non-consensual touch. Any touch that hurts someone.</i> -Do you know what the word “grooming” means? -Discuss grooming and signs of grooming. <i>Describe how 90% of the time, abuse happens by someone we do know and trust rather than a stranger.</i> -Read scenarios. Ask class to identify if it is a safe situation or an unsafe situation, and what should they do? (Examples: coach asking student to have a secret one-on-one practice without parents knowing, a cousin wanting to play a “secret game” at a family gathering. A friend’s brother putting on a movie depicting nudity and inappropriate content at a sleepover.) -Who are the safe people we can talk to if unsafe touching occurs/someone makes us feel uncomfortable? <i>Discuss Safe Passage, school social workers, etc.</i> <i>Just know that abuse is never your fault, and it makes sense if it creates big feelings like anger, fear, sadness, and more. But resources are available to help, like Safe Passage, to help you cope and heal.</i>
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