

**GRADE THREE**

**PERSONAL BODY SAFETY UNIT**  
**Parent Guide**

**FREDERICK COUNTY PUBLIC SCHOOLS**  
**FREDERICK, MARYLAND**

## INTRODUCTION

The Personal Body Safety Curriculum is the outgrowth of a grant from the Maryland State Department of Education. Parents, enlightened professionals, and communities have increasingly recognized the problem of child abuse and neglect by strangers, acquaintances, and family members as a major social problem. The effects of abuse on the emotional development and well being of its victims can be profound.

Frederick County has numerous reports of child abuse and neglect each year. Victims of physical and sexual abuse often do not exhibit immediate evidence of the trauma they have experienced. Frequently, they tell no one of the incident, accepting the blame and guilt themselves, which often may have an adverse effect on the quality of their lives. For many, it is not until years later that they realize a crime was committed against them over which they had no control.

The decision to implement this curriculum in grade three is based on several variables. Within the developmental process, third graders are exhibiting greater independence and an awareness of sexuality; the power of conscience and guilt and a willingness to please others; and third graders are cognitively capable of processing the information.

The objectives of the Personal Body Safety Unit are to help children recognize:

- Abuse and neglect
- Specific techniques to avoid abuse
- What to do if abused or neglected
- Problem-solving skills for preventing abuse and neglect

Through education our community can begin to eliminate much of the victimization and trauma now experienced by our children.

The information that follows summarizes the objectives of the Personal Body Safety unit, outlines each of the lessons, and includes some of the related resources to be used. Parents are encouraged to preview the videos and all other resources used in the unit at one of the Parent Previews. (Specific information will be sent home in the fall.) If you have additional questions, you may contact Jeannie Schulze, Curriculum Specialist for Elementary Physical Education and Health, at (301) 696-6883, or your child's homeroom teacher.

The Personal Body Safety Unit consists of three to four one hour lessons, taught on consecutive days by the classroom teacher. The unit materials contain many more activities than can be used in the allotted time. Your child's teacher has reviewed the activities and selected those, which are most appropriate for his or her class. Many schools also include "Kids On the Block" puppet presentation, as a follow-up to the unit. This program is provided through the Frederick County Mental Health Association. All 3rd grade teachers attend a mandatory training in-service prior to teaching the unit for the first time.

## **Overview of Goals and Objectives of Lessons**

### **Lesson I**

Goal: Introduction of child sexual/physical abuse and neglect

Objectives:

The student will:

- ✓ Distinguish between comfortable, uncomfortable, and confusing touches
- ✓ Recognize uncomfortable feelings as displayed through body language
- ✓ Identify private parts as those parts covered by a bathing suit
- ✓ Recognize various types of child abuse
- ✓ Recognize examples of neglect
- ✓ Identify at least one person who can provide help at home
- ✓ Recognize that children have basic human needs and a right to receive them

### **Lesson II**

Goal: Recognizing and avoiding sexual abuse and neglect

Objectives:

The student will:

Learn the “No! Go! Tell!” rules

- ✓ Demonstrate the ability to express a variety of appropriate responses to uncomfortable situations
- ✓ Identify at least one person who is a source of help at school
- ✓ Acquire information to determine if a “secret” is good or bad

### **Lesson III**

Goal: To provide appropriate strategies to deal with physical abuse and neglect

Objectives:

The student will:

- ✓ Demonstrate understanding of personal rights
- ✓ Identify specific people in the community who are a source of help
- ✓ Express a variety of appropriate responses to uncomfortable situations
- ✓ Acquire methods for helping others who have experienced abuse and neglect

## **Notes About Lessons**

### **Lesson I**

Students will be given a pretest before beginning the unit (Resource Sheet Q). They will take the same test at the end and results will be compared to see if perceptions have changed.

**Safety, Touch, and Me**  
**\*\*\*Pre and Post Test\*\*\***

	<b>True</b>	<b>False</b>
1. Everyone needs to be touched in comfortable ways.		
2. Everyone has a way of knowing when they are being touched in a way that makes them feel uncomfortable.		
3. When someone touches you in a way that you don't like, you have the power to do something about it.		
4. If someone forces you into being touched, it's not okay.		
5. Sometimes, children are abused by adults.		
6. Boys, as well as girls, are abused.		
7. You have the right to say no to adults who touch you in harmful or uncomfortable ways.		
8. If an adult abuses you, there are other adults that you can tell who will help you.		
9. If someone abuses you, it is not your fault.		
10. You have the right to keep talking, if no one listens when you tell them someone is abusing you.		
11. Abusers are not only crazy "weirdos".		
12. You should tell a trusted adult if someone touches you in ways that feel confusing or upsetting.		
13. Abusers could be anyone.		
14. Abusers need help to stop hurting other people.		
15. Abuse could happen to anyone		
16. Victims of abuse can be any age.		
17. Usually, touch is comfortable.		
18. If someone touches you in a confusing way, you should tell someone.		
19. It's okay to tell someone about bad "secrets".		
20. Most adults want to help you grow up to be healthy, happy, and safe.		

Teachers begin the program with the following explanation:

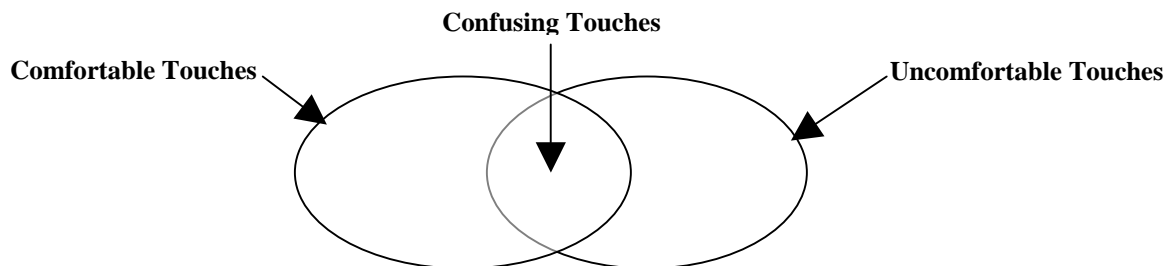
*“Most adults want to help you grow up to be healthy. Most adults try very hard to do this, but there are some adults who do things that are not good for kids.”*

*“Over the next few days we will be talking about some of these adult behaviors that may hurt you. We will also talk about things you or your friends can do if you or they are being hurt.”*

*“You will notice that I have added a Question Box to the room. If you have a question about personal body safety that you do not want to ask aloud you may write it down, without a name, and put it in the box. We will answer these questions each day in class.”*

Students brainstorm answers to “What do you need to survive?” Students usually answer things like food, water, etc. Responses are recorded and those that are determined to be basic human needs are left while the others are crossed out.

The next part is an explanation and discussion of the different types of touches. Responses may be recorded on a class Venn diagram as shown below.



Comfortable touches might be a hug from Mom or Dad. A hug might also be an uncomfortable touch if it is from someone you don't like, for example, an Uncle with a scratchy beard.

Teachers then try to get students to imagine what an uncomfortable feeling feels like to them. Students are asked to close their eyes and pretend they have broken something at home or have done something wrong and now they have to tell their parents. They are asked to describe their feelings. Where in their body do they feel this feeling? Students might mention stomachache, butterflies in the stomach, sweaty palms, headache, heart pounding, etc.

Vocabulary for the unit is introduced. The meanings of the words are determined by matching word cards with definition cards.

## Vocabulary Used With Students

- Comfortable Touch:** is a touch that feels okay, acceptable, warm, makes you feel loved. Remember most touches are comfortable touches. They help us feel good. We need them daily in our lives
- Uncomfortable Touch** is a touch that makes us feel uncomfortable, embarrassed, or “funny” inside. An uncomfortable touch actually may hurt our bodies – not like a spanking, although a spank may hurt. We mean a touch or punishment that can cause severe bruises, broken bones, cuts, or burns. Another example of an uncomfortable touch is when someone touches us where we don’t want them to touch us.
- Confusing Touch:** is a situation in which, sometimes, a good touch can become a bad touch – which makes us feel confused or scared. For example, when we are having fun wrestling but then ask the other person to stop and that person won’t.
- Uncomfortable Feeling:** is a feeling that does not feel right. Students will be asked to give examples.
- Physical Abuse:** this is when a child is hurt badly by someone who is taking care of him/her. (i.e. cuts, bruises, broken bones, and burns.)
- Sexual Abuse:** can be a forced or tricked touch of your private parts, or someone else’s private parts. This can include non-touching.
- Private Parts:** these are the body parts that are covered by your bathing suit.
- Pornography:** this is showing a person’s private parts in magazines, books, television, in the movies, or on the Internet or computer.
- Privacy:** this is your right to be alone.
- Victim:** this is a person who is hurt by another person.
- Neglect:** This is not having what you need to survive.

The first lesson ends with students writing the name of someone they can go to for help at **home** on a bookmark. Names of other trusted people will be added each day.

- Parent's Corner - Suggested discussion openers:
    - So you started the Personal Body Safety Unit today. What do you think? Do you have any questions? OR
    - I was just reading an article about (Internet safety, a child who was physically abused, etc.). What do you think about that? OR
    - I remember when I was a kid and my favorite uncle used to tickle me. But then he wouldn't stop and I didn't like it. Have you ever had a time like that? OR
    - Someone at work was telling me that she was walking through a parking lot at night and got this funny feeling in her stomach. Then she saw a police officer and it turned out to be okay. I think people should listen to that funny feeling they get. What do you think? OR
- One of your own that works better with your child.

## **Lesson II**

Any questions from the Question Box will be addressed and vocabulary will be reviewed. The children will then be shown a video about sexual abuse called "Now I Can Tell You My Secret." The teacher introduces the video by saying,

*"Most adults want to help you grow up to be healthy. Most adults try very hard to do this, but there are some adults who have trouble controlling their behavior and may let this get in the way of what's good for kids. Let's watch a film about Andrew, who learns how to take care of himself. Remember that this video has actors and actresses who will show what happens when some adults have trouble controlling their behavior."*

This video shows Andrew being approached by a neighbor and becoming involved in a situation that makes him feel uncomfortable. The neighbor says that what happens between he and Andrew is their "secret."

Afterwards, the video is discussed and leads into talking about secrets. Some, like surprises, are okay, but others that make you feel bad inside are not okay. The video is referred to during this part of the discussion to show that the boy, Andrew, felt bad at first because his neighbor asked him to keep a secret that was not okay. Students are given examples of good and bad secrets and asked to determine which is which. The **NO! GO! TELL!** concept is introduced by referring back to the lesson the teacher in the video taught. The "NO! GO! TELL! Rule states that if a situation or person makes you feel uncomfortable, you are to say "NO!" in an emphatic voice, "GO!" immediately

away from the situation and "TELL" a responsible adult what has happened. Students have an opportunity to respond to given scenarios practicing NO! GO! TELL!

Students then add the name of a person in the **school** who can help to their bookmarks from the day before.

- Parents' Corner - Suggested discussion openers:
  - What part of personal body safety did you cover today? OR
  - Do you have any questions about the video you saw today? OR
  - I was talking to a friend whose daughter is having friend problems. She found out they were keeping secrets from her. They told her they had to go to work and instead went to see a movie without her. What do you think about that kind of secret? OR
  - What would you do if someone tried to hurt you? OR
  - One of your own that works better with your child.

### **Lesson III**

Questions will be addressed. The video, "Listen To Me", will be shown. This video explores the problem of physical abuse from a child's perspective. It shows that abuse can happen in any family, and that there are sources of help for children. Afterwards the teacher will introduce the discussion phase as follows,

*"Boys and girls, just remember that this film had actors and actresses show what happens when people don't control their anger. Let's talk about the film."*

The "Cause and Effect – Feeling" exercise helps students distinguish between feelings and actions. Students are given feelings such as angry, mad, upset and asked to brainstorm resulting actions. Responses are discussed and the teacher will stress which actions are not okay. Vignettes of not-okay and okay situations are passed out to groups of students. The differences between them are discussed and the class will provide solutions to the given problems.

Much of the unit centers on prevention. The teacher will brainstorm with the children a list of prevention tips. Examples include:

- ✓ Play in a well-lighted area within sight of adults
- ✓ When approached by strangers offering candy, suggesting car rides, or asking the time or direction, the key word is RUN – preferably to home or to the nearest home or neighborhood business where you know the adults. Tell someone what happened.

- ✓ Let your parents know where you are and with whom.
- ✓ Be alert when walking to and from school. Whenever possible, walk with someone else.
- ✓ Be alert when walking to and from school. Whenever possible, go with a parent, brother, sister, or friend.
- ✓ Be cautious with strangers
- ✓ If someone touches you in a confusing or uncomfortable way, say “NO” and tell someone you trust. Remember, your body is your own.
- ✓ If you are on the Internet and someone makes you feel uncomfortable tell an adult.
- ✓ Try not to be alone with anyone with whom you feel uncomfortable.
- ✓ Do not ride with anyone unless your parents know it.

Next, the teacher will post Resource Sheet P – Personal Body Rights.

- The right to say “No” in any unsafe situation
- The right to get away in an unsafe situation
- The right to tell someone about an unsafe situation
- The right to protect your body
- The right to make excuses in an unsafe situation
- The right to be alone when you need some quiet time
- The right to use the bathroom by yourself
- The right to be alone when you take your clothes off. If someone wants to watch you undress, you can say “No”.
- The right to say who touches you.

Your body belongs to you and no one has the right to touch you in a way that makes you feel uncomfortable. It’s okay to say no and to tell someone about it.

Students will get out their “People Who Can Help” bookmarks and add to the list any other person(s) in the **community** who could help them.

The unit ends with students completing the posttest (see Resource Sheet Q). Any additional questions will be addressed at this time or as they arise in the future.

- Parents' Corner - Suggested discussion openers:
  - Now that you've finished Personal Body Safety, what do you think was the most important thing you learned? OR
  - What do you think would be some good safety rules for our family?  
OR

- You know I was really angry at (fill in a person) the other day. It was really hard not to yell at him/her. But I counted to ten and got my patience back. Do you have any strategies you use when you get angry?  
OR
- You saw a video about physical abuse today. I heard that sometimes children laugh when the girl hits the doll. Maybe they don't understand. Why do you think she was doing that? (Note - The girl is supposedly doing to her doll what her mother has done to her.) OR
- One of your own that works better with your child.

## CONCLUSION

We hope you have found this Parent Guide to the 3<sup>rd</sup> Grade Personal Body Safety Unit helpful. Once again, you are encouraged to attend one of the two Parent Preview Sessions held during the fall. Our goal is to increase protection of children through their expanded knowledge, empowerment, and continued awareness of safety skills. Frederick County Public Schools supports your efforts to raise happy, healthy children.