

Child Protection Unit Primary Lesson Guidelines

Lessons/ Year Level	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Reception	<p>Concept: Touching Rule</p> <p>Skill: Knowing your body is yours Being able to use the Touching Rule</p> <p>Vocabulary: Never touch and Touch only with Permission</p>	<p>Concept: Touching Rule</p> <p>Skill: Knowing your body is yours Being able to use the Touching Rule</p> <p>Vocabulary: Never touch and Touch only with Permission</p>	No further lessons until year one.			
Year 1	<p>Concepts: Identifying Safe Touch</p> <p>Skills: Students will be able to identify safe, caring touches.</p> <p>Vocabulary:</p>	<p>Concept: Identify Unsafe Touch</p> <p>Skills: Students will be able to: • Identify the ways that a safe touch is different from an unsafe touch.</p>	<p>Concept: Touching Rule</p> <p>Skills: Students will be able to identify and learn how to use the touching rule.</p> <p>Vocabulary:</p>	<p>Concept: Safety Steps</p> <p>Skills: Students will be able to: • Identify the 3 safety steps – say no, get away, tell an adult.</p>	<p>Concept: What to do when someone breaks The Touching Rule</p> <p>Skills: Students will be able to: • Identify the touching rule. • Demonstrate</p>	

	<p>safe, unsafe, touch, love, caring, body</p>	<ul style="list-style-type: none"> • Practice assertive skills - how to say "no". <p>Vocabulary: unsafe</p>	<p>rule, body parts</p>	<ul style="list-style-type: none"> • Identify adults children can talk to if someone breaks the touching rule. • Learn that it is never the child's fault if someone breaks the touching rule. <p>Vocabulary: rules, body parts, adults</p>	<p>what to do if someone breaks the touching rule.</p> <ul style="list-style-type: none"> • Learn to keep telling an adult until someone listens. 	
Year 2	<p>Concept: Identifying Safe and Unsafe Touch</p> <p>Skills: Students will be able to identify safe touches and unsafe touches. Vocabulary: safe touch, unsafe touch, body parts</p> <p>Vocabulary: safe touch,</p>	<p>Concept: The Touching Rule</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify safe touch. • Identify private body parts. • Show an understanding of the touching rule. • Learn who helps keep you clean 	<p>Concept: Secrets</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Learn how to tell adults. • Identify adults they can tell. <p>Vocabulary: trust, secrets</p>	<p>Concept: Whom to tell/Safety Steps</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify the safety steps. • Identify whom to tell. <p>Vocabulary: fault, bystanders</p>	<p>Concept: Using the Touching Rule and Safety Steps</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Tell about touching secrets. • Identify adults they can tell. • Understand that it is never too late to tell. • Understand that it is never a child's 	

	unsafe touch, body parts	and healthy Vocabulary: body parts (use anatomical words), hygiene, healthy, doctor			fault.	
Year 3	<p>Concept: Identify Safe and Unsafe Touch</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify safe, caring touches. • Identify unsafe touches. <p>Vocabulary: review of safe / unsafe</p>	<p>Concept: Identifying Unwanted Touch</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify unwanted touch. • Say "No" to touches they don't want. <p>Vocabulary: unwanted touch, boundaries</p>	<p>Concept: The Touching Rule and Safety Steps</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify private body parts. • Demonstrate understanding of the Touching Rule. • Identify and apply the safety steps. • Identify adults to tell if someone breaks the touching rule. 	<p>Concept: Whom to tell and Assertiveness</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify adults they can ask for help. • Ask for help on behalf of a friend. • Identify appropriate times to talk to adults. 	<p>Concept: Secrets about Touching</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Learn to tell about touching secrets. • Learn how to tell an adult. <p>Vocabulary: secrets</p>	
Year 4	<p>Concept: Identify Safe,</p>	<p>Concept: The Touching</p>	<p>Concept: Telling Touching</p>	<p>Concept: Learning to be</p>	<p>Concept: Learning to be</p>	

	<p>Unsafe and Unwanted Touch</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Verbally identify what the types of touch are. • Say, “No” to unwanted and unsafe touches. <p>Vocabulary: unsafe, safe, unwanted, preference</p>	<p>Rule and Safety Steps</p> <p>Skills: Skill: Students will be able to:</p> <ul style="list-style-type: none"> • Identify their private body parts. • Demonstrate an understanding of the Touching Rule. • Identify the Safety Steps. • Practice the Safety Steps. <p>Vocabulary: private body parts (breasts, vulva, vagina, buttocks, penis)</p>	<p>Secrets (Whom to tell and why)</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Tell about touching secrets. • Identify a variety of people they can turn to for help. • Understand that it is never too late to tell touching secrets. <p>Vocabulary: secret</p>	<p>Assertive and Stand up for Yourself</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate verbal assertiveness skills (say no in a strong tone of voice). • Demonstrate non-verbal assertiveness skills (stand up straight, look at the person, strong tone of voice). <p>Vocabulary: assertiveness, confidence</p>	<p>Assertive and Stand up for Yourself</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate verbal assertiveness skills (say no in a strong tone of voice). • Demonstrate non-verbal assertiveness skills (stand up straight, look at the person, strong tone of voice). <p>Vocabulary: assertiveness, confidence</p>	
Year 5	Concept: Identify Safe, Unsafe and Unwanted Touch	Concepts: Identify Safe, Unsafe and Unwanted Touch The Touching	Concept: The Touching Rule and Safety Steps	Concept: The Touching Rule and Safety Steps	Concept: Assertiveness Skills	Concept: Whom to Tell and Why it is Important; Whom to Trust and Who

	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify types of touch. • Identify private body parts (vagina, vulva, penis, buttocks, breasts—or any body part that you want to keep private. Could be the body parts that are covered by a bathing suit or other articles of clothing.) • Identify strategies for saying no to unsafe and unwanted touch. • Identify how someone feels by looking at clues (face expression, body language, and listening to 	<p>Rule</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify types of touch. • Identify private body parts (vagina, vulva, penis, buttocks, breasts—or any body part that you want to keep private. Could be the body parts that are covered by a bathing suit or other articles of clothing.) • Identify strategies for saying no to unsafe and unwanted touch. • Identify how someone feels by looking at clues (face expression, body language, and listening to 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify private body parts. • Demonstrate an understanding of the Touching Rule. • Identify trusted adults whom they can tell if someone breaks the Touching Rule. • Understand that it is NEVER a child's fault if someone breaks the Touching Rule. • Identify the safety steps. <p>Vocabulary: fault</p> <p>Skills: Students will be able to:</p>	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify private body parts. • Demonstrate an understanding of the Touching Rule. • Identify trusted adults whom they can tell if someone breaks the Touching Rule. • Understand that it is NEVER a child's fault if someone breaks the Touching Rule. • Identify the safety steps. <p>Vocabulary: fault</p> <p>Skills: Students will be able to:</p>	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Discuss why it is important to report if someone has broken the Touching Rule. • Identify whom they can tell. • Identify traits of people who are trustworthy. • Practice assertiveness skills when reporting that someone has broken the Touching Rule. • Know they need to report to an adult when a friend is in trouble or has been hurt. • Know that after they are safe, it might help to talk more about the touching problem 	<p>can Help</p> <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Name safe/unsafe situations. • Use the steps to avoid or get away from unsafe situations. • Name assertiveness skills. • Use assertiveness skills. <p>Vocabulary: avoid, assertiveness</p>
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	<p>what the person is saying to you).</p> <ul style="list-style-type: none"> • Name one thing they could do differently if they notice someone doesn't like what they are doing. <p>Vocabulary:</p> <ul style="list-style-type: none"> • safe, unsafe, unwanted touch • preference • empathy • body part names: breasts, vulva, penis, buttocks, vagina (as is appropriate for your school setting) 	<p>what the person is saying to you).</p> <ul style="list-style-type: none"> • Name one thing they could do differently if they notice someone doesn't like what they are doing. <p>Vocabulary:</p> <ul style="list-style-type: none"> • safe, unsafe, unwanted touch • preference • empathy • body part names: breasts, vulva, penis, buttocks, vagina (as is appropriate for your school setting) 	<ul style="list-style-type: none"> • Demonstrate verbal and nonverbal assertiveness skills. • Understand that they have the right to be assertive and say no. <p>Vocabulary:</p> <p>tone of voice, assertiveness, passive, aggressive</p>	<ul style="list-style-type: none"> • Demonstrate verbal and nonverbal assertiveness skills. • Understand that they have the right to be assertive and say no. <p>Vocabulary:</p> <p>tone of voice, assertiveness, passive, aggressive</p>	<p>with a trusted adult. The adult may be a teacher, counselor, a psychologist or a family member or friend. It's important to know the right time to discuss this with your trusted adult friend.</p> <p>Vocabulary:</p> <p>respect, personal space, boundaries, privacy</p>	
Year 6	<p>Concept: Identify Safe and Unsafe Touch</p> <p>Skills: Students will be</p>	<p>Concept: The Touching Rule and Safety Steps</p> <p>Skills: Students will be</p>	<p>Concept: Whom to Tell and Why it is Important; Whom to Trust and Who can Help</p> <p>Skills: Students will be</p>	<p>Concept: Relationships and Assertiveness</p> <p>Skills: Students will be</p>	<p>Concept: Secrets and Responsibilities</p> <p>Skills: Students will be</p>	

	<p>able to:</p> <ul style="list-style-type: none"> • Name safe/unsafe situations. • Use the steps to avoid or get away from unsafe situations. • Name assertiveness skills. • Use assertiveness skills. <p>Vocabulary: avoid, assertiveness</p>	<p>able to:</p> <ul style="list-style-type: none"> • Identify private body parts. • Demonstrate an understanding of the Touching Rule. • Identify trusted adults whom they can tell if someone breaks the Touching Rule. • Understand that it is NEVER a child's fault if someone breaks the Touching Rule. 	<p>able to:</p> <ul style="list-style-type: none"> • Discuss why it is important to report if someone has broken the Touching Rule. • Identify whom they can tell. • Identify traits of people who are trustworthy. • Practice assertiveness skills when reporting that someone has broken the Touching Rule. • Know they need to report to an adult when a friend is in trouble or has been hurt. <p>Vocabulary: respect, personal space, boundaries, trust</p>	<p>able to:</p> <ul style="list-style-type: none"> • Identify healthy and unhealthy relationships. • Recognize that every relationship is different. • Name assertiveness skills. • Use assertiveness skills. • End harmful relationships. • Ask for help in ending harmful relationships. <p>Vocabulary: relationship, healthy, unhealthy, assertiveness, critical, manipulative, controlling, self esteem</p>	<p>able to:</p> <ul style="list-style-type: none"> • Tell about touching secrets. • Identify a variety of people they can turn to for help. • Understand that it is never too late to tell touching secrets. • Use assertiveness skills in reporting a touching secret. <p>Vocabulary: secret, fault, threaten, assertiveness</p>	
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