

Out of Harm's Way (OHW) Lesson Plans – Grade 5

Pre- and Post-Program Assessment – Grade 5

Complete these statements:	Choose from:
1. A _____ is physical or verbal intimidation, coercion, or terrorization.	A. assertive
2. _____ means persecuting, threatening, or harming someone else.	B. bribe
3. Sexual predators manipulate potential victims through a calculated process called _____.	C. bullying
4. You should never accept a _____ in exchange for doing something you don't want to do.	D. grooming
5. A _____ is a trick or lie used by sexual predators or abductors to victimize children/teens.	E. abduct
6. Someone who expresses their needs and limits firmly, clearly, and respectfully is _____.	F. lure
7. To _____ means to kidnap.	G. threat

Pre- and Post-Program Assessment – Grade 5 Answers

Complete these statements:	Choose from:
1. A <u>G</u> is physical or verbal intimidation, coercion, or terrorization.	A. assertive
2. <u>C</u> means persecuting, threatening, or harming someone else.	B. bribe
3. Sexual predators manipulate potential victims through a calculated process called <u>D</u> .	C. bullying
4. You should never accept a <u>B</u> in exchange for doing something you don't want to do.	D. grooming
5. A <u>F</u> is a trick or lie used by sexual predators or abductors to victimize children/teens.	E. abduct
6. Someone who expresses their needs and limits firmly, clearly, and respectfully is <u>A</u> .	F. lure
7. To <u>E</u> means to kidnap.	G. threat

GRADE 5 – LESSON 1 – Safe or Unsafe? The Right to Know

Key Message

Personal safety is presented in terms of children's rights.
Students practice distinguishing between safe and potentially unsafe situations, behavior, and people, an important skill needed for their increasing independence

Objectives – Students will be able to

Discuss the 4 Personal Safety Rights
Distinguish between over-compliance and self-protective behavior
Choose safe solutions to potentially unsafe situations

Lesson

Give your child the Pre-Program Assessment handout and complete the matching exercise. Tell your child their answers will help you identify what terms and concepts they already know and on what areas you need to spend more time.

Personal Safety Rights Discussion

Ask your child – Did you know that in our country your rights are protected by laws?

Review and discuss definitions of

Bill of Rights – states your rights and privileges, such as freedom of speech

United Nations/UNICEF Children's Protection Rights – states that governments have a responsibility to make sure children's rights are respected, protected, and fulfilled, including your right to be protected from all forms of violence or abuse.

The right to be safe from abuse is an important part of "personal safety". Have you heard that term before? Often, people hear "personal safety" and think of fire safety or street safety. Review the additional types of safety.

Harmful tricks, deception, and manipulation – includes your right to be loved without anything being taken from you and your right to get your needs met without any trade-offs or return favors.

Bullying – being singled out, discriminated against, persecuted

Harassment – being annoyed, stalked, pestered, aggravated

Threatened – being physically or verbally intimidated, coerced, or terrorized

Discuss Personal Power

Knowing and communicating your wants and needs
Creating healthy boundaries in relationships
Resisting being manipulated/bullied/pressured to do something

Review Your Child's Personal Safety Rights

Your right to know – to gain knowledge or information about personal safety

Your right to tell – to ask for help and not keep secrets that can harm you

Your right to say no – to be assertive, to respect yourself, to understand and use your Personal Power

Your right to decide – to follow rules, show good judgment, and be trustworthy

Which of the rights above are especially important to you and your family?

What rights did your parents have when they were children?

How have things changed now that they are parents?

What is one thing you and your family want to discuss more the next time you sit down together?

Examples – Read and discuss

You are home by yourself. The doorbell rings so you go to the door to answer it. Is this a safe or unsafe response?

You are home by yourself. The doorbell rings. Since you don't have permission to have a friend over or to open the door when you are home alone, you ignore the person at the door. When the doorbell is quiet again you look out the window to make sure the person has left and then check the back door or other entry points to the house.

Create other examples based on your own home situation and house rules.

GRADE 5 – LESSON 2 – Breaking the Barriers – The Right to Tell

Key Message

Abusers count on their victims remaining silent and use an arsenal of techniques to keep them isolated from help. This lesson is designed to help children be less vulnerable to abusers' manipulations and overcome common barriers to telling a trusted adult.

Students will be less intimidated by potential abusers if they have practiced what to say if someone tries to prevent them from getting help.

Objectives – Students will be able to:

Identify barriers that make it hard to seek help

Overcome these barriers and speak up for themselves and act self-protectively

Go to a trusted adult when they are confused, fearful, or are being abused

Lesson

Discuss the following questions:

What are examples of secrets that are OK to keep?

Secrets that everyone is meant to find out about – a gift or a good surprise

What kinds of secrets should you tell a trusted adult?

Secrets that make you feel afraid or confused or secrets that contain a bribe or a threat

If you keep this a secret, I will buy you something you really want

If you tell, no one will believe you

If you tell, you'll get in trouble

There are three words that are clues when not to keep a secret. Identify the words from the previous question. If you hear those three words, it means that someone is trying to trick you into keeping the secret. Tell someone right away.

If you tell

Whom should you tell if you have a secret that bothers or frightens you?

A trusted adult such as a parent, teacher, grandparent, friend

Can you think of at least two people you could tell? Name them. Every child needs a trusted adult they can turn to because some problems are too big to deal with alone.

Some abusers know tricks that can stop children from getting help from trusted adults. Who are these people?

Bullies, people who physically threaten you, people who trick and manipulate you into doing something you don't want to do

These people are abusing your right to feel safe and secure.

Breaking through Barriers – Six tricks abusers use to isolate their victims from getting home

These tricks are sometimes called lures because they are designed to trick their victims, much in the same way a fishing lure is designed to trick fish into biting its hook. A lure is never harmless. There is always a hook attached to it, although it may be disguised to look harmless.

Review the barriers and discuss possible responses your child could make. A suggested possible response is given.

Attention – when an abuser shows a child extra attention, spending a great deal of time with him/her, showing interest in every detail of his/her life. The abuser's goal is to make the relationship matter so much to the child that when he begins to act inappropriately – perhaps touching the child where he shouldn't – the child will allow it for fear of losing the parts of the relationship that he/she enjoys.

Possible Response – I like that you want to spend time with me, but I want to hang out with people my own age, too. Also, I don't think it's a good idea that we spend so much time alone. I want to include other people too.

Affection – when an abuser pretends to care for a child and convinces the child that he is the only person who loves him/her. When the child tries to stop the abuser's inappropriate behavior or end the relationship, the abuser says he won't love the child anymore if he/she doesn't cooperate. The threat of losing the abuser's love will often make it hard to the child to break free of the relationship.

Possible Response – You say you care for me, but your idea of showing affection is trying to put your hands where they don't belong. When I say no, you don't listen. That doesn't sound very caring to me. Leave me alone!

Bribes/Gifts – carefully selected gifts that are hard for the child to say no to that are used as rewards for tolerating abusive treatment or keeping it secret.

Possible Response – Hey, I appreciate the gift, but I don't keep secrets. If that's your condition for giving it to me, you can have it back.

Guilt – this form of manipulation makes the child believe that he/she must keep the abuser happy or not "cause" him to be unhappy.

Possible Response – I'm sorry if you are unhappy about my decision not to go. But, you're putting too much pressure on me. I'm not responsible for whether or not you have a good time, and I don't like you pretending that I do.

Threats – this barrier is used to scare or intimidate the child into keeping quiet. Bullies are very good at convincing their victims that terrible things will happen if they tell anyone about what happened.

Possible Response – Leave my brother out of this! There is no way I'm going to let you hurt him or scare me into keeping quiet. People should know how low you will go to get what you want, and I'm going to make sure they do!

Power – when someone abuses their role or authority to keep a child from telling anyone what's going on. The child becomes convinced that he/she must keep the abuse quiet because of who the abuser is and how much power he has.

Possible Response – You shouldn't be threatening me or my family, especially someone in your position! Maybe you can take advantage of someone else, but I am not about to keep quiet.

Of the lures/barriers listed, which ones could you easily spot?

Which ones do you think would be hard to recognize? Why?

Which ones would be hardest to resist? Why?

Review the Pre- and Post-Assessment sheet. What changes would you make to your original answers?

Suggested parent resource book – Raising Careful, Confident Kids in a Crazy World

Paula Statman, M.S.W.

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