

Out of Harm's Way (OHW) Lesson Plans – Grade 6

Pre- and Post-Program Assessment – Grade 4-5-6

Complete these statements:	Choose from:
1. A _____ is physical or verbal intimidation, coercion, or terrorization.	A. abduct
2. _____ are the physical and interpersonal limits you set with others to maintain healthy and safe relationship.	B. aggressive
3. Someone who exerts power over others to get their way is _____.	C. assertive
4. _____ means persecuting, threatening, or harming someone else.	D. bribe
5. A popular way of communicating online is using _____.	E. bullying
6. An abductor uses _____ to exert unhealthy influence or control over another person for his/her own benefit.	F. grooming
7. _____ is the term used to describe someone who is at risk for harm.	G. harassment
8. Sexual predators manipulate potential victims through a calculated process called _____.	H. instant messaging
9. You should never accept a _____ in exchange for doing something you don't want to do.	I. lure
10. A _____ is a trick or lie used by sexual predators or abductors to victimize children/teens.	J. manipulation
11. Someone who has been hurt, assaulted, or molested is called a _____.	K. personal boundaries
12. Someone who expresses their needs and limits firmly, clearly, and respectfully is _____.	L. threat
13. To _____ means to kidnap.	M. victim
14. _____ means annoying, stalking, pestering, or aggravating someone else.	N. vulnerable

**Pre- and Post-Program Assessment – Grade 4-5-6
Answers**

Complete these statements:	Choose from:
1. A <u> L </u> is physical or verbal intimidation, coercion, or terrorization.	A. abduct
2. <u> K </u> are the physical and interpersonal limits you set with others to maintain healthy and safe relationship.	B. aggressive
3. Someone who exerts power over others to get their way is <u> B </u> .	C. assertive
4. <u> E </u> means persecuting, threatening, or harming someone else.	D. bribe
5. A popular way of communicating online is using <u> H </u> .	E. bullying
6. An abductor uses <u> J </u> to exert unhealthy influence or control over another person for his/her own benefit.	F. grooming
7. <u> N </u> is the term used to describe someone who is at risk for harm.	G. harassment
8. Sexual predators manipulate potential victims through a calculated process called <u> F </u> .	H. instant messaging
9. You should never accept a <u> D </u> in exchange for doing something you don't want to do.	I. lure
10. A <u> I </u> is a trick or lie used by sexual predators or abductors to victimize children/teens.	J. manipulation
11. Someone who has been hurt, assaulted, or molested is called a <u> M </u> .	K. personal boundaries
12. Someone who expresses their needs and limits firmly, clearly, and respectfully is <u> C </u> .	L. threat
13. To <u> A </u> means to kidnap.	M. victim
14. <u> G </u> means annoying, stalking, pestering, or aggravating someone else.	N. vulnerable

GRADE 6 – LESSON 1 – What’s My Lure? The Right to Know

Key Message

Personal safety is presented in terms of children’s/teens’ rights.
Students use critical thinking skills to identify manipulative and deceptive behavior used by predators

Objectives – Students will be able to

Discuss the 4 Personal Safety Rights
Identify the lures, lies, tricks, and ploys used by predators

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?

Breaking through Barriers – Six tricks/lures 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.
ISBN – 0-9640042-2-4

GRADE 6 – LESSON 2 – Self-Respect and Personal Power – The Right to Say No

Key Message

- Students explore the link between self-respect and Personal Power
- Students get a better understanding of when and how to say no
- Students practice how to exercise their Personal Power in situations where they are asked to make a choice

Objectives – Students will be able to:

- Explain the link between self-respect and the ability to say no
- Understand and rely on the power of self-respect in guiding their actions and maintaining healthy personal boundaries
- Participate in skill building opportunities that require them to say no to their peers and adults

Lesson

Discuss and review the terms self-esteem and self-respect

The terms self-respect and self-esteem are often used interchangeably but are not the same. Self-esteem is largely conditional. Nearly always, people rate or esteem themselves on the basis of certain achievements. Related, but not identical, is self-respect, which is broadly defined as liking, valuing, and accepting oneself. Self-respect is not dependent on other people. People with self-respect like themselves because of who they are, not because they can or cannot do something. Most people want to keep their self-respect and will act in ways that allow them to keep it.

Review the Cycle of Self-Respect and Personal Boundaries chart.

Introduce the term boundaries by asking your child to compare the boundaries on a basketball court with the boundaries a person has.

What are the similarities and differences between the two kinds of boundaries?

Personal boundaries aren't noticeable unless you express them with your body language, words, or actions

If you drew your personal boundaries, would they be dots or dashes or would they be solid lines?

Benefits of Building Solid Personal Boundaries

- Make it difficult for others to take advantage of you
- Make it clear to others who you are
- Help you say no in situations where you must make a choice

What other benefits can you think of?

What Message are you Sending?

Words that Build Boundaries

- Stop
- I don't want to.
- I don't do that.
- I can't do what you are asking.
- No, it's against my beliefs.

Words that Blur Boundaries

- Don't do that, OK?
- Maybe.
- I'm not sure.
- Well, since it's really important to you.
- OK, maybe just this time.

What differences do you notice between the words and phrases on the left and words and phrases on the right?

What other words or phrases does your family use? Which column would they go in?

Role play situations where your student says no to one of the following people:

- A person their own age
- An older teen
- An adult
- Someone they don't know

Have your student keep a log of how often they say no, in what situations, to whom, and for what reasons. They can also track the outcomes of these situations. Periodically review together.

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