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Katharine Blythe, School Counselor, Meadowvale Elementary School
Helen Ellenby, School Counselor, Emmorton Elementary School
Stacey Grimm, School Counselor, Bel Air Elementary School
Sarah Guy, School Counselor, North Harford Elementary School
Diane MacKenzie, School Counselor, Red Pump Elementary School
Mildred Santana, School Counselor, Deerfield and Abingdon Elementary School
Mary K. Malone, Supervisor of School Counseling
Personal Safety – Child Abuse and Neglect Prevention

RATIONALE

Child abuse occurs at every socioeconomic level, crosses ethnic and cultural lines, and is found within all religions and at all levels of education. Incidents of reported child physical abuse, sexual abuse, psychological maltreatment, and neglect have increased significantly in the United States. According to the Centers for Disease Control and Prevention (CDC), there were 676,000 victims of child abuse and neglect reported to child protective services (CPS) in 2016. A non-CPS study estimated that 1 in 4 children experience some form of child abuse or neglect in their lifetimes and 1 in 7 children have experienced abuse or neglect in the last year. About 1,750 children died from abuse or neglect in 2016. The total lifetime economic cost of child abuse and neglect is estimated at $124 billion each year. Experts estimate that the actual number of abuse and neglect incidences is greater than reported.

Child abuse and neglect have been found to be cyclical in nature, repeated in family systems from generation to generation. Research shows that a large percentage of abusive parents were abused as children. Only through early prevention education is there hope to recognize and intervene in child abuse and neglect.

Prevention education is most effective when it begins early in the student’s educational experience and should include the following elements: teaching skills for self-protection with opportunities to practice, instruction in the definitions of abuse and neglect, and the promotion of positive and appropriate interactions between children and adults. An important component of prevention education is the disclosure and appropriate reporting of incidents. Consideration must be given to adapting child abuse and neglect prevention instruction for students with special needs.

This curriculum guide has been developed and revised to assist school personnel with child abuse and neglect prevention instruction in grades one, three, and five.
Personal Safety – Child Abuse and Neglect Prevention

This Personal Safety - Child Abuse and Neglect Prevention curriculum revision has been developed as part of a continuing effort to provide Harford County students with the knowledge and skills required to become contributing members of our society.

Abused and neglected children may be found in almost every school in the country. Recent research data indicates that more than half of the children who are abused and neglected are of school age, and educators are in the unique position of having sustained daily contact with children. Educators serve as facilitators of the growth of children and are aware of the interrelationship of the academic, emotional, and physical development of children. Therefore, educators must take the proactive role of providing and supporting child abuse and neglect prevention programs.

Child abuse and neglect can have lifelong implications for victims, including on their well-being. While the physical wounds heal, there are several long-term consequences of experiencing the trauma of abuse or neglect. A child or youth’s ability to cope and even thrive after trauma is called “resilience,” and with help, many of these children can work through and overcome their past experiences.

This curriculum guide has been developed as one tool which educators can use in the prevention of child abuse and neglect. Educators are further encouraged to explore the broad range of educationally relevant materials pertaining to this difficult issue. Such activities will increase the knowledge and skills necessary for students to become safe and productive members of our society.

Sean W. Bulson, Ed.D.
Superintendent of Schools
The Personal Safety – Child Abuse and Neglect Prevention Curriculum Guide is to be used when Harford County Public Schools personnel conduct child abuse and neglect prevention education programs in the elementary schools. The major portion of this guide includes lesson plans and activities for teaching the skills necessary for students to keep themselves safe from child abuse and neglect.

It is essential that classroom teachers and school counselors be sensitive to students’ maturity and emotional readiness when dealing with content regarding child abuse and neglect. The goal of any instruction on the prevention of child abuse and neglect should be not only to inform students about facts and teach skills, but also to integrate information about healthy behaviors and personal responsibility into a broader context of living. Students must be encouraged to apply what they learn, to practice prevention strategies, and to discuss the issues with their parents, family, and friends. It is only through the cooperative efforts of the school and community that incidents of child abuse and neglect will be reduced.

Only those persons who have received appropriate professional development may provide this instruction.

The following guidelines are provided to assist schools in the implementation of the program:

- Conduct faculty and staff awareness and training programs.

- Notify parents in writing of the Personal Safety – Child Abuse and Neglect Prevention program. (Letter template provided). Provide opportunities for parents to preview any materials used.

- Provide the instruction to classroom-size groups of students.

Deliver the curriculum while another adult, such as the classroom teacher, is present in the classroom during instruction.
1st Grade Unit Vocabulary:

1. **Personal Safety Rules:** Say “No” in a strong voice. Get away to a safe place. Tell an adult you trust.

2. **Good Touch:** A touch that feels comfortable, warm, and okay inside.

3. **Bad Touch:** A touch that hurts or is scary. A bad touch can result in an injury to the body.

4. **Confusing Touch:** A touch that makes you feel uncomfortable. A confusing touch may start out okay but end up not being okay.

5. **Adult:** Someone over 18 who can help you. (Parent or relative, teacher, school counselor, police officer, school nurse, adult store clerk, daycare provider, etc.)

6. **Private:** Belonging to one’s self; not public.

7. **Private Parts:** Parts of the body covered by a bathing suit.

8. **Safe Secret:** A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.

9. **Unsafe Secret:** A secret that you feel unsafe and uncomfortable keeping because it could hurt you or someone else.

10. **Touching Rule:** No one can touch our private parts except to keep us clean and healthy.

11. **Personal Body Space:** Keeping a safe and appropriate distance between you and the next person.

Office of School Counseling
Adults Who Can Help Me

Directions: Write the names of three trusted adults you can talk to if you have a problem.
1st Grade

“THIS IS A SCRIPTED LESSON, PLEASE FOLLOW”

Introduction/Motivation/Warm-up/Icebreaker:

- Begin by introducing yourself and sharing the lesson’s outcomes.

Say, “Boys and girls, as you know, part of my job is to teach students about what they can do when they have a big problem to solve. A big problem is a problem that makes you feel uncomfortable and scared. A big problem should always be discussed with a trusted adult. Today we will be talking about different types of touches and how they make you feel. I would like to come and greet each of you personally. You can choose to give me a high five, handshake, a knuckle bump, or you can keep your hands flat on your desks to show me you prefer to not greet me with a touch (demonstrate each).” Walk around and greet each student with the touch they prefer or a verbal greeting if they have shown that option.

Lesson/Information (What the Teacher Does):

- Ask, “How did greeting me with your choice of touch make you feel inside?” (solicit responses). Say, “Knuckle bumps, handshakes, and high fives are examples of good touches. Touches that feel comfortable, warm, and okay inside are called good touches. Can anyone give another example of a good touch?” (Hug, kiss, pat on the back) Show students the visual of good touches on the flipchart.

- Say, “There is another type of touch, called a bad touch. A bad touch often hurts your body and makes you feel scared. When we talk about bad touches, we mean touches that are done on purpose to hurt someone, not accidents. If you run and fall on the playground and cut your leg, it might hurt a lot, but it is an accident, not what I mean by a bad touch. A punch or a kick is an example of a bad touch. A bad touch may leave a mark such as a bruise or a cut or hurt you so badly that you might need to visit the doctor. Can anyone give an example of a bad touch?” (slap, shove, hit, bite, scratch, etc.) Show students the visual of bad touches on the flipchart.

- Say, “The last type of touch we are going to discuss is called a confusing touch. A confusing touch starts out feeling okay but then ends up feeling uncomfortable or unsafe. Some examples of confusing touches may be when someone you don’t know gives you a hug, when
someone gives you a high five that hurts, and when someone keeps tickling you after you have asked him or her to stop. (If students gave you high fives, handshakes, or knuckle bumps that were too hard during your introduction, use this time to point out how their touch felt confusing to you.) Ask, "Can you give any other examples of confusing touches?" (any good touch that goes on too long or is too hard and starts to feel confusing) Say, "Think about if someone you didn’t know tried to hug you in the grocery store. How would you feel? It might feel strange and uncomfortable, wouldn’t it? Or if your parents introduced you to someone they knew but you had never met and that person tried to give you a hug or kiss, you might not like it. Confusing touches might not hurt your body, but they do make you feel funny and uncomfortable inside." Show students the visual of confusing touches on the flipchart.

- Say, “Some of you have heard the words said by your teachers, "Be aware of your personal body space." Ask, "What do you think this means?" Solicit responses. Say, "This means to keep a safe and appropriate distance between you and the next person. This is especially important when you are in line. Imagine having a bubble around your body that you don’t want to pop. People pop your bubble when they get too close to you, and you pop theirs when you get too close to them. This makes people feel uncomfortable. Use your bubble when you are walking in the hallways, going to the lunch room, bathroom, recess, specials or assemblies and especially around people you don’t know. This can help us to feel safe, comfortable and to prevent confusing touches. When someone gives a bad or confusing touch, they are getting into your personal space and this is not okay.

- Show Part 1 of It’s Your Body: You’re in Charge! (4 minutes). (Be aware that the video does not use the vocabulary “confusing touch.” Touches go from bad to good, but remind students that confusing touches are in the middle.)

- Play “Three Corners” game where you say a type of touch and students walk to corners of the room that you have designated with the signs to represent each of the three types of touches. Explain that students should think about how they would feel if someone gave them each touch and to determine which corner to go to accordingly. Tell students, “For example, if I say "hug," think about how getting a hug would make you feel. If it would make you feel good or safe, you would go and stand in the corner where it says, ’Good Touch.’ If it would hurt you or
make you feel scared, you would stand in the corner where it says, 'Bad Touch.' If it would feel okay at first but then make you uncomfortable, you would stand in the corner where it says, 'Confusing Touch.'

- Play the game by announcing the following examples of touches and instruct students to go to the corners of their choice:
  - "A handshake when meeting someone new" (good touch)
  - "A pinch" (bad touch)
  - "A very long tickle after you’ve said to stop" (confusing touch)
  - "Hug from a mom or dad" (good touch)
  - "You’re asked to hug someone you do not know well" (confusing touch)
  - "A punch" (bad touch)

- Gather students back together. Say, “Point to the person who owns your body.” (point to yourself) Say, “Yes, you do, and you get to decide what feels good and bad. Your body belongs to you.

- Watch Part 2 of It’s Your Body: You’re in Charge!

- Introduce the Personal Safety Rules and connect them to the three corresponding body movements. Say, “Boys and Girls, there are three things you must remember to do if you ever have a problem that makes you feel uncomfortable, unsafe, or scared. We just learned through watching the video that we can say “No” to touches we do not like. The first thing to do if you receive a touch that feels bad or confusing is to ‘Say ‘No’ in a strong voice.’ (As you say it, lift your arms and make muscles over your shoulders and simultaneously shake your head side to side to indicate “No”). Say, “The second rule is to get away to a safe place.” (As you say this, make your fingers into a walking motion away from your body). Say, “The third rule is to tell an adult you trust.” (Demonstrate by raising one hand in the air as if you need to share something important). Say, “When you trust someone that means you know the person is someone safe who can help you. You can trust most adults you know well and adults who you might not know but who wear name badges in our school, police officers in uniform, and most people who work in stores.” Show the Personal Safety Rules visuals on the flipchart.

Activities (What the Student Does):
Office of School Counseling
1st Grade

- Ask students to stand and repeat the rules in various ways using the movement activities as they say each rule. (Optional: whole group, boys vs. girls, pretending they are using Walkie Talkies in outer space, in a Southern accent, etc. to help them learn the sequence of the rules.)

- Show students the "Adults Who Can Help Me" activity sheets (flipchart page corresponds). Have students turn to a neighbor to brainstorm adults they trust. Distribute activity sheets and circulate as students complete it.

Assessment of the Achievement of the Objective/Outcome:

- Children will be able to repeat the Personal Safety Rules and sequence them in order.
- School counselor will review “Adults Who Can Help Me” activity sheets to determine to the best of their ability whether students were able to list three appropriate adults.

Closure/Summary:

- Say, "Boys and girls, today we learned a very important safety lesson. We learned about different types of touches. We learned that a good touch is a touch that makes us feel good and safe, and a bad touch is a touch that hurts or is scary and can result in an injury to our bodies. A confusing touch is one that makes us feel uncomfortable. A confusing touch may start out okay but end up not being okay."

- Say, “If someone ever touches you in a way that makes you feel uncomfortable or hurts your body, it is not your fault. If someone touches you in a way that makes you feel uncomfortable or hurts you, what should you do?” (Say ‘No’ in a strong voice, get away to a safe place, and tell an adult you trust.) “These are the Personal Safety Rules, and it’s important that we all follow them. Talk to your grown-ups at home about other adults that could help you if you had a big problem. I will see you soon for your next lesson on keeping our bodies safe.”

Office of School Counseling
“THIS IS A SCRIPTED LESSON, PLEASE FOLLOW”

Introduction/Motivation/Warm-up/Icebreaker:

- Begin the lesson by reviewing the material discussed in Lesson One.
- Ask, “Who can name the three types of touches?” (Good, bad, and confusing)
- Say, “Turn and tell your neighbor the three Personal Safety Rules that you should follow if you are touched in a way that makes you feel uncomfortable or hurts you?” (Say “No” in a strong voice, get away to a safe place, tell an adult you trust).
- Have students stand up and say the three Personal Safety Rules with you as they use the movements that accompany each rule (lift arms over head and flex muscles while shaking head “no”, fingers moving in front of you in a walking motion, and raising hand).
- Show touches sorting activity on flipchart with pictures of different types of touches. Explain that students’ jobs are to think about how each touch might make them feel. Ask for volunteers to come up and move each picture into the appropriate column. Discuss how some touches could be good or confusing, depending on who is giving the touch (whether you know and are close to the person) and how long the touch lasts. Invite students to come up and sort the touches.

Lesson/Information (What the Teacher Does):

- Lead a discussion about the meaning of the word “private” and what is a safe secret or unsafe secret.
  - Ask, “Who owns your body?” (We do)
  - Say, “That’s right; you are the owner of your body. That means that if someone asks you to do something that makes you feel uncomfortable, you can say, ‘No.’”
  - Ask, “What does the word ‘private’ mean?” (something not everyone should see or hear)
  - Say, “When something is private that means that it belongs to us and is not public or for everyone else to see or hear.”
    - Examples:
      - When we use the bathroom in school, we shut the door for privacy.
      - We might write our thoughts down in a diary or journal that we don't share with others.
      - We might have a secret hideout in our yard.
      - Some people like to send text messages instead of talking on the phone with someone so that others do not hear the conversation.
    - Ask, “Can you think of other examples?”
1st Grade: Lesson 2

- Say, "There are also places on our body that we consider private. Private parts are the places on our body covered by a bathing suit." Show flipchart illustration.
- Say, "In some cultures women’s faces and heads and men’s heads are considered private. They keep them covered when they are outside. In other cultures, people cover their arms and legs all the time." Show slide with pictures of Muslim woman, Amish family, Orthodox Jewish children, and children in traditional Hindi dress clothes. Tell students that these are just some examples.
- Say, "You can decide what to keep private by covering it up by clothing, but the parts of our bodies covered by a bathing suit are private for everyone."
- Show the bathing suit coloring activity sheet. Explain that students will get a copy to share with their parents/guardians and color at home.
- Say, "Boys and girls, if someone ever touches your private parts for no good reason like to keep you clean or healthy, then you need to follow the three Personal Safety Rules. What are the three safety rules again?" (Say “No,” in a strong voice, get away to a safe place, tell an adult you trust). Demonstrate with accompanying movements.
- Ask, "Who can tell me what a secret is?" (wait for responses) A secret is something you share with a small number of people. Just like there are different types of touches, there are also different types of secrets."
- Say, "There are two types of secrets: safe secrets and unsafe secrets. What do you think a safe secret is? (wait for responses). What do you think an unsafe secret is? (wait for responses). A safe secret is a secret that makes you feel safe and comfortable keeping because it is not hurting you or anyone else, like a surprise party being planned. An unsafe secret is a secret that makes you feel uncomfortable keeping because it could hurt you or someone else, like a secret about someone getting hurt on purpose."
- Ask, "How do you know when someone tells you a secret that it is a safe secret? Listen to your body’s clues. How does a safe secret make you feel?" (good, happy)
- Ask, "How do you know when someone tells you a secret that it is an unsafe secret? How does an unsafe secret make you feel?" (bad, scared, uncomfortable)
- Say, "If a secret makes you feel uncomfortable or confused, like when you or someone else is in danger or hurt, then you need to make sure to talk to a trusted adult about the secret."
- Show the flipchart slides of safe and unsafe secrets and have students indicate with a thumbs up if they think the secret is safe or a thumbs down if they think the secret is unsafe. There is an explanation of each slide in the notes section.
- Watch Part 3 of It’s Your Body: You’re in Charge! (6 minutes)
• Discuss “The Touching Rule.” Say, "The touching rule says that no one can touch our private parts except to keep us clean and healthy. Who might have a good reason to touch our private parts?" (parent, doctor, nurse) Remind students that if someone breaks the touching rule (like the piano teacher in the video), children must follow the Personal Safety Rules and make sure to tell an adult they trust as soon as possible. Connect the discussion about secrets by highlighting that the piano teacher in the video asked the little girl to keep an unsafe secret that scared her.

Activities (What the Student Does):

• Ask students to turn and tell a neighbor what they learned today.
• Distribute “If someone touches me in a way that makes me feel uncomfortable, I will: …” activity sheet to students and explain that they should write or draw the three Personal Safety Rules. There is a corresponding flipchart page for students to use as a guide for spelling. Provide assistance to students as needed.

Assessment of the Achievement of the Objective/Outcome

• School counselor will determine whether students can correctly differentiate between safe and unsafe secrets by their participation (thumbs up and down) in the secret scenarios.
• School counselor and/or classroom teacher will review each student’s worksheet to determine if the Personal Safety Rules were correctly listed.

Closure/Summary:

• Say, “Today we reviewed the three important Personal Safety Rules. Turn and tell a friend the rules in order.”
• Ask all students to stand up and recite the Personal Safety Rules with the corresponding motions.
• Say, "We also learned about the private parts of our body. Those are the parts covered by a bathing suit. Remember, our bodies belong to us, and no one has a right to touch our private parts unless they have a good reason, such as to help keep us clean or healthy. That’s the Touching Rule. It’s very important that you tell an adult you trust if someone ever touches you in a way that makes you feel hurt, scared, or uncomfortable.”

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• Distribute the bathing suit coloring activity sheets to students to take home with them.
• Remind the class how to decide if a secret is safe or unsafe (how it makes them feel) and that even if someone tells them not to tell an unsafe secret, it is important that they still find and tell an adult they trust.
• Tell students that although this is their last personal safety lesson in first grade, the school counselor is always available to speak with them if they have questions, concerns, or need to talk to someone about a problem.
If someone touches me in a way that makes me feel uncomfortable, I will:

1) 

2) 

3)
The Touching Rule: No one can touch our private parts except to keep us clean and healthy.
Personal Safety – Grade 3 – Lesson 1

EMBARRASSED

CONFIDENCE

Buddy System

Going places in pairs for safety and fun.

Stranger

Someone you don't know

FEELING AWKWARD, SILLY, CONFUSED OR ASHAMED

FRIEZE

UNCOMFORTABLE

FEELING SCARED

Believing in yourself. I got this!
3rd Grade: Lesson 1

Introduction/Motivation/Warm-up/Icebreaker: (5 minutes)

- Use Wordle (for now in the flipchart; however, possible for students to create their own in Wordle page if they have individual access to technology) to review the vocabulary words learned in first grade. While words are up on the screen, have students discuss in groups what they remember about each vocabulary word.
- Also, revisit hand motions that go along with the Personal Safety Rules from first grade (show strong arm muscles and shake head “no”, fingers walking across palm of hand to show get away to a safe place, and raise hand to indicate telling an adult).

Lesson/Information (What the Teacher does):

- After reviewing first grade vocabulary words tell students, “Today, we will be watching a McGruff Video about Stranger Danger. McGruff is the crime dog whose job it is to teach children about keeping themselves safe.” Ask students the following:

  1. “What do you think about when you hear the word ‘stranger’?”
  2. “What do you know about strangers?”
  3. “Are all strangers dangerous? Why or Why Not?”

  Say, “Think about these questions while watching the video and how would you react in the same situations as the characters in the video.”

- Say, “Before we watch the movie, I want to share some vocabulary with you that we will learn about in the video. I will give you an activity sheet, and I want you to put a tally mark the first time you hear each of the vocabulary words while you are watching the video.”
- Hand out house activity sheet and read each of the vocabulary words aloud as students point to each with their fingers.

- Play the video.

- When the video is finished, ask:

Office of School Counseling
3rd Grade: Lesson 1

- "In the video, what happened with Javier and Steve? Which vocabulary word was used in this situation?" (They felt uncomfortable. They used the buddy system.)
- "In the video, what did the man and woman in the car offer Sarah try to get her to come closer?" (circus tickets for helping them find a lost cat)
- "Do you think Sarah responded in the right way?" (Yes, you should never accept anything from a stranger or ever get into a car with a stranger.)
- "In the video, what happened with Greg? Which safety strategies did he use?" (He yelled and ran away to a safe place. He used a family code word.)

- **Say**, "I call the situations we just watched in the video, 'Tricky Situations.' Any idea why I might call them that?" (pause for responses). **Say**, "A tricky situation is one that makes you feel uncomfortable such as receiving a confusing touch, being told an unsafe secret or being approached in a way that makes you feel uneasy."

- **Say**, "As we saw in the video, one of the best ways to protect yourself in tricky situations is to run to a safe place or to a safe adult. What are some places you can think of that you could run to if you needed to get away from an uncomfortable situation?"

**Activities (What the Student does):**

- Students will make tally marks the first time they hear each of the vocabulary words in the video.
- Students will complete the house folding vocabulary activity sheet by folding along the dotted lines and then cutting along the bold line (if time allows).

**Assessment of the Achievement of the Objective/Outcome:**

- Ask students to demonstrate the Personal Safety Rules with hand motions to a partner.

**Closure/Summary:**

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3rd Grade: Lesson 1

- Students are encouraged to take folded houses home and share with their new vocabulary terms discussed with their families.
- Encourage students to consider creating a family code word (that they do not share with anyone unless their parents say it is okay) and coming up with a “family plan” for addressing where the student should go in their neighborhood if approached by a stranger.

Enrichment/Differentiation/Remediation:

- Students can make their own Wordles related to new or reviewed information from this lesson.
Introduction/Motivation/Warm-up/Icebreaker:

- Review the first lesson by saying, “The last time I came in, we talked about the three Body Safety Rules. Who can tell and show me what they are using the hand motions?” (Say, “No” *in a strong voice, get away to a safe place, tell adult you can trust.*
- Review McGruff video about keeping yourself safe in tricky situations.
- Give each student a copy of the “Safe People” activity sheet (tech option: have students access student resource sheet and complete electronically, non-tech option print activity sheet) and ask them to write down ideas about where they could go and responsible adults who might be able to help them in each of the four places listed (store, movie theater, in your neighborhood). They can work individually or in pairs to write down their ideas. You can help them brainstorm by saying, “When you’re inside a store, where in the store could you go if you are not near your parents/guardians and you feel uncomfortable?” (*front of store, cash register*). Ask, “Which adult inside the store might be a safe person for you to ask for help?” (*cashier, someone working there wearing a uniform or badge, security officer*). Give students several minutes to brainstorm and write ideas and then call on volunteers to share out for the whole group for each place listed.

Lesson/Information (What the Teacher does):

- **Say**, “Today we will work with a partner and discuss different tricky situations that could occur. We will use the safety strategies we learned to determine what we could do in each tricky situation.”

- Pass out “Tricky Situation Scenarios” activity sheets and show students that you have printed safety strategies on the back for them to reference.
- Read “Scenario 1” aloud, and ask students what strategies they would use in this situation.
  - **Scenario 1**: “You are walking in your neighborhood, and a car drives up alongside of you slowly. Someone rolls down the window and asks you where you are going and if you want a ride. What should you do? Why?” Discuss strategies students share and ask them to write them down.
- Tell students, “Now you will work with a group to discuss five more tricky situations and identify the strategies to use if you were in that situation.” Put students into groups of three to four.
- Have students work with their group members to discuss scenarios and safety strategies for 5-7 minutes.

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Bring group back together, call on groups to read each scenario aloud, and discuss the strategies students could use for each scenario.

After Scenario #4, define the word harassment. Say, “Harassment means to annoy or bother in a constant or repeated way. Harassment is against school rules and should be reported to a trusted adult.”

Say, “Just like we discussed tricky situations in the real world, we also need to talk about tricky situations on the internet. How many of you go online on a tablet, computer, or cell phone?” (pause for a show of hands). Ask, “Who can think of some tricky situations that could occur online rather than in person?” (discuss ideas such as someone using inappropriate language, someone asking for pictures or personal information or asking to meet up with a child in person).

Activities (What the Student does):

- Students will identify Safe People in tricky situations
- Students will work in groups to discuss scenarios and safety strategies they could use.

Assessment of the Achievement of the Objective/Outcome:

- Ask students to share some safe people they can go to if they feel uncomfortable.
- Collect students’ activity sheets and review to determine if students were able to list appropriate places to go/people to approach to ask for help.

Closure/Summary:

- Say, “Sometimes strangers try to talk to children online, and they might ask them to do something that makes them uncomfortable or ask to meet up with them in person. It is important that you tell your grown-ups at home right away if someone does or says something online that makes you feel uncomfortable. It is NEVER okay to meet up with someone you have met online unless your family knows them and say it is okay.”
- Tell students that there are internet safety tips on the “Safety Strategies” handout on the back of the scenarios page.
- Have students stand up and play Mingle, Mingle with the three Personal Safety Rules.
Grade 3, Lesson 2

- The students wander slowly around the room while saying, “Mingle, mingle, mingle.”
- The counselor says, “Stop!” every so often and asks students to say and show the student closest to them the three personal safety rules and accompanying hand motions.
- Continue for a few minutes, as time allows.

Enrichment/Differentiation/Remediation:

- Students could role-play their responses to strangers if approached and asked to go somewhere with them.
SAFE PEOPLE

Name: __________________________

Directions: Work with a partner to write where you can find safe people if you feel like you are in a tricky situation.

Store:

Movie Theater:

In Your Neighborhood:
Tricky Situation Scenarios

Tricky Situation #1
You are walking in your neighborhood, and a car drives up alongside of you slowly. Someone rolls down the window and asks you where you are going and if you want a ride. What should you do? Why?

Tricky Situation #2
You are walking home from the bus stop when a person in your neighborhood who you recognize but do not know their name, tells you that your parents have asked them to come pick you up. What should you do? Why?

Tricky Situation #3
Your parents go out to dinner, and you are at home with a new babysitter. The babysitter wants to give you a bath and help wash your body. You are old enough to take a bath or shower by yourself. What should you do? Why?

Tricky Situation #4
A friend in your class always goofs around and playfully punches you in the arm. You don’t like it because it hurts. You want your friend to stop, but you don’t want your friend to think you are a “baby.” What kind of touch is this? What should you do?

Tricky Situation #5
Your best friend tells you that he or she brought a lighter to school, but he or she does not want you to tell anyone. Would this be a safe or unsafe secret? What should you do?

Tricky Situation #6
You are on the computer and someone asks you for your name and wants to meet you in person. The person says not to tell anyone about the plan to meet up. Would this be a safe or unsafe secret?

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Grade Three/Lesson Three

Student Objective/Outcome:

- Students will learn new internet vocabulary.
- Students will demonstrate acquisition and integration of body safety rules for the internet.
- Students will identify effective ways to stay safe on the internet.

ASCA Mindsets and Behavior for Student Success: K-12

College- and Career-Readiness Standards for Every Student Category 1: Mindset Standards

- M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards

- B-LS 1. Demonstrate critical-thinking to make informed decisions
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Resources:

- "Internet Safety for 3rd Grade" PowerPoint presentation
- "Internet Safety Pledge"
- "3-2-1" Assessment Page

- Link: http://www.netsmartz.org/Presentations/Kids_3_5
- Optional: Websites to share with students and parents (www.ikeepsafe.org), (www.Netsmartzkids.org) or www.isafe.org

Office of School Counseling
Grade 3 Lesson 3

Preparation:

- Download PowerPoint from SharePoint
  (https://hcps365.sharepoint.com/sites/StudentServices/SchoolCounselingServices/Elementary/Shared%20Documents/Body%20Safety/3rd/Day%203%203rd%20Internet%20Safety.pptx?d=w51c8a185fac54c9aafce724160b5d615)
  - Visual Step-By-Step directions located on itslearning (Powerpoint directions) under lesson three.
  - Recommended to download to your OneDrive from SharePoint or itslearning. Download speed varies!

- Photocopy “Internet Safety Pledge” (one per student)
- Open PowerPoint in itslearning. When it appears, remember to open “edit presentation” (depending on your internet speed, this could take a few minutes). Select “Edit in PowerPoint.” Click “yes” to allow pop up box. Select “slide show” from tool bar (top). Check volume!

Introduction/Motivation/Warm-up/Icebreaker:

Say, “Today we are going to discuss how to be safe on the internet. How many of you use a device to get onto the internet? Think about what you do online. Think, Pair, Share! (After students turn and talk, invite some to share). Say, “Today, we are going to learn how to be safe using technology by watching and looking at an internet safety presentation.”

Lesson/Information (What the Teacher Does):

- View and discuss the PowerPoint (use Presenters notes as a guide: http://cdn.netsmartz.org/presentersguides/Grades_3_5_Presenters_Guide_2016.pdf

Activities (What the Student Does):

- Have students stop and reflect/give feedback/ask questions/share experiences while you deliver the PowerPoint presentation.

Office of School Counseling
Grade 3 Lesson 3

Assessment of the Achievement of the Objective/Outcome:

- After delivering the presentation, give each student the "3-2-1" handout to complete as an assessment.

Closure/Summary:

- Say, "Today we learned some important information about keeping ourselves safe when going online using technology. Using technology to connect to other people is a lot of fun, but we need to make sure we are following important safety rules. Tell me one new internet safety rule you have learned or will follow when on any electronic device. (Pause for responses).
- Say, "I am going to pass out an internet safety pledge. A pledge is another word for a promise. (Hand out pledges to students). Say, “Let’s read it out loud together. (Read aloud with group). If you agree to follow these rules, sign your name in cursive if you can at the bottom of the paper. Printing your name is fine too. This pledge is yours to bring home and share with your grownups. Remember, if you sign the pledge you are agreeing to follow all the important safety rules. This is our last body safety lesson in third grade. Even though the lessons have ended, I am always here to talk with you about a problem if you need me and so are your teachers and other adults you trust.”

Enrichment:

You can create the examples/scenarios, have the students create the scenarios and ask others in the class to fix them, or simply write how to be safe on the activity sheet.

Give students a computer worksheet with examples/scenarios of what not to do on the internet. Then, have them work in groups to discuss, write, or change the scenarios/examples to make them internet safe.

Office of School Counseling
Unit Vocabulary:

1. **Personal Safety Rules**: Say “No” in a strong voice. Get away to a safe place. Tell an adult you trust.

1. **Good Touch**: A touch that feels comfortable, warm, and okay inside.

1. **Bad Touch**: A touch that hurts or is scary. A bad touch can result in an injury to the body.

1. **Confusing Touch**: A touch that makes you feel uncomfortable. A confusing touch may start out okay but end up not being okay.

1. **Private Parts**: Parts of the body covered by a bathing suit.

1. **Safe Secret**: A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.

1. **Unsafe Secret**: A secret that you feel unsafe and uncomfortable keeping because it could hurt you or someone else.

1. **Stranger**: Someone you don’t know.

1. **Buddy system**: Going places in pairs for safety and fun.

1. **Confidence**: Self-assured; believing in yourself.

1. **Embarrassed**: Feeling awkward, uncomfortable, confused, or ashamed.
1. **Freeze:** To stand motionless; to be unable to move due to fear.

1. **Uncomfortable:** The feeling that something may be wrong; scared.

1. **Internet:** Worldwide system of millions of computers connected together in a network

1. **E-mail:** Electronic mail

1. **Tricky Situation:** A situation that makes you feel uncomfortable such as receiving a confusing touch, being told an unsafe secret or being approached in a way that makes you feel uneasy.

1. **Harassment:** To annoy or bother in a constant or repeated way.
My Rules for Being Safe Online:
I will use the internet in a responsible manner. I will make smart decisions about what I look at, who I talk with, and what I say or write. I pledge to be safe online by using these rules:

1. I will talk with a trusted adult if I see anything that makes me confused, sad, or scared.

2. I will get permission from a trusted adult to share information such as my name, phone number, address, or a picture of me.

3. I will not meet in person with strangers that I have met online.

4. I will respect others when I am online by using polite words.

Sign:__________________________________

3rd Grade Personal Safety: Internet Pledge. Office of School Counseling
### Personal Safety – Grade 5 – Lesson 1

<table>
<thead>
<tr>
<th><strong>I HAVE:</strong></th>
<th><strong>I HAVE:</strong></th>
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<tbody>
<tr>
<td>START</td>
<td>Say “No” in a strong voice. Get away to a safe place. Tell an adult you trust.</td>
</tr>
<tr>
<td><strong>WHO HAS</strong> Personal Safety Rules?</td>
<td><strong>WHO HAS</strong> the definition for Good Touch?</td>
</tr>
<tr>
<td><strong>I HAVE:</strong> A touch that feels comfortable, warm, and okay inside.</td>
<td><strong>I HAVE:</strong> hugs, high fives, handshakes, fist bumps, pat on the back</td>
</tr>
<tr>
<td><strong>WHO HAS</strong> examples of a good touches?</td>
<td><strong>WHO HAS</strong> the definition for Bad Touch?</td>
</tr>
<tr>
<td><strong>I HAVE:</strong> A touch that hurts or is scary. A bad touch can result in an injury to the body.</td>
<td><strong>I HAVE:</strong> kick, slap, cut, trip, pinch, hit, scratch</td>
</tr>
<tr>
<td><strong>WHO HAS</strong> examples of Bad Touch?</td>
<td><strong>WHO HAS</strong> the definition for Confusing Touch?</td>
</tr>
</tbody>
</table>

Office of School Counseling
<table>
<thead>
<tr>
<th><strong>I HAVE:</strong> A touch that makes you feel uncomfortable. A confusing touch may start out okay but end up not being okay.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO HAS</strong> the definition for Private Parts?</td>
</tr>
<tr>
<td><strong>I HAVE:</strong> Parts of the body covered by a bathing suit.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>I HAVE:</strong> A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO HAS</strong> examples of Safe Secrets?</td>
</tr>
<tr>
<td><strong>I HAVE:</strong> birthday parties, presents, and surprise parties.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I HAVE:</strong> A secret that you feel uncomfortable keeping because it could hurt you or someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO HAS</strong> examples of an Unsafe Secrets?</td>
</tr>
<tr>
<td><strong>I HAVE:</strong> secrets about someone being hurt by a student or an adult, bullying, or someone being mean.</td>
</tr>
</tbody>
</table>

<p>| <strong>WHO HAS</strong> the definition for a stranger? |</p>
<table>
<thead>
<tr>
<th><strong>I HAVE:</strong> Someone you do not know.</th>
<th><strong>I HAVE:</strong> to annoy or bother in a constant or repeated way.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO HAS</strong> the definition for harassment?</td>
<td><strong>WHO HAS</strong> the definition for internet?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I HAVE:</strong> Worldwide system of millions of computers connected together in a network.</th>
<th><strong>I HAVE:</strong> a situation in which you feel uncomfortable because of a bad/confusing touch or when asked to keep an unsafe secret.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO HAS</strong> the definition of a tricky situation?</td>
<td><strong>THE END</strong></td>
</tr>
</tbody>
</table>

Office of School Counseling
What’s My Game Plan?

1. Which situation did your group have: # ______________________

2. Is this situation okay or not okay?

3. How do you know?

4. What would you do about this situation?

What’s My Game Plan?

1. Which situation did your group have: # ______________________

2. Is this situation okay or not okay?

3. How do you know?

4. What would you do about this situation?
<table>
<thead>
<tr>
<th>Situation #1</th>
<th>Situation #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of your friends comes to school with a black eye. He tells you his step-dad punished him because he forgot to walk the dog. He asks you not to tell anyone.</td>
<td>A friend tells you that the electricity and water have been turned off at her house again. She and her sister have to huddle under blankets to stay warm. Her dad often “forgets” to pay the bills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation #3</th>
<th>Situation #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are playing an on-line game. One of the players keeps telling “dirty jokes.”</td>
<td>You and your family are at the waterpark. It is time to go home and you are in the changing room. You notice an adult using a cellphone to take pictures of kids while they are changing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation #5</th>
<th>Situation #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your friend's mom works at night. Many nights he is left all alone with nothing to eat. When he wakes up in the morning, his mom is not home. He has to get himself ready for school. Many times he misses the bus.</td>
<td>You twist your ankle playing ball. When you ask your mom to take you to the doctor, she says to rest it for a while and then she'll decide whether to take you or not.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your friend tells you he gets locked in his bedroom for the entire evening whenever he brings home a test with a bad grade. He's not allowed to eat dinner and can't come out of his room until the next morning.</td>
</tr>
</tbody>
</table>
Grade 5, Lesson Three

Have students view Power Point and use Safety Organizer to take notes.

Have students complete and turn in 3-2-1 Assessment Page

Have students review Safety Rules Page and sign.

Resources:

- "Internet Safety for Tweens" PowerPoint (40 minutes)
- Internet Safety Organizer
- Internet Safety Rules pledge

PowerPoint:

www.netsmartz.org/Presentations/Tweens

- Presentation Guide:


- "3-2-1" Assessment Page
- "Internet Safety Pledge"
- Optional: Websites to share with students and parents
  (www.ikeepsafe.org), (www.Netsmartzkids.org )or www.isafe.org
Introduction/Motivation/Warm-up/Icebreaker:

- Use the “I Have, Who Has” activity to review the vocabulary and rules that students would have learned in 1st and/or 3rd grade if they attended a Harford County Public School. (page 5 of flip chart)

Lesson/Information (What the Teacher Does):

School Counselors will use the Personal Safety for 5th grade flipchart.

Page 2: Read Student Outcomes.

Pages 3 & 4: Read slides aloud.

Page 5: “I Have, Who Has” review activity

  o There are 16 cards. Hand out a card to each student or pair/group. It is important to use all the cards in the set.

    The student who has the START card begins by reading his/her card aloud. The student who has the card with the definition then reads that answer aloud: “I have ___.“ This student will then read the question at the bottom of his/her card – “Who has ___?” Then the student with the card that answers the question responds. Every card in the set is connected to a card before it and a card after it. To keep the game moving at a quick pace, all students need to pay attention to every question asked. Play continues in this fashion until all the cards have been played. The game will end when all cards have been read, and the last student who reads will have the card “The End.”

  o Tip: Make two copies of the game: one to cut up for the students and one to keep for the school counselor. The school counselor can track the cards to ensure the students are matching correctly.

Page 6: Slide the leaves to reveal examples of the rights.

  Personal Rights: Everyone has personal rights, such as the right to be safe, healthy, and have his/her basic needs met. Here are some examples of personal rights:

  - The right not to be harmed.
• The right to be clothed, fed and housed.
• The right to have your medical needs met.
• The right to have appropriate supervision.
• 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 have the right to say, “No.”)
• The right to say who can and cannot touch you.

Page 7: **Neglect:** When adults do not provide a child with proper clothing, food, shelter, supervision, and/or medical care.

• (Note: Explain to students that adults not providing exactly the kind of food you want for dinner or not buying you the cool outfit or shoes you want is NOT considered neglect. Neglect occurs when you don’t have ENOUGH food to fill your stomach or you do not have PROPER clothing to cover your body.)

Page 8: **Physical Abuse:** When an adult touches a child’s body in such a way that causes physical harm (i.e., severe bruises, welts, burns, broken bones, or cuts).

Page 9: **Sexual Abuse:** When an adult touches a child’s body or asks a child to touch the adult on the private parts of the body, other than to keep a child clean and healthy.

Page 10: **Sexual Harassment:** Unwelcomed behavior of a sexual nature, which interferes with a person’s right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. (e.g., touching, talking about or writing notes about private parts, telling “dirty” jokes, drawing pictures or making gestures.

Page 11: Show students the video, *McGruff on Self-Protection: Preventing Child Abuse and Neglect.* Prior to video say, “Today we are going to watch McGruff the Crime Dog. The video will take us through each of the three situations we’ve learned about: neglect, physical abuse, and sexual abuse. Watching these situations might make you feel uncomfortable. That feeling you get in your stomach tells you that these things should not happen to children. We will talk about what you watched afterwards.”
Review. Say, “Remember, if any of these situations occur, it is not your fault! If something has happened, talk to an adult who can help. Sometimes it’s hard to talk to an adult about these situations, but your parents, teachers, school counselors, and adults you trust are the people you can tell and it’s important to keep telling until someone believes you.”

Activities (What the Student does):

- Students will view and discuss new vocabulary terms in the flipchart.
- Students will watch and discuss the video.

Assessment of the Achievement of the Objective/Outcome:

- Discuss the video using the following guiding questions:
  - “What are the different types of child abuse discussed in the video?”
    
    (physical abuse, neglect, sexual abuse)
  - “What should you do if you are caught in a potentially harmful situation?” (Say, “No,” get away if you can, and tell an adult you trust. Be believed.)
  - “When should you NOT keep a secret?” (When someone might get hurt)
  - “What are your personal rights?” (right to be safe, healthy, and have your needs met)
  - “When is a child being neglected?” (when the child is not getting proper clothing, food, shelter, supervision, or/and medical care)
  - “How does a bad touch make you feel?” (Bad, uncomfortable, embarrassed, scared, hurt)
  - "What is the difference between spanking and physical abuse?" (spanking doesn’t result in physical injury)

- Say, “If someone touches you in a way or on a place on your body that is not okay, remember you did not do anything wrong. No matter what happened, it’s not your fault! If this ever happens to you, you need to say, “No,” try to get away, and tell an adult that you trust. Sometimes it’s hard to talk to people about these situations, but your parents, teachers, school counselors, and adults you trust are the people you can tell, and it’s important to keep telling until someone believes you.”

Closure/Summary:

- Briefly review the new vocabulary taught. Emphasize the importance of relying on our feelings to indicate that something is not okay.
- Review the three personal safety rules as a class.
Introduction/Motivation/Warm-up/Icebreaker:

Greet students and briefly review the new vocabulary introduced during the first 5th grade lesson.

Lesson/Information (What the Teacher Does):

- Say, “We will begin today by watching the last half of a video about two friends named Rachel and Marla. Marla is having a problem, and the video will begin where she begins to discuss her problem with her friend Rachel. Let's watch to see how Rachel reacts to hearing about the problem and what choices each girl makes.”
- Show a segment of the video, Rachel and Marla (begin video at the library scene and play until the end).
- Discuss the video. To ensure that students understand what to do when a friend shares a secret that they believe is an unsafe secret, ask the following questions:
  - “To whom did Marla feel comfortable telling her secret?”
    
    *(Her friend Rachel)*
  
  - “How did Rachel feel about keeping Marla's secret?”
    
    *(Rachel thought friends should keep each other's secrets and not break a promise. But she also felt uncomfortable keeping it.)*
  
  - “Was Marla's secret a safe secret to keep? Explain.”
    
    *(No. Keeping the secret could hurt someone.)*
  
  - “Did Rachel do the right thing by telling her mom Marla’s secret?”
    
    *(Yes, she told an adult that she trusted.)*
  
  - *Emphasize with students the immediacy of telling unsafe secrets.*
  
  - “Did telling Marla's secret make things better or worse for Marla?”
    
    *(Better, although maybe Marla felt somewhat sad about having to leave her mother. Marla had to live with her grandmother while her mother was learning to be a non-abusive parent.)*

Activities (What the Student does):

- Students will participate in class discussion regarding the video.
Assessment of the Achievement of the Objective/Outcome:

- Students will complete the “What’s My Game Plan?” activity.
- Divide the students into seven groups (if more, you will need to have two copies of the situation cards).
- Give each group one situation card and the “What’s My Game Plan?” organizer.
- Ask students to work as a group to read their situation and complete the organizer.
- After everyone is done, ask each group present their situation to the class. Ask the class if they have any additional suggestions for addressing each situation. (flipchart slide accompanies each situation).

Closure/Summary:

- Review the importance of not keeping unsafe secrets, even if someone instructs us not to tell. Remind students to tell an adult they trust if they or someone they know is asked to keep an unsafe secret.
- Emphasize with students the immediacy of telling unsafe secrets.
- Explain that next time you meet the class will be discussing Internet Safety.

Enrichment/Differentiation/Remediation:

- Have students make a comic strip story emphasizing the important thing(s) they learned about secrets.
Internet Safety Rules

Think Before You Post:
- I will not post negative comments, personal information, or images that can harm myself or others.

Respect Others Online:
- I will post positive, polite, and appropriate information.
- I will not use anyone's information online to hurt them or others.

I Will Defend Myself:
- If I see something that makes me uncomfortable, I will:
  - not respond
  - save the evidence, and
  - talk with a trusted adult

Sign: ________________________________
Internet Safety

List 5 things you never want to share on the internet.
1.
2.
3.
4.
5.

Record 2 things that you found helpful in each area.

Sending

Posting

Talking

Visiting
<table>
<thead>
<tr>
<th></th>
<th>Things I Learned Today ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Things I Found Interesting ...</td>
</tr>
<tr>
<td>1</td>
<td>Question I Still Have ...</td>
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Unit Vocabulary:

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- **Good Touch:** A touch that feels comfortable, warm, and okay inside.

- **Bad Touch:** A touch that hurts or is scary. A bad touch can result in an injury to the body.

- **Confusing Touch:** A touch that makes you feel uncomfortable. A confusing touch may start out okay but end up not being okay.

- **Private Parts:** Parts of the body covered by a bathing suit.

- **Safe Secret:** A secret that you feel safe and comfortable keeping because it does not hurt you or anyone else.

- **Unsafe Secret:** A secret that you feel uncomfortable keeping because it could hurt you or someone else.

- **Stranger:** Someone you do not know.

- **Harassment:** To annoy or bother in a constant or repeated way.

- **Tricky Situation:** A situation in which you feel uncomfortable because of a bad/confusing touch or when asked to keep an unsafe secret.

- **Internet:** Worldwide system of millions of computers connected together in a network.

- **Personal Rights:** Each person has the right to be safe, healthy, and have his/her basic needs met.
- **Physical Abuse:** When an adult touches a child’s body in such a way that causes physical harm (i.e., severe bruises, welts, burns, broken bones, or cuts).

- **Sexual Abuse:** When an adult touches a child’s body or asks a child to touch the adult on the private parts of the body, other than to keep a child clean and healthy.

- **Neglect:** When adults do not provide a child with proper clothing, food, shelter, supervision, and/or medical care.

- **Sexual Harassment:** Unwelcomed behavior of a sexual nature, which interferes with a person’s right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. (e.g., inappropriate touching, talking about or writing notes about private parts, telling “dirty” jokes, inappropriate pictures, and inappropriate gestures.)

- **Geolocation Services:** Feature of an app that shares your location.

- **Cyber Bully:** The use of electronic communication to harm or harass others in a deliberate, repeated, and hostile manner.

- **Cyber Predator:** Someone who uses the internet to take advantage of people.