

Grade 4

Lesson 1: Identifying a Safe Adult

PHE Curriculum

Social and Community Health Competency:

Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations.

Learning Intentions:

I can identify safe adults in my environment.

I can differentiate between Keep and Speak Secrets.

Activate: Who is a Safe Adult Activity

Safe adult sign at front of room. Unsafe adult sign at back of room. Read statements and have students (in pairs) move to the appropriate sign based on the qualities described.

Statements:

An adult who is caring but you feel uncomfortable around.

An adult who demonstrates appropriate boundaries by knocking on the door before entering.

An adult who gives you gifts but touches your private parts.

An adult who asks you to play games that seem weird and inappropriate – games you would feel embarrassed to tell other people about.

An adult who helps you when you need it.

An adult who asks you to do things that other adult would not.

An adult who you have fun spending time with, who listens to you and respects your boundaries.

Acquire:

1. When and Why? Group Brainstorm:

When and Why would we go to a safe adult?

Who are some safe adults (home and community)?

2. Keep and Speak Secrets:

Explain the difference.

Table sort Keep and Speak Secret examples.

Apply:

Think/Pair Share: How do you tell a Speak Secret to a Safe Adult?

- Ie. Blurt out
- Wait and then tell
- Start slowly
- Tell more than one adult

**Reinforce: It can be uncomfortable.

Sometimes adults don't "hear" what you are really saying.

If an adult doesn't seem to hear, tell them again, or tell someone else.

Safe Box Activity Sheet: Name and draw your safe adults.

Exit Ticket: (use sticky notes)

Name a safe adult you could go to and share a Speak Secret.

Give one example of a Keep Secret and one example of a Speak Secret.

Preparation:

Safe and Unsafe Adult Signs for room

Keep and Speak Secret example strips

Sticky notes