

# Seeking Help

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum  
*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

**PS.2.A1.1** – Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched.

**PS.2.A1.2** – Identify parents and other trusted adults they can tell if they are being bullied or teased.

**PS.2.SM.1** – Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable.

**TARGET GRADE:** Grade 2  
Lesson 4

**TIME:** 40 Minutes

## MATERIALS NEEDED:

Handout: "Who Would You Tell"  
– one per student

Pencils, crayons

## ADVANCE PREPARATION FOR LESSON:

Review the Teasing or Bullying? Teacher's Guide in preparation for discussing it with the students.

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Explain that being touched or being forced to touch someone else is never a child's fault. [Knowledge]
2. Identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased. [Knowledge]

## PROCEDURE

**Writing/drawing prompt: May favorite place to be is.....**

**STEP 1:** Introduce the topic by telling students that in the past, the class talked about what to do if someone tried to touch you or get you to touch them in a way that made you feel yucky or uncomfortable. You also talked about being teased or bullied and what to do if you are being teased or bullied. Ask the class: "Can anyone remember what some of the things are that a kid can do if these things happen to them?"

**Note to the Teacher:** Responses may include: tell the other person to stop, walk away or find an adult and tell them what happened. If students don't say it, make sure to include that it is important to tell an adult that they trust. (3 minutes)

**STEP 2:** Tell the class, "If you're having yucky or uncomfortable or mixed up feelings, *that's another clue* that you need to tell a trusted adult. How do you know if something feels uncomfortable?" Take a few responses and continue with "Those yucky or mixed up feelings are your body's way of telling you that something may be wrong or unsafe." Ask students to raise their hands if they have ever had a yucky feeling about something. Tell them that a lot of times, people feel their yucky or mixed up feelings in their belly or in their chest. Ask students where they feel *their* yucky feelings. (3 minutes)

**STEP 3:** Tell students that being touched without their permission or being bullied or teased or hurt is NEVER a kid's fault. Then give the following scenarios and have students respond out loud. The answer is NO to all of them.

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- Is it the child's fault if someone touched the private parts of their body?
- Is it the child's fault if someone made the child touch the private parts of their body?
- Is it the child's fault if someone touched the child's private parts and the child didn't tell them "No?"
- Is it the child's fault if someone touched the child's private parts and the child didn't try to get away?
- Is it the child's fault if the child took a present or money from the person who touched him?
- Is it the child's fault if the person who did it tells the child it's her fault?
- Is it the child's fault if it didn't actually hurt?
- Is it the child's fault if someone bullied or teased the child or pushed the child or hit the child or hurt the child some other way and the child promised that they wouldn't tell?
- Is it the child's fault if the child didn't try to stop it?
- Is it the child's fault if the child kept it a secret for a long time?

At some point, a child is likely to recognize that "The answer is always no!" Tell them they are absolutely right!! (3 minutes)

**STEP 4:** Tell the class some families might have things they keep private. Things like where people's parents work, people's money, where people were born, or who they have relationships with may be just family business. That's different than if someone asks you not to tell anyone about touching or bullying or teasing. That is an important clue that you should tell! Next, give the students the following scenarios and ask them what they should do. The answer to all of these situations is to **tell an adult you trust**. It may not be necessary to state all of the scenarios on this list. You may pick several until the students catch on. At some point a student may say "You always tell" to which you can respond "You are right. How smart you all are" or "I can see that I can't trick you."

"What should you do if another kid or a teenager:"

- bullies you?
- keeps teasing you even though you tell them to stop?
- hits you, or pushes you down, or hurts your body in some other way?

"What should you do if an older kid or a teenager or an adult:"

- *touches* the private parts of your body?
- *tries* to touch the private parts of your body but you stop them?
- makes you touch the private parts of their body?
- *tries* to make you touch the private parts of their body but you don't?

"What should you do if someone who did something that made you feel uncomfortable or yucky:"

- tells you not to tell?
- says they will hurt you if you tell?
- makes you promise not to tell?
- gives you a present or money so you wouldn't tell?
- says it's a special secret just between the two of you?
- says that nobody will believe you if you tell?
- says that you won't be able to live at your house anymore if you tell?
- says that all kids do this but none of them talk about it?

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- says that you will get in trouble if you tell?
- did this to you a long time ago, but it's not happening any more?
- didn't actually do it to you, but your friend told you that it happened to them?

(4 minutes)

**STEP 5:** Tell students that the best way to stop unwanted touching or bullying or teasing is to tell a trusted adult about it. This is not a problem that kids can solve by themselves. They need help from adults. Tell them that if they do tell a trusted adult but the abuse keeps happening, tell another trusted adult. Keep telling until the abuse stops. Say

“Don't worry if you're not sure how to tell an adult about something that is making you feel uncomfortable or yucky, There are lots of ways you can tell. It's the adult's job to listen and figure out what you're trying to tell them.” Ask students: “If you are not sure how to tell an adult you can say ‘I have something important to tell you but I don't know how to say it.’ The adult can help you figure it out.” Ask “What are some other ways you can tell an adult about something bad or yucky that is happening to you or did happen to you if you are embarrassed or nervous or don't know how?” Let the students call out different approaches to telling an adult.

**Note to the Teacher:** *If students don't come up with many, you can suggest some additional ones like, “What about writing a note that says, ‘I need to talk’ or ‘I need help,’ having a friend or sibling with you, etc.*

Tell students that there are always adults who know what to do to help them. Tell them that you know what to do, other teachers know what to do, their parents and other people outside of school *might* know what to do or they might not know what to do. That's why sometimes you have to tell more than one adult. Someone at school will always know what to do. (7 minutes)

**STEP 6:** Hand out a worksheet with the title “Who Would You Tell?” Read them the following poem out loud:

If you ever feel sad and blue,  
and need someone to talk to,  
you'd need someone to lend an ear,  
who'd let you talk – who'd want to hear.

Even if it was really hard to say,  
they'd never turn you away.  
No matter what you had to tell,  
they'd stay calm – they wouldn't yell.

They'd be there to help you out,  
they'd stand by you without a doubt.

It is a big person's job to keep  
your body safe and sound  
so if you ever need a helping hand  
to come around  
Who would you tell? Who would it be?  
Who is in your circle of body safety?

(Themamabeareffect.org)

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Tell students that just like the poem says they are to fill in each circle either by writing the name of a trusted adult they could tell or by drawing their face. Tell them to try to think of at least one trusted adult who is in their family, and one who is not in their family (also encourage them to think of an adult at school as school employees are mandated reporters). After about 15 minutes, ask for volunteers to name one of the trusted adults who they could tell that they chose for their list and to say why they picked them.

Tell the students to remember that if they tell an adult and the adult doesn't know how to help them or can't help them, they should tell another adult that they trust until someone does listen. That's why it is so important to have more than one trusted adult. Tell students that if they didn't finish their worksheets they should do that at home with help from their families. (20 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Through the activity "Is it the kids' fault?" the teacher can assess student understanding by hearing the children answer "no" to all of the questions and/or hearing a student conclude that the answer is always "no" to this question.

After students fill out their worksheets, the teacher can hear each student name someone on their trusted adult list and the reasons why. If there is not enough time to hear from every student, the teachers can have students put their names on their worksheets and hand them in when they are finished at the end of class or the next day if they finish them at home, to assess if the students were able to name one trusted adult who is in their family (usually parent or guardian) and one trusted adult at school or elsewhere outside of their family.

***Note to the Teacher:** While it is usual and helpful for children to identify their parent or guardian as a trusted adult, if a child understands the lesson but does NOT identify their parent as a trusted adult, this is important information to recognize by the teacher and school staff. A child should not be forced to identify any adult in particular as a trusted adult.*

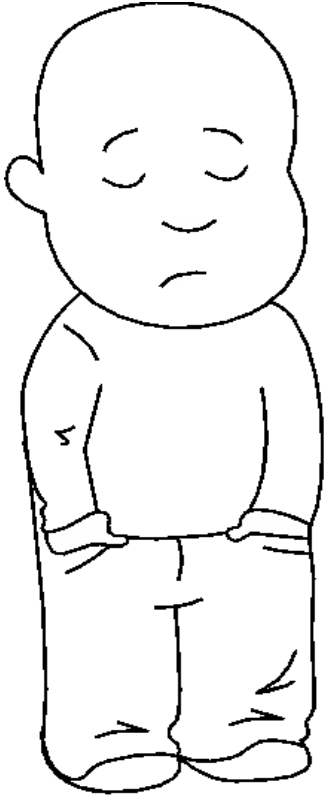
### HOMEWORK:

Have students take their worksheets home and to talk with their parents/guardians about who their list of trusted adults includes and why. Students can also ask for suggestions of other trusted adults they may not have thought of.

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# Who Would You Tell?



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and need someone to talk to,  
you'd need someone to lend an ear,  
who'd let you talk – who'd want to hear.

Even if it was really hard to say,  
they'd never turn you away.  
No matter what you had to tell,  
they'd stay calm – they wouldn't yell.

They'd be there to help you out,  
they'd stand by you without a doubt.

It is a big person's job to keep  
your body safe and sound  
so if you ever need a helping hand  
to come around  
Who would you tell? Who would it be?  
Who is in your circle of body safety?

Let's talk about  
who you could trust to  
help you if you ever  
needed help keeping  
your body safe.

Together, write their  
names, and/or draw their  
faces in the circles.

