

# Elementary Personal Safety Curriculum

Course Title

**Grade:** Kindergarten – Grade 6

**Time/Credit:** One to three class lessons/Grade

**Development/Revision Dates:** Adopted: March 1998  
Revised: December 2006



**Central Bucks School District**

16 Welden Drive  
Doylestown, PA 18901

Adopted by School Board

February 2005

## ***Course Description:***

The goal of the Elementary Personal Safety Curriculum (K-6) is to increase awareness and provide instruction in the area of sexual abuse.

In the same manner that parents and schools teach children about fire, pedestrian and water safety they should teach children to protect themselves from sexual exploitation.

Children have the right of privacy with respect to their bodies. The purpose of this curriculum is to provide information and self protective skills that will enable our children to be more aware and less vulnerable. This curriculum will provide children with the knowledge to recognize threats to their privacy and the skills to take action when it is threatened.

## ***Committee Members:***

Co-Chairpersons: L. Schwartz - Principal  
M. Croyle – Assistant Principal, Elementary Health/PE Liaison

Members: B. Duke  
M. Roe

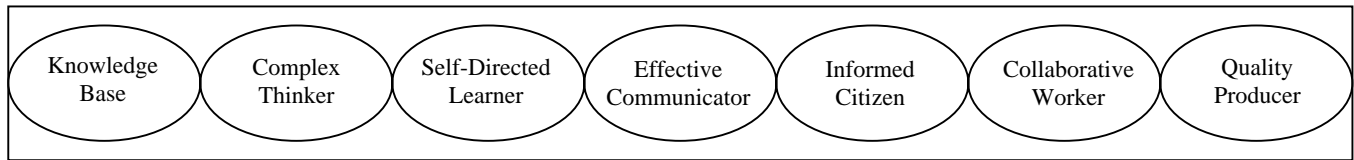


**The Central Bucks Schools will provide all students with the academic and problem-solving skills essential for personal development, responsible citizenship, and life-long learning.**

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# Central Bucks Learning Goals and Subject Area Standards



## District and State Standards Addressed in this Course of Study

### PA Standard 10.3. Safety and Injury Prevention

#### 10.3.3 Grade 3

- A. Recognize safe/unsafe practices in the home, school and community.
  - Safe around people (e.g., safe/unsafe touch, abuse, stranger, bully)
- B. Recognize emergency situations and explain appropriate responses.
  - How to call for help
  - How to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve.
  - Walk away
  - Refusal skills
  - Adult intervention

#### 10.3.6 Grade 6

- A. Explain and apply safe practices in the home, school, and community.
  - Personal safety (e.g., home alone, harassment)
  - Communication (e.g., telephone, Internet)
- B. Describe strategies to avoid or manage conflict and violence
  - Reflective listening
  - Negotiation

## **Course Level Objectives**

- (K) understand the definition of a stranger.
- (K) know that help is available.
- (K) demonstrate the ability to: Say No!, Get A way, and Tell Someone.
- (K-2) understand the difference between a good touch versus bad touch.
- (K-2) know how to seek help if victimized.
- (K-2) be able to identify several "Trusted Adults" .
- (K-4) explain the reason why they should reveal "secrets" that hurt or "confuse" them
- (K-4) be encouraged to discuss the meaning of good touch/bad touch and personal safety with their parents.
- (K-6) understand that it is their right to say "No" to any touch that is uncomfortable or confusing and to tell a trusted adult.
- (K-6) understand that incidents of abuse are never their fault.
- (K-6) realize that their world is usually safe and that most people would not hurt them.
- (3-6) discuss available support systems in the family, school and the community.
- (3-6) describe two (2) threatening situations and what decisions they would make or avoidance/refusal techniques they would employ to remain safe.
- (3-6) demonstrate the ability to identify assaultive behaviors and to distinguish them from appropriate behaviors (good touch/bad touch).
- (5-6) understand that providing personal information over the computer or phone may involve personal risk.
- (5-6) describe three (3) child lures that strangers may use.
- (5-6) understand how to prevent sexual molestation perpetrated by persons known to the child.

# ***Course Level Final Assessments and Portfolio Verifications***

## **Course Level Assessment**

The Elementary Personal Safety Curriculum in the Central Bucks School District provides assessment opportunities to measure students' understanding of the course level objectives. Assessment relies heavily on the observation of student interaction and participation in the varied activities presented at each grade level.

All students will be expected to demonstrate an understanding of the essential behaviors to insure personal safety:

Say No – The Yello Dyno Yell / I Can Say No

Get Away – Take Three Steps Back and Run Like the Wind

Tell Someone – Don't Keep Secrets & Tell Until Someone Listens

It's Never Their Fault

## ***Content and Instructional Time***

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The Central Bucks Personal Safety program is delivered in two to three classroom lessons at each level lasting from 30 to 60 minutes. Curricular materials are organized in a Personal Safety Tub and are circulated among the elementary buildings following an established schedule. Teachers can expect that their school will be assigned one of the seven identical tubs for two months. Materials are boxed by grade level. Grade level or classroom lesson schedules will be established at each building by the principal or her/his designee. Classroom teachers are responsible for the delivery of this curriculum.

In order to ensure appropriate parent involvement with this sensitive content, parent notification must precede instruction. The delivery of this curriculum must also be coordinated with the student support counselor's office. In the event that a child has personal information to share, a counselor should be notified.

### **Content**

### **Instructional Time**

Grades K-1  
Two lessons  
(Optional follow-up video and review)

30-40 minutes each  
45 minutes

Grades 2-3  
Two lessons  
(Optional follow-up video and review)

45 minutes each  
45 minutes

Grades 4-5  
Two lessons  
(Optional follow-up video and review)

60 minutes each  
45 minutes

## Kindergarten: Personal Safety

Standards Addressed	Student Learning Objectives for this Unit	Content Skills and Knowledge	Suggested Learning Activities and Instructional Strategies
<p>PA Standards 10.3.3 A, B, C</p>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• realize that their world is usually safe and that most people would not hurt them.</li> <li>• understand the definition of a “stranger” or “Tricky Person”.</li> <li>• demonstrate the ability to: Say No!, Get Away, and Tell Someone. know that help is available.</li> <li>• know how to seek help if victimized.</li> <li>• be able to identify several trusted adults.</li> <li>• explain the reason why they should reveal “secrets” that hurt or “confuse” them.</li> <li>• understand the difference between a good touch and a bad touch .</li> <li>• be encouraged to discuss the meaning of good touch/bad touch with their parents.</li> </ul>	<p>Understand that most people are good.</p> <p>What is a stranger or “Tricky Person”?</p> <p>What are common lures or tricks?</p> <p>Know personal safety procedures...</p> <p><b>Say No!</b> – Use the Yello Dyno Yell</p> <p><b>Get Away</b> – Take Three Steps Back and Run Like the Wind</p> <p><b>Tell Someone</b> – Always Ask First and Go to the Right Strangers for Help</p> <p>Don’t keep secrets that make you feel uncomfortable or unsafe. Tell until someone listens.</p> <p>Trust your feelings. If you feel unsafe, ask an adult you trust for help.</p> <p>Know that your body is yours and you have the right to set boundaries.</p> <p>Understand that private parts are covered by a bathing suit and if anyone’s touch makes you feel uncomfortable you have the right to say NO!</p>	<p>The teacher and “Yello Dyno” (a large stuffed dinosaur operated by the teacher) discuss nine important safety rules, following a prepared script.</p> <p>Children view video segments of common lures used by strangers and ways to spot “Tricky People”.</p> <p>Children sing songs about the safety rules along with Yello Dyno.</p> <p>Children role-play what to do in dangerous situations and how to get away from “Tricky People”.</p> <p>Name several trusted adults.</p> <p>Optional – view the extended video <i>Can’t Fool Me</i> as a follow-up.</p>

### Unit Modifications

- Children may be provided alternative work if parent chooses to have child not participate
- Private or confidential time with teacher, counselor or parent will be provided for children who seem stressed or concerned by the content of the presentations

### Unit Enrichments

- Draw a safety picture
- Color the activity pages in *Yello Dyno's Fun Way to Safe Kids Song and Lesson Book*
- Guest speakers
- Parent discussion

### Suggested Assessment Techniques for Unit

- Teacher observation
- Role playing
- Class discussion
- Parent letter
- Yello Dyno Parents Quiz and Kids Quiz

### Materials/Technology for Unit

- Yello Dyno Teacher Friendly Lesson Plan Book
- Flashcards
- *Yello Dyno Safety Party* CD
- *Yello Dyno Pro* Video 1 (Lessons 1-2)
- VCR
- CD Player or CD drive on classroom computer
- Optional – *Can't Fool Me* Video/DVD
- Optional – DVD Player

## Grade 1: Personal Safety

Standards Addressed	Student Learning Objectives for this Unit	Content Skills and Knowledge	Suggested Learning Activities and Instructional Strategies
PA Standards 10.3.3 A, B, C	<p>The students will:</p> <ul style="list-style-type: none"> <li>realize that their world is usually safe and that most people would not hurt them.</li> <li>know how to seek help if victimized.</li> <li>be able to identify several trusted adults.</li> <li>explain the reason why they should reveal “secrets” that hurt or “confuse” them.</li> <li>understand that it is their right to say “No” to any touch that is uncomfortable or confusing and to tell a trusted adult.</li> <li>demonstrate understanding of the meaning of good touch versus bad touch .</li> <li>be encouraged to discuss the meaning of good touch/bad touch with their parents.</li> </ul>	<p>Understand that most people are good.</p> <p>What is a stranger or “Tricky Person”?</p> <p>What are common lures or tricks?</p> <p>Know personal safety procedures...</p> <p><b>Say No!</b> – Use the Yello Dyno Yell</p> <p><b>Get Away</b> – Take Three Steps Back and Run Like the Wind</p> <p><b>Tell Someone</b> – Always Ask First and Go to the Right Strangers for Help</p> <p>Don’t keep secrets that make you feel uncomfortable or unsafe. Tell until someone listens.</p> <p>Trust your feelings. If you feel unsafe, ask an adult you trust for help.</p> <p>Know that your body is yours and you have the right to set boundaries.</p> <p>Understand that private parts are covered by a bathing suit and if anyone’s touch makes you feel uncomfortable you have the right to say NO!</p>	<p>The teacher and “Yello Dyno” (a large stuffed dinosaur operated by the teacher) discuss nine important safety rules, following a prepared script.</p> <p>Children view video segments of common lures used by strangers and ways to spot “Tricky People”.</p> <p>Children sing songs about the safety rules along with Yello Dyno and role-play what to do in dangerous situations and how to get away from “Tricky People”.</p> <p>Make a list of several trusted adults.</p> <p>Optional – view the extended video <i>Can’t Fool Me</i> as a follow-up.</p> <p>Follow-up discussion at home is encouraged.</p>

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### Unit Enrichments

- Make a safety poster
- Color the activity pages in *Yello Dyno's Fun Way to Safe Kids Song and Lesson Book*
- Guest speakers
- Parent discussion

### Suggested Assessment Techniques for Unit

- Teacher observation
- Role playing
- Class discussion
- Parent letter
- Yello Dyno Parents Quiz and Kids Quiz

### Materials/Technology for Unit

- Yello Dyno Teacher Friendly Lesson Plan Book
- Flashcards
- *Yello Dyno Safety Party* CD
- *Yello Dyno Pro* Video 1 (Lessons 1-2)
- VCR
- CD Player or CD drive on classroom computer
- Optional – *Can't Fool Me* Video/DVD
- Optional – DVD Player

## Grade 2: Personal Safety

Standards Addressed	Student Learning Objectives for this Unit	Content Skills and Knowledge	Suggested Learning Activities and Instructional Strategies
<p>PA Standards 10.3.3 A, B, C</p>	<p>The students will:</p> <ul style="list-style-type: none"> <li>realize that their world is usually safe and that most people would not hurt them.</li> <li>know how to seek help if victimized.</li> <li>be able to identify several trusted adults.</li> <li>explain the reason why they should reveal “secrets” that hurt or “confuse” them.</li> <li>understand that it is their right to say “No” to any touch that is uncomfortable or confusing and to tell a trusted adult.</li> <li>demonstrate understanding of the meaning of good touch versus bad touch .</li> <li>be encouraged to discuss the meaning of good touch/bad touch with their parents.</li> <li>understand that incidents of abuse are <u>never</u> their fault.</li> </ul>	<p>Understand that most people are good.</p> <p>What is a stranger or “Tricky Person”?</p> <p>What are common lures or tricks?</p> <p>Know personal safety procedures...</p> <p><b>Say No!</b> – Use the Yello Dyno Yell</p> <p><b>Get Away</b> – Take Three Steps Back and Run Like the Wind</p> <p><b>Tell Someone</b> – Always Ask First and Go to the Right Strangers for Help</p> <p>Don’t keep secrets that make you feel uncomfortable or unsafe. Tell until someone listens.</p> <p>Trust your feelings. If you feel unsafe, ask an adult you trust for help.</p> <p>Know that your body is yours and you have the right to set boundaries.</p> <p>Understand that private parts are covered by a bathing suit. If anyone’s touch makes you feel uncomfortable you have the right to say NO!</p> <p>Understand that abuse is never the fault of the child.</p>	<p>The teacher and class discuss ten important safety rules, following a prepared script.</p> <p>Children view video segments of common lures used by strangers, ways to spot “Tricky People”, and how to say “NO!” and “My Body’s Mine, Mine, Mine”.</p> <p>Children sing songs about the safety rules along with Yello Dyno.</p> <p>Children role-play what to do in dangerous situations and how to get away from “Tricky People”.</p> <p>Optional – view the extended video <i>Can’t Fool Me</i> as a follow-up.</p> <p>Make a list of trusted adults.</p> <p>Follow-up discussion at home is encouraged</p>

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### Unit Enrichments

- Make a safety poster
- Color the activity pages in *Yello Dyno's Fun Way to Safe Kids Song and Lesson Book*
- Guest speakers
- Parent discussion

### Suggested Assessment Techniques for Unit

- Teacher observation
- Role playing
- Class discussion
- Parent letter
- Yello Dyno Parents Quiz and Kids Quiz

### Materials/Technology for Unit

- Yello Dyno Teacher Friendly Lesson Plan Book
- *Yello Dyno Pro Video 1* (Video segments 1-5)
- *Can't Fool Me* music CD
- *Can't Fool Me* Video
- VCR
- CD Player
- DVD Player

## Grade 3: Personal Safety

Standards Addressed	Student Learning Objectives for this Unit	Content Skills and Knowledge	Suggested Learning Activities and Instructional Strategies
<p>PA Standards 10.3.3 A, B, C</p>	<p>The students will:</p> <ul style="list-style-type: none"> <li>realize that their world is usually safe and that most people would not hurt them.</li> <li>describe two (2) threatening situations and what decisions they would make or avoidance techniques they would employ to remain safe.</li> <li>discuss available support systems in the family, school and the community.</li> <li>explain the reason why they should reveal “secrets” that hurt or “confuse” them.</li> <li>demonstrate the ability to identify assaultive behaviors and to distinguish them from appropriate behaviors (good touch/bad touch).</li> <li>be encouraged to discuss the meaning of good touch/bad touch with their parents.</li> <li>understand that it is their right to say “No” to any touch that is uncomfortable or confusing and to tell a trusted adult.</li> <li>understand that incidents of abuse are <u>never</u> their fault.</li> </ul>	<p>Understand that most people are good.</p> <p>What is a stranger or “Tricky Person”?</p> <p>What are common lures or tricks?</p> <p>Know personal safety procedures...</p> <p><b>Say No!</b> – Use the Yello Dyno Yell</p> <p><b>Get Away</b> – Take Three Steps Back and Run Like the Wind</p> <p><b>Tell Someone</b> – Always Ask First and Go to the Right Strangers for Help</p> <p>Don’t keep secrets that make you feel uncomfortable or unsafe. Tell until someone listens.</p> <p>Trust your feelings. If you feel unsafe, ask an adult you trust for help.</p> <p>Know that your body is yours and you have the right to set boundaries.</p> <p>Understand that private parts are covered by a bathing suit. If anyone’s touch makes you feel uncomfortable you have the right to say NO!</p> <p>Understand that abuse is never the fault of the child.</p>	<p>The teacher and class discuss ten important safety rules, following a prepared script.</p> <p>Children view video segments of common lures used by strangers, ways to spot “Tricky People”, and how to say “NO!” and “My Body’s Mine, Mine, Mine”.</p> <p>Children sing songs about the safety rules along with Yello Dyno.</p> <p>Children role-play what to do in dangerous situations and how to get away from “Tricky People”.</p> <p>Optional – view the extended video <i>Can’t Fool Me</i> as a follow-up.</p> <p>Follow-up discussion at home is encouraged</p>

### Unit Modifications

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### Unit Enrichments

- Make a safety poster
- Color the activity pages in *Yello Dyno's Fun Way to Safe Kids Song and Lesson Book*
- Guest speakers
- Parent discussion

### Suggested Assessment Techniques for Unit

- Teacher observation
- Role playing
- Class discussion
- Parent letter
- Yello Dyno Parents Quiz and Kids Quiz

### Materials/Technology for Unit

- Yello Dyno Teacher Friendly Lesson Plan Book
- *Yello Dyno Pro Video 1* (Video segments 1-5)
- *Can't Fool Me* music CD
- *Can't Fool Me* Video
- VCR
- CD Player
- DVD Player

## Grade 4: Personal Safety

Standards Addressed	Student Learning Objectives for this Unit	Content Skills and Knowledge	Suggested Learning Activities and Instructional Strategies
PA Standards 10.3.6 A, C	<p>The students will:</p> <ul style="list-style-type: none"> <li>realize that their world is usually safe and that most people would not hurt them.</li> <li>demonstrate the ability to identify assaultive behaviors and to distinguish them from appropriate behaviors (good touch/bad touch).</li> <li>be encouraged to discuss personal safety with their parents.</li> <li>understand that it is their right to say “No” to any touch that is uncomfortable or confusing and to tell a trusted adult.</li> <li>describe (2) threatening situations and what decisions they would make or avoidance techniques they would employ to remain safe.</li> <li>discuss available support systems in the family, school and the community.</li> <li>explain the reason why they should reveal “secrets” that hurt or “confuse” them.</li> <li>understand that incidents of abuse are <u>never</u> their fault.</li> </ul>	<p>Understand that most people are good.</p> <p>What is a stranger or “Tricky Person”?</p> <p>What are common lures or tricks?</p> <p>Know personal safety procedures...</p> <p><b>Say No!</b> – Use the Yello Dyno Yell</p> <p><b>Get Away</b> – Take Three Steps Back and Run Like the Wind</p> <p><b>Tell Someone</b> – Always Ask First and Go to the Right Strangers for Help</p> <p>Don’t keep secrets that make you feel uncomfortable or unsafe. Tell until someone listens.</p> <p>Trust your feelings. If you feel unsafe, ask an adult you trust for help.</p> <p>Know that your body is yours and you have the right to set boundaries.</p> <p>Understand that private parts are covered by a bathing suit and if anyone’s touch makes you feel uncomfortable you have the right to say NO!</p> <p>Understand that abuse is never the fault of the child.</p>	<p>The teacher and class discuss twelve important safety rules, following a prepared script.</p> <p>Children view video segments of common lures used by strangers, ways to spot “Tricky People”, and what to do in dangerous situations.</p> <p>Children sing songs about the safety rules along with Yello Dyno.</p> <p>Children role-play what to do in dangerous situations and how to get away from “Tricky People”.</p> <p>Optional DVD <i>Tricky People</i> may be shown for reinforcement.</p> <p>Follow-up discussion at home is encouraged</p>

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### Unit Enrichments

- Draw a safety picture
- Color the activity pages in *Yello Dyno's Fun Way to Safe Kids Song and Lesson Book*
- Guest speakers
- Parent discussion

### Suggested Assessment Techniques for Unit

- Teacher observation
- Role playing
- Class discussion
- Parent letter
- Yello Dyno Parents Quiz and Kids Quiz

### Materials/Technology for Unit

- Yello Dyno Teacher Friendly Lesson Plan Book
- *Yello Dyno Pro Video 3*
- *Can't Fool Me* music CD
- *Tricky People* DVD
- VCR
- CD Player
- DVD Player

## Grade 5: Personal Safety

Standards Addressed	Student Learning Objectives for this Unit	Content Skills and Knowledge	Suggested Learning Activities and Instructional Strategies
PA Standards 10.3.6 A, C	<ul style="list-style-type: none"> <li>The students will:</li> <li>realize that their world is usually safe and that most people would not hurt them.</li> <li>demonstrate the ability to identify assaultive behaviors and to distinguish them from appropriate behaviors (good touch/bad touch).</li> <li>understand that it is their right to say “No” to any touch that is uncomfortable or confusing and to tell a trusted adult.</li> <li>describe (2) threatening situations and what decisions they would make or avoidance techniques they would employ to remain safe.</li> <li>discuss available support systems in the family, school and the community.</li> <li>understand that incidents of abuse are <u>never</u> their fault.</li> <li>describe three (3) child lures that strangers may use</li> <li>understand that providing personal information over the computer or phone may involve personal risk.</li> <li>understand how to prevent sexual molestation perpetuated by persons known to the child.</li> </ul>	<p>Understand that most people are good.</p> <p>What is a stranger or “Tricky Person”?            What are common lures or tricks?            Know personal safety procedures...  <b>Say No!</b> – Use the Yello Dyno Yell  <b>Get Away</b> – Take Three Steps Back and Run Like the Wind  <b>Tell Someone</b> – Always Ask First and Go to the Right Strangers for Help</p> <p>Don’t keep secrets that make you feel uncomfortable or unsafe. Tell until someone listens.</p> <p>Trust your feelings. If you feel unsafe, ask an adult you trust for help.</p> <p>Always have a buddy.</p> <p>Know that your body is yours and you have the right to set boundaries.</p> <p>Understand that private parts are covered by a bathing suit and if anyone’s touch makes you feel uncomfortable you have the right to say NO! My body’s mine, mine, mine!</p> <p>Understand that abuse is never the fault of the child.</p>	<p>The teacher and class discuss twelve important safety rules, following a prepared script.</p> <p>Children view video segments of common lures used by strangers, ways to spot “Tricky People”, and what to do in dangerous situations.</p> <p>Children sing songs about the safety rules along with Yello Dyno.</p> <p>Children role-play what to do in dangerous situations and how to get away from “Tricky People”.</p> <p>Optional DVD <i>Tricky People</i> may be shown for reinforcement.</p> <p>Follow-up discussion at home is encouraged</p>

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- Color the activity pages in *Yello Dyno's Fun Way to Safe Kids Song and Lesson Book*
- Guest speakers
- Parent discussion

### Suggested Assessment Techniques for Unit

- Teacher observation
- Role playing
- Class discussion
- Parent letter
- Yello Dyno Parents Quiz and Kids Quiz

### Materials/Technology for Unit

- Yello Dyno Teacher Friendly Lesson Plan Book
- *Yello Dyno Pro Video 3*
- *Can't Fool Me* music CD
- *Tricky People* DVD
- VCR
- CD Player
- DVD Player

