



**Department of Teaching and Learning**  
**Family Life Education**

**GRADE: 5**

Lesson 2

Recognizing and Reacting to Harmful Behaviors

**TIME:**

One Class Period



**LESSON FOCUS:** Dealing with threatening or uncomfortable situations.

**STATE STANDARD:**

5.12 The student will recognize threatening or uncomfortable situations and how to react to them.

**DESCRIPTIVE STATEMENT:**

These situations may include walking alone, opening doors to strangers, experiencing sexual abuse or incest, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection and recognition and reporting of threats are identified and stressed. The point is made; however, that most life situations are not threatening.



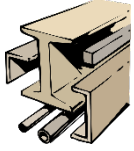
**LEARNING TARGET:**

I will recognize threatening or uncomfortable situations and know how to respond to them.



**KEY TERMS:**

- Stranger
- Safe Stranger
- Assertiveness Skills
- Potentially Harmful Situation



### MATERIALS NEEDED:

- PowerPoint
- Sheet of notebook paper
- First Step in Saying “No” handout
- 3-2-1 reflection sheet
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).



### ENGAGE AND EXPLAIN:

1. PowerPoint - Open the PowerPoint presentation. **(Slide 1)** The lesson will be taught using the presentation with the lesson strategies and activities embedded within the PowerPoint.
2. Using a sheet of notebook paper, students will do a **Quick Write** on as many warning statements their parents have given them. **(Slide 2)**
3. Present new vocabulary. **(Slide 3)**
4. Present student rights concerning unwanted touching information. **(Slide 4)**
5. Present the question, “When someone touches you in a way in which you don’t feel comfortable, who are some trusted adults you could turn to when the situation arises?” Guide students through the **Think/Write/Pair/Share** process. **(Slide 5)**
6. Present how to say “no” when you don’t feel comfortable information and have a few students volunteer to act out responses to potentially harmful situations. **(Slide 6)**
7. How to handle dangerous situations **(Slide 7)**
8. Present assertive techniques information. **(Slide 8)**



### ACTIVE LEARNING:

Hand out the activity sheet, “The First Step in Saying No”. Read the directions to the students, and have them begin each answer by saying, “No,” then complete the statement with what they would say or do to protect themselves. **(Slide 9)**



## **REFLECTION: (3-2-1)**

On a piece of paper:

- List under number one: 3 new things you learned today
- List under number two: 2 things that connected to you in some way
- List under number three: 1 question you have about anything in this lesson. **(Slide 10)**



## **LESSON CLOSURE:**

Remind students they should go home and discuss what they learned today in this lesson. **(Slide 11)**

### **Quick-Write (strategy):**

In response to a teacher prompt or question, students write as much as they can think of until the teacher says to stop.

### **Think/Write/Pair/Share (strategy):**

1. In response to a teacher prompt or question, students THINK
2. Then write a response
3. Share ideas with someone next to them.

### **3 - 2 - 1 (strategy):**

Students summarize some key ideas, rethink them in order to focus on a connection to their lives, and then pose a question that can reveal where their understanding is still uncertain.

Name \_\_\_\_\_

**3-2-1**

***3 New Things You Learned Today:***

**1.**

**2.**

**3.**

***2 Things that Connected To You In This Lesson:***

**1.**

**2.**

***1 Question You Have About Anything In This Lesson:***

**1.**

NAME \_\_\_\_\_

## THE FIRST STEP IN SAYING "NO"

Directions: In each of the following situations, write what you would do or say to protect yourself. Begin each statement by saying "NO."

1. You're playing outside alone. A stranger stops in front of your house and asks you to go with him/her to show him/her how to find a street in your neighborhood.
2. You're walking alone, and someone you are slightly acquainted with offers you a ride home.
3. You're home alone, and someone knocks at the door. He/she tells you he/she needs to enter the house for some reason. Your parents have not told you that anyone is coming.
4. You feel very uncomfortable about the way a family friend is kissing and hugging you.
5. At the shopping mall, someone sees you admiring computer games and tells you to come with him/her to play the games he/she has at home.
6. You're home alone. The phone rings. The person on the other end says he/she knows you are alone. He/she begins to say things that make you feel uncomfortable.