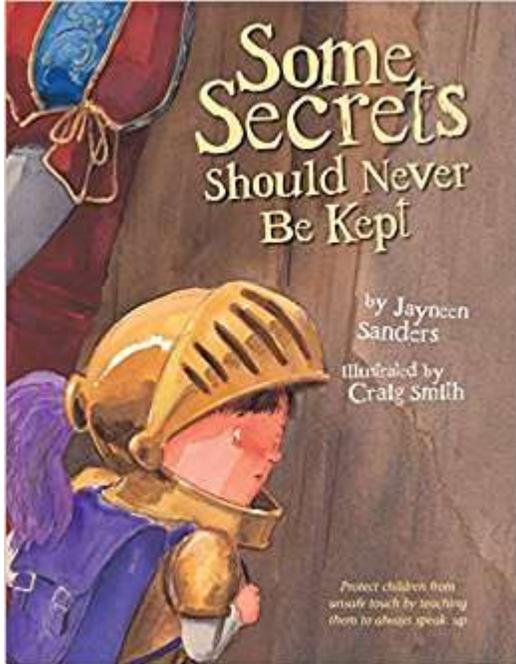


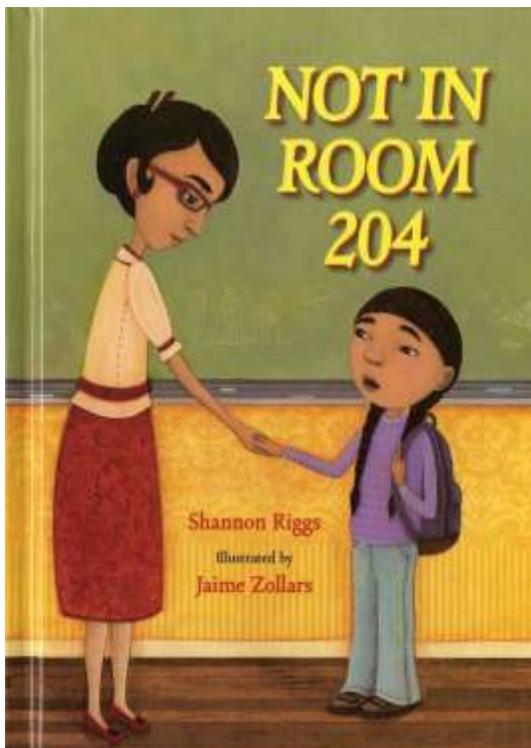
### 3<sup>rd</sup> Grade



“Sir Alfred has a terrible secret. A secret that should never ever be kept. But who will poor Arthur tell? Who can he trust? ... This book was written to provide children with essential skills in self-protection, and to encourage them to always speak up.”

Students discuss safe and unsafe touch, safe and unsafe secrets, and at least 5 adults they could tell an unsafe secret to.

### 4<sup>th</sup> Grade



“Mrs. Salvador is one tough teacher. But Regina Lillian Hadwig, a very quiet student, doesn’t mind. She likes the order and discipline Mrs. Salvador expects. At a report card conference, Mrs. Salvador tells Regina’s mom that Regina is doing a great job, but that she is very quiet. “Are you quiet at home, like you are in school?” Mrs. Salvador asks Regina. And Regina thinks of the secret she keeps so quiet—the one even her mom doesn’t know, about the secret things her father does. “Yes, I’m quiet at home, too,” says Regina. “Maybe we can work on that,” says Mrs. Salvador. When Mrs. Salvador reads a book about Stranger Danger, she emphasizes one thing—that the person doing the inappropriate touching might not be a stranger at all. It might be someone a child knows very well. Will Regina find the courage to tell Mrs. Salvador her terrible secret?”

Students discuss dangers with people they know and who are safe adults to talk to when something uncomfortable happens with a family member or family friend.

## 5<sup>th</sup> Grade

### *Internal Alarms*

Students discuss emergency alarms at school, what they do to respond, and how they know when it's time to respond. They are taught about their internal alarms and how their bodies respond to dangers. They are also taught about lures and how they can be used to trick someone into doing something. Students are given scenarios where they determine how they could be tricked and what they should do to respond safely.