

# ABC's OF PERSONAL SAFETY

Developing Strategies for Personal Safety

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# Tennessee 4-H Youth Development

## ***ABCs of Personal Safety***

### *Developing Strategies for Personal Safety*

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#### **Skill Level**

Beginner, 4<sup>th</sup> and 5<sup>th</sup> Grade

#### **Learner Outcomes**

*The learner will be able to:*

- Define a “safe person”
- Identify traits of safe people
- Describe strategies for personal safety
- Create a list of trusted adults

#### **Educational Standard(s) Supported**

**Health, Grades 3-5**

Standard 12

#### **English/Language Arts**

4.FL.WC.4

5.FL.WC.4

4.SL.CC.1

5.SL.CC.1

#### **Success Indicator**

*Learners will be successful if they:*

- Describe personal safety strategies
- List trusted adults

#### **Time Needed**

30 Minutes

#### **Materials List**

- Computer & Projector
- Student Handouts- ABCs of Safe People and ABCs of Personal Safety

#### **Introduction to Content**

Students face unsafe situations in their daily lives, and it is important for them to know the characteristics of safe adults in their lives to whom they can report dangerous situations. Knowledge of self-protection skills can help children stay safe when they feel threatened.

**\*\*For students who have experienced abuse, this lesson may trigger strong emotions.**

#### **Introduction to Methodology**

Students will brainstorm characteristics of safe people before watching a video about personal safety strategies. Then, they will describe these skills and develop a list of trusted adults.

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## Terms and Concepts Introduction

A safe person is someone to whom a child can report situations where they feel uncomfortable or violated. Safe people might be parents, grandparents, other family members, teachers, 4-H agents, police officers, counselors, clergy or social workers.

## Setting the Stage and Opening Questions

Give students a blank sheet of paper. Say, **“Think about a time when you felt unsafe. On your paper, you can either draw a scenario of a time when you felt unsafe or use words to describe it. You do not have to draw or write anything that makes you feel uncomfortable.”**

Tell students that people might experience unsafe situations, but we can learn how to stay safe.

Say, **“Today, we will define a ‘safe person,’ identify traits of safe people, describe strategies for personal safety and develop a list of trusted adults.”**

## Experience

Give each student a copy of the Student Handout- ABCs of Safe People.

Tell students, **“I am going to give you a piece of paper that has a box with a letter of the alphabet in it. Brainstorm words that describe safe people that start with that letter. For example, I could write the word ‘approachable’ in the ‘A’ box. You will have five minutes to work on this.”**

Tell students to keep these characteristics of safe people in mind during the next activity.

Next, give each student a copy of the Student Handout- ABCs of Personal Safety. Say, **“We will now watch a video about personal safety. Follow along with the video and write each word in the appropriate box.”**

Show the following video to students: <https://tiny.utk.edu/SafetyABC>

This portion of the lesson will take about 10 minutes.

### Tips for Engagement

Help students brainstorm ideas, but assure them it is okay if they do not complete each box.

Walk around the classroom during the video and encourage students to stay on task.



## Share

Tell students, “**Now, circle the five most important words that describe safe people and the five most important ABCs of personal safety. Share which ones you circled with the person sitting next to you.**”

## Process

Ask students, “**Based on the video we just watched, what are some ways you can stay safe?**”

## Generalize

Ask students, “**How would you help someone who feels unsafe?**”

## Apply

Ask students, “**Who are safe people in your life to whom you could go to for help? Make a list of them on your paper.**”

### Life Skills from TIPPs for 4-H

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

- Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)
- Actively listen to what others are saying; be able to restate or summarize what has been said. (Heart)
- Follow instructions. (Heart)
- Communicate information effectively about a given topic. (Hands)

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

- Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)
- When reading, consider ideas, thoughts, information, or messages that have been written. (Heart)
- Speak clearly and effectively in group settings. (Hands)

# ***Supplemental Information***

## ***Educational Standards Met***

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### **Standards**

#### **English/Language Arts**

**4.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

**5.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

**4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**5.SL.CC.1** Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

#### **Health**

Standard 12: The student will understand the appropriate action to take when personal safety is threatened.

12.1 identify situations that should be reported to a trusted adult;

12.2 demonstrate self-protection skills and identify appropriate resources for help.

#### **Sources**

<https://wvde.state.wv.us/strategybank/AlphaBoxes2.html>



**ABCs of Safe People**

|          |          |            |            |
|----------|----------|------------|------------|
| <b>A</b> | <b>B</b> | <b>C</b>   | <b>D</b>   |
| <b>E</b> | <b>F</b> | <b>G</b>   | <b>H</b>   |
| <b>I</b> | <b>J</b> | <b>K</b>   | <b>L</b>   |
| <b>M</b> | <b>N</b> | <b>O</b>   | <b>P</b>   |
| <b>Q</b> | <b>R</b> | <b>S</b>   | <b>T</b>   |
| <b>U</b> | <b>V</b> | <b>W X</b> | <b>Y Z</b> |