

# SAFETY SUPERHEROES

- Personal Safety lesson for grades K-2
- Teaches students to notice their Personal Alarm System
- Builds confidence to recognize and respond to unsafe situations



# about this resource

- This lesson for lower elementary students is designed to teach about the personal alarm system, the difference between safe and unsafe touches, what to do when they feel unsafe, and how to talk to a trusted adult
- Scripted language and clear visuals make it easier to confidently teach this tricky-topic lesson, so you can focus on connection, safety, and student understanding.
- Directions are included for using this resource as one or two short lessons, or one longer lesson



# start with support

MISSION PROTOCOL

If you are starting to feel silly, ask yourself...

Am I feeling uncomfortable?

OR

Would this be funny if it happened to...

MISSION PROTOCOL

Today we're talking about how to **stay safe** if someone touches your body in a way that feels uncomfortable, scary, or wrong.

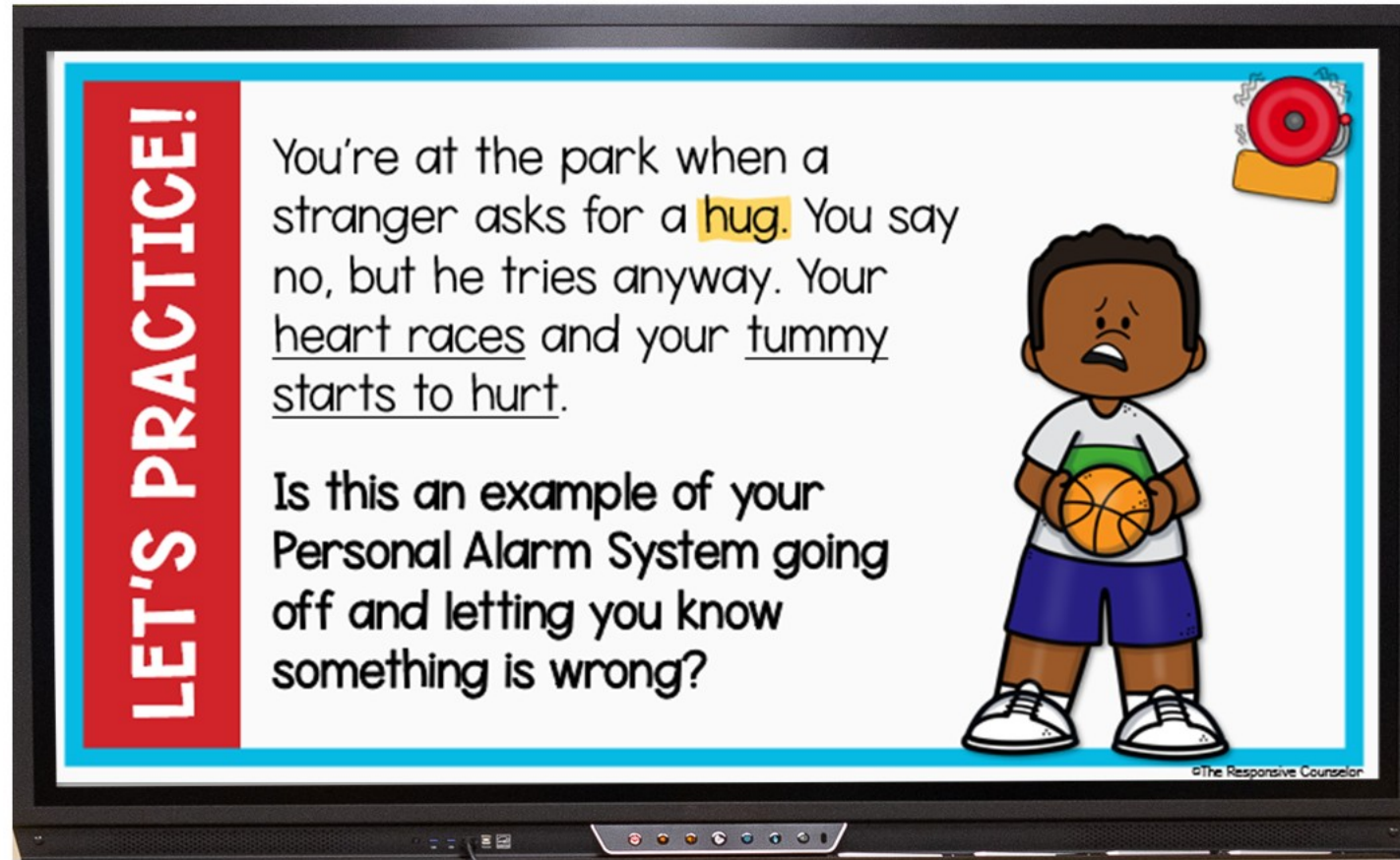
It's okay to feel a little nervous or uncomfortable when we talk about this.

No!

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Introduce expectations and build emotional safety to help students feel comfortable and ready to engage in the lesson.


# teaching safety concepts



**LET'S PRACTICE!**

You're at the park when a stranger asks for a **hug**. You say no, but he tries anyway. Your heart races and your tummy starts to hurt.

Is this an example of your Personal Alarm System going off and letting you know something is wrong?



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The slideshow guides the lesson and includes **direct instruction** about what personal safety means and how their Personal Alarm System helps them.

# discuss safe and unsafe touches

But sometimes touches can be unsafe - they set off your **Personal Alarm System**, making you feel **nervous, worried**, or like you want to get away.



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Some touches are safe - they make you feel **happy** or **comfortable**, like a **high five** or a **hug** you want to get.



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Students learn the difference between safe and unsafe touches.

# teaching about secrets

Just like touches can be safe or unsafe, secrets can also be safe or unsafe.

Learning to tell the difference between safe and unsafe secrets is an important part of being a Safety Superhero!

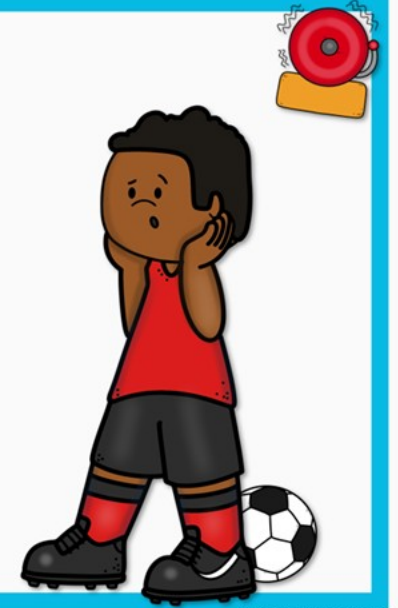


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**LET'S PRACTICE!**

Your soccer coach wants to be alone with you during practice and tells you to keep it a secret from your parents.

Is this a happy surprise or an unsafe secret?



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Students learn and practice identifying safe vs. unsafe secrets.

# identify trusted adults

Think about who your **safe adults** are. Make sure you think of at least one adult who doesn't live with you, like a **teacher** or a **trusted family friend**, who can be a part of your safety network!



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Students learn to name trusted adults who help them feel safe and would listen when they need help.

# learn about safety steps



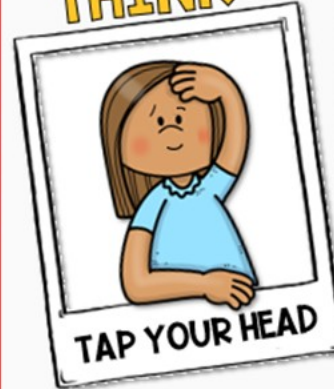
We have a three-step plan to help us stay safe if we ever feel uncomfortable or unsafe:

**Think, Say, Do!**

**CHANT & MOVE  
PRACTICE**

Let's practice the moves!

**THINK**



**TAP YOUR HEAD**

**SAY**



**CUP YOUR HANDS**

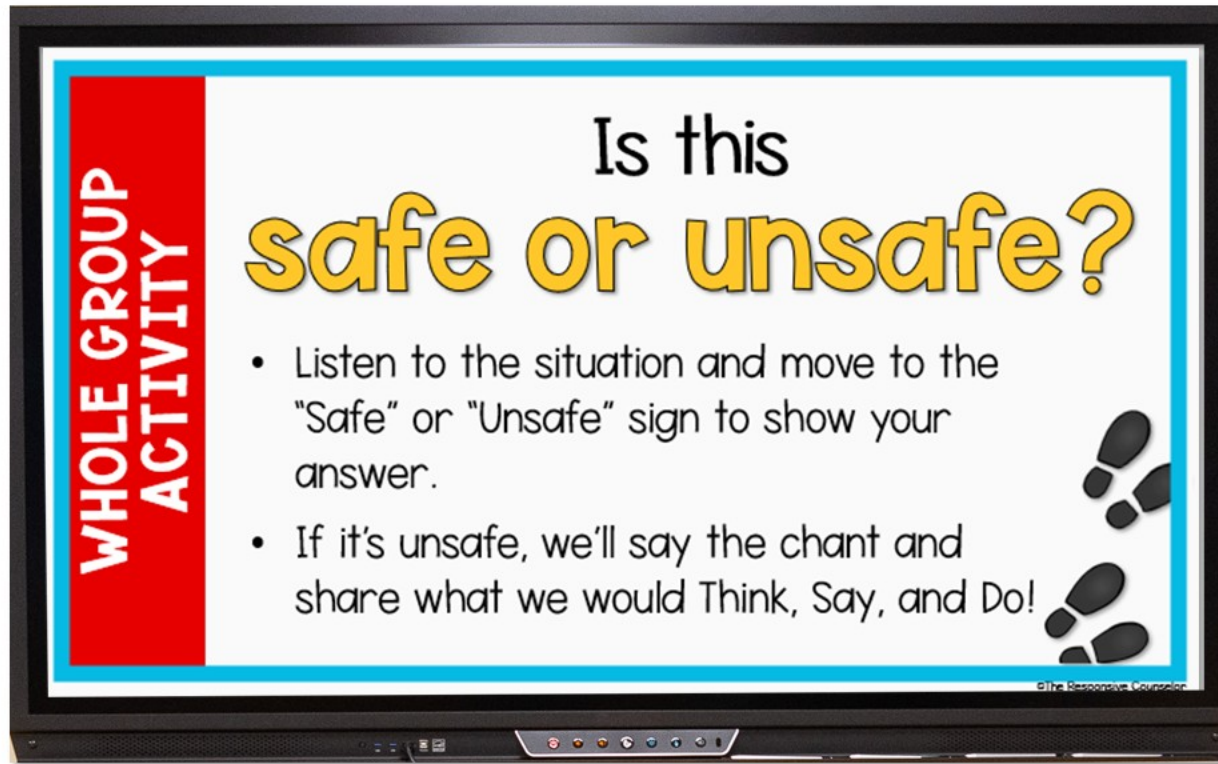
**DO**



**SUPERHERO POSE**

Students learn about the three-step plan, Think, Say, Do, which helps them make safe choices and get help.

# whole group practice



**WHOLE GROUP  
ACTIVITY**

Is this  
**safe or unsafe?**

- Listen to the situation and move to the "Safe" or "Unsafe" sign to show your answer.
- If it's unsafe, we'll say the chant and share what we would Think, Say, and Do!

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Students use movement to practice identifying safe and unsafe situations.

# whole group practice

**SAFE OR UNSAFE?**



You're at the doctor's office, and the doctor asks your parent's permission to check your heartbeat with a stethoscope.

Is this safe or unsafe?

**SAFE OR UNSAFE?**

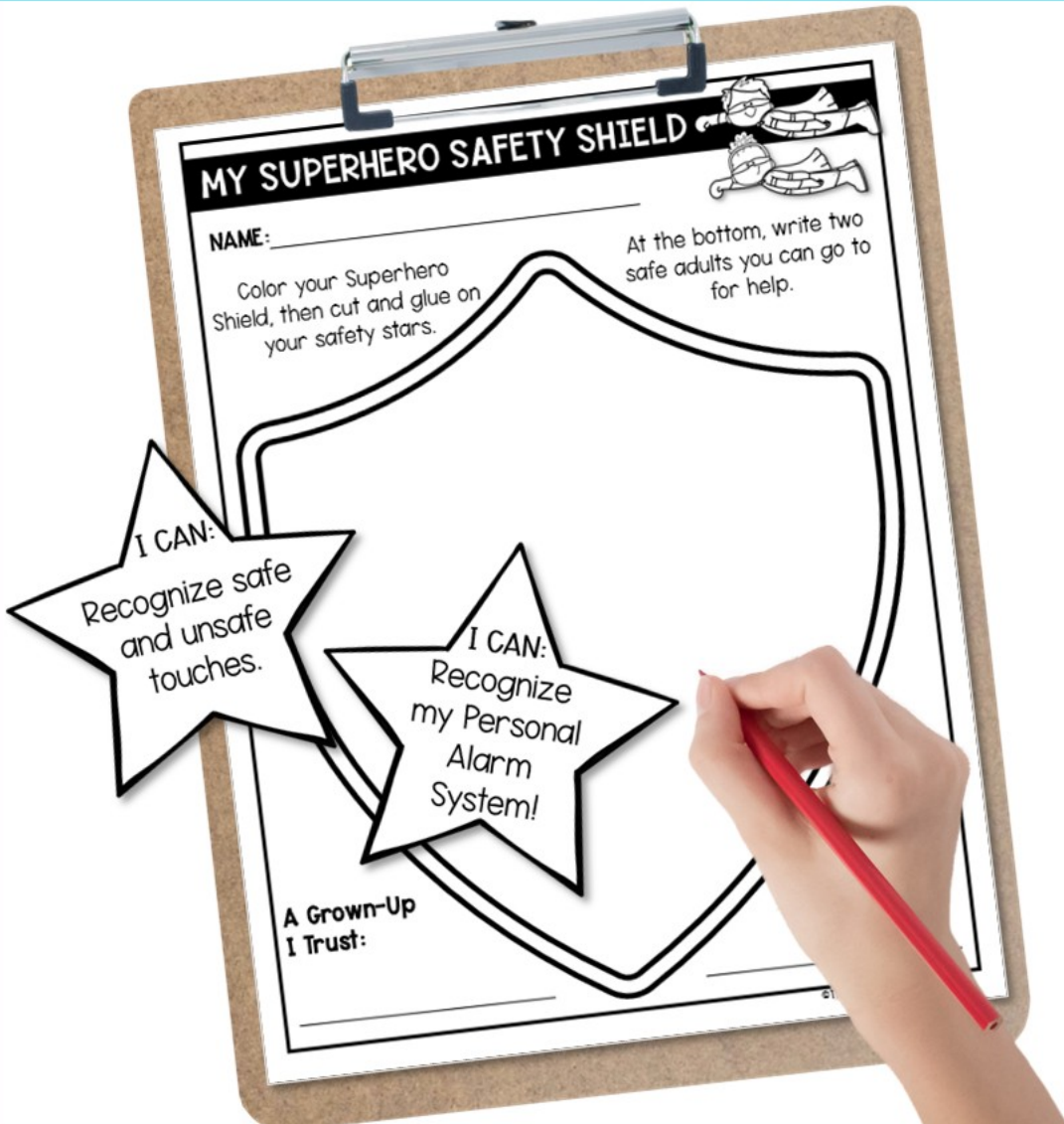


Your friend's parent tells you to sit on their lap while watching a movie, and it gives you a weird feeling in your tummy.

Is this safe or unsafe?

Scenarios help students connect **safety skills** to everyday situations.

# independent practice



**INDIVIDUAL PRACTICE**

## Building your SUPERHERO SHIELD!

- Color your Superhero Shield
- Cut & glue your safety stars on the shield.
- Write the names of two safe grown-ups in your safety network.

Students complete their own superhero shield!

# closing questions

## CLOSING QUESTIONS

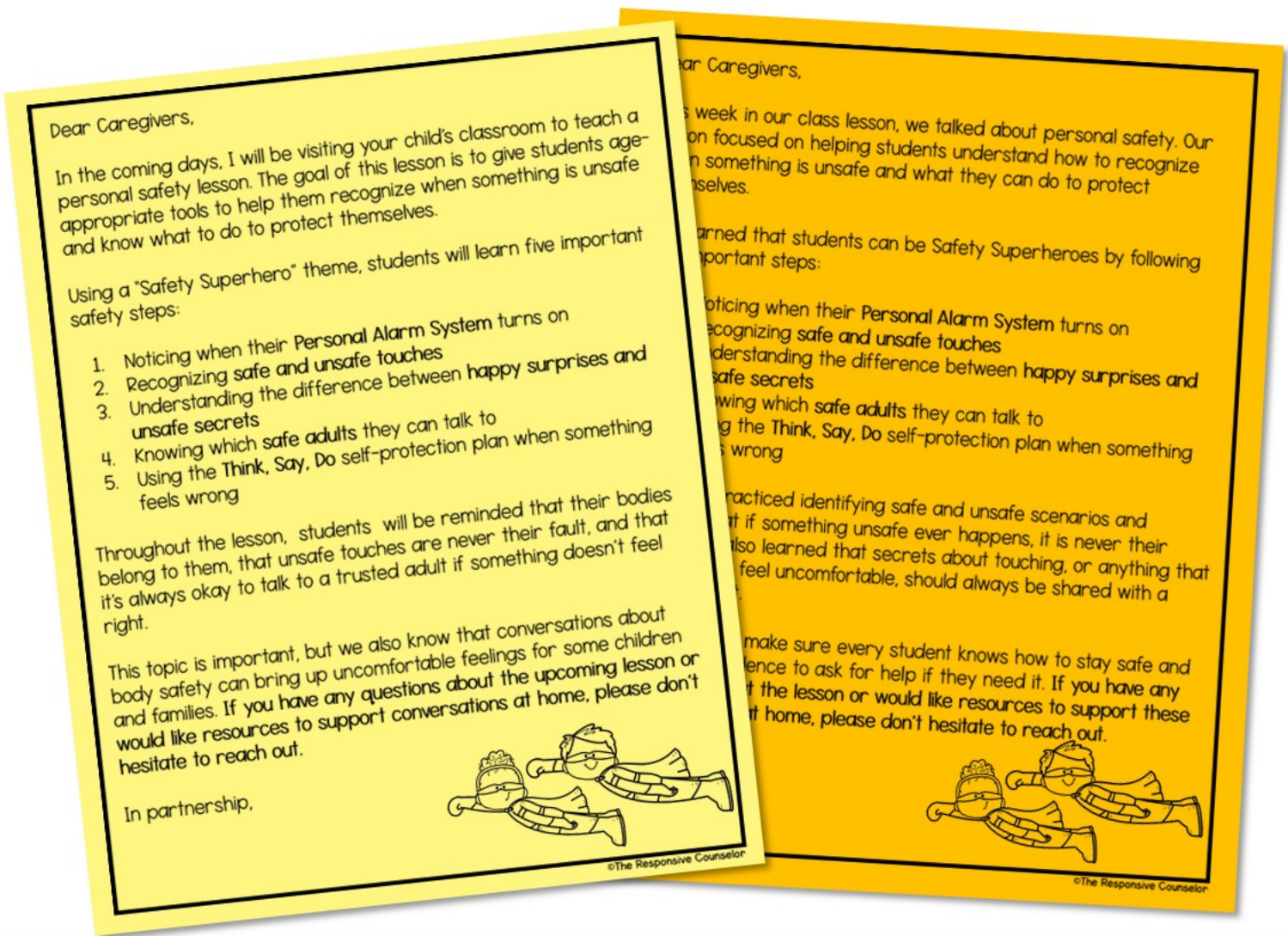


- What is one way your body tells you something is wrong?
- Who is one trusted grown-up you could tell if you felt unsafe?
- What can you do if someone touches you in a way you don't like?

Closing questions provide students with the opportunity to reflect and end on a concrete note!

# caregiver letters

Includes pre and post caregiver letters to inform families of content and encourage additional conversation at home.



# lesson plan

ASCA and CASEL aligned lesson plan



**SAFETY SUPERHEROES**

## Safety Superheroes

**Objective(s):** Students will identify safe and unsafe touches, situations, and secrets and practice self-protection strategies.

**ASCA Mindsets/Behaviors:** Personal safety skills

**CASEL Domains:** Responsible Decision Making

**Additional Materials Needed:** Writing and Coloring Utensils, Scissors, Glue Sticks

**PLAN/PREP**

**Slideshow:** Review the directions, suggested scripting, and slides ahead of time. Hide slides as needed to accommodate shorter lessons.

**Whole Group Practice:** Print Safe and Unsafe signs.

**Individual Practice:** Print/copy one Superhero Safety Shield sheet for each student. Print/copy one sheet of stars for each student.

**PACING**

This lesson is created to be 45 minutes. If you are using this for a 25 – 30 minute lesson, you can make the following adjustments:

- Complete Opener and Slideshow
- Whole Group Activity – Have students stand or sit depending on their scenario answer.
- Closing Circle Question – As many questions as you have time for.

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**SAFETY SUPERHEROES**

## SAFETY SUPERHEROES

**Individual Practice**

**Opener**

- Slide 2: "These are the objectives for our lesson (read or ask student volunteer to read)"
- Slide 3: Say, "Today, we're going to learn about safety. What are some things you already know about how to be safe?" Have students turn and talk to a partner to share their ideas, and then call on a few volunteers to share with the class.

**Classroom Circle**

**Teach**

- Slides 4 - 6: **(Mission Protocol)** - We've talked about lots of ways you already know to stay safe, and for the rest of our time together we'll be talking about how to stay safe if someone ever tries to touch your body in a way that's unsafe, inappropriate, or scary. This can be an uncomfortable topic, and it's okay to feel that way. Sometimes people laugh, smile, or act silly when they feel uncomfortable. But today, we're not going to do that and here's why: everyone needs to be able to focus so they can learn how to stay safe. I don't want you or anyone else to miss something important. If you feel uncomfortable, try saying to yourself, 'I am feeling uncomfortable.' You can say it in your head or out loud if it helps. You can also ask yourself, "Would this be funny if it happened to me?". If anyone laughs or gets silly, I'll help them by asking that question too. Sound good? Are we ready?"
- Slide 7: Explain to students that normally during lessons, we talk about things that really happened or almost happened to us, but today we won't because this stuff is more private. Ask students to say "I need to speak with you privately" if they need to share something.

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Optional/  
suggested  
scripting to  
use



Outline  
breakdown  
with activity  
directions



Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.



## Education

BA. from Michigan State University  
Psychology and Anthropology

M.S. from Vanderbilt University  
Community, Research, and Action

MEd. From Vanderbilt University  
Human Development Counseling:  
School Counseling & Mental Health

## Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!

Let's Connect:

