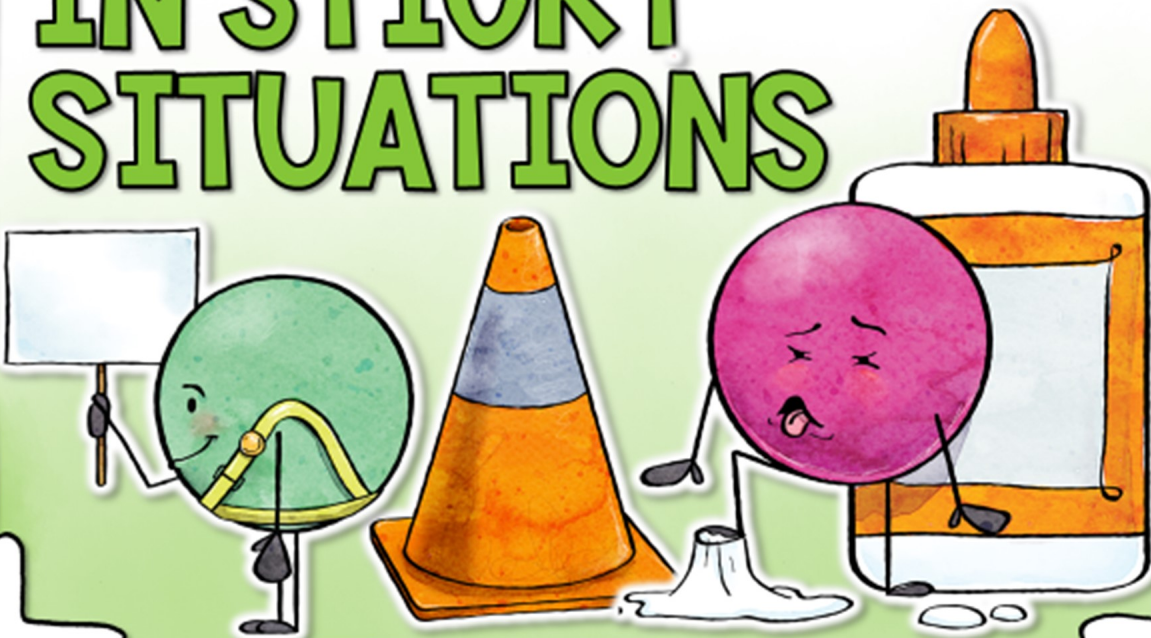


# PERSONAL SAFETY

Printable and  
Google Slides™  
Lesson

STAYING SAFE  
IN STICKY  
SITUATIONS



(for upper elementary students)

This lesson has been converted into Google Slides™ for you to use during distance learning. While originally created as a companion to Julia Cook's The Kid Trapper, it also works as a standalone lesson.



Students read through a few slides at the beginning to understand what a sticky situation is and the three questions to ask themselves when they're in one.

You may decide that some situations aren't a great fit for your students. Just make a copy, save under a new name, and delete the slides you don't need.

It includes some drag and drop as well as some typing into text boxes. You can post this as an assignment in Google Classroom <sup>TM</sup> (just make sure to select “make a copy for each student”) or you can share with any student (or parent) that has a Google login. It also will work as a PowerPoint assignment for Microsoft Teams (just download it and then upload it).

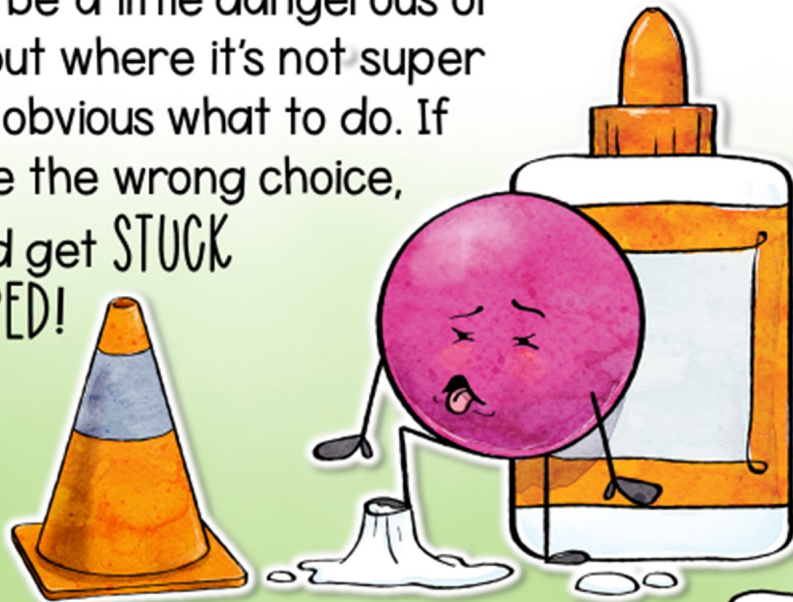
You can do this “live” with students – video chatting with them and screen sharing. Or, you can “assign” it to them to work on independently or with their parent.

It also will work as a PowerPoint assignment for Microsoft Teams (just download it and then upload it).

**\*I HIGHLY recommend going back over the “answers” to these with your students, even if it’s just a video recording of you talking through some of the most important situations.\***

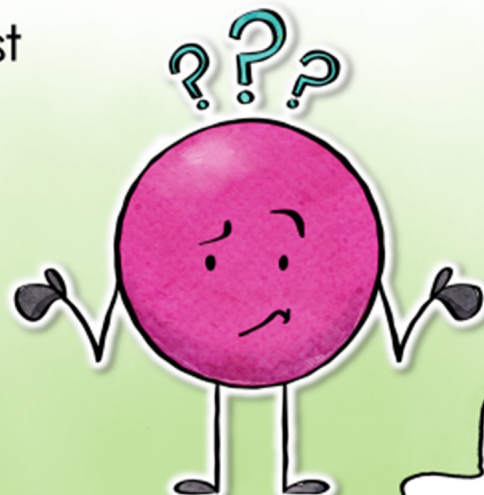


**STICKY SITUATIONS** are situations that can be a little dangerous or unsafe, but where it's not super clear or obvious what to do. If you make the wrong choice, you could get **STUCK** or **TRAPPED!**



## 1. What does my **GUT** say?

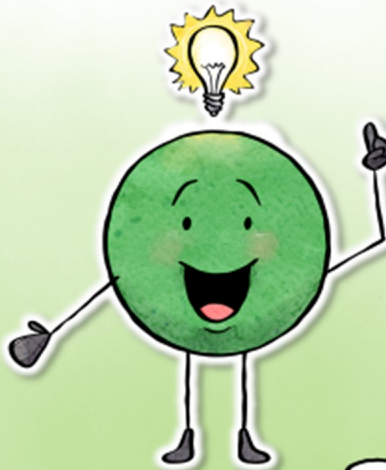
What was your very first reaction? When you listen to your heart, what does it say?





## 2. WHAT COULD HAPPEN? What are the CONSEQUENCES of all of my choices?

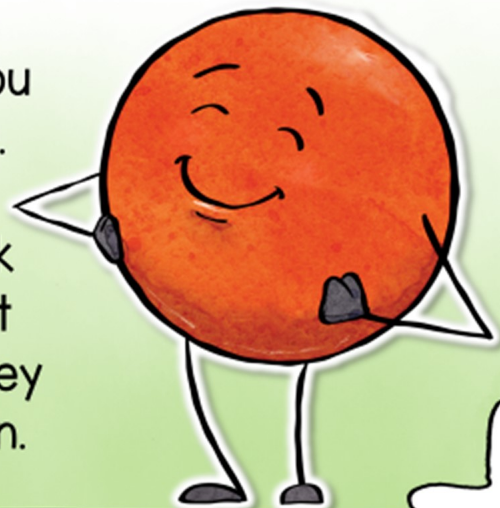
Imagine each of your options and then think about all of the possibilities of what could happen with each.



## 3. What would my **role model** do?

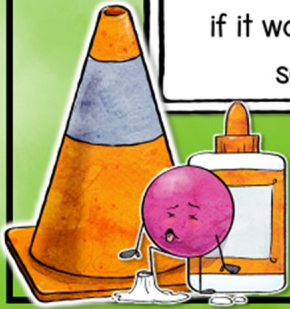
Think about someone you admire and look up to.

Someone who you think usually makes the right choice. Imagine what they would do in the situation.

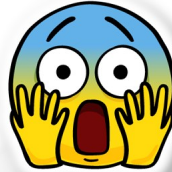


# Lesson includes 16 scenarios

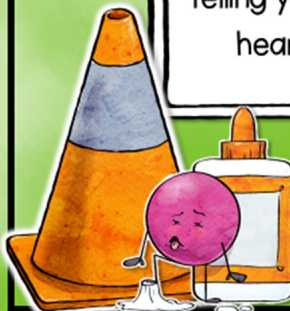
You were playing on your phone and noticed that someone posted a funny looking picture of one of your classmates online. Lots of people are making fun of them. You think about how you would feel if it was you and decide to tell your school counselor about it.



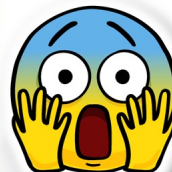
Was that  
**CHOICE** safe  
or unsafe?

A blank white rectangular box with a thin black border, intended for a student's written response to the scenario.

You heard a rumor that someone in your grade has a knife in their backpack. You decide to just keep it to yourself because adults are always telling you not to believe everything you hear and to not spread rumors.



Was that  
**CHOICE** safe  
or unsafe?

A blank white rectangular box with a thin black border, intended for a student's written response to the scenario.

Write 4 examples of  
**bad/unsafe secrets:**

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©The Prodigy Company

**4 Safe Adults I Can Talk To About a Sticky Situation**





This is how I can  
start a tough  
conversation with  
a safe adult:



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# THE KID TRAPPER: STICKY SITUATIONS

**OBJECTIVE(S):** Students will identify situations that they need adult help to keep themselves safe.

**CASEL DOMAINS:** Responsible Decision-Making

**MATERIALS:** Kid Trapper by Julia Cook, sticky situation cards and sorting mat, worksheet (optional)

**ASCA MINDSETS/BEHAVIORS:**

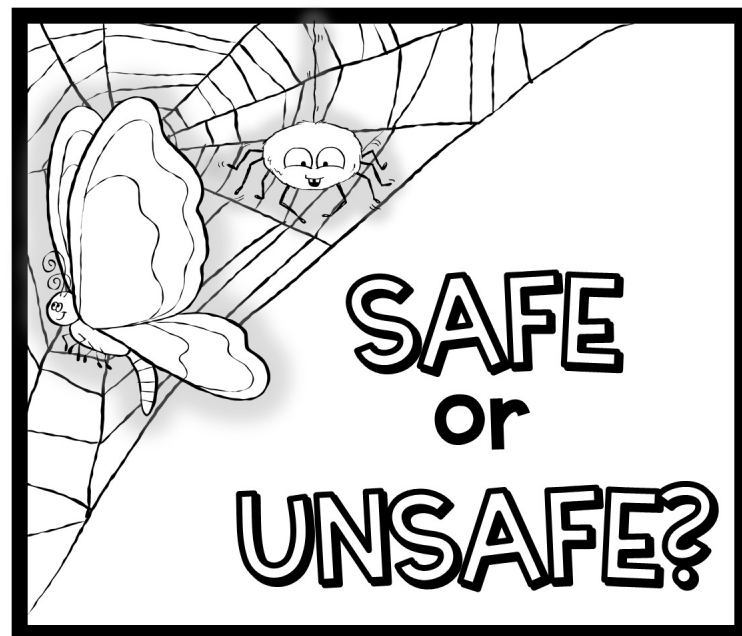
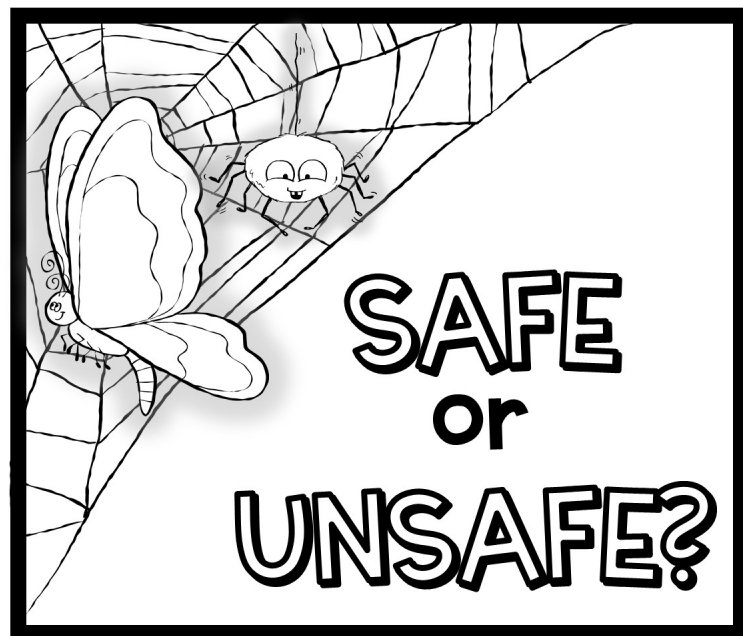
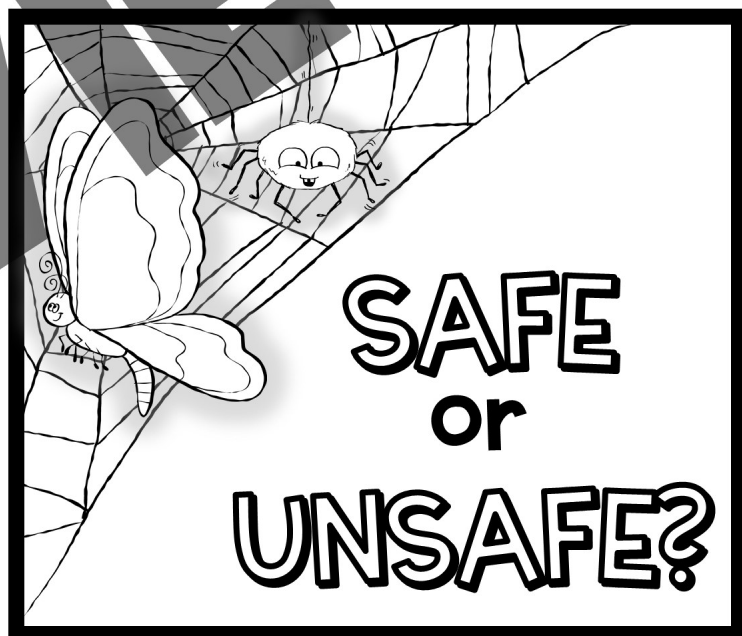
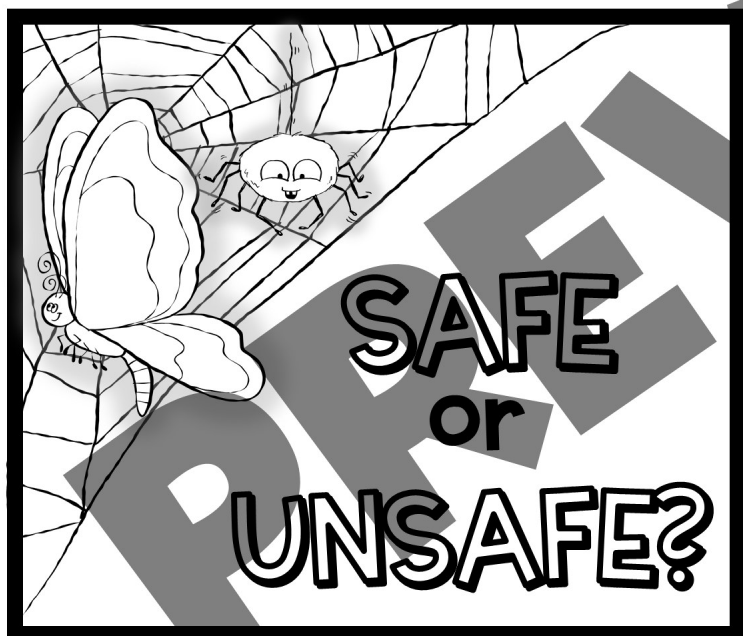
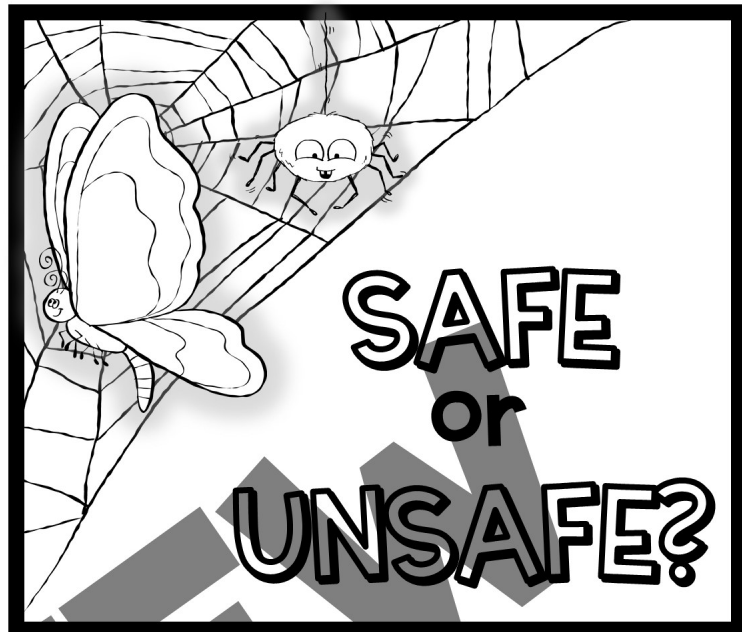
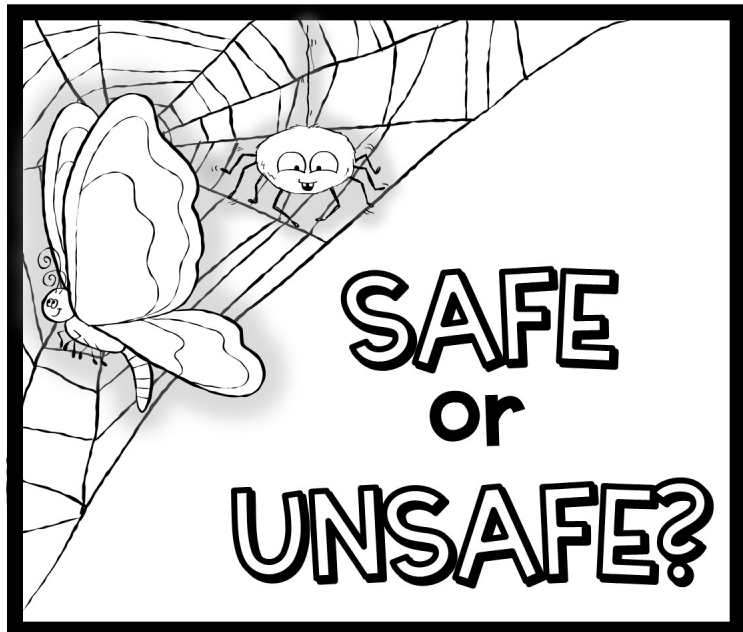
Dem... effective coping  
ski... with a problem;  
... safety skills

**OUTLINE CONTINUED:**

**OUTLINE:**

- **Prep:** Select which sticky situation cards you want to use. Print and cut, making enough for each student.
- **Begin:** What are some things that you can do to keep yourself safe?
- Today we are talking about a sticky situation. Today we are going to read about a sticky situation that we're going to read about. There are some uncomfortable feelings that come up. I want you to come up with a sticky situation and read about it or feel it.
- **Read:**

- It's really important that we don't blame the person who happened to him. At the same time, let's talk about anything he could have done differently.
- Why did the boy finally decide to tell?
- What are the lessons in the story?
- The secret in this story was bad. Are secrets always bad, or depends?
- (Depending on what grade you do this with) Why do we talk about this before middle school?
- The boy in this story was in a sticky situation. What do you think he should do? (a situation where you might get trapped that you're really not sure what to do it, something possible when your gut tells you something is wrong)
- When you're trying to figure out what to do in a sticky situation, are some important questions you can ask yourself.
- Ask student volunteers to come pull a question card and read it aloud. Discuss each together. (What does your gut say? What would your role model do?) If needed, use one of the situation cards to apply these to.
- Now I'm going to give you some sticky situations to think about and decide whether or not the situations we just talked about are made up situations. They could really happen though. It's important when you're doing this activity that you just focus on the situation the cards and not talk about real things that have happened to others. You can always talk to me later.
- Place students in small groups.
- Ask each group to discuss the situation and decide whether or not it is a sticky situation.





You got a really bad headache when you were at your friend's house. Her 12 year old sister offers you some medicine from their bathroom to help. You go ahead and take it because you trust her.

7

You heard a rumor that someone in your grade has a knife in their backpack. You decide to just keep it to yourself because adults are always telling you not to believe everything you hear and to not spread rumors.

8

You were at your aunt's house watching a movie on the couch when your older cousin tried to touch you inappropriately. He stopped when your other cousin walked in the room. Even though he didn't actually do it, you still told your dad.

9

Someone hit you behind and then everyone laughed. It's a new thing a bunch of kids have been doing. You don't think it's funny and it makes you uncomfortable, but you don't want anyone to think you're lame so you pretend to laugh too.

10

Your friend confessed to you that someone touched them inappropriately the week before. They made you promise you would never tell anyone. You are worried about them but you always keep your promises so you don't tell anyone.

11

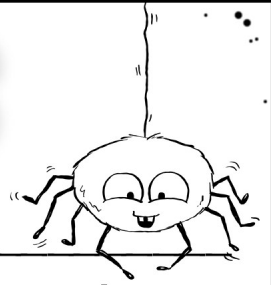
Someone on your bus has been vaping. You heard that it's healthier than smoking cigarettes but you still decide to tell your teacher when you get to school.

12

PREVIEW  
(resource includes 16 "sticky situations")



# STICKY SITUATIONS



Name: \_\_\_\_\_

Good/Safe Secrets:

Bad/Unsafe Secrets:

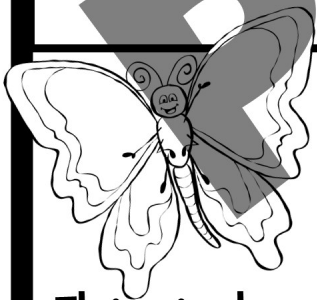
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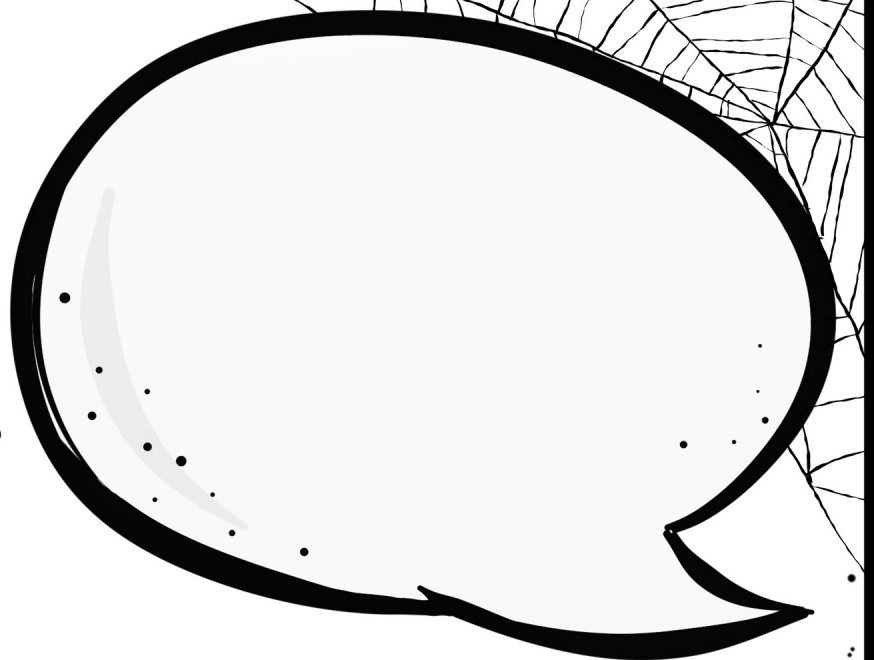
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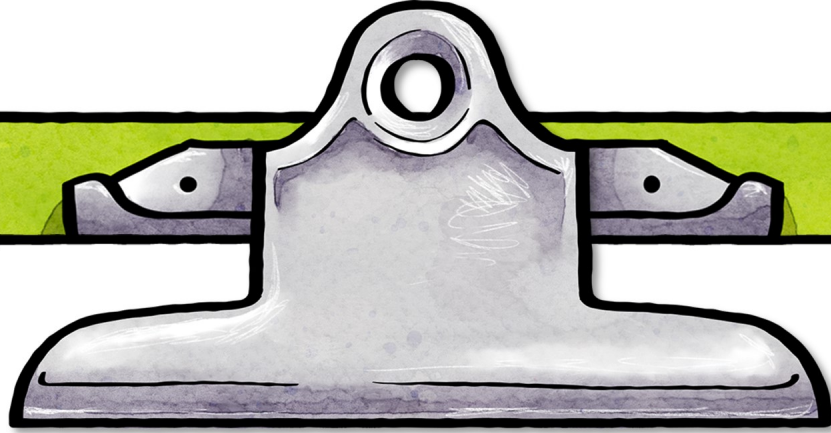
2.

4 Safe Adults I Can Talk To About a Sticky Situation



This is how I can start  
a tough conversation  
with a safe adult:





# Distance Learning TOU

Here are the terms of use for The Responsive Counselor's resources that are specific to digital use, distance learning, and other unique needs during the COVID-19 school closures.

## Sure! This is okay! ✓

- Print copies of pages to send home with families
- Share digitally on platforms that are NOT searchable or accessible to the public (ex. Google Classroom is okay)
- Create videos of resources to share on platforms NOT searchable or accessible to the public
- Email resources directly to students or parents

## No, not allowed. ✗

- Post to unsecured /public webpages or groups that anyone can access
- Share with other counselors or teachers outside of your school (please send them the TPT link instead)
- Post to a shared drive or Facebook group

The purpose of these terms of use is to protect my work while also allowing you to meet the unique social emotional needs of your students and families during this time.

*If you have any questions at all, please email me at*  
**TheResponsiveCounselor@gmail.com**



# the RESPONSIVE counselor



Hey y'all! I'm Sara. I create resources for elementary students, counselors, and teachers that improve social emotional learning and classroom culture. My focus is making things that are *effective* and *engaging* for WIGGLY + CHATTY learners and that utilize wording and scenarios accessible to ALL populations.

## Education

B.A. from Michigan State University  
Psychology and Anthropology

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

M.Ed. From Vanderbilt University  
Human Development Counseling:  
School Counseling and  
Clinical Mental Health

## Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I served as an elementary school counselor for 7 years, providing a comprehensive school counseling program to a diverse population.

Let's  
Connect:

