

P.A.U.S.E.

Speaker Notes and Lesson Plan



***All materials and videos are available at <https://www.theselahway.org/speakupdashboard>**

P.A.U.S.E. Speaker Notes

Estimated Time: 45-60 minutes

Learning Goals for this Lesson:

Students will be able to: Explain the difference between an unsecret and a surprise; Identify the bathing suit zone and the rules for these areas; Identify three safe adults in their trust triangle; Learn to use their voice to advocate for help until someone listens; Articulate what to do if they feel unsafe online

Lesson Essential Question:

How can I keep myself safe and avoid exploitation?

Activating Strategy:

- Ask the students what the word “pause” means.
- Explain that today we will pause and reflect on how we can keep ourselves safe.
- Show slide 2 on the powerpoint and go over the acronym P.A.U.S.E.
 - P- Power in learning
 - A- All secrets can be told
 - U- U are the boss of your body
 - S- Safe adults are there to help
 - E- Everyone can find their voice

Lesson Instruction

Learning Chunk 1: Power in Learning

- Introduce the P in P.A.U.S.E.- power in learning and display slide 3.
- Ask: What do you know about safety?
 - Possible answers may include: stranger danger, online safety
- Explain that in order to keep ourselves and our friends safe it is important to continue learning and talking about:
 - The truth about unsafe secrets, body safety rules, how to have a voice, and your trust triangle.
- Ask: Where do you think it is important to stay safe?
 - At school, at home, at practice, online, on the bus, at a friend’s house, etc.

Learning Chunk 2: All Unsafe Secrets can be Told

- Introduce the A in P.A.U.S.E.- all secrets can be told and display slide 4.
- Ask: What is an unsafe secret?
 - Dispel any myths that the students may have.
- Explain the difference between a surprise and an unsafe secret.
 - Surprises make you feel happy and excited to tell your friends.
 - Unsafe secrets make you feel uncomfortable, confused, and scared.
- Reiterate that all unsafe secrets can be told anytime.
- Emphasize that if you tell your unsafe secret and the person doesn’t believe you, then you have to find another person to tell. You need to keep telling your unsafe secret until someone believes you and helps.
- Highlight that unsafe secrets online are not safe either.
- Move on to the activity (listed to the right).

Activity:

- Have students turn to page 1 in the workbook and display slide 5.
- Ask students to draw an “x” through the unsafe secret symbol, helping them understand that unsafe secrets can be dangerous.

- Explain that you will be reading two short stories and they are to signal whether it is an unsafe secret or a surprise.
 - For unsafe secret they will put their finger up to their mouth like they are saying “shh.”
 - For surprise they will wave their hands in the air.
 - Demonstrate movements to the students.
 - Go over both examples on slide 6.
 - Go over all of the “remembers” on slide 7.

Lesson Instruction (Continued)

Learning Chunk 3A: U are the Boss of Your Body

- Introduce the U in P.A.U.S.E.- u are the boss of your body and display slide 8.
- Ask: What do you think it means to be the boss?
 - Connect responses back to being someone who makes decisions about something.
- Explain that we might not be the boss of everything in our lives, but we are the boss of our bodies.
- Before going over the Body Safety Rules on slide 8 complete Activity 1 (listed to the right).

Learning Chunk 3B:

- Turn back to slide 8 to go over the body safety rules.
- Explain that these rules remind us how to stay safe. They are listed at the bottom of page 2 in the notebook so students can follow along.
- The rules are:
 - No one should touch or ask to see your bathing suit zone.
 - You should not be touching anyone else’s bathing suit zone.
 - No one should take pictures of your bathing suit zone.
 - No one should show you pictures of other people’s bathing suit zone.
- Turn back to slide 9 to complete

Activity 1:

- Have students turn to page 2 in the workbook and display slide 9.
- Ask students to draw on the boy’s bathing suit and the girl’s bathing suit.
- Explain that thinking about bathing suits is a good reminder as to what parts of your body are off limits.
- Let students know that their body is only theirs, giving them the power to tell a safe adult if someone does something that makes them feel uncomfortable.

Activity 2:

- Have students turn to page 3 in the workbook and display slide 9.
- Ask students to write their name on the line and declare “I am the boss of my body!”

Learning Chunk 4: Safe Adults are There to Help

- Introduce the S in P.A.U.S.E.- safe adults are there to help and display slide 10.
- Ask: What does it mean to be a safe adult?
 - A safe adult is someone that you trust, love, and who protects you.
- Explain that it is important to have a trust triangle, which is at least three safe adults in your life, that you can turn to if you feel unsafe or were asked to keep an unsafe secret.
- Ask: What does an unsafe person look like? What does an unsafe person do?
 - Possible answers may include: old guy in a van, stranger, etc.
- Explain that those people may be unsafe, but that an unsafe person can also look different. An unsafe person can look like anyone. Sometimes an unsafe person could be someone in your family, a friend’s sibling, or even someone online.
- Explain that an unsafe person might tell you to keep an unsafe secret, try to trick you into thinking what they are doing is okay, or tell you they will hurt someone if you tell.

- Remind students that they need to tell a safe adult no matter what.
- If the first safe adult you tell doesn't listen, doesn't believe you or take you seriously, then you need to keep telling other safe adults. You have to keep telling until someone believes you and gets you help for your unsafe situation.
- Move on to the activity (listed to the right).

Activity:

- Have students turn to page 4 in the workbook and display slide 11.
- Have students write three names of adults they trust, filling out their trust triangle.
- Explain that if you tell one safe adult and you don't feel like they are listening, tell another safe adult until someone listens.

Lesson Instruction (Continued)

Learning Chunk 5: Everyone can Find their Voice

- Introduce the E in P.A.U.S.E.- everyone can find their voice and display slide 12.
- Ask: What do you think it means to "have a voice?"
- Explain that sometimes our voices feel as small as a mouse or as big as a lion.
- Ask students what situations may make their voices feel small.
- Explain that it can feel scary to use your voice, but that is an important part of keeping you safe.
- Go over what students could use their voices to say from the slide.
- Move on to the activity (listed to the right).

Activity:

- Have students turn to page 5 in the workbook and display slide 13.
- Have students circle what they could say to a safe adult.
- Explain that practicing using our voice is very important, so that it can give us confidence to tell a safe adult when needed. It can also give us the confidence to tell more than once if needed.

Concluding Activity:

- Introduce the Selah traffic light on slide 14 and explain how each color represents a different word.
 - What color do you stop on? Which do you go?
- Have students turn to page 6 in the workbook and color that stoplight red for "unsafe."
- Have students turn to page 7 in the workbook and color that stoplight yellow for "unsure."
- Have students turn to page 8 in the workbook and color that stoplight green for "safe."
- Explain that you are going to read some situations and you want them to hold up the traffic light that best fits the situation.
 - For example, if you think the story was unsafe, hold up the red traffic light.
- Go over situations on slides 15-16.

Summarizing Strategy:

- Go over slide 17 to recap important things from previous slides.
- Read this scenario to the students and then go over the questions on slide 18. (Do not show slide 19.)
 - Maya was playing a game online when she met Simon and began chatting with him. He said they went to the same school. They would talk like friends about school and funny things that had happened. He then asked her to send pictures of herself to him, but it made Maya feel uncomfortable since she didn't really know who Simon was. He asked her to come over to his house, so Maya stopped talking to him. Maya talked to her teacher about Simon, who looked Simon up in the school directory and found out there was no Simon enrolled in the school. Maya then remembered that she had posted a picture of her school's name in the background of a picture online. She then went home and deleted the picture.

- Have students turn to page 9 in the workbook and display slide 20.
- Read the texting conversation and have the students circle the best answer to what Kiki should do. (Correct answer: C).
 - Why would the other options not be the best choice to keep Kiki safe?
- Have students turn to page 10 in the workbook and display slide 21 to recap what the students have just learned.
 - If time allows, you can encourage the kids to “use their voice” to read the P.A.U.S.E. rules.
- Remind them to keep their workbooks so they can show their safe adults what they’ve learned.



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