

LESSON PLAN: FEELING SAFE AND UNSAFE

Grade 3-4

OBJECTIVES:

- To give the children the opportunity to discuss times when they felt safe and unsafe
- To help the children to anticipate potentially dangerous situations
- To enable the children to devise practical ways of dealing with unsafe situations

INTRODUCTION:

Say:

Today we are beginning some lessons on staying safe. We are going to spend some time talking about feelings.

Feelings are part of what makes us unique – one of a kind. They are a gift from God. God gives us feelings like love, sadness, fear and trust and other feelings too.

Discuss: Ask the children to complete the following statements:

I feel happy when...

I feel confident when...

I feel proud when...

I feel loved when...

*Your feelings belong to you and we all have many different feelings and different emotions. Your feelings tell you about yourself and about the world around you. It is important to express your feelings. **Sharing our feelings can help us understand them better.***

- *What if your friend Debbie gave you a lovely birthday present? How would you feel? (Look for responses like: happy, excited, surprised, etc.) How could you express this to Debbie?(say thank you, hug, etc.)*

- *What if your brother came first in a race? How would you feel? What could you say to him?*
- *What if you visited a Haunted House with your aunt and you were so afraid that you started screaming, and then your aunt put her arm around you and told you it would be all right. How would you feel? What could you say to her*

FEELING SAFE:

Ask the children to describe times when they feel safe, places where they feel safe and people with whom they feel safe. Explain that throughout the lessons we will be using the term, **“yes feelings”**, as a general term for times we feel safe.

FEELING UNSAFE:

Say:

But we don't have “yes feelings” all the time. Sometimes we might not feel safe. We're going to call these feelings, “no feelings”. No feelings are all the feelings that make us feel unsafe, like when we're lost or worried about something.

Ask the children for examples of ‘no feelings’. Explain that you will be concentrating on these **feelings** and what they can do about them.

Say: *If you get a “no feeling” or feel unsafe, you can do something about it. You can do something to get rid of that “no feeling” and feel safe again.*

RULES IF I GET LOST:

Getting lost on a busy street would certainly be a ‘no feeling’

- *Has it ever happened to any of you?*
- *How did you feel?*
- *If you got lost on a busy street, what could you do?*

[Elicit as many responses as possible and discuss the proposed solutions. The purpose of this discussion is to make the children feel successful in solving the

problem. Try to lead them to coming up with the following rules about what to do if they get lost:

1. Do not wander away from where you became separated from your mom or dad.
2. Get help from the police or other 'official' adult in the area.
3. Tell the person your name, who you were with and that you are lost.

Say: *How would you feel when your mom or dad found you? Would that be a 'yes feeling'? So, if we follow the rules, we can feel safe and get rid of the 'no feeling'.*

Discuss: the importance of safety rules in general, e.g water safety, bike safety . Explain that rules are there to keep us safe.

Say: *Rules are made to keep all of us safe and healthy. Jesus loves us and wants us to be safe. Each of us is very precious to God.*

CONCLUSION:

Say: *These rules we've learned today show us that we get rid of the 'no feelings' by knowing what to do. We don't need to feel unsafe or scared. We can follow these rules and help keep ourselves safe. Next week we talk a little more about taking care of ourselves.*

Distribute: take-home worksheets. Please note: there is a space for parent/guardian signature, but we are not asking for that; please explain this to the children.

Grade 3-4 Stay Safe Lesson Plan #2

OBJECTIVES:

- To encourage children to value and enjoy normal affection
- To teach children how to deal with an inappropriate touch
- To re-enforce the Safety Rule: say No, get away, tell an adult
- To teach the rule: never keep secrets about touching
- To teach children how to tell effectively
- To teach children how to deal appropriately with strangers

INTRODUCTION:

Review last week's basic lesson: Rules are made to keep all of us safe and healthy.

We all can identify touches that make us feel happy and safe. Name some.

Today we are going to discuss touches we don't like, and how we can handle them. What are examples of touches we don't like?

Discuss: Do you think you can say "No" to someone who touches you in a way you don't like? *Yes, you can. Your body belongs to you.*

- What if your aunt always tickles you and you don't like it. What could you do? *You could say: "Please don't do that."*
- You can be polite.
- You can use your voice (*say No*) and your body (*get away*)

UNSAFE TOUCHES:

There are times when it's right to say 'no' to an adult. (Differentiate between saying No to something that is dangerous, wrong or inappropriate, and saying No to something you really should do.)

- *What if someone tries to make you smoke a cigarette or drink alcohol?*
- *What if your uncle who is babysitting for you asks you to go to bed because it is late?*
- *What if someone hits you so hard, that it leaves bruises?*
- *What if your grandmother asks you to go to the store for her?*

Emphasize the importance of saying "no" to keep safe and to get rid of "no" feelings.

INAPPROPRIATE TOUCHES:

We know what to do about touches that we don't like, or are unsafe. There are other touches that we might find confusing. We are made in God's image and God lives in us. We should never have to feel uncomfortable or embarrassed by someone touching us on a private part of our body.

SECRETS:

No one should ever ask you to keep a touch a secret. The rule is: we never keep secrets about touching. This rule applies everywhere – at home, in school, at the swimming pool, on the bus. Hugs and kisses should never have to be a secret.

Story

Len is 10 years old. He has just changed schools because his mom and dad bought a new house. At first he liked his new school a lot. But now some of the boys on his street are calling him stupid. Len has started to feel bad about himself. He feels sad. Sometimes the boys hit him as well as call him names. This makes him feel very unsafe. He feels embarrassed to tell someone about it. A few weeks ago the teacher started to do the Stay Safe program with the children. Now Len has learned that he can say "No" to the boys who are bothering him. (bullies)

Len shouted "No" to the boys that were giving him trouble, and ran away. The next day he told his mom and his teacher in private. His mom and the teacher helped him. Now Len is happy again. He feels safe and there is no more name calling or hitting.

Remember, each of us is special and precious to God. Hitting and name calling is wrong. People who do these things are not following God's commandments.

Is someone wants you to keep secrets about touching, remember it is not your fault, and you can tell someone about it. Tell as soon as you can.

SAFETY RULES:

- 1. Say 'No'.**
 - 2. Get away.**
 - 3. Tell a trusted adult.**
- *How would you say "No"? Elicit examples.*
 - *What if you were too afraid to say 'No' out loud. Say it in your head anyway and get away and tell.*
 - *How many of you think that you would get into trouble for saying "No" to an adult.*
 - *But what if it is someone you know very well? You would still use the same rules.*

Decide whether the following secrets are good or bad:

- *Mom bought a present for Grandmas' birthday. She asked the children to keep it a secret.*
- *An adult who you know touched you on a private part of your body and then said this is our secret. Do you promise not to tell anyone else?*
- *Sean stutters when he talks. Some of the other children on the street are always teasing him about it.*
- *Carol's mom is going to have a new baby.*
- *Jessica won the sports person of the year award in her school but the teacher told the other children to keep it a secret until the award ceremony*
- *An older boy touched Jason in a way that made him feel uncomfortable. He gave Jason some candy and told him that he had to keep it a secret.*

The rule is: never keep a bad secret, tell an adult. Adults we trust can help us to stay safe.

TELLING;

Sometimes telling can be very difficult. There are lots of reason why telling can be difficult. You might be afraid of being blamed, even though it's never your fault if you get a "no" feeling. You might be a bit embarrassed. You might not want to get someone else in trouble.

BRIBES AND THREATS:

What is a bribe? It is when someone gives you a treat to try to trick you into doing wrong, or if you don't tell. This is not a present.

It is important to tell, even if you have taken the bribe.

What is a threat? It is when someone promises to hurt you if you tell.

STRANGERS

Who is a stranger? Someone you don't know.

Why should we be afraid of strangers? Strangers are all around us. We don't have to automatically be afraid. But there are rules and choices that can help you be safe when you're responsible for yourself.

- The safety rules apply.
- Never go anywhere with a stranger.
- Never take anything from a stranger.