



The Five Safety Steps and Safe Adults Grades 4 & 5

Preparation: Review complete lesson before beginning instruction.

Preview the videos, this might take more than one viewing and will support discussion of the main points in this lesson plan.

What you will need: Download Copies of Student Worksheets and Take-Home Activity, and Five Body Safety Rules Handout.

Activities and Timeline:

Activity #1: Show the KidSmartz Videos *(8- 10 minutes)*

Activity #2: Review and Discuss The Five Body Safety Rules and Key Vocabulary Words *(20 minutes)*

Activity #3: Staying in the Safe Zone "Knowing and Using The Five Safety Rules" *(15 minutes)*

Activity #4: Being Safe Online and On the Internet Exercise *(15 minutes)*

Closing Prayer / Take Home Activity *(5 minutes)*

Overview of Lesson Plan

Principle: Children must be empowered with tools to protect themselves from people who may harm them in any way. Children should also understand that safe and unsafe adults are also found on the internet and therefore, they should know the internet safety rules.

Catechism: #2288 Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good.

#2252 Parents have the first responsibility for the education of their children in the faith, prayer, and all the virtues. They have the duty to provide as far as possible for the physical and spiritual needs of their children.

Goal: To assist parents/guardians in teaching their children to identify, establish, and protect their personal boundaries. To respect their boundaries and the boundaries of others and be empowered protect themselves from any situations that make them feel uncomfortable, scared or confused.

- Objectives:**
- Know the definition of personal boundaries
 - Know how to identify and protect their personal boundary
 - Understand the Safety Rules for protecting personal boundary.
 1. It's My Body!
 2. Say "No!" when someone tries to touch you in an unsafe or uncomfortable manner / way
 3. Say "No" and "Get Away"
 4. Tell a Parent or Safe Adult
 5. It's Never My Fault!
 - Identify safe and unsafe touches.
 - Technology Component:
 1. Say "No!" if someone shares unsafe or inappropriate materials/images.
 2. Tell an adult as soon as possible.
 3. It's never their fault if unsafe or inappropriate material appears on their tablet, iPad, or in a text message on their cell phone.

The Five Safety Rules and Safe Adults Grades 4 & 5

ACTIVITY #1: Show the KidSmartz Videos. (8 – 10 minutes)

The introductory *KidSmartz* and *Common Sense* videos for Combined Lessons 1 & 2, grades 4 & 5, are designed to open discussion with the class about touching safety and personal boundaries. The videos range from 0:43 to 2:33 minutes long. These videos are neither created for nor intended as a substitute for the lesson itself. They are designed as “ice breakers,” to be used with discussion and activities to teach children how to protect and keep themselves safe from any situation where they feel threatened, scared, or unsafe. Children learn best by “doing”, therefore, discussion and activity helps to reinforce what they learn. Discuss with the class the problems presented and the solutions given in each of the videos.

[Check First \(1:33\)](#)

[Tell People No \(2:30\)](#)

[Tell a Trusted Adult \(2:30\)](#)

5-Internet-safety tips for kids (0:43) <https://www.commonsemmedia.org/videos/5-internet-safety-tips-for-kids#>

ACTIVITY #2: Review and Discuss The Five Body Safety Rules and Key Vocabulary Words (20 minutes)

Show the class the Five Body Safety Rules Poster, read and discuss each of the safety rules with the class. Then, make connections between the vocabulary words below and Body Safety Rules. (Example-Private Body Parts reminds us of Rule # 1, “It’s My Body” to help the class understand and discuss “private body parts”; Rule #3: “Say NO and Get Away,” helps the class to understand more fully what NO means. The leader should sum up the discussion by reminding the class of Rule #5: “It’s Never Their Fault,” because children deserve to be protected by adults.

- **Private body parts** — are those parts of your body covered by a bathing suit, however, your entire body is special and belongs to you. No one has the right to touch any part of your body that you do not want touched. No one should touch or see your private body parts except a few special adults to keep you safe, clean, and healthy. [Examples of safe touches to your private body parts can be a doctor or nurse examining you with a parent/guardian/caring adult present.]
- **“No”** — to say “no” means to refuse, deny, reject or express disapproval of. This word is used to express a boundary (limit) and communicate that you do not want something to happen or to continue. Remember **Touching Safety Rule #1: any time an anyone tries to touch your private body parts, makes you feel scared or uncomfortable or tries to get you to touch their private body parts, you should say “NO.”** try to **“Get Away”**, and **“Tell a parent or safe adult”** as soon as possible. [When we watched the video, we saw how Marco’s friends reminded him that it’s okay to say “NO” when anyone does something to you that makes you feel uncomfortable.” Jen told the crossing guard that it made her uncomfortable when she “flicked” her ponytail and Sam told his coach that he did not like it when he patted him on his back.]
- **Personal boundaries** — are the **physical, emotional and mental** limits we establish to protect ourselves from being manipulated, used, or violated by others. Personal boundaries should always be respected by others. We feel upset or uncomfortable when someone doesn’t honor our boundaries, and we must communicate with a safe adult if we need help. We should also always respect the boundaries of others. Examples of boundary violations includes being pushed or shoved, being called mean names, and/or having any part of your body touched that makes you feel uncomfortable. [Remind the class that Marco told his uncle he was too old for bear hugs and that they made him feel uncomfortable. Marco was clearly telling his uncle that bear hugs violated his personal boundaries.]
- **Safe adults** — are people who will not intentionally hurt you, make you feel uncomfortable, or confuse you. They listen to you, always respect your boundaries, and follow the **Touching Safety Rules**. Give children examples of adult behavior that may be necessary for the child’s health or safety, but could cause them pain. i.e., medical exams, vaccinations, etc. [Remember in the video, Jen felt “uncomfortable” when her teacher kept her alone in the classroom after school. Is this something Jen should have told a safe adult?]
- **Safe touches** — touches that have a good purpose, and are not intended to hurt you. Such as, mom or dad giving you a hug, or your coach giving you a high-five, etc. [Avoid saying touches that feel good are “safe,” because a touch that feels good is not always a safe touch. Remember in the video, it was a “cool special handshake” that made Marco feel safe and comfortable.]
- **Unsafe touches** — touches that are inappropriate, could be meant to hurt or scare, or are contrary to the **Touching Safety Rules**. Tell the class that if they are unsure about a touch, they should discuss their feelings with their parent/guardian/trusted adult. [Examples of unsafe touches, are hitting, kicking, or touching **any part** of your body that makes you feel uncomfortable.]
- **Secret** — something kept hidden, never told or unexplained. Secrets exclude others and have the potential to harm and, sometimes can cause the person involved to feel frightened or uncomfortable. There should be no secrets when it comes to your safety. It is always wrong to keep secrets about body safety. If anyone tries to make you keep a secret or makes you feel frightened, you must tell a parent/guardian/trusted adult — assure the children they will be protected even if the person has threatened him/her if he/she tells. [Share with the class that they should **never** keep any secret that makes them feel uncomfortable, unsafe, or scared. Remember in the video we saw, Jen had been keeping it a “secret” that she felt uncomfortable staying alone in the classroom with her teacher.]
- **Internet Safety** — is knowing how to use and be safe when working online or on the web. How to protect your personal safety, private information, and protect yourself from computer crimes. [Review the Five Safety Rules, that the class saw in the video and associate each rule with the idea of personal safety, private information, and being protected against computer crimes. Include cyber-bullying in this discussion.]

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ACTIVITY #3: Staying in the Safe Zone “Knowing and Using The Five Safety Rules” (15 minutes)

Background: In this activity the children will have the opportunity to act on what they have learned. They will compete to see who can reach the “SAFE ZONE.” (The SAFE ZONE can be any area designated by the leader.) In order to reach the SAFE ZONE children must respond to a series of statements and decide which statements are safe and which are unsafe. If they decide a statement is safe they should take a step forward, if they decide a statement is unsafe they should not move and remain in their place. After each statement, the leader will tell the children if the statement was “safe” or “unsafe.” The children who made correct decisions remain where they are; the children who made an incorrect decision must return to their seats. This is repeated after each statement until all the statements have been read. The children who remain standing are all in the “SAFE ZONE.”

Directions: The class should line-up single file all facing the front of the classroom. The leader should give the class the following instructions: I will read off statements that are **Safe** and **Unsafe** actions. If you think the action that I read is **Safe**, you should immediately take one-step forward, but if you think, the action is **Unsafe** you should remain in your place and not move. I will say freeze after 10 seconds and no one should move after that. Then, I will tell you if the statement was “**Safe**” or “**Unsafe**.” If you made the correct decision, you are to remain standing; if you made an incorrect decision you must sit down. This is repeated after each statement until all the statements have been read. The children, who remain standing in the end are all in the “SAFE ZONE.”

SAFE AND UNSAFE STATEMENTS:

1. Knowing and following the FIVE BODY SAFETY RULES. **(SAFE)**
2. Telling a parent/guardian/caring adult when a friend says bad/mean words to me or someone else. **(SAFE)**
3. Letting the doctor examine me while my parent/guardian is in the waiting room. **(UNSAFE)**
4. Shouting, running away, and/or telling my parent/guardian/ trusted adult when someone touches me and makes me feel uncomfortable. **(SAFE)**
5. Not telling a parent/guardian/trusted adult when a bully threatens me and takes my lunch money. **(UNSAFE)**
6. Knowing my body is special and no one has the right to touch my body in any way that makes me feel unsafe and uncomfortable. **(SAFE)**
7. Going into the house of the lady who lives next door without permission from parents or guardian to see the new Xbox she bought for her nephew. **(UNSAFE)**
8. Looking at pictures on the internet that make me feel “icky” and uncomfortable. **(UNSAFE)**
9. Keeping an unsafe secret my best friend told me, because she’s my best friend and I should trust her. **(UNSAFE)**
10. Refusing to put personal information on an internet post. **(SAFE)**
11. Telling a scary or dangerous secret that someone told me to keep, to a trusting adult. **(SAFE)**
12. Asking permission from my parent/guardian before leaving the house to go anywhere outside. **(SAFE)**
13. Knowing someone is being mean to one of my friends on the internet or in a text and telling them to stop being mean. **(UNSAFE)**
14. Telling my teacher when one of my classmates uses bad and mean words on the playground. **(SAFE)**
15. Knowing that when I set the security settings on my laptop (computer) I am safe and can post just about anything. **(UNSAFE)**

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ACTIVITY #4: Being Safe Online and On the Internet Exercise

Background: Conversations concerning safety are most effective when children are able to participate in discussion and activity. Class discussion and Leader and peer interaction helps to support and reinforce learning.

Directions: Read and review the directions with to the class. Next, have the class participate in a “read-aloud” by reading together each of the words in the WORD BANK. (This helps to ensure that all students know the correct word for each blank.) Read each statement below concerning internet safety stop at the blank and have the class fill-in the correct word. Include variety by saying, “OK, in the next sentence, only the girls call out what should be filled-in; and so on, mix it up. Direct students to write the correct answer on their worksheet. Use the words in the **WORD BANK** to complete each sentence and discuss the answers with the class.

Note: Print out and make copies of “Being Safe Online and On the Internet Exercise” Activity Sheet for Students to complete.

Being Safe Online and On the Internet Exercise

WORD BANK

scares | safe adult | public | personal | rules | name | address |
school | phone # | permanently erase | teacher | online | safe | mean

1. Computers in the home should be in a _____ location.
2. I should never give out _____ information when I am online: like my _____, _____, _____, or _____.
3. I should never put anything _____ I do not want others to see.
4. Deleting information from something I have posted online does not _____ that information.
5. If a strange picture or information appears on my computer when I am at school, I should tell my _____.
6. If someone is being bullied online, I should tell a _____.
7. If I am using the internet and see something I know is against the _____, I should tell my parent/guardian or a safe adult.
8. If I am playing a game online and something _____ me or upsets me, I need to tell an adult about it right away.
9. If someone says _____ words to me online, I should tell my parent/guardian or teacher.
10. Knowing the rules when using the internet helps to keep me _____.

End the lesson with a prayer

The Lesson leader may invite the children to create their own prayer; or lead a prayer, or may use the suggested prayer below.

Dear God,

Sometimes things happen to me that are confusing or frightening. When I am confused or feel scared, help me remember what I have learned today. Help me remember that boundaries are good, and the physical boundaries I learned today so I can protect myself from anyone who might want to hurt me—even if it is someone, I like. Thank you for my parents or loved ones and my teachers who are teaching me how to keep myself safe and healthy. Remind me that I am special and that you are always with me. Amen

Being Safe Online and On the Internet Exercise



WORD BANK

scares | safe adult | public | personal | rules | name | address |
school | phone # | permanently erase | teacher | online | safe | mean

1. Computers in the home should be in a _____ location.
2. I should never give out _____ information when I am online: like my _____, _____, _____, or _____.
3. I should never put anything _____ I do not want others to see.
4. Deleting information from something I have posted online does not _____ that information.
5. If a strange picture or information appears on my computer when I am at school, I should tell my _____.
6. If someone is being bullied online, I should tell a _____.
7. If I am using the internet and see something I know is against the _____, I should tell my parent/guardian or a safe adult.
8. If I am playing a game online and something _____ me or upsets me, I need to tell an adult about it right away.
9. If someone says _____ words to me online, I should tell my parent/guardian or teacher.
10. Knowing the rules when using the internet helps to keep me _____.

Activity #5: My Personal Safety Pledge- Home Activity for Parent/guardian and Child

Background: Recognizing the role of parents/guardians as the primary educators of their children, this activity is designed to promote discussion and interaction between the parent/guardian and child on the issue of safety as discussed in the child's class. It is further designed to encourage parent/guardian to personalize and expand the discussion around specific issues in their own family lives.

Directions: Share with your parent /guardian what you remember from our lesson on Safety in class. Ask your parent/guardian to help you fill in the Safety Pledge below. Look at the words in the word bank below and choose the best word to complete each sentence in the Safety Pledge. Once you have completed your pledge you and your parent should sign it and select a special place in your home to display it.

WORD BANK

body | unsafe | uncomfortable | no | away | parent | safe adult | never



1. It's my _____!
2. No one has the right to touch my body in any way that makes me feel _____ or _____!
3. Say _____ and get _____!
4. Tell a _____ or _____!
5. It's _____ my fault!

My Signature: _____

Parent Signature: _____