



The Five Safety Steps and Safe Adults Grades K -3

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:** The Professor Video (link) (20 minutes)
 - Activity #2:** Key Vocabulary Words for Discussion (10 minutes)
 - Activity #3:** HOOT n' HOLLER for safe and unsafe touches and special safe adults (10 minutes)
 - Activity #4:** Five Body Safety Rules (10 minutes)
 - Activity #5:** The Very Smart Caterpillar Internet Safety Activity (5 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:** #1944 Respect for the human person considers the other “another self.” It presupposes respect for the fundamental rights that flow from the dignity intrinsic of the person. —Catechism of the Catholic Church,

#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:**
- Identify safe and unsafe touches
 - Understand rules about unsafe adults and strangers
 - Understand the Five Body Safety Rules for protecting personal boundaries.
 1. It's My Body!
 2. No One Has A Right to Touch My Body
 3. Say “No” and “Get Away” (if you can)
 4. Tell a Parent or Safe Adult
 5. It's Never My Fault!
 - Share what they have learned in the lessons with their parents/guardians.
 - Technology Component:
 1. Say “No!” if someone shares unsafe or inappropriate materials/images.
 2. Turn off your computer and leave the room.
 3. Tell a parent or safe adult right away.

ACTIVITY #1: "The Professor" Link available

"The Professor" is an animated video that teaches children basic safety rules and how to identify safe and unsafe adults. It helps to stimulate discussion about personal boundaries, touching safety, and Internet Safety. The video is 20 minutes long and is a valuable tool for teaching these lessons and conducting the activities.

ACTIVITY #2: Key Vocabulary Words for Discussion

This activity gives the Lesson Leader the definition of key vocabulary words used in the video. Following each definition are prompts for class discussion.

Black: Teacher Information / Green: Classroom Discussion

- **Safe touches**—safe touches are appropriate touches like hugs from a family member, a high-five from your coach, or a handshake when you meet someone you don't know. These touches are safe and are not meant to harm you. There are also safe touches meant to keep you healthy. [Avoid saying safe touches that *feel* good are "safe, loving or show someone loves you" since sometimes touches are safe and necessary, but can also hurt—although they hurt for a good reason to keep children safe, such as stitches, a doctor shot or dental cleanings.]
- **Unsafe touches**—unsafe touches are inappropriate, and could be meant to hurt or scare, and are contrary to the Five Body Safety Rules. If a touch makes you feel scared, uncomfortable, or confused tell a parent or safe adult. [Examples are hitting, punching, tripping, kicking, spitting, touching private parts, etc.]
- **Safe adults**—safe adults who won't hurt you. They listen to you, always respect your boundaries, follow the rules, and are always there to help you. [Explain that a child may have many safe friends and adults. Give children examples of adult behavior that could hurt them but may be necessary for their safety, i.e., a doctor, nurse, or dentist to keep us clean and healthy.]
- **Special safe adults**—*special* safe adults are those very few special adults who can see or touch a child's private body parts, but only for the purpose of keeping the child safe, clean, and healthy. They have permission to help with bathing, restrooms, putting on clothes, and providing care when sick. Not every safe adult is a *special* safe adult, and sometimes special safe adults are only for specific occasions or reasons. [Give children examples of *special* safe adults who are always *special* safe adults, including a child's mother or father. Also, give an example of someone who is a *special* safe adult for specific reasons at a specific time, such as a doctor or nurse—but only for specific purposes and when a parent/guardian is present.]
- **Strangers**—strangers are people you do not know. A stranger is not necessarily a good or bad person but someone you do not know. [Discuss with the children that in the video, The Professor told Thaddeus that it is important to know the rules about "strangers". Discuss the rules about strangers. Also, discuss with the children what The Professor taught Thaddeus about secret passwords.]

ACTIVITY #3: HOOT 'n HOLLER for safe and unsafe touches, and special safe adults

- Background:** In this activity, you are helping children to learn how to identify safe and unsafe touches. You will also be helping them learn more about *special* safe adults.
- Preparation:** In preparing for this activity, the Lesson Leader should review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*. Review the terms *safe touch*, *unsafe touch*, and *special safe adult*, and review the physical boundary rules.
- Directions:** The Lesson Leader will gather the children in a large group. Then, the Lesson Leader will read out a series of safe and unsafe touches, asking the children to listen carefully so they can be ready to "hoot 'n holler," depending on the type of behavior described. Children will be given the opportunity to share their examples of safe and unsafe touches and will then discuss *special* safe adults.
- Discussion:** Ask everyone if they're ready to "hoot 'n holler"?

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Give children the instructions: "If I name a safe touch, raise your fist in air and yell 'RAH, RAH!' as loudly as you can! If I name an unsafe touch, show me thumbs down gesture, and shout 'BOO, HISS, BOO!'" Give the children an opportunity to practice making these noises and gestures once or twice.

Give the following examples and allow the children to vocalize and gesticulate the "RAH, RAH!" or the "BOO, HISS, BOO!":

- Your mom gives you a hug when you wake up. ["RAH, RAH!"]
- Your neighbor tells you to come into his house to pet his new puppies. ("BOO HISS BOO!")
- Your coach gives you a "high five" when you win the game. ["RAH, RAH!"]
- Someone tries to touch you on your body, and you don't want them to. ["BOO, HISS, BOO!"]
- You feel loved, cared for, and comfortable. ["RAH, RAH!"]
- Someone at school says they want to take you down the hallway alone to show you something. ["BOO, HISS, BOO!"]
- The stranger behind you in church tries to shake your hand during the peace sign. ["RAH, RAH!"]
- Your dad gives you a kiss on the cheek after tucking you into bed. ["RAH, RAH!"]
- Your uncle is always fluffing your hair. You really don't like him doing that. ["BOO, HISS, BOO!"]
- A student is running down a hallway at school, and a teacher reaches out and puts a hand on the student's shoulder to stop them. ["RAH, RAH!"]

Ask the children to add their examples of safe or unsafe touches.

Let the children know they can say what happens to their bodies.

Note: Print out and make copies of the activity sheet **Five Body Safety Rules** located at the back of the lesson plan.

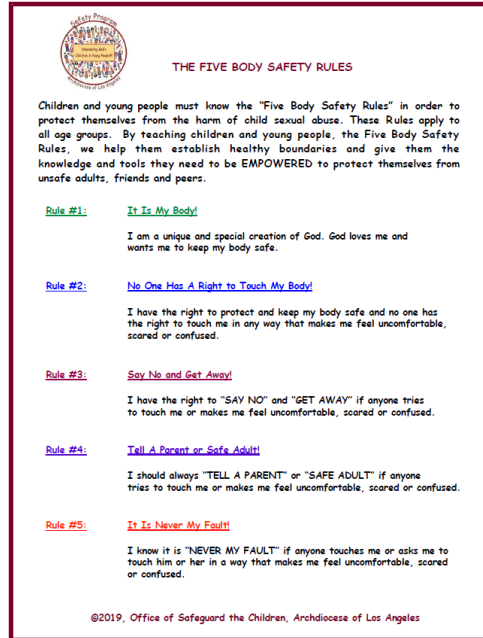
Five Body Safety Rules

In the pictures below, the children are remembering the 5-Body Safety Rules. Draw a line from the picture to the safety rule that is being remembered.

	GET AWAY!
	IT'S NEVER MY FAULT
	<u>IT'S MY BODY. GOD MADE ME SPECIAL</u>
	SAY "NO"
	TELL A TRUSTED ADULT

ACTIVITY #4: Five Body Safety Rules

Rules— a guide for behavior. Following rules keep us safe. Using the crosswalk, looking both ways for traffic, and listening to the teacher are all rules to keep us safe. [In the video, Thaddeus learned some rules. The rules Thaddeus learned are the body safety rules. We call them body safety rules because they help keep our bodies safe. Who can name the body safety rules we saw in the video? Now look at this poster (Hold up the “Five Body Safety Rules” poster). I will read each rule slowly, and I want you to repeat each after me. We are going to keep this poster in the classroom to help us remember the “Five body safety rules.”]



- **It Is My Body** — I am unique and special creation of God. God loves me and wants me to keep my body safe. Remind the children of how Thaddaeus felt when the bully threw him in the bushes and threatened him. Discuss his feelings of being unhappy, being scared, feeling unsafe and afraid to tell. Do you think Thaddaeus felt special? Why? Why not?
- **No One Has A Right to Touch My Body!** – I have the right to protect and keep my body safe and no one has the right to touch me in any way that makes me feel uncomfortable, scared or confused. Remember in the video “The Professor” told Thaddeus about unsafe or confusing touches, when someone wants to touch your private body parts. Private body parts are those parts of your body covered by a bathing suit, and can be other parts like our lips, ears, and any other part of your body you do not want touched?
- **Say “No” and “Get Away”**— I have the right to “SAYNO” and “GET AWAY: if anyone tries to touch me or make me feel uncomfortable, scared or confused. Did Thaddeus say no? When? Did he say it soft or did he learn to say it loud and strong. Remember it’s okay to say “no” and “get way” whenever you feel unsafe, scared, and uncomfortable or if someone tries to touch your private body parts.
- **Tell A Parent or Safe Adult** — I should always “TELL A PARENT” or “SAFE ADULT” if anyone tries to touch me or makes me feel uncomfortable, scared or confused. The bully told Thaddeus to keep a secret and threatened him. The Professor told Thaddaeus not to keep secrets and to tell a safe adult. When Thaddaeus told his mother, he felt relieved and happy and knew she was a trusted adult who would help him. Ask the children to name some of the safe adults they can go to, if they are feeling unsafe, scared or uncomfortable?
- **It Is Never My Fault!** — I know that it is “NEVER MY FAULT” if anyone touches me or asks me to touch him or her in a way that makes me feel uncomfortable, scared or confused. In the video Thaddeus asked The Professor if someone tricked him or confused him would it be his fault? The Professor told Thaddeus “it’s never your fault”. Share with the children again that they are special, and that they are children and they deserve to be protected by adults; they should never blame themselves.

ACTIVITY #5: The Very Smart Caterpillar Internet Safety Activity

Background: In this activity, you are helping the children to know that the safety boundary rules also apply to online activities.

Preparation: Print the Very Smart Caterpillar Activity Sheet and read through the lesson.













Directions: Read the Very Smart Caterpillar Activity Sheet to the class. Tell the students to remember what they learned from Thaddeus in the video about being safe online. Remind the students that circling green caterpillar shows good things you can do online, and circling the red caterpillar means things you should not do online.

Discussion: Have the children share their answers in a large-group discussion.

- Read each question aloud and ask the students to raise their hands if they circled the green caterpillar or the red caterpillar for each question. Explain the right answer and tell students why it is the right answer.

The Very Smart Caterpillar Internet Safety Activity

Remember it is important to be safe on the internet. Below are some good things you can do on the internet and some things you should NOT do on the internet. Circle the green caterpillar if the activity is good or circle the red caterpillar if the activity is NOT good.

	ASKING FOR PERMISSION BEFORE I GO ONLINE	
	GIVING OUT MY TELEPHONE NUMBER ONLINE	
	ASKING MY PARENTS BEFORE CLICKING TO BUY A NEW GAME TO PLAY ONLINE	
	TALKING TO SOMEONE I DON'T KNOW ONLINE	
	IF SOMETHING ONLINE MAKES ME FEEL SCARED OR CONFUSED, I TELL MY PARENTS	
	PLAYING A FUN SAFE GAME ONLINE	

End the lesson with a prayer

The Lesson Leader may invite the children to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

Dear God,

Sometimes when things happen, I get scared. Sometimes I just get mixed up—like when a person I care about does something that makes me feel uncomfortable or scared. When that happens, help me remember that I am special and give me courage to tell an adult what happened. Thank you for loving me and for giving me safe adults and parents who want to keep me safe and happy. Amen.

Five Body Safety Rules

In the pictures below, the children are remembering the 5-Body Safety Rules. Draw a line from the picture to the safety rule that is being remembered.



GET AWAY!



IT'S NEVER MY FAULT



IT'S MY BODY. GOD MADE ME SPECIAL



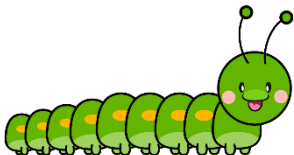
SAY "NO"



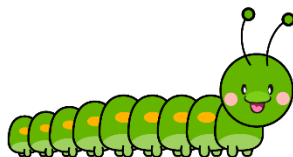
TELL A TRUSTED ADULT

The Very Smart Caterpillar Internet Safety Activity

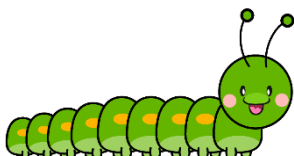
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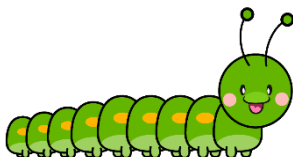
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BEFORE I GO ONLINE**



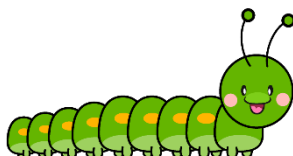
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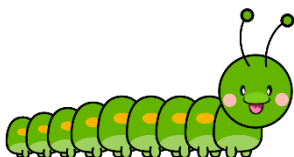
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**PLAYING A FUN
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