

The Five Safety Steps and Safe Adults Grades 4 & 5

Preparation: Review the complete lesson before beginning instruction.

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

You will need: Download Copies of the 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 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, considering the needs of others and the common good.

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

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 to 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 boundaries.
- Understand the 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!
- Identify safe and unsafe touches.
- Technology Component:
 1. Say "No!" if someone shares unsafe or inappropriate materials/images.
 2. Tell a parent or safe 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 *CommonSense* 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. 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 help to reinforce what they have learned. Discuss with the class the problems presented and the solutions given in each video.

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

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

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

[5-Internet-safety tips for kids \(0:43\)](#)

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 and read and discuss each safety rule 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 “body parts”; Rule #3: “Say NO and Get Away,” helps the class to understand more fully what NO means. The leader should summarize the discussion by reminding the class of Rule #5: “It’s Never Their Fault,” because children deserve to be protected by adults.

- **Whole body safety** — the entire body is special and belongs to you. No one has the right to touch any part of your body you do not want to be touched. No one should touch or see your body parts except a few special adults to keep you safe, clean, and healthy. [Examples of safe touches to your private body parts include 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 for discussion and activities to teach children how to protect and keep themselves safe from any situation. **Safety Rule #2:** 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. **“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. Others should always respect personal boundaries. 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 include being pushed or shoved, being called mean names, and 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 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 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 your 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 safe. Remember in the video, it was a “cool special handshake” that made Marco feel safe and comfortable.]
- **Unsafe touches** — unsafe 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 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** — knowing how to use and be safe when working online or on the web. How to protect your personal safety, and 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.). To reach the SAFE ZONE, children must respond to a series of statements and decide which statements are safe and which are unsafe. Adjust the number to **Safe** and **Unsafe** statements to your room capacity.

Directions:

- The class should line up in a single file all facing the front of the classroom.
- The teacher should give the class the following instructions:
 - I will read off statements that are **Safe** and **Unsafe** actions.
 - If you think the action, 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 make 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. Not Telling my teacher when one of my classmates uses bad and mean words on the playground. (**UNSAFE**)
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 makes me feel uncomfortable, scared or confused. (**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 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. Keeping an unsafe secret my best friend told me, because she’s my best friend and I should trust her. (**UNSAFE**)
9. Telling a scary or dangerous secret that someone told me to keep to a trusting adult. (**SAFE**)
10. Not respecting my friend’s boundaries when they tell me to stop “getting in their face.” (**UNSAFE**)
11. Talking to a stranger who asked me for directions. (**UNSAFE**)
12. Asking permission from my parent/guardian before leaving the house to go anywhere outside. (**SAFE**)

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ACTIVITY #4: Safety Rules for the Internet

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

Directions: Read and review the directions 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 worksheets. 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 the “Safety Rules for the Internet” Activity Sheet for Students to complete.

Safety Rules for the Internet Activity

WORD BANK

scares | trusted adult | off | personal | name | address |
school | phone # | permanently erase | online | safe |

1. I should turn my cell phone _____ every night when I go to bed.
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 someone is being bullied online, I should tell a _____.
6. If I am playing a game online and something _____ me or makes me feel uncomfortable, tell a trusted adult right away.
7. Knowing the safety rules when using the internet helps to keep me _____.

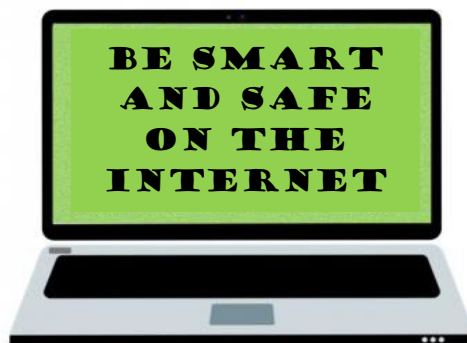
End the lesson with a prayer.

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

Safety Rules for the Internet



WORD BANK

scares | trusted adult | off | personal | name | address |
school | phone # | permanently erase | online | safe |

1. I should turn my cell phone _____ every night when I go to bed.
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 someone is being bullied online, I should tell a _____.
6. If I am playing a game online and something _____ me or makes me feel
me, tell trusted adult about it right away.
7. 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 parents/guardians to personalize and expand the discussion around specific issues in their own family lives.

Directions: Share with your parents /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 parents 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: _____