

## 1<sup>st</sup> Grade

### GENERAL INSTRUCTIONS

This lesson builds upon the groundwork laid in kindergarten by giving the students usable tools that help keep them safe now and in the future. Students will also identify “Uh-Oh” feelings that will guide them as to when to use these tools.

### LESSON PLAN

**DESIRED RESULTS - *What do you want your students to know and be able to do?***

<b>Goals</b>	<ol style="list-style-type: none"><li>1. Students will discuss how God loves us, is our creator, and created all of us.</li><li>2. Students will identify adults to whom they can turn to feel safe.</li><li>3. Students will discuss/identify “Uh-Oh” feelings.</li><li>4. Students will identify where their private body parts are located.</li><li>5. Students will demonstrate tools they can use to stay safe.</li></ol>
<b>Learning Standards</b>	RELIGION: <ol style="list-style-type: none"><li>1. Identify that God wants us to do good and avoid evil. <i>Doctrine.1.3</i></li><li>2. Identify that doing good and being kind pleases God. <i>Doctrine.1.6</i></li></ol> HEALTH: <ol style="list-style-type: none"><li>1. Differentiate between healthy and unhealthy ways to act on feelings. <i>B.1.2</i></li><li>2. <b>Identify private and special body parts and touches that can make a person feel uncomfortable. <i>B.1.5</i></b></li><li>3. Identify health problems (e.g. child abuse) that require the help of a trusted adult. <i>C.1.2</i></li><li>4. Identify which safety helpers to contact for different problems. <i>D.1.1</i></li><li>5. Use refusal skills in potentially harmful or dangerous situations (e.g. refusing to ride a bike without a helmet, contact with strangers, use of harmful substances). <i>F.1.3</i></li><li>6. Tells how she/he can talk to someone when not feeling safe. <i>F.1.5</i></li></ol>
<b>Essential Questions</b>	To whom can I turn for help? What are “Uh-Oh” feelings? What are some ways I can stay safe? Why do we wear swimsuits?
<b>Knowledge</b>	<ol style="list-style-type: none"><li>1. Students will have up to five adults they can turn to in times of need, and write/draw them on the provided worksheet.</li><li>2. Students will develop an awareness of their private body parts through a discussion that focuses on what a swimsuit covers/protects while wearing it.</li><li>3. Students will discover tools they can use to stay safe through group discussion, sharing, and role-playing.</li><li>4. Students will discuss the “Uh-Oh” feelings which can occur when something doesn’t feel safe and begin to understand how these feelings help them know when to use the tools.</li></ol>

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### ASSESSMENT EVIDENCE - *How will you identify what students know and are able to do?*

	<ul style="list-style-type: none"> <li>• Teacher observation of student attentiveness</li> <li>• Teacher observation of student participation in class discussions and activities</li> <li>• Student completion of drawings and activities.</li> </ul>
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### IMPLEMENTING THE LESSON PLAN

#### *How is the lesson structured to accomplish this task?*

Resources needed:

- Drawing paper
- Markers or crayons
- “*I have people I can talk to when...*” activity sheet
- “Uh-Oh” activity sheet
- “No, Go, Tell Tools” resource sheet
- “Swimsuits are worn to protect private body parts” posters

Optional Resource: The book *Your Body Belongs to You* by Cornelia Spelman, used in kindergarten, could be read again to review private parts, safe touch, unsafe touch, and situations where adults do touch or see private body parts to help children stay clean and healthy.

<b>Learning Activity</b>	<b>Sample Teacher Questions</b>
<p>Begin the lesson by asking students questions about safety in their environment (e.g. fire safety, tornado safety, lock downs, etc.) and people who can help with unsafe situations. <i>(Note: move on from this topic after a few responses as students can easily continue this topic indefinitely.)</i> →</p>	<p><i>What are some safety rules at home? What are some safety rules at school? What are some safety rules you’ve learned about riding your bicycle or crossing the street?</i></p>
<p>Depending on student responses, introduce the topic of personal safety by asking students to think about another kind of safety. →</p>	<p><i>There is another kind of safety that is important. It is called personal safety. Before I begin, do you remember who created us and loves us? Do you know that everything God made is good? God gave us a special gift – the gift of our bodies. Every part of our body is good → from the top of my head to the bottom of my toes. God wants our bodies to be healthy and safe. How do we take care of the bodies that God gave us? (One answer: by wearing clothes.)</i></p>

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<p>Lead the discussion so that students know that clothes protect our bodies and keep them safe. Identify, for example, that even when it's hot, we wear swimsuits to protect private body parts (it's not necessary to identify specific private parts). →</p>	<p><i>Now let's talk about personal safety. Why do we wear clothes? (to take care of our bodies; to protect us &amp; keep us safe) So why do we wear swimsuits? (expect same response) Yes, the swimsuit protects my very personal parts and keeps them safe. God is pleased with us when we protect ourselves and keep our personal parts covered and safe.</i></p>
<p>Then ask the students... → (In some regions, the word “yucky” or “icky” might express “uncomfortable” in a way a child might better understand. Do not awaken fear. Gently review that no one should make us feel: “Uh-Oh—don't-do-that-to-me!” Further explanation comes below.) The answers will vary. Lead to the activity by telling them... →</p>	<p><i>What can we do if someone wants us to do something that makes us feel uncomfortable or threatens us? What can we do if you feel like saying: “Uh-Oh! Don't do that to me!”</i></p> <p><i>Yes, we should tell someone!</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i> Distribute (or have available to students) the “I have people I can talk to” papers and markers or crayons. Follow directions. →</p> <p>After students trace around their hands and fingers, lead the discussion so that the students brainstorm people they can go to when they do not feel safe. Write down their responses on the board or on poster paper. <i>Children may not be able to spell names. Try to assist them to be specific and help them write down the names.</i> →</p>	<p><i>On the “I have people I can talk to” paper, you will be tracing your hand. First, put the palm of your hand (not their writing hand) in the middle of the paper. Now, keep it as flat as you can while you trace around your hand and fingers.</i></p> <p><i>Who are people you can go to when you don't feel safe? Who are adults you can talk to?</i></p>
<p>Let students know that if they cannot fit their writing or drawing of a safe person in the finger, they can spread out on the paper. →</p>	<p><i>How many fingers are on your paper? For each finger, write the name or draw a picture of someone you can go to if you do not feel safe.</i></p>
<p>Next, ask students to describe some “Uh-Oh” feelings that they might have had. You could make a connection with animals' responses to things that scare them (e.g. hair on a dog's back sticks up when another dog comes too close). →</p>	<p><i>Sometimes when things don't feel right, people get an “Uh-Oh” feeling – as if something unpleasant could happen or something's wrong. For example, how many of you have seen the hair on a dog or cat stick up when a dog comes too close? Has that happened to any of you?</i></p>

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<p>Write down their responses (such as: scared, yucky, icky, sad, worried). (Students need to be reminded that we are referring to “Uh-Oh” feelings and not to mistakes that students have made.) →</p> <p>Hand out the “Uh-Oh Feelings” worksheet. Have the students write/draw/discuss “Uh-Oh” feelings. (These might be the same as above. Recall that children may not yet be able to read or write many words. Encourage drawing.)</p> <p>Thank the students for the good work they have done and ask them to put their papers and crayons aside. →</p>	<p><i>Let’s take a look at our “Uh-Oh” feelings paper. Can you think of a time when you have had these Uh-Oh feelings? What happened to make these Uh-Oh feelings happen?</i></p>
<p>Tell students that they are now going to find out more about safe tools by distributing the “Tools” handout: →</p> <p><i>*This activity may require additional class time or additional class periods to complete.</i></p> <p>Write “No, Go, Tell” on the board. Discuss this and other suggestions provided on the handout.</p> <p>Review the tools with students. →</p>	<p><i>Here are some tools that can help you if you do not feel safe...(Have you ever seen or heard of these tools before?) [Some may remember them from the previous year.]</i></p> <p><i>Usually, God wants us to be nice to people. We try to be kind and do good things. Usually, we try to help others.</i></p> <p><i>But sometimes I have to say “No!” “No, not right now please.”</i></p> <p><i>I even have to go way because I’m not safe.</i></p>
<p>Structure some discussion so that students can practice using the tools. Possible scenarios or discussion topics: someone approaching them on the street or in a store; some older person they know who touches or tries to touch a private body part; someone older who does something that makes them feel uncomfortable and then tells them not to tell anyone else.</p> <p>Students listen and participate in the discussion. →</p>	<p><i>Let’s try practicing and using these tools.</i></p> <p><i>What if another student tried to touch you in the parts of your body that would be covered by a bathing suit?</i></p> <p><i>Yes, ‘No, Go, Tell’ is the right thing to do. Say, ‘No!’ Go away from that individual. Tell a teacher or another adult at school about it. And tell your parents when you get home from school.</i></p> <p><i>What if an adult came up to you in your yard where you were playing and asked you to go with them to help find something he lost?</i></p> <p><i>You are right again, ‘No, Go, Tell’ is the right thing to do. Say, ‘No!’ Go away from that individual. Find your parent or other adult nearby who can help you. Tell your parents or</i></p>

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	<p><i>another safe adult about what happened.</i></p> <p><i>What if you were playing in the park near your home with a friend and an older kid came and hit your friend. What would you do?</i></p> <p><i>You are right again, 'No, Go, Tell' is the right thing to do. Say, 'No!' Go away from that individual. Find your parent or other adult near by who can help you. Tell your parents or another safe adult about what happened.</i></p>
<p>Conclude lesson by reassuring students that they can help themselves be safe by asking them what they have learned. →</p>	<p><i>To whom can you turn for help?</i>  <i>What are "Uh-Oh" feelings?</i>  <i>Why do we wear bathing suits?</i>  <i>What are some ways I can stay safe?</i></p>
<p>Remind students that God loves them and is always listening to them. →</p>	<p><i>God loves us very much. He wants us to use our bodies to do good things. My fingers can help someone. My eyes can shine and make others happy. But it's important to stay safe and healthy.</i></p> <p><i>I can help others stay safe and healthy, too!</i>  <i>God likes it when I am kind and never hurt others.</i></p> <p><i>God likes it when we keep each other safe.</i></p>
<p>Conclude with a prayer that thanks God for his gift of life and love and acknowledges that God waits for us to call upon him whenever we need help to do the right thing.</p> <p>Speak this prayer from your heart, or make a little litany of praise and thanks that gives the children the opportunity to respond →          ☪</p>	<p><i>Keep me safe; keep me healthy; thank you, Lord!</i>  <i>(Or)</i>  <i>Thank you, Lord, for loving me; help me love others, too!</i>  <i>Thank you, Lord, for every part of me; keep me safe and healthy!</i>  <i>Thank you, Lord, for all my friends; keep them safe and healthy, too!</i></p>

# 1<sup>st</sup> Grade Activity Sheets & Handouts

## Activity Sheets:

- *I Have People I Can Talk To When I Am Scared...*
- *“Uh-Oh” Feelings*

## Handouts:

- *“No, Go Tell” Tools*

Name: \_\_\_\_\_

I have people I can talk to when  
I am scared or hurt.



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Name: \_\_\_\_\_

# "Uh-Oh" Feelings



# TOOLS

**"NO"**

**"GO"**

**"TELL"**

**SAY NO!**

**GO AWAY FROM THE SITUATION.**

**TELL A TRUSTED ADULT!**

Sometimes "NO" may not be enough. Here are some suggestions to help draw attention to someone in need of help.

**Kick**



**Hit**



**Run**



**Shove**



**What else could you do?**

**If you tell a safe adult and they don't believe you—tell another one!!**

# 1<sup>st</sup> Grade Additional Resources

- Private Body Part Posters
- Sample Parent Letter



