

2nd Grade

GENERAL INSTRUCTIONS

This lesson builds upon the groundwork laid in kindergarten and first grade by giving the students usable tools that help keep them safe now and in the future. They will identify “Uh-Oh” feelings, the situations that cause the “Uh-Oh” feelings, and tools to help protect themselves.

LESSON PLAN

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

Goals	<ol style="list-style-type: none">1. Students will tell how God loves us, is our creator, and created all of us.2. Students will identify adults in their lives they can turn to feel safe.3. Students will identify where their private body parts are located.4. Students will discuss/identify “Uh-Oh” feelings.5. Students will discuss/identify situations that can cause “Uh-Oh” feelings.6. Students will review/discover tools they can use to stay safe.
Content Standards	RELIGION: <ol style="list-style-type: none">1. Explain that sin is an offense against God and neighbor. <i>Doctrine.2.1</i>2. Discuss and practice ways to stand up for what is right. <i>Community.2.4</i> HEALTH: <ol style="list-style-type: none">1. Identify situations that promote specific feelings (e.g. being excluded from a group, hurt feelings, being insulted, angry). <i>B.2.2</i>2. Tells how she/he can talk to someone when not feeling safe. <i>F.2.5</i>3. Identify private and special body parts and touches which can make a person feel uncomfortable. <i>B.2.5</i> [For further background, see additional points bolded on the “Grade Level Performance Standards: Grade Two”]
Essential Questions	Who can I turn to for help? What are “Uh-Oh” feelings? What are some ways I can stay safe? What are some tools I can use to be safe?
Knowledge	<ol style="list-style-type: none">1. Students will have up to five adults they can turn to in times of need, and write/draw them on the provided worksheet.2. Students will discover tools they can use to stay safe through group discussion, sharing, and role-playing.3. 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 these tools.4. Students will discuss some situations that can cause “Uh-Oh” feelings.

2nd Grade

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

	<ul style="list-style-type: none"> • Teacher observation of student attentiveness. • Teacher observation of student participation in class discussions and activities. • Student completion of worksheets and level of understanding demonstrated.
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IMPLEMENTING THE LESSON PLAN

How is the lesson structured to accomplish this task?

Resources needed:

- Drawing paper
- Markers or crayons
- “Nothing is so bad” activity sheet
- “Uh-Oh” activity sheet
- “Tools” resource sheet
- “Scenarios” resource
- “Swimsuits are worn to protect private body parts” resource poster

Potential Multiple Lesson Structure:

Lesson 1: Safety discussion, God’s goodness and the “Nothing is so bad” activity sheet;

Lesson 2: Review “Uh-Oh” feelings and do “Uh-Oh” activity sheet;

Lesson 3: Review the “Tools” resource sheet, the “Uh-Oh” activity sheet, use role playing and/or discussion to wrap up.

Learning Activity	Sample Teacher Questions
Begin the lesson by asking students questions about safety in their environment (e.g. fire safety, tornado safety, pedestrian safety, bike safety, etc.) and people who can help with unsafe situations. →	<i>What are some ways you can keep safe if a tornado/fire/etc is coming? Who are some people who can help you to get to a safe place or stay safe?</i>
Then ask the students: → After students respond, elaborate on the goodness of God who provides people in our lives who can help us. →	<i>Who created us? Who loves us now and always? One way God loves us is by giving us people who help and protect us.</i>
Distribute (or have available to students) “Nothing is so bad” papers and markers or crayons. Assist students with the activity as suggested. After students trace around their hands and fingers, lead the discussion so that	<i>On the “Nothing is so bad” 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>

2nd Grade

<p>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. →</p> <p>[Some students may have done this exercise in 1st grade. They might become restless if they have to do it again. Encourage them to do it again, even if they forgot the persons they named last year. Keep the lesson <i>important</i>.]</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><i>Who are people we can go to when we don't feel safe? Who are adults we can talk to? What should you do if the first adult that you go to doesn't listen or believe you? ↓</i></p>
<p>Thank the students for the good work they have done and ask them to put their papers and crayons aside/away. ↓</p>	
<p>Next, ask students to name some things/events that happen to us that can cause “Uh-Oh” feelings. Give them some examples to get them thinking such as being lost at a store or being chased by a dog while on a walk. →</p> <p>Write down their responses on the board or on poster paper. ↓</p> <p>Distribute the “Uh-Oh” worksheet. Assist the students with the completion of the “Uh-Oh” worksheet. →</p>	<p><i>Can you think of a time when you have had these “Uh-Oh” feelings? What happened to make these “Uh-Oh” feelings happen? Maybe you were at the mall with your parents and suddenly you didn't see them; you'd gotten separated. Maybe you were someplace new and felt scared. Maybe you were playing in your yard and a strange dog came running up to you.</i></p> <p><i>Let's take a look at the “Uh-Oh” feelings paper. Look at each box and write, draw or discuss what can make your “Uh-Oh” feelings.</i></p>
<p>When this task is completed, ask students to describe or tell how “Uh-Oh” feelings can help them. Let them know that God created those special “Uh-Oh” feelings in us as a way to protect us and keep us safe. →</p>	<p><i>How can “Uh-Oh” feelings help you? God made us and loves us. He gave us “Uh-Oh” feelings to protect us and keep us safe.</i></p> <p><i>Yes, “Uh-Oh” feelings can help us by alerting us to something that isn't safe or to something we aren't sure about. When those “Uh-Oh” feelings come, we should thank God that we can feel them and ask him to protect us.</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i></p> <p>Tell students that they are now going to learn more about God-given tools that will help them become safe when they may have “Uh-Oh” feelings. →</p>	<p><i>When we get those “Uh-Oh” feelings, when we are scared or confused by what another person is doing, there are tools we can use to help us. What are tools?</i></p> <p><i>Yes, tools are things that help us do something valuable or helpful. We use tools to build things. Doctors use tools to treat us when we are sick.</i></p>

2nd Grade

<p>Distribute the “Tools” resource sheet. Review the tools with students. →</p>	<p><i>Here are some tools that can help you if you do not feel safe. They are words! “No, Go, Tell!” God gave us these special tools and we should use them. If someone approaches you or touches you in a way that makes you feel scared or uncomfortable or in a way that hurts you, you can say, “NO!” or you can say, “STOP!” You need to go away from the person or situation. And you need to find an adult to tell. Now, let’s all practice saying the rule. “No, Go, Tell!”</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i></p> <p>Role play situations so that students can practice using the God-given tools. Scenario include:</p> <ul style="list-style-type: none"> • someone approaching them on the street or in a store; • someone older who does something that makes them feel uncomfortable and then tells them not to tell anyone else. <p>Students listen and participate in the discussion. After each scenario, reinforce the “No, Go, Tell” tools.</p> <ul style="list-style-type: none"> • Say, “No!” or “Stop!” • Go away from the individual or situation. • Tell an adult, your parent, a teacher, an adult you trust. → 	<p><i>Let’s try practicing using these tools. I will tell you about a situation and you act out what you would do.</i></p> <p><i>You are sitting at a table in the food court waiting for your mom who is ordering your lunch. An older person walks up to your table and asks you if you are alone. What would you do? [Go to your mom]</i></p> <p><i>You are on the playground at recess. Another student pushes you off your swing. What would you do? [Go away; tell an adult]</i></p> <p><i>What would you do if when you were in the bathroom another student tried to touch you in the parts of your body that would be covered by a swimsuit? [Use all three rules]</i></p> <p><i>What would you do if an older person touched you in the parts of body that would be covered by a swimsuit and told you not to tell? [Use all three rules]</i></p>
<p>Conclude the lesson by reassuring students that they can help themselves and others be safe and by asking them what they have learned.</p>	<p><i>To whom can you turn for help? What are “Uh-Oh” feelings? What are some tools I can use to be safe?</i></p>
<p>Remind students that God loves them and is always listening to them. God gave them tools: the ability to say, “No!” to walk away, and to tell someone they can trust. 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. ☩</p>	<p><i>Thank you, Lord, for “Uh-Oh” feelings that keep me safe! Thank you, Lord, for feet that can walk away! Thank you, Lord, for all the good people we can trust!</i></p>

2nd Grade Activity Sheets & Handouts

Activity Sheets:

- *Nothing is so bad that I can't talk with someone about it*
- *What can make "Uh-Oh" feelings?*

Handouts:

- *"No, Go Tell" Tools*

Name: _____

Nothing is so bad that I can't
talk with someone about it.



Name: _____

What can make "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!!

2nd Grade Additional Resources

- Private Body Part Posters
- List of Situations for “Uh-Oh” Feelings Discussion
- Sample Parent Letter

LIST OF SITUATIONS

Here is a list of possible situations where children might get “Uh-Oh” feelings!!

- ❖ Keeping secrets about gifts or privileges.
- ❖ Keeping secrets about unsafe touches.
- ❖ Someone touches you in a way that makes you feel yucky or uncomfortable.
- ❖ Someone tells you that if you tell, no one will believe you.
- ❖ Someone tells you things that make you uncomfortable.



