

**GENERAL INSTRUCTIONS**

Building upon their prior knowledge of safe environment issues, students will further their life skills in recognizing unsafe situations and developing strategies for dealing with them.

**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 recall the skills and knowledge learned in the K-2 safe environment lessons.</li> <li>2. Students will recognize unsafe situations.</li> <li>3. Students will practice making decisions that require good judgment.</li> </ol>
<b>Content Standards</b>	<p>RELIGION</p> <ol style="list-style-type: none"> <li>1. Explain how the "People of God" (the Church) help one another to live as disciples of Jesus. <i>Doctrine 4.5</i></li> <li>2. Explain how Jesus' command to "love one another" applies to their own lives. <i>Community 4.3</i></li> <li>3. Describe how all people are created in the image and likeness of God. <i>Community 4.4</i></li> </ol> <p>HEALTH:</p> <ol style="list-style-type: none"> <li>1. Practice making good judgments in risky situations. B.3.5</li> </ol>
<b>Essential Questions</b>	<p>Who can I turn to for help?          What are some resources I can use to stay safe?</p>
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>1. Students will identify what they can do in an uncomfortable situation:             <ol style="list-style-type: none"> <li>a. without an adult present,</li> <li>b. in response to an inappropriate touch from strangers/people they know,</li> <li>c. when offered something from strangers.</li> </ol> </li> <li>2. Students will recognize ways an older person may trap or trick them.</li> <li>3. Students will recognize the responsibility to themselves and others that comes from being a member of the Church.</li> </ol>

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

	<ul style="list-style-type: none"> <li>• Student participation in discussions that include information from a review of materials taught in the earlier grades.</li> <li>• Teacher observation of students' understanding of resources to use in role-play or discussion situations.</li> <li>• Student completion of writing and drawing tasks.</li> </ul>
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**IMPLEMENTING THE LESSON PLAN**

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

Resources needed:

- Drawing paper
- Pencils, markers or crayons
- “Using Good Judgment to Stay Safe” Scenarios resource sheet

Learning Activity	Some Sample Teacher Questions or Dialogue
<p>Review prior learning (see Scope and Sequence) - cover key concepts from K-2 curriculums, especially;</p> <ul style="list-style-type: none"> <li>○ God’s constant love for us,</li> <li>○ Protecting private body parts with clothing to keep us healthy and safe,</li> <li>○ Five adults they can turn to,</li> <li>○ The “No, Go, Tell” tools they use to stay safe,</li> <li>○ Recognizing God’s gift and the helpfulness of “Uh-Oh” feelings,</li> <li>○ What they have already learned about what they can do in situations that cause “Uh-Oh” feelings. →</li> </ul> <p>Build upon the concept of “Uh-Oh” situations that were reviewed by asking the class to brainstorm a list of situations that might happen to children their age. →</p> <p>As an alternative strategy, you can ask students to write the answers to the questions first and then discuss them.</p>	<p><i>Because God made us and loves us, we care about our safety and the safety of others. Let’s see what you remember about tools you can use to keep you safe when you feel threatened or if someone tries to hurt you?</i></p> <p><i>What three steps should you take when you feel threatened, scared, or unsafe because of the actions of another person?</i></p> <p><i>Right, we can use “No, Go, Tell.” We can say, “No” or “Stop.” We should go away from the person who is trying to frighten or hurt us. And we should always tell a safe adult about what has happened and how we felt.</i></p> <p><i>Who are people you trust that you can go to when you are feeling unsafe, scared, or worried about something? Do you remember making a list of adults to whom you could go when you feel unsafe or when you have something you need to tell an adult?</i></p> <p><i>Sometimes a person doesn’t actually hurt us, but we don’t feel comfortable. Maybe we’re scared. Maybe we feel that the situation isn’t safe. What do we call those feelings we get when that happens?</i></p> <p><i>Yes, “Uh-Oh” feelings! God gave us the gift of “Uh-Oh” feelings to warn us and to remind us that we need to take care of ourselves.</i></p> <p><i>What are some unsafe/Uh-Oh situations that happen or could happen to children your age?</i></p>

<p>Tell students that in these types of situations, these “Uh-Oh” moments, children need to use good judgment to keep themselves safe. Ask them to define good judgment. Lead them to remember that God made us and loves us. God made people in his image and likeness. People can think about things and make decisions. That is God’s gift to us. Making a good choice – a choice to stay safe and healthy – is an example of good judgment and of using God’s gift well. →</p> <p>Use their answers to continue explaining “good judgment,” God’s gift to us to be able to make a choice for what is safe and healthy.</p>	<p><i>In these unsafe or “Uh-Oh” situations, children your age need to use good judgment to keep yourselves safe. What is good judgment?</i></p> <p><i>When God made us we were given the gift to be able to think about things and to make decisions. [See explanation in left column.]</i> ←</p> <p><i>Sometimes good judgment happens before a situation like deciding not to walk alone to a park because your parents have made that a rule or like stopping and looking both ways before crossing a street.</i></p> <p><i>Sometimes good judgment happens during a situation like when a classmate kicks or trips you at recess and you say, “Stop!” and go to the playground monitor and tell her about the other student’s behavior.</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i> After the students have identified a number of situations, lead a discussion where students identify the <b>safe</b> things they can do in such a situation. →</p> <p>Add to the list any situations that you feel are important and the class did not think of. For example:</p> <ul style="list-style-type: none"> <li>• Walking home and someone is following you</li> <li>• Someone in a car pulls over and wants your help</li> <li>• Friend wants you to go somewhere you know is dangerous</li> <li>• Friend wants you to eat or drink something that will hurt you</li> <li>• An adult tells you not to tell your parents about something that happened</li> <li>• An adult threatens that something bad will happen if you tell...</li> </ul>	<p><i>How does someone show good judgment? Let’s look at those unsafe situations that you listed again and talk about how you would show good judgment in each one.</i></p> <p><i>“What would you do if...”</i></p> <p>←</p>

3<sup>rd</sup> Grade

<p><i>*This activity may require additional class time or additional class periods to complete.</i> Structure additional “What if...” discussions so that students can practice using the tools (see resources). Select some scenarios from the “Using Good Judgment to Stay Safe” resource sheet. →</p>	<p><i>Let’s try practicing our “good judgment skills” with a few more “what if...” situations.</i></p> <p><i>See resource sheets with scenarios.</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i> Ask students to think about resources that may help them in uncomfortable situations. Pass out papers and pencils, crayons, or markers. Invite them to draw or write about four tools or resources that might help them in uncomfortable situations (i.e. writing a note, calling someone on the phone, running to the nearest house, etc.) →</p>	<p><i>We’ve talked about some unsafe situations as well as some tools you can use to stay safe. Now, on this paper, write about or draw four tools or resources you could use if you are in an unsafe situation.</i></p>
<p>Conclude lesson by reassuring students that they can help themselves and others to be safe. Then ask students the Essential Questions for the lesson. →</p>	<p><i>Who can you turn to for help?</i></p> <p><i>What are some resources or tools you can use to stay safe?</i></p>
<p>Follow up the student responses to the questions by stressing that most people are good. Most people think about what they are doing and try to obey God that we shouldn’t hurt each other. We can often help someone without putting ourselves in danger. →</p> <p>Remind students that God loves them and is always listening to them.</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. ☩</p>	<p><i>When you need help go and ask for it right now.</i> <i>When you see that someone else needs help, don’t wait. Go and tell someone you trust right away.</i></p> <p><i>[Prayer]</i></p>

# 3<sup>rd</sup> Grade Additional Resources

- Using Good Judgment to Stay Safe Scenarios
- Sample Parent Letter

## Using Good Judgment to Stay Safe

### "What if" Scenarios

1. What if ... You are at the mall with your mother. While she is talking to a sales clerk, you notice a display of games close by. You want to go check it out. What should you do?
2. What if ... You are outside playing in your yard alone. A stranger walking by asks you if you have seen her cat. You tell her, "No." Then she asks you if you will help her look for her cat in the neighborhood. What should you do?
3. What if ... You and a friend are playing in the park near your homes. An older kid from the neighborhood joins you. He starts to wrestle with you and your friend. You get that "Uh-Oh" feeling because it makes you uncomfortable. What should you do?
4. What if ... You are walking home from your friend's house, and a neighbor stops you and asks you if you'd like to come inside his house for some cookies. What should you do?
5. What if ... You are at school. You ask to go to the bathroom. While you are there, another student comes in and touches you on your private body parts. What should you do?