

**GENERAL INSTRUCTIONS**

Building upon their prior knowledge of safe environment issues, students will further their life skills by acknowledging that as members of God’s family, they have the right to stand up for themselves.

**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 lessons learned from safe environment skills in prior grades (see Scope and Sequence).</li> <li>2. Students will develop a plan to use when they find themselves in an uncomfortable situation.</li> </ol>
<b>Content Standards</b>	<p>RELIGION</p> <ol style="list-style-type: none"> <li>1. Doctrine - 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. Community - Explain how Jesus' command to "love one another" applies to their own lives. <i>Community 4.3</i></li> <li>3. Community - Describe how all people are created in the image and likeness of God. <i>Community 4.4</i></li> <li>4. Community - Recognize that the Church has laws that help to give order to their lives and the Christian Community. <i>Community 4.6</i></li> </ol> <p>HEALTH:</p> <ol style="list-style-type: none"> <li>1. Evaluate some dangerous situations, consider alternatives, and identify possible consequences. <i>B.4.1.</i></li> <li>2. Develop socially acceptable ways to communicate. <i>B.4.2.</i></li> <li>3. Differentiate between risk taking and unsafe behaviors. <i>B.4.3.</i></li> <li>4. Identify private and special body parts and reasons for keeping those parts covered. <i>B.4.4.</i></li> <li>5. Define bullying and harassment and recognize when it occurs. <i>B.4.5.</i></li> <li>6. Explain the value of assertive strategies when asking for help in an emergency. <i>D.5.3</i></li> </ol>
<b>Essential Questions</b>	<p>What can I do if I feel unsafe and someone is following me?          What can I do if I am uncomfortable with a touch or something else another person says or does?          As a member of the Church why should I protect myself and others?</p>
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>1. Students will identify what to do when they feel they are being followed.</li> <li>2. Students will identify what to do when they feel uncomfortable with a touch.</li> <li>3. Students will identify what to do if someone shows them something that makes them uncomfortable.</li> <li>4. 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>• Teacher observation of student participation in discussions that include information from a review of materials taught in the earlier grades.</li> <li>• Teacher observation of student participation in role-play or discussion that demonstrates understanding of steps to take in a given situation.</li> <li>• Student completion of four written or drawn solutions that students can do when they feel uncomfortable or are threatened.</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
- Role-playing/discussion scenarios
- Four square good judgment safety strategies activity sheets
- “Assertiveness” and “Aggressiveness” definition posters
- Possible invitation of guest speaker (police, or persons who help others in danger)

<b>Learning Activity</b>	<b>Sample Teacher Questions</b>
<p>Review prior learning -- cover key concepts from prior grades’ lessons including:</p> <ul style="list-style-type: none"> <li>○ God’s love for us,</li> <li>○ Five adults they can turn to when they feel threatened or unsafe,</li> <li>○ The tools or resources they can use when they feel unsafe or in uncomfortable situations.</li> </ul> <p>As an alternative strategy, you can ask students to write the answers to the questions first and then discuss them.</p> <p>Review with the children that God gave us a sense of “Uh-Oh” when danger is coming. As the children grow older we can describe this “Uh-Oh” feeling on different levels: fear, embarrassment, shame. Understood correctly, these feelings are there to protect us from danger and keep us healthy in body and soul.</p>	<p><i>We are all created by God. God loves each one of us. Each one of us possesses a personal dignity because we are created in the image and likeness of God. We need to respect that in ourselves and in others. God gave us a great gift, the ability to think before we do something. We need to use our ability to think about how to protect ourselves and our safety.</i></p> <p><i>Jesus taught us that we must love others as we love ourselves. That means that as members of the Church we respect others and their personal dignity. As members of the Church and followers of Jesus, we must respect the need for others’ safety, as well.</i></p> <p><i>What do you remember about tools or resources you can use to keep yourself safe when you feel threatened or if someone tries to hurt you?</i></p> <p><i>Where do unsafe feelings come from? What are unsafe feelings? ↓</i></p>

4<sup>th</sup> Grade

	<p><i>Who are people you trust that you can go to when you are feeling unsafe, scared, or worried about something?</i></p>
<p>Show definition posters. Discuss what it means to be assertive. Then discuss what it means to be aggressive. Compare and contrast assertive/aggressive behaviors. →</p> <p>Lead students to an understanding that some situations call for assertive behavior.</p>	<p><i>What does assertive mean? Let's see what the dictionary says... Now let's look at the word aggressive...</i></p> <p><i>How are assertive and aggressive similar? How are they dissimilar? How can assertive behavior be helpful?</i></p>
<p>Teach assertive strategies to use in situations. Practice saying the following in a loud, clear, firm voice:</p> <ul style="list-style-type: none"> <li>• No!</li> <li>• I'll get my mom or dad to help you.</li> <li>• This is wrong. Don't do it.</li> <li>• I don't like this. Stop!</li> </ul> <p>[Teachers are encouraged to demonstrate the difference between assertive and aggressive behaviors. Without needing to say so directly, it is important to indicate that strong assertive responses lack fear, shyness, or timidity.]</p>	<p><i>Let's practice using assertiveness in situations that call for it:</i></p> <p><i>If you were at your locker and an older student pushed you in and made you drop your books, what would be the assertive thing to do?</i></p> <p><i>Yes, say, "No!" or say, "Stop!" Let's all practice saying, "No!" assertively.</i></p> <p><i>If another person touched you in the parts that are covered by a swimsuit, what would be the assertive thing to do?</i></p> <p><i>We can use other assertive responses like</i></p> <ul style="list-style-type: none"> <li>• "That is wrong."</li> <li>• "Don't do that."</li> <li>• "I don't like that."</li> </ul> <p><i>Is there more you could do to be assertive for your own safety?</i></p> <p><i>Yes, leaving the situation or moving away from the person is an assertive way of dealing with the situation.</i></p> <p><i>Should you tell anyone about the situation? Is that being assertive?</i></p> <p><i>Yes, it is being assertive. It is a way of saying what you believe and what you want.</i></p>
<p>Reintroduce to the students the notion of using good judgment that was discussed in the previous grade. Ask them to define it for you.</p>	<p><i>Do you remember talking about using good judgment in making decisions about your safety? What does good judgment mean?</i></p>

## 4<sup>th</sup> Grade

<p>Then give a full definition.</p> <p>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><i>Good judgment means making decisions that would keep you healthy and safe. To use good judgment you need to remember the rules beginning with Jesus’ rules to love others and ourselves. Good judgment also needs the rules others have taught us to stay safe like traffic rules, school rules, family rules.</i></p>
<p>Present the following situation, “You are walking home and someone is following you. You should...”</p> <p>Then ask students what they should do. →</p> <p>Examples: Help them to identify possible solutions as included below.</p> <ul style="list-style-type: none"> <li>• Go to a store or somewhere you know there are people.</li> <li>• Go to someone’s house that you know.</li> <li>• Stop by a family or people that you see.</li> <li>• Be loud, draw attention to yourself so people look.</li> <li>• <b>DON’T</b> go home if no one is there.</li> </ul>	<p><i>Suppose you are walking home and someone is following you. What could you do if you are feeling unsafe? What would be good judgment?</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i></p> <p>Present another situation, “Someone does things to you that you don’t like or that makes you feel uncomfortable (family member, coach, teacher, neighbor, older child). You should...”</p> <p>Again, ask students what they should do. Help them to identify possible solutions as included below.</p> <ul style="list-style-type: none"> <li>• Tell a ‘safe’ adult.</li> <li>• Use your assertive strategies: say no, stop, or don’t.</li> <li>• Be loud and draw attention to yourself.</li> </ul> <p style="text-align: right;">→</p>	<p><i>What if you’re in a situation where...</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i></p> <p>Structure some role-playing scenarios so that students can practice using their solutions or use these to engage students in a discussion about using appropriate strategies. →</p>	<p><i>Let’s try practicing a few of these solutions. Who would like to pretend...</i></p>

## 4<sup>th</sup> Grade

<p><i>*This activity may require additional class time or additional class periods to complete.</i> If time allows, invite parents, police, teachers, etc. to help role-play situations with students and to provide them with opportunities to practice safe strategies.</p>	
<p>Distribute the resource paper with four squares. Ask each student to write down or draw four different things they could do to protect themselves or others. →</p>	<p><i>We've talked about some unsafe situations as well as some things you can do to stay safe. These are ways of using good judgment. Now write about or draw four good judgment 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 <i>Essential Questions</i> for the lesson. →</p>	<p><i>What can you do if you feel unsafe and someone is following you?</i></p> <p><i>What can you do if you are uncomfortable with a touch or something else another person says or does?</i></p> <p><i>As a member of the Church why should you protect yourself and others?</i></p>
<p>Follow up the student responses to the questions by stressing that most people are good and that the students can often help someone without being put in danger.</p> <p>Remind students that God loves them and is always listening to them. Let them know that the gift of life we have been given brings with it a responsibility to take care of ourselves, which means at times getting help from those we trust. →</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>Jesus teaches us to be kind to others. Do you know ways to help others? [Allow for very brief discussion.] Yes, we can and should be kind and help others, but we have <b>to think about it</b> and watch out for the "Uh-Oh" feelings.</i></p> <p><i>We also should <b>ask for help</b> when we need it. When we see someone trying to hurt others, how can we help? Yes, go immediately and tell an adult you trust.</i></p> <p><i>Prayer</i></p>

# 4<sup>th</sup> Grade Activity Sheets & Handouts

Activity Sheets:

- *Using Good Judgment to Stay Safe*

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

## Using Good Judgment to Stay Safe

In the squares below, show specific ways you can use good judgment to stay safe. You may write about the safety strategy or draw something that represents your safety strategy.


# 4<sup>th</sup> Grade Additional Resources

- “Aggressiveness” and “Assertiveness” Definition Posters
- Using Good Judgment to Stay Safe Scenarios
- Sample Parent Letter

# *Aggressiveness*

*S:*

- 1) Behaving in a mean or rude way;
- 2) Showing that you are going to bully or hurt others.

# *Assertiveness:*

- 1) Behaving confidently;
- 2) Saying in a direct way what you believe and what you want.

## Using Good Judgment to Stay Safe

### Additional Scenarios for Role-Playing/Discuss

1. You are at a park with a friend from school. You are sitting on the swings, talking about your plans to go to a movie together on Saturday. A stranger that was sitting on a bench nearby comes up to the two of you and asks you if you would like to earn some money to go to the movies. He says that he has some chores at his home nearby, and if you'll help him with them, he will give you each \$20. What should you do?
2. You are at a friend's home for an overnight. You and your friend are watching a movie in the family room. Your friend's older brother comes into the family room and sits down next to you on the sofa. He puts his arm around your shoulder, and it makes you feel uncomfortable. What should you do?
3. You are home alone. Your parents are running some errands, but you asked to stay home to play some video games. The door bell rings. You go to the door and look out through the window on the side. It is an adult you do not know. What should you do?
4. You and a friend are having an overnight at your house. Your parents have already gone to bed. Your friend wants some ice cream, but there isn't any in the freezer. Your friend wants to go to the convenience store two blocks away to get some. Your friend says that your parents won't even know you are gone because they are in bed. What should you do?
5. Your friend tells you that his uncle touched him on his private body parts, and that he told your friend not to tell anyone because they would not believe him. What should you do?