

Lesson 1 Feeling Safe and Unsafe

Begin by saying:

Today we are beginning a series of lessons on staying safe. In this first lesson we are going to spend some time talking about feelings.

Feelings are part of what makes us unique –one of a kind. They are a gift from God. God gives us feelings like love, sadness, fear, trust and other feelings too.

Emotion Cards

Spread the emotion cards on the table and ask the class to identify which cards are for Happy, Sad, Surprised, Upset, Proud, Angry, Confused, and Scared. Acknowledge that some of the faces might be appropriate for several emotions.

Invite the class, one at a time, to select a card and share a time when they felt that emotion. They might say

I feel happy when . . .

I feel proud when . . .

I feel angry when . . .

Try to encourage the students to select a variety so that all the emotions are discussed.

Say:

Your feeling belong to you and we all have many different feelings and many different emotion. Your feelings tell you about yourself and about the world around you. Expressing your feelings is important.

Sharing our feelings can help us understand them better. For example:

- *What if your best friend gave you a great birthday present? How would you feel? How would you express your feeling to your friend?*
- *What if your brother or sister came in first in a race? How would you feel? What would you say to him or her?*
- *What if you visited a haunted house with your Mom and it was so scary that you started screaming. Then your Mom*

*puts her arm around you and tells you it will be all right.
How would you feel? What would you say to your Mom?*

Ask the children to describe times when they feel safe, places where they feel safe and people with whom they feel safe.

Explain that throughout the lessons, we will be using the term “Yes” feelings, as a general term for times when they feel safe.

Say:

Okay, so we understand “Yes” feelings, feeling that make us feel safe. But we don’t have “Yes” feelings all the time. Sometime we might not feel safe. We are going to call these unsafe feelings “No” feelings.

“No” feelings are feeling that make us feels unsafe like when we are lost or worried about something.

Ask the children for examples of “No” feelings and elicit responses from as many as possible. Write their responses on the board. Explain that you will be talking about these feelings and what they can do about them.

Say

If you get a “No” feeling or feel unsafe, you can do something about it. You can do something to get rid of that “No” feeling and feel safe again.

Rules If I Get Lost

Say:

Getting lost in a busy part of town or far from your house would certainly be a “No” feeling.

- *Have any of you ever been lost?*
- *How did you feel?*
- *If you got lost far from your house today, what could you do?*

Elicit as many responses as possible and discuss the proposed solution. The purpose of this discussion is to make the children feel successful in solving the problem. Don’t criticize any unrealistic responses. Instead repeat and reinforce the safe, viable options.

Discuss the importance of safety rules, e.g. water safety and road safety. Explain the rules are there to keep us safe.

Say

Rules are made to keep all of us safe and healthy. Jesus loves us and wants us to be safe. Each of us is precious to God.

Here are some rules about what to do if you are lost. You may already know these rules from home:

(Show the RULES poster and have the children read the rules out loud.)

How would you feel when you are found? Would that be a “Yes” feeling?

So if we follow the rules, we can feel safe and get rid of the “No” feeling. Let’s practice it.

ROLE PLAY

Invite the children to role-play being lost far from home with you playing the adult who helps.

In order to provide a good example of the appropriate ways to handle being lost, always start by choosing a child that you feel confident will give the correct responses.

Also chose some of the children you feel may be vulnerable. If mistakes are made, give the child the chance to do it again effectively. Remind the class that we all learn from our mistakes. Reinforce and praise all the correct responses. To see if they can apply the safety rules in other situations, pose some hypothetical situation appropriate to their everyday experience.

More Safety Rules

Children your age are not normally left unsupervised at home. However, If such a situation did arise and you were in the house on your own and the phone or doorbell rang, how would you feel? You might feel a bit scared.

Is this a “Yes” feeling or a “No” feeling?

Here is a story about a boy who was on his own at home. Let’s see what he did.

Story

This is a story about a time when Jack felt unsafe. Jack and

his mother planned to make cookies when Jack got in from school. When Jack's mom was getting out the ingredients for the cookies, she realized she had no sugar. She told Jack she would go next door to borrow some.

Jack's mom had just left when the doorbell rang. Jack got scared. He did not know what to do. While he was still thinking, the doorbell rang again. Jack ran into the living room and looked out the window. It was a woman and she had books in her hands. She looked friendly and the books looked colorful and interesting. Jack was tempted to open the door because he loved reading.

Then he remembered the rule—never open the door to strangers. It seemed like a long time before the woman left, but eventually she turned away and walked back down the sidewalk.

About five minutes later Jack's mom came back. He told her what had happened. When his mom heard the whole story, she told him how delighted she was that he had remembered the safety rule.

Review

- *What happened when Jack's mom went next door?*
- *Did Jack feel safe or unsafe when the doorbell rang?*
- *Did Jack make a safe choice?*
- *Why was Jack's Mom delighted when she came back?*
- *What would you feel if you were Jack?*

More Rules

Emphasize that by following the rules, the children can get rid of that "No" feeling. Show the class the second RULES Poster.

Role Play

Have the children Role-play answering the phone and the

door when they are in the house alone.

Closure

These rules we have learned today show us that we can get rid of “No” feelings by knowing what to do. We don’t need to feel unsafe or scared. We can follow these rules and help to keep ourselves safe.

Next we will talk more about taking care of ourselves. We will learn what to do if any one touches us in an unsafe way.

Continue to lesson 2

Lesson 2

Touches

Introduction

Now we are going to talk about touches. We read in the Bible that Jesus healed sick people when he touched them. Jesus' touches were definitely good touches, weren't they?

When we go to Mass we exchange the sign of peace, usually by giving a handshake to the people around us. That's a good touch too, isn't it?

Ask the children to name touches that they like. Record their responses on the board. Ask the children to list touch that they don't like. Record those responses also.

Do you think you can say "no" to someone who touches you in a way you don't like?

Yes you can! Your body belongs to you.

What if your Aunt always tickles you when she comes to visit and you don't like it anymore? What could you do?

You could say, "Please don't do that."

Would that be rude?

No, not if you do it in a polite way. Your aunt may not know that you don't like being tickled.

There are two ways you can let someone know that you don't like what they are doing. One way is with your **voice** and the other way is with your **body**.

We will practice a little bit here and then you can practice at home with your mom or dad.

Role Play

Let's look at some of the touches that you said you did not like. One way to let someone know that you do not like what they are doing is by saying "No," moving away and being very firm. I am going to put you with a partner and each of you practice saying "No" to your partner.

Say:

We have talked about touches we like and don't like. Some of us like being tickled. Some of us don't. But no one likes to be pinched, pushed around or hit. They are all unsafe

touches and they give us “No” feelings.

If anyone touches you in a way that make you feel unsafe, you have the right to speak up and tell them to stop. You have the right to say “No.”

What if it is an **adult** who is making you feel unsafe? *[You can still say “No.”]*

How many of you think you might get into trouble for saying “No” to an adult? *[There are times when it’s right to say “No” to an adult.]*

There is a difference between saying “No” to something that is dangerous, wrong, or inappropriate, and saying “No” to going to bed, doing homework or household chores.

What if

- * What if someone tries to make you smoke a cigarette or drink alcohol?
- * What if your grandmother, who is babysitting for you, asks you to go to bed because it is past your bedtime?
- * What if someone hits you so hard that it leaves bruises?
- * What if your mom asks you to help carry the groceries?
- * What if your older cousin offers you a ride on his bicycle and you have no helmet?
- * What if someone is always saying things to you that makes you feel really bad about yourself?

Emphasize

It is all right to say “No” to an adult if they are asking you to do something that is dangerous, wrong, or that makes you feel unsafe. Say “No” if you get a “No” feeling or if you feel confused.

More

What if saying “No” and moving away doesn’t work? What else could you do?

Remember the rules that we learned. Yes, tell an adult that you trust. God gave us adults we can trust—these adults are special gifts from God.

Never keep anything that gives you a “No” feeling a secret. And always remember -- IT IS NOT YOUR FAULT!

Role Play

I will be the adult. Who will be first to practice saying “No?”
(If no one volunteers, choose an outgoing student to role play first.)

Closure

Today we learned about how to take care of ourselves by following safety rules regarding unsafe touches. Let’s repeat these rules together:

1. Say No
2. Get away
3. Tell a trusted adult.

Always remember that no one has the right to ask you to keep touching a secret. In our next class we will talk further about secrets and telling.

HOMEWORK

- HOMEWORK SHEET C-1 “I feel safe . . .”
- HOMEWORK SHEET C-2 “Parts of our bodies . . .”
- HOMEWORK SHEER C-3 “Personal Safety Rules”
- Role-play with parent “Being Lost and Asking For Help”
- Role-play with parent “Being home alone/telephone and doorbell”