Reverend and Dear Fathers, Parish Life Collaborator, and Esteemed Catechetical Leaders,

It has been nearly twenty years since the Catholic Vision of Love Chastity Education and Personal Safety program was promulgated for use in our Catholic schools and parish religious education programs. This program is a tremendous help to catechists and parents in presenting the Church’s teaching about love, marriage and human sexuality and enables young people to make intelligent choices and decisions regarding their sexuality.

In the Diocese of Pittsburgh the Catholic Vision of Love Chastity Education and Personal Safety program has been the approved program for safe environment education for children, youth and their parents. It has been mandated for use in every parish program of religious education, Catholic school and youth ministry program. This program is fully integrated into the religious education curriculum of our schools and religious education programs in addition to providing specific lesson plans for students in grades 5 to 8, and a required parent meeting. Recently at the suggestion of the safe environment program auditors from the USCCB, we have made several additions to the Catholic Vision of Love Chastity Education and Personal Safety program, namely, a lesson plan on child safety to each of grades 5 through 8, and several specific lessons on child safety for grades Kindergarten through 4.

Additionally, after evaluating the program and receiving input from our catechetical leaders, we have put together information for conducting CVOL Parent Meetings. As you know, a meeting with parents must be held each year before the Catholic Vision of Love Chastity Education and Personal Safety program can be taught. Our hope is that this document will aid catechetical leaders in bringing parents on board with Catholic Church teaching regarding sexuality, so as to enable them to be more fully engaged in the education of their children, especially in this area. The revised program provides a wealth of resources that can be made available to all parents, including those who might not choose to come to the parent meeting. We need to continue our efforts to assist our parents in their responsibility as the primary educator of their children in the ways of faith.

Finally, we have updated the CVOL catechist section and student lessons for grades 5 through 8 in the area of technology use and language, and recent Church documents. We will be conducting in-services for all catechetical and pastoral leaders in the coming months as well as for our teachers and catechists. We need your diligence and leadership in making every effort possible to in-service your teachers and catechists on these revisions so that we can move forward implementing this program fully.

I want to thank Mrs. Judy Kirk, Mrs. Joyce Gillooly, Dr. Robert Paserba, Mr. Jeffrey Hirst and many other staff members of the Secretariat for Catholic Education for their diligent work in completing the revision and updating of this important program.

Your leadership and support in this important matter is appreciated. Together let us work with God’s grace to ensure that our young people will have a knowledge of God’s Truth and the ability to live a life in keeping with God’s plan for human love and chastity.

With every best wish and prayer, I remain,

Sincerely in Christ,

Reverend Kris D. Stubna, S.T.D.
Secretary for Catholic Education
Personal Safety Curriculum

Grades 2 and 3
Lesson Plan--Personal Safety
Grades Two - Three

Lesson One

**OBJECTIVES:**
The students will:
- Identify the goodness of rules that keep us safe by discussing why the family, school and society have rules and laws.
- Describe positive characteristics they like about themselves and others by picking out good qualities from a list on Handout 2-3A.
- Identify that all things have a purpose by naming good things they can do with items like apple, sun, house, person, and body parts like nose, ears, feet, teeth.
- Identify what makes a good friend by naming that a friend always wants what is best for you.

**MATERIALS:** copy of “A Good Friend Handout” (Handout 2-3 A) for each child, crayons or colored pencils. A hanging mirror or a held mirror (optional)

**TEACH:**
We are starting on a special journey to learn about personal safety. We all know that God made us—and because God made us in His image and likeness, we are special. All people are made special. Old, young, big, little—all over the world—all people are special.

God made the whole world for us to live in, to grow in, and to be together with each other learning to be the best we can so that we can all be with God in heaven for all of eternity.

All things were made for a purpose—a reason. Let’s see if you can tell me a reason for each of the things I mention:

*(Mention each of the items below- let the students raise their hands and tell you what purpose they have. Affirm all true responses including things like “because we like it.”)*

<table>
<thead>
<tr>
<th>apple</th>
<th>sun</th>
<th>house</th>
<th>chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>cow</td>
<td>piano</td>
<td>ice cream</td>
<td>car</td>
</tr>
<tr>
<td>stairway</td>
<td>sandwich</td>
<td>baseball bat</td>
<td>person</td>
</tr>
</tbody>
</table>

*(Make a specific point about the purpose of persons. God made us to know Him and love Him on this earth and be happy with Him in heaven.)*
Everything God made is good. Now let’s talk about some more specific things. “Why did God make…” or “what is the purpose of…” (Affirm true answers especially the GOOD purposes.)

- Identify the goodness of rules that keep us safe by discussing why the family, school and society have rules and laws.
- Describe positive characteristics they like about themselves and others by picking out good qualities from a list on Handout 2-3A.
- Identify that all things have a purpose by naming good things they can do with items like apple, sun, house, person, and body parts like nose, ears, feet, teeth.
- Identify what makes a good friend by naming that a friend always wants what is best for you.

God made all things good, but he also gave us free will. That means we can choose. We can choose to use things for good or not so good.

You can choose to use your feet to walk to a friend who has fallen down and help them up, or you can choose to use your feet to run and hide when it’s time to go to bed.

You can use your mouth to eat good food, or to say “thank you,” or to call someone a bad name. You can use your hands to help make cookies or set the table, or you can choose to use your hand to grab a toy away or hit someone.

What should we use our free will to do? Should we choose to use things for good or for bad?

Your choices help to make you the kind of person you will grow up to be.

Good choices help to make you the kind of person God wants you to be.

Right now you are many things. You are a son or daughter. You are students, some of you are a brother or sister…What other roles or relationships do you have as a 2nd (or 3rd) grader?

(Allow the students to name them…until they mention “FRIEND”)

Being a friend is one of the most important jobs God has given us. We have friends all our lives.
Friends aren’t people who agree with everything we want or someone who will do everything we tell them to do. A friend is ALWAYS someone who wants the best for you!

(Write this on the board and have children repeat after you.)

Your mom and dad can be a friend when they make you go to bed or eat healthy foods—even if you get angry because you wanted to watch a show on TV or you would rather eat candy instead of green beans. If you ate candy all the time—it would not be what’s best for you.

We have rules everywhere—at home, at school, even when we play games. Rules are there to help us know what is good for us—like the rule about when to eat candy and when to eat healthier foods. We have rules so we can all get along and be the healthiest, happiest and safest we can be.

What are some of the rules at your house?

(Allow students to raise their hands and tell some of their “home” rules.)

We have rules for our group here too. We start at (whatever time you start your class/program). We wear clothing that is proper, for example we don’t wear our bathing suit or pajamas when we are here. Can you think of any other rules we have?

What would happen if we didn’t have rules about when to cross the street or where people could drive? (listen to answers)

What would happen if we didn’t have any rules? (accept answers)

God created each one of us in His image and likeness. Jesus came and showed us how to live with each other and taught us how to show respect to each other and to ourselves.

Inside ourselves we have a “conscience” that helps us to know what is right and what is wrong. It helps us to choose to do what God wants us to do. Our parents and other trusted adults help us to make sure our conscience stays healthy—to be able to figure out good from bad.

A friend is someone who wants what is best for us. Our friends help us have a healthy conscience.

→ A friend would help you to follow the rules.
→ A friend is someone who wants to help us be good and do the good things God wants us to do.
→ A friend is someone who helps us make good choices and who encourages us to be the best person we can be.
How do we feel when someone says “You are a good friend?”

(Distribute copies of “A Good Friend”. (Handout 2-3 A)

(Discuss some behaviors that might go along with each of the words. Have children circle in Blue the words that describe themselves.

Encourage the children to be honest about their own traits and think about how they can be a good or better friend.

Have them underline in Red all the words on the page that describe a good friend.

Ask children to draw a picture of themselves in the frame.)

Look at all of the words that have both a blue circle and a red line. You can be proud that you are a person who can be a good friend.

OPTIONAL ACTIVITIES:

- Have each child look at him/herself in the mirror and say out loud, “I can be a good friend.”

- On the back of your sheet the children can draw a picture of a person who is a ‘good friend’ to them.
A Good Friend

shares
encourages
listens
kind
polite
careful
nice
rude
honest
comforts
tells the truth
leaves people out
makes fun
takes turns
lies pleasant

Name_____________

1. Circle in Blue the words that tell about you
2. Underline in Red all the words that describe a good friend.
3. Draw a picture of you inside the frame.
LESSON TWO

OBJECTIVES:
The students will:
• Identify non-verbal communication skills by naming feelings acted out by the teacher and other students.
• Name how showing their emotions in a good way helps us get along with others.
• Discuss how some things and people change by describing changes from a group of pictures.
• Describe and discuss how he/she is a unique and special person by naming choices they have made and ways they have grown from a baby until now.

MATERIALS: “Emo-Demo Cards” (Emotion Demonstration Cards), Flash Cards 2-3, “Change” posters

REVIEW:
In our last class we:

1. Talked about how special each of us is because we are made in the image and likeness of God.
2. Discovered that everything God made is good and has a special purpose.
3. Learned that we can make choices about using what God gave us—including our bodies, for good or for bad.
4. Discussed that we have rules in our families, our schools, and everywhere in the world to help keep us healthy, safe and to help us be respectful to everyone.
5. Discovered that we can become good friends, what we can do to be better friends, and what we should look for in a friend.

TEACH:
Today we are going to talk about our emotions and how showing proper emotions can help us to learn and work and get along with one another. Knowing the good ways to show our emotions will help keep us safe and understand each other. We will learn ways to control our emotions—to show them properly—and learn how others may be feeling by the way they show their emotions.

Letting people have their feelings is part of respecting a person. But if we have a strong feeling, choosing the correct way to show it gives respect to others.
(Have children sit where they can see your whole body, your posture as well as your face and hands. You are going to “pose” in various ways. The children will guess what you might be feeling.)

Without saying a word, I bet you can understand what I am trying to tell you. Be sure to look closely at the expression on my face, the way I am standing, and my hands or arms. When you think you know what I am feeling—raise your hand.

DEMONSTRATE:

Posture 1: Fold your hands across your chest and put a stern look on your face—squint your eyes and purse your mouth. (I am angry)

Posture 2: Smile, look up and wave the children over to you. Maybe even hop a little bit. (I am excited and want to share something with you.)

Posture 3: Hands on hips while looking down, scratch your head and look up with a quizzical look on your face. Put your hand under your chin and purse your lips like you are thinking. (I am puzzled, trying to figure something out.)

Posture 4: Turn body sideways. Look down and take a quick look at the children. If someone catches your eye, look down and pretend you weren’t looking at them. (I am shy, I want to join you, but I’m scared you won’t like me.)

(Be creative. Use what works for you. Once you have done a few and they get the idea, invite the children to pick a card and see if they can talk to their friends without making a sound.

PLAY:
Invite a child to come forward. Fan out the “Emo-Demo” Cards and have the child pick one. Make sure they understand what the emotion is and let them act it out for their friends. The first one to guess correctly, gets to pick a card next.

Once everyone who would like to have a turn, gets to play. ..

TEACH:
Knowing how someone is feeling helps us to get along with each other. If your parent or teacher is acting tired, it would not be a good choice to play a joke on them! If your friend looks scared or afraid, you can talk to them to see if you can help—or you can go get help from a trusted adult.

Our feelings make us human and help us know what to do in many situations. If you want to get along with others, you can choose to show your emotions in a good way. Telling a trusted adult or parent how you feel helps you figure out the right way to show your emotions and fix situations that need to change. If a friend makes you angry, finding the right way to let them know can help to make your friendship better.
There are many ways to get our message across without using words. You just showed some of them. When we have a feeling or emotion, it is telling us something that we need to know. All of our feelings are good—but sometimes we choose to show our emotions and feelings the wrong way. Different people show their emotions in different ways. You wouldn’t expect a little baby to show anger in the same way you would. What would be the difference?

(A baby or small child may hit, cry or sometimes even bite because they can’t speak to be understood, and they haven’t figured out how to use their hands, their mouth or even their feet very well yet)

God is so good to us. We are made to grow and change throughout our lives. Your bodies are changing on the outside. You can see that your teeth are falling out and bigger ones are coming in. Your shoes may be getting too small or tight. Maybe the sleeves on your shirt don’t reach your wrists anymore. As you have been growing, you may not even realize that you are changing.

Do you get to pick what you wear in the morning? Do you have a choice about what to eat for breakfast or lunch?

(Allow time for answers and examples).

When you were a baby, your parents or trusted adults dressed you. They prepared your meals and helped you to eat. Being able to make choices is one way that shows you are changing and growing on the inside as well as on the outside.

Let’s look at some pictures that show how things change.

(Use the two CHANGE Flash Cards 2-3) Show the pictures and have the children explain the changes on each)

In the picture of the tree, the changes to the tree happen because of nature and the seasons (spring, summer and fall). As each season comes, nature forces the tree to change. What do we see in the top picture of the tree? What season is it? What about the next picture…the last picture? The tree has no choice—nature and the seasons make the tree change.

What do we see in the next picture (stroller/bicycle)? Look at the child in the stroller—is he able to make the stroller move on his own? Why? (he’s too little—someone needs to push it).
What about the picture of the little girl using the tricycle? What about the next two pictures?

The little girl on the tricycle probably had to practice to be able to use the tricycle on her own. She chose to practice—she made the change.

The adult (parent) and child in the 3rd picture are working together to make the changes, and the girl in the last picture is able to do “wheelies” by herself because she made the choice to practice them.

The children in each picture are growing every day (it’s not a choice—they’re bodies are growing naturally).

But their parents made some choices for them to help them grow and learn. Such as what they should and shouldn’t eat (healthy foods/junk foods) or whether they are strong enough to ride the (tricycle/bicycle) by themselves.

The children also choose to try to ride the (tricycle/bicycle). With practice, they can become good enough to ride fast and do tricks.

You also make choices just like the children in the pictures.
- You could choose not to learn to ride a bike, but you know if you do learn you might have fun riding your bike with your family and friends and you will get to many places faster.
- You know that you should not choose to go off on your own yet, because you are still learning about the rules that keep you safe.
- If you choose to practice riding your bike, maybe when you become an adult you will have opportunities to choose other places to visit and explore on your bike.

Notice in the picture how the dad is helping the girl learn to ride a bike. Maybe she was afraid at first because she wasn’t sure she could do it on her own.

Look at the girl in the bottom picture doing tricks on her bike. Does she look like she is afraid? (Wait for answers)

Do you think that as she grew and learned how to ride safely, her feelings changed and she became more sure of herself? What are some things you started out doing and have changed your feelings about?

(Prompt, if necessary: things they like to eat, toys or games they play, going to school)

CVOL (2 – 3) Lesson 2
You can make decisions about some of the ways you want to grow and change. You can make your handwriting and printing better by practicing slowly and carefully.

Can you change the size of your feet, or how tall you will be? No! Can you learn to act more respectfully and polite to others and yourself? Absolutely!

We all change and grow in different ways. We are all unique—one of a kind. Until we meet next time, I would like you to find some time to talk with your parents or trusted adult about ways you have changed since you were a baby. Maybe there are pictures that they will share with you. Be sure to notice the body language of your parents/trusted adults to help you find a good time to have a great conversation!
Change
Change
mad

afraid

angry

sleepy

VERY happy

Mixed up

Proud

lonely
shy
cold
confused
frustrated
lost
Like you just found some money
sad
hungry
In danger

sick

success

excited

You were treated unfairly

A winner

encouraging

mean
LESSON THREE

OBJECTIVES:
The students will:
- Identify positive (good effects) and negative (bad effects) of peer pressure through the use of balloons, pictures and stories.
- Recognize his/her uniqueness as a person who is continually growing and changing, by responding (or listening to responses of others) to the teacher’s question: “What are some other ways you have grown?”
- Show appropriate ways to react in a stressful situation by responding to questions about stories.
- Recognize healthy and unhealthy ways to express feelings by reacting to situations in pictures and stories.

GOING DEEPER:
- Demonstrate that he/she recognizes non-verbal communication skills by answering questions related to situations and/or pictures.
- Demonstrate respect for the rights and feelings of others by answering appropriate questions.
- Identify skills necessary to build enriching friendships by participating in the exercise on “Peer Pressure”.

MATERIALS: Handout 2 -3 B “The Right Thing, Leader Notes for handout 2-3-B, three or more long balloons—the kind used to make animals etc. a pin, OR play dough or clay.

REVIEW:
- Let’s name some of the ways that help us to know how people are feeling? (Words, actions, behavior, body language…)
- What did God make that was bad? (This is a “trick” question!!!) NOTHING. All things God made are good. Because we have free will, sometimes we sin and decide to make a bad choice to use something in a way that it was not intended.
- Who can give us some examples of making good and bad choices? (Remind the students about using their hands to help or to hurt; using food to keep our bodies healthy, or eating too much of certain things that will make us sick; using our words to hurt or call people names, or saying kind things to each other…)
What does it mean when we “respect” ourselves and others?

Why should we learn and practice ways to respect each other?

(“So we all get along.” “To help bring peace.” “Because we are all God’s children and deserve to be respected and show respect.” “Because God loves us and wants us to be good and kind to one another.”)

When we were babies we cried to let our parents and trusted adults know that we needed something or that something bothered us. Maybe when we were a little older (age 2 or 3) we acted out by hitting our parents when we cried or maybe we shouted out at them. We didn’t understand that what we did might hurt or upset our parents. We were babies. Look how much we’ve changed! We have grown in many ways—now we use our words to speak or we write others to let them know how we are feeling.

Ask: What are some other ways you have grown?

Allow children to answer.

TEACH:

Distribute Handout 2-3 B “The Right Thing” (Use Leader Notes for this exercise). Children should keep handout 2-3 B for reference

After you have told the stories found on the Leader Notes for this exercise continue with the following:

There are some people who might think they are not hurting others when they choose to do things that are unkind. Let’s look at the pictures on the handout once again.

→ In picture #6 - how do you think Frank and Stella’s behavior might affect their mother’s feelings?
→ Can you remember how Edward’s brother’s choice to listen to disrespectful music affected his little brother and his parents?
→ What about Amy and Lucy? Could they become friends?

TEACH/PRESENT:
Option A: (Try this at home first)

Using a balloon and pin, inflate the balloon—but leave room to twist it so it doesn’t pop right away

“I am going to put pressure on the inside of this balloon by blowing (or pushing) air into it. Pressure helps make things move. Air puts pressure on this balloon, and then I can make funny shapes out of it.”

(Be creative…if you can make an animal—by all means—go for it! But you can make a necklace by looping two spots near the ends together and twisting them —the balls at the end can be the ‘diamonds’.)

CVOL (2 – 3) Lesson 3
“My good pressure helps us make fun things with the balloon.”

Now, do you think pins and balloons go well together?

(Demonstrate) See how the pin puts an indent on the balloon—“this is pressure on the balloon. If I push a little harder (Pop the balloon) the balloon breaks.”

**Option B:**
Using Dough or Clay, make a simple 3-D face by rolling a ball of clay into a circle or oval and pinching out nose and making eyebrows and a smile, ears…or make a tree, whatever you are comfortable making that the children will recognize.

“With the right amount of pressure on the clay I can make many different things. (describe what you are making and how you are doing it—use a pencil point to make thin lines or small dots…)

“But if I use too much pressure, or the wrong kind of pressure (dramatically smash your creation into a flat blob) and something terrible might happen! (show how your creation is unrecognizable).

**TEACH:**
I can put pressure on this chair (demonstrate) to move it to a place/position so that I can better see all of you. Or I could push the chair into someone and hurt them. Just like all things God made, pressure is good—but we can make choices and use pressure in a bad way.

When a friend puts pressure on another person to do something, we call it “Peer Pressure.” Sometimes people use “peer pressure” to get us to do something we might not really want to do. For example: pretend there is a new boy in class, and one of your friends says, “I already have enough pals, let’s not let him eat lunch with us.” You might want to get to know the new boy, but the other boys make fun of you because you’re not acting like they are—you don’t agree with them. That is peer pressure to do something unkind—to act mean to the new boy.

On the other hand, if a new boy comes to school and you are a shy person and the other kids say, “Come on, it’s always fun to have one more,” and they encourage you to say “Hi” and be welcoming, that would be a good way to use peer pressure.
ASK: What are some examples of good peer pressure?

PROMPT: Encouraging someone to do something good; stopping someone from doing something bad:
→ “Don’t take those cookies now, I’m sure we will get some when it’s time for the party.”
→ “Don’t go there alone, tell your parents and wait for me and we can go to the park together.”
→ Being a good example with our manners, our eating habits, cleaning our room, etc, are all good ways to have good peer pressure.

Positive or good peer pressure helps us to do what is right and good. A friend is someone who uses positive peer pressure to help us do something that is good for us. Positive peer pressure helps keep us safe and healthy. Remember a friend is someone who always wants the best for us—even if it isn’t easy—and even if it isn’t something we want to do right away.

Negative or bad peer pressure is pressure that encourages us to do something that is bad for us, or unsafe for us or unhealthy for us. Bad peer pressure can be things like:
→ Calling someone a bad name.
→ Getting others to do something that is wrong and if they don’t you won’t be their friend.
→ It might be getting someone be mean to someone else.
→ It might be encouraging someone to do something against their conscience—especially disobeying a parent or trusted adult.
→ Having secrets about something that makes you uncomfortable.

There are many ways we are affected by peer pressure. Remember, we are made in the image and likeness of God. Bad (peer) pressure will not cause us to pop like the balloon (or go splat like our clay). But it can cause us to be hurt on the outside and on the inside.

One very common thing people use when they want you to do something you shouldn’t is to dare you or call you names. **If that happens, you should say “no,”** always find a trusted adult or parent and tell them about it. It is a sign that there may be some bad peer pressure.
A new Rule we are learning is: If someone tries to pressure you to do something that you know is wrong, or that makes you feel funny or uncomfortable, or that you are not sure about, say “no” and talk about it with a parent or trusted adult.

(Write this rule on the board and leave it there. You will be expanding on it next time.)

HOMEWORK:
Until we meet again, I want all of you to find some time to talk to a parent or trusted adult and ask them how you have changed in the past few years. Be sure to observe their body language to help find a good time for a great conversation!
The Right Thing

1 Uncle Henry

2 Amy and Lucy

3 Jody and his Dad

4 Edward

5 Kyle

6 Frank and Stella
Scenarios and instructions for use with Handout 2-3-B in the Catholic Vision of Love Lesson Plan--Personal Safety for Second and Third Grade.

GOAL:
♦ To demonstrate appropriate ways to react in stressful situations.
♦ To differentiate between healthy and unhealthy ways to express feelings.
♦ To identify different feelings and how to manage them.
♦ To demonstrate the ability to accept responsibility and consequences for actions.

(Give each child a copy of Handout 2-3 B)

TEACH:
I am going to tell you a short story about some choices made by the people in each of the pictures and the feelings they showed.

- First, listen to the story for each picture.
- Then I will ask you to look carefully at the picture and tell me if you can name the feeling shown by the people in the pictures.
- Next, I will ask you to tell me if it was a good or bad way to show the feeling.
- Finally, if it was a bad way to show the feeling, see if you can tell me a better way for them to choose to show the feeling?

Picture 1: Uncle Henry came over to your house to help with the new computer. He tried to play your new game and the whole computer went off. It just shut down!
- What feelings do you think Uncle Henry was having? (frustrated, angry, mad)
- Were these bad feelings? (No, there are no bad feelings, just bad choices when we show them!)
- Was this a good way or bad way to show his feeling? Would there be a better way?

Picture 2: Amy has been having a hard time in math class. Lucy is a math whiz. The girls have a big test at the end of the week. Amy knows that if she doesn’t do well on the test, she will not be able to play on the soccer team. Amy asked Lucy to help her with the math chapter. Lucy said “Sure, I love math and like to help people.”
- What feelings might Amy have had? (like a failure, shy, afraid)
- What feelings were bad for her to have? (NONE, ALL FEELINGS ARE GOOD! How we choose to show them makes it good or bad!)
- How do you think Lucy felt? (proud of someone recognizing her gifts, happy to help)
- Did the girls make good choices? (Yes)
**Picture 3:** Jody’s parents have been fighting a lot. His dad is working long hours and his mother hasn’t been feeling very well. Jody has to help a lot around the house—especially with his little brother and sister. He is having a hard time being nice to his little brother and sister. He wants to watch TV after school, but he needs to help them stay safe while his mom rests. He wants to hit his sister when she cries. Jody waited until his father came home and asked for some time to talk with his dad. Jody told his father he was having a hard time.

- What was Jody feeling? (*anger, frustrated, lonely, overwhelmed*)
- Were his feelings bad? (*NO!*)
- Did Jody make a good choice in dealing with his feelings? (*Yes! Talking things over with a parent or trusted adult can help us manage our feelings. When we let a responsible adult know we need help, we are respecting ourselves and loving ourselves because God made us and we are worthy of respect the same as all other people.*)

**Picture 4:** Edward likes music. He even likes to dance to music his older brother listens to – music that makes his parents mad. His parents say it makes fun of people and the lyrics (words) say you can treat other people badly. It has a great dance beat to it—but the words aren’t very nice or respectful. Edward’s parents took away his IPod because he used a word he heard in one of the songs that was very rude. So Edward took his brothers IPod. No one will know because Edward has his earphones on.

- Did Edward make a good choice?
- What might his parents be feeling?
- What would their feelings be if they discover Edward is listening again to his brother’s disrespectful music?
- How do you think the older brother will feel when he discovers his little brother is using bad words because of him?

**Picture 5:** Kyle has an assignment (a story) that is due in school by tomorrow. He knows if his handwriting is messy, the teacher won’t be able to read his words. He keeps trying to practice but he keeps messing up his paper. He tried 5 times and he just made another mistake. He wants to just quit. Handwriting isn’t important anyway because he can type on the computer. And the teacher is mean!

- What might Kyle be feeling?
- What would be a good choice for him to make right now?
- Should he quit and just forget about his paper?
- Should he go ask his mom or big sister for help?
- Should he take a five minute break and come back and try again?

**Picture 6:** Frank and Stella are brother and sister. Mom just said, “Dinner is almost ready, can someone please set the table?” Frank was watching his favorite TV show and it was just getting to the exciting part. Stella set the table every day last week.

- By looking at the picture, can you guess what happened?
- What is Stella feeling? What might Frank be feeling?
- What is the right thing to do with their feelings?
- How do you think their arguing makes their mom feel?
Lesson Plan--Personal Safety
Grades Two - Three

LESSON FOUR

OBJECTIVES:
The students will:
• Name rules that keep them safe.
• Explain what makes something public and what makes something private.
• Explain the bathing suit rule.
• Name the fact that no one has a right to touch their body without permission.

MATERIALS: Deck of Cards (does not have to be a full deck), chalk board with chalk or large piece of paper or poster (be sure you place it in full view). Color pictures from newspaper or magazines showing people in various everyday situations, grocery store, on the street, on the beach etc., “Bathing Suits Privacy” Handout 2-3-C.

REVIEW:
The last time we met, we discussed some very important things. We talked about how you are getting older and changing, and because you are getting older, you are able to make choices about the behavior you use to show your emotions. Who can remember some of the stories I told and what happened when someone handled their emotions the wrong way? (Affirm all correct responses. Prompt if necessary.)

Who can tell me about peer pressure? What is an example of bad or negative peer pressure? What are some ways we can recognize when someone is using bad or negative peer pressure to get us to do something? (They ask us to keep it a secret, it is against what our parent or trusted adult would like us to do, or against our conscience.)

What is our response to bad peer pressure? (Say NO, get away, and tell a trusted adult or parent.)

What is an example of good or positive peer pressure? (Encouraging someone to help, trying a new thing with proper tools and supervision... Listen for answers. Affirm all correct responses.)

Let’s talk about our “Smile Experiment.” Were you able to do it? (Have a few of the children describe their experiences.) What we do and how we do it is important because it has an impact on the people around us. We proved it with the “Smile Experiment.”

Remember, back in our first lesson we talked about how we can “speak” to people or give messages by using body language. The smile experiment shows how powerful our “body language” can be.

CVOL (2 – 3) Lesson 4
Today, we are going to learn how we rely on each other to keep safe and healthy in many situations. We will also take a look at the consequences of our behavior and how we must take responsibility for everything that we do.

**DEMONSTRATE:**  
*(Practice beforehand)* Take the cards and begin making a “House of Cards.” To start, take two cards and lean them on their edges, perpendicular to each other forming a “T.” Add another card forming an “H.” As you speak, continue to add cards. When you have at least 6 or 8 cards standing, bump the table or “accidentally hit the cards with your hand as you build. Once you have a decent base of 8 – 10 cards, you can lay cards flat on top of them and build a second story—or more! Have fun with it.

**TEACH:**
Building something has a lot in common with growing. If you have a good foundation, the building, or whatever it is you are building gets bigger. If you make a mistake (OOPS—the cards fall), you (we) have the opportunity for a fresh start! With our house of cards, I can easily start again. We are continually growing and changing. We sometimes have false starts. As we are growing, we learn from mistakes and get to be better and stronger as we continue to grow.

*Remember our job is to recognize that we are all created in the image and likeness of God and that as a friend, we are to help each other grow and become the very best we can be.*

*(By now you should have a 3 or 4 layer tower)*

Sometimes we make mistakes or have accidents on our own. Sometimes someone else causes something to happen that hurts us (drop a book, bump the table, or blow on the card-tower and have it fall down.)

How could I have prevented this from causing the house of cards to fall down? *(Build a wall around it. Build it in a box. Start it on the floor so it won’t wiggle. Glue the pieces with quick drying glue...Affirm all appropriate responses.)*

Just as I could have done some things to help make my house of cards safer, there are many things that you can do to help keep you and your friends safer in all situations.

We are all made in the image and likeness of God, and God also gave us free choice – the freedom to choose to do something. Some people make the decision to do things that are harmful or hurtful. Most people are good and try to do what is best and what God wants them to do. We can’t always stay in our room with a parent or trusted adult guarding the door to keep us safe. That would be silly. We couldn’t learn and grow properly. As we are growing and changing, we need to learn ways to keep safe and know how to behave if we believe we are in a dangerous situation.
You already know some of them. These are the rules we have been learning.

1. Friends always help me to be the best I can be.
2. Friends never ask me to do something that my parents or trusted adult doesn’t allow.
3. I am in charge of how I react to my feelings.
4. I have the right to say “NO.”
5. Peer pressure can be a good thing or a bad thing. If someone—even an adult or older child—dares me to do something my parent would not like, then it is probably bad peer pressure. Say “No,” get away and tell a parent or trusted adult.
6. No One has the right to touch me without my permission.

One of the best things we can do to keep safe is to be aware of what and who is around us. We know the rules our parents have in our house. Like “Don’t use sharp knives when I’m not there to help you,” “Don’t climb up on the counter to get something you want,” “Don’t open the door until you know who it is and you know it is OK by checking with mom or dad or a trusted adult.” What are some rules you have inside your house? *(Affirm all that are appropriate.)*

What about rules for playing outside? What are some rules you have? **Prompt:** Can you play in the street? Can you just go anywhere you want?

*Write the good rules on the board or large poster where everyone can see it.* *(Affirm all that are appropriate and have the children answer)*

**ASK:** Why would each rule would be a good rule?

*(e.g. “I can’t go into any one’s house without first asking permission because my mom wouldn’t be able to see me, and if she calls me, I wouldn’t hear her.”)*

Do you have to know every reason for every rule your parents make? *(NO!!!)*

Do you still have to obey them?

**YES!!** Because they are responsible for you and want you to grow up safe and happy. Following the rules your parents or other trusted adult sets for you is one of the best ways to keep safe.
TEACH Sensitive Issue: *(Be as matter of fact about this as you are about fingers, toes and noses!)*

Do you remember when we talked about everything God made has a purpose? We said, “Our noses are for smelling, our ears are for hearing, our mouths are for tasting and talking. We have the choice to listen to good things or bad things, etc.

Well, as we learn and grow, our bodies change. We change on the inside and on the outside. Some of you may be losing teeth. That is a sign you are growing bigger bones on the inside. You can’t see it, but they are!

Our bodies and each part of our bodies have a purpose. To use our body in a way that it wasn’t intended to be used is called “abuse.” A pencil has a purpose to write and draw for us when we hold it properly. When we use it to dig in the dirt, it breaks. We abuse it. We used it for something that it wasn’t intended to do. The same is true of our bodies. Our teeth are for chewing. If we use them to open a bottle or package, we could break our teeth. That would be abusing our teeth.

There are things that we do with other people, and we call that public. Can you name things we do with other people that we would call “public?” *(Play on the playground, eat lunch, go to school, go to a baseball game)*

If you were to see a big sign that said “PRIVATE” what would that mean? *(Write it on the board.)*

*(Affirm all correct responses including: “Only certain people can go in.” “It’s not for everybody.”)*

“*Private*” is the opposite of public. It means that we have a right to keep things to ourselves. We use the word private when we are talking about a place, activity, object or information that is not for everybody. I’m going to give you a rule that is for inside and outside. It’s a rule for your body. Just as you have rules about brushing your teeth, washing your hands, wearing shoes, there are rules for the private parts of your body as well.

In our culture, your face is seen in public, your hands and feet are seen in public, your knees are seen in public. In some other cultures and at other times, these things are not seen in public. For girls in our culture, we always cover our body from our chest down past our bottom. For boys, we cover our stomach from our belly button down past our bottom.

These parts of our body are called “PRIVATE.” That means that they are always covered, we do not draw attention to them. We keep our private areas clean and covered.

CVOL (2 – 3) Lesson 4
We are created in God’s image and likeness. God made everything good. God made us, God made our bodies—our bodies are good. We must treat our bodies with respect. We should not use our bodies for something that was not intended. We need to use God’s gifts the right way.

The appropriate thing to do with our private body parts are: keep them clean with baths or showers and use clothes to cover our private body parts. No one has the right to touch your private parts. They are yours. One way to help you know where people cannot touch you is to remember the **Bathing Suit Rule**.

There are people who might think that it is a good thing to show others the private parts of their body or to touch them inappropriately. We must treat our bodies with respect. We should not use our body for something that was not intended.

The rule is: **No one can touch your body where your bathing suit is covering you.** If someone tries to look at, or touch your body where your bathing suit covers you, **get away from them and immediately tell a trusted adult**.

*(Hand out “Bathing Suit Privacy”, Handout 2-3-C.)*

*Have students look at picture. Invite them to bring it home to discuss this rule with their parents or trusted adult.*

**TEACH:**
To get ready for our next safety lesson let’s look at another important way that can help you be safe. Notice things around you. To help you know what I mean, we are going to play “The Detective Game.” **OBSERVATION** is a skill that Sherlock Holmes, Cam Jansen or any detective must use to solve a case. If you are in the habit of noticing all the regular things around you, you will know when there is something different.

I would like everyone to close your eyes. Who can tell me what color shirt I am wearing? Who can tell me how many children are with us today? Who can tell me how the House of Cards fell down? Who can tell me how many times the cards fell down?

*(Ask other questions from today’s class period that the students might remember. (e.g. Did someone come in late? Did someone knock at the door? What did Susie say happened to her tooth...?)*

If you are able to answer all of those questions, you are VERY observant! Being observant about what happens around you, who is there and what people say can be fun and be helpful in many, many ways.

CVOL (2 – 3) Lesson 4
(Use the color pictures you saved from magazines or newspapers. Have the children gather around you so they can all see the pictures. If you have a large group, have the students form smaller groups and place a picture face down in the middle of the smaller group for all to see)

Let's try something else. I want you to show you how you can use your observation skills.

Each of you is going to be a detective. I will show you a picture and you will pretend you are taking the picture with a camera or that you are in the picture. I am going to give you a short period of time to look at the picture. Then I am going to ask some questions about it.

Allow children one minute to study each picture. Then remove the picture or place a blank sheet of paper over it. Allow children to tell you about the picture.

Prompts: What was the man doing? Who had a briefcase? Were there any children? Was the light red or green? Repeat for each picture.

Encourage the children to play “Detective” until the next time you meet. Have them notice license plates on cars that drive by, different people that walk by their house, what people are wearing, any facial features such as freckles; are they wearing glasses or jewelry... Also remind them to give the “Bathing Suit” paper to their parent.
Dear Parents,

We have been discussing Personal Safety with your child. This handout was used to illustrate the “Private Areas” of your child's body. They were told: “When you are in second or third grade, the appropriate thing to do with your private body parts are: keep them clean with baths or showers, and use the toilet when your body tells you, so you can stay healthy. No one should want to touch your private parts. They are yours.

One way to help you know where people cannot touch you is to remember about the Bathing Suits. The rule is: No one can touch your body where your bathing suit is covering you. If someone tries to look at, or touch your body where your bathing suit covers you, Get away from them and immediately tell a trusted adult.

We strongly encourage you to use the proper words in discussing specific body parts with your child. You are the best judge as to when your child is capable of understanding and using the words appropriately.
LESSON FIVE

OBJECTIVES:
The students will:
• Name people who can help keep them safe.
• Practice detective skills to be able to help in emergency situations (review things & people as observed for homework for last lesson, describe the visitor to the classroom).
• Identify safe responses to situations where they may be separated from an adult family member or when someone unknown approaches them.
• List and role-play appropriate behaviors that assist the individual in maintaining his/her personal safety (e.g. "SAY ‘NO,' ‘GET AWAY,' ‘GO TELL' ‘

MATERIALS: “Helper” Handout 2-3-D, any props like a fire hat, police hat or a badge, a first aid kit that a rescuer might have, white coat like a doctor…; pictures for scenarios

PREPARATION:
For this lesson it is important to be sure you know the color of your police department uniforms, cars, or anything that can identify them easily to the children. You should also be familiar with the local school identification card for faculty and staff. Almost all employees of school districts must have a photo ID Badge at all times. These certify that they have clearances.

If possible, you should arrange to have someone interrupt your gathering by knocking on the door and coming all the way into the room. They can give you a message or a note. Be sure the children can see this person from head to toe. You may want to have this volunteer carry a bag or purse or wear a hat. If possible, it should be someone most of them don’t know. The person should come in once the group is settled during your Review or at the very beginning of the Teaching section.

REVIEW:
The last time we had class together, we talked about privacy. What is “privacy?” (Affirm all appropriate responses.)

Privacy is having the right to keep things to yourself—information, conversations and things that are yours—including your body.
TEACH:
In our communities, we have special people who are there to help us and keep us safe from dangerous situations and people who choose to do bad things.

Let’s see if we can name them. Who are some people we can trust to help keep us safe? *(Answers should include: Police, firefighters, paramedics, teachers.)*

How can we tell if someone is a member of the police force? *(Police wear a uniform, have a badge, will have the name of our town on their uniform.)*

*Know what people with authority in your area wear. Have the children identify other helpers in their community by describing them and any special thing that would identify them as a safe person.*

If there is an accident, the police and emergency response team will want to know what happened. This is where your skills as a detective can be helpful. You can be a good detective and help the police and emergency team if you have a good memory and if you can speak up clearly and confidently about what you saw, heard or even smelled.

If there is a fire and you saw someone upstairs in a window calling for help, being able to tell the firefighter which window they were at will help get the person to safety.

If there were an accident, or someone tried to do something to hurt you, what do you think the police, fire or emergency people would want to know?

You would be able to answer some of the questions they ask if you make it a habit to be a detective. They might ask if it was a boy or girl, or how tall they were, or what color was their hair, or what they were wearing.

Let’s find out how good you are at playing “Detective.” I’ll be the police. Let’s pretend the person who came in earlier stole my jewelry or my watch from the desk. How would you describe that person?

*(Ask questions as stated above: Do any of you know the persons name? or where you might have seen them before? Was there anything unusual about them?)*

*(Affirm and encourage all correct responses.)*

This could also be important if you were at the mall with your parent or other trusted adult and you were separated from them. You would go to mall security or a clerk wearing a name badge and tell them you can’t find *(whoever it is.)* You would give them your name, the name of the adult you came with, and you would tell the store clerk what that person was wearing, about how old they might be and describe what they look like.
Suppose you were at a pool or a park, and the grown-up you came with went to get you something to eat at the refreshment stand and couldn’t see you. What would you do if a stranger came up to you and offered you $5 if you went with them?

**Say No, Get Away (say it and do it) and Find a safe adult?** Who would be a **Safe Adult** in this situation? *(A lifeguard, someone in the refreshment stand, a play leader, another parent who is with some children.)*

What would happen if you were in a store or the mall and you couldn’t find the adult who brought you with them? Who would be a **Safe Adult**? *(A security officer, police officer, a clerk at a store wearing a name badge that you can read, someone behind the counter at the food court, someone in the Information Booth.)*

Many of you have rules about answering the door or answering the phone at home. What are some of those rules? Do any of you have a cell phone? What are your rules about using them? How many have a computer at home—are there rules about when you can use the computer and how often? *(Affirm all appropriate responses.)*

These rules all help to keep you safe. That’s why it’s very important to follow the rules you parents make for you.

**ROLEPLAY:** *(Using the props described at the beginning of the lessons invite the students to role-play responses to the following situations. Flesh out the details of the situations for the students)*

- You are playing ball in the park, a stranger comes up to you and asks you come with him and help find his lost puppy.
- It’s your first day at school, a man comes to the fence and wants to ask you something, what should you do.
- You are playing with a group of friends a stranger approaches you and tells you your mom or dad is sick or hurt and they want to take you to your parent.

**REVIEW:**
We have learned a lot about personal safety over the past few weeks. Are there any questions you might have about the things we learned?

Here are some of the most important rules we have learned:

- Everything God made is good.
- You are created in the image and likeness of God. So is everyone else.
- You can choose to show your emotions in a way that is respectful of you and of others.
- You have the right and duty to use all the good things God made for you, including your body, in the proper way.
Rules are to help keep us safe, healthy and happy so that we can all get along together.

What you do has an effect on those around you.

Keeping you safe is a big job. Because you are growing and changing you can do many things to help your parents, the police, and any other trusted adult keep you safe, happy and healthy.

You should always ask permission from a trusted adult or parent when you want to go somewhere or do something with a friend or other person.

You are in charge of your own body. You have the right to say “No” if someone asks to touch you.

You can help to keep yourself safe by being a detective and observing the world around you.

By speaking clearly, and observing things around you, you can help the police keep things safe for everyone.