

## Called to Protect™ for Young Children

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Children, even very young children, can help keep themselves safe if they have the information they need. One of the best ways to help young children protect themselves against sexual abuse is to teach them about boundaries: what boundaries are, what to do when someone violates those boundaries, and how to tell a trusted adult when that happens. As part of the Called to Protect™ series, Called to Protect™ for Young Children is designed to prevent the abuse of children by giving them certain skills and by facilitating conversations between children and adults about keeping safe.

### **DEVELOPMENT**

As with all of our educational programs, Praesidium conducted extensive research to identify the most important skills children can learn to protect themselves from abuse. We then reviewed research on the efficacy of child safety programs and on what children are capable of learning at different ages. Because the concept of boundaries can be complex for children, Praesidium worked with educational and child development experts to create the most effective tools to teach age-appropriate boundary skills in each grade level. Additionally, catechetical experts reviewed the material to ensure that this program is aligned with the *Catechism of the Catholic Church*, the *General Catechetical Directory*, and the *National Directory for Catechesis*.

### **COMPONENT ONE: VIDEO FOR PARENTS OF PRE-SCHOOL CHILDREN**

Parents of very young children want to help their children stay safe from sexual abuse, but they do not always know how to do so or what to say to their children. In this video, parents will learn ways to teach their children about boundaries, their bodies and how to keep their bodies safe. Parents will learn how to teach children to interrupt and report boundary violations. Parents will also learn to recognize vague disclosures from children. Sometimes children tell in indirect ways that adults do not immediately recognize as significant.

This video will help parents learn how to recognize and respond when their children could be signaling that something is wrong.

## **COMPONENT TWO: LESSON PLANS FOR GRADES K-5**

Called to Protect™ for Young Children provides teachers and/or catechists with brief lesson plans that include hands-on activities for each grade level. Parents receive supplemental information as well, including age-specific safety tips and recommendations for books that parents can read with their children. Building Boundaries teaches age-specific skill development goals to each grade level:

- ▶ Kindergarten – Rules about the Body
- ▶ Grade 1 – Rules for Interacting with Others (includes information on bullying)
- ▶ Grade 2 – Listening to Your Intuition
- ▶ Grade 3 – Secrets: Those You Keep and Those You Share
- ▶ Grade 4 – Healthy Friendships (includes information on peer to peer abuse)
- ▶ Grade 5 – Healthy Privacy (includes information on Internet safety)

Each session concludes with a suggested bible passage and prayer that builds on the core lesson.

## **IMPLEMENTATION**

Praesidium designed this program for easy implementation. Any adult who familiarizes her/himself with the materials can teach the lessons. Of course, we do recommend having another adult in the room to assist with the activities in the lesson plans. Each grade level has three lesson plans. Teachers or facilitators may choose to spread the lessons across more than one session.

Recognizing the teaching of the Catholic Church, under which parents are primarily and principally responsible for the education of their children (*Gravissimum educationis* 2-3),

**Praesidium strongly recommends that parents understand the content of the lessons their children will receive and that a list of counseling resources be available to children or families who may require assistance. Called to Protect™ for Young Children includes lesson summaries for parents as well as printed materials they can review for further information on this topic.**



## KINDERGARTEN: Called to Protect™ for Young Children: Rules about the Body

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### **Child Development:**

Kindergarteners have a lot of curiosity. They are curious about their anatomy and about others' bodies. They are beginning to develop social relationships by playing with others and by being in school. As they explore the world beyond family, they are learning rules for how to behave and how others should behave. They are learning how to make decisions about right and wrong.

### **Lesson Overview:**

The focus of this program for kindergartners is building physical boundary skills. The corresponding lessons are designed to reinforce the concept of rules and how rules help keep us safe. Children will review the rules that keep their bodies safe and healthy, including how to take care of the body and establish rules for appropriate touch.

### **Objectives for Kindergarten Students:**

Students will:

1. Review the concept of rules, how rules work, and how to respond when someone is breaking rules.
2. Participate in activities that will enforce the rules that protect the body.
3. Participate in activities that will teach how to respond when someone breaks the rules about touching.

## KINDERGARTEN: Lesson Plan A

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### Learning Objective 1:

Review the concept of rules, how rules work, and how to respond when someone is breaking rules.

Estimated Lesson Time: 15–30 minutes

### Materials needed:

Rules Activity Page One

Rules Activity Page Two

Crayons or pencils

### Activity:

Teacher:

"Today we're going to talk about rules. Who knows what rules are?" (*Takes some ideas from class*) "OK, so what you're saying is that rules are like laws. They tell us what is the right thing to do and what is the wrong thing to do. Is that correct?"

"OK, what is a rule here in this classroom?" (*Kids respond*)

"What is a rule for the playground?" (*Kids respond*)

"What is a rule in the cafeteria?" (*Kids respond*)

"Good. Now why do you think we have these rules?" (*Takes a few ideas from class*) "Notice how these rules help keep you safe? For example, we don't run in the classroom because someone might run into someone else and hurt them. We line up to go to the playground so that we know everyone is together, and we don't lose anyone. We stay in our seats in the cafeteria so that everyone can eat their lunches safely."

## KINDERGARTEN: Lesson Plan A

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After this discussion, [teacher hands out the Rules Activity Page One and Rules Activity Page Two.]

### **Option One:**

This activity can be done individually, with each child working alone, or it can be done in small groups so that children can decide together. Either way, ask the children to circle the pictures showing kids following the rules. When everyone is finished, the teacher can ask the class what they decided about each picture while reviewing the pictures one at a time.

### **Option Two:**

Every child can receive a copy of the activity along with the "Rules Activity Page Two." Ask the children to cut out each picture and paste it, either in the column labeled "Following the Rules" or the one labeled "NOT Following the Rules."

### **Option Three:**

These pictures could be projected onto the wall with an overhead projector for a full-class discussion of who is or is not following the rules.



# KINDERGARTEN: Lesson Plan A

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

## Rules Activity Page One

Who is breaking the rules? Circle the people who are breaking rules in these pictures.

"Yippee!!!"

"I always wear my helmet"

"I make my bed everyday"

"I think I will run down the slide"

"No, I didn't break the window"

"I'm sorry, but I broke the window"

"It doesn't matter if the light is red. Follow me!"

"I don't want to sit and listen any more"



# KINDERGARTEN: Lesson Plan A

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

## Rules Activity Page Two

Who is following the rules?

Who is not following the rules?

Following Rules	NOT Following Rules



## KINDERGARTEN: Lesson Plan A

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### Teacher:

"So we learned today that rules tell us what to do to and what not to do. If we follow the rules, we can stay safe. If there's something you're not sure about, ask an adult you trust—someone who makes you feel safe. That person can help you know what to do.

Here are some very short stories. I'm going to read these aloud and then ask you whether the child in the story is following rules that will keep them safe."

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While playing in the park, fifth-grader Shandra says to a kindergartner Derek, "Hey, give me your candy!" She snatches it from him and says, "If you tell anyone, I'll beat you up." Derek says, "OK," and he gives the candy to Shandra.

- ▶ Is Shandra breaking a rule? Y/N
  - ▶ Is Derek breaking a rule? Y/N
- 

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The babysitter says, "Let's go play in the creek." Maya says, "I can't. My mom will be mad if I get into the creek without her permission." The babysitter laughs. "I don't care what your mom thinks. Let's go."

- ▶ Is the babysitter breaking a rule? Y/N
  - ▶ Is Maya breaking a rule? Y/N
- 

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Julio says to Larry, "You look like a baby in that bike helmet. Take it off. You can put it back on before you get home." Larry says, "OK, but don't tell."

- ▶ Is Julio breaking a rule? Y/N
  - ▶ Is Larry breaking a rule? Y/N
-

## KINDERGARTEN: Lesson Plan A

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Hannah says to Shelby, "Let's sneak out of the cafeteria and go outside to play." Shelby says, "Sure, that'll be fun."

- ▶ Is Hannah breaking a rule? Y/N
  - ▶ Is Shelby breaking a rule? Y/N
- 

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An adult tells Robert, "I want you to play a secret game with me, but you can't tell your parents." Robert says, "I can't keep secrets from my parents. That's not right."

- ▶ Is the child breaking a rule? Y/N
  - ▶ Is the adult breaking a rule? Y/N
- 

### **Student Assessment/Reflections:**

Teacher:

"Wow, you really seem to know a lot about the rules. You know, it's not always clear what the rules are, so feel free to ask me or another adult you trust if you aren't sure or if someone else, even an adult, is trying to get you to break the rules."

"We're going to talk more about rules later on."

### **Closing Prayer:**

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Some people brought their children to Jesus so that he could bless them by placing his hands on them. But his disciples told the people to stop bothering him. When Jesus saw this, he became angry and said, "Let the children come to me! Don't try to stop

## KINDERGARTEN: Lesson Plan A

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them. People who are like these little children belong to the kingdom of God. I promise you that you cannot get into God's kingdom, unless you accept it the way a child does." Then Jesus took the children in his arms and blessed them by placing his hands on them." [Mark 10:13–16]

"Let us pray" (*pause for silence*).

"O God, you welcome us and love us and call us your own sons and daughters. Embrace us as we accept and love each other and bless us always with happiness and peace. We ask this through Christ our Lord. Amen!"

## KINDERGARTEN: Lesson Plan B

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### Learning Objective 2:

Participate in activities that will enforce the rules that protect the body.

Estimated Lesson Time: 15 minutes

### Materials Needed:

Safe and Healthy Activity Page

Crayons or pencils

### Activity:

Teacher:

"Who can remind me what a rule is? Well, we also have specific rules about our bodies. For example, we have rules to keep our bodies safe and healthy. Can you think of any rules to keep your body safe?" (*Have the children come up with at least six.*)

Below are examples: (You may have others.)

- ▶ Wear a seat belt
- ▶ Look both ways before crossing the street
- ▶ Wear a bicycle helmet
- ▶ Don't jump off of anything tall
- ▶ Don't climb on the bookcase
- ▶ Wear a life jacket

"What about keeping our bodies clean and healthy? What are the rules for that?" (*Have the children come up with at least six.*)

Below are examples. (You may have others.)

- ▶ Take a bath or shower
- ▶ Brush your teeth

## KINDERGARTEN: Lesson Plan B

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- ▶ Eat right (vegetables, milk, fruit)
- ▶ Get plenty of rest
- ▶ See the doctor regularly
- ▶ Wear sunscreen

[Teacher hands out Safe and Healthy Activity Page.] "Look at the objects on this page. Please circle those things that help you keep your body safe and healthy."



# KINDERGARTEN: Lesson Plan B

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

## Safe and Healthy Activity Page

Circle the items below that help you keep your body safe and healthy.





## KINDERGARTEN: Lesson Plan B

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### **Student Assessment/Reflections:**

Teacher:

"Great job! You sure know a lot about the rules for keeping your body safe and healthy."

"As you can see, these rules are very important because they help us keep our bodies safe and healthy. Our bodies are a gift from God and it is important that we honor that gift by following the rules that keep us clean, healthy and safe."

### **Closing Prayer:**

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

Jesus said to his friends, 'I am giving you a new command. You must love each other, just as I have loved you. If you love each other, everyone will know that you are my friends.' [John 13:34]

"Let us pray" (*pause for silence*).

"O God, you call us to treat each other with the same loving kindness you show to us. Guide our practice of your command of love so that everyone will know we are your friends. We ask this through Christ our Lord. Amen!"

## KINDERGARTEN: Lesson Plan C

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### **Learning Objective 3:**

Participate in activities that will teach how to respond when someone breaks the rules about touching. (This includes the definition of "private parts" and rules about touching "private parts".)

Estimated Lesson Time: 20 minutes

### **Materials Needed:**

Bodies at the Beach Activity Page  
Crayons

### **Activity:**

Teacher:

"Let's talk now about another way to stay safe: by following rules about touching. Some touches feel good and can even help keep you healthy, like when your mom or dad gives you a hug or covers you up at night. But some touches can feel bad and make you feel unsafe, like being hit or being touched by someone you don't know."

"So, give me some examples of a touch that makes you feel good and safe."

Below are examples: (You may have to start the list, and you may have other examples.)

- ▶ Hug
- ▶ Kiss
- ▶ High-five
- ▶ Pat on the back
- ▶ Handshake

## KINDERGARTEN: Lesson Plan C

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"Now, give me some examples of a touch that makes you feel bad and unsafe."

Below are examples: (You may have to start the list, and you may have other examples.)

- ▶ Kick
- ▶ Punch
- ▶ Slap
- ▶ Shove

Teacher:

"Do we have rules about touching?" (*Class responds. Guide the discussion to the conclusion that people are not allowed to touch you in any way that hurts or makes you feel bad or unsafe.*)

"Another rule is that you should tell a trusted adult when someone touches you in a way that makes you feel bad or unsafe. That person is breaking the rules, and you have the right to tell them you don't want to be touched that way."

Ask at least six children to tell you how they would tell someone not to touch them that way.

"There is also another very important rule about touching. Most people are only allowed to touch certain parts of your body, like your hands or your shoulders. But **NO ONE** should touch the private parts of your body unless they are helping you keep these parts healthy. Private parts are those areas of the body covered by your swim suits. Your swim suit helps protect your body from the sun and sand because it covers your private body parts.

## KINDERGARTEN: Lesson Plan C

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**The only people who can touch your private parts are the ones your parents allow to do that."**

## KINDERGARTEN: Lesson Plan C

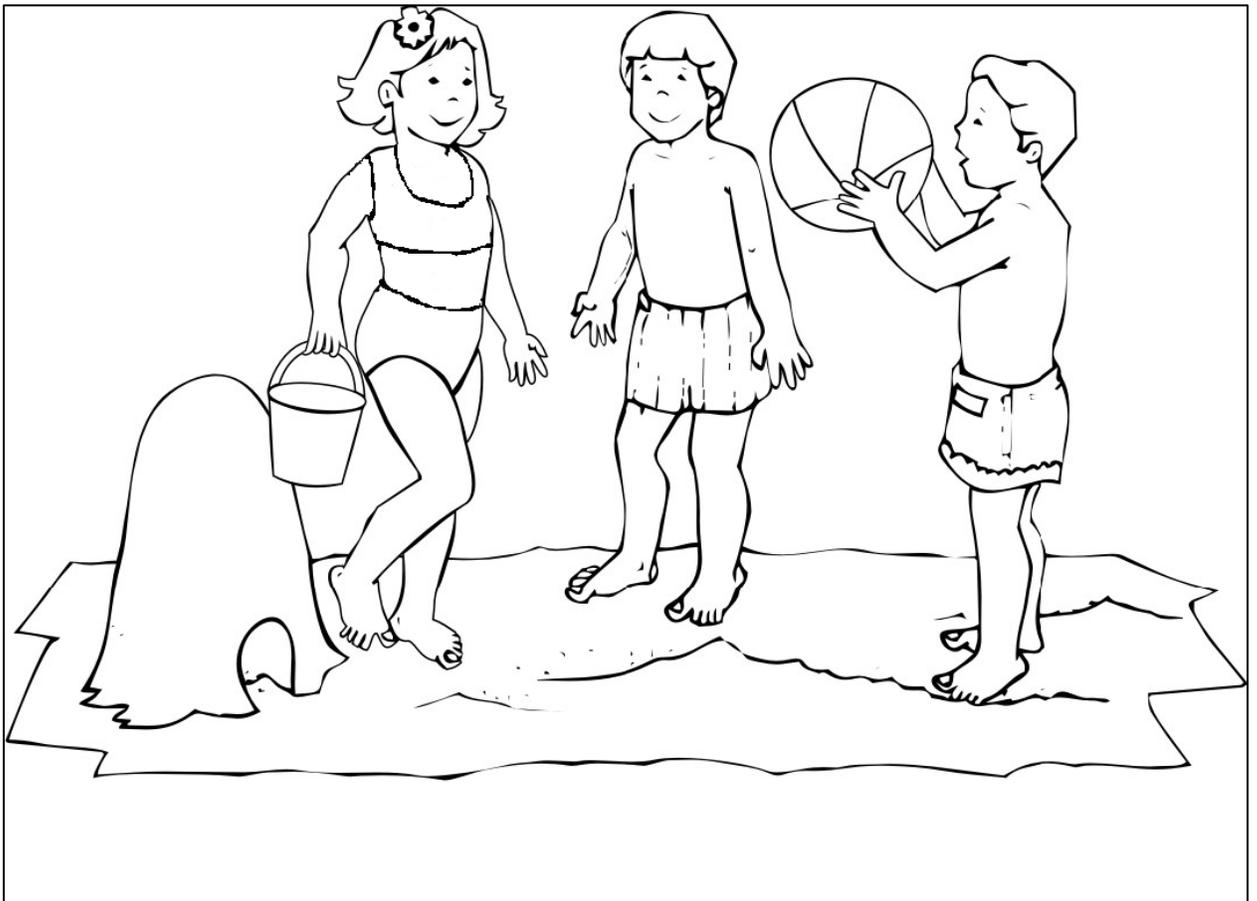
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### **Bodies at the Beach Activity Page [Teacher's Copy]**

[Teacher hands out Bodies at the Beach Activity Page.]

Teacher:

"Look at this picture. See how the swim suits cover the private parts of the children's bodies? Take a few minutes and color the swim suits of these children playing at the beach."





## KINDERGARTEN: Lesson Plan C

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

### **Bodies at the Beach Activity Page**

Private parts are those areas of the body covered by your swim suit.  
Color the swim suits on these children playing at the beach.





## KINDERGARTEN: Lesson Plan C

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Teacher walks around noting the different swim suits and colors. When the children are finished, the teacher says:

"Remember there are rules about touching, including who can and cannot touch your private parts. It is necessary that you tell a trusted adult if someone tries to break those rules, even if that someone is a friend and even if that someone is an adult you know."

### **Student Assessment/Reflection:**

Emphasize that the only time someone can touch their private parts is to keep them safe and healthy.

Teacher:

"What can you do if someone breaks the rules about how to touch you—either by hurting you or making you feel uncomfortable or by touching your private parts?"

1. "You can say no."

Ask the children to practice saying, "No, I don't want you to touch me like that." Or "No, I don't want you to touch me there." Ask the children what else they might do or say.

2. "You can tell."

Ask the children to practice telling. For example: "Mom/Dad/Grandma/Teacher, so-and-so touched me in a way that I don't like." Or "So-and-so touched my private parts." Or "So-and-so hurt me when she/he hit/kicked/punched me."

"Good job, remember always tell, even if someone just talks about touching you in a way you don't like."

## KINDERGARTEN: Lesson Plan C

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### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"You surely know that your body is a temple where the Holy Spirit lives. The Spirit is in you and is a gift from God. You are no longer your own. God paid a great price for you. So use your body to honor God." [1 Corinthians 6:19–20]

"Let us pray" (*pause for silence*).

"O God, you live in us  
and remain with us forever.

Uphold us as we honor you by caring for our bodies  
and help us to be always caring toward others.

We ask this through Christ our Lord. Amen!"

## FIRST GRADE: Called to Protect™ for Young Children: Rules for Interacting with Others

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### **Child Development:**

First graders continue their journey toward independence and toward more understanding about rules for conduct. Their efforts to be socially accepted outside the family make self-esteem a major issue for them. They need the approval of their parents and peers, and they can become anxious if they are pushed too hard to excel. As this is a year that brings with it many emotions, first graders are learning to identify and manage their feelings.

### **Lesson Overview:**

The focus of this program for first graders is about starting to build emotional boundary skills. The corresponding lessons are designed to reinforce the concept that interactions can affect how we feel. Children will review the basic types of feelings. In addition, they will review the concept of bullying and how it makes kids feel. Children will learn how to tell someone about people or events that make them feel mad, sad or scared.

### **Objectives for First Grade Students:**

Students will:

1. Review the concept of feelings and what makes them feel good or bad.
2. Learn the rules for how they're supposed to treat each other.
3. Learn about bullies, how they break rules, and how we should treat each other.

## FIRST GRADE: Lesson Plan A

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### **Learning Objective 1:**

Review the concept of feelings and what makes them feel good or bad.

Estimated Lesson Time: 20–30 minutes

### **Materials needed:**

Identifying Emotions Activity Page  
Feelings Activity Page - Draw a Line  
Feelings Activity Page - Blank Circles  
Crayons or pencils

### **Activity:**

Teacher:

"Today we're talking about feelings. We can have lots of feelings, but basically all feelings fit into four groups. What are some ways that you feel?"

[Kids respond]

[Teacher hands out Identifying Emotions Activity Page] and asks:

"Which face is mad? How were you able to tell which face was mad? See? Our feelings show through our bodies, don't they?"

- ▶ Which face is sad?
- ▶ Which face is happy?
- ▶ Which face is scared?

## FIRST GRADE: Lesson Plan A

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### **Option One:**

Have the children verbalize what they are thinking.

"Tell me":

- ▶ What kinds of things make you happy?
- ▶ What makes you sad?
- ▶ What makes you scared?
- ▶ What makes you mad? Does your body show your feelings?

### **Option Two:**

[Teacher hands out Feelings Activity Page - Draw a Line.] Have the children draw a line from the word to the face that expresses that feeling.

### **Option Three:**

[Teacher hands out Feelings Activity Page - Blank Circles.] Give the students the page with blank circles and ask the students to draw faces that look happy, mad, sad or scared.

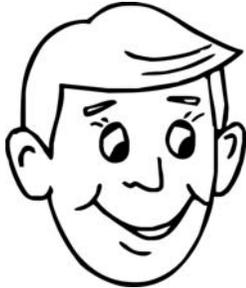


# FIRST GRADE: Lesson Plan A

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

## Identifying Emotions Activity Page

<b>Mad</b>	<b>Sad</b>	<b>Happy</b>	<b>Scared</b>
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He is feeling \_\_\_\_\_



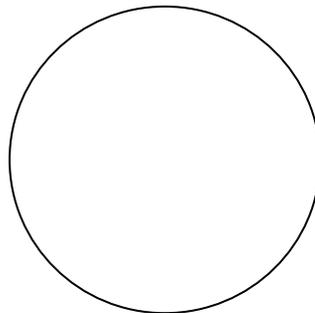
He is feeling \_\_\_\_\_



She is feeling \_\_\_\_\_



He is feeling \_\_\_\_\_



Right now, I am feeling \_\_\_\_\_



# FIRST GRADE: Lesson Plan A

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

## Feelings Activity Page - Draw a Line

Draw a line from the word to the face that shows that feeling.

**Happy**



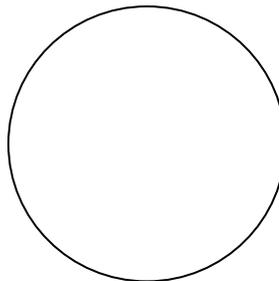
**Sad**



**Scared**



**Mad**



Right now, I am feeling \_\_\_\_\_

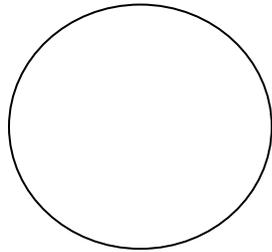


# FIRST GRADE: Lesson Plan A

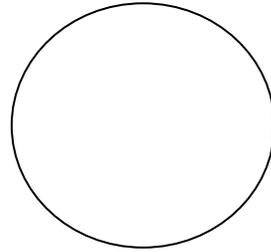
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Name: \_\_\_\_\_

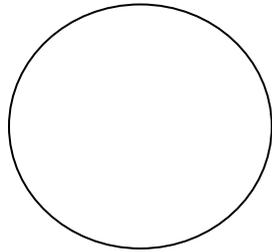
## Feelings Activity Page - Blank Circles



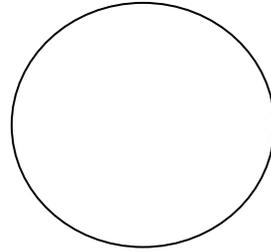
**Mad**



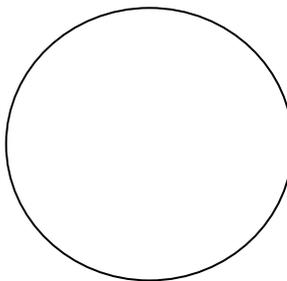
**Sad**



**Happy**



**Scared**



Right now, I am feeling \_\_\_\_\_



## FIRST GRADE: Lesson Plan A

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### **Student Assessment/Reflection:**

Teacher:

"Good job. It's OK to have all of these feelings, isn't it? Sometimes, people can't tell by looking at our faces, so we need to say how we feel. And that's OK, too. How are you feeling right now?"

### **Closing Prayer:**

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Jesus said to his friends, 'Treat others as you want them to treat you. This is what the Law and the Prophets are all about.'" [Matthew 7:12]

"Let us pray" (*pause for silence*).

"O God, you are always good and kind,  
and you treat us with great love and care.  
Show us how to treat one another  
with the same care and concern.  
We ask this through Christ our Lord. Amen!"

## FIRST GRADE: Lesson Plan B

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### **Learning Objective 2:**

Learn the rules for how people are supposed to treat each other.

Estimated Lesson Time: 15 minutes

### **Materials needed:**

Golden Rule Activity Page

Crayons or markers

Scissors

### **Activity:**

Teacher:

"Remember when we talked about feelings? Can other people make us feel different feelings? How?  
If someone we care about hugs us, how do we feel?  
If someone hits us, how do we feel?  
Because other people can hurt us and make us feel bad, we have rules for how we treat each other, rules that protect our feelings as much as our bodies."

Teacher:

"What rules do we have in this classroom that protects feelings? For example, can we call each other bad names? Why not?"

What other rules do we have? As you think of them, let's write them down. I will put them on the board."

When the list seems complete, the teacher may ask, "Does anyone know what the 'golden rule' is?"

## FIRST GRADE: Lesson Plan B

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*Do unto others as you would have them do unto you.*

"What does this mean? If we all followed the golden rule, would we even need all the other rules?"



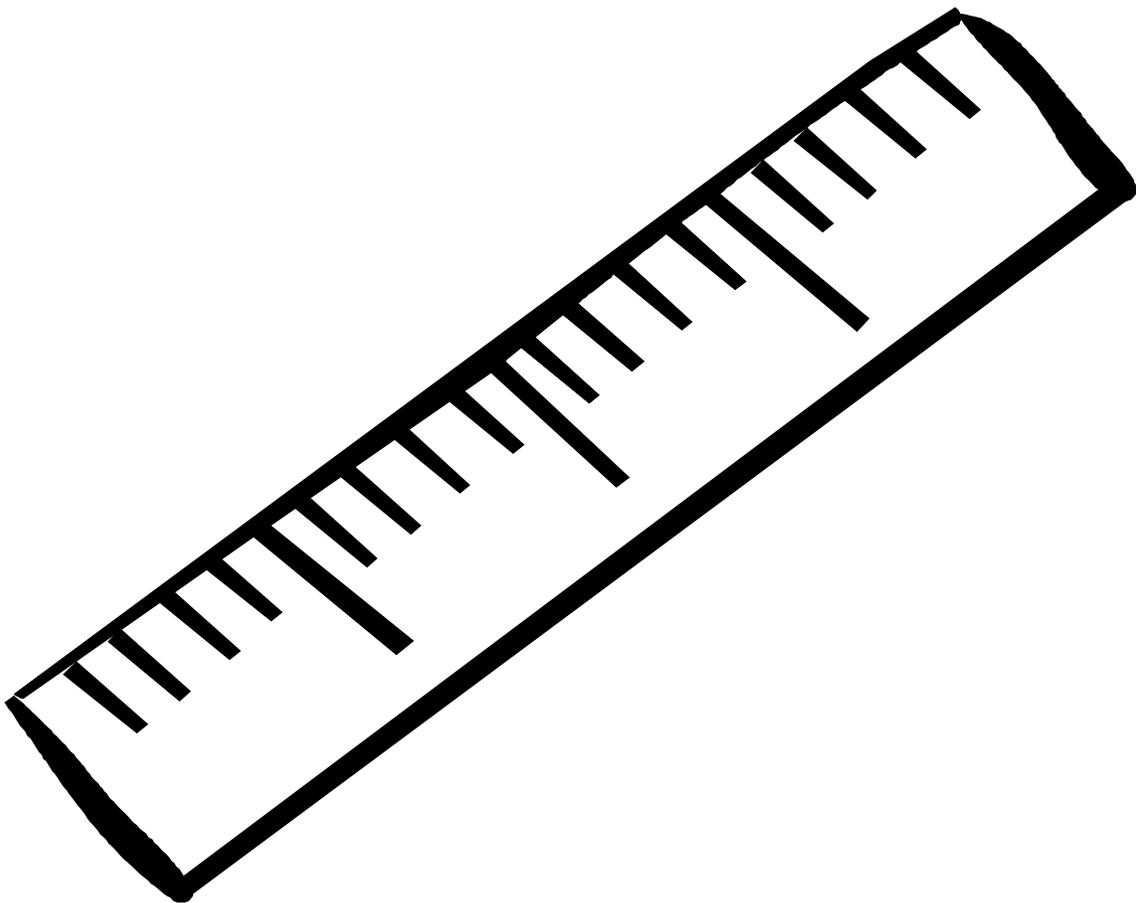
## FIRST GRADE: Lesson Plan B

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### Golden Rule Activity Page [Teacher's Copy]

[Teacher hands out Golden Rule Activity Page.]

Ask the children to color this ruler in their favorite color (If they prefer, they can color it gold.). Ask them to cut out the picture of the ruler, turn it over, and write down how they want others to treat them. Those who cannot yet write, can bring the ruler to the teacher and ask him/her to write down the words they want to say. The children can then take the "rule" home to remind them how they want to be treated and how they should treat others.



Do unto others as you would have them do unto you.  
What does this mean?

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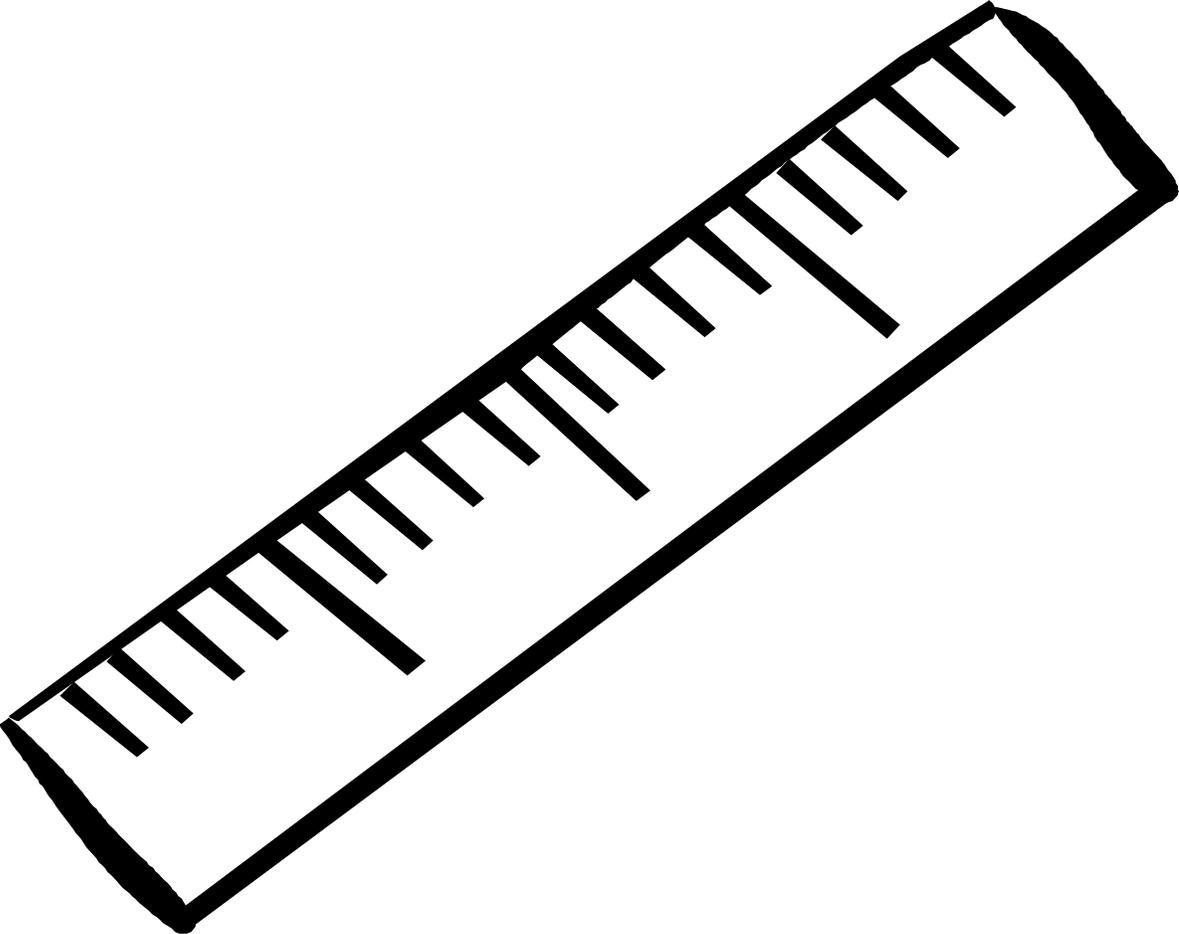
## FIRST GRADE: Lesson Plan B

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

### Golden Rule Activity Page

As you color this picture, think about ways you want others to treat you.



Do unto others as you would have them do unto you.  
What does this mean?

\_\_\_\_\_



## FIRST GRADE: Lesson Plan B

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### **Student Assessment/Reflection:**

Teacher:

"How do you want to be treated? Is that how you treat other people? Use your ruler to help remind you how to act toward others."

### **Closing Prayer:**

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"My dear friends, you belong to the light and live in the day. We don't live in the night or belong to the dark. God doesn't intend to punish us, but wants us to be saved by our Lord Jesus Christ. That's why you must encourage and help each other, just as you are already doing." [1 Thessalonians 5:5, 9 & 11]

"Let us pray" (*pause for silence*).

"O God, you do not punish us for doing wrong but guide us each day with your light and your love. Support us as we encourage each other and guide us to always do what is right. We ask this through Christ our Lord. Amen!"

## FIRST GRADE: Lesson Plan C

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### **Learning Objective 3:**

Learn about bullies, how they break rules, and how we should treat each other.

Estimated Lesson Time: 20 minutes

### **Materials needed:**

Bully Activity Page  
Crayons or markers

### **Activity:**

Teacher:

"Remember when we talked about the golden rule? And how we should treat each other?

Well it may seem funny, but some people feel good when they make *other* people feel bad.

What kind of person would do that?" (*Kids respond*)

"Sometimes we call these kinds of people bullies. Both boys and girls can be bullies."

[Teacher hands out Bully Activity Page.]

After students have drawn their bullies, ask them to role play ways to respond to bullies.

## FIRST GRADE: Lesson Plan C

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### **Bully Activity Page [Teacher's Copy]**

“How do bullies act?” (*Ask the group*). Then ask them each to draw a person acting like a bully.

Ask “What is the bully in your drawing doing?  
Draw how it makes you feel when someone does this to you.”

After the students have completed this exercise, ask them to get into pairs and role play some good ways to respond to a bully. (For example, “I don't like what you did.” Or “I'm not going to play with you any more.” Or “You hurt my feelings.”)



## FIRST GRADE: Lesson Plan C

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

### **Bully Activity Page**

Draw a picture of a person who is acting like a bully.

Draw how a bully makes you feel.



## FIRST GRADE: Lesson Plan C

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### Student Assessment/Reflections:

Teacher:

"We have been talking about different kinds of feelings and how we should treat each other so that everyone feels good about themselves and others.

Remember: No one has the right to bully you and make you feel bad!

I want everyone to repeat this: 'No one has the right to bully me and make me feel bad.' (*Kids respond*)

You have practiced some ways to respond to someone who is trying to hurt your feelings or scare you. If someone is bullying, you can ask me or another adult for help.

Let's practice asking for help:

- ▶ 'Teacher, so-and-so is saying things to hurt my feelings.'
- ▶ 'Mom/Dad/Grandma, etc. so-and-so hits me when no one is looking.'
- ▶ 'So-and-so makes fun of me and embarrasses me.'
- ▶ 'I am afraid of so-and-so because of the way she/he treats me.'

### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Stop being bitter and angry and mad at others. Don't yell at one another or curse each other or ever be rude. Instead, be kind and merciful, and forgive others, just as God forgave you because of Christ."  
[Ephesians 4:31–32]

## FIRST GRADE: Lesson Plan C

---

"Let us pray" (*pause for silence*).

"O God, you never get mad when we do wrong

Help us to stop being rude or angry

so that we may be good and forgiving to one another,

just as you are always good and forgiving to us.

We ask this through Christ our Lord. Amen!"

## SECOND GRADE: Called to Protect™ for Young Children: Listening to Your Intuition

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### **Child Development:**

Second graders are generally friendly and eager, and they tend to know right from wrong. They like to be a member of a group, they want a best friend, and they want to perform well. They are beginning to feel influence from their peers as well as from their families as they continue their journey toward independence.

### **Lesson Overview:**

This focus of the program for second graders is to continue to build behavioral boundary skills. The corresponding lessons are designed to reinforce the concept that because we know our feelings, we sometimes feel funny if we are asked to do (or we do) something that we know breaks the rules or seems dangerous.

### **Objectives for Second Grade Students:**

Students will:

1. Learn what intuition is and how to listen to it.
2. Learn how to say no when intuition tells them to.
3. Learn how to tell a trusted adult when they feel their intuition is warning them about something.

## SECOND GRADE: Lesson Plan A

---

### **Learning Objective 1:**

Learn what intuition is and how to listen to it.

Estimated Lesson Time: 30 minutes

### **Materials needed:**

Intuition Activity Page

Crayons or markers

### **Activity:**

Teacher:

"What are your senses? (Touch, taste, smell...). Well you know, you have another sense, too. It's called 'intuition'. It's like a little alarm that goes off in your mind that something isn't right. It is a signal that you need to do something to stay safe."

[Teacher hands out the Intuition Activity Page.]

"This picture tells a story about how intuition keeps you safe."

---

Michelle and Lacy were playing in Michelle's backyard. They climbed to the top of Michelle's jungle gym. Michelle said, 'Lacy, jump off from the top here. It will feel like you're flying.' In the picture, Lacy's intuition sends her an alarm that Michelle is asking her to do something unsafe. Lacy says to herself, 'I think Michelle is tricking me. If I jump, I'll get hurt.'

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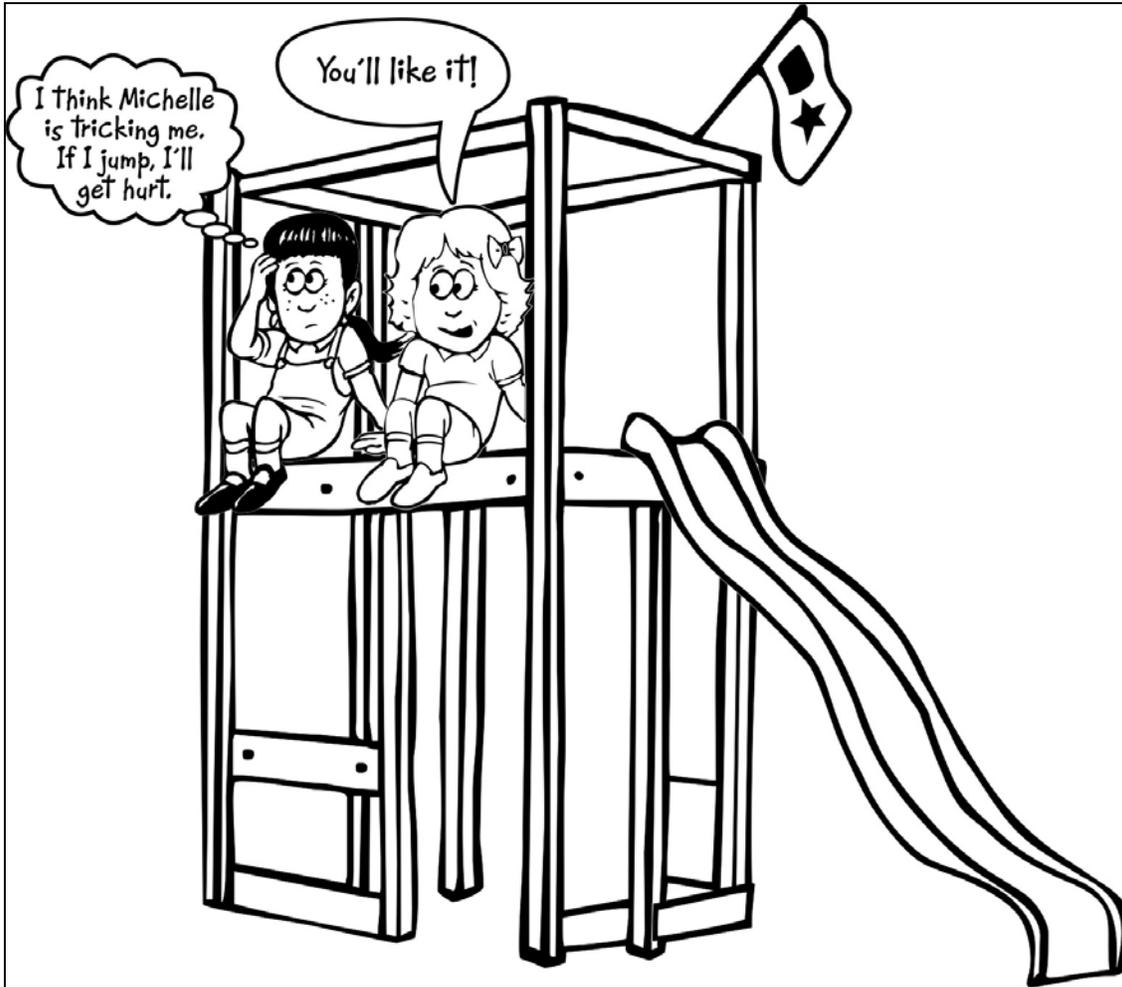
## SECOND GRADE: Lesson Plan A

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

### Intuition Activity Page

Lacy's intuition is giving her a warning that she might get hurt.



What are some of the feelings that Lacy is having right now? Circle the ones you think she is feeling. [Teacher may need to point and read the following:]

Happy

Funny

Scared

Confused

Sad

Tired

Bored

Shy

Nervous

Embarrassed

Adventurous

Careful



## SECOND GRADE: Lesson Plan A

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Teacher:

"How do you think Lacy feels?"

"What makes Lacy think she will get hurt? Can she predict the future? (NO). Then, how can she know?"

"The answer is = INTUITION. Sometimes intuition feels like a funny feeling in your stomach or it can make your heart beat really fast or it can even make it hard to breathe. When your body feels bad physically, and you're having bad feelings, your intuition is warning you that something is not healthy or safe."

### **Student Assessment/Reflection:**

Ask students to tell about a time they had intuition.

### **Closing Prayer:**

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"God saved us and chose us to be his holy people. We did nothing to deserve this, but God planned it because he is so kind. Even before time began God planned for Christ Jesus to show kindness to us. Now Christ Jesus has come to show us the kindness of God. Christ our Savior defeated death and brought us the good news. It shines like a light and offers life that never ends." [2 Timothy 1:9–10]

"Let us pray" (*pause for silence*).

"O God, a long time ago you planned to save us because you love us so much.

## SECOND GRADE: Lesson Plan A

---

**Shed your light upon us  
and show us how to be kind to others  
so that our lives may always shine with your love.  
We ask this through Christ our Lord. Amen!"**

## SECOND GRADE: Lesson Plan B

---

### **Learning Objective 2:**

Learn how to say No when intuition tells them to.

Estimated Lesson Time: 30 minutes

### **Materials needed:**

None

### **Activity:**

Teacher:

"Now we're going to practice what to do when your intuition warns you that you may get hurt or get into trouble. Sometimes 'intuition' tells you when someone might be tricking you into doing something you don't want to do or something that is not safe. Your intuition will even warn you if an adult is trying to trick you. Let me give you some examples."

### **Saying "NO!"**

---

Scenario 1: Your mom says that you cannot eat peanut butter because you are allergic to it. She says eating peanut butter can make you very sick, but Uncle David says it's ok and offers you chocolate candy with peanut butter in it.

- ▶ What does your intuition say to you? What will you say to Uncle David?
-

## SECOND GRADE: Lesson Plan B

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Scenario 2: Tim's dad has a new motorcycle. While riding by, he sees you in your yard and stops to offer you a ride. He says that he doesn't have a helmet for you but that you don't need one for a short ride anyway.

- ▶ What does your intuition say to you? What will you say to Tim's dad?
- 

---

Scenario 3: Emma shows you her cousin's gun. She tells you to pick it up.

- ▶ What does your intuition say to you? What will you say to Emma?
- 

---

Scenario 4: Josh dares you to steal the teacher's favorite pen from her desktop. You don't want to. When you say no, Josh says that you are a "fraidy cat."

- ▶ What does your intuition say to you? What will you say to Josh?
- 

---

Scenario 5: Your babysitter tells you that she has to run an errand. She says it won't take long and that you should stay home alone until she returns. It is late at night.

- ▶ What does your intuition say to you? What will you say to the babysitter?
-

## SECOND GRADE: Lesson Plan B

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Teacher:

"I'm going to say some things that children can say when they need to say No. Raise your hand if this is something you would feel comfortable saying."

- ▶ "I'm not supposed to do that." Who would say this?  
Say it with me now. "I'm not supposed to do that."
- ▶ "That's against my family rules." Who would say this?  
Say it with me now. "That's against my family rules."
- ▶ "No, Thank you." Who would say this?  
Say it with me now. "No, Thank you."
- ▶ "I can't. My parents would be mad at me." Who would say this?  
Say it with me now. "I can't. My parents would be mad at me."
- ▶ "I'll need to ask my mom/dad first." Who would say this?  
Say it with me now. "I'll need to ask my mom/dad first."
- ▶ "No. I have to go now." Who would say this?  
Say it with me now. "No. I have to go now."
- ▶ "No. Let's do something else instead." Who would say this?  
Say it with me now. "No. Let's do something else instead."
- ▶ "No. I think that's a bad idea." Who would say this?  
Say it with me now. "No. I think that's a bad idea."

## SECOND GRADE: Lesson Plan B

---

### Student Assessment/Reflection:

Teacher:

"God has given us intuition as a gift to help keep us safe. When your intuition tells you something is wrong, it is OK to say no – to a friend, to an adult, or even a family member. You always have the right to refuse to do something that makes you feel unsafe. At the same time, we should be respectful if a friend tells us that he or she does not want to do something. We should always respect one another's intuition."

### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Jesus said to his friends: 'There will always be something that causes people to sin. But anyone who causes them to sin is in for trouble. A person who causes even one of my little followers to sin would be better off thrown into the ocean with a heavy stone tied around their neck. So be careful what you do.'" [Luke 17:1–3]

"Let us pray" (*pause for silence*).

"O God, you protect all your sons and daughters and do not wish anyone to fall into sin.

Help us to be careful in our dealings with others, and to listen to the intuition you have placed in our hearts. We ask this through Christ our Lord. Amen!"

## SECOND GRADE: Lesson Plan C

---

### **Learning Objective 3:**

Learn how to tell a trusted adult when they feel their intuition is warning them about something.

Estimated Lesson Time: 30 minutes

### **Materials needed:**

Who Can You Tell? Activity Page

### **Activity:**

Teacher:

"We have already learned about how to say no if your intuition tells you that something is not safe. The next step is very important - telling someone you trust. It might seem hard to do this, but telling someone you trust helps make sure you are safe and healthy. Who would you tell if another person tried to get you to break the rules or do something that is not safe? How would you tell them? Let's go over the scenarios we talked about last time and practice telling someone you trust about what happened."



## SECOND GRADE: Lesson Plan C

### **Who Can You Tell? Activity Page**

[Teacher hands out Who Can You Tell? Activity Page]

Telling:

1. Make copies of the scenarios you read in the earlier discussion. Cut the page into strips with one scenario on each sheet.
2. Put the children in pairs.
3. Give each pair one of the scenarios. Ask each pair to read their scenario and decide how the child should tell.
4. Ask them to role play telling. One child should play the role of the person telling, and one should play the role of the one listening.

How will you tell? What will you say?

Ask kids to draw a circle around the person they would say this to.

Mom	Grandmother	Brother
Grandfather	Sister	Friend
Neighbor	Coach	Teacher
Priest	Aunt	Stranger
Sunday School Teacher	Counselor	Uncle
Other _____		



## SECOND GRADE: Lesson Plan C

---

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

### Who Can You Tell? Activity Page

Read the scenario the teacher gives you and your partner. Role play how you think the child should tell an adult about the scenario.

Draw a circle around someone you would tell if someone tried to get you to break a rule. You can choose more than one person if you like.

Mom	Grandmother	Brother
Grandfather	Sister	Friend
Neighbor	Coach	Teacher
Priest	Aunt	Stranger
Sunday School Teacher	Counselor	Uncle
Other _____		



## SECOND GRADE: Lesson Plan C

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### Student Assessment/Reflection:

Teacher:

"God has given us this very special alarm that we call intuition. This is one of the ways he protects us. Listening to your intuition helps you know when something is wrong or will hurt you. Once you know that, you can refuse to do it, and you can tell someone you trust what happened."

### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Jesus said to his friends: 'There will always be something that causes people to sin. But anyone who causes them to sin is in for trouble. A person who causes even one of my little followers to sin would be better off thrown into the ocean with a heavy stone tied around their neck. So be careful what you do.'" [Luke 17:1-3]

"Let us pray" (*pause for silence*).

"O God, you protect all your sons and daughters and do not wish anyone to fall into sin. Help us to be careful in our dealings with others, and to listen to the intuition you have placed in our hearts. We ask this through Christ our Lord. Amen!"



## THIRD GRADE: Called to Protect™ for Young Children: Secrets: Those You Keep and Those You Share

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### **Child Development:**

Parents remain the strongest influence for third graders, but the peer group continues to grow in importance as well. Third graders are social and are looking outside the family for new ideas and activities. Typically they play with their same-sex peers.

### **Lesson Overview:**

The focus of this program for third graders is continuing to build emotional and behavioral boundary skills. The corresponding lessons are designed to reinforce the concept that some secrets are good while others are not. The accompanying activities help the students learn to make decisions about which secrets can be kept and which should be told to a trusted adult.

### **Objectives for Third Grade Students:**

Students will:

1. Learn about different types of secrets.
2. Learn how to recognize a bad secret.
3. Learn how to tell a trusted adult when someone has asked them to keep a bad secret.

## THIRD GRADE: Lesson Plan A

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### Learning Objective 1:

Learn about different types of secrets.

Estimated Lesson Time: 20 minutes

### Materials needed:

None

### Activity:

Teacher:

"What is a secret?" (*Takes some ideas from class*)



"A secret is something you know but are not supposed to tell."

"Why would we ever need to keep secrets?" (*Ask the class for examples.*)

"Some things are kept secret because they are surprises." (*Ask the class for a examples.*)

## THIRD GRADE: Lesson Plan A

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You know what someone is getting for their birthday, but you've been asked not to tell so that you won't spoil the surprise.

- ▶ Should you keep this secret? \_\_\_\_\_
  - ▶ Why? \_\_\_\_\_
- 

"There are other kinds of secrets, too. Some things are secret because someone would get into trouble if another person found out. Sometimes people should be in trouble, but sometimes all they need to do is apologize."

For example: [You can ask the class for an example.]

---

You call your sister a name in an argument. She says she is going to tell your parents. You apologize and ask her not to tell. You know you have hurt her feelings, and you do not want to do that again."

- ▶ Should your sister keep this secret? \_\_\_\_\_
  - ▶ Why? \_\_\_\_\_
- 

"Some things are secret because the information is private. If others knew, someone would be embarrassed."

For example: [You can ask the class for an example.]

---

Your best friend made a bad grade in math. He told you about it but asked you not to tell."

- ▶ Should you keep this secret? \_\_\_\_\_
  - ▶ Why? \_\_\_\_\_
- 

"These all seem to be secrets you can keep without hurting anyone or making yourself feels bad. Like presents you want to unwrap, secrets can be hard to keep secret, but the surprise at the end will make someone happy. It is good to

## THIRD GRADE: Lesson Plan A

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keep this kind of secret. We call these kinds of secrets 'good secrets' or secrets that bring goodness to you and others."

"But some secrets aren't so good. In fact, they can be downright bad. We call them "bad secrets" because they make you feel bad or they hurt you or someone else. Some secrets are like dark clouds. They may make you feel afraid or that something bad is going to happen. Your intuition tells you that if you do not tell someone about this bad secret, you or someone else could be hurt. Adults need to know about bad secrets so that they can help you stay safe."

"What are some secrets that might be bad?"

"A bad secret is something that makes you feel funny. Your intuition tells you it is bad."

For example: [You can ask the class for an example.]

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You see someone steal something in a store. This person tells you not to tell anyone about it.

- ▶ Should you keep this secret? \_\_\_\_\_
  - ▶ Why? \_\_\_\_\_
- 

"A bad secret is one where someone is in danger."

For example: [You can ask the class for an example.]

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You know that your brother takes off his helmet when he's riding his bike. He tells you that "you better not tell."

- ▶ Should you keep this secret? \_\_\_\_\_
  - ▶ Why? \_\_\_\_\_
- 

"A bad secret is when someone breaks rules about touching."

## THIRD GRADE: Lesson Plan A

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For example: [You can ask the class for an example.]

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An adult breaks rules about touching you, but says they will hurt your dog if you tell.

- ▶ Should you keep this secret? \_\_\_\_\_
  - ▶ Why? \_\_\_\_\_
- 

### Student Assessment/Reflection:

Teacher:

"How would you feel if you were keeping a bad secret?  
What would you do?"

### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Jesus said to his friends, 'You don't light a lamp and put it under a clay pot or under a bed. Don't you put a lamp on a lampstand? There is nothing hidden that will not be made public. There is no secret that will not be well known. If you have ears, pay attention!'" [Mark 4:21–23]

"Let us pray" (*pause for silence*).

"O God, you know the secrets of our hearts  
and search the thoughts of our minds.  
Strengthen us to speak up  
when we see something that is wrong  
and do not let us keep secrets that hurt others.  
We ask this through Christ our Lord. Amen!"

## THIRD GRADE: Lesson Plan B

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### **Learning Objective 2:**

Learn how to recognize a bad secret.

Estimated Lesson Time: 20 minutes

### **Materials needed:**

"Gift – Good Secret" Card

"Dark Cloud – Bad Secret" Card

Pencils

### **Activity:**

Teacher:

"Now that you know we have different kinds of secrets, let's see if you can tell which one is which.

[Teacher hands each child a "Gift" card and a "Dark Cloud" card.]

I'm going to say a secret, and when you hear it, I want you to hold up the "Gift" card if you think it is a good secret and the "Dark Cloud" card if you think it is a "Bad Secret."

## THIRD GRADE: Lesson Plan B

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### **"Gift – Good Secret" Card and "Dark Cloud – Bad Secret" Card**

Before the exercise, make sets of one "Gift" card and one "Dark Cloud" card to give each child.





## THIRD GRADE: Lesson Plan B

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### Secrets

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Your grandmother tells you that she's giving your grandfather a surprise birthday party. She asks you not to tell.

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Your friend is being bullied, but he doesn't want you to tell anyone.

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A stranger offers you candy while you are playing at the park. The stranger says he wants you to have it but not to tell your mom.

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You know what your little sister is getting for Christmas, but you are not supposed to tell.

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An older boy takes your Nintendo DS. He says that he'll beat you up if you tell anyone.

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You made a "Mother's Day" card at school and the teacher says not to tell your mother about it.

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Your coach gives you money and tells you it's for playing so well at the game last week. He tells you not to tell the other kids or your parents about this.

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You are at Joel's house with his big sister Carrie. She lets you play on her computer because it doesn't have a filter. Sometimes you see things on the Internet that make you feel uncomfortable. Carrie has told you not to tell anyone what you did on the computer.

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## THIRD GRADE: Lesson Plan B

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### Student Assessment/Reflection:

Teacher:

Discuss the fact that the students can decide for themselves whether to keep a secret. Ask why they should not keep a bad secret just because someone tells them to.

### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Come closer and listen! I have never kept secret the things I have said, and I was here before time began. By the power of his Spirit the LORD God has sent me with this message: People of Israel, I am the holy LORD God, the one who rescues you. For your own good, I teach you, and I lead you along the right path." [Isaiah 48:16–17]

"Let us pray" (*pause for silence*).

"O God, you are holy  
and you are good to all your children.  
Rescue us from all that may harm us  
and lead us always along the right path.  
We ask this through Christ our Lord. Amen!"

## THIRD GRADE: Lesson Plan C

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### **Learning Objective 3:**

Learn how to tell a trusted adult when someone has asked them to keep a bad secret.

Estimated Lesson Time: 15 minutes

### **Materials needed:**

Safe Adult Identity Page  
"Dark Cloud – Bad Secret" Card  
Telling Secrets Activity Page  
Scissors  
Glue

### **Activity:**

Teacher:

"The way to do the right thing when someone tells you a bad secret is to tell an adult you trust.

When we talked about good and bad secrets last time, we said that bad secrets can make you feel bad or uneasy if you don't tell them. Give me an example of a secret that would make you feel bad." (*Kids respond*)

[Teacher hands out Safe Adult Identity Page.]

"Name some adults in your life that are safe, and explain why you trust them."



## THIRD GRADE: Lesson Plan C

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

### Safe Adult Identity Page



\_\_\_\_\_ is a safe adult in my life because



\_\_\_\_\_ is a safe adult in my life because



\_\_\_\_\_ is a safe adult in my life because



\_\_\_\_\_ is a safe adult in my life because

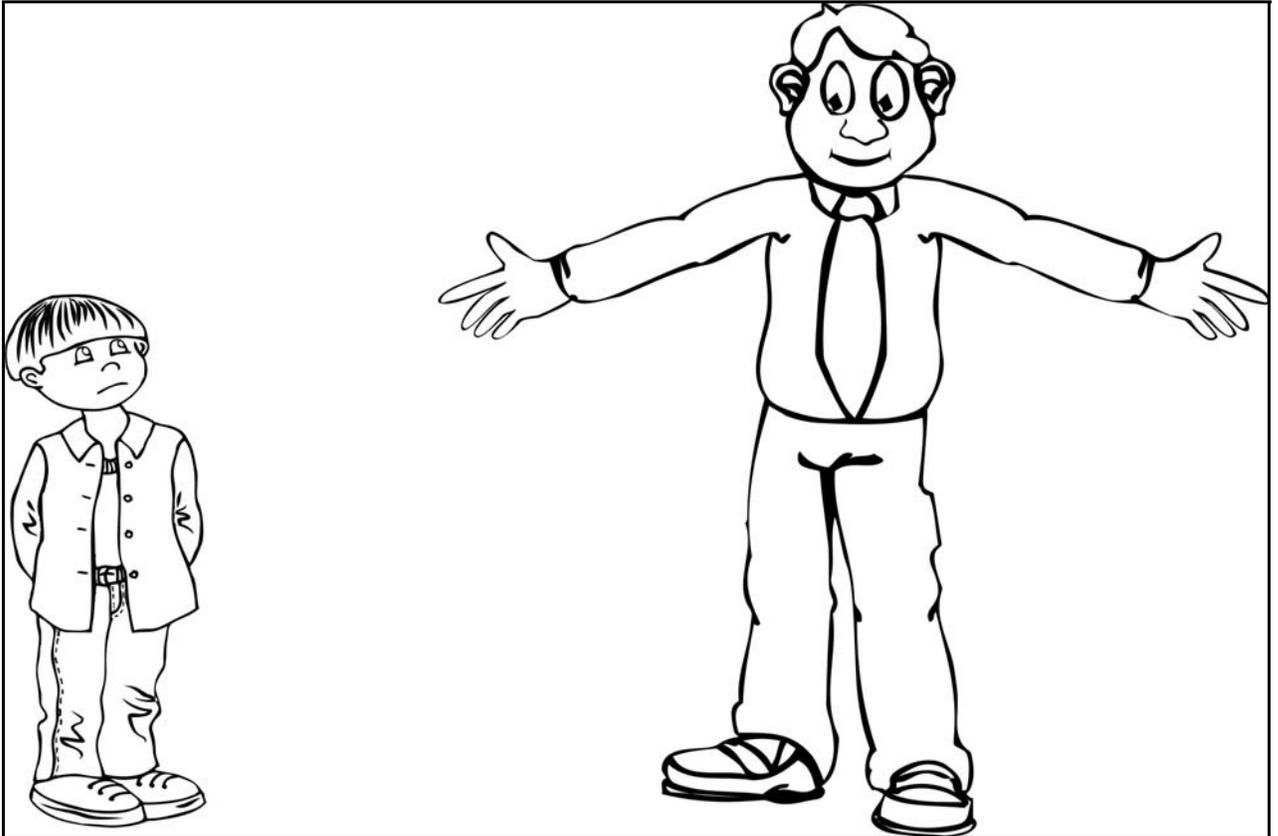


## THIRD GRADE: Lesson Plan C

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### **Telling Secrets Activity Page and "Dark Cloud" Bad Secret [Teacher's Copy]**

[Teacher hands out Telling Secrets Activity Page and a "Dark Cloud" Bad Secrets for the child to cut out the shape.]





## THIRD GRADE: Lesson Plan C

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Teacher:

"The first thing we are going to do is cut the "dark cloud" bad secret out with your scissors. Now place your "dark cloud" bad secret on the child."

"How does that child feel holding this big, "dark cloud" bad secret? See how big it looks against the child?"

"Now place your "dark cloud" bad secret on the adult." (*They do that*)

"See how much smaller the "dark cloud" bad secret looks now? That's because adults are bigger and know how to take bad secrets and keep them from hurting you or others. Let's give the bad secret, then, to the adult. Glue the "dark cloud" bad secret onto the adult."

"Now that the adult has the big "dark cloud" bad secret, how do you think the child feels?"



## THIRD GRADE: Lesson Plan C

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

### **"Dark Cloud" Bad Secret**

Cut the "dark cloud" bad secret out with your scissors.





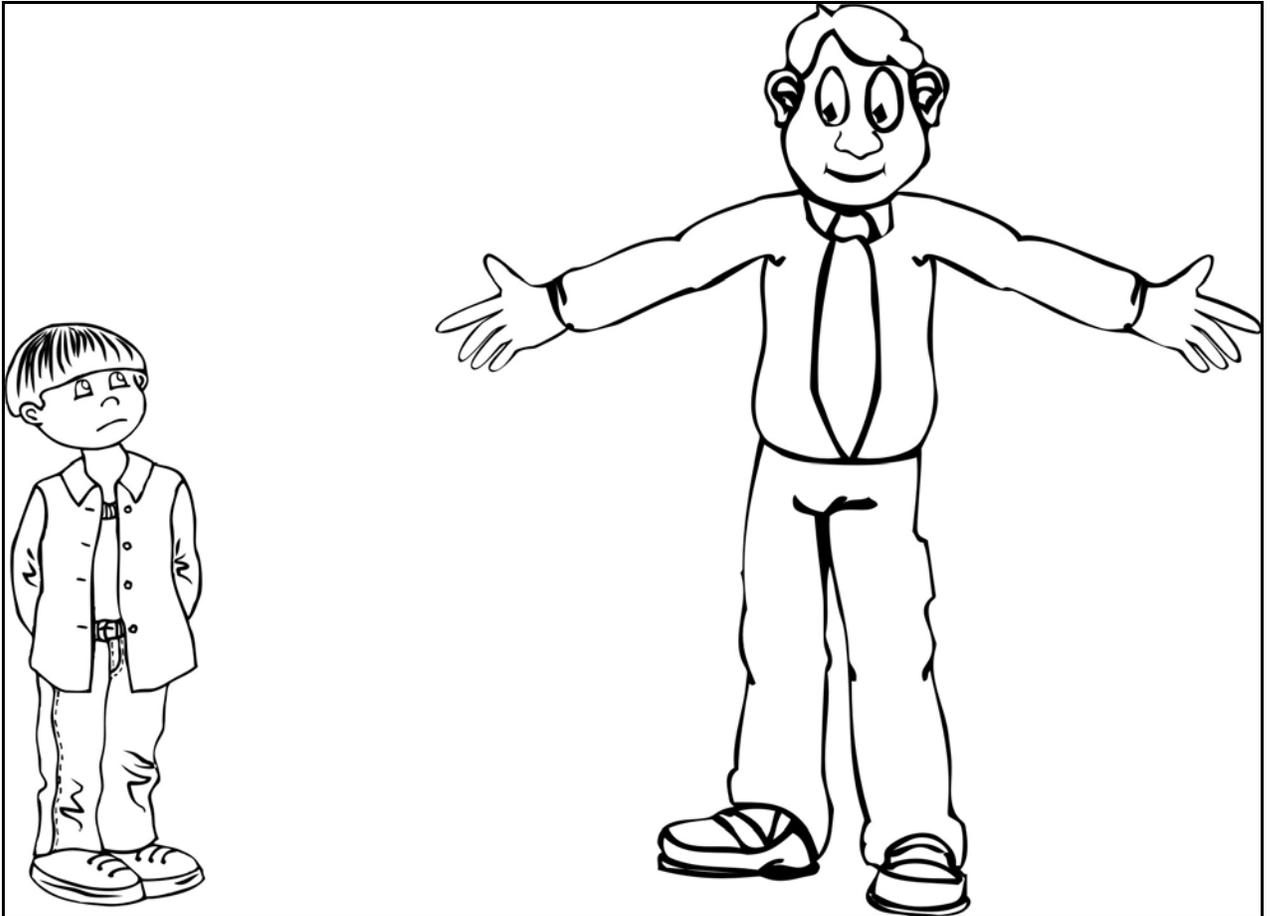
## THIRD GRADE: Lesson Plan C

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

### Telling Secrets Activity Page

Place the "dark cloud" bad secret on the child. Then place the "dark cloud" bad secret on the adult. Paste it on the adult.



How do you think the child feels now that the adult has the big "dark cloud" bad secret?



## SHORT STORIES: How to Give a Bad Secret to an Adult

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**Teacher:** Depending on the amount of time you have or want to spend, you can read all of these scenarios or simply pick a few.

**Teacher:**

"You want to give a bad secret to an adult, but you may think you shouldn't because they would worry. You may NOT want to tell them because you're afraid you'll get into trouble or be embarrassed. These kinds of bad secrets are the ones you really need to share as soon as you hear them.

Trouble is...you've got to know what to say when you need to tell a secret like that. There is no right or wrong way. Here are some ways other kids have given bad secrets away to an adult."

### Telling a Secret

---

Sophia broke her grandmother's vase. Then she cleaned up the pieces and hid them in the trash. That night she couldn't sleep. The next morning, Sophia went to her grandmother and said, "Gramma, I need to tell you something, but I don't want you to be mad." To her surprise, Sophia's grandmother replied, "Come tell me what you need to tell me, baby. It's ok."

► To the class: What do you think happened when Sophia gave her grandmother the bad secret? Why?

---

At school one day, Andrea told Rachel that she and her brother had been playing the "Dare" game. Each day one would dare the other to do something dangerous to see who was more afraid. Just yesterday, Andrea said she had waded through the creek even though she didn't know how to swim just to show her brother that she wasn't afraid. She told Rachel that the game was starting to scare her, but she knew her brother would be mad at her if she didn't play or if she told someone what

## SHORT STORIES: How to Give a Bad Secret to an Adult

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they were doing. At dinner that night, Rachel was so worried that she couldn't eat. Finally, she said, "Mom and Dad, my friend told me something but asked me not to tell. I promised that I wouldn't, but now I know that I have to tell you because I promised to keep a bad secret before I knew it was bad. I'm worried about her and afraid she'll get hurt if I don't tell." Rachel's dad put his fork down, looked at Rachel, and said, "It sounds as if your friend needed to tell someone. She doesn't want to get hurt. And you don't want her to be hurt. I'm glad that you can recognize that this is a bad secret. Tell us what's going on, so we can help her. This isn't the kind of secret you can keep. It's too big."

- ▶ To the class: What do you think happened when Rachel's parents took charge of the bad secret? Why?
- 

Aiden's next door neighbor, who worked with Aiden's father, had been inviting him over to play video games. Aiden was feeling uncomfortable, though, because the man also wanted him to do things he didn't want to do. He had never forced Aiden to do anything, but he told Aiden not to tell anyone about his house, how close they sat together on the couch or how much time they were spending together alone. Aiden wanted to end the friendship, but he was worried because he didn't know what would happen to his father's job if he did. Afraid to tell his parents, Aiden went to his teacher, "Ms. Reyes, someone has been bothering me. An adult. He told me not to tell. But I think this is a bad secret to keep. I'm afraid that if I do keep the secret and not give it away to an adult the man who told me not tell will get my dad in trouble at work. Can I tell you?" Ms. Reyes took Aiden into the hallway and said, "Thank you for coming to me. The best way to keep yourself safe in this case is to tell me the bad secret and how this person is bothering you. I promise to listen, and we can figure out what to do next."

- ▶ To the class: What do you think happened after Aiden gave Ms. Reyes the bad secret? Why?
-

## SHORT STORIES: How to Give a Bad Secret to an Adult

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Ava had allowed a friend to talk her into doing something she knew she should not do. She knew that her parents would be worried and angry if they found out. But she didn't like carrying around such a dark, bad secret. She decided to tell her family counselor. She said, "Since you're my counselor, I know I can tell you anything. I know a bad secret that I can't tell my parents. I know I need to give it to an adult because it is a bad secret to keep." Ava's counselor said, "Ava, you can tell me anything. You know that. But you should know something else, too. If you tell me a bad secret that your parents need to know, I will help you tell them, too. We won't keep bad secrets from them that could hurt you or someone else. But I'll help you tell your parents so they can do what is right."

- ▶ To the class: What do you think happened after Ava gave the bad secret to her counselor? Why?
- 

On Sunday at a party at Uncle John's house, Nathan's cousin Marcus asked Nathan to play the "Touching Game." During the game, Marcus touched Nathan's private parts. When Nathan told him to stop, Marcus stopped, but he told Nathan he'd better not tell anyone. Because Marcus was older and bigger, Nathan was worried about doing something Marcus told him not to. Also, he knew that his parents really loved Marcus. Nathan wasn't sure how to tell his parents about this bad secret. So he approached his older brother saying, "Marcus broke the touching rule with me. He told me not to tell." Nathan was relieved when his brother replied, "Hey, you know what Mom always says. She says no one can break touching rules with us. He should never have done that to you. By telling Mom, you'll be doing the right thing. I'll go with you."

- ▶ To the class: What do you think happened after Nathan and his brother told the bad secret to their mother? Why?
-

## SHORT STORIES: How to Give a Bad Secret to an Adult

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Benjamin loved baseball, but he was not the best player on the team. The coach began calling him names whenever he made a mistake. He would say things like, “Benjamin, you couldn’t hit a basketball with that bat.” Or “Bench Benjamin, I guess you can play now since we’re already losing.” Sometimes when Benjamin would pass the coach, he could hear the coach whisper, “What a dork.” Benjamin was embarrassed, but all of the parents seemed to like the coach. One Saturday, Benjamin’s uncle was pitching the ball with him in the back yard. Benjamin said, “Uncle Stan, I love baseball, but I don’t want to go to baseball practice any more. My parents think Coach Anderson is great. But he’s not so great.” Uncle Stan said, “Well, let’s talk about that. Tell me about the last time you and the coach were together. Did he say or do anything to make you feel uncomfortable?”

- To the class: What do you think happened after Benjamin talked to his uncle about his baseball coach? Why?
- 

Olivia was the teacher’s pet. All of the kids said so. At first, Olivia enjoyed being the favorite. She was the teacher’s “assistant” and was allowed to stay in the room with the teacher if she didn’t want to go to PE. After a time, though, the teacher began to want more and more of Olivia’s time. He would ask Olivia to stay in from recess to be with him and to eat lunch in the room with him. Olivia started feeling that if she didn’t do what he wanted, she would hurt his feelings. He had been so nice to her that she didn’t want to do that, but she also wanted to be more like the other kids instead of being the teacher’s pet. When she told the teacher she wanted him to pick another assistant, he said that he was disappointed in her. He then showed her a gold necklace and said he’d bought it just for her. He said she didn’t have to spend time with him if she didn’t want to, but he wanted her to keep the necklace, and he wanted her to keep it a secret just between them. Olivia was confused. She liked the teacher, but he was beginning to make her feel funny. She knew that if she felt funny inside, the secret her teacher asked her to keep was a bad secret. She liked the necklace, but she wasn’t sure she could keep it. After school one day, Olivia approached her mother. “Mom, I have

## SHORT STORIES: How to Give a Bad Secret to an Adult

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something to tell you. I think it is a bad secret, and my teacher will be mad at me for telling you.” Olivia’s mom put her hands on Olivia’s shoulders and said, “Well, you may tell me anything you need to. We have a rule that you must not keep bad secrets from me even if someone else tells you to.”

- ▶ To the class: What do you think happened after Olivia told her mother about the necklace? Why?
- 

Lily had been worried for a long time. She lived with her grandparents and loved them very much. But lately an older boy down the street had been trying to get her to play with him. Lily had played a couple of games with him, but she didn’t like being with him. He made her uncomfortable. She always made excuses to get away from him. One day when she told him she would not play with him, he told her that her grandfather was an old man and that he could hurt her grandfather if he wanted to. He told her to remember that next time he asked her to play with him. For the last week or so, Lily had been able to avoid the older boy, but she knew she couldn’t avoid him forever. Her intuition told her that this threat to her grandfather was a bad secret, and she had to share it with him or another adult. Finally, she went to her grandfather as he was reading. She said, “Granddad, I’m afraid to tell you something, but it is a bad secret. I’ve been told that if I share it with you, you’ll get hurt.” Granddad put down his book, removed his glasses, and chuckled. He said, “Honey, you don’t have to be afraid. Tell me what you need to tell me. That will help me know who’s threatening me and why. Plus, it will help me help you with this bad secret and you will never have to be with this person again. What’s going on?”

- ▶ To the class: What do you think happened after Lily told her grandfather the bad secret? Why?
-

## SHORT STORIES: How to Give a Bad Secret to an Adult

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### Student assessments/reflections

Teacher:

"Did you learn why you should tell trusted adults bad secrets, and how you can tell bad secrets? Always remember that someone will listen to you when you need to tell a bad secret. If the first person doesn't listen, tell someone else you trust.

There are lots of ways to tell bad secrets or to tell things that are hard to say. I'll bet there's someone in your life you can depend on. If you need to share a bad secret or talk about something that's bothering you, you'll feel much better once you tell.

How many feel that you now know why you should give a bad secret to a trusted adult in your life and how to do so?"

### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"God has been kind enough to trust us. That's why we never give up. We don't do shameful things that must be kept secret. And we don't try to fool anyone or twist God's message around. God is our witness that we speak only the truth, so others will be sure that we can be trusted." [2 Corinthians 4:1–2]

"Let us pray" (*pause for silence*).

"O God, your word is truth

## SHORT STORIES: How to Give a Bad Secret to an Adult

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**and your message is to be trusted.**

**Free us from sin and shame**

**and support us in doing what is right and true.**

**We ask this through Christ our Lord. Amen!"**



## FOURTH GRADE: Called to Protect™ for Young Children: Healthy Friendships

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### **Child Development:**

Fourth graders are entering pre-adolescence. Now, they are influenced by their friends' opinions and values more than in earlier grades. They may join clubs, organized sports or activities as their social lives become more active. If they can maintain healthy self-esteem, fourth graders will be better equipped to withstand negative peer pressure that sometimes arises at this time.

### **Lesson Overview:**

The focus of this program for fourth graders is behavioral boundary skills. The corresponding lessons are designed to teach the concept that some peer to peer interactions are healthy and some are not. The accompanying activities help the students learn how to build good boundaries with friends and adults.

### **Objectives for Fourth Grade Students:**

Students will:

1. Learn what makes a healthy friendship with peers.
2. Learn to identify a safe adult.
3. Learn how to respond to situations that make them feel uncomfortable.

## FOURTH GRADE: Lesson Plan A

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### **Learning Objective 1:**

Learn what makes a healthy friendship with peers.

Estimated Lesson Time: 30 minutes

### **Materials needed:**

Friend Activity Page

Crayon or markers

Pencil

Drawing Paper

### **Activity:**

Teacher:

"We all like to have friends, don't we? Why is that, do you think? Let's think about how our good friends make us feel." [Teacher hands out Friend Activity Page.]

## FOURTH GRADE: Lesson Plan A

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

### Friend Activity Page

#### My Friend

My friend: (check Yes or No).

Yes	No	
		Makes me feel good
		Calls me bad names
		Makes me feel bad
		Makes me laugh
		Listens to me
		Tells me bad secrets
		Makes me do things I don't like to do
		Makes me do things I'm not supposed to do
		Likes to do the same things I do
		Makes fun of me
		Is someone I respect
		Writes bad things about me on the Internet

On a separate sheet of paper, draw a picture of you and your friend doing something you like to do together.



## FOURTH GRADE: Lesson Plan A

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Teacher:

"Let's go through the list of ways that your friend makes you feel." [Teacher reads the list on the activity page and asks students to raise their hands when he/she reads something they have marked with "yes."]

"Now who wants to show us their picture and tell us what you and your friend like to do together?"

"Sounds as if you have some great friends. Having good friends makes us feel good. Do you know some people who claim to be your friends but are not nice to you? You know, you don't have to do as these people say. Everybody needs good friends, but nobody needs bad friends. Those who claim to be our friends, but don't treat us right, are not good friends.

We are made in the image of Jesus, and are filled with the Holy Spirit. We deserve to be treated well. And we must also always model Jesus in how we treat others."

### **Student Assessment/Reflection:**

Teacher:

"Friends are important to us. We have fun with them. They are blessings in our lives."

"People who say they are our friends, but make us feel sad or bad are not true friends. We don't have to do what they say or do what they want us to do."

## FOURTH GRADE: Lesson Plan A

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### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Here are some sayings that make good sense: When you judge, you must be fair. Giving an honest answer is a sign of true friendship. Don't accuse anyone who isn't guilty. Don't ever tell a lie or say to someone, "I'll get even with you!" [Ecclesiastes 24:23, 26, 28]

"Let us pray" (*pause for silence*).

"O God, you judge with fairness  
and your heart is full of love for all your children.  
Show us how to be good to our friends  
and to help us to always be honest with them.  
We ask this through Christ our Lord. Amen!"

## FOURTH GRADE: Lesson Plan B

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### **Learning Objective 2:**

Learn to identify a safe adult.

Estimated Lesson Time: 30–45 minutes

### **Materials needed:**

Safe Adult Activity Page  
Safe Adult Identification Page  
Pen or pencil

### **Activity:**

Teacher:

“Today, we’re going to talk about safe adults.” [Teacher hands out Safe Adult Activity Page.]

### **Option One**

Teacher puts kids into groups of three to five. “I want you to think about what a safe adult is. The best way to know an adult is safe is to listen to what they say, watch how they behave, and listen to your feelings and intuition. Who can tell me what intuition is?” (In Grade 2, they learned that intuition is an extra sense that tells you when something is wrong.)

### **Option Two**

An alternative is to split the class into three groups and ask each group to work on only one section of the Safe Adult Activity Page and then present what they’ve written.



## FOURTH GRADE: Lesson Plan B

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### Safe Adult Activity Page [Teacher's Copy]



A safe adult says:

- \_\_\_\_\_ ("Look both ways!")
- \_\_\_\_\_ ("No one has the right to hurt you.")
- \_\_\_\_\_ ("You can tell me bad secrets.")
- \_\_\_\_\_
- \_\_\_\_\_

A safe adult does

- \_\_\_\_\_ (Enforce rules about keeping safe)
- \_\_\_\_\_ (Listen when you need to talk)
- \_\_\_\_\_ (Not give you a bad secret)
- \_\_\_\_\_
- \_\_\_\_\_

A safe adult makes you feel

- \_\_\_\_\_ (Happy)
- \_\_\_\_\_ (Comfortable)
- \_\_\_\_\_ (Loved)
- \_\_\_\_\_
- \_\_\_\_\_

After students fill in the blanks, each group can tell the class what they have written, or individuals can volunteer to read what they have written.



## FOURTH GRADE: Lesson Plan B

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

### Safe Adult Activity Page

A safe adult says:

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A safe adult does

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A safe adult makes you feel

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## FOURTH GRADE: Lesson Plan B

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### Safe Adult Identification Page [Teacher's Copy]

[Teacher hands out Safe Adult Identification Page.] "Now that you know how safe adults talk and behave, list the safe adults in your life and what they do that makes you feel safe."



\_\_\_\_\_ is a safe adult in my life because

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\_\_\_\_\_ is a safe adult in my life because

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\_\_\_\_\_ is a safe adult in my life because

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\_\_\_\_\_ is a safe adult in my life because

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## FOURTH GRADE: Lesson Plan B

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

### Safe Adult Identification Page.



\_\_\_\_\_ is a safe adult in my life because

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\_\_\_\_\_ is a safe adult in my life because

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\_\_\_\_\_ is a safe adult in my life because

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\_\_\_\_\_ is a safe adult in my life because

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## FOURTH GRADE: Lesson Plan C

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### Student assessments/reflections:

Teacher:

"We've just learned that we identify safe adults by what they say and do, not who they are. A safe adult is respectful of your feelings, of your body and its private parts, and of the rules. It's possible that someone we know may not behave and talk in ways that make us feel safe and comfortable. Even people we've known for a long time may make us feel bad. It's ok to tell someone if someone you know makes you feel bad because feeling bad is a clue that some bad secret is surrounding this adult. You must give that bad secret to a trusted adult, so they can help you feel better and help the person you feel bad about. You are growing up fast, but adults are still bigger and stronger to handle bad secrets."

### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Everything you were taught can be put into a few words: Respect and obey God! This is what life is all about. God will judge everything we do, even what is done in secret, whether good or bad."

[Ecclesiastes 12:13–14]

"Let us pray" (*pause for silence*).

"O God, you know everything,  
You know the secrets of our hearts,  
whether good or bad.

Guide us to share with trusted adults  
the problems and difficulties we face.

We ask this through Christ our Lord. Amen!"

## FOURTH GRADE: Lesson Plan C

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### **Learning Objective 3:**

Learn how to respond to situations that make them feel uncomfortable.

Estimated Lesson Time: 30 minutes

### **Materials needed:**

Scenarios, one for each group

### **Activity:**

Teacher:

[Teacher assigns groups of no more than three.] "Now that you are in your groups, you are going to practice good ways to respond when someone says or does something that makes you feel uncomfortable. I am going to give each group a situation, and I want the group to develop a skit showing how the fourth grader in the skit should respond and how that fourth grader can give the bad secret or bad situation to the safe adult in the skit."

Here are the scenarios:

For some groups:

Three characters: A 4th Grader  
Unsafe Adult  
Safe Adult

For other groups:

Three characters: A 4th Grader  
A Bully  
A Safe Adult

## FOURTH GRADE: Lesson Plan C

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For other groups:

Three characters: A 4th Grader  
A Stranger  
A Safe Adult

Cut the scenarios out, and give one to each group. You can ask that all children participate in groups, or you can ask for volunteers.

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Scenario One:

An adult says he'll give the 4th grader 20 dollars, but he asks the fourth grader not to tell.

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Scenario Two:

An adult offers to buy the 4th grader a video game that the fourth grader's parents don't want him to have.

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Scenario Three:

A bully starts a rumor about a 4th grader that isn't true.

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Scenario Four:

A 6th grade bully dares a 4th grader to break a touching rule. He dares the 4th grader to hit him. For example, "Go on, you baby, hit me!"

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Scenario Five:

As the 4th grader is walking home from school, a car pulls to the curb, and a strange man asks the 4th grader to come to the car to help him with directions.

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Scenario Six:

A 4th grade teacher often talks to one of her students about her (the teacher's) boyfriend, but she tells the 4th grader not to tell.

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## FOURTH GRADE: Lesson Plan C

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### Scenario Seven:

The soccer coach tells one of the 4th grade team members that she is the best player he's ever seen. He thinks that if she'll practice with him on weekends, he can help her get a college scholarship one day. He tells her, though, that she shouldn't tell anyone else that they will be working alone together because they wouldn't understand.

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### Scenario Eight:

A college student and counselor in the after-school care program always want to play with one of the 4th graders. The counselor shows him magic tricks and asks the boy to sit in his lap. He tells the boy that he'll come to the boy's house and do magic tricks for the boy's birthday. But he doesn't want the boy to tell anyone.

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Teacher:

(After skits are performed) "Good job. You've learned a lot about how to tell trusted adults bad secrets and to keep yourself safe in uncomfortable situations. Do you think you would respond this way if someone were bothering you? Why? Why not?"

### **Student Assessment/Reflection:**

Teacher:

"These lessons have shown you many things. First, you've learned that it's possible for you to use your intuition to understand what makes a good friend. Also, you've learned what makes a safe adult and how they can help you overcome a bad secret. Finally, you learned how to tell safe adults if you are in a dangerous or uncomfortable situation."

## FOURTH GRADE: Lesson Plan C

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### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Don't be afraid of anyone! Everything that is hidden will be found out, and every secret will be known. Whatever I say to you in the dark, you must tell in the light. And you must announce from the housetops whatever I have whispered to you."

[Matthew 10:26–27]

"Let us pray" (*pause for silence*).

"O God, you reveal in the light,

everything that is hidden in the dark.

Deliver us from all our fears

and give us your protection every day of our lives.

We ask this through Christ our Lord. Amen!"



## FIFTH GRADE: Called to Protect™ for Young Children: Healthy Privacy

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### **Child Development:**

Fifth graders continue to spread their wings as their rate of overall development accelerates. This is an age when fitting in with the peer group is paramount. In addition, it is a time when children may begin to experiment with risky behaviors to gain the respect of their peers or to follow the leader of the peer group. Fifth graders remain affectionate with parents, but they clearly have a life, with its stresses and successes, beyond the family.

### **Lesson Overview:**

The focus of this program for fifth graders is behavioral boundary skills. The corresponding lessons are designed to teach how to have healthy privacy and build safe boundaries—what can and should be kept private, and what cannot. The lessons continue to develop the fact that children must tell adults some things that might be private or “secret,” but are really just other types of bad secrets. In addition, the lessons caution fifth graders about giving out too much private information to people on the Internet.

### **Objectives for Fifth Grade Students:**

Students will:

1. Learn what can and should be kept private and what needs to be shared with a safe adult.
2. Learn the rules for safe behavior when communicating on the Internet.
3. Learn how to recognize and respond when someone wants too much private information.

## FIFTH GRADE: Lesson Plan A

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### **Learning Objective 1:**

Learn what can and should be kept private and what needs to be shared with a safe adult.

Estimated Lesson Time: 30–45 minutes

### **Materials needed:**

Privacy Activity Page One

Privacy Activity Page Two

### **Activity:**

Teacher:

"You aren't little kids any more. You are growing up fast. You do a lot of things with your family, but you do a lot of things without them now, too. You have parts of your life that you keep to yourself, things you don't tell anyone or things you only tell a best friend. I'm talking about privacy."

"Can anyone think of a good way to define privacy?"  
[Teacher hands out the Privacy Activity Page One.]

## FIFTH GRADE: Lesson Plan A

### Privacy Activity Page One [Teacher's Copy]

Teacher:

"Look at this circle. See how it shows a boundary around a person. People keep private matters within their personal boundaries, but they share other information, even personal information, to others.

Write some things that you can keep totally private inside the circle. Write things you should not keep private outside the circle. No one is going to read this sheet, so you can write whatever you feel comfortable with."

Teacher can give them some suggestions such as:

- ▶ Journal/diary
- ▶ Illness or injury
- ▶ Good times with friends
- ▶ Bad secrets
- ▶ Interactions online
- ▶ Good secrets
- ▶ Your body
- ▶ Your My Space page
- ▶ Your grades
- ▶ Etc.

Instructions: Write examples of things you can keep inside yourself, private things, things you need to tell, things you need help with, and bad secrets you cannot keep private.

Private Things

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Things to Tell

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# FIFTH GRADE: Lesson Plan A

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

## Privacy Activity Page One

Write examples of things you can keep inside yourself, private things, things you need to tell, things you need help with, and bad secrets you cannot keep private.

Private Things

Things to Tell





## FIFTH GRADE: Lesson Plan A

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### Privacy Activity Page Two [Teacher's Copy]

[Teacher hands out the Privacy Activity Page Two.]

Teacher leads the following discussion with the whole class or divides the class into small groups to allow the students some time to discuss before sharing with the rest of the class. Students should be encouraged to share only what they are comfortable sharing.

When do you need help with private matters?

When the problem is...

1. Physical:           Pain  
                          Body Changes  
                          Illness  
                          Curiosity (you need more info)

Who will you tell? \_\_\_\_\_

What will you say? \_\_\_\_\_

2. Emotional:       Sad and you don't know what to do about it  
                          Embarrassed and you don't know what to do  
                          Scared and you don't know what to do  
                          Mad and you don't know what to do  
                          Pressured and you don't know what to do

Who will you tell? \_\_\_\_\_

What will you say? \_\_\_\_\_

3. Behavioral:       You are being asked to break the rules  
                          You want to break rules but know it's a bad idea  
                          You have been asked by someone else or you are doing something  
                          that makes you feel bad.  
                          Your intuition is saying, "You'll get hurt if you do this."

Who will you tell? \_\_\_\_\_

What will you say? \_\_\_\_\_



## FIFTH GRADE: Lesson Plan A

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

### Privacy Activity Page Two

When do you need help with private matters?

When the problem is ...

1. Physical: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who will you tell? \_\_\_\_\_

What will you say? \_\_\_\_\_

2. Emotional: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who will you tell? \_\_\_\_\_

What will you say? \_\_\_\_\_

3. Behavioral: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who will you tell? \_\_\_\_\_

What will you say? \_\_\_\_\_



## FIFTH GRADE: Lesson Plan A

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### **Student Assessment/Reflection:**

Teachers can ask students to give examples of physical, emotional, and behavioral problems that can stay private.

### **Closing Prayer:**

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Jesus said to his friends, "When you pray, don't be like those show-offs who love to stand up and pray in the meeting places and on the street corners. They do this just to look good. I can assure you that they already have their reward. When you pray, don't talk on and on as people do who don't know God. They think God likes to hear long prayers. Don't be like them. Your Father knows what you need before you ask." [Matthew 6:5–7]

"Let us pray" (*pause for silence*).

"O God, you reward those who trust in you and you know our needs even before we ask. Hear us as we pray and live in your presence so that you may always know us and you love us. We ask this through Christ our Lord. Amen!"

## FIFTH GRADE: Lesson Plan B

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### **Learning Objective 2:**

Learn the rules for safe behavior when communicating on the Internet.

Estimated Lesson Time: 30 minutes

### **Materials needed:**

Rules for the Internet Activity Page

Rules for Online Safety Page

Pens or pencils

### **Activity:**

Teacher:

[Teacher hands out Rules for the Internet Activity Page.]

"The Internet is terrific, isn't it? It provides tons of information at your fingertips, and you have lots of ways to talk with your friends, too. The Internet can be deceiving, though, because when you are interacting on the Internet, you are in the safety of your home. But really, the Internet is sort of like having a door in your house that opens out into the whole world."

"Hey wait...does that mean that the whole world can come into your house? Hmmm. Now that I think about it, there are some things out there that I don't want in my house. How about you?"

"Let's name a few:"

- ▶ Spam
- ▶ Certain kinds of pictures
- ▶ People who could hurt you
- ▶ Strangers

## FIFTH GRADE: Lesson Plan B

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### ▶ Others

"The fact is that while the Internet is a good thing, some people choose to misuse it. Now, how are we going to get the best of the Internet (information and communication) without getting the worst stuff?"

- ▶ Child-protection Filters
- ▶ Following Internet rules
- ▶ Knowing the people you talk to
- ▶ Keeping your My Space or other personal blogs limited to friends
- ▶ Following the rules set by your parents

Teacher:

"No one can see you when you chat on the Internet. So you can do or say anything . . . Right?"



## FIFTH GRADE: Lesson Plan B

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### Rules for the Internet Activity Page [Teacher's Copy]



Ask students, either individually or in small groups, to list some of the rules about surfing and chatting on the Internet

List five rules about the Internet:

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Discuss why these rules are important.

If the students do not mention any rules about Internet bullying, suggest that as a rule. First ask them what bullying looks like on the Internet. Second, ask them why people shouldn't do it. Then ask that they write rules of conduct that will prevent Internet bullying:



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## FIFTH GRADE: Lesson Plan B

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

### Rules for the Internet Activity Page



List some of the rules about surfing and chatting on the Internet

List five rules about the Internet:

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Discuss why these rules are important.

Write rules of conduct that will prevent Internet bullying:

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## FIFTH GRADE: Lesson Plan B

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### **Student Assessment/Reflection:**

Discuss why Internet rules are important. Ask what they would do if someone lied about them or tried to bully them on the Internet. Remind them of the "Golden Rule."

[Teacher hands out the Rules for Online Safety Page.]

### **Closing Prayer:**

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Jesus said to his friends, 'Your eyes are the lamp for your body. When your eyes are good, you have all the light you need. But when your eyes are bad, everything is dark. So be sure that your light isn't darkness.'" [Luke 11:34–35]

"Let us pray" (*pause for silence*).

"O God, you created us in goodness and love, and you bring light to the darkness of our lives. Enlighten our eyes to look upon the beauty of creation and to see your goodness in one another. We ask this through Christ our Lord. Amen!"

## FIFTH GRADE: Lesson Plan B

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### Rules for Online Safety Page

Go over these rules with your parents to decide which ones you will follow to stay safe while using the Internet.

1. I will not give out personal information such as my name, address, telephone or cell number to a stranger on the Internet.
2. I will not put my parent's names or work addresses or cell phone numbers on the Internet.
3. If an adult or stranger IM's or emails or wants to be on my personal "friends" list, I will tell my parents.
4. I will not agree to meet in person with someone I have met on the Internet. If someone asks me to meet them, I will tell my parents.
5. I will not send any pictures on the Internet without my parents' permission.
6. I will not respond to any messages that are mean or make me feel uncomfortable.
7. I will show my parents any message that says mean things about me or other people I know.
8. I will follow the "Golden Rule" when I am on the Internet. I will not make rude or nasty comments to others.
9. If someone gives me a bad secret on the Internet, I will tell a trusted adult.
10. If someone I meet on the Internet sends me a gift, I will tell my parents immediately.
11. I will not tell my password to anyone except my parents, not even my best friend.
12. I will not download images or install any software onto the computer without my parents' approval.
13. I am aware that my actions on the Internet could possibly corrupt our computer or could even hurt me or my family.

## FIFTH GRADE: Lesson Plan C

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### **Learning Objective 3:**

Learn how to recognize and respond when someone wants too much private information (won't leave you alone, threatens you, or offers to send you gifts).

Estimated Lesson Time: 30 minutes

### **Materials needed:**

Internet Privacy Activity Page

Pen or pencil

### **Activity:**

Teacher:

"The Internet should be fun, but we can never forget that it is a world of its own with all kinds of people. And you simply cannot ever know whether the people you are chatting with are who they say they are.

One thing to watch out for is any adult who wants to chat online with you a lot. Most adults like kids, but most adults have adult friends and spend their time online with other adults. The sad fact is that some of those people try to use the 'Net' to fish for information about kids."



## FIFTH GRADE: Lesson Plan C

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### Internet Privacy Activity Page [Teacher's Copy]



How can you decide when someone on the Internet is fishing ("phishing") for private information about you?

When someone is fishing for your private or secret information, they ask personal to know things about you. Give examples:

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After the students write their lists, ask them to share with the class. Be sure that they include these things:

They ask:

- ▶ Your name
- ▶ Your phone number
- ▶ Your address
- ▶ Your school
- ▶ Your age
- ▶ Whether you are alone
- ▶ Questions about your body
- ▶ Questions about sex
- ▶ For a picture of you

They may send:

- Pictures of themselves or others without clothing
- A camera and ask you to hook it up to your computer so that they can see you when you chat
- The names of other people who want to meet you



## FIFTH GRADE: Lesson Plan C

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

### Internet Privacy Activity Page



How can you decide when someone on the Internet is fishing ("phishing") for private information about you?

When someone is fishing for your private information, they ask personal things about you. Give examples:

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When someone is fishing for your private information, they may send you things, too. Give examples:

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## FIFTH GRADE: Lesson Plan C

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### **Student Assessment/Reflection:**

Teacher must emphasize that Internet chats are not a joke. Real kids have been hurt because they have been in chat rooms with dangerous people.

Some kids have been hurt, or have hurt themselves, because of Internet bullying. Give examples of people who have pretended to be someone else and the consequences of this behavior.

The BEST response if you meet someone suspicious on the Internet is to stop communicating: GTG (Got to Go). And tell a safe adult.

Ask the class if they have had "weird" experiences online. If the teacher hears something she doesn't like, speak with the child after class. The teacher may have to tell parents if they hear something dangerous.

### **Closing Prayer:**

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Anyone who belongs to Christ Jesus and wants to live right will have trouble from others. But bad people who pretend to be what they are not will become worse than ever, as they fool others and are fooled themselves. Keep on being faithful to what you were taught and to what you believed. After all, you know who taught you these things." [2 Timothy 3:12–14]

"Let us pray" (*pause for silence*).

"O God, you are always faithful and all your words are true  
Save us from bad people who pretend to be good,  
and help us to live and do what is right.  
We ask this through Christ our Lord. Amen!"