

2012-2013 Safe Environment Scope and Sequence

Grade	Purpose	Doctrine	Topics	time
Kindergarten	To teach children the safety rules of No, Go, Tell and how to show respect and receive respect from others.	1738 ...Every human person, created in the image of God, has the natural right to be recognized as a free and responsible being. All owe to each other this duty of respect...	Safety Rules Respect Cyber Safety	30
1 st grade	To teach rules to follow and the difference between telling and tattling.	1789 Some rules apply in every case: - One may never do evil so that good may result from it; - the Golden Rule: "Whatever you wish that men would do to you, do so to them."	Rules Secrets Telling v. Tattling Cyber Safety	30
2 nd grade	To teach the difference between a safe job and a safe person. To help the children identify safe and unsafe adults. To teach the children how to make good choices.	1833 Virtue is a habitual and firm disposition to do good. 1895 Society ought to promote the exercise of virtue, not obstruct it. It should be animated by a just hierarchy of values.	Safe jobs Safe/unsafe adults Good Choices Cyber Safety	30
3 rd grade	To teach about safe and unsafe touching with others and making moral choices.	1782 Man has the right to act in conscience and in freedom so as personally to make moral decisions.	Safe/unsafe Touching Moral choices Cyber Safety	45
4 th grade	To teach the children to have personal responsibility and set appropriate boundaries.	1914 Participation is achieved first of all by taking charge of the areas for which one assumes <i>personal responsibility</i> : by the care taken for the education of his family, by conscientious work, and so forth, man participates in the good of others and of society.	Boundaries Responsibility Safe/Unsafe people Cyber Safety	45
5 th grade	To teach the children how to set limits with others and follow the safety rules.	1809 <i>Temperance</i> is the moral virtue that moderates the attraction of pleasures and provides balance in the use of created goods. It ensures the will's mastery over instincts and keeps desires within the limits of what is honorable.	Rules The 5 Always! Setting Limits Cyber Safety	45
6 th -8 th grades	To review how to be safe in society and learn the importance of being safe in the cyber world.	2496 The means of social communication (especially the mass media) can give rise to a certain passivity among users, making them less than vigilant consumers of what is said or shown. Users should practice moderation and discipline in their approach to the mass media. They will want to form enlightened and correct consciences the more easily to resist unwholesome influences.	Boundaries Refusal skills The 5 Always! Cyber safety	90
9 th -12 th grades	To teach the teens about making moral and safe decisions and how to use refusal skills to keep themselves and others safe, in person and online.	2489 Charity and respect for the truth should dictate the response to every <i>request for information or communication</i> . The good and safety of others, respect for privacy, and the common good are sufficient reasons for being silent about what ought not be known or for making use of a discreet language. The duty to avoid scandal often commands strict discretion. No one is bound to reveal the truth to someone who does not have the right to know it.	Communication Refusal skills Decision Making Cyber Safety	90

Kindergarten Lesson Plan



Opening Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer.

+ Dear God,

Every human is created in the image of God. We have the natural right to be responsible beings. We all owe each other respect. (ccc1738)

AMEN +

Safety Rules

There are 3 important safety rules. (No, Go, Tell)

We need to say NO when something is unsafe.

We need to GO away from unsafe people.

We need to TELL safe adults what happens to us.

Activity

1. Say NO with words and actions
 - a. Have the children come up with other words for “no” and actions that would indicate “no.”
 - b. (Optional) On poster board, print all the words or phrase for “no” and display in your space.
2. GO away
 - a. Have the children tell where they would go at school for help.
 - b. Have the children tell where they would go at the park for help.
 - c. Have the children tell where they would go at a store for help.
3. TELL a safe adult
 - a. Have the children talk about the safe adults at school.
 - b. Have the children talk about the safe adults in the community.
 - c. Have the children talk about the safe adults at home.

*Remind the children that some people have safe jobs (teacher, police, doctor, etc). Just because someone has a safe job, does not make him or her a safe person automatically. If a person with a safe job is acting unsafe – use the safety rules (No, Go, Tell)

Game

1. Have the boys stand up. Tell them to put their feet on the floor, hands at their sides, take a deep breath in and out and then another deep breath in and stay tall while exhaling. Then, have them very strongly shout “No, Go, Tell!”
2. Repeat with the girls.
3. Repeat with everyone.

Respect

When we follow the rules our parents have for us and we follow the safety rules, we are respecting our parents and ourselves. Respect is when we stick up for ourselves or others to keep them safe and away from harm.

Activity

On a poster board print the word RESPECT vertically down one side of the page. Help the children come up with words that begin with the letters of the word. You can make a saying or just have respectful words. See below for an example.

1. "R" (recognize)
2. "E" (each)
3. "S" (special)
4. "P" (purpose)
5. "E" (everyone)
6. "C" (counts)
7. "T" (too)

Game

Having respect for our selves and others also means that we make sure to keep safe all the time. Let's hoot and holler for safe and unsafe touches. If it is a safe touch, yell out "hoot, hoot" and if it is an unsafe touch yell out "NO!"

- a. Your mom gives you a hug when you wake up (hoot, hoot)
- b. Your dad gives you a kiss when he tucks you in bed. (hoot, hoot)
- c. A friend gives you a high five after winning the game. (hoot, hoot)
- d. Someone at school wants to take you down a dark hallway. (NO!)
- e. A person at church shakes your hand during the sign of peace. (hoot, hoot)
- f. Your neighbor pushes you down on the sidewalk. (NO!)
- g. A child at school is making fun of you or your friend. (NO!)
- h. Your grandmother gives you a hug and a kiss when she sees you. (hoot, hoot)

Cyber Safety

The Internet and cyber space is wonderful. Children are going on line at a younger and younger age. Along with the greatness of the internet, we have to be aware of the dangers as well. Making the children aware of how to be safe on-line is one tool they can use to help protect them.

Cyber “Stranger Danger” - There are NO boundaries on the Internet!

Online strangers can be as dangerous as talking to a stranger in real life. People that are online can be posing as another person, sometimes as a child, to gain your trust. Cyber-strangers need to be avoided. Do not “friend” strangers on your social networking sites. Never answer emails from strangers. Never chat with strangers on chat rooms – especially if they are phishing for personal information. ALWAYS tell your parents if someone is acting shady on line or asking for you to give them personal information.

Closing Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer. Have the children echo after you. Then, give each child the take home activity sheet to follow up as a family.

+ Dear God,

Help us to remember to say No. (children echo NO)

Help us to remember to Go away. (children echo GO)

Help us to remember to Tell our safe adults. (children echo TELL)

AMEN +

Kindergarten Take Home Safety Review

Use this activity sheet to talk as a family about safety. You may choose to put a check mark next to each topic after you have talked about it. Take the time to share you're your family everything you learned in your safe environment class. Enjoy being safe!

_____ What are the Safety Rules? (NO, GO, TELL)

_____ What is one example of how to say no to someone with your words?

_____ What is one example of how to say no to someone with your actions?

_____ Where would you go to get help at school?

_____ Where would you go to get help at the mall or store?

_____ Who are all the safe adults in your life?

_____ Are there any unsafe adults in your life?

_____ How do you show respect for yourself?

_____ How do you show respect for others?

_____ Who are strangers on line?

_____ What are some rules about using the Internet?

1st Grade Lesson Plan



Opening Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer.

+ Dear God, help us to stay safe. Help us to remember the Golden Rule: “Do unto others as you would have others do unto you.” (ccc 1789)

AMEN +

Rules

Rules are set in place to help determine boundaries, learn trust and respect, and determine appropriate behavior in situations. Following the rules of home, community, school, and church are essential for maintaining and supporting personal safety.

Activity and Game

Have the children talk about all the rules they might have at home, school, at church, or when they are in public places. Have them give reasons why there might be rules. Have them give examples of what might happen if someone breaks the rules.

Ask the children to stand up after you read each statement if they have rules about the specific question. After reading each statement, pause a moment to give time for children to stand up, ask them to look around at everyone else standing up, and then they all sit back down and you move onto the next statement.

1. Stand up if you have rules about homework. (rules can vary – but just having to do it is a rule)
2. Stand up you have rules at your school about attendance. (maybe parents have to call if children are sick)
3. Stand up you have rules about bed time. (most children have a bed time but specific times can vary)
4. Stand up if you have rules about going online. (ALL web sites have rules, even if they do not read them)
5. Stand up if you have rules about friend coming over. (children should have to ask permission.)

Notice that you are not alone. Most parents want their children to be safe, respectful, and responsible. Following the rules everywhere we go help us develop into responsible adults. Following the safety rules of No, Go, Tell also help become safe and responsible people.”

Secrets

Secrets can be fun share. Secrets can also be dangerous to keep. There are 2 types of secrets. Good Secrets and Bad Secrets. Good Secrets make us smile – they are fun to keep – and they do not hurt anyone or ourselves. Bad Secrets hurt people and bad secrets might make us feel really sad.

Activity

Anytime someone hurts you and tells you to keep it a secret, you have to tell, even if you know that person really well. Ask the group to give you a few examples of bad secrets (someone being bullied, someone getting hurt, doing drugs, etc)

1. How would you feel when someone hurts you? (sad, confused, etc.)

Surprise parties and gifts are secrets that are fun and good to keep. We are excited to know these secrets and excited when the secret is finally told. Ask the group to give you examples of good secrets (surprise parties, presents, etc.)

1. How would you feel when you keep a good secret? (happy, excited, etc)

Game

After each scenario have the group clap (for something that is a good secret) or say “NO” (for something that is a bad secret).

- a. What if a grownup asks you to keep a birthday present a secret? (clap)
- b. What if a grownup offers you a present or a treat and tells you not to tell your parents? (NO)
- c. What if another kid accidentally bumps into you? (clap)
- d. What if a grownup tell you that if you tell no one will believe you? (NO)
- e. What if you see someone being bullied? (NO)
- f. What if you tell that someone is being hurt? (clap)

Telling and Tattling

Tattling is when someone tries to get another person in trouble. Telling is when someone tries to help another person stay out of trouble.

Activity and Game

Form groups or partners. Have the scenarios ready. Ask each scenario, one at a time, and have the groups or partners decide if it is tattling or telling and why.

1. You tell your mom that your brother is picking his nose. (tattling)
2. You tell the teacher that another student brought a lighter to school. (telling)
3. You tell your dad your sister gave her broccoli to the dog. (tattling)
4. You tell your mom your friend is hitting himself when he is upset. (telling)
5. You tell your teacher another student is hogging the swings at recess. (tattling)
6. You tell your parents that a stranger offered you a ride in their car. (telling)

Not everyone who tells on someone is tattling. Before you tell something, think about the situation. If someone is in danger or breaking a major rule, please tell a safe adult. If someone is not hurting themselves or another person or thing, then think about just asking them to stop and not tattling on them.”

Cyber Safety

The internet and cyber space is wonderful. Children are going on line at a younger and younger age. Along with the greatness of the internet, we have to be aware of the dangers as well. Making the children aware of how to be safe on-line is one tool they can use to help protect them.

Be careful when you make friends online. People can steal pictures that look like children – but they are really adults who want to be unsafe with you. Make sure you ask permission before you make an online friend. Game sites are so fun to play. Make sure you have permission to play the game and you keep your password to yourself. You may be tempted to share your password so friends can help you get more points in a game, but once you tell one person your password, many others will soon find out. Change your passwords often.

Closing Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer. Have the children echo after you. Then, give each child the take home activity sheet to follow up as a family.

+ Dear God,

Help us remember the rules. (children echo)

Help us remember to keep good secrets. (children echo)

Help us remember to tell the bad secrets. (children echo)

Help us remember to tell an adult if someone is being hurt. (children echo)

Help us remember to be safe when on the computer. (children echo)

AMEN +

1st Grade Take Home Safety Review

Use this activity sheet to talk as a family about safety. You may choose to put a check mark next to each topic after you have talked about it. Take the time to share you're your family everything you learned in your safe environment class. Enjoy being safe!

- _____ What are the rules about homework?
- _____ What are the rules about going to school?
- _____ What are the rules about bed time?
- _____ What are the rules about being on the computer and online?
- _____ What are the rules about friends coming over?
- _____ What is an example of a good secret?
- _____ What is an example of a bad secret?
- _____ Who would you tell a bad secret to?
- _____ What is the difference between tattling and telling?
- _____ Who are strangers on line?
- _____ What are some rules about using the Internet?

2nd Grade Lesson Plan



Opening Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer.

+ Dear God, help us to learn how to make safe choices. Help us to learn how to always promote virtue and do good. (ccc 1833 and 1895)

AMEN +

Safe and Unsafe People

1. **Safe Adults and Safe Friends:** Adults and friends who want to keep you safe and away from danger and trouble. Safe adults and safe friends will help you when you need it. They will help you when you are in trouble.
2. **Unsafe Adults and Unsafe Friends:** These people want to cause you harm. They do not want you to follow the rules and they want you to keep bad secrets.

Activity

Display a poster board. Draw a large heart in the center – large enough for each child write the name of one adult in their life that is safe. Invite each child to the poster, offer them a marker, and have each child print the **name** of a safe adult in their life.

Game

Talk with the children about what they should do if someone is acting unsafe or behaving badly. Assign groups or partners. Tell the group that you will read 5 statements. After you read a statement, give the groups about 2 minutes to talk about what they should do and what safe adult they would tell. Have each group share.

- a. Someone offers you a ride home without telling your parents.
- b. A friend invites you to come over, but their parents will not be home.
- c. Someone is bullying you or someone else
- d. Someone is hurting you or a friend.
- e. A friend encourages you to break the rules at home.

Safe Jobs

1. Some people have safe jobs. Invite the children to call out jobs that are “safe jobs.” (doctors, firefighters, police, priests, teachers, etc.).
2. What if someone in a safe job was acting unsafe? What would you do? (Invite sharing, remind the children we do use physical force against another person.
3. You should also follow the safety rules (NO, GO, TELL!)

Making Good Choices

A good choice results in good outcomes, does not hurt feelings, is kind, follows the rules, and is positive. A good choice is not always easy to make, especially if all your friends seem to want you to do something else. Children experience peer pressure at all ages. Learning how to identify peer pressure, good and bad, can help children take responsibility in keeping themselves safe and making good decisions. No matter how much pressure there is, you have to make the right choice for YOU! If something does not seem right, it probably is not right. Trust your instincts and follow your safety rules.

Activity

Following the rules, especially the rules your parents have for you and the safety rules will help you make good choices.

1. Say “No” if someone wants you to do something unsafe or break the rules.
2. “Go” away from that person.
3. “Tell” a safe adult about what happened.

Game

Ask the group to clap for a good choice and BOO when for a bad choice.

- a. you sit one seat away from a stranger at the movies (clap)
- b. you high five your team members.(clap)
- c. you let someone copy your test. (boo)
- d. you push your sister out of your way. (boo)
- e. you help your siblings clean their room. (clap)
- f. you shake hands during the sign of peace at mass (clap)
- g. you make fun of someone because your friends are. (boo)
- h. you ask your parents for help with your homework. (clap)
- i. you spread a rumor you heard from a friend. (boo)
- j. you do what you are told to do by your parents. (clap)
- k. you follow the safety rules. (clap)

Follow up with encouraging the children to think about what they are doing or saying BEFORE they do or say anything. Take 5 seconds to make a decision will help make a better and safer choice.

Cyber Safety

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Game Sites: Game sites are so fun to play. Make sure you have permission to play the game and you keep your password to yourself. Never tell anyone who you really are or where you live. You may be tempted to share your password so friends can help you get more points in a game, but once you tell one person your password, many others will soon find out. Change your passwords often.

Closing Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer. Have the children echo after you. Then, give each child the take home activity sheet to follow up as a family.

+ Dear God,

We are each special and different, there are ways that we are alike because you made each of us in your image. Help me to remember, God, that in your loving presence I will always be safe and protected.

AMEN +

2nd Grade Take Home Safety Review

Use this activity sheet to talk as a family about safety. You may choose to put a check mark next to each topic after you have talked about it. Take the time to share you're your family everything you learned in your safe environment class. Enjoy being safe!

- _____ Who are the safe adults in your life?
- _____ Are there any unsafe adults in your life?
- _____ What is the difference between a safe job and a safe person?
- _____ What is a good choice?
- _____ How many good choices have you made today?
- _____ What are the 3 safety rules?
- _____ What is an example of a bad choice?
- _____ What is an example of a good choice?
- _____ How can you be safer on line?
- _____ Who are strangers on line?
- _____ What are some rules about using the Internet?

3rd Grade Lesson Plan



Opening Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer.

+ Dear God, guide us as we try our best to make moral decisions. Help us to keep ourselves safe and look out for the safety of others.
(ccc 1782)

AMEN +

Safe and Unsafe Touching

Touching is a sign of friendship, trust, and love. The importance of knowing safe and unsafe touching is key to developing strong and healthy boundaries and relationships.

1. **Safe Touching:** touches that are not meant to be harmful or hurtful. Safe touches can be handshakes, high fives, hugs, and knuckle bumps.
2. **Unsafe Touching:** touches that hurt you. Unsafe touches can hurt your body and your mind. Anytime someone touches you and you do not like it because it hurts or makes you feel kind of strange, this can be an unsafe touch. Punching, kicking, pinching, spitting, touches from strangers, touches on private areas, are all examples of unsafe touches.

Activity

Display a poster board. Draw a line down the center of the poster. On one side label the top “Safe” label the opposite side “Unsafe.” Ask the children to list safe ways to communicate through touch and unsafe ways to communicate through touch. An example might be on the “safe” side: knuckle bump and on the “unsafe” side: bloody knuckles game. Make 5 or so examples. Display the poster in your space.

Game

Hoot and holler for safe and unsafe touches. If it is a safe touch, yell out “hoot, hoot” and if it is an unsafe touch yell out “NO!”

- a. Your mom gives you a hug when you wake up (hoot, hoot)
- b. Your dad gives you a kiss when he tucks you in bed. (hoot, hoot)
- c. A friend gives you a high five after winning the game. (hoot, hoot)
- d. Your cat purrs and rubs against your legs. (hoot, hoot)
- e. Someone wants to take you down a dark hallway something. (NO!)
- f. A person at church shakes your hand during the sign of peace. (hoot, hoot)
- g. Your neighbor pushes you down on the sidewalk. (NO!)
- h. Your teacher touches your shoulder to help quiet you down. (hoot, hoot)
- i. Your grandmother gives you a hug and a kiss. (hoot, hoot)

Moral Choices

A good choice results in good outcomes, does not hurt feelings, is kind, follows the rules, and is positive. A good choice is not always easy to make, especially if all your friends seem to want you to do something else. Children experience peer pressure at all ages. Learning how to identify peer pressure, good and bad, can help children take responsibility in keeping themselves safe and making good decisions. No matter how much pressure there is, you have to make the right choice for YOU! If something does not seem right, it probably is not right. Trust your instincts and follow your safety rules.

Activity

Talk with the group about the steps for making good moral choices:

1. Think about the rules. What are some rules that would affect your choice?
2. What might happen. Will my choice hurt someone else or myself?
3. Seek advice from someone you respect. Who might that person be?
4. How might your choice will affect your relationships with others?

Game

Create 3 groups. Explain that they will be given a description of a situation in which they must make a moral choice. Distribute the following descriptions of moral dilemmas, one to each group. They are to:

1. agree on what they would say or do in that situation
2. decide how to role-play the situation for the larger group
3. Ask the rest of the group to decide whether each decision was a good moral choice.

1. You go with a friend to the mall and stop in a music store. As you are looking through the CDs, your friend finds a new release by his or her favorite rock group. Before you can even say anything, your friend quickly hides the CD in a jacket pocket. What do you say or do?

2.

2. Lately you've begun to notice that Josh, a quiet kid in your math class, gets picked on by other kids. Two of your best friends pick on Josh fairly often. You like hanging around with them, but you feel uncomfortable by some of the things they do to Josh. What do you do or say?
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3. You and your mom just got back from a trip to the store where you bought a few new things for school, including some notebooks and pens. As you took them out of the bag, you realized that you have three notebooks, but only remember paying for two of them. You check the receipt and, sure enough, the store clerk didn't charge you for the third notebook. What do you do or say?

Cyber Safety

The internet and cyber space is wonderful. Children are going on line at a younger and younger age. Along with the greatness of the internet, we have to be aware of the dangers as well. Making the children aware of how to be safe on-line is one tool they can use to help protect themselves.

* **Email Netiquette:** Make sure you know who is sending you email. Only open emails from people you know. Do not forward emails or send spam or chain emails.

* **Chat Rooms:** Stay away from private chat rooms. Never tell anyone who you really are or where you live. Make sure you have permission to be in a chat room from your parent or teacher at school.

* **Game Sites:** Game sites are so fun to play. Make sure you have permission to play the game and you keep your password to yourself. You may be tempted to share your password so friends can help you get more points in a game, but once you tell one person your password, many others will soon find out. Change your passwords often.

* **Your information is being shared:** There are billions of users on the world wide web daily. Your privacy may be at far greater risk of being violated than you know. There are all kinds of ways third parties can access information about you. For instance, when you are playing games, taking quizzes, and interacting on Social Network sites, you authorize an application to be downloaded to your profile that you may not realize gives information to third parties.

* **Cyber “Stranger Danger”:** Online strangers can be as dangerous as talking to a stranger in real life. People that are online can be posing as another person, sometimes as a child, to gain your trust. Cyber-strangers need to be avoided. Do not “friend” strangers on your social networking sites. Never answer emails from strangers. Never chat with strangers on chat rooms – especially if they are phishing for personal information. ALWAYS tell your parents if someone is acting shady on line or asking for you to give them personal information.

Closing Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer. Have the children echo after you. Then, give each child the take home activity sheet to follow up as a family.

+ God of love (repeat), keep us safe (repeat).

God of love (repeat), protect us always (repeat).

God of love (repeat), help us remember to stay safe (repeat).

God of love (repeat), we have faith in you. (repeat).

AMEN +

3rd Grade Take Home Safety Review

Use this activity sheet to talk as a family about safety. You may choose to put a check mark next to each topic after you have talked about it. Take the time to share you're your family everything you learned in your safe environment class. Enjoy being safe!

- _____ What are some examples of a safe touch?
- _____ What is an unsafe touch?
- _____ How might you feel if someone is not touching safely?
- _____ What is a moral choice?
- _____ What should you think about when making moral choices?
- _____ What are the 3 safety rules?
- _____ What is unsafe to do in a gaming site?
- _____ What is Email Netiquette?
- _____ How can you be safer on line?
- _____ How can you keep your information safe while online?
- _____ What are some rules about using the Internet?

4th Grade Lesson Plan



Opening Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer.

+ Dear God, help us take charge of our lives and learn to accept personal responsibility. Help us to be safe and better our society. (ccc 1914)

AMEN +

Setting Boundaries

Setting appropriate and clear boundaries requires the use of 4 key points.

1. **Clarity:** Boundaries need to be clearly communicated.
2. **Win-win:** Boundaries need to respect everyone involved.
3. **Proactive:** Boundaries need to prevent problems.
4. **Follow through:** Be strong and brave to maintain good boundaries.

Activity

Boundaries define us as individuals and bring order to our lives.

- a. Boundaries determine how we allow others to treat us.
- b. Boundaries determine how we treat others.
- c. Boundaries between best friends are different from boundaries between people who just met. Boundaries between children and parents are different from boundaries between children and teachers.

On a poster board draw a large circle in the center of the page. Draw a circle an inch or so inside the large circle and then draw a smaller circle in the center. Put the word "US" in the center of the smallest circle. Have the children name people in the closest circle (parents, siblings, grandparents, etc). Then have the name people in the outer circle (neighbors, classmates, teachers, etc). On the out side of the large circle put the words "EVERYONE ELSE" and "STRANGERS." Display the poster in your space.

Game

Ask the children to answer the following questions with you.

- a. Where are you allowed to have food in your house?
- b. What time is bedtime on a school night? Weekends?
- c. Are animals allowed in your house?
- d. Why can't you play outside in the rain?
- e. Are you allowed to eat your dessert before dinner?
- f. Why do we wear seatbelts in the car?

Tell the group that these are all ways that boundaries keep us safe and healthy. Talk with the children about the fact that sometimes boundaries and limits can be "no fun" at all. But, they do protect us from harm and they help us know when something or someone is not acting in a way that is healthy or safe. Ask the children what they should say and do if someone is crossing the boundaries or limits (Review the NO, GO, TELL)

Have the group stand up and practice saying "No, GO, Tell."

1. Both feet on the floor.
2. Hands at your sides.
3. Deep breathe in and let it out.
4. Deep breathe in and stay tall while letting it out.

5. 1-2-3 shout “No, Go, Tell!”

(repeat with just the girls, repeat with just the boys, repeat as a group.)

Personal Responsibility

Personal responsibility includes responsibility for your actions, intentions, and feelings. Personal responsibility means the ability to accept the consequences or rewards for ones actions. Making good and moral choices, following the rules, having good boundaries, and being cyber safe are all components of personal responsibility.

Recognizing risky situations and knowing how to safely see your way out of it is another key component of personal responsibility. Any time you find yourself in a situation that you know might cause you or someone you know to be hurt. Riding in a car without a seatbelt, telling your parents you will be at the mall but you are really at the park, someone touches you unsafely, and someone you do not know asks you to get in their car are all examples of risky situations. Following the basic safety rules shows wonderful personal responsibility

1. Say “NO!”
2. GO away from unsafe people or places
3. TELL a safe adult

Activity and Game

Assign the children into small groups. Read the statements, one at a time. Have them silently act out each situation.

- Show how you would act around safe friends and safe adults.
- Show how you would appropriately act with possible unsafe people.
- Show a situation of keeping a good secret.
- Show a situation of keeping a bad secret.
- Show a how a risky situation might look.
- Show what kinds of boundaries you have.

Offer praise to all the children after they share. Have everyone repeat the safety rules (NO, GO, TELL)

Safe and Unsafe People

Safe people encourage us to follow the rules and want to protect us from all harm. Unsafe people want us to keep bad secrets, want us to break the rules, and want to cause us harm.

Activity

Invite the children to act out the following situations when they should tell a safe adult.

1. A stranger offers you a ride home.
2. Someone invites you into their home and tells you not to tell your parents.
3. Friends steal something from a store.
4. Someone in class wants to cheat off you your homework.
5. Someone you know tells you they have been hurt
6. Someone you know offers you drugs
7. Someone you know is hurting you

Talk as a group about what they should do if someone is acting unsafe or behaving badly. Ask them to tell you who they would tell. Enforce that children should tell safe adults when something is wrong or someone is being unsafe.

Cyber Safety

The internet and cyber space is wonderful. Children are going on line at a younger and younger age. Along with the greatness of the internet, we have to be aware of the dangers as well. Making the children aware of how to be safe on-line is one tool they can use to help protect themselves.

Game Sites: Game sites are so fun to play. Make sure you have permission to play the game and you keep your password to yourself. You may be tempted to share your password so friends can help you get more points in a game, but once you tell one person your password, many others will soon find out. Change your passwords often.

Your information is being shared: There are all kinds of ways third parties can access information about you. For instance, when you are playing games you authorize an application to be downloaded to your profile that you may not realize gives information to third parties.

Cyber “Stranger Danger”: Online strangers can be as dangerous as talking to a stranger in real life. People that are online can be posing as another person, sometimes as a child, to gain your trust. Cyber-strangers need to be avoided. Do not “friend” strangers on your social networking sites. Never answer emails from strangers. Never chat with strangers on chat rooms – especially if they are phishing for personal information. ALWAYS tell your parents if someone is acting shady on line or asking for you to give them personal information.

Cyber Bullies

1. Cyber-bullies will usually pretend to be someone else.
2. Cyber-bullies will usually tease and frighten people on line.
3. Cyber-bullies will usually post pictures or captions to make fun of someone.
4. Cyber-bullies will usually use bad language on line.
5. Cyber-bullies will usually insult people in game rooms.
6. Cyber-bullies will usually deny any actions. So, keep copies of everything.

Closing Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer. Have the children echo after you. Then, give each child the take home activity sheet to follow up as a family.

+ We were created to love one another. Help us to be loving people. Help us to respect others and their boundaries. Help us to respect ourselves. Give us the knowledge and courage to tell safe adults if we need help. We know your love is forever.

AMEN +

4th Grade Take Home Safety Review

Use this activity sheet to talk as a family about safety. You may choose to put a check mark next to each topic after you have talked about it. Take the time to share you're your family everything you learned in your safe environment class. Enjoy being safe!

- _____ What does clarity mean?
- _____ What is a win-win boundary?
- _____ How can you be proactive?
- _____ What is an example of follow through?
- _____ What does it mean to have personal responsibility?
- _____ What are the 3 safety rules?
- _____ Who are the safe adults in your life?
- _____ How would you deal with an unsafe adult?
- _____ How can you deal with risky situations?
- _____ How can you keep your information safe while online?
- _____ What are some rules about using the Internet?

5th Grade Lesson Plan



Opening Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer.

+ Dear God, help us to understand temperance. Help us to understand the moral ways to balance ourselves. Help us to be honorable in our interactions with others. (ccc 1809)

AMEN +

The Importance of Rules

Rules are set in place to help determine boundaries and appropriate behavior in situations. Following the rules of home, community, school, and church are essential for maintaining and supporting personal safety.

The Rules Game

Ask the group to think about all the rules they might have at home, school, church, and in public places. Tell them you will ask about specific rules and they need to stand up if they have a similar rule. Do a practice statement first, something like, “stand up if you have a bed time or lights out rule.” Pause for a few moments while the children stand up. Ask them to look around at everyone else who has that similar rule. Follow the statements below or make a few of your own.

- A. Stand up if you have rules about homework
- B. Stand up if you have rules about school attendance
- C. Stand up if you have rules about going online
- D. Stand up if you have rules about texting or using a cell phone
- E. Stand up if you have rules about when your friends can come to your house
- F. Stand up if you have rules about where you can eat in your home
- G. Stand up if you have rules about how to behave in public
- H. Stand up if you have rules about doing chores
- I. Stand up if you have rules about playing video games
- J. Stand up if you have rules about how to respect yourself and others

Notice that you are not alone. Most parents want their children to be safe, respectful, and responsible. Following the rules help us develop into responsible teens and adults. Rules help us to strike a balance between what we desire to do and what we are expected to do. The more responsible we are, the more we make good choices, the more freedoms and privileges we will have.

Activity

Create groups of 3. Have them talk about what are the top 3 rules at each of their homes. Have them notice if anyone has similar rules. Ask the group to talk with their parents at home about the importance of their own home rules.

The 5 Always!

Being safe is always an important factor of our lives. Thinking before we make decisions, thinking about how our actions affect others, and thinking about how we can respect our selves and others keeps us safer. Sometimes we need a reminder of how to always behave to keep everyone safe and healthy.

Activity

Have the group repeat each one of the five statements after you.

1. Always be around other people you know in public.
2. Always be aware of where your parents or adult in charge is.
3. Always tell your parents when you need help.
4. Always tell your parents when you leave and where you will be.
5. Always ask your parents permission to go with someone.

Have the youth give additional examples of ways they might stay safe.

Setting Limits

Limits are not foreign concepts for children. They have been faced with boundaries, limits, consequences, and rewards since birth. On the other hand, setting limits can be very confusing and a hard concept to grasp for most children. Setting their own limits can seem overwhelming and impossible at first. Giving children some simple tools to set limits will open the door to their future limit setting abilities.

Activity

The 3 safety rules can be a wonderful, positive, and solid start to setting limits. Teaching a child to protect themselves, say no, go away, and tell a safe adult is the core of personal limits.

1. Say NO! Ask the children all the ways they know how to say “no” with their actions and their words.
2. GO away! If a situation is unsafe or a person is being unsafe, go away from that place or person. Have the children talk about where they could go if they needed help.
3. TELL a safe adult! Telling is not tattling. If a person is in danger or in an unsafe situation telling a safe adult can help the person stay safe. Have the children talk about safe people in their lives.

Cyber Safety

The Internet and cyber space is wonderful. Children are going on line at a younger and younger age. Many children this age have experienced texting, social networking, email, and online gaming and entertainment sites. Knowing how to protect themselves while on line can help them understand how to balance their cyber desires with the appropriateness of their age and rules their parents and society have for them.

*** Texting:** Texting is a fun and simple way to communicate with others. When texting people you know, remember to use respectful words, avoid using sarcastic statements, and remember that parents do read their children's text messages. Think about who else is reading the message and how they might interpret the statements. Also, if a number you do not know sends you a text message, you can ignore it or ask a simple question about who that person might be. If the person responds and it is someone you know, ask permission to add them to your contacts. If the number sends a text back that is not clear or does not give a real name, delete the number, this person is playing games and can be very unsafe.

*** Email:** Most people communicate through emails. Emailing is one of the most popular ways to communicate with others. When emailing remember to never forward an email without permission. Avoid getting involved with email chain messages, these are spam and can contain viruses. Always know who you are emailing. Exchanging information should not be shared with people you do not know in real life. Never give out other people's email addresses. It is a privilege to have the contact info for others and we need to respect their right to privacy and not put their information out for others to see. Using the BCC (blind cc) keeps info private.

***Your information is being shared:** There are all kinds of ways third parties can access information about you. For instance, when you are playing games you authorize an application to be downloaded to your profile that you may not realize gives information to third parties. This information is used to send you spam messages, hack into your computer, and trick you into thinking you wan a contest, just to gain access to your parents bank account or cell phone account information.

***Cyber "Stranger Danger":** Online strangers can be as dangerous as talking to a stranger in real life. People that are online can be posing as another person, sometimes as a child, to gain your trust. Cyber-strangers need to be avoided. Do not "friend" strangers on your social networking sites. Never chat with strangers on chat rooms – especially if they are phishing for personal information. ALWAYS tell your parents if someone is acting shady on line or asking for you to give them personal information. You may know people with a lot of friends, 500, 1000 friends on a social network site. A 2009 study concluded that 40% of all Facebook profiles are fake. Set up by scammers and criminals. If you have 500 friends, it is likely there is a percentage of people you don't really know and you are sharing a lot of information with them, such as when you are on vacation, your pictures, names, schools, and sports teams.

Cyber-bullying

"Cyber bullying" is when a minor person is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another minor person using the Internet, interactive and digital technologies or cell phones. Cyber-bullying is usually not a one-time communication and kids usually know it when they see it.

Cyber bullying has become the most popular way for youth to torture and bully one another. Cyber bullying is usually not a one-time event, but a series of cyber interactions that take place over a span of time. Knowing how to react and refusal to participate will always be a wiser choice.

There are two kinds of cyberbullying, direct attacks (messages sent to your kids directly) and cyberbullying by proxy (using others to help cyberbully the victim, either with or without the accomplice's knowledge). Because cyberbullying by proxy often gets adults involved in the harassment, it is much more dangerous.

Dealing with Cyber Bullies

1. Cyber-bullies will usually pretend to be someone else.
2. Cyber-bullies will usually threaten, tease, and frighten others.
3. Cyber-bullies will usually use bad language.
4. Cyber-bullies will usually insult people in game rooms or through text messaging.
5. Cyber-bullies will usually create online bashing polls to embarrass someone.
6. Cyber-bullies will usually deny any actions. So, keep copies of everything.
7. **TAKE 5!** If you take 5 seconds to think about how you will react to a cyber-bully, you will have a better result.
 - a. Should I respond?
 - b. What adult is around to help me?
 - c. Is this a risky situation?
 - d. How can I stick up for myself?
 - e. Who will I report this to?

Closing Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer. Have the children echo after you. Then, give each child the take home activity sheet to follow up as a family.

+ We are here to support, respect, and protect ourselves and others. With your guidance we can help trust ourselves to make good choices, set limits, and follow the rules to help us develop into strong and safe teens and adults. We ask that your love give us the strength to be leaders in a safer world.

AMEN +

5th Grade Take Home Safety Review

Use this activity sheet to talk as a family about safety. You may choose to put a check mark next to each topic after you have talked about it. Take the time to share you're your family everything you learned in your safe environment class. Enjoy being safe!

_____ What does temperance mean?

_____ What are the three most important rules to follow in your home?

_____ Always be around "_____" in public.

_____ Always be aware of where your "_____" are.

_____ Always "_____" your parents when you need "_____."

_____ Always tell your parents when you "_____" and where you will "_____."

_____ Always "_____" your parents "_____" to go with someone.

_____ When setting limits, what are the 3 main rules?

_____ How many ways can you say "NO" with your actions and words?

_____ How can you keep your information safe while online?

_____ What are some rules about using the Internet?

Jr. High (6th-8th grades) Lesson Plan



**** Note**** Although the age, experiences, and maturity may be vastly different from 6th graders to 8th graders, this lesson plan is designed to be presented with one grade at a time. Discussion will be age and experiential appropriate based on the group dynamics. If you choose to combine grade levels, be aware that not all students will benefit from this lesson as some discussions may take a more mature tone.

Opening Prayer

Gather the group for a prayer. The following prayer can be used as a guide or you may choose to use your own similar prayer.

+ Dear God, help us to become vigilant consumers of what is said or shown online or in person. Help us to practice moderation and discipline in our approach to the mass media. Help us to form enlightened and correct consciences and more easily resist unwholesome influences. (ccc 2496)

AMEN +

Boundaries

Boundaries are the points of separation between one person and another or between one set of circumstances and another. We all have boundaries that we respect and learn regularly. Setting and maintaining boundaries is extremely important in keeping ourselves and others safe.

What Would You Do? Game

Read one statement at a time and ask for input from the group.

Remind everyone that violence is never acceptable and we must protect ourselves with our safe actions and words. After the examples use the follow up paragraph to conclude this portion of the lesson plan.

1. A teacher invites you into the teacher's lounge when others are not around.
2. An adult who volunteers with the youth group asks you to come *alone* with him or her to a remote part of the building to help load or unload something.
3. A coach asks you to stay late after everyone else is gone home for some individual instruction.
4. A teacher offers to give you a ride home every week after class.
5. A person from your neighborhood always seems to want to touch you. This person pats you on the back, pulls you into hugs, and touches your arms, your hands and your head every time you are within reach.

Maintaining appropriate boundaries helps us keep safe in any risky situation we may find ourselves placed in. Each example we talked about could easily happen, especially if unsafe adults are in leadership roles in our communities. Let's talk about each situation and how a safe adult would maintain appropriate boundaries.

- 1a. A teacher invites you into the teacher's lounge when others are not around.

Safe teachers want students to do well and may offer tutoring. A teacher that respects boundaries and maintains healthy relationships will NEVER make a child come alone with them to a remote area or restricted area. This should be reported immediately.

- 2a. An adult who volunteers with the youth group asks you to come *alone* with him or her to a remote part of the building to help load or unload something.

Volunteers want to show leadership and role-modeling, a safe adult will ask for a group of students to help and will have approval from the instructor prior to having children follow them.

- 3a. A coach waits until all the team members have been picked up and then tells you to stay late for some individual instruction.

Most coaches want their athletes to do their best and sometimes that means getting extra 1:1 help for a skill. Safe coaches will ALWAYS pre-arrange this kind of instruction with parents and will not try to talk an athlete out of calling home to get permission. Safe coaches will NEVER threaten a spot on the team if an athlete wants to call home.

4a. A teacher offers to give you a ride home every week after class.

Most teachers want to know that their students are getting home safe everyday. If a teacher sees that a child is walking alone, they may want to help and offer a ride. A safe teacher will ALWAYS pre-arrange this ride with a parent and will not try to trick a student into their car.

5a. A person from your neighborhood always seems to want to touch you. This person pats you on the back, pulls you into hugs, and touches your arms, your hands and your head every time you are within reach.

Safe people respect the personal space and boundaries of others. Some people are not aware of how close they are or that other people may have a larger area of personal space. It is ok to tell the person to back up or that you do not want to be touched. ALWAYS inform you parents of your interactions and ask them for guidance as well. Sometimes a different perspective changes the way we can communicate our message safely.

Refusal Skills

Refusal skills is a key component when learning how to set, maintain, and respect boundaries, as well as when young teens become more independent and start making choices on their own. Play the game with your group.

Game: Have You Ever

Have the students stand up and go to one side of the room. You stand on the other side and tell the group to cross over to your side if they have ever done the statements you will read. Tell them that once they cross over, they stay on that side of the room

“Come across the line if you have ever....”

1. felt anxious about making a decision.
2. said “Listen to me!”
3. been pressured by your friends.
4. felt like you were the only one to make the right choice.
5. been tempted to do something that everyone else was doing.
6. stayed calm in a situation.
7. said “no” to a friend.

8. used jokes as a way to get out of a risky situation.
9. ever thought twice before making a decision.
10. Felt strong and proud.

Follow up with something like:

These 10 questions are just a small example of why good refusal skills are so important in your life. **Refusal skills** are a set of skills designed to help you avoid participating in risky behaviors. Refusal skills help you know how to give alternative activities, say "no", be honest, and use humor while resisting peer pressure and maintaining self-respect.

Activity

On the board print the five skills and a sample question, such as: "Let's ditch class." State each skill and ask the group how they would implement the skill.

Ask Questions about the request

State the trouble/consequences

Suggest an alternative

Move On.

Follow up: Tell the students that they will be faced with many opportunities to break rules and be unsafe. Knowing and practicing refusal skills makes it easier to make a safer, wiser choice when confronted in the future. Tell the group that it is not always easy to make the safe choice, but everyone is responsible for their own actions and should not be led into an unsafe situation by any one who presents themselves as a friend.

The 5 Always!

There are many ways to stay safe. The 5 Always! Is one quick reference to help make wiser and safer choices.

1. Always be around other people you know in public.
2. Always be aware of where your parents or adult in charge is.
3. Always tell your parents when you need help.
4. Always tell your parents when you leave and where you will be.
5. Always ask your parents permission to go with someone.

Have the youth give additional examples of ways they might stay safe.

Cyber Safety

The internet and cyber space is wonderful. People are going on line at a younger and younger age. Many children this age have experienced texting, social networking, email, and online gaming and entertainment sites. Knowing how to protect themselves while on line can help them understand how to balance their cyber desires with the appropriateness of their age and rules their parents and society have for them.

Texting: Texting is a fun and simple way to communicate with others. When texting people you know, remember to use respectful words, avoid using sarcastic statements, and remember that parents do read their children's text messages. Think about who else is reading the message and how they might interpret the statements. Also, if a number you do not know sends you a text message, you can ignore it or ask a simple question about who that person might be. If the person responds and it is someone you know, ask permission to add them to your contacts. If the number sends a text back that is not clear or does not give a real name, delete the number, this person is playing games and can be very unsafe.

Email: Most people communicate through emails. Emailing is one of the most popular ways to communicate with others. When emailing remember to never forward an email without permission. Avoid getting involved with email chain messages, these are spam and can contain viruses. Always know who you are emailing. Exchanging information should not be shared with people you do not know in real life. Never give out other people's email addresses. It is a privilege to have the contact info for others and we need to respect their right to privacy and not put their information out for others to see. Using the BCC (blind cc) keeps info private.

GAME AND ACTIVITY

Raise your hand if you have ever sent a message or received a message that you took the wrong way or your friend took the wrong way? (most students will raise their hand) This happens to the best of us. I want you to close your eyes and listen to the following sentence.

(In a very bland voice read the sentence below)

"I never thought you would say that about me."

Have the student open their eyes and take a brief survey: Reread the statement using voice intonation to make it each one of the following.

Who thought the statement was:

1. Sarcastic
2. Appreciative
3. Angry
4. Loving
5. Upsetting

Our messages are not always understood the way we intend them to be taken. Remember before you send a text or an email to think about how others might interpret your statements. Think about who else may be reading your messages and what they might think. It is always ok to delete a message and start again!

Cyber “Stranger”: Online strangers can be as dangerous as talking to a stranger in real life. People that are online can be posing as another person, sometimes as a child, to gain your trust. Cyber-strangers need to be avoided. Do not “friend” strangers on your social networking sites. Never chat with strangers on chat rooms – especially if they are phishing for personal information. ALWAYS tell your parents if someone is acting shady on line or asking for you to give them personal information. You may know people with a lot of friends, 500, 1000 friends on a social network site. A 2009 study concluded that 40% of all Facebook profiles are fake. Set up by scammers and criminals. If you have 500 friends, it is likely there is a percentage of people you don't really know and you are sharing a lot of information with them, such as when you are on vacation, your pictures, names, schools, and sports teams.

Cyber-bullying

Cyber bullying affects people every day. Cyber bullying involves using technology, like cell phones and the Internet, to bully or harass another person.

Cyber bullying can take many forms:

Sending mean messages or threats to a person's email or text

Spreading rumors online

Posting hurtful or threatening messages on social networking sites or web pages

Stealing a person's account information to break into their account and send damaging messages

Pretending to be someone else

Taking unflattering pictures of a person and spreading them through cell phones or the Internet

Sexting, or circulating sexually suggestive pictures or messages about a person

Cross the line if you know someone who has ever

___ Signed on to someone else's account without permission?

___ Sent an email from someone's account or cell phone?

___ Impersonates someone online?

___ Teases or frightens someone online, even if it was meant to be a joke?

___ Told someone to "guess" when asked who they are?

___ Forwarded a private IM or e-mail?

___ Posted information designed to embarrass or frighten someone?

___ Posted pictures of other people without their parents consent?

___ Voted in an Internet poll about someone?

___ Used information found online to tease, embarrass or harass someone in person?

___ Used bad or inappropriate language online?

___ Signed someone else up for something online without their permission?

___ Hacked into someone else's computer?

___ Posted rude things or lies about someone online?

All of us know what cyber bullying is. Some of us have been victims, some have been the bullies. Sometimes we are both. What can you do if you are being cyber bullied?

Print the evidence. Print blogs, emails, posts, polls, texts, etc for proof.

Say STOP. Inform the bully that you want the treatment to stop. Notify your parents that you have printed the proof and told the person to stop.

Identify and block. Do not respond or retaliate, no matter how tempting it may be to "fight back." Block any further communications.

Contact the Web Master. You can file a complaint with the service and that could lead to the suspension or termination of the cyber bully's internet access.

Talk with your parents about what is acceptable. They will understand – even if you think they won't. Your parents love you, they want to help you, not make it worse. Make a plan together.

Have your parents contact the local police. If the tactics include hate crimes, physical threats, talk of weapons at school, or inappropriate locker-room photos, have your parents help you contact your local police immediately.

TAKE 5! If you step away from the computer and take 5 seconds to think about how you will react to a cyber-bully, you will have a better result.

Should I respond?

What adult is around to help me?

Is this a risky situation?

How can I stick up for myself?

Closing Prayer

Gather group in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer. Have the children echo after you. Then, give each child the take home activity sheet to follow up as a family.

+ We pray that we will be able to protect ourselves and others all the time when we are using media or in real life. Help us to have the courage and strength to make safe choices, even when it is not easy. Help us to encourage our friend to be safe and healthy.

AMEN +

Jr. High Take Home Safety Review

Use this activity sheet to talk as a family about safety. You may choose to put a check mark next to each topic after you have talked about it. Take the time to share you're your family everything you learned in your safe environment class. Enjoy being safe!

_____ What are boundaries?

_____ Refusal skill 1: Ask "_____."

_____ Refusal skill 2: State the "_____."

_____ Refusal skill 3: Suggest an "_____."

_____ Refusal skill 4: "_____."

_____ What are the 5 Always?

_____ How can messages through email or text be misunderstood?

_____ How can you help prevent cyber-bullies?

_____ Who can you go to for help if someone is cyber-bullying you?

_____ How can you keep your information safe while online?

_____ What are some rules about using the Internet?

High School Lesson Plan



Opening Prayer

Gather the group for a prayer. The following prayer can be used as a guide or you may choose to use your own similar prayer.

+ **Heavenly Creator, help us to practice** charity and respect for the truth. Guide us as we response to every request for information or communication. Help us to be good leaders and ensure the safety of others, respect for privacy, and the common good. Give us the courage to avoid scandal and maintain strict discretion. (ccc 2489)

AMEN +

Communication

Communication is the key to having honest relationships with other people. When communication breaks down people can be hurt, and the relationship may not recover. Being aware of our posture, voice intonations, and facial expressions can change the meaning of our communication. Our messages and conversations are not always understood the way we intend them to be taken. Remember before you send a text, an email, or start a conversation, think about how others might interpret your statements. Think about who else may be reading your messages or overhearing a conversation and what they might think.

Game

Raise your hand if you have ever sent a message or received a message that you took the wrong way or your friend took the wrong way? (most students will raise their hand) This happens to the best of us. I want you to close your eyes and listen to the following sentence.

(In a very bland voice read the sentence below)

“I never thought you would say that about me.”

Have the student open their eyes and take a brief survey: Reread the statement using voice intonation to make it each one of the following.

Who thought the statement was:

Sarcastic

Appreciative

Angry

Loving

Upsetting

Activity

The 3 safety rules that we learn when we are young can be a wonderful, positive, and solid start to good communication. Communication ways to say no, places to go away to, and safe adults to tell will help us develop and maintain good communication and ultimately keep ourselves and others safer.

1. Say NO! ask the teens to share appropriate ways they know how to say “no” with their actions and their words.
2. GO away! If a situation is unsafe or a person is being unsafe, go away from that place or person. Have the teens talk about where they could go if they needed help.
3. TELL a safe adult! If a person is in danger or in an unsafe situation telling a safe adult can help the person stay safe. Have the teens talk about safe people in their lives.

Refusal Skills

Refusal skills are a key component when learning how to set, maintain, and respect boundaries, as well as when young teens become more independent and start making choices on their own. Play the game with your group.

Game: Have You Ever

Have the teens stand up and go to one side of the room. You stand on the other side and tell the group to cross over to your side if they have ever done the statements you will read. Tell them that once they cross over, they stay on that side of the room.

“Come across the line if you have ever....”

felt anxious about making a decision.

said “Listen to me!”

been pressured by your friends.

felt like you were the only one to make the right choice.

been tempted to do something that everyone else was doing.

stayed calm in a situation.

said “no” to a friend.

used jokes as a way to get out of a risky situation.

ever thought twice before making a decision.

Felt strong and proud.

Follow up with something like:

These 10 questions are just a small example of why good refusal skills are so important in your life. **Refusal skills** are a set of skills designed to help you avoid participating in risky behaviors. Refusal skills help you know how to give alternative activities, say "no", be honest, and use humor while resisting peer pressure and maintaining self-respect.

Activity

On the board print the five skills and a sample question, such as: "Let's ditch class." State each skill and ask the group how they would implement the skill.

Ask Questions about the request

State the trouble/consequences

Suggest an alternative

Move On.

Follow up: Tell the teens that they will be faced with many opportunities to break rules and be unsafe. Knowing and practicing refusal skills makes it easier to make a safer, wiser choice when confronted in the future. Tell the group that it is not always easy to make the safe choice, but everyone is responsible for their own actions and should not be led into an unsafe situation by any one who presents themselves as a friend.

Decision Making

"According to law enforcement and statistical research, teenagers are more often the victims of crime than any other group in society. Many criminals and predators see teens as easy targets. Sometimes teens get trapped in situations and have a hard time seeing their way out of it.

"One way that predators target teens is to build trusting relationships. They convince teens to go with them to a secluded area, experiment with drugs, be okay with sexual advances, and keep secrets from their parents. These predators often convince the teens that they are trustworthy friends and everyone will get in trouble if the teen tells their parents.

"So, with that being said, let's talk about some risky situations and how you might deal with them effectively."

Read one statement at a time. Tell them they have about a minute to discuss what they might do, then invite sharing. Remind everyone that violence is never acceptable and we must protect ourselves with our safe actions and words.

1. You are ready to leave work and the store manager asks you – and only you – to stay late and help with a special project. What do you do and say?
2. Your coach insists that you have a private coaching session. Everyone else has left practice. Your coach tells you that they have spoken to your parents and they know you will be late. What do you do and say?
3. A teacher offers to tutor you after school at their home. They tell you that no one will bother you because the kids and spouse are going to the park. What do you do and say?
4. You have been chatting online with one of your “friends.” You have never met in person before, but their picture seems friendly and they are about your age. Your “friend” encourages you to sneak out of your house and meet up at the local park. What do you do and say?
5. You text or call a number by mistake and instantly disconnect. A few moments later you get a text from that wrong number. The text is asking your name, gender, age, and what you look like. The text says that they recognized your number and you might know one another. What do you do?
6. You and your friends are at a school dance. The person that you have a major crush on asks you to dance. You have a great dance and end up talking for about ½ an hour. Your crush asks if you want to ditch the dance but, assures you that you will be back before anyone notices and before the dance ends. You are reluctant but you go anyway. You find yourself walking down a dark hallway far from the dance and the crush starts kissing and groping you. What do you say and do?

All of these are risky situations and can happen to any one of us. We have to be on guard to keep ourselves safe at all times. But, sometimes we make mistakes and find ourselves in the middle of a very risky situation. Remember that there is always a way out, you have to be courageous and strong enough to do the right thing. Points to make:

1. It is never too late to say “no.” Know your personal limits on dates and stick to them.
2. Keep your cell phone on and handy. Call for help if you need to.
3. Trust your sense of danger. If it does not seem right – It is not right!
4. Never agree to meet anyone you “friend” online.
5. Never respond to unknown text messages.
6. If you cannot get away yell “FIRE” as loud as you can.

Always tell your parents how you handled risky situations.

Cyber Safety

The internet and cyber space is wonderful. Children are going on line at a younger and younger age. Many children this age have experienced texting, social networking, email, and online gaming and entertainment sites. Knowing how to protect themselves while on line can help them understand how to balance their cyber desires with the appropriateness of their age and rules their parents and society have for them.

Cyber bullying affects people every day. Cyber bullying involves using technology, like cell phones and the Internet, to bully or harass another person.

Cyber bullying can take many forms:

Sending mean messages or threats to a person's email account or cell phone

Spreading rumors online or through texts

Posting hurtful or threatening messages on social networking sites or web pages

Stealing a person's account information to break into their account and send damaging messages

Pretending to be someone else online to hurt another person

Taking unflattering pictures of a person and spreading them through cell phones or the Internet

Sexting, or circulating sexually suggestive pictures or messages about a person

Cross the line if you know someone who has.....

___ Signed on with someone else's password, without permission?

___ Sent an e-mail from someone's account?

___ Impersonates someone online?

___ Teases or frightens someone online, even if it was meant to be a joke?

___ Told someone to "guess" when asked who they are?

___ Forwarded a private text, message, or e-mail?

___ Posted information designed to embarrass or frighten someone?

___ Posted pictures of other people without their consent?

___ Created a slam site about someone?

___ Voted in an Internet poll about someone?

___ Used information found online to tease, embarrass or harass someone in person?

___ Used bad or inappropriate language online?

___Signed someone else up for something online without their permission?

___Hacked into someone else's computer?

___Insulted someone in a game or chat room?

___Posted rude things or lies about someone online?

All of us know what cyber bullying is. Some of us have been victims, some have been the bullies. Sometimes we are both. What can you do if you are being cyber bullied?

- * Print the evidence. Print blogs, emails, posts, polls, texts, etc for proof.

- * Say STOP. Inform the bully that you want the treatment to stop. Notify your parents that you have printed the proof and told the person to stop.

- * Identify and block. Do not respond or retaliate, no matter how tempting it may be to "fight back." Block any further communications.

- * Contact the Web Master. You can file a complaint with the service and that could lead to the suspension or termination of the cyber bully's internet access.

- * Talk with your parents about what is acceptable. They will understand – even if you think they won't. Your parents love you, they want to help you, not make it worse. Make a plan together.

- * Have your parents contact the local police. If the tactics include hate crimes, physical threats, talk of weapons at school, or inappropriate locker-room photos, have your parents help you contact your local police immediately.

Dealing with Cyber Bullies

Cyber-bullies will usually pretend to be someone else.

Cyber-bullies will usually tease and frighten people.

Cyber-bullies will usually forward emails and texts to others and post embarrassing pictures or captions in order to make fun of someone.

Cyber-bullies will usually use bad language and insult people in game rooms.

Cyber-bullies will usually create online bashing polls to embarrass someone.

Cyber-bullies will usually deny any actions. So, keep copies of everything.

TAKE 5!

If you step away from the computer and take 5 seconds to think about how you will react to a cyber-bully, you will have a better result.

Should I respond?

What adult is around to help me?

Is this a risky situation?

How can I stick up for myself?

Who will I report this to? (contact the web master and police)

Closing Prayer

Gather the children in the prayer space. The following prayer can be used as a guide or you may choose to use your own similar prayer. Have the children echo after you. Then, give each child the take home activity sheet to follow up as a family.

+ We are here to support, respect, and protect ourselves and others. With your guidance we can help trust ourselves to make good choices, set limits, and follow the rules to help us develop into strong and safe teens and adults. We ask that your love give us the strength to be leaders in a safer world.

AMEN +

High School Take Home Safety Review

Use this activity sheet to talk as a family about safety. You may choose to put a check mark next to each topic after you have talked about it. Take the time to share you're your family everything you learned in your safe environment class. Enjoy being safe!

_____ How can a tone of voice change the intent of a communicated message?

_____ How can you say "no" appropriately and effectively?

_____ Where can you go if you need help at school?

_____ Where can you go if you need help in public places?

_____ Who can you call for help if you cannot get a hold of your parents?

_____ Refusal skill 1: Ask "_____."

_____ Refusal skill 2: State the "_____."

_____ Refusal skill 3: Suggest an "_____."

_____ Refusal skill 4: "_____."

_____ What are some rules about using the Internet?

