

Lesson 5 for Grades K, 1 & 2

Being a Safe Friend

PRINCIPLE

Children must know that being a friend means that we “do the right thing” when it comes to healthy friendships with their peers: meaning we recognize unsafe situations, intervene (when possible) and get the information to a safe adult.

CATECHISM / SCRIPTURE

“Faithful friends are a sturdy shelter; whoever finds one finds a treasure. Faithful friends are beyond price, no amount can balance their worth.”
—Sirach 6:14-15

“Do not be a foe instead of a friend.”
—Sirach 6:1

OBJECTIVES

Through this lesson, the adult lesson leader teaches and reinforces students responding with action when they or a friend are presented with unsafe situations. After Lesson 5, children should be better able to:

- Participate in healthy friendships
- Recognize that they can do something to help themselves and their friends when confronted with unsafe situations
- Respond appropriately to unsafe situations involving themselves or their friends:
 - Say “No!” if involved in an unsafe situation
 - Try to leave the situation if they feel uncomfortable
 - Tell a safe adult as soon as possible (even if it happened to a friend)
- Technology Component: Understand similar actions apply for Online activities, too.

Background for Lesson Leaders:

Before beginning this lesson, the Lesson Leader should complete the VIRTUS Lesson Leader Orientation, and/or read the VIRTUS *Teaching Boundaries and Safety Guide*, as it gives a wealth of information regarding boundaries. While adults are the main protectors of children, there are skills children can learn to better protect themselves and each other when faced with tough situations where caring adults aren't present.

This message of being a “safe friend” needs special attention for two reasons. First, the idea of safe friends should not be confused with the adult's specific role when it comes to appropriate boundaries with youth. In this safety lesson, the message of being a “safe friend” is primarily geared to assist children with understanding *how to be a safe friend to themselves and to other youth*. Lesson Leaders are not being asked to be friends with children; rather, Lesson Leaders and caring adults in the life of a child are always called to be “friendly” with youth, and not their “friends.” This is an important boundary distinction. In the healthiest of relationships between adults and children, adults are known to be safe.

Second, the underlying message of this lesson focuses on healthy relationships and boundaries. Please be very clear in your communication to children in that they are *not responsible* for each other. Misinforming children by saying that one person's welfare is a child's responsibility could make a child feel more guilt if they weren't able to prevent or stop abuse from occurring for themselves or a friend. The distinction for this lesson is that there are times when children are being abused, or they know a peer is in need of help, but, they don't always know the best way to assist. Being a safe friend means that children do the “right thing” for themselves, and for each other—meaning that they perform action, or intervene in safe ways when they are aware of a problem.

Keep in mind some of these myths to unpack during the lessons: sometimes children may not be aware that they're allowed to say “no” to a behavior that makes them uncomfortable. They may make promises with their peers to keep safety secrets in an attempt to protect them, not realizing that it's most important to deliver knowledge about unsafe situations to safe adults. They'll also need to know that it's never their fault (nor will it ever be their fault) if they or someone they know has been abused, or is hurting.

This age group: Dealing with the primary age—key concept is “activity”

Young children have lively and vivid imaginations, are growing less self-centered, and are becoming more conscious of others. Their attention span is short—approximately 20 minutes. Try to keep these children as engaged as possible with movement. They build on concrete experiences, love to learn, and are highly inquisitive. However, they rely almost entirely on others to define good and bad, and safe versus unsafe behavior—but they do understand “rules,” which is another phrase for boundaries. At this age, children are beginning to differentiate between positive and negative aspects of everyday life, and questioning adults' expectations of blind obedience. At the same time, they are learning how to respect and care for their own bodies in terms of hygiene, eating and activity. Parents and caring adults should make every effort to create an environment with honesty and trust, where children are free to ask questions about life and their own bodies to set the stage for each child's life-long, healthy relationships with others. This is the time to discuss safe and unsafe behaviors, and to enable children to practice safety away from home.

ACTIVITY OPTION #1: Play the (optional) introductory video as an icebreaker

The introductory video for youth in this age range is designed to open a simple discussion about personal boundary safety. The brief video is not intended to be a substitute for the lesson itself. It's merely an introduction designed to "break the ice" and assist the transition of completing the interactive Lesson Activity Options. If the video is shown as an optional activity, please use in conjunction with one of the additional activity options, because discussion and practice are critical components needed to teach youth how to protect themselves. They learn best by "doing;" not just listening. Please communicate with your coordinator to obtain video access.

ACTIVITY OPTION #2: Review and discuss key vocabulary words

- **Private body parts**—those body parts covered by a bathing suit.
- **Saying “No”**—to say “no” means to refuse, deny, reject or express disapproval of. This word is used to express a boundary and communicate that you do not want something to happen or continue. [Let children know it's OK to say “No” to an adult if they make you feel scared or uncomfortable, or if they touch your private body parts.]
- **Rules**—a prescribed guide for conduct or action. We follow the rules to make sure we are safe—just like how we have a seatbelt rule to keep us safe in the car, or the safety rules before we cross the street. [For example, teach the child a simple rule for what to do if someone tries to touch him / her in an unsafe way, which is to say “No!”, try to get away, and tell an adult as soon as possible.]
- **Uncomfortable**—experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the “pit of your stomach” or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]
- **Confusing**—is something that is hard to figure out because it doesn't make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it's hard to figure out where each part goes how to straighten it all out.]
- **Respecting boundaries**—we should have respect for ourselves, and respect for others. Respect for ourselves means we understand our dignity and value as a person, and work to create or maintain boundaries to protect ourselves. We feel upset or uncomfortable when someone doesn't honor our own boundaries, and we communicate with the right person if we need help. Respecting another's boundaries means you care about them, and won't do anything that would bring them harm, and that you communicate with the right person to get them help if they are being harmed by someone else. [Give children examples of respecting others, i.e. not calling people mean names, not hitting others, following rules at school or at home, stopping an activity when someone asks, letting an adult know when someone is in pain or hurt, etc.]
- **Safe friends and safe adults**—safe people won't hurt you without a good reason and won't intentionally confuse you. They listen to and consistently respect boundaries, and follow the rules. [Explain that a child may have many safe friends and adults. Give children examples of adult behavior that could hurt them, but may be necessary for the child's safety, i.e. medical exams, vaccinations, throat swabs, removing splinters, stopping a child from running into the road, etc.]
- **Unsafe friends and unsafe adults**—unsafe friends and unsafe adults put a child at risk for emotional, spiritual and physical harm. These are people who place a child in danger for their own purposes without concern for the welfare of the child. They also do not consistently listen to the parents' wishes or the child's boundaries. [Tell children we can know when someone is unsafe if they do not follow the rules or listen to our boundaries.]
- **Safe touches**—touches that have a good purpose, aren't intended to hurt and should be familiar. They're safe and can also be meant to keep you healthy, even if the person isn't known well, as long as the touches are appropriate for the particular relationship, such as when mom kisses your forehead at night, when you high-five your teammate, etc. [Avoid saying safe touches that feel good are “safe, loving or show someone loves you” since sometimes touches are safe and necessary, but can also hurt—although they hurt for a good reason to keep children safe, such as stitches, a doctor shot or dental cleanings.]
- **Unsafe touches**—touches that are inappropriate, could be meant to hurt or scare, or are contrary to the touching rules. If unsure about a touch, ask a parent. [Unsafe touches include hitting, punching, tripping, kicking, spitting, touching private parts, etc.]
- **Secret**—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable. [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children it's wrong for an adult or another child to ask to keep a secret about safety—especially unsafe touches—because that's a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of “telling”.]

- **Rude**—describes behavior where someone inadvertently or accidentally does or says something hurtful. Rudeness is usually unplanned, and not *intended* to hurt. [Examples include social awkwardness, such as burping into someone's face, cutting someone off, behaving narcissistically, having poor manners, bragging about an accomplishment, etc.]
- **Mean**—describes behavior where someone says or does something hurtful on purpose, once (maybe twice). The aim is to intentionally hurt, and is often motivated by anger. [Examples include putting someone down so the mean person looks/sounds better, making fun of how the person dresses or looks, insulting person's skills or intelligence or saying / behaving in an unkind way after a disagreement, saying things like: "why would you wear that, it looks terrible on you" or "you're so dumb, you should quit."]
- **Bullying**—is different from being rude or mean. It is cruel; the intentional, repeated exposure of negative and aggressive behaviors to a targeted person over time. The bully will say or do something intentionally hurtful, and keep doing it, without a sense of remorse. A key aspect is the ongoing pattern, involving an imbalance of power where the bully has more control or influence. [Examples include physical, verbal and emotional aggression, in-person and online; social exclusion, hazing others, spreading rumors or inappropriate content, cyberbullying, etc.]

ACTIVITY OPTION #3: Sign Up for Safety

- Activity:** Children will have an opportunity to evaluate different scenarios, and will lift up colorful signs to denote whether they are safe or unsafe. A discussion will ensue.
- Preparation:** In preparing for this activity, have (1) green and (1) red sign available for each child to use and lift up in response to safety questions. You can have them create the plates, or to save time, you could have them already available. The quickest option would be to utilize plastic, disposable plates that are already the green and red colors. If no green or red plastic plates are available, utilize construction paper on top of paper plates, or simply color/paint paper or pieces of cardboard. They can lift the plates "as is," or a popsicle stick (or something similar) can be attached to make an actual sign.
- Directions:** Hand out to each child: (1) red sign and (1) green sign. Have them all sit so that they can see you, and so that you can see their signs.
- Discussion:** **Ask:** When we are riding in a car and see a traffic light, what does green usually mean? (Response should be: "GO!") What does red usually mean? (Response should be something along the lines of: "Stop!" Or, "Don't go!")

SUPPLIES (optional)

Green plastic plates
Red plastic plates

Explain: Red is also a color that means "No!"

Explain the game instructions for the children: We will now play a safety game. I'm going to give you examples of safety stories. If I tell you a safety story that sounds safe, lift up the green sign for "GO" to say it is OK. So, put your green sign UP for safety! Then, if I tell you a safety story that is not safe, lift up the red sign for "NO" to say it is not OK. We will then talk about each of them.

Give practice time: Let's practice. Repeat after me and hold up your sign. Show me which sign you will lift up for something that is SAFE (expect the green sign, and for them to say "OK!").

Now, practice lifting up your sign for something that is NOT safe (expect the red sign, and for them to say "NO!").

Begin scenario component by relaying these scenarios and asking the questions; First ask: "Do you understand how to play? Let's begin! Listen carefully."

Note: Practicing can also be a fun part of the activity. Make corrections as needed until all children show they understand the directions and can implement them.

During the actual scenarios, children hold up their signs after each story. You will know who does/does not understand and should explain to everyone accordingly based on the material below.

1. Scenario 1: "Your friend has been running (instead of walking) into the classroom, ran into a desk that someone was sitting in, and accidentally hurt the person's hand. He says not to tell anyone about it, or that he'll run into you, too. Is this being safe?"
 - **Action:** RED SIGNS UP!
 - **Ask:** Why? (Answer: The friend is not being safe. He is breaking the rules, he hurt someone, and then he acted in a mean way when he threatened you and told you not to tell.)
 - **Ask:** What do you do as a safe friend? (Answer: Tell a safe adult.)
2. Scenario 2: "The doctor gave you a shot with your mom in the room, and it hurt your arm. Is this being safe?"
 - **Action:** GREEN SIGNS UP!

- Ask: Why? (Answer: Safe adults need to keep you safe and healthy. That was a safe touch, because even though it hurt, it was with your parent, and, it was to keep you safe and healthy.)
- 3. Scenario 3: "You need to cross the street, and ask to hold a safe adult's hand. Is this being safe?"
 - Action: GREEN SIGNS UP!
 - Ask: Why? (Answer: Safe adults need to keep you safe and healthy. Holding a safe adult's hand to cross a street is a safe thing to do! The adult's job is to keep you safe, so they will often want to keep you close when you cross a busy street. When you are older, the safe adult will tell you when you can cross the street without holding an adult's hand.)
- 4. Scenario 4: "Your friend is playing with a ball outside and the ball accidentally rolls into the street. Your friend runs into the street to get it, even though it's against the rules. Is this safe?"
 - Action: RED SIGNS UP!
 - Ask: Why? (Answer: The friend is not being safe. He is breaking the rules by running into the street; he could get hurt because drivers might not see him.)
 - Ask: What do you do as a safe friend? (Answer: It's safer to ask an adult for help when this happens. Tell a safe adult; ask for their help.)
- 5. Scenario 5: "It is after school and your friend's mom is waiting in the car. Your friend sees her in the car and runs in between the parked cars. Is this safe?"
 - Action: RED SIGNS UP!
 - Ask: Why? (Answer: The friend is not being safe. He is breaking the rules by running into the parking lot; he could get hurt because drivers might not see him.)
 - Ask: What do you do as a safe friend? (Answer: It's safer to ask an adult for help when this happens. Tell a safe adult; ask for their help.)
- 6. Scenario 6: "Someone in your neighborhood wants you to come with them to help them find their lost kittycat, and says you need to come right now. You want to help, and you say, 'no, I need to check with my mom or dad, first' and run to find them before going anywhere with anyone." Are you being safe?
 - Action: GREEN SIGNS UP!
 - Ask: Why? (Answer: You are being safe because it's important to always check with an adult first before going anywhere with anyone. It's your safe adult's job to keep you safe and healthy, they need to know where you are and where you're going.)
 - Ask: What do you do as a safe friend, if you see your friend going off with someone without their parents knowing? (Answer: It's safer to ask an adult for help when this happens. Tell a safe adult; ask for their help.)
- 7. Scenario 7: "Someone sent your friend a video that they know is against the rules. Your friend looked at it and doesn't know what to do now, but feels uncomfortable. Your friend told you about it, but asks you to keep it a secret. You promise to keep it a secret, but aren't sure if this is the best thing to do." Is this being safe?
 - Action: RED SIGNS UP!
 - Ask: Why? (Answer: This is unsafe because you know that your friend feels uncomfortable, and we don't keep or make secrets when it comes to someone's safety.)
 - Ask: What do you do as a safe friend? (Answer: When you know your friend feels uncomfortable about something that could be against the rules, or about any interaction, you have to tell a safe adult about it, even if you promise your friend. It's safer to ask an adult for help when this happens. Tell a safe adult; ask for their help.)
- 8. Scenario 8: "A friend keeps pushing you, and says mean things that don't make you feel good. You feel upset and uncomfortable. But, you feel scared and don't say anything to anyone about it." Is this safe?
 - Action: RED SIGNS UP!
 - Ask: Why? (Answer: This is unsafe because this person is behaving unsafely by pushing you, and saying mean things. You have a right to be safe and *feel* safe, too.)
 - Ask: What do you do as a safe friend? (Answer: Sometimes we have to be a safe friend to ourselves, too! That means, standing up for ourselves when we feel uncomfortable, or getting the information to a safe adult. The fact that you feel upset and uncomfortable is a good sign that you have to do something about it! When someone is hurting you or making you feel uncomfortable, regardless of whether it's from a friend, and regardless of what they've said to you to try and get you not to tell, you have to tell a safe adult about it as soon as you can.)
- 9. Scenario 9: "Your grandmother tucks you in and asks if you want a goodnight kiss. You say no, and tell her you want a hug instead. She says, OK, and gives you a big hug. You feel safe when you are around your Grandma." Is this actually safe?
 - Action: GREEN SIGNS UP!
 - Ask: Why? (Answer: You are being safe because you are communicating your boundaries, and that is very important to say what you do or do not want, especially when it comes to your body. You might have many safe friends and adults.

- Ask: What if this happened to your friend, and they told you they did NOT feel comfortable with how their family member kissed or hugged them? (Kids have a right to be safe. If your friend is communicating that they feel uncomfortable based on what a family member is doing to them, you can communicate that information to your own safe adult.)
10. Scenario 10: "You saw something on the computer/cell phone that made you feel scared. But, you don't want to tell anyone because you weren't supposed to be playing on the phone. So, even though you are upset, you don't tell anyone what happened." Is this safe?
- Action: RED SIGNS UP!
 - Ask: Why? (Answer: This is unsafe because you aren't communicating to a safe adult when you feel scared and uncomfortable about something that happened. You have a right to be safe and *feel* safe, too. And, even if)
 - Ask: What do you do as a safe friend? (Answer: Sometimes we have to be a safe friend to ourselves, too! That means, standing up for ourselves when we feel uncomfortable, or getting the information to a safe adult, even if we fear that we might get into trouble. The fact that you feel upset and uncomfortable is a good sign that you have to do something about it! When someone is hurting you, showing you inappropriate things or making you feel uncomfortable, regardless of whether it's from a friend, and regardless of what they've said to you to try and get you not to tell, you have to tell a safe adult about it as soon as you can.).

Conclusion statements to share with the youth: You did such a wonderful job identifying safe and unsafe situations! Sometimes we might encounter these types of scenarios when we leave our lesson, and it might be confusing. When you feel confused or uncomfortable, it's always OK to talk to a safe adult.

Note: If there is sufficient time toward the end of the lesson, the Lesson Leader can ask: Can anyone share a safety story? Together, we can work out if it's safe or unsafe! (Invite children to share stories...)

You have a right to be safe. If you're in a situation where you don't feel right, or you feel scared or uncomfortable, or confused (or nervous, anxious, humiliated or embarrassed) listen to your intuition! If someone is asking you to do something you don't like or know to be "unsafe," it is ALWAYS OK to say "no." Then, try to get away and tell a safe adult as soon as you can. If your friend is showing or saying that they feel this way because of something that is happening to them, communicate that information to a safe adult, too!

ACTIVITY OPTION #4: Message Delivery from a Safe Friend to a Safe Adult

Activity: This is a 2-part activity. Children will first have a guided discussion about safe and unsafe situations involving themselves and their friends. Then, an opportunity to evaluate different scenarios and apply the learned information through role playing.

Note: Since this is a 2-part activity, it can be done in one day, or it can be spread over 2 days (as long as those two days are within a week of each other).

Discussion: This is a 2-part activity. Part 1 is to first perform the discussion component. Part 2 is to help youth with action.

PART 1: Gather the children around and lead a discussion about the following key points. There are a series of questions to ask the youth to ensure that all of the youth have the same foundation of boundaries and safe adult identification. Answers, when applicable, are in parenthesis:

- We live within communities. In our communities we can imagine a big neighborhood, and neighbors. We each have our own address in our community, and at our home we have a person or people with whom we live. We also have friends that we spend time with.
 - Can you think of some of your family members and friends?
- In our communities, there are people we spend time with that help us to feel safe and happy.
 - Can you think of people that you spend time with who make you feel safe and happy?
- There are also people in our lives who are our safe adults. Safe adults are there to protect us, to listen to us, and get us help when we need it. It's a very important responsibility they have to protect us!
 - Some of us know a safe person for sure, our school guidance counselor! Can you think of other examples of safe adults? (perhaps our parents, grandparents, other family, teachers, church employees, doctors when mom/dad are there, fire fighters, etc.)

Note: The Lesson Leader should be careful to communicate to children that they are not responsible for each other. Misinforming children by saying that one person's welfare is a child's responsibility could make a child feel more guilt if they weren't able to prevent or stop abuse from occurring for themselves or a friend. The distinction for this lesson is that there are times when children are being abused, or they know a peer is in need of help, but, they don't always know the best way to assist. Being a safe friend means that children do the "right thing" for themselves, and for each other—meaning that they perform action, or intervene in safe ways when they are aware of a problem.

- In our communities, homes, schools, and friendships, sometimes we know that someone is really sad or that someone is hurt, or that they are unsafe.
 - Have you ever had a situation where you've known someone is sad, hurt or unsafe?
- Kids can also be a "safe person" for others. This is called being a "safe friend." **As a kid, it's not your JOB (as kids) to protect others. It is not your responsibility, because you are kids.** But, when we do know that someone is hurt or hurting, then we **should try to help** by getting that information to a safe adult. Let's recap these really important points:
 - Whose responsibility is it to keep kids safe? (ADULTS; It's the adult's job to protect kids)
 - Can we, as kids, also help when we know there's a problem? (Yes, usually kids can help, too)
 - How can we, as kids, help the most? (Take the information to a safe adult; a trustworthy person)
- Sometimes adults don't listen to kids.
 - Have you ever had a situation where an adult doesn't listen to you? (You have a right to be safe. Your friends have a right to be safe. If you know that there's important information about safety, adults should listen to you. If a safe adult isn't listening to you, take the information to another safe adult. Keep taking the information to a trustworthy person, and may a different trustworthy person, until you feel that you've been heard.)
- When our family or friends are hurt, there are different ways we can help them, depending on the situation.
 - For example, what is the first number to call if you are home alone with an adult and they fall and get really hurt? (You can always call 911 to get help from safe people)
 - Or, maybe your good friend told you that someone at home hit them, or hurt them. In these cases, you can still call 911, or you can also tell your safe adult to get help. It's the adult's job to keep kids safe.
- Sometimes we are around people who make us feel sad, nervous, or confused. They might try to touch us in our private parts, and may not listen to us when we say "no." This is not a safe person.
 - If this happens to you, whom should you talk to? Talk to a safe adult, as soon as you can.

PART 2: Role playing component—Help the youth with the action items through utilizing questions and role play. The Lesson Leader will read the example aloud, and youth will identify whether it is a "safe" or "unsafe" situation. When it is unsafe, there is action that can be done by the youth to help. Encourage a volunteer to offer a possible way of communicating about the situation to the safe adult.

Essentially, anything in the "unsafe" category will be presented to the Lesson Leader, BY a safe friend TO a safe adult (since Lesson Leaders are considered safe adults). In this role-playing activity, the "safe friend" is the youth, and the "safe adult" is the Lesson Leader.

Note: An important point for Lesson Leaders to recognize is that children may be aware that something unsafe or unhealthy is going on their own lives or in the lives of their friends, and they need to deliver that message to a safe adult. Role playing is an excellent tool to assist in this endeavor. Emphasize that we bring these types of unsafe situations that are hidden or secretive, "out into the open," and we do this in our lives, too. ``

During the "message delivery" from the "safe friend" to the "safe adult," you'll want to emphasize the point of bringing unsafe situations out into the open, to someone who can truly help: a safe adult. The Lesson Leader may ask for volunteers or "safe friends" to verbally deliver the individual unsafe scenarios as a "safe friend" to the "safe adult."

Lesson Leader leads these scenarios: Lead the scenario, ask the questions, and allow participation for the answers.

1. My mom wants me to hold her hand when we cross the street; she holds tight when there's a lot of traffic.
 - a. Is this safe or unsafe? (**safe**)
2. My friend keeps talking about wanting to hurt herself on purpose.
 - a. Is this safe or unsafe? (**unsafe**)
 - b. What can a "safe friend" do to help? **Role play what can be said and how.**
3. My teacher didn't listen to my boundaries or my safety rules. I feel confused and upset.
 - a. Is this safe or unsafe? (**unsafe**)
 - b. What can you do to be a friend to yourself?
 - c. If this were happening to a friend, what can a "safe friend" do to help? **Role play what can be said and how.**
4. What if your dad asks you not to tell your mom about a present that you bought for him together?
 - a. Is this safe or unsafe? (**safe**—it's not an unsafe secret that will hurt or cause harm, it's a safe surprise that will be revealed.)

5. My friend said that he would hurt himself if I didn't play with him.
 - a. Is this safe or unsafe? (**unsafe**)
 - b. What can you do to be a friend to yourself?
 - c. What can a "safe friend" do to help? **Role play what can be said and how.**
6. My friend told me that her uncle came over and touched my friend's private parts, when she asked him to stop, he didn't, and she's really sad. She doesn't want me to tell anyone.
 - a. Is this safe or unsafe? (**unsafe**)
 - b. What can a "safe friend" do to help? **Role play what can be said and how.**

Note: The Lesson Leader will coach the children to use language to describe why they feel it is an unsafe situation.

Additionally, the Lesson Leader must be receptive to the language the children use; validating emotions/feelings and concerns, thanking the child for helping, letting them know that they did the right thing, and reminding them that adults are responsible for children's safety, which is why it is so good that the child communicated to you, etc. An example includes: *"Thank you for telling me; it is very important to tell a safe adult when we are uncomfortable about an unsafe situation for ourselves and others. You did the right thing by communicating your concerns. That does seem like an unsafe situation, and I'm going to speak to another safe adult to see what we can do to make it safer."*

Conclusion statements: Now we understand a little better about how we have safe people in our lives who want to protect us. When we know (or feel like) there's an unsafe situation where a friend is hurting, we should always take that information to a safe adult. We had these scenarios we identified into the unsafe scenario box, and then we brought them out into the light, by bringing them to the attention of a safe adult. You can do this in your life, too, when you leave this lesson. Now that you've had time to think about it and practice delivering safety messages here, you'll be more prepared to do it when you're with your friends and you see something that might be scary, or against the safety rules. You have a right to be safe. Your friends have a right to be safe. Anytime you feel uncomfortable, or if someone is hurting you or a friend, OR if someone isn't following the safety rules (even if it's an adult), it's really important to deliver that information to a safe adult.

ACTIVITY OPTION #5: Knowing Your Feelings and Following the Rules

Activity: Children will hear a story that is intermittently paused to give children a chance to identify feelings. Identifying feelings is an important activity that helps children fortify and uphold their boundaries. When they feel specific ways, they are directed to communicate to a safe adult for themselves, and for their friends, as a way to help.

Preparation: In preparing for this activity, have (1) copy of the "Feelings Faces" sheet for each child, or project the "Feelings Faces" page so all children can see.

Directions: This is a 2-part activity. First, for Part 1: address words that need clarification and recap the safety rules.

Note: The worksheet template is included in the downloaded set of materials at the end of this packet.

SUPPLIES

Paper for Worksheets (printed)
Printer
Writing utensils (optional)
Media for projection (optional)

Then, for Part 2: communicate the story and encourage participation with the face images. In Part 2, you'll read the story to the children. At specified intervals, you'll pause and give them "thinking time" to determine what feelings are elicited from the story. You'll specifically ask how the characters might feel. And, you'll instruct the children to identify the worksheet picture to reflect the feeling (you can have the children come up and point them out if projected, or, you can have them raise their arms and show the corresponding image number with their fingers).

Discussion: **PART 1:** Recap the safety rules and address words that might need clarification, such as "confused" or "puzzled." These words are found in *Activity Option #2: Review and discuss key vocabulary words.*

Ask: Who can tell me what our boundary and safety rules are? How can we respond to unsafe situations involving ourselves or our friends?

- Say "No!" if involved in an unsafe situation
- Try to leave the situation if you feel uncomfortable (or scared, or confused, or puzzled, or unsure, or if someone tries to touch your private parts)
- Tell a safe adult as soon as possible (even if it happened to a friend)

PART 2: Communicate the segmented story below, and encourage participation by utilizing the images on the affiliated worksheet.

- Say:** "Joey loves chocolate. It is his favorite thing. He just found out that he has been invited to go to a special party where you can pay a small amount of money and there will be nothing but chocolate to eat. It is a chocolate party! What could be better! **Ask:** How might Joey feel?"
 - The correct answer is image **#2, EXCITED**.

- Say:** "The best part is that Joey gets to go to the chocolate party with his best friend, Sam. The only part that Joey doesn't like is that Sam's dad is taking them to the party. Joey doesn't always like being around Sam's dad. Joey would rather *his* dad went with them to the chocolate party.

Ask: How might Joey feel about Sam's dad going instead of his own dad?"

- The correct answer is image **#1, DISAPPOINTED**.

- Say:** "Before leaving for the chocolate party, Joey and his mom sit down to talk. She reminds him of their rule about how many treats he can have from a candy store. Joey's family has a special way of letting each child decide which treats he or she wants. Each kid in the family has a certain amount of money to spend in the store. Joey and his sister can buy anything they want as a treat—as long as there is enough money to pay for it. This is always the rule, even when Joey and his sister are with their grandparents. Joey's mom gives him some money to spend and reminds him that he can have all the chocolate his money will buy—but when he runs out of that money, no more chocolate. Joey is thinking about what he will choose.

Ask: What kind of candy would you choose? **Ask:** Hmm, how might Joey feel now?"

- The correct answer is image **#6, THOUGHTFUL** (some youth may also say #2, Excited; both are correct).

- Say:** "At the chocolate party there are hundreds and hundreds of different kinds of chocolate. There is a tall fountain—like a water fountain in the park—except it is filled with *chocolate* instead of water. There are chocolate houses and chocolate bunnies. There is brown chocolate and white chocolate and lots of different kinds of little pieces. Some are chocolate-covered caramels and others have crunchy insides.

Ask: How might Joey feel?"

- The correct answer is image **#3, HAPPY**.

- Say:** "After a while, Joey has eaten several pieces of chocolate and spent almost all of his money. Then he sees the best thing yet—a chocolate train. Joey loves trains and has never seen a chocolate train before. When Joey asks how much the train costs, he realizes that he does not have enough money to buy the chocolate train.

Ask: How might Joey feel now?"

- The correct answer is **#5, SAD** (some youth may also say #1, Disappointed; both are correct).

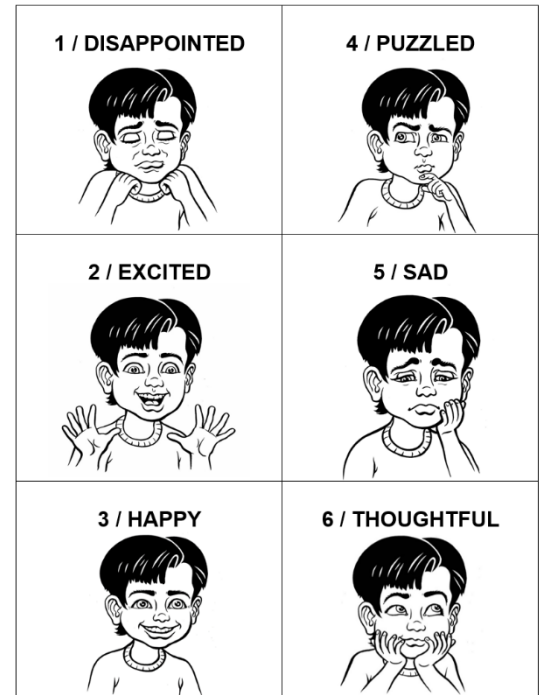
- Say:** "Sam's dad notices that Joey is sad and asks him, "what's wrong?" Joey explains that he does not have enough money left to buy the chocolate train—and trains are his favorite thing. Sam's dad tells Joey that he will give him the money he needs to buy the train. Joey explains that taking money from Sam's dad to buy the train is against his family's rules. Then, Sam's dad tells Joey that "it's okay—it will be just our secret." Joey really wants the chocolate train, but he knows that it's against the rules, and worries that his Mom will be upset if he takes money from Sam's dad to buy more chocolate.

Ask: How might Joey feel now, and why?"

- The correct answer is **#4, PUZZLED** (some youth may need an explanation of this term).

- Say:** "What should Joey do?"

- Give the children an opportunity to work this out by talking through all the issues. Guide the discussion using the "Points to make" section below.
- Joey has some options that are appropriate and safe.
 - He could say "no" to the offer from Sam's dad and let him know that following Mom and Dad's rules is the right thing to do.



- He could also call his mom and ask her if it's OK for Sam's dad to loan him some money.

Points to make during the discussion component:

- Discuss with children that one of the ways that we know someone is "safe" is that they are people who always respect your safety boundaries and your parent's rules.
- If Joey says "no" to Sam's dad, Joey should let his Mom and Dad know that he did what was right and listened to the family rules—even when he did not want to do it. (This will let parents know that the message that they are teaching is being received—and it will let them know that Sam's dad may not be the best chaperone for Joey's activities without making a big deal out of the incident.)
- Remind your students that they are surrounded by many caring adults who want to protect them. Even so, parents are the people who care most about their safety and well-being. And, that letting the parents know the youth did the right (and safe) thing in a difficult situation is cause for celebration!

ACTIVITY OPTION #6: Netsmartz "Tell A Trusted Adult" Video: Be Safe Online and Offline, too!

- Background:** This short 7-minute video is shared with permission from the National Center for Missing and Exploited Children (NCMEC), and can be played for children as part of an activity. It is designed to open a simple discussion with children about boundaries and safety.
- Preparation:** The Lesson Leader should review the vocabulary in *Activity Option #2: Review and discuss key vocabulary words*. Internet access and video playing are parts of this activity and should be queued up in advance. It's also possible to download the videos from the NETSMARTZ website.
- Discussion:** **Before** watching the video, discuss specific terminology. The terminology in the video refers to "trusted adults." Ensure that you explain that a "safe adult" is also known as a "trusted one," or more accurately, a person who is trustworthy.
- After** watching the video, ask the children if they know who safe adult are in their lives. And, ask the youth, "what is a "safe friend?" Ask: "do you feel ready to be a safe friend for another friend, if something happens where you know they might be in an unsafe situation?"
- Description:** Watch two friends, Nettie and Webster, get lost in the land of Rhyme and Reason. With Clicky's help, they find a way out while learning to tell a trusted adult.
- Click here for the link: <https://www.youtube.com/watch?v=xvR7psJg5ul>

End the lesson with a prayer

The Lesson Leader may invite the children to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

*Dear God,
Sometimes when things happen, I get scared. Sometimes I just get mixed up—like when a person I care about does something that makes me feel uncomfortable or scared. When that happens, help me remember that I am special and give me courage to tell an adult what happened. Thank you for loving me and for giving me safe adults and parents who want to keep me safe and happy.
Amen*

Lesson 5 for Grades K, 1 & 2

Being a Safe Friend

ACTIVITY OPTION #5: Knowing Your Feelings and Following the Rules

Background: This activity presents a story that allows for reflection and communication about emotions / feelings and following the safety rules. Ultimately, children will better understand how to fortify their boundaries and communicate safety information to safe adults—whether it involves them or their friends.

Instructions: Below are different visuals of facial expressions that depict emotions. The Lesson Leader will read a story and will ask you to identify the facial expression that best matches the scenario.

<p>1 / DISAPPOINTED</p> 	<p>4 / PUZZLED</p> 
<p>2 / EXCITED</p> 	<p>5 / SAD</p> 
<p>3 / HAPPY</p> 	<p>6 / THOUGHTFUL</p> 