

Kindergarten

GENERAL INSTRUCTIONS

This lesson lays the groundwork for the safe environment program by giving students usable tools which help keep them safe now and in the future.

LESSON PLAN

DESIRED RESULTS - *What do you want your students to know and be able to do?*

Goals	<ol style="list-style-type: none">1. Students will discuss how God loves us and created all of us. We are precious. Our body is precious. It is God's gift to us. God wants us to be safe.2. Students will identify where private body parts are located.3. Students will demonstrate tools they can use to stay safe.4. Students will identify adults in their lives to whom they can turn to feel safe.
Learning Standards	RELIGION: <ol style="list-style-type: none">1. Students will identify that life and all of creation are gifts from God who loves us. <i>Scripture.K.3</i>2. Students will tell that God loves us and gave us the gift of life. <i>Doctrine.K.1</i>3. Students will identify that God loves them. <i>Spirituality.K.2</i> HEALTH: <ol style="list-style-type: none">1. Students will recognize and care for the body as a gift from God. <i>B.K.4</i>2. Students will identify private and special body parts and touches that can make a person feel uncomfortable. <i>B.K.5</i>3. Student will identify people to ask for help in a fire, sudden illness, and child enticement situations. <i>C.K.2</i>
Essential Questions	What are some ways I can stay safe? What parts of my body are private and should be covered? To whom can I turn for help?
Knowledge	<ol style="list-style-type: none">1. Students discover tools they can use to stay safe.2. Students develop an awareness of their private body parts through a discussion that focuses on what a swimsuit covers/protects while wearing it.3. Students will have up to five adults to whom they can turn in times of need, and write/draw them on the provided worksheet.

ASSESSMENT EVIDENCE - *How will you identify what students know and are able to do?*

	<ul style="list-style-type: none">• Teacher observation of student attentiveness• Teacher observation of student participation in class discussions and activities• Student completion of drawings
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IMPLEMENTING THE LESSON PLAN

How is the lesson structured to accomplish this task?

Resources needed:

- Drawing paper
- Markers or crayons
- Private Body Part Posters from the curriculum kit
- “I have people I can talk to” handout
- “No, Go, Tell Tools” resource sheet
- *Your Body Belongs to You* by Cornelia Spelman included in curriculum kit

Learning Activity	Sample Teacher Questions
<p>Begin by asking questions to review what the children have (probably) already learned: God made us and loves us. →</p> <p>Show how each part of us is precious. Have the children point to their eyes, etc. and repeat this jingle after you. →</p> <p>Our body is God’s gift to us. So it belongs to us. We take care of God’s gift. →</p> <p>Allow for a few examples of the wonderful things we can do with our body. →</p>	<p><i>Who made us? Let’s say it together! God made us! Who loves us? Together: God loves us!</i></p> <p>Our eyes, (repeat, etc) our ears, our nose! Our fingers, elbows, and toes!</p> <p><i>If somebody gives you a gift, are you happy? If someone gives you a present, does it belong to you? If you like your present, do you take good care of it and keep it safe?</i></p> <p><i>God made our body. It is a precious gift to us. We can do wonderful things with our eyes, our ears, our nose; our fingers, elbows, and toes.</i></p> <p><i>God wants us to be safe – every part of us.</i></p>
<p>Ask questions about ways students can keep safe in their normal environments of home, school, and neighborhood. →</p> <p>This includes asking about the people who keep them safe in these situations. <i>(Move from this topic after a few responses as students could discuss this topic indefinitely.)</i> →</p>	<p><i>What are some ways you can keep safe? What are some safety rules at home? What are some safety rules for school? Are there safety rules your parents have taught you for playing in the neighborhood or for crossing streets?</i></p> <p><i>Who are some people who can help you to get to a safe place or stay safe? (school crossing guard, playground supervisor, school bus driver, mom, dad, etc)</i></p>
<p>Depending on student responses, introduce the topic of personal safety by asking students to think about another kind of safety. →</p>	<p><i>There is another kind of safety that is important. It is called personal safety. I want to begin talking about that safety by first asking you, why do we wear swimsuits?”</i></p>

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<p>Using the two posters provided in the curriculum kit, lead the discussion so that students identify that swimsuits are worn to protect private body parts to keep them safe and healthy. (It's not necessary to identify specific private parts.) →</p>	<p>(Show the posters.)</p> <p><i>We wear clothes to protect our bodies and keep them safe.</i></p>
<p>Then lead the students in a discussion that further explores the notion of safety and protecting the bodies that God gave to us. Ask the students again... →</p> <p>Teach that we can help each other be safe. Use this to lead to thinking about special people who can help them be safe. →</p>	<p><i>Who created us and loves us? Do you think God wants us to be safe and healthy? Do you think God wants other people to be safe and healthy, too? Can we help each other to be safe and healthy? Can you help someone be safe (a baby in the family, a friend)?</i></p> <p><i>Can someone help you to be safe?</i></p>
<p>Begin to identify "safe" adults.</p> <p>Distribute (or have available to students) the "I have people I can talk to" papers and markers or crayons. Children of this age may not be able to spell names, but they can color in a smiley face and identify that person. Assist students to say specific names and, where possible, have them write the name under the smiley face (ideally, class assistants can do this for the child). →</p> <p>Lead the discussion so that the students brainstorm people they can go to when they do not feel safe. Write down some of their responses on the board or on poster paper, such as: Mama, Dad, Policeman, and Grandma...</p>	<p><i>Sometimes we don't feel safe. Who are people we can go to when we don't feel safe? Who are grown-ups we can talk to?</i></p> <p><i>On the "I have people I can talk to" paper, you see smiley faces. Can you count how many smiley faces there are? (Five)</i></p> <p><i>Color the person's hair, eyes (etc.). Can you tell me who it is? (Grandma might get gray hair, etc. Write Mom, Dad, Grandma under the face. Children may be able to copy these simple words. If not, assist them.)</i></p>
<p>Thank the students for the good work they have done and ask them to put their papers and crayons aside/away. Then, prepare to read the picture book <i>Your Body Belongs to You</i> by Cornelia Spelman (provided in the curriculum kit). Allow time for discussion which will lead in to the remainder of this lesson. →</p> <p>Be sure the children recall that their bodies are a gift from God. Because God gave it to us, it belongs to us, and we have to take care of it. →</p>	<p><i>You have done a wonderful job on your project. Isn't it good to know that there are so many people who are there to help us take care of ourselves, to stay healthy and safe?</i></p> <p><i>I have a book to read to you. After I read the book, we'll talk about the lessons it teaches.</i></p> <p><i>The title of the book says (point to each word): Your Body Belongs to You. Why does it belong to you? Yes, because it is God's wonderful gift to us. (Read the book and show the pictures.)</i></p>
<p>Tell students that they are now going to find out more about safe tools by asking... →</p>	<p><i>Now we are going to learn about tools to help us stay safe. What are tools? Some special words can be tools, too.</i></p>

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<p>Write “No, Go, Tell” on the board. Discuss this and other suggestions provided on this sheet. Review the tools with students. →</p>	<p><i>You learned about these tools in the book. Here are some word tools that can help you if you do not feel comfortable or safe...</i></p>
<p>Structure discussion so that students can practice using the tools.</p> <p>Possible discussion topics:</p> <ul style="list-style-type: none"> - someone approaching them on the street or in a store (1); - some older person they know who touches or tries to touch a private body part (2); - someone older who does something that makes them feel uncomfortable and then tells them not to tell anyone else (3). <p>Throughout your discussion repeat the tools often to reinforce the message and skills: NO, GO, TELL! →</p> <p>After this discussion, distribute the “No, Go Tell” Tools handout. The children may not be able to read it, but you will want to them to get the ideas and to take this paper home for their families. ↓</p>	<p><i>Let’s try practicing a few of these tools.</i></p> <p><i>(1) What if someone you did not know approached you in the store when your mother wasn’t right next to you. The stranger asks you to come and see the toys in the store. What would you do?</i></p> <p><i>Remember: No, Go, Tell! Say: ‘NO!’ Go away from the person. Find your mom and tell her about the stranger.</i></p> <p><i>(2) Now, what if an older person you know tried to touch you in the parts of your body that would be covered by a bathing suit?</i></p> <p><i>Right! No, Go, Tell! Say: ‘NO!’ Go away from the person. Find your mom or another safe adult. Tell your mom or other safe adult about the person and what he or she did.</i></p> <p><i>(3) What if one of your friends tries to touch you in the parts of your body that would be covered by a bathing suit?</i></p> <p><i>Right! No, Go, Tell! is just what you should do. Say, ‘NO!’ Go away from the person. Find a safe adult. Tell that safe adult about the person and what he did.</i></p> <p><i>What if he tells you to not tell? Tell anyway! And tell it right away!</i></p>
<p>Conclude lesson by reassuring students that they can help themselves be safe by asking them what they have learned. →</p>	<p><i>What are some ways you can stay safe?</i></p> <p><i>Whom can you turn to for help?</i></p>
<p>Remind students that God loves them and is always listening to them. Conclude with a prayer that thanks God for his gift of life and love and acknowledges that God waits for us to call upon him whenever we need help to do the right thing. ☪</p>	<p>Speak this prayer from your heart, or make a little litany of praise and thanks that gives the children the opportunity to respond after each thank you or praise: <i>Thank you for making me!</i> (Or) <i>I am your gift. Teach me how to keep safe.</i></p>

Kindergarten Activity Sheets & Handouts

Activity Sheets:

- *I Have People I Can Talk To*

Handouts:

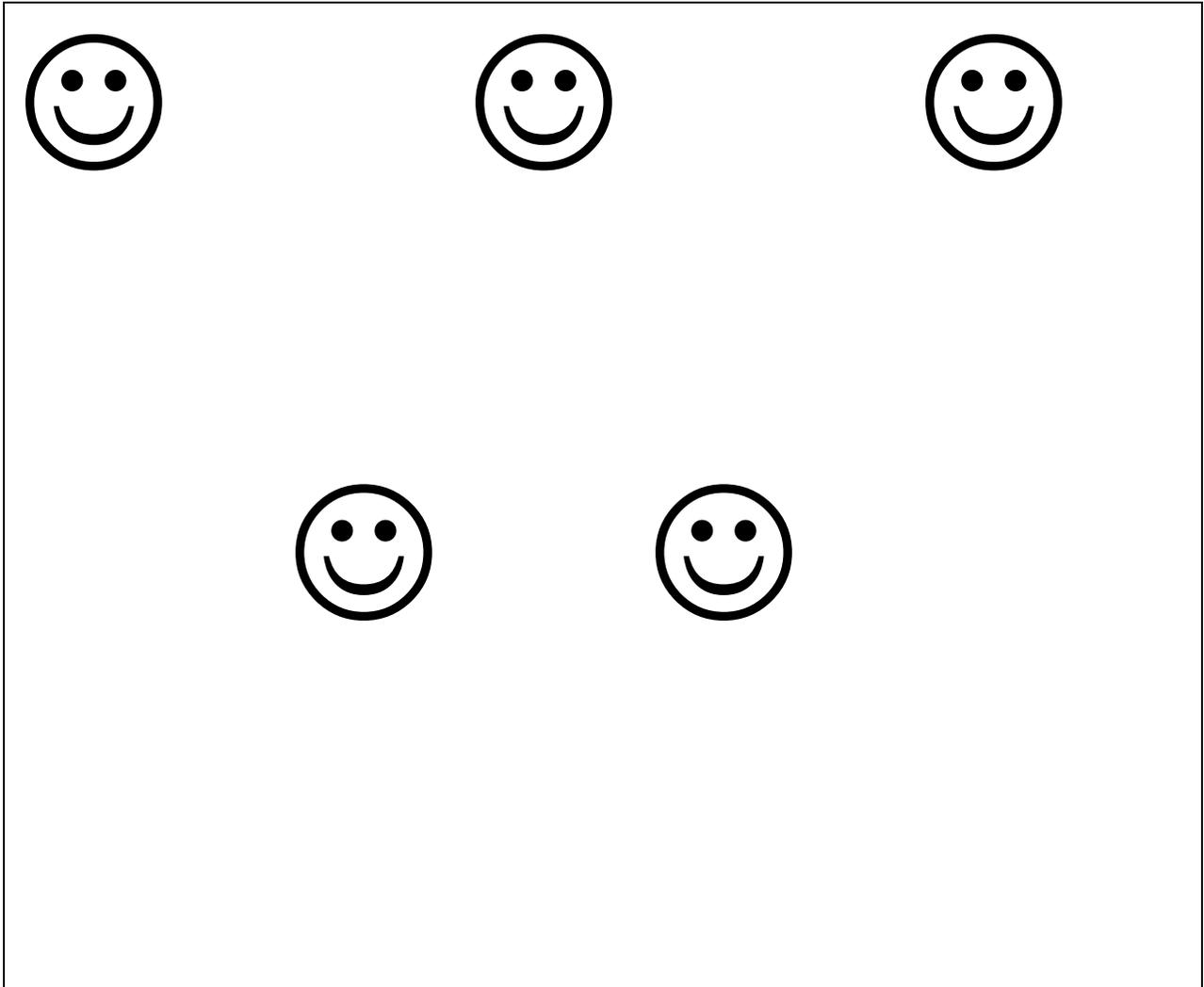
- *“No, Go Tell” Tools*

Name: _____

I have people I can



talk to.



TOOLS

"NO"

"GO"

"TELL"

SAY NO!

GO AWAY FROM THE SITUATION.

TELL A TRUSTED ADULT!

Sometimes "NO" may not be enough. Here are some suggestions to help draw attention when someone is not safe and needs help.

Kick



Hit



Run



Shove



What else could you do?

If you tell a safe adult and they don't believe you—tell another one!!

Kindergarten Additional Resources

- Private Body Part Posters
- Sample Parent Letter