

Grade Five Safe Environment Lesson

Outcomes

The learner will be able to:

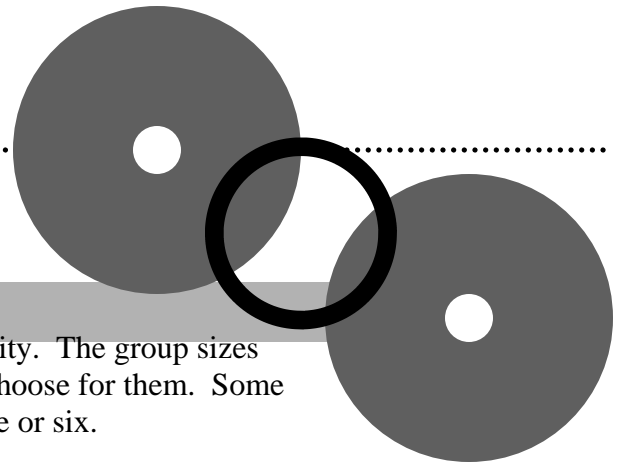
- ✓ Identify potentially dangerous or difficult situations.
- ✓ Name ways to handle these situations.
- ✓ Practice what to do and say in difficult situations.
- ✓ Name trusted adults and places where they feel safe.

Part One

1. Welcome the students and explain that this lesson will be about personal safety.
2. Invite the students to name some situations that could be scary, difficult, or possibly dangerous for people their age. Write their answers on the board or a piece of newsprint.
3. Present the following material in your own words:
 - Most adults care about you and want to help you.
 - Sometimes an adult makes bad choices and does not treat you in a way that respects who you are.
 - Be able to identify the adults in your life whom you can trust (Ask who these adults are and why students trust them).
 - Be able to name the places where you feel safe (Ask students to name these places and explain why they are safe).
 - When you feel uncomfortable in a situation, trust the feeling.
 - Find a way to get out of an uncomfortable situation: Say NO as loud as you can; GO away as fast as you can; TELL an adult you trust right away. Keep telling until someone listens.
 - Don't let anyone, adults or friends, talk you into doing something that you know is wrong or that you feel uncomfortable doing.
 - Respect yourself and others.

Gather the following items for this lesson:

- Pens for each student
- Writing paper for each student
- "What If?" role play cards (included-pages 4 and 5)
- Bible
- Copy of prayer for each student (included-page 3)
- Strips of construction paper; one per student
- Stapler



Part Two

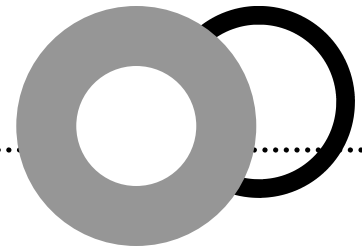
1. Divide the students into groups for the next activity. The group sizes will depend on the role play situations that you choose for them. Some groups may have three and others as many as five or six.
2. Using the “What If...?” worksheet included with this lesson, assign a role play to each group. You may also use some of the examples of situations given by the students at the beginning of this lesson.
3. Give each group about 10-15 minutes to discuss the situation and write out a “script” for their skit. There should be a narrator as well as those who will act out the situation.
4. Once they are finished, invite students to present their skits to the class.
5. After each skit, have the students identify the situation that was presented and review what happened. Make any comments or suggestions, especially if things could have been handled differently.
6. Conclude this part of the lesson by answering any questions the students may have.

Part Three

Closing Prayer: “God Loves Each One of Us.”

Preparation for prayer:

- Ask the students to think about the people they trust and the places they feel safe. They will be asked to write these on a strip of construction paper during the prayer. You may also want to tell them that they will be saying aloud what they have written.
- Assign someone (or ask for a volunteer) to read the scripture passage.
- Assign readers (or ask for volunteers) for the intercessions.
- Have a stapler or two ready for the paper strips to create the “Trust Chain” during the sharing time.



PRAYER

God Loves Each One of Us

Call to Prayer

We know that we have been created in the image and likeness of God. We gather today knowing that God loves us and cares for us very much. We are thankful for God's presence with us each day.

Reading Matthew 6:26 or Luke 12:24

Quiet Time

On a strip of construction paper, write the name(s) of someone you trust and a place you feel safe.

Sharing

Each person will read what is written on their paper and then bring it forward to create a "Trust Chain".

Intercessions

Our response is: Lord, hear our prayer.

Leader: Let us pray for the needs of our world and for all the people who care for us.

Student: For our parents and grandparents, that God will bless them with wisdom and peace, we pray...

Student: For all who teach us, that God will make their hearts strong and be their light, we pray...

Student: For our friends and each one of us, that God in his love will continue to keep us safe, we pray...

Student: For young people around the world who live in unsafe conditions, that they will receive the help they need to grow up happy and healthy, we pray...

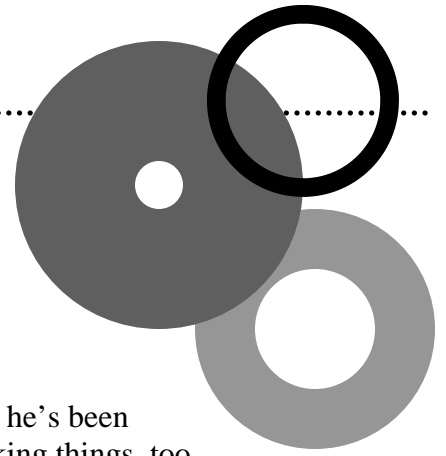
Student: For those who are sick in our families, that they will be comforted and know God's love through our care for them, we pray...

Student: For those who have died, that God's love and peace will be theirs forever, we pray...

Leader: God we know that we are important to you. We ask that you receive our prayers and keep all of us safe in your love.

Closing Prayer:

All say the *Our Father* together.



What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Stephanie's older brother, Mark, tells her that the group of friends that he's been hanging around with has started to shoplift. They want him to start taking things, too. They tell him that if he doesn't start shoplifting, they don't want to be friends with him anymore. Mark is pretty shy and finds it hard to make friends. What do you think Stephanie should do?

What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Chris and his family are arriving at the arena for a hockey game and he gets separated from them. He doesn't have his own ticket with him so he doesn't know where his family will be sitting. What do you think Chris should do?

What If...?

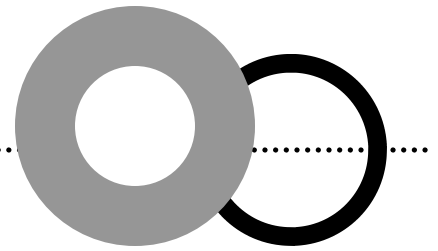
In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Amanda is home alone and the doorbell rings. She goes to the door and looks out the window and she doesn't recognize the person. He tells her through the door that his car broke down and he wants to use the phone. What should Amanda do?

What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

A teenager you know is driving by while you are walking home from school with a group of your friends. He asks you if you want to go for a ride in his new car. What should you do?



What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Melanie is outside in her yard and her neighbor calls over to her and asks her to come in and make cookies. Melanie is home alone. What should she do?

What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

As you are waiting in front of school for your mom to pick you up, a friend of your mom drives up. She says that your mom has asked her to pick you up today. What should you do?

What If...?

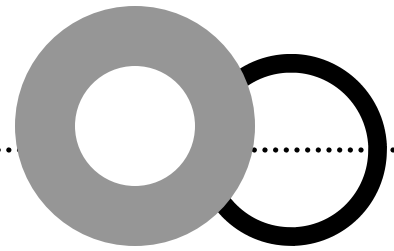
In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Paul is at his friend Jim's house and they are playing computer games. Jim suggests that they go on the internet and try to find some cool web sites. Paul knows that his parents have strict rules about the internet. What should Paul do?

What If...?

In your small group, read the description of the situation given below. Discuss how the person should handle the situation, then write a brief explanation for your answer.

Your friend Jessica tells you that lately she has felt really uncomfortable when her Uncle Dave comes to visit. He sits real close to her and hugs her a lot. She tells you not to tell anyone because she doesn't want to get him in trouble or hurt his feelings. What should you do?



Take Home Page

Spend a little time with your child discussing what they learned in class about recognizing potentially dangerous situations.

Using this month's calendar, look ahead at the activities in which your child expects to be involved. Choose a few of these and together with your child, list some ways that they could try to be safe as they participate in these activities.

1.

2.

3.

4.