

## PART 1

### Feeling Safe

Begin by saying

Today we are beginning lesson that will help you to learn how to stay safe. We know that God loves us and wants us to be safe.

In our first lesson we are going to spend some time talking about the importance of feeling safe and the places we often feel safe.

On the table we have some pictures of faces showing different feelings. What are some of the feelings you see in these faces?

Put out the Face Cards

Try to have each child identify a feeling. Ask the children to think of a word to describe each feeling face. Encourage the children to think about times when they felt happy, sad, afraid or upset.

Use the story below to introduce the concept of feeling safe to the children.

Read this story

**Red Squirrel** hopped quickly through the woods. Autumn was almost over and the cold bare days of winter were just about to start. Many animals hate winter. But Red Squirrel quite liked winter time because he knew he'd be safe and warm and cozy tucked up in his little nest. One more corner and there it was - home. Red Squirrel lived in the largest oak tree in the woods. Lots of his family and friends lived in the same woods and even in the same tree, and he felt really happy there. He ran up the trunk of the tree and into his nest. Before snuggling up to dream of long sunny summer days, Red Squirrel ate a few acorns. Yes, it felt good to be safe and sound tucked up in his little home for the winter, with his family and friends nearby.

Review the story

Did Red Squirrel like winter? Why?

Red Squirrel felt safe. Can anyone explain what feeling safe means?

Why did Red Squirrel feel safe?

When do you feel safe?

Say

Think of all the people who love you and care about you – your parents and grandparents, older sisters and brothers, aunts, uncles, all your friends and your teachers. All of these people want you to feel safe. God loves you very, very much and God wants you to be safe too.

If there is time,

Invite the children to make a “safe” feeling face.

Say:

Now we are going to talk about what it means to feel unsafe and learn some rules to use at times when we might feel unsafe – for instance, we will talk about what to do if you were to get LOST.

Let's listen to this story about being unsafe.

Read this story

John was almost six. His grandmother had promised to take him into the city on the train for a treat. John could not wait to be six years old. He was looking forward to going with his grandmother. John always had great fun with her. She told him lots of stories about long ago, and she always bought him little treats. But mostly he just loved being with her. At last the day came and they set off together, John and his grandmother. When they got to the department store, John saw a wonderful toy fire engine with wheels that turn, ladders that come off the side and a siren. He was taking the ladders off and on when he suddenly noticed that his grandmother was nowhere to be seen. John was very scared. He started calling his grandmother, trying hard not to cry. Then he remembered what he had been told if he got lost: don't wander, and ask someone who works for the store for help. John walked towards the checkout counter. The woman who worked at the checkout counter was very kind and got help right away. Soon he was back with his grandmother. They went off together to have some lunch.

Review the Story

*What did John and his grandmother do on John's sixth birthday?*

*Where did John get lost?*

*What had John been told to do if he got lost?*

*Who helped John find his grandmother?*

Rules on Getting Lost

Getting lost is a frightening experience for small children. Ask the children if they have any rules from home about what they should do when they get lost. Then introduce the following rules:

Rules If I Get Lost

1. If you are in a store, ask a person who works in the store to help you.
2. If you are on a street or in a park, don't wander away. Stay where you are.
3. Know your full name, address, and telephone number.

Role-Play

Have the children role-play getting lost in a store and asking someone who works for the store to help. You can be the adult helper.

Next we are going to talk about parts of our bodies that help us stay safe.

## PART 2

### Our Five Senses

Say:

We have five senses that give us information about the world around us.

Here are some pictures of body parts. Each part is connected to one of our senses. Let's look at the pictures and see if you can tell what sense goes with each body part.

Sense Cards

Put out the five Sense Cards and ask the children to match the pictures with their own eyes, nose, etc. Then ask the children to identify for which senses we use those parts:

Seeing

What do we see with our eyes?

Hearing

Be very quiet for a minute and listen. What can you hear?

Smelling

What are some smells that you like? What are some smells that you don't like?

Tasting

Imagine you are eating chocolate, potato chip, a lemon. What do they taste like? Remember, never taste anything you are not sure of—always check with Mom or Dad.

Touching

Have the children close their eyes and you hand each one an article—like a pencil, paper clip, crayon, rubber band, glue stick, eraser. Ask each child to identify their item.

Say

Through our senses we learn about the world around us. Our senses are a gift from God. We will learn how these senses work together to help us take care of ourselves.

What are some ways our senses help us to stay safe?

- *What if you smell smoke coming from the kitchen?*
- *What if you hear a horn blowing loudly just as you are about to cross the road?*

Our five senses are important in helping us stay safe. Now we are going to talk about our sense of touch. [Hold up the TOUCH card]. We will think about touches we like and touches we don't like.

## TOUCHES

Let's think about some touches that we like.

- *Mary has a baby brother. She knows she has to be very gentle with him. Mary loves to hold him. His name is Sam.*
- *On school nights Jason usually goes to bed at 7:30. Jason loves to get a hug from his mom or dad before he goes to sleep.*

Sometimes there are touches we don't like.

- *The girl who sits beside Ann at school is always pulling her hair.*
- *Sometimes, when Ellen's older sister babysits for her, she hits Ellen really hard.*
- *Tom loves to swim with his Uncle John, but gets frightened when Uncle John pushes him under water.*

Let's talk about what you can do if you don't like a touch.

You can say "No" and tell a grown-up. Keep telling until you get help. It may be hard to tell, but you should tell a grown-up as soon as you can.

God loves you very much and gives you special people who will help you to be safe. Those people will help you if someone touches you in a way that makes you feel uncomfortable, or scares you, or hurts you.

Can you name some adults you could tell?

## Role-Play

Divide the class into 2 groups, "Adult" group and "Child" group. The children in the Child group practice telling a child in the Adult Group about a touch they don't like. When you think the children in the Child group have the skill, have them trade sides and the other group practices being a child telling an adult about a touch they don't like.

## Closure

The next time we meet we will talk about secrets.

## HOMEWORK

- HOMEWORK SHEET A1 – "Circle the Safe Picture . . ."
- HOMEWORK SHEET A-2a – "Color Red Squirrel"
- HOMEWORK SHEET A-3 – "Touches we like . . ."
- Role-Play with a Parent "Getting Lost and Getting Help"
- Role Play with a parent "Telling a Grown-up About a Touch You Don't Like"