

## PARENT OVERVIEW OF SAFE ENVIRONMENT LESSON PLAN

**Grade: Fifth Grade**

### OBJECTIVES

The Fifth Grade student will

1. Expand on NO, GO, TELL and articulate a detailed action plan to use when they are in an unsafe situation.
2. Identify up to five adults who they can trust and turn to in times of need and name their location in school/home/community. (Review of Fourth Grade)
3. Define and give examples of assertive behavior. (Review of Fourth Grade)
4. Define bullying and cyberbullying.
5. Provide examples of bullying and cyberbullying and list appropriate Christian responses.

### OVERVIEW OF CONTENT

#### **PART ONE ~ GOD'S LOVE FOR US**

This section of the lesson addresses ideas such as:

- God loves us, created us for love, and made us in His image and likeness
- God calls us to love our neighbors- one way is through showing respect for ourselves and others
- Defining what respect means and looks like

#### **PART TWO ~ UNCOMFORTABLE SITUATIONS**

This section of the lesson addresses ideas such as:

- Sometimes people do not respect our bodies and try and trick us or hurt us. They use bad touches with us and that makes us feel uncomfortable.
- We know when we are not safe because our bodies feel uncomfortable. This is our body's way of saying "something bad is going on". We should listen to our bodies when they tell us something bad is going on.

#### **PART THREE ~ NO, GO, TELL SAFETY RULES**

This section of the lesson addresses ideas such as:

- We have special rules about what to do if someone gives us a bad touch or if we feel uncomfortable – NO, GO, TELL action plan
- Practice NO, GO, TELL and affirming that if we feel unsafe to go tell a trusted adult
- If you tell a trusted adult and they do not believe you, go tell someone else

#### **PART FOUR ~ ASSERTIVE SAYINGS & WAYS TO GET AWAY**

This section of the lesson addresses ideas such as:

- Defining what being assertive means
- Comparing and contrasting assertive and aggressive responses
- Listing some examples of assertive statements to use if you feel threatened, unsafe, or if someone is touching you inappropriately
- Listing other ways we can get away and alert people that something bad is happening and ways to get out of bad or dangerous situation

## **PART FIVE~ BULLYING AND CYBERBULLYING~ PART ONE**

This section of the lesson addresses ideas such as:

- Defining bullying, reasons why people bully, and what bullying looks like
- Defining cyberbullying and what cyberbullying looks like

## **PART SIX~ BULLYING AND CYBERBULLYING ~ PART TWO**

This section of the lesson addresses ideas such as:

- Our responsibility as Christians if we know someone is being bullied is to help them, get help for them, stand up for them, and not join in the bullying
- Many of us have been like a bully by NOT taking action to stop bullying. Standing by or doing nothing as someone gets bullied is assisting the bully.
- Strategies to help us combat bullying
- Four corners game for role playing bullying scenarios

## **PART SEVEN~ BEING A DEFENDER AGAINST BULLIES**

This section of the lesson addresses ideas such as:

- What it looks like and what we might say and do to defend someone who is being bullied
- Linking being a defender of bullies to Jesus' story of the Good Samaritan (Luke 10:29-37)
- Jesus challenges us to always do what is right even when it is the hard choice.

## **PART EIGHT ~ USING GOOD JUDGMENT/INTERNET SAFETY**

This section of the lesson addresses ideas such as:

- Being cautious of strangers also includes strangers on websites, in chat rooms, through emails, or text messages.
- Internet safety rules
  - If you use the computer and someone tries to become friends with you and chat or meet up and you do not know this person, do not talk to them.
  - Don't ever give out your name, address, gender, phone number, pictures of yourself, or any other information to anyone or on any website, even if it is a game or site you like.
  - If anything on the internet makes you feel uncomfortable (something scary or naked pictures or gross images), tell a trusted adult.
  - Always remember that whatever you post on the internet or through your cell phone, including emails, texts, and pictures, will always be stored for others to potentially access. Before you say or do something online think about whether you would want your future employer or parents to read or see it.
- Listing good boundaries or rules to have for internet, video game, and cell phone use which would help prevent you from getting into an unsafe situation.

## **ASSESSMENT MATERIALS**

### **Ask student to**

- Write a paragraph response to a bullying scenario (choice of 3 scenarios).
- Create their personal action plan against bullying.
- Fill in the speech bubbles with sample assertive phrases.
- Draw and decorate a billboard to advertise one rule for internet safety.



# ASSESSMENT RESOURCE COVER PAGE

- Writing assignment about bullying (Resource A)
  - Personal Action Plan Against Bullying (Resource B)
- Assertive Phrases Speech Bubbles (Resource C)
  - Billboard to advertise internet safety (Resource

Name \_\_\_\_\_

## Bullying Paragraph

For each bullying scenario below, write about what strategy you would choose to be the most effective solution. Describe why you chose that strategy.

1. Silvia is constantly teasing Ashley about her weight. She calls her names, poke her with her pencil, and talks behind her back about how she looks. Silvia laughs at Ashley especially during lunch and makes pig noises as she eats. Some classmates laugh, some join in, and some pretend to ignore the situation and not hear the comments being made. Because Ashley is so humiliated and hurt, she has stopped coming to lunch.

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2. Carlos is bothered by Alex. Anytime that Alex happens to be walking near Carlos out at recess, Carlos pushes Alex and says he is "in his way" or "walking too close to him". Carlos never pushes him in the classroom or around any adults, so they don't see this happening. Carlos also gets in Alex's face and threatens him with physical harm if he doesn't move out of the way.

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3. Andy and Ben have recently been harassing Darryl through texts and online. They send him hurtful, threatening text messages. They also have started to post messages on Facebook that mock Darryl. Darryl doesn't know what to do besides block their messages. He is becoming more and more depressed as more people join in the mocking on Facebook. Andy's brother told him that he should stop being so mean to Darryl, but he hasn't stopped.
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## Personal Action Plan Against Bullying

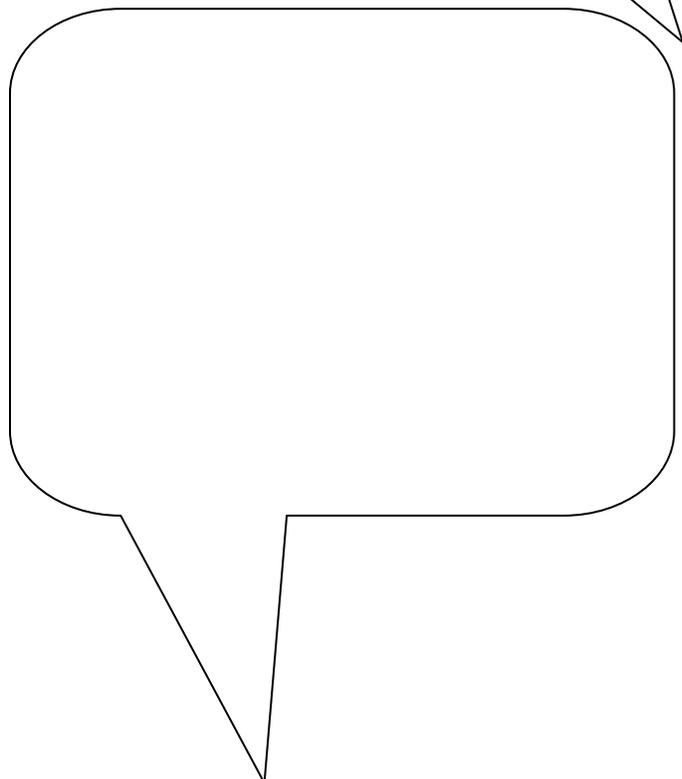
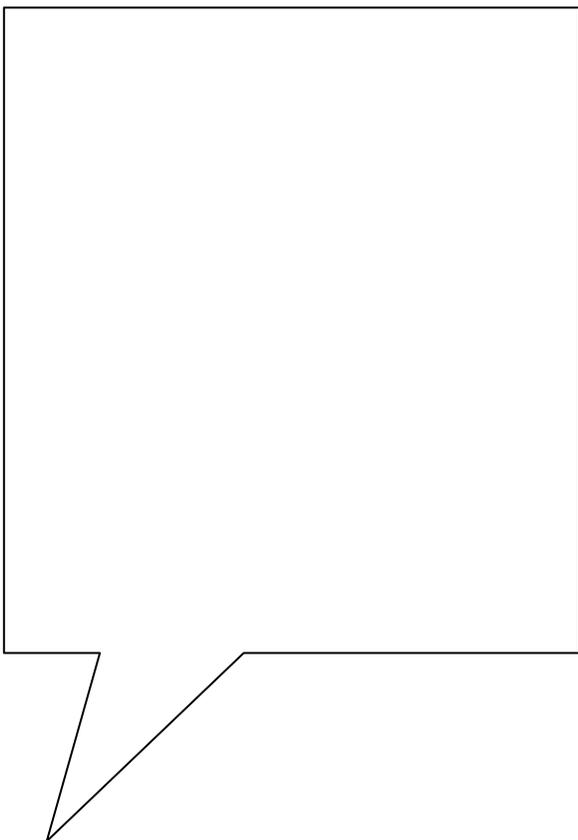
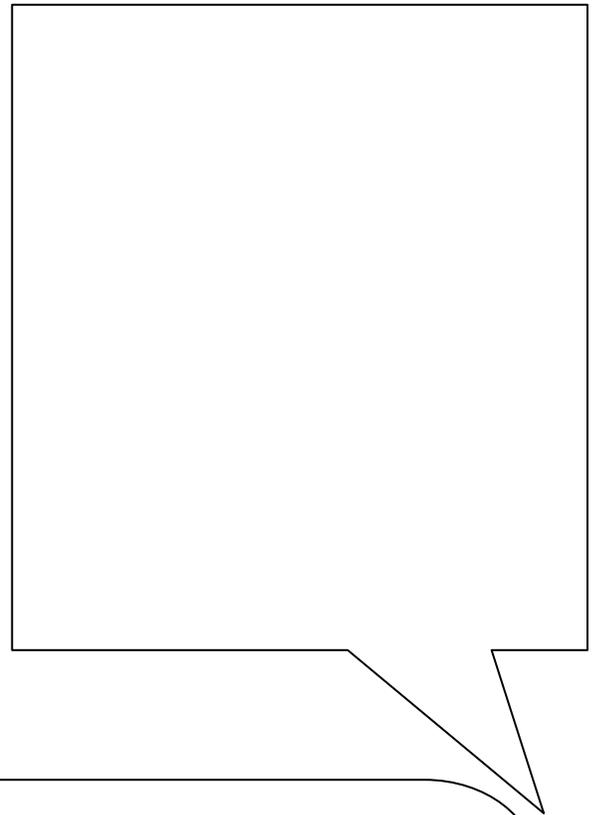
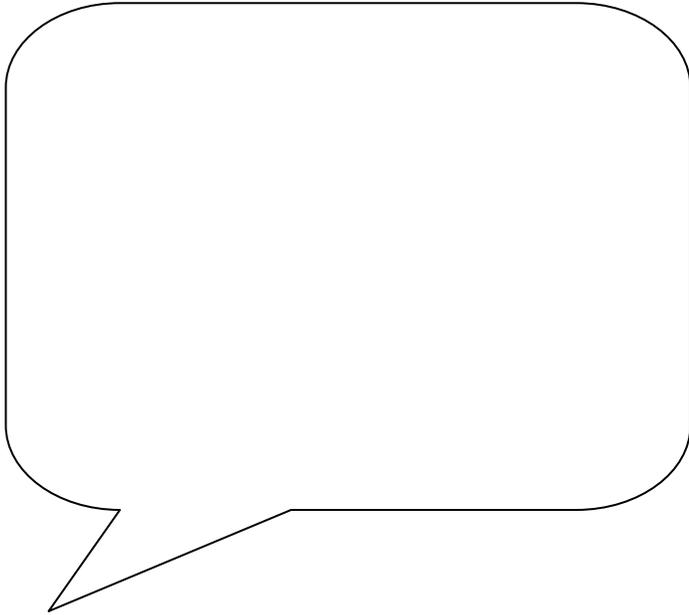
Fill in the chart below with your personal action plan against bullying. Bullying scenario you use can be real or made up.

<b>Describe the bullying situation:</b> Dates, location, who is involved, and details of the bullying	<b>Describe the desired outcome:</b> What would you ideally like to happen? What prevention or safety measures would you like put in place?	<b>Describe what you can do to help:</b> How can you help make this happen? What role do you play in making this happen? How can you help the person being bullied?

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## Assertive Phrases Speech Bubbles

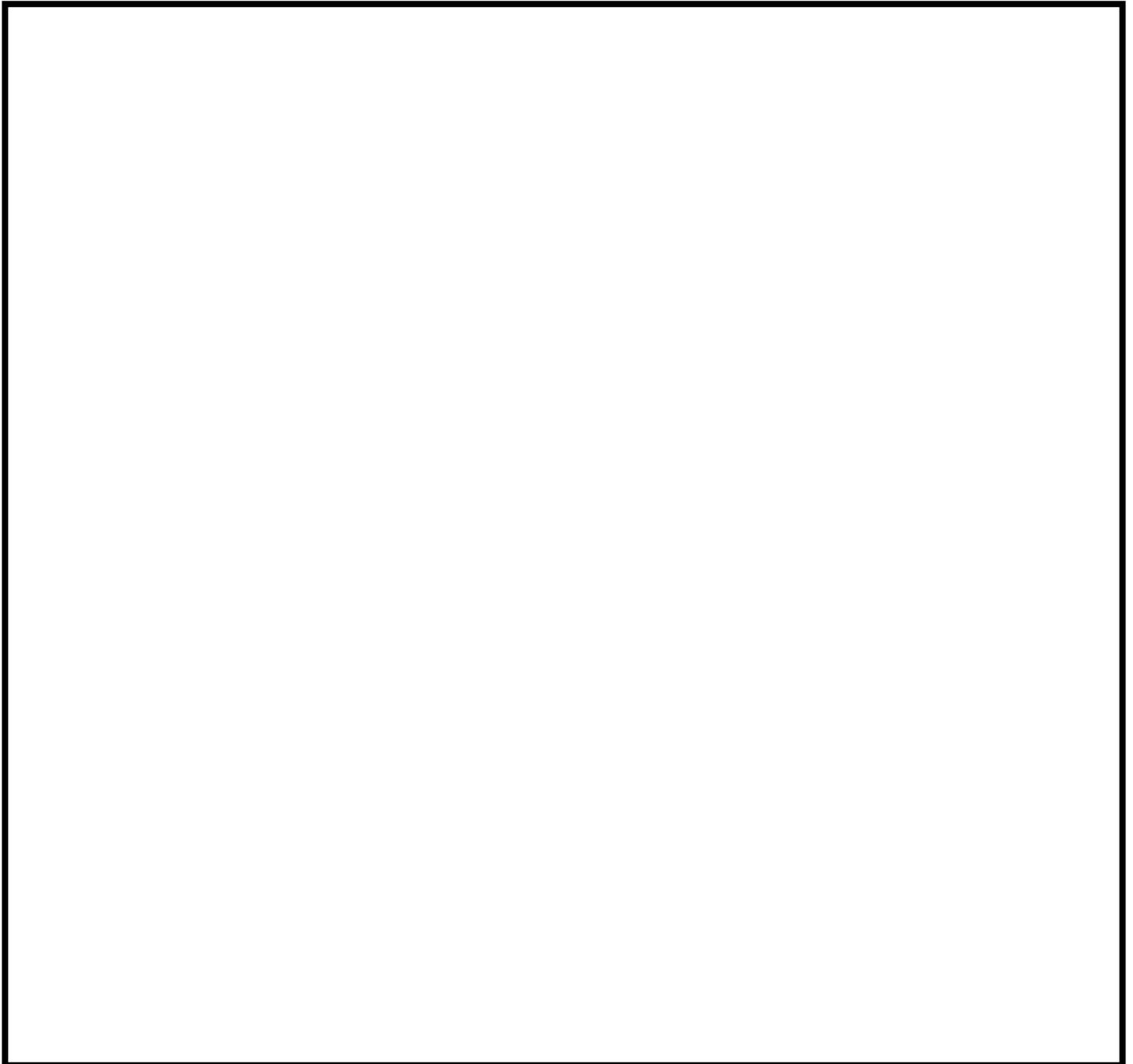
Fill in the speech bubbles below with examples of assertive phrases.



Name \_\_\_\_\_

## **Internet Safety Billboard**

Create a billboard in the box below advertising one rule for internet safety. The billboard must include one slogan, a tagline describing the rule, and illustrations of the rule.

A large, empty rectangular box with a black border, intended for students to draw and write their internet safety billboard. The box is currently blank.