

Grade Four Safe Environment Lesson

Outcomes

The learner will be able to:

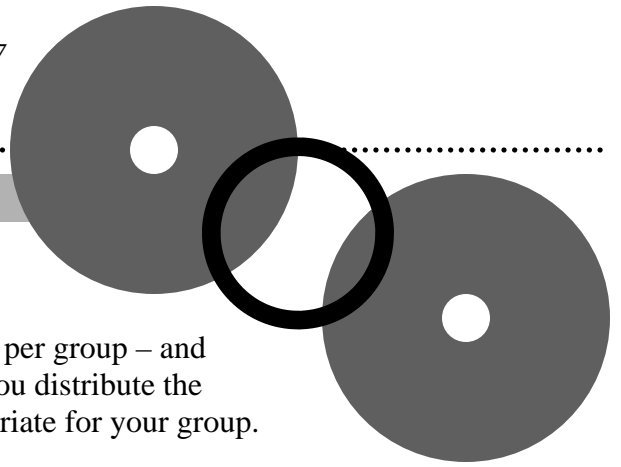
- ✓ Identify potentially dangerous situations.
- ✓ Recognize the difference between tattling and telling.
- ✓ Name situations in which it is appropriate to tell a secret.

Part One

1. Welcome the students and begin by explaining that this lesson is about some things we can do that will help us stay safe.
2. Have the students relate times they have told someone a secret and asked them not to tell. Ask them if they have ever been told to keep something a secret.
3. Discuss with the class the difference between tattling and telling:
 - *Tattling* can be selfish. Usually we tattle because we want to get someone in trouble.
 - *Telling* is to help someone not get hurt or to do the right thing.
 - Some examples:
 1. What if Joey's big brother is beating up on him? Would it be tattling to tell someone about it? (No, because Joey needs help.)
 2. What if someone were stealing your lunch money at school? Would it be tattling to tell your teacher about it? (No, because it is a problem that you need help to solve.)

Gather the following items for this lesson:

- Pencils for each child
- Writing paper for each child
- "Secret or Tell" sheets cut into strips (included-page 5)
- Bible, small table
- Paper candle for each child (included-page 6)
- Large copy or individual copies of closing prayer or song (included-page 4)



Part Two

1. Divide the class into groups of three or four.
2. Distribute “Secret or Tell” papers – one situation per group – and pencils and paper. Review this handout before you distribute the situations and select those that seem most appropriate for your group.
3. Invite the groups to discuss the situation on their slip of paper. Have them decide if this is something they should keep secret or something they should tell. Instruct them to write a brief explanation of why they decided as they did.
4. When they are ready, invite them to present their situation and explanation to the class.
5. After each group presentation, review the scene with the class and make comments. If necessary, make suggestions of alternate ways to deal with the situation.
6. End by summarizing that telling an adult you trust is always the right thing to do, especially if you or someone else is feeling uncomfortable or being hurt. Maybe the class would like to offer some other scenarios that have not been discussed. If time permits, allow the students to introduce the new situations and discuss how to resolve them.

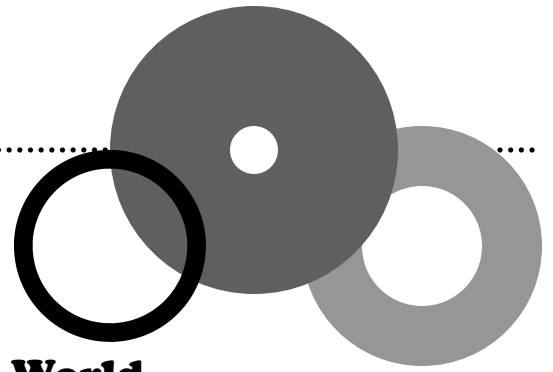
Part Three

Closing Prayer: “We Are the Light of the World.”

Preparation for prayer:

- Distribute a paper candle – one per child.
- Explain that the candles will be part of the prayer.
- Assign or ask for a volunteer to read the Scripture passage.
- Post a large copy, or give each child a copy, of the closing prayer.

PRAYER



We Are the Light of the World

Call to Prayer

Lead the children in a reflection about light being a symbol of God's presence with us and that Jesus is "The Light of the World". Remind the children that when they were baptized their parents were given a candle lit from the Christ or Paschal Candle in church as a sign that the light of Christ is now in them.

Reading Matthew 5: 14-16

Quiet Time

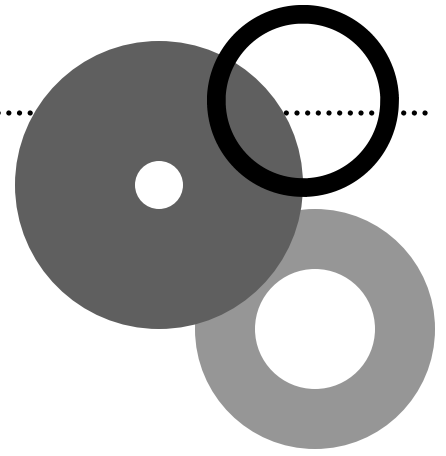
Based on their sharing during the lesson, invite the children to write on their candle one way they will be light for others. When they have finished writing, ask them to place their candle on the table and, if they wish, to say out loud how they are going to be light for others.

Closing Prayer (together)

Loving God, you are the Light that shows us the way to love and care for each other. Thank you for always being with us and keeping us safe. Help us to become more like you. Let your Light shine in us so that with Jesus we can be the light of the world. Amen.

Options for Concluding with Song:

This Little Light of Mine
We Are the Light of the World
We Are Walking in the Light



PRAYER

Loving God,

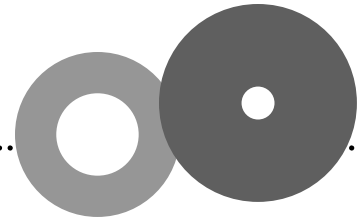
You are the Light that shows us the way
to love and care for each other.

Thank you for always being with us and
keeping us safe.

Help us to become more like you.

Let your Light shine in us so that with
Jesus we can be the light of the world.

Amen.



Review these situations before you distribute them to your group. Choose those that are most appropriate.

SECRET OR TELL??

- Your babysitter had her boyfriend over while she was staying with you. That's against your parents' rules. The boyfriend tells you that it's really okay and for you to keep it a secret.

Secret or tell?

- You and your friend are riding bikes and after you leave her house, she takes off her helmet because she doesn't like wearing it. You know she's supposed to wear it whenever she rides her bike. She tells you not to tell.

Secret or tell?

- Your friend tells you that whenever her older brother stays home with her and her parents are out, he is really mean and hits her a lot. He makes her promise not to tell or it might be worse the next time. She asks you to keep it a secret.

Secret or tell?

- Your friend tells you that he likes a girl in your class. He tells you to keep it a secret.

Secret or tell?

- Your older sister picked you up after school one day. Her friends were in the back seat, and they were drinking beer. Your sister asks you not to tell anyone what her friends were doing.

Secret or tell?

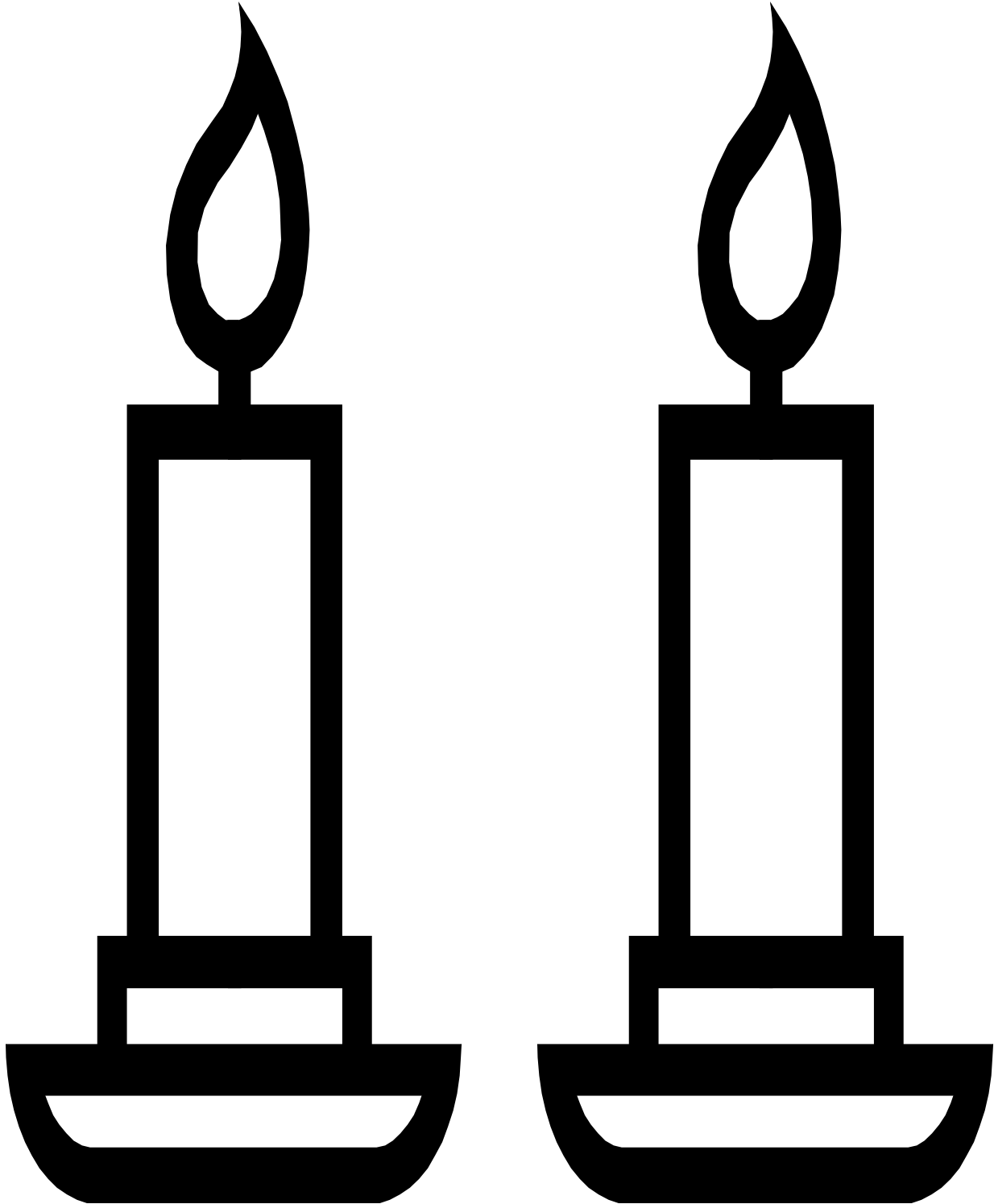
- Your friend invites you to her house for a sleepover. She asks you to keep it a secret because she is not allowed to invite anyone else.

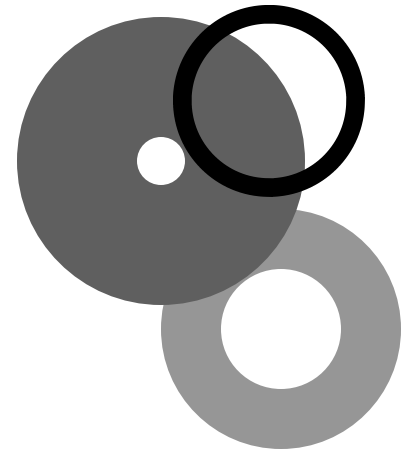
Secret or tell?

- One of your friends tells you about a tickling game that her stepfather plays with her. He tells her to keep it a secret between just the two of them. She asks you not to tell anyone.

Secret or tell?

Grade Four
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Take Home Page

Review with your child the definitions of tattling and telling that we discussed in class. Then use some of the following discussion starters to have a conversation about when to keep a

SECRET OR TELL??

Definitions:

Tattling can be selfish...just to get someone else in trouble.

Telling is to help someone not get hurt or to do the right thing.

- ✓ Initiate the conversation by asking your child to relate some of what they did in class. Do they recall the situation they were asked to discuss and then explain to the class?
- ✓ Encourage your child to give examples of when it is appropriate to tell someone when they feel something is wrong or someone needs help.
- ✓ Help them to identify some people they might tell.
- ✓ Have them practice “telling” someone about a situation. Come up with some examples with your child.