

## FOURTH GRADE: Lesson Plan C

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### Student assessments/reflections:

Teacher:

"We've just learned that we identify safe adults by what they say and do, not who they are. A safe adult is respectful of your feelings, of your body and its private parts, and of the rules. It's possible that someone we know may not behave and talk in ways that make us feel safe and comfortable. Even people we've known for a long time may make us feel bad. It's ok to tell someone if someone you know makes you feel bad because feeling bad is a clue that some bad secret is surrounding this adult. You must give that bad secret to a trusted adult, so they can help you feel better and help the person you feel bad about. You are growing up fast, but adults are still bigger and stronger to handle bad secrets."

### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Everything you were taught can be put into a few words: Respect and obey God! This is what life is all about. God will judge everything we do, even what is done in secret, whether good or bad."

[Ecclesiastes 12:13–14]

"Let us pray" (*pause for silence*).

"O God, you know everything,  
You know the secrets of our hearts,  
whether good or bad.

Guide us to share with trusted adults  
the problems and difficulties we face.

We ask this through Christ our Lord. Amen!"

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### **Learning Objective 3:**

Learn how to respond to situations that make them feel uncomfortable.

Estimated Lesson Time: 30 minutes

### **Materials needed:**

Scenarios, one for each group

### **Activity:**

Teacher:

[Teacher assigns groups of no more than three.] "Now that you are in your groups, you are going to practice good ways to respond when someone says or does something that makes you feel uncomfortable. I am going to give each group a situation, and I want the group to develop a skit showing how the fourth grader in the skit should respond and how that fourth grader can give the bad secret or bad situation to the safe adult in the skit."

Here are the scenarios:

For some groups:

Three characters: A 4th Grader  
Unsafe Adult  
Safe Adult

For other groups:

Three characters: A 4th Grader  
A Bully  
A Safe Adult

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For other groups:

Three characters: A 4th Grader  
A Stranger  
A Safe Adult

Cut the scenarios out, and give one to each group. You can ask that all children participate in groups, or you can ask for volunteers.

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Scenario One:

An adult says he'll give the 4th grader 20 dollars, but he asks the fourth grader not to tell.

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Scenario Two:

An adult offers to buy the 4th grader a video game that the fourth grader's parents don't want him to have.

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Scenario Three:

A bully starts a rumor about a 4th grader that isn't true.

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Scenario Four:

A 6th grade bully dares a 4th grader to break a touching rule. He dares the 4th grader to hit him. For example, "Go on, you baby, hit me!"

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Scenario Five:

As the 4th grader is walking home from school, a car pulls to the curb, and a strange man asks the 4th grader to come to the car to help him with directions.

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Scenario Six:

A 4th grade teacher often talks to one of her students about her (the teacher's) boyfriend, but she tells the 4th grader not to tell.

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### Scenario Seven:

The soccer coach tells one of the 4th grade team members that she is the best player he's ever seen. He thinks that if she'll practice with him on weekends, he can help her get a college scholarship one day. He tells her, though, that she shouldn't tell anyone else that they will be working alone together because they wouldn't understand.

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### Scenario Eight:

A college student and counselor in the after-school care program always want to play with one of the 4th graders. The counselor shows him magic tricks and asks the boy to sit in his lap. He tells the boy that he'll come to the boy's house and do magic tricks for the boy's birthday. But he doesn't want the boy to tell anyone.

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Teacher:

(After skits are performed) "Good job. You've learned a lot about how to tell trusted adults bad secrets and to keep yourself safe in uncomfortable situations. Do you think you would respond this way if someone were bothering you? Why? Why not?"

### **Student Assessment/Reflection:**

Teacher:

"These lessons have shown you many things. First, you've learned that it's possible for you to use your intuition to understand what makes a good friend. Also, you've learned what makes a safe adult and how they can help you overcome a bad secret. Finally, you learned how to tell safe adults if you are in a dangerous or uncomfortable situation."

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### Closing Prayer:

Teacher:

"Let's end our lesson with the Word of God and a word of prayer."

"Don't be afraid of anyone! Everything that is hidden will be found out, and every secret will be known. Whatever I say to you in the dark, you must tell in the light. And you must announce from the housetops whatever I have whispered to you."

[Matthew 10:26–27]

"Let us pray" (*pause for silence*).

"O God, you reveal in the light,

everything that is hidden in the dark.

Deliver us from all our fears

and give us your protection every day of our lives.

We ask this through Christ our Lord. Amen!"

