

## Grade 2 Lesson 1- Safe and Unsafe Requests

### Introduction:

A grown-up or another child may ask you to do something with them or for them. It may be someone you don't know or someone you **do** know very well. Sometimes, someone may ask for help and you might choose to say "Yes." Your instincts or **feelings** tell you it is okay to say "Yes" and that it is safe to help. Trusting your feelings is an important safety rule. If it doesn't feel right then it is probably unsafe.

In other situations you may feel mad, sad, scared or confused. You think that it is **not** okay to do what you have been asked to do. You might have questions that you want to ask. Telling or asking a trusted adult (someone you can go to for help and will protect you) when you are confused or in trouble will help you. If you feel the adult you asked didn't help, you **keep** asking trusted adults until they listen and help you. Asking for help when you are unsure about your safety is another important safety rule.

### Definitions:

- **Common Sense** being able to make good judgments. An example of using common sense is when you **do not** follow someone's directions because you know you must do something else.
- **Trusting Your Instincts** is listening to the warning signs that you feel inside yourself. If it feels right it probably is. If you feel it is wrong, listen to your instincts. It is most likely the wrong thing to do. How does your belly/gut feel?
- **Responsibility** is being able to make smart decisions.

### Watch Lil' Iguana's Be Smart Stay Safe DVD.

Lil' Iguana is a fun loving ten year old who believes that a safe and happy childhood lasts a lifetime. Being the oldest in his group of friends, Lil' Iguana has taken on the responsibility of looking out for others. He is always safe, friendly, polite and willing to lend a helping hand to anyone in need.

Discuss the following questions after the video:

- What does personal safety mean? (Protecting yourself from risky or dangerous situations. Looking out for your own safety).
- Who is responsible for your safety? (you, your parents, your teachers etc.).
- What safety rules do you already know? (fire safety, bus safety etc.).

Introduce the **decision-making process**:

- Identify the problem.
- Think about the choices you have.
- Think about the positive points.
- Think about the negative points.
- Weigh the consequences of your actions.
- Make the best choice for you.

Review important safety steps to follow during the decision making process:

**First Step:**

**Say "NO" to the person with feeling.**

Make sure that your voice sounds like you MEAN it!

**Second Step:**

**Leave the situation without any discussion.**

Teach students to remove themselves from the situation without the worry of being wrong.

**Third Step:**

**Tell a trusted adult as soon as possible.**

Reinforce to students that if they do not get the help they think they need they must continue to ask trusted adults until they get assistance needed.

**Ask students the following questions regarding the yes/no situations below:**

- What choices do you feel you have in this situation?
- What are some of the decisions that you can make?
- Which of these decisions do you think are the best?
- If you need help where do you go?
- What do you do if the person you ask for help will not help you?

Ask the students to respond by raising their hand each time they hear a situation that they would agree to do:

- Picking up your toys.
- Carrying the groceries for your family.
- Clearing away your dishes after dinner.
- Feeding your pet.

Ask the students to respond by raising their hand each time they hear a situation that they would not agree to do.

- Answering the door for a stranger when you are home alone.
- Playing outside without parents and a stranger asks for directions.
- Leaving the classroom without permission.
- Telling a stranger on the phone that you are home alone.
- Helping a stranger who asks you for directions when you are playing alone.