

Lesson 2: The Stoplight Feelings, Touch and Secrets

Sometimes children reveal personal information or details about incidents that, in order to respect confidentiality, need to be handled outside of the group environment. If this happens, tell the child, "Thank you for sharing that, _____. That sounds really important. I will talk to you about that later (at the end of class, at the break, as soon as humanly possible, etc.)." When this happens, be sure you talk to the child at your first opportunity and alert the administration. Remember that you are the responsible reporter in cases of suspected abuse.

This lesson compliments the following Catholic teachings:

- We are all Children of God.
- As Children of God, we are unique and loved by Him
- Jesus teaches us how to love and respect God and others and self
- We are all called to do good.

Lesson Goal

Children will be better able to identify safe and unsafe situations.

Lesson Objectives

Children will be able to:

1. Understand that God does not want or cause bad things to happen to them and that God is with them and for them even when they are hurting or sad.
2. Learn how to recognize when someone comes into their Circle of Grace.
3. Be able to recognize safe and unsafe situations in a person's Circle of Grace.
4. Distinguish between safe and unsafe secrets in a person's Circle of Grace.

Vocabulary

1. **Feelings:** Something I sense inside myself (e.g. angry, sad, happy, afraid, embarrassed, confused, excited, peaceful, etc.) that gives me information about others or myself.
2. **Holy Spirit:** God present with and within me in a special way. The Holy Spirit helps me to remember that I belong to God. The Holy Spirit helps me to experience and live God's love.
3. **Safe:** I am safe when my body and my feelings are respected by me and by others.
4. **Safe Touch:** Touch that respects others and me.
5. **Secret:** A secret is something I know but do not tell.
Safe secret: A secret is safe when it does not hurt others or me.

Unsafe secret: A secret is unsafe when I think that someone, including me, might be hurt or get in trouble if I do not tell.

6. **Signal:** A sign that tells me something may be safe or unsafe. This may be internal or external.
7. **Stoplight:** A traffic light (red, yellow, green) that is a visual signal for keeping vehicles and people safe.
8. **Trust:** Being able to count on someone to help me to stay safe within my Circle of Grace.
9. **Trusted Adult:** A grown-up who helps me to stay safe in my Circle of Grace and to respect others within their Circle of Grace.
10. **Unsafe:** Anything that causes harm to myself or others.

Unsafe touch: Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused.

Materials Needed

1. Large picture of a stoplight with all three colors visible - red, yellow, and green (see the end of Grade 1 lessons)
2. One set of red, yellow, and green circle cards per child the backside of each colored card should be white and the front side red, yellow, or green
3. Feeling Faces Chart is optional to assist with the stoplight activity (see the end of Grade 1 lessons)
4. Completed Happy Face and Sad Face chart from Lesson 1
5. Home Activity Sheet for Parents: The Stoplight (see the end of Grade 1 lessons)

Opening Prayer

Leader calls class to prayer by asking children to quiet down and join in the Sign of the Cross. Then say together,

**Holy Spirit, show us the way.
Be with us in all we think, do, and say. Amen.**

Getting Started

Review

1. *Ask children to stand and demonstrate their Circle of Grace as learned in previous lesson.*
2. *Point to Happy Face and Sad Face chart from Lesson 1. Ask children the following:*
 - a. What did we write on this chart? (Answer: words and actions we like and don't like from others.)
 - b. What were some of the words and actions you liked? Why?
 - c. What were some you did not like? Why?

Suggested comment: Today we are going to continue talking about words and actions that we like and don't like in our Circle of Grace. We will use the stoplight to identify what doesn't belong in our Circle of Grace.

Discussion

1. Show a large picture of a stoplight.
2. Review the meaning of a stoplight by asking:
 - a. Why do we have stoplights? *Pause for answers.* The reason we have stoplights is to protect people and keep them safe.
 - b. What does each color of the stoplight mean? (*Add STOP, BE CAREFUL, and GO AHEAD.*)

Lesson Development

Introduction

The use of the word "signal" (instead of "light") is intentional in order to point to the fact that a "signal" can be both internal and external. A "stoplight", however, is only an external reality.

Most of the time you know what is safe and good to allow in your Circle of Grace. Sometimes, though, you need others who respect your Circle of Grace to help you know what is safe and what is not, people like our parents or teachers. God has given each of us our own kind of signal to keep us safe and protected. Sometimes these signals are called feelings. Our feelings are one of the main ways the Holy Spirit helps to guide us.

Discussion

1. *Continue by saying:* Let's review how the three colors of a stoplight can remind us of the signals God gives us to help keep us safe and protected.
2. **Green signal** - Means GO AHEAD. Some things are definitely safe. Some examples are telling the truth, being kind and respectful, helping others, and caring about others. You are also safe when others respect your body and feelings. Could you name some other things that would always be safe to do or let someone else do with you? (*Leader points out that everything written on the happy face column of the poster would be a green signal word or action.*)
3. **Red Signal** - Means STOP. Some things are unsafe and always mean trouble. Some examples are being mean or bullying, lying, hitting, fighting, etc. Can you help me think of other things that are never good to do or let someone do to you? (*Leader points out that everything written on the sad face column of the poster would be a red signal word or action.*) When this happens, tell someone that you trust, like your mom, dad, leader, or other trusted adult.
4. **Yellow Signal** - Means BE CAREFUL. Sometimes you can't tell if a situation is safe or unsafe. You might feel confused or unsure about it. These are like a yellow signal. It may seem like just a funny feeling in your heart or tummy.

When this happens, tell someone that you trust, like your mom, dad, leader, or other trusted adult.

Activity - Red Light, Green Light

The purpose of this activity is to help children learn how to identify dangerous and unsafe situations, feelings, and touch, but not to scare or shame them. Make sure to give clear and concise reasons why a situation falls into the green or yellow/red signal category. This is because for children, it may be sometimes hard to distinguish between red and yellow situations. The children need to be aware of their internal process of conflicting feelings which they might be experiencing. Children will learn that when possible they should always talk to a trusted adult before acting in a red or yellow situation. **Remind children that there are always adults available to listen and talk. Children only need to ask a trusted adult for the time to talk.**

1. *Give each child a set of red, green, and yellow cards.*
2. *Suggested instructions:*
 - In a moment, I'm going to describe some situations.
 - Please listen very carefully.
 - At the end of each, I'm going to ask you if you think the situation calls for a red signal, a yellow signal, or a green signal. I'll then ask you each to hold up the color card that you think best fits the situation.
 - Then we'll talk about each situation.
3. *Read each situation aloud. Make sure to vary the order in which the green, red, and yellow situations are read.*
4. *After reading a situation, give children a moment to think and then ask them to hold up a red, green, or yellow card. Some situations, though clearly red to adults, may be unclear (yellow) from a child's perspective. This activity will help children identify their own confusing feelings and to understand that they should talk to a trusted adult. Allow time for children to discuss their feelings connected with these situations.*
 - a. GREEN SITUATIONS
 - Your mom or dad gives you a hug when you are sad (*loved, comforted*).
 - You are at the doctor and your mom is with you. The doctor checks your body to make sure it is healthy (*safe, secure, embarrassed*).
 - You see your friend crying and you ask if you can give her/him a hug (*sad, caring*).

- Your grandmother/grandfather wipes your tears when you fall down and hurt yourself (*loved, comforted, safe*).
 - You tell the leader when you accidentally break something in your classroom (*embarrassed, sorry, guilty, happy that you told*).
- b. YELLOW/RED SITUATIONS (Always talk to a trusted adult.)
- You are walking home from school and someone you don't know well offers to give you a ride home (*cautious, scared*).
 - Your big brother's friend wants you to watch a movie your mom or dad told you not to watch (*worried, afraid of getting into trouble*).
 - You push someone out of line so you can be first (*mad, selfish*).
 - You are playing at the neighborhood park. A man/woman who has said, "Hi," to you a few times comes up and asks if you can help find his lost puppy (*sad, anxious*).
 - You are at a family party. Someone asks you to sit on his/her lap, but you don't want to (*pressured, mad, unsure*).
 - Your friend's big brother/sister wants you to do something you don't want to do (*pressured, confused*).
 - An older relative wants to kiss or hug you, but you don't like it because he or she smells funny (*confused, impolite, "icky", etc.*).

Sometimes secrets can even give us a funny feeling in our heart or tummy. A safe secret is one that does not hurt others or me. A secret is unsafe when I think that someone, including me, might be hurt or get in trouble if I do not tell. A good way to decide if a secret is safe or unsafe is to ask ourselves, "Can this secret hurt me or someone else?"

- I am going to read some more situations that have a secret.
- Please listen very carefully.
- At the end of each, I'm going to ask you if you think the situation calls for a red signal, a yellow signal, or a green signal. I'll then ask you each to hold up the color card that you think best fits the situation.
- Then we'll talk about each situation.

5. *Situations: (Be sure to vary the order in which the green, red, and yellow situations are read.)*

GREEN

- Your friend tells you, "I think Joey is cute," and tells you to keep it a secret (*special, trusted*).
- Your dad is planning a surprise birthday party for your mom (*happiness, excitement, anticipation*).
- Your parents plan to get a puppy but don't tell you until they bring it home (*surprised, loved*).

YELLOW/RED (Always talk to a trusted adult.)

- Your friend throws a ball and it accidentally breaks the neighbor's window. The friend asks you not to tell (*guilty, afraid of punishment*).
- An adult asks you to go with him without asking permission from your parents. He/she tells you that your parents won't care if you go with him/her, but "Don't tell your parents about our visit. They won't understand," (*unsure, funny feeling in your tummy or heart, curious*).
- Someone touches you in a way that you don't think is safe - even if the person says it is safe and says, "This special time is between you and me," (*funny feeling in your tummy, confused, etc.*).
- Your friend tells you, "I stole money from mom's purse/dad's wallet to go get some candy for us. Don't tell her/him," (*confused, worried, maybe excited*).
- Someone acts like your friend but then tries to get you to do something you don't want to do because you know it is wrong or because it makes you feel confused or funny. They say, "If you tell, I will tell everyone that this was your idea," (*confused, funny feeling, trapped*).
- Someone tells you that you will get into trouble if you tell your mom and/or dad (leader, or other) (*afraid of punishment*).

6. *After each situation is read, ask a few volunteers to explain why they chose the color card they did. Also, allow time for children to discuss their feelings connected to each situation.*

7. *If children are unsure, wrong, or you are seeing more than one color card held up for a given situation, stop and ask the following questions:*

- What do you think your mom or dad, leader, or pastor would say about this situation?
- Would they think it is a red, green, or yellow signal? Why?
- How do we know if something is a red, green, or yellow signal situation?

Wrapping Up

1. *Review these definitions of feelings with the children.*
 - a. They are not right or wrong, good or bad.
 - b. They may be God's signals about what is going on in our lives.
2. *We have talked about these situations as green, red, and yellow to help children know how to respond and how to recognize their feelings as a way of deeper listening.*
3. *In Lesson 3, they will learn that sometimes they need to talk to trusted adults to help them understand the meaning of these signals.*

Closing Prayer

**Thank you, God,
for always being with me in my Circle of Grace.
Thank you for the gift of the Holy Spirit
who helps me know what is good.
Thank you for giving me people who care about me
and want me to be safe.
Amen.**

(Optional) Tell the children you will close by singing a song called "This is Holy Ground" or "Prayer for Peace" or other appropriate song.

Lesson 3

Safety Plan

Sometimes children reveal personal information or details about incidents that, in order to respect confidentiality, need to be handled outside of the group environment. If this happens, tell the child, "Thank you for sharing that, _____. That sounds really important. I will talk to you about that later (at the end of class, at the break, as soon as humanly possible, etc.)." When this happens, be sure you talk to the child at your first opportunity and alert the administration. Remember that you are the responsible reporter in cases of suspected abuse.

This lesson compliments the following Catholic teachings:

- We are all Children of God.
- As Children of God, we are unique and loved by Him
- Jesus teaches us how to love and respect God and others and self
- We are all called to do good.

Lesson Goal

Children will demonstrate how to take action if boundaries are threatened or violated.

Lesson Objectives

Children will be able to:

1. Understand that God does not want or cause bad things to happen to them and that God is with them and for them even when they are hurting or sad.
2. Understand that God wants them to do what they can to take care of themselves.
3. Name three trusted adults (in addition to their parents) whom they could seek out for help.
4. Learn and role-play the skill of "How to Ask for Help".

Vocabulary

1. **Trust:** Being able to count on someone to help me stay safe within my Circle of Grace.
2. **Trusted adult:** A grown-up who helps me to stay safe in my Circle of Grace and to respect others within their Circle of Grace.

Materials Needed

1. Whiteboard or chalkboard
2. Construction or coloring paper for each child
3. Markers or crayons for each child
4. Create one large Skill Poster of “How to Ask for Help” with following steps (see the end of Grade 1 lessons):
 - a. Look at the person.
 - b. Say, “I need to tell you something important.”
 - c. Clearly describe the problem.
 - d. Thank the person for helping you.
5. Trusted Adult Parent Activity Sheet (see the end of Grade 1 lessons)

Opening Prayer

Leader calls the group by asking children to quiet down and join in the Sign of the Cross. Then say together,

**Holy Spirit, show us the way.
Be with us in all we think, do, and say. Amen.**

Getting Started

Review Vocabulary

1. **Children of God:** All people. We are all made by and loved by God.
2. **Circle of Grace:** The love and goodness of God that always surrounds me and all others.
3. **Feelings:** Something I sense inside myself (e.g. angry, sad, happy, afraid, embarrassed, confused, excited, peaceful, etc.) that gives me information about others or myself.
4. **Grace:** The gift of God’s goodness and love to help me live as his child.
5. **Holy:** Special because of a connection with God.
6. **Holy Spirit:** God present with and within me in a special way. The Holy Spirit helps me to remember that I belong to God. The Holy Spirit helps me to experience and live God’s love.
7. **Respect:** Being kind to others and doing what’s best for myself and others because I honor all people as Children of God.
8. **Safe:** I am safe when my body and my feelings are respected by me and others.
9. **Safe Touch:** Touch that respects me and others.
10. **Secret:** A secret is something I know but do not tell.
Safe secret: A secret is safe when it does not hurt others or me.

Unsafe secret: A secret is unsafe when I think that someone, including me, might be hurt or get in trouble if I do not tell.

11. **Signal:** A sign that tells me something may be safe or unsafe. This may be internal or external.
12. **Stoplight:** A traffic light (red, yellow, green) that is a visual signal for keeping vehicles and people safe.
13. **Symbol:** A picture or object that stands for something else.
14. **Trust:** Being able to count on someone to help me to stay safe within my Circle of Grace.
15. **Trusted Adult:** A grown-up who helps me to stay safe in my Circle of Grace and to respect others within their Circle of Grace.
16. **Unsafe:** Anything that causes harm to myself or others.

Unsafe touch: Touch that is disrespectful and hurts, scares, or makes me feel uncomfortable or confused.

Review

1. *Show children the Circle of Grace Symbol.*
2. *Tell the children:* This is a symbol for our Circle of Grace. It reminds us that God loves us and His love is always around us. Everyone has a Circle of Grace.
3. *Show a large picture of a stoplight.*
4. *Review the meaning or purpose of a stoplight by asking:*
 - a. Why do we have stoplights? The reason we have stoplights is to protect people and keep them safe. Sometimes people say or do things that make us feel funny in our heart or tummy. That funny feeling tells us that we need to get help from a trusted adult. The Holy Spirit is guiding us to help keep us safe.
 - b. What does each color of the stoplight mean? (*Add STOP, BE CAREFUL, and GO AHEAD.*)

Lesson Development

Introduction

1. Today we are going to learn what to do if someone comes into your Circle of Grace without your permission or does something that makes you feel unsafe.
2. *Write "Trusted Adult" on the board.*
3. We just reviewed all the new vocabulary words that we've learned in the past few lessons. Today, our focus is on a term that we already know - "Trusted Adult".
4. Let's review what "Trusted Adult" means.
5. *Allow a few responses.*
6. A Trusted Adult is a grown-up who helps you to stay safe in your Circle of Grace and to respect others within their Circle of Grace. Examples of Trusted

Adults, other than your parents, could be a teacher, a neighbor, an aunt, or uncle, your grandparent, church leader, or a family friend.

7. How do you know you can trust someone?
8. *Allow a few responses.*
9. You know someone is trustworthy when they help you to be safe, when they tell the truth, and when they are there for you in good times and bad.

An adaptation using a hand puppet to interact with the leader and children during the Activity, Skill Introduction, and Role-Play Introduction is provided at the end of the Grade 1 lessons.

Activity - Identifying My Trusted Adults

1. Can anyone name a person who loves you and helps you to stay safe? *Encourage the children to name adults in addition to their mom and dad.*
2. *List children's responses on the board.*
3. These are people whom you can ask to help you if you are unsafe or confused. We call these people Trusted Adults.
4. *Give each child a piece of paper and crayons or markers.*
5. *Instruct the children to think of one or two Trusted Adults besides mom or dad whom they could ask for help.*
6. Tell a person next to you the names of the Trusted Adults that you picked.
7. Draw a picture of each of your Trusted Adults. *Remind children that mom and dad may be trusted adults even if they are not in the picture.*
8. *Attach the drawing to the Home Activity Sheet for parents for lesson 4. (See the end of Grade 1 lessons.)*
9. *Instruct the children to have their parents sign the Home Activity Sheet.*
10. *Remind the children to bring the home activity sheet back to the classroom next week.*

Skill Introduction

How to Ask My Trusted Adult for Help

Ask the class to brainstorm a list of Red Signal or Yellow Signal times when they might need to talk to or ask a trusted adult for help. Write their suggestions on the board.

1. *Post the adapted skill poster "How to Ask for Help". (See the end of the Grade 1 lessons.)*
 - a. Picture an eye
 - b. Picture of a child speaking/mouth
 - c. Picture of "?"
 - d. The words "Thank You"
2. Skill steps are:
 - a. Look at the person. (Picture of an eye)
 - b. Say to the person "I need help. I do not feel safe." (Picture of a child speaking/mouth)
 - c. Tell the person what is wrong, why you don't feel safe. (Picture of "?")

- d. Tell the person, "Thank You." (Words "Thank You")
3. This is how we ask for help. You can use these steps whenever you need to ask anyone for help. Today we are going to practice how to ask for help from your parents or a Trusted Adult.

Role-Play Introduction

Remember, according to research we remember 5% of what we hear and 90% of what we do. Allowing children to role-play greatly increases their chances of remembering what to do when a real problem arises.

1. *Explain:* Role-play is a way to practice something new.
2. *Select one of the situations from Skill Introduction that the children think they might need to talk to or ask for help for a trusted adult.*
3. Today we are going to practice asking for help when...(situation). (*Example:* Today we are going to practice asking for help when someone wants me to get in their car and I don't think my mom and dad want me to.)
4. *Ask the children to brainstorm ideas of how they would tell a trusted adult they felt unsafe. Encourage the children to clearly describe why they feel unsafe. Examples: "My mom told me to wait for her." "We might not go straight to my house." "I don't know him." "I feel anxious around them."*
5. *Have the children practice with the leader role-playing the trusted adult. This role-play activity may be done individually or as a large group.*
 - a. *Children look at the leader.*
 - b. *Children say aloud: "I need your help. I don't feel safe."*
 - c. *Children say aloud: "Please help me because..." (Example: Please help me because I don't think my mom or dad want me to go with her. I don't know her.)*
 - d. *Children say aloud: "Thank You."*

Wrapping Up

1. *Direct children's attention back to the "How to Ask for Help" Skill Poster.*
2. *Ask children to repeat the steps for "How to Ask for Help".*
3. *Encourage children to pray for and/or write a note of thanks to each of their Trusted Adults.*

Closing Prayer

**Thank you, God,
for always being with me in my Circle of Grace.
Thank you for the gift of the Holy Spirit
who helps me know what is good.
Thank you for giving me people who care about me
and want me to be safe.
Amen.**

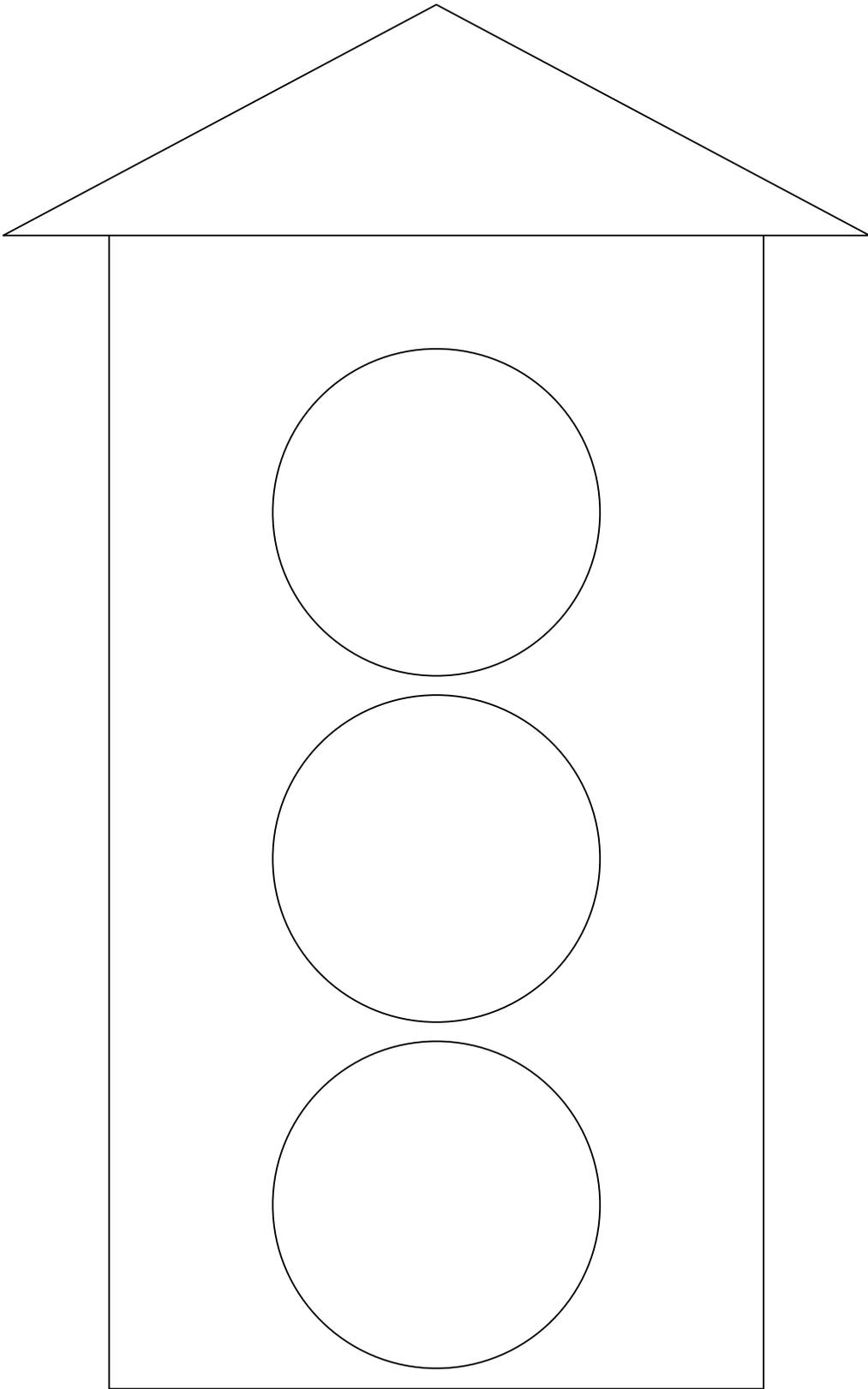
(Optional) Tell the children you will close by singing a song called “This is Holy Ground” or “Prayer for Peace” or other appropriate song.

Hand Puppet Adaptation

1. *Use a hand puppet to interact with the leader and children during the lesson activity, skill introduction, and role-play introduction.*
2. *Activity Adaptation: The leader asks children to name a person who loves them and helps them to stay safe. The leader prompts the children by having the hand puppet respond appropriately. The leader affirms the hand puppet’s responses.*
3. *Skill Introduction Adaptation: The leader reviews the adapted skill poster “How to Ask for Help” with the hand puppet. The hand puppet models the skill steps for the children and asks the children to practice the steps with it.*
4. *Role-Play Adaptation: Using one of the situations provided, the hand puppet role-plays the appropriate skills to use when asking for help. Children may also give their suggestions to the hand puppet as to how the hand puppet should ask for help. The leader may also have the children use the hand puppet to role-play the appropriate skills.*







Feeling Faces Chart



Embarrassed



Frustrated



Happy



Lonely



Loved



Mad



Sad



Nervous



Proud



Relaxed



Scared



Stressed

Feeling Faces Chart/No Labels





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Lesson 2

The Stoplight: Home Activity Sheet for Parents

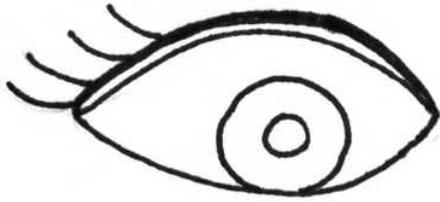
The goal of Lesson 2: The Stoplight - Feelings, Touch, and Secrets is to help children identify safe and unsafe situations/secrets. The children are now better able to understand that God does not want or cause bad things to happen to them, to understand that God is with them and for them even when they are hurting or sad. They will be able to identify when someone comes into their Circle of Grace and to recognize safe and unsafe touch in a person's Circle of Grace.

In this lesson, we use the analogy of a stoplight to connect a green signal with safe situations, a red signal with unsafe situations, and a yellow signal with situations in which a child might feel confused or unsure. Sometimes it is hard for a child to distinguish between the yellow and red situations. When that happens, children need to talk to someone they trust like their parents, leader, or other trusted adult. Learning to be more aware of these signals helps children recognize them as one of the main ways the Holy Spirit helps to guide us.

It is important for you as parents and guardians to reinforce this lesson at home with your child. You are encouraged to talk with your child about real situations in his or her everyday life and invite your child to identify whether the situations are green (GO AHEAD, this is safe), red (STOP, this is unsafe, always talk to a trusted adult before acting), or yellow (BE CAREFUL, always talk to a trusted adult before acting).

Your support of the Circle of Grace Program is essential and very much appreciated as we strive to provide the safest possible environment for our children.

How to Ask for Help



Thank You

Lesson 3

The Trusted Adult: Home Activity Sheet for Parents

The goal of Lesson 3: In this lesson, we ask children to name and draw a picture of trusted adults (in addition to their parents). Please ask your child to show you this drawing. If your child names someone you find inappropriate, please help him/her to identify someone else.

Please contact these individuals to let them know you and your child have identified them as trusted adults. This can be done in person, by phone, or a letter. (Letter-writing is a fun activity you can do with your child.) Being identified as a trusted adult will most likely make them feel honored as well as alert them to your safety plan for your child.

Please have your child return the drawing with your signature as a confirmation for us that you received this information and discussed it with your child. Please call the parish office if you have questions.

Thank you for your cooperation!