

**Lesson 4 for Grades K - 2**

**Partnering with Parents & Guardians for Safety:**  
*Secrets, Surprises and Promises*

**PRINCIPLE**

Children must learn how to respect their own health and safety, and that of others, by understanding the safety rules about secrets. They have a right to be safe, and they are allowed to create boundaries to protect themselves in situations that cause discomfort or violate the safety rules.

**CATECHISM / SCRIPTURE**

*“Do not be afraid of them, for I am with you to deliver you, says the LORD.”* —  
Jeremiah 1:8, New Revised Standard Version of the Bible (NRSV)

**OBJECTIVES**

After lesson 4, children should be able to:

- Identify the boundary differences between secrets, surprises, and promises
- Understand the safety rules with regard to secrets and promises
  - Say “No!” when someone tries to touch them in an unsafe or uncomfortable way.
  - Try to get away from the situation
  - Tell an adult as soon as possible
- Begin to understand that if anybody does make them keep a secret, gives them an unsafe touch or shows them inappropriate material, it isn't their fault
- Understand boundaries can apply for Online activities

**Background for Parents and Guardians:**

In preparation for teaching this lesson and to lead the activities, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Before sitting down with your child(ren) and beginning the activities, read through this entire lesson and view the video. Choose the activities that you are most comfortable with first and gradually moving to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. These activities are intended to empower young people to think about safety issues with you as their partner.

**Considerations for the age groups—**

Young children have lively and vivid imaginations, are growing less self-centered, and are becoming more conscious of others. Their attention span is short. They build on concrete experiences, love to learn, and are highly inquisitive. They rely on others to define good and bad, and safe versus unsafe behavior—but they do understand “rules”. Children need an environment where children are free to ask questions about life and their own bodies.

**Activity #1: Introductory Video**

**Directions:** View and discuss the introductory video with your child. The introductory video for all grades is designed to open a simple discussion with children about personal boundaries and touching safety. The video is approximately six minutes long and is neither created nor intended as a substitute for the activities. It's merely an intro designed to “break the ice” and assist the transition into completing the interactive Lesson Activity options. It can be used in to introduce any of the following activities. Discussion and practice are the critical components needed to teach children how to protect themselves. They learn best by “doing”; not just listening or watching.

Grades K-2 Video links:

English K – 5: <https://www.youtube.com/embed/As5weSqt9Jw>

Spanish K – 5: <https://www.youtube.com/embed/-ELCTmNKsw4>

**Activity #2: Review and Discuss Vocabulary words in an age-appropriate way with your child**

**Private body parts**—those body parts covered by a bathing suit.

**Rules**—a prescribed guide for conduct or action. We follow the rules to make sure we are safe—just like how we have a seatbelt rule to keep us safe in the car, or the safety rules before we cross the street. [For example, teach the child a simple rule for what to do if someone tries to touch him / her in an unsafe way, which is to say “No!”, try to get away, and tell an adult as soon as possible.]

**Boundaries**—the limits that define one person as separate from another or from others. There are boundaries you can see (like a fence around a yard) and boundaries you can’t see with your eyes (like the comfort zone around us that we call our “personal space”). Boundaries vary depending on the relationship with the other person. For example, a boundary between a child and a grandparent is different than the boundary between a child and a teacher or coach.

**Saying “No”**—to say “no” means to refuse, deny, reject or express disapproval of. This word is used to express a boundary and communicate that you do not want something to happen or continue. [Let children know it’s OK to say “No” to an adult if they make you feel scared or uncomfortable, or if they touch your private body parts.]

**Safe friends and safe adults**—safe people won’t hurt you without a good reason and won’t intentionally confuse you. They listen to and consistently respect boundaries, and follow the rules. [Explain that a child may have many safe friends and adults. Give children examples of adult behavior that could hurt them, but may be necessary for the child’s safety, i.e. medical exams, vaccinations, throat swabs, removing splinters, stopping a child from running into the road, etc.]

**Unsafe friends and unsafe adults**—unsafe friends and unsafe adults put a child at risk for emotional, spiritual and physical harm. These are people who place a child in danger for their own purposes without concern for the welfare of the child. They also do not consistently listen to the parents’ wishes or the child’s boundaries. [Tell children we can know when someone is unsafe if they do not follow the rules or listen to our boundaries.]

**Secret**—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable, fearful or sad. Secrets also send the message to children that they, or someone else, will get into trouble if the secret is shared [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children it’s wrong for an adult or another child to ask to keep a secret about safety—especially unsafe touches—because that’s a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of “telling”.]

**Surprise**—Surprises are typically happy. They cause feelings of happiness and joy. They are exciting, and temporary— meaning they will be revealed within a specific timeframe. As surprises are usually fun, they include activities like birthday surprises, gifts, trips and special treats. Surprises are inclusive and meant to be shared with others.

**Problem**—Problems can be big and small; they can be small, little things like puzzles or big things like emergencies—and often need to be solved. They can involve fears and emotions. Sometimes we put boundaries in place to prevent problems, or to be more prepared for them. Whenever we have a problem that we don’t know how to solve, we should talk to a safe adult for help. If we have problems about safety issues, boundaries and secrets, we definitely need to talk to a safe adult. [For example, a house fire is a big problem for everyone who lives there, and for the people who live near that house. It’s a problem because it’s unsafe, and it could hurt people. When a house is on fire, help is needed right away. How do we get help with the problem of house fires? As soon as it’s safe, we “stop, drop and roll”, try to get out and call 911, and the fire department comes to help us fix the problem of the fire that’s too big to fix on our own.]

**Threat**—When someone threatens you, they are stating that they are going to hurt, injure, damage or do something dangerous if you don’t do what they want you to do. You never have to listen to threats, but you should be prepared in case you experience them. [For example, someone might threaten you and say if you tell about an unsafe secret, they’re going to hurt you someone/something you know, and that you’re going to get into trouble. When you hear someone threaten you about an unsafe secret, that is when we definitely need to tell a safe adult.]

**Promise**—When you make a promise, you are declaring that something specific will happen—that you will either “do” or “not do” something. Promises can be good! But, we should never make promises about keeping quiet regarding unsafe secrets.

**Activity #3: Boundaries**

**Activity:** The purpose of this 2-part activity is to create an activity for your child using discussion and music to help them better understand appropriate boundaries regarding unsafe secrets, and the importance of communicating them to a safe adult.

**Directions:** The Lesson Leader should review the Key Vocabulary words located in Activity 2. For the lesson itself, you'll be inviting your child with you, where you'll lead a discussion about secrets and surprises. Then, you'll teach your child the introductory song below to the tune of, "*Mary had a little lamb*" along with dance movement.

**Directions:** **Discussion: PART I. Lead a discussion about the following items:**

**Say:** There are big differences between secrets and surprises.

**Say:** Unsafe secrets are supposed to be kept hidden and aren't meant to be told. They keep other people in the dark, and can make us feel scared or uncomfortable, or sad. They also sometimes involve situations where someone will get into trouble if the secret is shared. Sometimes people have problems, and try to keep their problems secret from others—but that could hurt people. Problems should never be a secret, and neither should there be secrets about safety rules!

**Note:** In this activity, it's important for the Lesson Leader to acknowledge that there are adults and children who do have good intentions, who attempt to make children keep secrets without realizing that they might be dangerous. All types of secrets are dangerous because they might condition children to keep secrets from unsafe people. With this in mind, be sure not to vilify anyone who does ask to keep a secret, and instead stress the importance of always taking that information to a safe adult. Remember that there will be children who have already promised others to keep secrets, and they should not be made to feel guilty or ashamed about this.

**Say:** Surprises, on the other hand, are happy and joyful. They're temporary, and meant to be shared with others, like when we have a surprise party, when we buy a special present for someone's birthday, or if we've made a special desert for someone because they did a good job. These can always be shared with safe adults.

**PART II. Ask the children to listen carefully as you introduce a song to them that will have a familiar tune.**

**Leading the sing-along:** Tell your child that you're going to sing a line of the song and ask them to sing the lyric line the same way after you finish. Teach your child the song lyrics while they are sitting.

The song should be sung to the tune of "*Mary Had a Little Lamb*." Here's the example of the first section. The rest of the lyrics/verses are shown below.

Lesson Leader: *Secrets are unsafe to keep, unsafe to keep, unsafe to keep*

Children repeat: *Secrets are unsafe to keep, unsafe to keep, unsafe to keep*

Lesson Leader: *Secrets are unsafe to keep, they can be sad and hurt.*

Children repeat: *Secrets are unsafe to keep, they can be sad and hurt.*

**Say:** Boundary safety involves rules like when we tell a safe adult when we're uncomfortable or scared, and how we tell a safe adult right away if someone tries to touch or see our private parts. Knowing about secrets is an important part of our boundary safety rules. When it comes to your safety and the boundary rules, it's not OK to keep secrets.

**Say:** There are some adults and children who will ask you to keep unsafe secrets. If someone tries to make you keep a secret, it's important to tell a safe adult. Unsafe secrets are not OK to keep, and we have to tell a safe adult.

**Note:** You could also utilize an electronic instrumental version of the song by searching the Internet. An instrumental soundtrack for this song will help your child learn the words with music and movement.

**Talk to your child about secrets and ask them the following questions while gently guiding the answers:**

**Ask:** Do you know what a secret is?

**Answer:** A secret is something that is intended to never be told. They're unsafe, especially when they have to do with our boundary safety rules. Boundary safety involves rules like when we tell a safe adult when we're uncomfortable or scared, and how we tell a safe adult right away if someone tries to touch or see our private parts. Knowing about secrets is an important part of our boundary safety plan, because they impact our safety.

**Ask:** What are some of our boundary and safety rules?

**Answer:**

- Say "No!" if someone shares unsafe or inappropriate material/images
- Try to leave the situation if possible
- Tell a safe adult as soon as possible if you're scared, uncomfortable, or if someone tries to touch your private parts

**Ask:** When it comes to your safety and the boundary rules, is it ever OK to keep secrets about them?

**Answer:** No

**Have a Dancy party:** Ask your child to stand and sing the song above while they walk around the room. Clap twice quickly at the end of each verse. For each verse they sing, have them jump to switch directions during the final two claps, and continue to switch back and forth until the song is complete. You can also invite them to come up with their own dance moves for each verse (i.e., wag your finger for the first verse, thumbs up for the second verse, a cheering motion for the last phrase of the third verse, etc.).

**Below is the full song (to the tune of "Mary Had a Little Lamb").**

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|---|--|
| <p>I.    <i>Secrets are unsafe to keep,<br/>Unsafe to keep,<br/>Unsafe to keep.<br/>Secrets are unsafe to keep,<br/>They can be sad and hurt.</i></p> | <p><i>Since secrets are unsafe to keep,<br/>Instead we do surprises!</i></p>   |
| <p>II.   <i>(It's) OK to tell a safe adult,<br/>Safe adult, safe adult.<br/>(It's) OK to tell a safe adult,<br/>Whenever we're unsure.</i></p>        | <p>IV.   <i>They're temporary, fun and shared,<br/>Fun and shared,<br/>Fun and shared—<br/>Temporary fun and shared,<br/>Safe to have surprises!</i></p> |
| <p>III.   <i>Since secrets are unsafe to keep,<br/>Unsafe to keep, unsafe to keep</i></p>   | <p>V.    <i>Always tell a safe adult,<br/>When scared or uncomfortable,<br/>Always tell a safe adult,<br/>Whenever you need help</i></p>                 |