

Primary Level, Grades K, 1, 2 (ages 5 to 8 years)

Lesson Plan 2: Safe Friends, Safe Adults, and Safe Touches

Getting started with Lesson 2:

Principle: Children must respect their own health and safety and the safety of others.

Scripture: *Make sure that no one captivates you with the empty lure of a 'philosophy' of the kind that human beings hand on, based on the principles of this world and not on Christ. — Col. 2:8*¹

Saint: Our featured Saint for this lesson is Nicholas of Myra. Please review the instructor's information and be prepared to provide your students with the handout that discusses the life of St. Nicholas and the role model he provides us with regard to this lesson about Safe Friends and Safe Adults.

Catechism: *Respect for the human person considers the other "another self." It presupposes respect for the fundamental rights that flow from the dignity intrinsic of the person. — #1944*²

Goal: To assist educators, catechists, youth ministers, and other caring adults in teaching children how to prevent or reduce the risk of sexual abuse.

Objectives: Upon completion of this lesson, children should be better able to:

- Name their safe friends and safe adults.
- Identify special safe adults.
- Respond in an appropriate manner to unsafe situations.

Parent Notice: Send a notice to parents outlining the goals and objectives of the *Touching Safety* program and giving parents an opportunity to "opt out"—to have their children not participate in the lesson—if they choose. We recommend that the *Overview and Founding Principles of the Program*, as well as a copy of this lesson plan accompany the notice.

Healthy questioning at this age:

Parents and guardians are the primary educators of their own children. Teaching children the names of their private body parts is the responsibility of parents. That learning process should begin when the child is approximately 18 months old. Therefore, children should know the names of their private body parts by the time they get to kindergarten. Teachers, catechists, and youth ministers should not teach children the private body parts, unless specifically instructed to do so in conjunction with Lesson 3 in this series.

Small children have a natural curiosity about body parts. They have lively and vivid imaginations, are growing less self-centered, and are becoming more conscious of others. Their attention span is short—approximately 20 minutes. They build on concrete experiences, love to learn, and are highly inquisitive. However, they rely almost entirely on others to define good and bad for them. Parents and teachers should make every effort to create an environment where children are free to ask questions about life and their own bodies. This early experience of honesty and trust will set the stage for each child's life-long relationships with significant adults.

Children at this age ask questions relating to the differences in body parts between boys and girls. They are beginning to differentiate positive and negative aspects of everyday life and are beginning to question when adults expect blind obedience. At the same time, they are learning how to respect and care for their own bodies in terms of hygiene, eating, and physical activities. Caregivers need to be open, honest, and available to answer questions correctly with language that children can understand. This is the time to discuss safe and unsafe touches so children can practice safety when they are away from home.

Vocabulary words:

- | | | | | |
|----------------------|-----------------|----------------|----------------------|----------------|
| ▪ Touching | ▪ Unsafe friend | ▪ Unsafe adult | ▪ Safe touch | ▪ Unsafe touch |
| ▪ Private body parts | ▪ Safe adult | ▪ Safe friend | ▪ Special safe adult | ▪ Secrets |
| ▪ Respect | | | | |

¹ *The New Jerusalem Bible*, Doubleday, 1999. (Imprimatur: June 18, 1989).

² *Liberia Editrice Vaticana (1997) Catechism of the Catholic Church (2nd ed.)* Washington D.C. United States Catholic Conference.

Primary Level, Grades K, 1, 2 (ages 5 to 8 years)**Lesson Plan 2: Safe Friends, Safe Adults, and Safe Touches (continued)****Activity #1: Learning to identify safe touches and unsafe touches**

Directions: In preparing for this activity, review *Teaching Touching Safety: A Guide for Parents, Guardians, and Other Caring Adults*. Review the terms *safe touch*, *unsafe touch*, and *safe adult* and review the Touching Rules.

- Safe Adults are people who touch only in ways that are safe.
 - People who don't hurt without a good reason (e.g., if a nurse gives a child a shot, it will hurt—but, the shot is for a good reason).
 - People who don't confuse or scare you on purpose without a good reason (e.g., if someone alerts you that there's a fire in your building helps you escape—but, alerting you to a fire and helping you escape is a good reason to scare you).
- Safe adults respect your wishes and your parent's rules.

Remind children that most touches are safe.

Begin Activity: Listen carefully so you can be ready to "hoot and holler." If I name a safe touch, raise your fist in air and yell rah, rah. On the other hand, if I name an unsafe touch, do a "thumbs down" and shout boo, hiss, boo.

- Your mother gives you hug when you wake up.
- Your father gives you a kiss after tucking you into bed.
- Tommy gives you a "high five" when you win the game.
- Someone says they want to touch your private body parts—or, they try without even asking.
- Your cat purrs and rubs around your leg.
- Someone at school says they want to take you down a dark hallway to show you something.
- The stranger behind you in church tries to shake your hand during the peace greeting.
- Your friendly dog is wagging its tail and licking your face.
- The next-door neighbor child pushes you down on the sidewalk.
- Someone is running down a hallway at school and a teacher reaches out and puts a hand on the person's shoulder to stop them from running and possibly falling.

Ask each child to add an example of a good touch and a bad touch.

Special Safe Adults

Talk about "special safe adults" with children. A child's life may include a number of safe adults, but there are only a few select people who have the right to touch a child's private body parts. Special safe adults are the only people who may see or touch a child's private body parts, and only for the purpose of keeping the child clean and healthy.

Parents or guardians will tell you who, of the adults in your life, are special safe adults—and when these special safe adults have permission to touch your private body parts. No one has the right to touch your private body parts except these special people and they can touch your private body parts only under certain circumstances—to keep you clean and healthy.

Special safe adults are those who have permission to help you take a bath, go to the bathroom with you if you need help, to help you put clothes on or change clothes, or to help you when you are sick.

Primary Level, Grades K, 1, 2 (ages 5 to 8 years)**Lesson Plan 2: Safe Friends, Safe Adults, and Safe Touches (continued)****Activity #2: Completing Passport to Touching Safety**

Directions: Remember the Passport the children created during Lesson 1? Your students will finish their Passports today by completing the inside pages regarding safe touches and safe adults. Begin by going over the list of safe touches in the Passport pages and have the children add to the list.

Help children list or draw pictures of the *safe* adults in their life and the adults that parents or guardians have identified as *special safe* adults. Remind the children to show their Passport to their parent(s) or guardian(s).

Note: In case you have students who did not participate in Lesson 1, teachers may need to download and print the passport template from the VIRTUS *Online* website to prepare additional copies. Go to www.virtus.org and log in with your user id and password. Then, click the "Educators" tab at the top of the screen. Follow the instructions in the main (white) area of the screen to select your age group (K-2), this lesson plan (Lesson 2), and click forward through the successive screens until you reach the screen titled **Touching Safety — Supporting Materials**. At the bottom of that screen (beneath the instructions about the saint), you'll find a place to download and print the template for the passport.

Supplies: Crayons, colored pencils, felt tipped markers

Making the Passport:

During Lesson 1, children created and personalized their Passports by folding the pre-printed 8½ x 11 sheet of construction paper or white "copier type" paper in half to form a Passport booklet, by drawing their own picture on the front "cover" of the Passport, and by starting to work on the inside pages. For the purpose of this lesson, children will complete the inside pages.

Inside: The inside of the Passport includes the following pages:

- One page for drawing and coloring original artwork to illustrate *safe* touches.
- One page for drawing and coloring original artwork to illustrate *safe* and *special safe* adults.

Additionally, the back cover lists the touching safety rules.

Discussion: While the children are creating their Passports, the teacher should use the opportunity to again reinforce the touching safety rules:

- No one has the right to touch a child's private body parts except to keep him or her clean and healthy—and then, only a few *special safe* adults have that right—as designated by the child's parents.
- If someone tries to touch a child's private body parts or wants the child to touch their private body parts, the child should:
 - Say "No!"
 - Run away.
- Tell a parent or other *safe* adult what happened.

Suggested prayer to end the lesson:

Dear God,

Even though we are each special and different, there are ways that we are alike because you made each of us in your image. Help me to remember to respect myself just as I want others to respect me.

Help me to live as you have commanded me to live, and guide me in times of confusion and uncertainty.

And, help me to remember, God, that in your loving presence I will always be safe and protected.

Amen

Alternate prayer:

Dear God,

Sometimes when things happen, I get scared.

Sometimes I just get mixed up—like when a person I care about does something that makes me feel creepy or scared.

When that happens, help me remember that I am special and that I should tell someone what happened.

Thank you for loving me and for giving me teachers and parents who want to keep me safe and happy.

Amen

References:

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International Bible Society (1978). *The Holy Bible, New International Version*. East Brunswick, NJ.

Jones, Alexander, ed. (1958). *Jerusalem Bible: Readers edition*. Paris: Les Editions du Cerf.

Liberia Editrice Vaticana (1997) *Catechism of the Catholic Church (2nd ed.)*. Washington DC: United States Catholic Conference.

United States Catholic Conference (1990) *Human Sexuality: A Catholic Perspective for Education and Lifelong Learning*. Washington, DC: Office for Publishing and Promotion Services.

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Supplemental Reading for Children:

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Girard, Linda Walvoord (1984). *My Body is Private*. Morton Grove, IL: Albert Whitman and Company.

Hindman, Jan (2000). *A Touching Book*. Baker City OR: Alexandria Associates.

Johnson, Karen (1986). *The Trouble with Secrets*. Seattle WA: Parenting Press.

Keleven, Sandy (1997) *The Right Touch*. Bellevue, WA: Illumination Arts.