

Primary Level, Grades K, 1, 2 (ages 6, 7, 8 years)

Lesson Plan 3: Private Body Parts (OPTIONAL LESSON)

WARNING: This is an optional “opt-in” lesson that requires advance written parental authorization for a child to participate. Students should be segregated into male and female participants, with female instructors providing the lesson to female students and male instructors providing the lesson to male students. As an added precaution, all sessions must have two or more instructors present at all times throughout the lesson.

Getting started with Lesson 3:

Principle: Children must guard against those who may harm them through touch (sexual or otherwise).

Scripture: *If the whole body were just an eye, how would there be any hearing? If the whole body were hearing, how would there be any smelling? It is the parts of the body which we consider least dignified that we surround with the greatest dignity; and our less presentable parts are given greater presentability which our presentable parts do not need...*
— 1 Cor. 12:17, 23, 24¹

Saint: Our featured Saint for this lesson is Maria Goretti. Please review the instructor's information and be prepared to provide your students with the handout that discusses St. Maria Goretti's life and the role model she provides us with regard to this lesson about the Touching Safety Rules.

Catechism: *Because the Holy Spirit is the anointing of Christ, it is Christ who, as the head of the Body, pours out the Spirit among his members to nourish, heal, and organize them in their mutual functions, to give them life, send them to bear witness, and associate them to his self-offering to the Father and to his intercession for the whole world. Through the Church's sacraments, Christ communicates his Holy and sanctifying Spirit to the members of his Body.* — #739²

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 private body parts using the anatomically correct names for body parts.
- Name the private body parts for the opposite sex.
- Say “No!” when someone tries to touch them in a way that is uncomfortable or otherwise inappropriate.

Parent Notice: Send a notice to parents outlining the goals and objectives of the *Touching Safety* program and giving parents an opportunity to “opt in”—to have their children participate in this optional 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. And, we recommend that the notice to parents be provided in a “sealed” manner to minimize the opportunity for students to “unseal” the message and view the contents without their parents’ permission.

Dealing with the primary age—key concept is “activity”

These 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.

Vocabulary words:

- | | | |
|-----------|----------|------------|
| ▪ Penis | ▪ Vagina | ▪ Buttocks |
| ▪ Scrotum | ▪ Breast | ▪ Anus |

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 6, 7, 8 years)**Lesson Plan 3: Private Body Parts (continued)****Activity #1: Learning about Private Body Parts.**

In preparing for this activity, review *Teaching Touching Safety: A Guide for Parents, Guardians, and Other Caring Adults*. Teachers must know the body part names and be able to define and describe each part in a way that communicates to all the children in the class. The lessons already learned will help the teacher to reinforce the importance of private body parts and let children know that there are specific words a doctor would use to describe the private body parts.

Supplies: Roll of newsprint sufficient for each child to have a sheet that is as long as the child is tall.
Markers, crayons, colored pencils
Pencil

Directions: Give each child a sheet of newsprint large enough that when the child lies down on the paper, the teacher can draw around the child to create a silhouette. The child should then design a swimsuit and draw it on the silhouette—trunks for boys and one or two-piece suits for girls. Children will then color the swimsuits, but they should not make any other marks on the paper.

After everyone has a silhouette wearing a swimsuit, the children will draw the other parts on the body as instructed to do so by the teacher. As the teacher names a body part, the child draws onto their silhouette each part that is **NOT** a private body part. Specifically, when the teacher names a body part, he or she asks the children if it is a private body part. If not, the children will draw that part onto their silhouette. If it is a private body part, the children should say "yes" to let the teacher know that they are not supposed to draw that part on their picture—because private body parts are covered for a reason, to keep them clean and safe.

For example, the teacher might say:

- Nose ... is that a private body part? (Children would say "No," and would draw a nose on their silhouettes.)

Then, for example, the teacher might say:

- Penis ... is that a private body part? (Children would say "Yes," but would not draw that body part on the page.)

Continue until all the private body parts are named and identified as "private" and all the other obvious body parts are drawn on the silhouettes. The children can take their drawings home and explain to their parents what they learned about private body parts and why the private body parts are covered—to keep them clean and healthy.

Suggested prayer to end the lesson:

Dear God,

Even though we are each unique, 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:

Butler, Alban (1955) *Lives of the Saints*, NY: Benziger Brothers.

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.

http://www.virtus.org/virtus/pgc-Parent-Handbook_05-03.pdf retrieved March 5, 2004.

Supplemental Reading for Children:

Freeman, Lory (1982). *It's My Body*. Seattle, WA: Parenting Press.

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.