

Lesson 2 for Grades 3, 4 & 5

Safe Adults, Safe Touches and *Special* Safe Adults

PRINCIPLE

Children must learn how to respect their own health and safety and the safety of others, by understanding the difference between safe and unsafe individuals. In this way, we work together to prevent / reduce the risk of sexual abuse and boundary violations.

CATECHISM / SCRIPTURE

Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good. —Catechism of the Catholic Church, #2288 (1997)

OBJECTIVES

Through this lesson, the adult lesson leader builds upon the foundation of lesson 1, and assists the child in learning how to respect themselves and others. After Lesson 2, children should be better able to:

- Recognize how to respect one's own boundaries, and the boundaries of others
- Identify safe friends, safe adults and *special* safe adults, and better distinguish unsafe adults as well
- Stand up for themselves and others more effectively by responding in an appropriate manner to unsafe situations involving themselves or their friends
 - Say "No!" if someone shares unsafe or inappropriate material / images
 - Leave the situation
 - Tell an adult as soon as possible
 - Also tell an adult if it happens to a friend
- Technology component: Understand similar boundary rules apply for Online activities, too

Background for Lesson Leaders:*

Children at this age are beginning to ask about and understand their own physical growth. They want to discuss some of the virtues essential to friendship such as loyalty, communication, and responsibility. They are interested in the proper terminology related to body parts and wish to have trusted adults in their lives to discuss basic physiological processes with in a non-threatening way. Since children are influenced by what they see and hear in the media, it is important that caregivers talk with their children about the values and attitudes that are portrayed.

Children who know they can ask their parents and safe adults questions are more likely to speak up if someone exhibits inappropriate behavior toward them, and are less attractive and vulnerable to potential predators.

As mentioned in Lesson 1, during this lesson, it's extremely important that the Lesson Leader avoids saying that touches that *feel* good are "safe, loving or show someone loves you." Rather, a safe touch is a touch that isn't intended to confuse, scare or deliberately harm the child.

*For additional background information on this age group for Lesson Leaders, please refer to the "Background for Lesson Leaders" section from Lesson 1.

ACTIVITY OPTION #1: Play the (optional) introductory video as an icebreaker

The introductory video for children and youth in this age range is designed to open a simple discussion about personal boundary safety. The video is brief and is not intended to be a substitute for the lesson itself. It's merely an introduction designed to "break the ice" and assist the transition of completing the interactive Lesson Activity options. If the video is shown as an optional activity, please use in conjunction with one of the additional activity options, because discussion and practice are the critical components needed to teach children and youth how to protect themselves. They learn best by "doing"; not just listening.

ACTIVITY OPTION #2: Review and discuss key vocabulary words

- **Respecting boundaries**—we should have respect for ourselves, and respect for others. Respect for ourselves means we understand our dignity and value as a person, and work to create or maintain boundaries to protect ourselves. We feel upset or uncomfortable when someone doesn't honor our own boundaries, and we communicate with the right person if we need help. Respecting another's boundaries means you care about them, and won't do anything that would bring them harm, and that you communicate with the right person to get them help if they are being harmed by someone else. [Give children examples of respecting others, i.e. not calling people mean names, not hitting others, following rules at school or at home, stopping an activity when someone asks, letting an adult know when someone is in pain or hurt, etc.]
- **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.]
- **Special safe adult**—*special* safe adults are those very few special adults who can see or touch a child's private body parts, but only for the purpose of keeping the child safe, clean and healthy. They have permission to help with bathing, restrooms, putting on clothes, and providing care when sick. Not every safe adult is a *special* safe adult, and sometimes *special* safe adults are only for specific occasions or reasons. [Give children examples of *special* safe adults who are always *special* safe adults, including a child's mother or father. Also, give an example of someone who is a *special* safe adult for specific reasons at a specific time, such as a doctor or nurse—but only for specific purposes and when a parent or caretaker is also present.]
- **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.]
- **Safe touches**—touches that have a good purpose, aren't intended to hurt and should be familiar. They're safe and can also be meant to keep you healthy, even if the person isn't known well, as long as the touches are appropriate for the particular relationship, such as when mom kisses your forehead at night, when you high-five your teammate, etc. [Avoid saying safe touches that *feel* good are "safe, loving or show someone loves you" since sometimes touches are safe and necessary, but can also hurt—although they hurt for a good reason to keep children safe, such as stitches, a doctor shot or dental cleanings.]
- **Unsafe touches**—touches that are inappropriate, could be meant to hurt or scare, or are contrary to the touching rules. If unsure about a touch, ask a parent. [Provide examples of unsafe touches, such as hitting, punching, tripping, kicking, spitting, touching private parts, etc.]
- **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. [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."]
- **Saying "No" or similar words**—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 the person touches your private body parts.]

ACTIVITY OPTION #3: “Safe Touch and Safe Adult” compilation poster(s)

Preparation: The Lesson Leader should review the key vocabulary terms located in Activity Option #2 before leading this lesson. The Lesson Leader will also decide if the youth will create one large group collage OR individual collages to represent the concept of “safe touches” and “safe adults.”

Before the day of the lesson, instruct the youth to cut out, print from the Internet or draw as many pictures as possible to demonstrate “safe touches” and “safe adults” to bring to the lesson. Make sure to collect the listed supplies, and then follow the process.

Directions: On the day of the lesson, invite the youth to spread out the images so that all are visible. Based on the images provided, lead the children in coming up with as many slogans as possible to exemplify a “Safe Touch & Safe Adult” poster or group collage. Consider recording these slogans on a chalk or dry-erase board for all to see.

NOTE: The following instructions differ depending on whether the Lesson Leader chooses a group collage or individual collages.

- *Group Collage Option:* If utilizing one large group collage, vote with the youth on which slogan / theme should be used. Then have them vote on one image that best exemplifies the slogan / theme. Place this image in the center of the poster to make it a focal point, and print the slogan / theme across the top of the poster. Then, arrange the other images around the central picture (images may overlap, but shouldn’t completely cover the main image) and have the youth glue or draw other images that also exemplify the slogan / theme. Upon completion, the group poster should be displayed in the classroom or a common area of the building.
- *Individual Collage Option:* If the youth are creating individual collages, help them to choose from the board the slogan / theme they prefer to be printed on their own individual poster boards, and allow them to print the slogan / theme across the top of their posters. Then allow them to choose from their images which one best exemplifies the slogan / theme to be placed in the center of the poster. All other images can be arranged around this central image. Children will glue or draw images on the collage to take home and show family.

Process: Discuss the concept of “safe touches” and “safe adults” while the group is creating the collage(s).

SUPPLIES

Old magazines for cutting pictures
Scissors
Paste / glue
Poster board(s)
Felt-tipped markers
Chalk / dry-erase board
Dry-erase markers or chalk
Eraser capabilities

Note: Collages provide the opportunity for creative expression to demonstrate the comprehension of the discussions. This activity requires many old magazines, newspapers, ad clippings, etc. Families may not have many magazines in the home as individuals now use the Internet for most information. Even if the family has access to the Internet, they may not have printer access. Have additional pictures on hand for children who didn’t or couldn’t bring pictures.

ACTIVITY OPTION #4: Identifying *special* safe adults and creating poetry/lyrics on safe and unsafe touches

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*. Here children will understand they have a say in what happens to their bodies and have a right to be safe.

Directions: Share the definition for “*special* safe adults” based on the vocabulary from Activity Option #2 above. Ask children to think of *special* safe adults who might have permission to see or touch their private body parts. For this age group, the number of people in this category will be quite small. Then discuss the definition of “safe” and “unsafe” touches.

NOTE: The following instructions differ depending on age and class size, and whether the Lesson Leader chooses to have the children work together for one large group poem, OR individual poems, OR working on a poem in small groups of three to four youth.

- *Large Group Poem Option:* The Lesson Leader will ask the children for words that relate to their safety, and particularly safe touches, unsafe touches and *special* safe adults. Consider utilizing the key vocabulary words from Activity Option #2. Then, write the words all over a chalk / dry-erase board (examples are listed below).

SUPPLIES

Chalk / Dry-erase board
Dry-erase markers or chalk
Eraser capabilities
Paper
Writing utensils

Note: This activity assumes that children know what poetry is and can write it or assist in creating it with the Lesson Leader’s assistance. The Lesson Leader should explain how poems can be converted into songs, and thus this activity could also produce song lyrics based on the poems. Depending on the age group, the Lesson Leader may choose to provide greater assistance to younger children by leading a large group, OR, will allow older children to be in small groups or work individually.

Once a good selection has been established, ask the youth to write sentences with two or three of the words from the board that rhyme or go well together. After they have finished their sentences, clear the board and ask the children to each tell you their best sentence, or “line”, then write it on the board. Once completed, ask the children to choose a good starter sentence from the options on the board. Then, let them suggest other sentences they think should be added, and continue to write these examples on the board for them. As the Lesson Leader, if you can shift words around to create a rhyme, that could be beneficial (but is not necessary). After recording 4-5 sentences, this should be enough to complete the poem.

- *Individual OR Small Group Poem Options:* Depending on the class size and age, the Lesson Leader may ask the children to create their own poems, OR may form the children into groups of three or four to work on a small group poem together. Using the formula below, have them create 2 five-line poems regarding “safe touch” and “unsafe touch.” Another possible way to create the poems is to form the class into groups of 3 to work on their poems together.

The first poem is based on the words of “safe touch.”

- On line 1: Write the words “safe touch.”
- On line 2: Write two words that describe “safe touch.”
- On line 3: Write three action words for “safe touch.”
- On line 4: Write a short sentence about “safe touch.”
- On line 5: Write one word that means the same thing as “safe touch.”

Note: Lesson Leaders may write these line instructions for the first poem and the second poem on the board for the students.

Repeat the process for a second poem if there’s enough time. This time basing the poem on the words “unsafe touch.”

- On line 1: Write the words “unsafe touch.”
- On line 2: Write two words that describe “unsafe touch.”
- On line 3: Write three action words for “unsafe touch.”
- On line 4: Write a short sentence about “unsafe touch.”
- On line 5: Write one word that means the same thing as “unsafe touch.”

After the children create their poems, ask each child or group to share the poem with the class. If individuals are uncomfortable sharing with the whole room, ask for volunteers—or ask them to submit their poems for a selected amount to be read aloud anonymously.

Example: Sample poems might look like the following examples.

Safe touch,
Harmless, secure.
Laughing, tagging, running.
Shaking hands with a safe adult,
Innocent.

Unsafe touch,
Dangerous, secret.
Angry, nervous, uncomfortable.
Touching private body parts,
Scary.

ACTIVITY OPTION #5: Fill in the Blank Worksheet — “In-person and online”

Directions: Hand out the fill in the blank worksheet and instruct the children to insert the correct word in each sentence related to the topic of In-person and online communication / behavior.

Consider having the activity be a race to see who can finish first with inserting all of the correct words. Then, invite the children to communicate about how they feel regarding the sentences and examples within the worksheet. Ask them to define / explain each of the words as a review.

Note: The Fill in the Blank template is included in the downloaded set of materials at the end of this packet. Print sufficient copies of that particular page for the entire class.

Example: Read each statement below for situations that deal with in-person communication / behavior, and behavior that occurs while online or using the Internet. You'll be utilizing the words located in the Word Bank to fill in the blanks for each scenario, and discussing the answers at the end with your whole group. NOTE: One word in the Word Bank will be used twice.

For an added element of difficulty, cover up the word bank and try to fill in the blank without reading the available options.

IN-PERSON COMMUNICATION / BEHAVIOR SCENARIOS

1. Most touches are safe, but there are some that are unsafe.
2. If someone or something makes me feel uncomfortable, it's OK for me to stick up for myself and say the word "no" to an adult or other child.
3. If someone tries to touch my private body parts or wants me to touch their private parts, I should try to get away from the person and tell my parent(s) or my special safe adult right away!
4. If my friend tells me that something bad happened to them but asks me to keep it a secret, I need to still tell an adult right away because their safety is so important!
5. No one has a right to touch my private body parts, except to keep me clean and healthy, and only if they are a special safe adult.

ONLINE & INTERNET COMMUNICATION / BEHAVIOR SCENARIOS

6. If I'm using technology or the Internet and I see something that I know is against the rules, I should go tell my parent or safe adult immediately!
7. If I'm playing a game online and something scares me or upsets me, I need to tell an adult about it right away.
8. If someone says bad or mean words to me when we are playing or having fun, it is important for me to tell a safe adult about what was said.
9. If someone shows me an inappropriate image using a phone, or when using the Internet, it's OK for me to tell about it even though I might have looked at the image.

WORD BANK: "no", parent(s), rules, scares, secret, right, unsafe, image, bad or mean, healthy, special, adult

End the lesson with a prayer

The Lesson Leader may invite the children to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

*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 and therefore worthy of respect. I want to live as you have commanded me to live, with peace even in times of confusion or uncertainty. Please help me to remember to respect myself, just as I want others to respect me. Help me to keep strong boundaries, and to be kind and respectful toward others. Please also give me the courage to speak up for myself, and for my friends if I see them being harmed.
Amen*

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Safe Adults, Safe Touches and *Special Safe Adults*

ACTIVITY OPTION #5: Fill in the Blank Worksheet — “In-person and online”

Instructions: Read each statement below for situations that deal with in-person communication / behavior, and behavior that occurs while online or using the Internet. You'll be utilizing the words located in the Word Bank to fill in the blanks for each scenario, and discussing the answers at the end with your whole group. NOTE: One word in the Word Bank will be used twice.

For an added element of difficulty, cover up the word bank and try to fill in the blank without reading the available options.

IN-PERSON COMMUNICATION / BEHAVIOR SCENARIOS

1. Most touches are safe, but there are some that are _____.
2. If someone or something makes me feel uncomfortable, it's OK for me to stick up for myself and say the word _____ to an adult or other child.
3. If someone tries to touch my private body parts or wants me to touch their private parts, I should try to get away from the person and tell my _____ or my _____ safe adult right away!
4. If my friend tells me that something bad happened to them but asks me to keep it a _____, I need to still tell an adult right away because their safety is so important!
5. No one has a right to touch my private body parts, except to keep me clean and _____, and only if they are a _____ safe adult.

ONLINE & INTERNET COMMUNICATION / BEHAVIOR SCENARIOS

6. If I'm using technology or the Internet and I see something that I know is against the _____, I should go tell my parent or safe adult immediately!
7. If I'm playing a game online and something _____ me or upsets me, I need to tell an adult about it right away.
8. If someone says _____ words to me when we are playing or having fun, it is important for me to tell a safe _____ about what was said.
9. If someone shows me an inappropriate _____ using a phone, or when using the Internet, it's OK for me to tell about it even though I might have looked at the image.

WORD BANK

**“no”
secret
bad or mean**

**parent(s)
right
healthy**

**rules
unsafe
special**

**scares
image
adult**