

Year 1: Safe and Unsafe Touching Rules and Safe Adults 6-8

Preparation: Review the complete lesson before beginning instruction.

Preview the videos; this might take more than one viewing and will support the discussion of the main points in this lesson plan.

You will need: Download Copies of the Student Worksheets and Take-Home Activity and Five Body Safety Rules Handout.

Activities and Timeline:

Activity #1: Show the KidSmartz Videos (8-10 minutes)

Activity #2: Review and Discuss the Five Body Safety Rules and Key Vocabulary Words (20 minutes)

Activity #3: Personal Space/Safety Rules Word Puzzle (15 minutes)

Activity #4: Boundaries and Safe/Unsafe Touches (15 minutes)

Closing Prayer / Take Home Activity (5 minutes)

Overview of Lesson Plan

Principle Children/youth must learn tools to protect themselves from people who may harm them through physical touch (sexual or otherwise) to prevent/reduce the risk of sexual abuse and boundary violations. Children/youth must learn how to respect their health and safety and the safety of others by understanding the difference between safe and unsafe individuals. The emphasis on connections between all Boy safety rules and Personal Boundaries also applies when using the internet. In this way, we work together to prevent/reduce the risk of sexual abuse and boundary violations.

Catechism: #2319 Every human life, from the moment of conception until death, is sacred because the human person has been willed for its own sake in the image and likeness of the living and holy God.

Objectives: The teacher should ensure that the lesson are presented to review the “Body Safety Rules: Safe and Unsafe Touching and protecting private body parts. In this lesson, student learning is extended to include establishing their boundaries and respecting the boundaries of others. Students will also learn that Personal Boundaries and Safety Rules apply while using the internet. After completing this Lesson, the student will be able to:

- Clearly state the boundary-touching rules, recognizing it’s OK to say “no” to an adult or other youth:
 - Say “No!” when someone tries to touch them in an unsafe or uncomfortable way or shows them inappropriate material/images. Try to get away from the situation and leave the site.
 - Tell an adult as soon as possible, including any unsafe situation encountered while online.
 - Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn’t the child’s fault, even if this happens while they are online.
- Recognize how to respect one’s boundaries, and the boundaries of others.
- Stand up for themselves and others more effectively by responding appropriately and confidently to unsafe situations involving themselves or their friends.

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ACTIVITY #1: Review 5-Body Safety Rules and Play the videos. Use to “spark” class discussion. (20 minutes)

The teacher holds up the 5-Body Safety Rule Poster and reviews each of the Rules with the class. The teacher should explain to the class that the lesson they will be engaged in today will help them to remember the Safety Rules, empower them to say “NO,” get away, and tell a trusted adult.

Play each video, and after each, conduct a class discussion on the topic and help the class relate topics to the material presented in the 5-Body Safety Rules, Personal Boundaries, Safe and Unsafe Touches, etc.

Secrets	https://www.youtube.com/watch?v=WQyg6lrfuZA (4:46) (Show the video and follow with discussion) Discuss: When do you think something was “not right” with her relationship with her uncle? (Teacher: Listen to the various responses of the class without validating their answers. Ask the class if her (the girl in the video) boundaries were violated. Remind the class of the scenes where her uncle was touching her inappropriately. Share how important it is that she was brave in telling her mother and not keeping her fears secret. Emphasize to the class the importance of knowing that if something like this ever happens to them, “it is never their fault.”)
Tell	https://www.youtube.com/watch?v=GWqTzeITGLY (4:22) (Show the video and follow with discussion) Discuss: “What did Darius and most of the team think about their new coach at first?” Do you think Darius was a good friend to Jamal? Why/why not? [Teacher should emphasize that sometimes people who want to harm you try to make friends with you to gain your confidence. Share that if even really someone you like makes you feel uncomfortable, scared, or confused, you should say “No,” get away and tell a trusted adult. It is also important to share with them that if they know a friend who is in a dangerous situation, they should tell a trusted adult.]
Internet Safety	https://youtu.be/2zs1o4A2ngk (5:50) (Show the video and follow with discussion) Discuss the important ways to stay safe online like why you should never; open an email or chat with someone we do not know online, violate our personal boundaries and those of others online? [Let the class call out the different ways and list them on the board. Once the list is complete, discuss some of the dangers of the internet, i.e., strangers trying to “chat” with you, downloading information from unsafe sites, receiving photos that make you feel uncomfortable, scared, or confused, and receiving emails about you.]

ACTIVITY #2: Review and discuss the vocabulary words

The teacher should review and discuss the following vocabulary words to ensure all students have an opportunity to know and understand the important vocabulary related to this lesson. Use the information in the videos and discussion to help emphasize definitions and give examples.

- **Personal boundaries** — guidelines, rules, or limits that a person creates to identify reasonable, safe, and permissible ways for others to behave towards them and how they will respond when someone passes those limits. [When we watched the video about Maya, “Who did she feel violated her personal boundaries and why?” In the second video, we watched, “would you say the coach violated the safe and permissible ways of behavior? What are some safe and permissible ways for people to respect your personal boundaries and for you to respect the boundaries of others?]
- **Total Body Safety** — Total Body means that the entire body is private, not just those parts covered by a bathing suit, as was previously taught. Therefore, each person’s body belongs to them, and any unwanted touch to the mouth, face, arms, thighs, or any part of the body is unacceptable.
- **Safe friends and trusted adults** — safe people won’t hurt you without a good reason and won’t intentionally confuse or manipulate you. They listen to you, respect your boundaries, and follow safety rules. [Emphasize that safe friends and trusted adults NEVER violate the safety rules, except if it’s 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** — people who do not follow the safety rules, make you feel confused, unsafe, or threatened, and do not respect personal boundaries. [Tell children we can know when someone is unsafe by following our “instincts” that tell us when something is uncomfortable, scared, or confused.]
- **Secret** — something kept hidden, never told, or unexplained. Secrets exclude others. Secrets can be harmful and can make a person 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 youth 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.”]

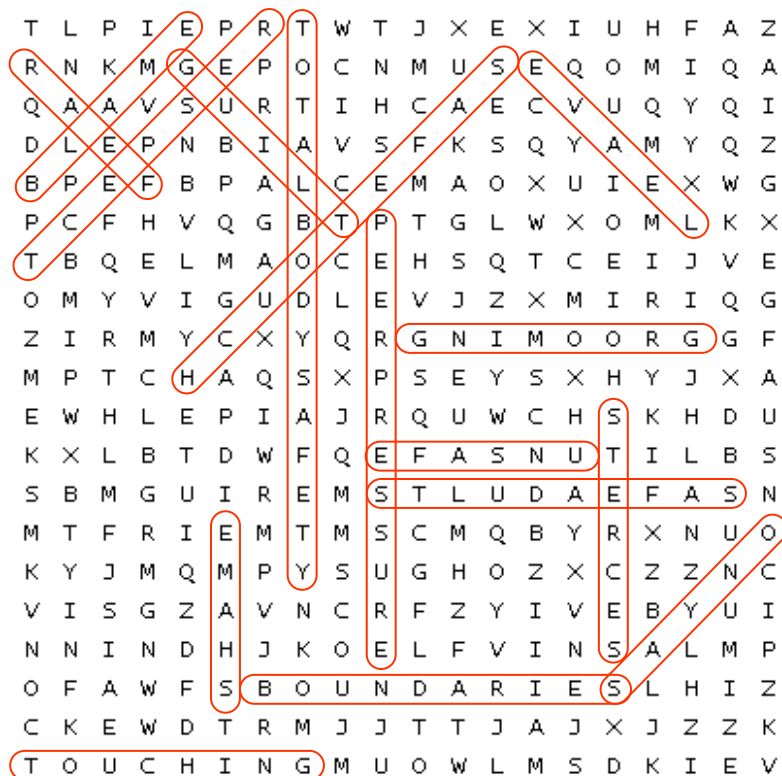
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ACTIVITY #3: Personal Space / Safety Rules Word Puzzle

Directions: Hand out the word puzzle and instruct the children to find the words on the list related to the topic of “Touching and Boundary Safety” and to outline/highlight each word.

Consider having the activity be a race to see who can finish first by finding all of the words. Then, invite the children to communicate their feelings regarding the puzzle's words. Ask them to define / explain each of the words as a review.

Example: The words are spelled out in a straight line. There are no spaces between letters or words in two-word phrases (i.e., “SAY NO” will appear as “SAYNO”). Words may be upside down, backwards or at an angle. Some letters may be used by multiple words.



Note: The Word Puzzle 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.

Note: It is important the youth recognize that shame and guilt might be natural reactions to boundary violations. Sometimes a person with bad intentions might tell the youth they did something wrong. It is extremely important for them to know that what occurred was not their fault.

SAFE TOUCH
PRIVATE PARTS
PEER PRESSURE
SECRETS

GROOMING
BLAME
RESPECT
SAY NO

LEAVE
TOUCHING
UNSAFE
BOUNDARIES

SHAME
GUILT
FEAR
TOTAL BODY SAFETY

Lesson 1 for Grades 6-8

Safe / Unsafe Touch / Internet Safety

ACTIVITY #4: Take Home Activity on Boundaries and Safe/Unsafe Touches

Take Home Activity on Boundaries and Safe/Unsafe Touches

Today's lesson on safe/unsafe touches encouraged children to set boundaries to keep themselves safe. Discuss the statements below with your child. Add your comments to help expand the conversation.

1. Personal boundaries are important because keeping them protects me and others. (Identify some of your personal boundaries.)



2. "Total Body safety" means my whole body belongs to me and not just those parts covered by a bathing suit. (Discuss the difference between private body parts and total body safety.)



3. Sometimes, people who want to harm me first pretend to be my friend to gain my trust. (Share with your parents some ways you learned people might try to gain your trust.)



4. Keeping secrets about someone's behavior that makes me uncomfortable, scared, or confused is never a good thing to do. (Discuss different types of secrets and why some secrets are not good.)



5. If someone does touch me in an unsafe way or does anything to make me feel uncomfortable, scared, or confused, it is never my fault, and I should always tell a trusted adult. (Identify some trusted adults in your life.)



End with closing prayer

Dear God,

Sometimes things happen to me that are confusing or frightening. When I don't know where to turn, help me remember what I have learned today. Help me remember to uphold my boundaries so I can protect myself from anyone who might want to hurt me—even if it is someone I like. If anything makes me feel uncomfortable, scared, or confused help me to protect myself by telling a trusted adult who can help. Thank you for the trusted adults in my life who are protecting me. Remind me of your love and that you always want me to be safe. Amen.

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Personal Space / Safety Rules Word Puzzle

Activity Sheet

Instructions: Find the following words in the puzzle and outline / highlight each word. The words are spelled out in a straight line. There are no spaces between letters or words in two-word phrases (i.e., "SAY NO" will appear as "SAYNO"). Words may be upside down, backwards or at an angle. Some letters may be used by multiple words.

T L P I E P R T W T J X E X I U H F A Z
R N K M G E P O C N M U S E Q O M I Q A
Q A A V S U R T I H C A E C V U Q Y Q I
D L E P N B I A V S F K S Q Y A M Y Q Z
B P E F B P A L C E M A O X U I E X W G
P C F H V Q G B T P T G L W X O M L K X
T B Q E L M A O C E H S Q T C E I J V E
O M Y V I G U D L E V J Z X M I R I Q G
Z I R M Y C X Y Q R G N I M O O R G G F
M P T C H A Q S X P S E Y S X H Y J X A
E W H L E P I A J R Q U W C H S K H D U
K X L B T D W F Q E F A S N U T I L B S
S B M G U I R E M S T L U D A E F A S N
M T F R I E M T M S C M Q B Y R X N U O
K Y J M Q M P Y S U G H O Z X C Z Z N C
V I S G Z A V N C R F Z Y I V E B Y U I
N N I N D H J K O E L F V I N S A L M P
O F A W F S B O U N D A R I E S L H I Z
C K E W D T R M J J T T J A J X J Z Z K
T O U C H I N G M U O W L M S D K I E V

SAFE TOUCH
PRIVATE PARTS
PEER PRESSURE
SECRETS

GROOMING
BLAME
RESPECT
SAY NO

LEAVE
TOUCHING
UNSAFE
BOUNDARIES

SHAME
GUILT
FEAR
TOTAL BODY SAFETY