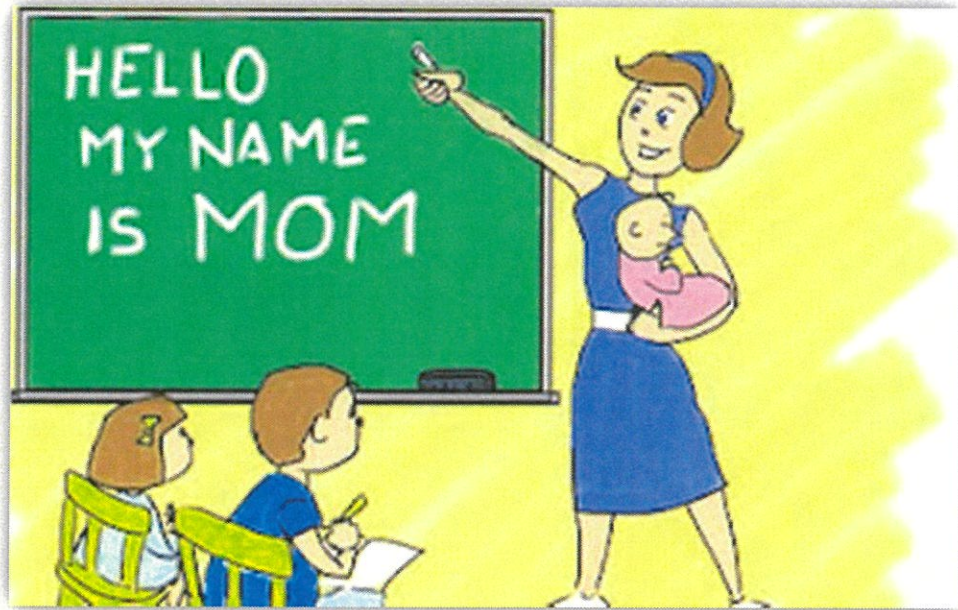


Parent/Guardian

Youth Safety Lesson One Info



To be used for families choosing to teach their children religious education with diocesan approved home-schooling and self-guided courses.

2020-2021

Grades K, 1 & 2

Lesson One (1)

Included are supplemental activities that are optional.

Questions?

Please contact

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Lesson 1 for Grades K, 1 & 2

Partnering with Parents & Guardians for Safety:
Physical Boundaries: Safe and Unsafe Touching Rules

PRINCIPLE

Children / youth must learn tools to protect themselves from people who want to harm them through physical touch (sexual or otherwise) and to prevent / reduce the risk of sexual abuse and boundary violations.

CATECHISM / SCRIPTURE

Of Benjamin he said: The beloved of the Lord, he abides in safety beside him; He shelters him all day long...
 —Deuteronomy 33:12

OBJECTIVES

After lesson 1, children should be able to:

- Know the Touching Safety Rules:
 - 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
- Describe safe / unsafe touches
- Recognize similar boundary rules apply Online
- Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the child's fault
- Follow a safety plan created in collaboration with their parents

Background for 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, gradually moving on to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. The activities listed within this lesson plan are intended to empower young people to think about safety issues with you as their partner.

This age group: Dealing with the primary age—key concept is "activity"

Young children 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, and safe versus unsafe behavior—but they do understand "rules". Parents 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 others.

OPTION #1: Introductory video

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: View and discuss the introductory video with your child. The introductory video for youth in this age range 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.

Video links for this age group of Grades K-2:

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

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

OPTION #2: Safety Terminology

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: Review and Discuss key vocabulary words with your child. Alternatively, Lesson Leaders may utilize this vocabulary framework to have a better baseline of understanding to simply begin a conversation about boundaries, or to assist you in leading the other activities.

- **Safety rules**—Any time an adult (or other youth) makes a child feel uncomfortable or unsafe, there are simple safety rules so the youth know what to do: the child should say words that mean “No!,” try to get away from the person, and tell a safe adult as soon as possible.
- **Private body parts**—those body parts covered by a bathing suit.
- **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.]
- **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. [I.e., we 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.]
- **Uncomfortable**—experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the “pit of your stomach” or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]
- **Confusing**—is something that is hard to figure out because it doesn’t make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it’s hard to figure out where each part goes how to straighten it all out.]
- **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.]
- **Respecting boundaries (and when they’re violated)**—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.]
- **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 stiches, 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. [Unsafe touches include 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".]

OPTION #3: Private Body Parts

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

As parents you are in a unique position to discuss your child's body with them. Page five (5) of the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardian* contains additional guidance for teaching children of this age group about their private body parts.

Directions: Talk with children about how their whole body is private and that they have private body parts which are covered by a bathing suit.

Directions: Reiterate to children their regular body part names by using the following song.

*Head and shoulders, knees and toes, knees and toes.
Head and shoulders, knees and toes, knees and toes.
Eyes and ears and mouth and nose,
Head and shoulders, knees and toes,
Head and shoulders, knees and toes, knees and toes.*

Note: Touch each part of your own body as you sing it and invite the children to touch their body parts and sing along. Repeat several times, gradually increasing the tempo / speed each time.

Talk with children about the difference between these "regular" body parts and "private" body parts:

- We treat private body parts as "special" by keeping them covered. One reason is to help keep our private body parts clean and healthy.

ACTIVITY OPTION #4: Touching Safety Rules

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: Teach children what to do if someone wants to touch their private body parts or if an adult asks a child to touch the adult's private body parts. Tell them to do the following, and then ask them to repeat the safety rules back to you.

- Say "No!"
- Try to get away from the person.
- Tell a parent, or safe adult what happened.

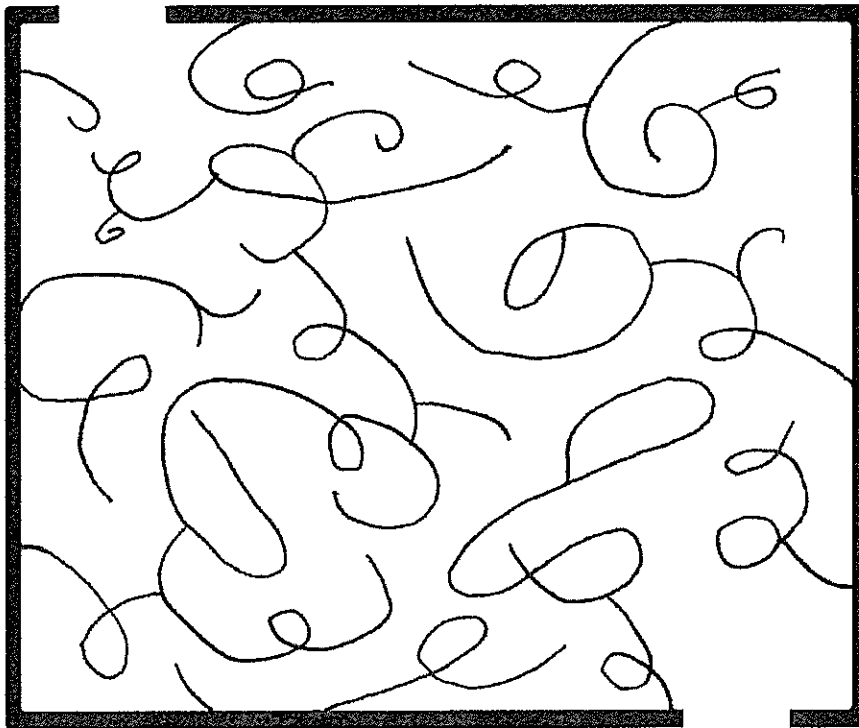
Give children examples of situations that might come up, and talk about what to do in each situation:

- What if an adult offers you a present or a treat to keep you from talking about a touch involving private body parts or any other kind of touch that might upset your parents?
- What if a grownup asks you to keep a present a secret?
- What if an adult isn't touching your private body parts, but is doing something else that makes you feel uncomfortable?
- What if the person who is trying to touch your private body parts is another kid, and not an adult?
- What if a grownup tells you that no one will believe you if you tell? Or says they'll hurt someone you love, like your family or your dog?
- What if the grownup who makes you feel uncomfortable is someone you really like, someone your family knows and likes, or even someone in your family? Where do you go for help?

SUPPLEMENTAL ACTIVITY—Grades K through 2



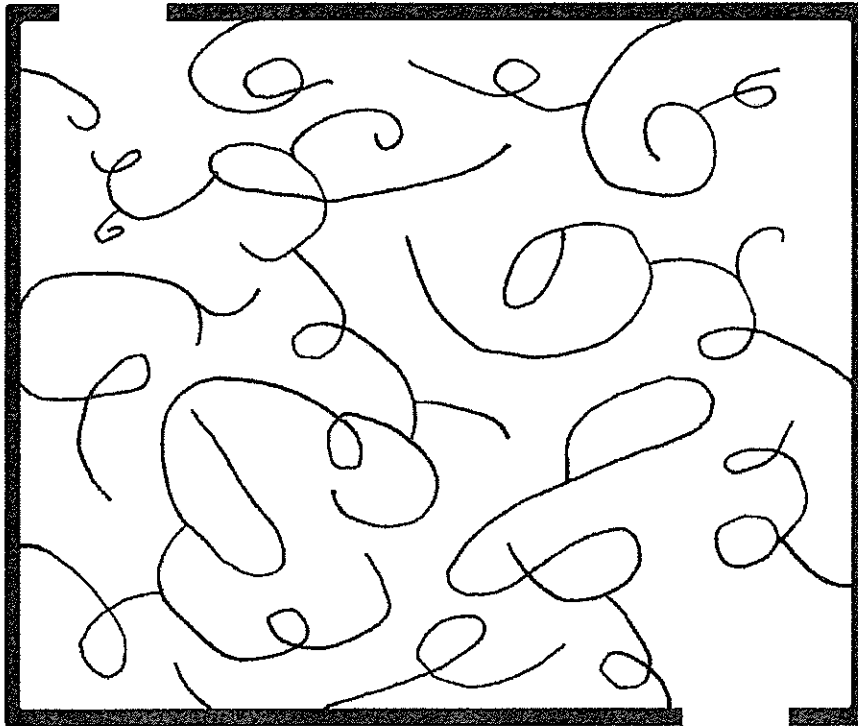
When someone touches me in a way that scares me or makes me uncomfortable, I need to find a safe place. Can you help me get there?



SUPPLEMENTAL ACTIVITY—Grades K through 2



When someone touches me in a way that scares me or makes me uncomfortable, I need to find a safe place. Can you help me get there?



SUPPLEMENTAL ACTIVITY—Grades K through 2

First, Second, and Third The Touching Rules

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First

Second

Third

What do you do first, second, and
third to follow the Touching Rules

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Cut out the pictures and
paste your pictures in order.

TEACHER'S KEY
SUPPLEMENTAL ACTIVITY—Grades K through 2

Sequences The Touching Rules

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First

Second

Third

What do you do first, second, and third to follow the Touching Rules

<p>(drawing)</p> <p>Child talking to an adult</p>	<p>(drawing)</p> <p>Child saying, "No!"</p>	<p>(drawing)</p> <p>Child running away</p>
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Cut out the pictures and
paste your pictures in order.

Grades 3, 4 & 5

Lesson One (1)

Included are supplemental activities that are optional.

Questions?

Please contact

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or

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Lesson 1 for Grades 3, 4 & 5

Partnering with Parents & Guardians for Safety
Physical Boundaries: Safe and Unsafe Touching Rules

PRINCIPLE

Children / youth must learn tools to protect themselves from people who want to harm them through physical touch (sexual or otherwise) and to prevent or reduce the risk of sexual abuse and boundary violations.

CATECHISM / SCRIPTURE

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.—Catechism of the Catholic Church, #2319 (1997)

OBJECTIVES

After lesson 1, children should be able to:

- Know the Touching Safety Rules:
 - 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
- Describe safe / unsafe touches
- Recognize similar boundary rules apply Online
- Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the child's fault
- Follow a safety plan created in collaboration with their parents

Background for 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, gradually moving on to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. The activities listed within this lesson plan are intended to empower young people to think about safety issues with you as their partner.

This age group: Dealing with the primary age—key concept is “energy”

This age group is learning how to function independently of their parents. They know how to read and their comprehension levels are giving them a better sense of abstract ideas. Their writing skills are better as they learn proper grammar / punctuation, and become more refined with communicating their ideas. Children of this age are away from home more often than earlier in life and need to start recognizing that safety issues can arise when they are off with friends, under the supervision of a 3rd party, or at other events / locations. They like to be in constant motion and are always on the go. Groups are important. This is the “gang” age with friends of the same sex. Capable of intense loyalty to others, they usually have a best friend in which to confide. Although truthful about big things, they are less so about the smaller things, often making up alibis or shifting the blame to others. They have a strong sense of right / wrong, fair / unfair and are more able to discern the difference between safe / unsafe. They are able to use logic, can argue and hold strong debates. Caregivers can be more effective when dealing with this age by including them in the discussion while establishing rules or guidelines.

OPTION #1: Introductory Video

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: View and discuss the introductory video with your child. The introductory video for youth in this age range 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.

Video links for this age group of Grades 3-5:

English K – 5: <https://www.youtube.com/embed/As5weSqt9Jw>
Spanish K – 5: <https://www.youtube.com/embed/-ELCTmNKsw4>

OPTION #2: Safety Terminology

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: Review and Discuss key vocabulary words with your child. Alternatively, Lesson Leaders may utilize this vocabulary framework to have a better baseline of understanding to simply begin a conversation about boundaries, or to assist you in leading the other activities.

- **Safety rules**—Any time an adult (or other youth) makes a child feel uncomfortable or unsafe, there are simple safety rules so the youth know what to do: the child should say words that mean “No!,” try to get away from the person, and tell a safe adult as soon as possible.
- **Private body parts**—those body parts covered by a bathing suit.
- **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.]
- **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. [I.e., we 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.]
- **Uncomfortable**—experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the “pit of your stomach” or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]
- **Confusing**—is something that is hard to figure out because it doesn’t make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it’s hard to figure out where each part goes how to straighten it all out.]
- **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.]
- **Respecting boundaries (and when they’re violated)**—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.]
- **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 stiches, 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. [Unsafe touches include 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”.]

OPTION #3: Reviewing the boundary touching rule and boundary violations

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 a right to be safe.

Directions: Have children write the Boundary Touching Rules. The rules are:

- If someone tries to touch your private body parts, or wants you to touch theirs, you should say words that mean “No!”
- Try to get away as quickly as possible, and
- Tell a safe adult what happened right away—even if (or especially if) the person told you not to tell or told you that you would get in trouble for telling.

Discuss ways an adult or another child might try to trap or trick a child. Write these down, too.

- Warning Signs of a person with inappropriate boundaries:
 - Threatens to hurt a loved one, including a family member or pet if the child “tells” someone else.
 - Allows children to do things their parents would not allow (ask children to give examples).
 - Gives gifts without permission or oversight from the child’s parents.
 - Asks/tells children to keep secrets from their parents or guardians
- Ask, how do adults or teens try to trick you into believing something that isn't true?

Note: Use this opportunity to talk about the grooming process and to point out that it is unlikely someone would start out by immediately trying to touch your private body parts. Child molesters / boundary violators take some time to gradually move toward increasingly abusive behavior. Remind kids that any time they feel uncomfortable with an adult, they have the right to ask the person to stop what they are doing and to walk away. It is important to talk about this subject in a way that gives the child the information needed but does not scare the child unnecessarily.

OPTION #4: Learning to say “NO!” in an uncomfortable or inappropriate situation

Background: This is a role-playing practice exercise.

Directions: Start with life experience. Take turns sharing times when you have chosen to say “No”. Examples can include:

- I yelled “Stop!” when _____.
- I couldn't stop crying when _____.
- I made sure to get away when _____.
- I hated it the day that _____.
- My friend said “No!” when _____.
- My dad said “Stop!” when _____.
- One day in school, I said “No!”, because _____.

Note: Role playing with the youth helps them have an arsenal of phrases and reactions they can use—since sometimes they know what they should do but don't necessarily know how to put the words into action. Practice “what-if” scenarios with them, evaluate their answers and gently correct them until they know the protocol.

Discuss the types of touching or boundary violations that make you feel uncomfortable because it violates your personal boundaries. For example:

- Someone punches, kicks, scratches or pinches you.
- Someone taunts or teases you by saying mean things about you.
- A person you don't feel comfortable with wants to give you a hug.
- Your aunt wants to kiss you on the mouth.
- The babysitter comes to the bathroom and offers to help you towel dry after a shower or bath.
- The coach pats you on the buttocks on your way out of the locker room.

Practice at least five different ways of saying "No!" Create different scenarios, and then have the child practice saying "No!" using different vocal pitches, facial expressions, body language, etc. For example:

- Say, "No! I don't like that, and I don't want to be touched!"
- Yell, "Stop it!" very loudly.
- Say, "Don't do that!" and get away from the person.
- With hands on hips, yell "No!"
- Say, "No!" and get away from the person.

OPTION #5: Technology Safety (Internet Safety—building a strong house)

Background: This is a visual activity in building the strongest house—by drawing a strong, healthy and happy house that can weather any storm. Houses need a foundation, walls, a sturdy roof, a strong door, windows for sunshine, a fence with a gate, nice surroundings, etc.

In this activity, the house is constructed based on answering the questions, but then demolished, the contents of the house become vulnerable.

You're helping the youth to understand that they must also fortify their own personal boundaries in order to protect themselves and be healthy, much like how together you are fortifying the house.

Directions: Explain the exercise to your child. You will ask your child to "build" a house drawing, which is accomplished by asking a series of questions. To build the strongest house—you will ask a series of True / False questions (see questions below). Each time your child answers the question correctly, the house is fortified by adding a new, essential element to stand strong—and the child is invited to draw that structural element. Conversely, each time your child answers the question incorrectly, you remove a key component of the house, and erase it from view.

You should have a fully fortified house drawing alongside the one being created so your child can see what the end product will hopefully look like when they answer all the questions correctly. For every correct answer, add a key component of the house, such as the walls, roof, door, or the chimney. The goal is to draw a house with a foundation, walls, a roof, a sturdy front door, windows, and a chimney.

Discussing the correct answers is an opportunity to help youth understand proper boundaries while using the Internet. Feel free to reframe the questions for your child.

Process: Below are the T/F Questions to ask for each game, with each round constituting a different part of the house:

Round 1 Q&As:

- T/F: If I see something bad or scary on the Internet, or something that makes me feel uncomfortable, means I should leave the computer and tell an adult.

SUPPLIES

Dry-erase board with markers, or
Paper and pencil, or
Paper and crayons
Eraser capabilities (or extra paper)

- Answer: The child should both leave the computer, and also go and tell an adult.
- T/F: If I know that someone is being mean to one of my friends on the Internet or through email or a cell phone, then I need to tell an adult right away.
 - Answer: True! Don't try to fix this on your own, involve a safe adult!
- T/F: It's "OK" to post pictures online with identifying information such as my school or pictures of my classmates with sport team colors.
 - Answer: False! It's not "OK" to post pictures with identifying information even if you have security settings on your account.
- T/F: It's "OK" to post pictures online with identifying information such as my school or pictures of my classmates with sport team colors IF I have security settings enabled on my account.
 - Answer: False! Even if you have security settings enabled on your account, it doesn't mean that all of your friends have the same types of security settings, which means your info could be vulnerable.
- T/F: If I post something on the Internet, I can always take it down and no one will know. It's not as if it will be there forever.
 - Answer: False! Once posted on the Internet, it will be available for someone to see forever!
- T/F: Using bad language counts as something I should communicate to a caring adult?
 - Answer: True!

Note: If the child (or adult) would like to do a Round 2, consider asking the youth to quietly have a powwow and come up with his/her own questions to ask you. Each round should have 6 questions, to match each item in the "House Composition" box needed for a strong house. They'll need to write a question, the correct answer, and a referee (the Lesson Leader). You could have the best two houses out of three rounds and build a neighborhood!



[Example of a structurally sound, "strong, healthy and happy" house.]

SUPPLEMENTAL ACTIVITY—Grades 3 through 5

Words That Help Us Stay Safe

Each answer is a word in the Word Bank

Word Bank

unsafe	safe
confuse	touch
escape	scare
respect	rules

The crossword puzzle grid is composed of white squares and empty spaces. The starting points for the words are numbered as follows:

- 1:** Top-left corner of a 4x4 square.
- 2:** Top-left corner of a 1x6 horizontal row.
- 3:** Top-left corner of a 3x3 square.
- 4:** Top-left corner of a 4x4 square.

- | | |
|--|--|
| <p>Down</p> <ol style="list-style-type: none"> 1. frighten 2. run away 3. treat nicely 4. upset or scare | <p>Across</p> <ol style="list-style-type: none"> 1. no danger 2. dangerous 3. hands on 4. how to act |
|--|--|

TEACHER'S KEY
SUPPLEMENTAL ACTIVITY—Grades 3 through 5

Words That Help Us Stay Safe

Each answer is a word in the Word Bank

Word Bank

- | | |
|---------|-------|
| unsafe | safe |
| confuse | touch |
| escape | scare |
| respect | rules |

						¹ s	a	f	² e
						c			s
				³ r		a			c
				e		r			a
	² u	n	s	a	f	e			p
				p					e
			⁴ c	e					
	³ t	o	u	c	h				
		n		t					
			f						
	⁴ r	u	l	e	s				
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- | | |
|--|--|
| <p>Down</p> <ol style="list-style-type: none"> 1. frighten 2. run away 3. treat nicely 4. upset or scare | <p>Across</p> <ol style="list-style-type: none"> 1. no danger 2. dangerous 3. hands on 4. how to act |
|--|--|

Grades 6, 7 & 8

Lesson One (1)

Included are supplemental activities that are optional.

Questions?

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Lesson 1 for Grades 6, 7 & 8

Partnering with Parents & Guardians for Safety
Physical Boundaries: Safe and Unsafe Touching Rules

PRINCIPLE

Children / youth must learn tools to protect themselves from people who want to harm them through physical touch (sexual or otherwise) and to prevent or reduce the risk of sexual abuse and boundary violations.

CATECHISM / SCRIPTURE

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.—Catechism of the Catholic Church, #2319 (1997)

OBJECTIVES

After lesson 1, youth should be able to:

- Know the Touching Safety Rules:
 - 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
- Describe safe / unsafe touches
- Recognize similar boundary rules apply Online
- Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the child's fault
- Follow a safety plan created in collaboration with their parents

Background for 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, gradually moving on to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. The activities listed within this lesson plan are intended to empower young people to think about safety issues with you as their partner.

This age group: Dealing with pre-adolescents and adolescents—key concept is "transition"

The middle school child is experiencing a period of rapid growth. The emergence of interest in the opposite sex is occurring. He / she is often concerned about physical change, body size, skin quality and hair length. Body image is very important to this age as he / she complains of being either too physically mature or immature—and may also complain that they do not have enough privacy. The peer group plays an import role in shaping attitudes and interest. Caregivers need to regularly assure youngsters that changes are normal, though the rate of change varies from person to person. Lesson leaders must carefully listen to children and observe *what is happening in their lives*. Let young people be themselves. Let them explore their self-expression; but, know *who* they are with and *what* they are doing, and remind them of the importance of protecting themselves during this dynamic time in their lives. During this time, children are completely self-absorbed, and many are naturally less communicative than at other periods during their development. This is the point that more trust will be given to the youth to evaluate safe and unsafe situations when they are not in the care of their parents.

OPTION #1: Introductory Video

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: View and discuss the introductory video with your child. The introductory video for youth in this age range 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.

Video links for this age group of Grades 6-8:

English 6 – 8: <https://www.youtube.com/embed/P3RoYAYkDQ4>

Spanish 6 – 8: <https://www.youtube.com/embed/XBN8gsD8A7U>

OPTION #2: Safety Terminology

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: Review and Discuss key vocabulary words with your child. Alternatively, Lesson Leaders may utilize this vocabulary framework to have a better baseline of understanding to simply begin a conversation about boundaries, or to assist you in leading the other activities.

- **Safety rules**—Any time an adult (or other youth) makes a child feel uncomfortable or unsafe, there are simple safety rules so the youth know what to do: the child should say words that mean “No!,” try to get away from the person, and tell a safe adult as soon as possible.
- **Private body parts**—those body parts covered by a bathing suit.
- **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.]
- **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. [I.e., we 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.]
- **Uncomfortable**—experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the “pit of your stomach” or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]
- **Confusing**—is something that is hard to figure out because it doesn’t make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it’s hard to figure out where each part goes how to straighten it all out.]
- **Boundaries**—the physical and emotional limits that define one person as separate from another or from others. Boundaries promote and preserve physical or emotional personal space in our relationships. Boundaries give each person a clear sense of “self” and a framework for how to function in relation to others. Boundaries bring order to our lives and empower each of us to determine how others will interact with us.
- **Respecting boundaries (and when they’re violated)**—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.]
- **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.]

Note: It is important to invite questions and comments from students at this point. Clarifications of some of the language, such as “harmful touches” might be necessary. Lesson Leaders should be ready to answer clearly and honestly.

- **Unsafe touch**—harmful touches committed by an individual or group that physically, sexually, or psychologically harms a child or young person. This touch is often from people who either cannot or choose not to see the harm in their actions.[Unsafe touches include 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".]
- **Peer Pressure**—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.

ACTIVITY OPTION #3: Teaching Safety Rules (review and expand the boundary touching rules)

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: Review the Touching Safety Rules

- If someone tries to touch your private body parts, or wants you to touch theirs, you should say words that mean "No!"
- Try to get away as quickly as possible, and
- Tell a safe adult what happened right away—even if (or *especially*) if the person told you not to tell or told you that you would get in trouble for telling.

Talk with children about harmful situations they might face with adults and other young people. Discuss appropriate ways to respond. For example:

- Adults or older children who allow young people to watch R-rated or X-rated movies. (In the first situation, the mere fact that an adult allows a child to watch an R-Rated movie is not necessarily problematic. However, if the movie or the rating is one the parents have forbidden the child to see and the adult tells the child to keep it a secret, the adult's action become more concerning.)
- Adults or other youth who tell dirty jokes or look at "adult" (naked or sexually explicit) pictures.
- An adult or older youth who does something unsafe and, when the young person says, "Stop," the adult or older child agrees to back off but asks the child not to tell anyone what happened.

Note: Discussion allows the young people to work out the issues involved in determining whether the adult's actions are part of the grooming process. It is important that young people begin to recognize the elements of grooming and identify things that are "red flags." As you look at the situations, you will see that none of them are clear-cut examples of grooming. This is an excellent opportunity for young people to begin to confront the challenge of doing the right thing in the face of peer pressure and the child's real need to "fit in" and be part of the group.

Then, discuss the fact that a child has a right to say "No," and to expect the other person to listen and respect the boundary. Discuss difficult situations that could be a part of a grooming process or that encourage the young people to look carefully at challenges that might arise and think through the issues to come to a safe and healthy decision.

- A friend confides in you that someone has molested him / her or has done some things that make the friend uncomfortable with the other person.
- You are at a friend's house. The parents are gone, and your friend wants the two of you to get into the liquor cabinet for some "refreshments."

Stress the importance of the following to the youth: tell an adult you trust to behave safely when something is wrong or when you feel your boundaries have been crossed. If you aren't taken seriously, tell another caring adult, and keep telling until someone pays attention to you.

OPTION #4: Internet Safety Worksheet—Is it true or false?

Directions: Hand out the worksheet and instruct the children to read each statement and select whether the statement is "True" or "False." They can circle or highlight each answer.

Note: The Internet Safety T/F template is included in the downloaded set of materials at the end of this packet.

After completing the exercise, go through the examples one by one and ask the youth to articulate why they chose the specific answers. Help them to understand the correct answers by looking at the Internet Safety Answer Key below. Explanations are listed for "False" answers on the right of the page.

INTERNET SAFETY ANSWER KEY:

1. If aware that a friend is being cyberbullied or harassed, or has experienced abuse, it is OK to keep the matter private without telling an adult.

False

Note: If something bad happens to a friend, it is important to communicate that person to a caring adult. It is NEVER ok to keep silent when another friend is in trouble.

2. You can always know the exact identity of people with whom you meet on the Internet.

False

Note: It is not possible to know the exact identity of people whom you meet on the Internet.

3. It's OK for an adult or older child to make you promise to keep a secret.

False

Note: It is not OK for an adult or older child to make you promise to keep a secret.

4. If you see inappropriate images on the Internet, it is important to stop looking and tell a caring adult as soon as possible.

True

5. Even if you have great security settings on your accounts, sometimes people can see the material you share because of a lack of security settings on a friend's account.

True

6. The best policy is to refrain from posting personal/identifying information on the Internet.

True

7. It's OK to say something online, if you wouldn't say it in person.

False

Note: If you wouldn't say or do the action in person, don't say it online.

8. Once material is shared on the Internet, the information can be easily deleted and removed.

False

Note: Even if you can no longer see the information that was posted on the Internet, it doesn't mean it's been completely removed. Once information is shared, it will always be available for someone to find on the Internet.

9. If unsure of whether an action is inappropriate, I should just keep quiet and not tell until I know for sure.

False

Note: If an action makes you feel uncomfortable, do not keep silent! Speaking out protects you and others. Even when unsure, communicate your concerns to a caring adult who will protect you.

Internet Safety Worksheet—Is it true or false?

Instructions: Read each question and circle / highlight (or discuss) the correct response. You'll be evaluating whether each statement is True or False, and discussing the answers at the end.

1. If aware that a friend is being cyberbullied or harassed, or has experienced abuse, it is OK to keep the matter private without telling an adult. **True False**
2. You can always know the exact identity of people with whom you meet on the Internet. **True False**
3. It's OK for an adult or older child to make you promise to keep a secret. **True False**
4. If you see inappropriate images on the Internet, it is important to stop looking and tell a caring adult as soon as possible. **True False**
5. Even if you have great security settings on your accounts, sometimes people can see the material you share because of a lack of security settings on a friend's account. **True False**
6. The best policy is to refrain from posting personal/identifying information on the Internet. **True False**
7. It's OK to say something online, if you wouldn't say it in person. **True False**
8. Once material is shared on the Internet, the information can be easily deleted and removed. **True False**
9. If unsure of whether an action is inappropriate, I should just keep quiet and not tell until I know for sure. **True False**

Instructions for Educators, Catechists, Youth Ministers, and Other Caring Adults

Touching Safety

REPE

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SREPSEUR

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FESA

	(A)		
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CESRET

					(T)
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YOBD

			(Y)
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TAPRIVE

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TUCHO

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PIOPARTAPRE

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NOSTEH

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PERCEST

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MALBE

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LAVEE

	(E)			
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LETL

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NEASAHKHD

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SURTT

(T)			
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TPEORTC

		(O)			
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DEFRIN

(F)				(N)
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Unscramble each of the clue words.

Use the letter clues that appear in boxes to help unscramble the final message.

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Instructions for Educators, Catechists, Youth Ministers, and Other Caring Adults

Touching Safety Answer Key

REPE

P E E R

SREPSEUR

P R E S S **U** R E

FESA

S **A** F E

CESRET

S E C R E **T**

YOBD

B O D **Y**

TAPRIVE

P R **I** V A T E

TUCHO

T O U C H

PIOPARTAPRE

A P P R O P R I A T E

NOSTEH

H O N E S T

PERCEST

R E S P E **C** T

MALBE

B L A M E

LAVEE

L **E** A V E

LETL

T E L L

GUH

H U **G**

NEASAHKHD

H A N D **S** H A K E

SURTT

T R U S T

TPEORTC

P R **O** T E C T

DEFRIN

F R I E **N** D

Unscramble each of the clue words.

Use the letter clues that appear in boxes to help unscramble the final message.

T O U C H I N G

S A F E T Y

GROOMING WAYS

100 POINT ANSWER—Communicate

100 POINT QUESTION: What is an effective way to stop the grooming process?

200 POINT ANSWER—Forbidden activities

200 POINT QUESTION: What is something a possible molester might let you do as part of grooming?

300 POINT ANSWER—Trapped

300 POINT QUESTION: How does grooming make a young person feel?

SUPPLEMENTAL ACTIVITY—Grades 6 through 8

BOUND TO TOUCH

100 POINT ANSWER—Private Parts

100 POINT QUESTION: What parts of your body are covered by a swimsuit?

200 POINT ANSWER—Boundaries

200 POINT QUESTION: What are the imaginary lines that define each person?

300 POINT ANSWER—Grooming

300 POINT QUESTION: How do predators lure and trap children?

PRESSURE POINTS

100 POINT ANSWER—Peers

100 POINT QUESTION: Who exerts a lot of pressure on kids to act a certain way?

200 POINT ANSWER—Being Accepted

200 POINT QUESTION: What is the reason peer pressure is effective?

300 POINT ANSWER—Influencing decisions

300 POINT QUESTION: What is the effect of peer pressure?



SUPPLEMENTAL ACTIVITY—Grades 6 through 8

GROOMING WAYS	100 POINTS	200 POINTS	300 POINTS
BOUND TO TOUCH	100 POINTS	200 POINTS	300 POINTS
PRESSURE POINTS	100 POINTS	200 POINTS	300 POINTS

Grades 9 - 12

Lesson One (1)

Included are supplemental activities that are optional.

Questions?

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Lesson 1 for Grades 9—12

Partnering with Parents & Guardians for Safety
Physical Boundaries: Safe and Unsafe Touching Rules

PRINCIPLE

Children / youth must learn tools to protect themselves from people who want to harm them through physical touch (sexual or otherwise) and to prevent or reduce the risk of sexual abuse and boundary violations.

CATECHISM / SCRIPTURE

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.—Catechism of the Catholic Church, #2319 (1997)

OBJECTIVES

After lesson 1, youth should be able to:

- Know the Touching Safety Rules:
 - 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
- Describe safe / unsafe touches
- Recognize similar boundary rules apply Online
- Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the child's fault
- Follow a safety plan created in collaboration with their parents

Background for 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, gradually moving on to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. The activities listed within this lesson plan are intended to empower young people to think about safety issues with you as their partner.

This age group: Dealing with teenagers—key concept is "searching"

This is the age where all the experiences that began with puberty—the physical changes and the developing emotions—accelerate rapidly as the teenager matures into a young adult. The self-consciousness deepens and matures. The world of "children" is now renounced. Teens believe in their immortality and may tend to be reckless in their behavior—in person and online. Although it would appear that they reject authority while defining their own independence, in reality they rely on the strength and support they find in parents and other influential adults. Feeling supported and understood is important for this age group, as is upholding boundaries while the reasoning portions of their brains continue to develop. Teens have a great deal of personal freedom. This freedom also puts them at risk in various ways. Parents and guardians expect teens to take care of themselves and to ask for the help that they need. Caring adults must know that children's online behavior and boundaries may need to be fortified.

OPTION #1: Introductory Video

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: View and discuss the introductory video with your child. The introductory video for youth in this age range 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.

Video links for this age group of Grades 9—12:

English 9 – 12: https://www.youtube.com/embed/eY_oua646oc

Spanish 9 – 12: <https://www.youtube.com/embed/ScP07b62IR0>

OPTION #2: Safety Terminology

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: Review and Discuss key vocabulary words with your child. Alternatively, Lesson Leaders may utilize this vocabulary framework to have a better baseline of understanding to simply begin a conversation about boundaries, or to assist you in leading the other activities.

- **Safety rules**—Any time an adult (or other youth) makes a child feel uncomfortable or unsafe, there are simple safety rules so the youth know what to do: the child should say words that mean “No!,” try to get away from the person, and tell a safe adult as soon as possible.
- **Private body parts**—those body parts covered by a bathing suit.
- **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.]
- **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. [I.e., we 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.]
- **Uncomfortable**—experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the “pit of your stomach” or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]
- **Confusing**—is something that is hard to figure out because it doesn’t make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it’s hard to figure out where each part goes how to straighten it all out.]
- **Boundaries**—the physical and emotional limits that define one person as separate from another or from others. Boundaries promote and preserve physical or emotional personal space in our relationships. Boundaries give each person a clear sense of “self” and a framework for how to function in relation to others. Boundaries bring order to our lives and empower each of us to determine how others will interact with us.
- **Respecting boundaries (and when they’re violated)**—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.]
- **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.]

Note: It is important to invite questions and comments from students at this point. Clarifications of some of the language, such as “harmful touches” might be necessary. Lesson Leaders should be ready to answer clearly and honestly.

- **Unsafe touch**—harmful touches committed by an individual or group that physically, sexually, or psychologically harms a child or young person. This touch is often from people who either cannot or choose not to see the harm in their actions.[Unsafe touches include 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".]
- **Peer Pressure**—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.

OPTION #3: Boundary Safety Rules (Review and expand the boundary touching rules)

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Directions: Discuss with your child the reasons why touching safety rules are important. Make sure to reinforce the following points.

- Knowing the rules helps teens deal with potentially threatening situations and, in the process, helps them maintain their own safety and the safety of their friends.
- Being aware of potentially harmful situations, and discussing how to deal with them in advance, are vital to a teen's personal safety. (Ask your child to give you examples of harmful situations).

Discuss with your child the various reasons why there are rules in your family. Emphasize created them to ensure the safety of all family members. Remind your teen of specific rules regarding what they may or may not be allowed to do. This could include:

- Guidelines teens *know* are there because parents and guardians let them engage in certain activities while saying "no" to other activities.
- Behaviors that parents and guardians expect from their teens and young people, even though they (parents) may have never actually verbalized those expectations.

Remind your child that while most touches are safe, some are unsafe and may pose serious risks to those involved. There are a variety of reasons for physical touching. Discuss some of the reasons for human touch, and note which touches are safe and which are unsafe.

- Touch can be appropriate, inappropriate and sometimes confusing. It can be received positively or negatively, and it can be safe or unsafe.
 - For example, touch can indicate:
 - An attempt to communicate
 - Affection
 - Loving and consensual sexual activity between spouses in the context of a Christian marriage
 - Use of power and control
 - A demonstration of anger and hostility
 - A vehicle for victimization—sexual and physical
- Discuss different examples of safe / unsafe touches or behavior, and confusing behavior, as well as ways to deal with negatively perceived or confusing touches.
- Discuss ways to say "no" or to otherwise refuse unwanted advances or uncomfortable / unwanted touches.
- Talk about whether there is ever a time when "no" doesn't mean "no." And, if there is such a time, discuss some ways to help determine whether "no" really means "no." **Hint:** If someone says "no" in the context of a human touch, you should always respect "no" as the final answer. Always!

SUPPLEMENTAL ACTIVITY—Grades 9 through 12

Activity: The Investigator—Identifying Unsafe activities

Supplies: Small slips of paper (One for each student)
Pens or pencils for everyone

Directions: Invite the students to sit in a group. Give the students each a slip of paper and have them write their names on the paper and turn the slips back in. Put all the slips in a bowl or container and draw out one name. That person is the "Investigator." He or she must leave the room until you are ready for the game.

When the Investigator leaves, explain to the students that they are all now "unsafe" people. Then tell them which of the following behaviors they are guilty of. When the Investigator comes back in, he or she must guess the behavior by asking questions of the other students. **ALL QUESTIONS CAN ONLY BE ANSWERED "YES" OR "NO."** When ready, the Investigator can guess the behavior. If the Investigator is correct, that round is over and a new Investigator is chosen. Another behavior is selected and the game begins again. You can play the game until everyone has been an Investigator or as long as time allows.

The game brings to the forefront the aspects and elements of unsafe and safe behaviors and students have an opportunity to get really clear about what makes some actions safe and others unsafe. They also get to think through the whole behavior process when they are answering questions.

Behaviors for use in the game:

Goes overboard touching: tickling and wrestling others.

Rubbing up against another (accidentally on purpose).

Providing sexual or suggestive pictures, books, texts or other material to others.

Walking in the bathroom or locker room when members of the opposite sex are there and undressed.

Expecting others to follow your lead even if they could get hurt or don't want to do it.

As an adult you are constantly tapping, rubbing, or slapping students on the lower back or bottom.

Acknowledgement & “Opt Out” Forms

Parents/Guardians:

*Please complete the **acknowledgement form** for the lessons you taught to your children and return to your parish religious education leader. If you decided to opt out of teaching the lesson to your children, then **please only return the “Opt Out” form** to your parish religious education leader.*

Questions?

Please contact

Justin: jkirkland@dioceseaj.org

(814) 317-2606

or

Cindy: coconnor@dioceseaj.org

(814) 317-2621



Empowering God's Children® Safe Environment Program

Parent led session

Parent Information & Acknowledgement Form

Dear Parents and Guardians,

[Date]

In an effort to assist in the monumental mission of protecting children, the [Location/Organization] is partnering with you to present a safe environment lesson to your child. It is our cherished role as adults to fully protect children. In addition, we must also teach children/youth about their safety rights and boundaries, so that they have tools to protect themselves. What follows is information about the program itself and the resources available to you. **PLEASE NOTE: There are required action items on page 2 with content you may need to return.**

Empowering God's Children Program Information:

A program for children, each lesson includes a grade-appropriate video component along with learning activities. The material is designed to better equip your child to know their safety rights, recognize their boundaries, and to empower them to protect themselves when safe adults are not immediately available—and ultimately be safer from people who might want to harm them.

As we partner together in delivering this content to youth, there are two especially helpful resources to assist in delivering the lessons. These resources are provided to our Lesson Leaders (which include you as parents, along with the persons delivering the content per the organization). First, the *Teaching Boundaries and Safety Guide*, which equips safe adults to facilitate an ongoing safety dialogue, and the *Lesson Leader Orientation and Certification Module*, give you better insight about conducting the lessons. Please communicate directly with your local or diocesan coordinator to gain access to each of these specific resources. Following the lesson, we encourage you to continue reinforcing the message at home whenever possible.

- I. **TRAINING FORMAT:** Due to continued closures of parish and school programs and limited resources, **we will be providing the lesson plan to you as the parent/guardian to present the information directly to your own child/youth.** Your local coordinator will share the above lesson with you and any additional instructions on sharing this information the child/youth in your care.
- II. **CONTACT INFORMATION:** *For questions, or to obtain access to the resources, the specific lesson and related activities, please contact:*

(Name / Position / Contact information)



Empowering God's Children® Safe Environment Program

Parent led session

Parent Information & Acknowledgement Form

PARENT/GUARDIAN ACKNOWLEDGEMENT

Complete this portion AFTER you have provided the Empowering God's Children Program Lesson 1 to your child/youth

I, (name of parent/guardian) _____, certify that I have presented my child/youth (name) _____ in grade _____, the *Empowering God's Children* Lesson 1: Physical Boundaries: *Safe and Unsafe Touching Rules* on (date) _____.

Parent Signature* _____ Date _____

**If you are unable to print, sign and scan, typing in your full name above will be considered your signature.*

RETURN COMPLETED FORM TO

(Name / Location): _____

Email: _____

BY: (Date) _____

Thank you for your partnership with us to protect children and youth.

TO: Parents
FROM: _____ (Parish Now)
SUBJECT: Opportunity to “opt your child out” of the *Teaching Safety – Empowering God’s Children* program
DATE: 2020-2021 School Year

_____ (Parish) will present a sexual abuse prevention program, the *Teaching Safety – Empowering God’s Children* program, to our students on _____.

The creators of the *Protecting God’s Children*® program developed the *Teaching Safety – Empowering God’s Children* program. This program is provided to us by the [NAME of archdiocese or diocese], and is a part of our ongoing effort to help create and maintain a safe environment for children and to protect all children from sexual abuse.

The scheduled lesson is being offered to all students at the Religious Ed Classes at _____ (Parish). As a parent, you have the right to choose whether your student participates. We encourage you to read the attached “overview” and “lesson plan” so you’ll be aware of the nature of the *Teaching Safety – Empowering God’s Children* program.

If you have questions about the program or the lesson, please contact _____ at _____. If you determine that you DO NOT want your child to participate, please complete the “opt-out” form at the bottom of this page, and return it to your child’s teacher no later than _____.

For more information on the *Teaching Safety – Empowering God’s Children* program, visit the VIRTUS Online™ website at www.virtus.org.

Opt-out form for use with the Touching Safety program:

_____ **does not** have my permission to present the *Teaching Safety – Empowering God’s Children* program, to my child whose name is _____.

Parent’s name (printed): _____

Parent’s Signature: _____

Date: _____