

Protecting God's Children
Teaching Touching Safety
Grade 6
Lesson One
Touching Safety Rules

Scripture: One night the Lord spoke to Paul in a vision, "Be fearless; speak out and do not keep silence: I am with you. Acts 18: 9-10

Catechism: "God fashioned man with his own hands and impressed his own form on the flesh he had fashioned, in such a way that even what was visible might bear the divine form."
#704

Guideline -"Do you not know that you are a temple of God, and that the Spirit of God dwells in you?" (1Cor 3:16)
References: -Because we are made in God's image and likeness, every person's body deserves respect from self and others.

Goal: Help children learn the "rules" about appropriate touches. Help children to learn how to guard against those who may harm them through touch. (sexual or otherwise)

Objectives: Students can:

- Clearly state the rules about appropriate or inappropriate touches (See Background Information below)
- Describe safe touches
- Say "No" when someone tries to touch them in a way that is uncomfortable or otherwise inappropriate.
- Identify the situations when secrets are appropriate and when secrets are a threat of harm

Overview: Students should be able to identify safe friends and safe adults as people who won't hurt, confuse or scare, intentionally. They are people who respect your wishes and those of your parents, guardians, and caretakers.
This age student is experiencing a period of rapid growth. The emergence of interest in the opposite sex is occurring. He or she is concerned about physical change, body size, skin quality and hair length. Body image is very important to this age child. He or she complains of being either too physically mature or too physically immature at this stage. The peer group plays an important role in shaping attitudes and interest.

Prayer to Saint Joseph

Leader: St. Joseph, you trusted God's message to marry Mary even when you did not understand what he was asking of you....

ALL: Help us to trust those safe people in our lives.

Leader: Foster father of Jesus, you are a strong and gentle role model for all those who take care of children.....

ALL: Help us to seek out adults like you to care for us.

Leader: Joseph, you brought Mary safely to Bethlehem, and honored Jesus by finding a safe place for Mary to bring Him into the world—"God among us!"

ALL: Help us to honor ourselves and each other by keeping ourselves and our friends safe.

Leader: St. Joseph, you spent many frantic hours during your family journey searching for Jesus when you thought he was lost and maybe in harm's way.

ALL: Help us to recognize danger, and alert those who care for us.

Leader: St. Joseph, we know you care for us as you cared for Jesus, and will intercede for us in Jesus' name....

ALL: Amen

Background information for teachers from "Protecting God's Children"

FIVE TOUCHING SAFETY RULES

1. Identify safe friends and safe adults as:

- people who won't hurt, confuse, or scare you intentionally
- people who respect your wishes and those of your parents, guardians, and caretakers
 - **remember:** some safe friends and adults may not behave safely all the time
 - **remember:** if someone behaves safely the first time you meet, that does not mean that person is a safe person.

There are differences between safe and unsafe touches.

Safe touches have a good purpose, are not intended to hurt, and are familiar and safe.

- shaking hands with someone new, getting a pat on the back from teacher or coach
- Sign of Peace greeting at Mass

Safe touches do not always feel good

- doctors (needles), nurses (drawing blood), dentists (pulling teeth), or
- "Dr. Mom" (taking off Band-Aid) touches sometimes hurt for a good reason.

Safe touches may include accidental touches

- bumping into someone in the store
- falling on someone at a playground

Unsafe touches are any touches meant to hurt or scare someone

- hitting, kicking, punching, tripping, spitting
- touching private body parts

*Unsafe touches are touches that are new, scary, or confusing—or touches that start out okay, but **become** scary or confusing.*

There are a few special safe adults in our lives.

- Not everyone adult is a special adult. The decision about who the child's special safe adults are belongs to the child's parents.

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There are things to do if a child, adolescent, or adult touches you in an unsafe manner.

- Children must send a clear signal to anyone whose behavior is unsafe—a signal that unsafe behavior will not be tolerated.
- Children should say “No!”
- Children should run away, walk away, back away

We should never keep secrets about unsafe touches.

- There can be NO SECRETS when it comes to personal and physical safety!
- It is wrong for an adult or another child to ask a child to keep a secret about Safety — especially unsafe touches.

Activity #1: “Rules and Tools” Brainstorming Session (10 min)

Directions: Provide students with opportunity to work in groups to consider the importance of rules, as well as the tools they have at their disposal to protect themselves.

- organize the students into 5 groups,
and assign each group a number from #1 to #5.
- Assign each group a “task” from the list below (or develop a list of your own), for which they will develop the **rules** for the task, as well as the **tools** they need to accomplish the task:
 - rules and tools for mowing the lawn
 - rules and tools for starting a computer
 - rules and tools for riding a bike
 - rules and tools for washing a car
 - rules and tools for reducing fractions
- After only 5 minutes of brainstorming, quickly ask “reporter” for each group to share their ideas.

Activity #2: Review and Expand the Touching Safety Rules (30 min)

Vocabulary terms: *slang, puberty, peer pressure, private parts, unsafe touch, boundaries*

Directions: Introduce/review “Teaching Touching Safety...” and discuss child’s right to say “No!” and right to expect others to listen to and respect that “No!”

Grade 6 Lesson 1

- Discuss the fact that just as most tasks and experiences we have include rules and some sort of tools, protecting ourselves can be more understandable if we look at the rules and the tools we have to help us achieve that safety. (See Background)
- Discuss with students appropriate ways to respond to risky situations they may face with unsafe adults. Stress the importance of communicating with safe adults if something happens that violates their safety and well-being.(See Background) (Role-Play)
- Discuss difficult situations such as:
 - Adults allowing children to watch R-rated or X-rated movies
 - Adults or other children who tell dirty jokes or look at X- rated pictures
 - When an adult asks the child not to tell if they have done something unsafe
- **Directions:** Provide students with time to process what they have learned together. Ask students to list the rules and the tools. See how many can be remember from the lesson.

Ending Prayer: The Apostles Creed

Protecting God's Children
 Teaching Touching Safety
 Grade 6
 Lesson 2
 Safe Friends, Safe Adults, and Safe Touch

- Scripture:** God created man in his image; in the divine image he created him; male and female he created them. God looked at everything he had made, and he found it very good. Genesis 1:27,31
- Catechism:** 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. # 2319
- Guideline** -Respect means treating all people with the dignity they deserve as God's children.
References: -We are called to show respect and care for all creation, especially for God's gift of human life, which is the center of God's creation.
- Goal:** Help young people to respect their own health and safety and the health and safety of others. Help them to prevent or reduce the risk of sexual abuse.
- Objective:** Through this lesson, the teacher reinforces the parent's message about touching safety and protecting their body. Upon completion of this lesson, children should be better able to:
- Name their safe friends and safe adults
 - Identify special safe adults
 - Respond in an appropriate manner to unsafe situations
- Overview:** At this age, young people are experiencing many changes, both physically and emotionally. They may question traditional rules and struggle with making personal decisions. They have a heightened awareness of their bodies, which may cause them to feel awkward, confused, and uneasy about themselves. They lack the experience to anticipate the consequences of their decisions. Caregivers can assist adolescents in forming healthy views about appropriate boundaries in relationships.

Prayer to St. Joseph

- Leader:** St. Joseph, you trusted God's message to marry Mary even when you did not understand what he was asking of you....
- ALL:** **Help us to trust those safe people in our lives.**
- Leader:** Foster father of Jesus, you are a strong and gentle role model for all those who take care of children.....
- ALL:** **Help us to seek out adults like you to care for us.**
- Leader:** Joseph, you brought Mary safely to Bethlehem, and honored Jesus by finding a safe place for Mary to bring Him into the world—"God among us!"

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Lesson 2

ALL: Help us to honor ourselves and each other by keeping ourselves and our friends safe.

Leader: St. Joseph, you spent many frantic hours during your family journey searching for Jesus when you thought he was lost and maybe in harm's way.

ALL: Help us to recognize danger, and alert those who care for us.

Leader: St. Joseph, we know you care for us as you cared for Jesus, and will intercede for us in Jesus' name....

ALL: Amen

Activity #1:

Vocabulary terms: *touching, secrets, safe friend, unsafe friend, safe touch, unsafe touch, safe adult, unsafe adult, special safe adult, respect, No!, boundaries*

- What does trust mean to you? (answer)
- Look up the meaning of trust in a dictionary. Write the definition
- Write the name of one person you trust.
- Why do you trust that person
- Think back on the Bible Stories we have read. Who do you think showed the most trust in God? Why?
- How can you show trust in God?

Activity #2

Review "Teaching Touching Safety Rules from Lesson 1, and discuss child's right to say "No!" and right to expect others to listen to and respect that "No!"

Remember:

-Safe friends and safe adults are those who always respect your boundaries
-Safe friends and safe adults honor your right to say "No!"
-Safe friends and safe adults are people who demonstrate safety in all of their activities (e.g, they don't drive recklessly or forget to wear safety goggles when using a power saw).

- Interview: You are a news reporter who will be interviewing "the person on the street" for his or her opinion about this question: **What** is a safe friend or safe adult?

(You may wish to form groups. You may wish to use a tape recorder. Each group could let the rest of the room listen to the "interviews".)

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- As a news reporter you will need a response to each of the five “W” questions, including: Who? What? When? Where? And Why? So, replace the What in the above question with each of the other “W” words, and ask each person you interview all five “w” questions.
- Do you think anything was left out? If so? what?
- Choose someone to be the Anchor person and compile a closing paragraph to “wrap it up”

Activity #3 : “Book It!” (If time permits or you feel it is a good follow up)

Direct each group to plan, create, and publish an **age appropriate** booklet that students in perhaps grades 3, 4, or 5 might be able to read. The topic should include the “Rules and Tools” concepts that they have learned, with text and illustrations that are **appropriate** and non-explicit. Teachers will need to be very clear about what is and is not appropriate and will have to read each “book” carefully.

Closing Prayer: Memorare