

## Teaching Touching Safety

### Grade 3

#### Lesson Plan 1: Touching Safety Rules

- Scripture:** Do not model your behavior on the contemporary world, but let the renewing of your minds transform you, so that you may discern for yourselves what is the will of God-what is good and acceptable and mature. Rom. 12:2
- Catechism:** God fashioned man with his own hands (that is, the Son and the Holy Spirit) 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
- Guidelines Reference:** God is all-knowing, all-loving, all-merciful.  
His greatest gift to us is Jesus Christ, His only Son. We are filled with the Holy Spirit who gives us the gifts we need to live as Jesus teaches.
- Goal:** To assist educators in teaching children how to prevent or reduce the risk of sexual abuse.
- Objective:** The third grade students will actively learn the necessity of guarding themselves against those who may harm them through unnecessary touching and create appropriate ways to alert those who are touching them to stop.
- Overview:** Dealing with the intermediate age-key concept is “energy.” These children are away from home more often than earlier in life and they need to start recognizing that safety issues can arise when they are off with friends or at other events and 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 to confide in. 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 and wrong or fair or unfair. They 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.
- Prayer:** “Know what is good, what it is that God wants, and what is the right thing to do.” (Pray that each person in the room will spend their lives doing what God wants, which is the right thing.)
- Vocabulary:** Referee, rules, out of bounds, inappropriate manner
- Discussion Point:** Ask the students to think of a time when they were doing what God wants, how did that make them feel? What were they doing? Ask the students to think of a time someone else wasn’t doing God’s will, towards them, how did that make them feel? What was the other person doing?

**Activity:**

**Gather on a reading rug or another comfortable more relaxed area in the classroom to continue the discussion including the points below:**

**“When you go out to a playground, or are in a classroom, there are rules. Why do you think adults and sometimes children make up those rules?” (to keep people safe)**

**“There are also rules in other places. One special place is your body and YOU are the enforcer (person in charge of rules) and it’s your job to make sure people follow them.”**

**“It’s okay for people to touch some places on your body if you WANT them to, like your hands for a high five, or a pat on the back, or a hug. But like in a sports game, you are the referee, so it’s your job to tell a person if it is okay for them to touch you in the appropriate places.”**

**“Sometimes adults and children can go OUT OF BOUNDS and touch you in areas where you don’t want to be touched, when you don’t want to be touched, areas like your private parts. Sometimes it’s hard being the referee and telling them that it’s not okay. Why might it be hard for you to tell an adult “no”? (Accept appropriate responses)**

**“To help you be a referee, let’s come up with some different ways of saying “no” to an adult.” (Write on poster paper for display)**

**RULES**

**Say NO**

**Walk away -- GO**

**Tell a safe adult**

**Show where the wrong touch happened**

**“Once you are done telling them “no”, you need to walk away and tell a special, safe adult. Let’s call that “go” to help you remember.”**

**“Since you are the referee, help me to think of five people that we could “go” to. Write down underneath “no” the five people you can “go” to on the poster paper.**

**“Once you go to them you need to tell them what happened to you and where they touched you. Let’s call that “show and tell”. Write “show and tell” underneath the five people to “go” to on the poster board.**

**The students can create a Sequence Strip of NO, GO, and SHOW & TELL. Children can illustrate and write a sentence**

**about each action. (See attached sheet) Have the students write NO! at the top of the first frame; GO! at the top of the second frame; SHOW & TELL at the top of the third frame.**

**Closing Prayer: Our Father**

The form is a worksheet for a closing prayer. It has a central yellow background. In the center, there are three large, vertically-oriented, rounded rectangular frames, one above the other. On the left and right sides of these frames, there are vertical columns of 15 small, empty rectangular boxes each, intended for students to write their responses.

## **Teaching Touching Safety**

**Grade 3**

### **Lesson Plan 2: Touching Safety Rules**

- Scripture:** Boaz said to Ruth, “Listen, my daughter! Do not go to glean in anyone else’s field; you are not to leave here... Ruth 2:8
- Catechism:** Life and physical health are previous gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good. #2288
- Guidelines Reference** The Commandments and Beatitudes guide us in becoming more like Jesus. They show us how to love responsibly and unselfishly, teaching us respect for life. Because we are made in God’s image and likeness, every person’s body deserves respect from self and others.
- Goal:** To assist educators in teaching children how to prevent or reduce the chance of sexual abuse.
- Objective:** The third grade students will positively identify safe people in their lives, thus creating an identity of what appropriate relations are. Various activities will allow students to come to better understand appropriate interactions versus inappropriate interactions.
- Overview:** Children at this age are beginning to ask about and understand their own physical growth. They want to discuss some of the virtues essential to friendship such as loyalty, communication, and responsibility. They are interested in the proper terminology related to body parts and wish to have trusted adults in their lives to discuss basic physiological processes within a non-threatening way. Since children are influenced by what they see and hear in the media, it is important that caregivers talk with their children about the values and attitudes that are portrayed.
- Prayer:** Dear God,  
All that You have created is good and needs to be taken care of by each of us. As we work together during this class period may we always remember that You have entrusted us with many gifts. We are grateful for Your constant help in our lives and we always want to be good stewards of Your love. We ask this through Christ our Lord. Amen.
- Vocabulary:** appropriate, relations, interactions, safe, qualities
- Discussion Points** Ask the students why they need to be guided by adults while they are children?  
Ask the students to think of words that describe adults that they really care about and trust creating a word web while this brainstorming is going on (See attached sheet).

**Activity:**

**Tell the students that they are going to pretend they are a famous writer. A newspaper wants them to create a catchy advertisement to educate children about special, safe adults that kids can go to in time of need. The newspaper gave them two choices of advertisements: a slogan or a simile.**

**Instruct the class as a whole group, working with students in creating a class-wide slogan for a special, safe adult, and a simile for the respective advertisement as well, using the web for ideas and topics.**

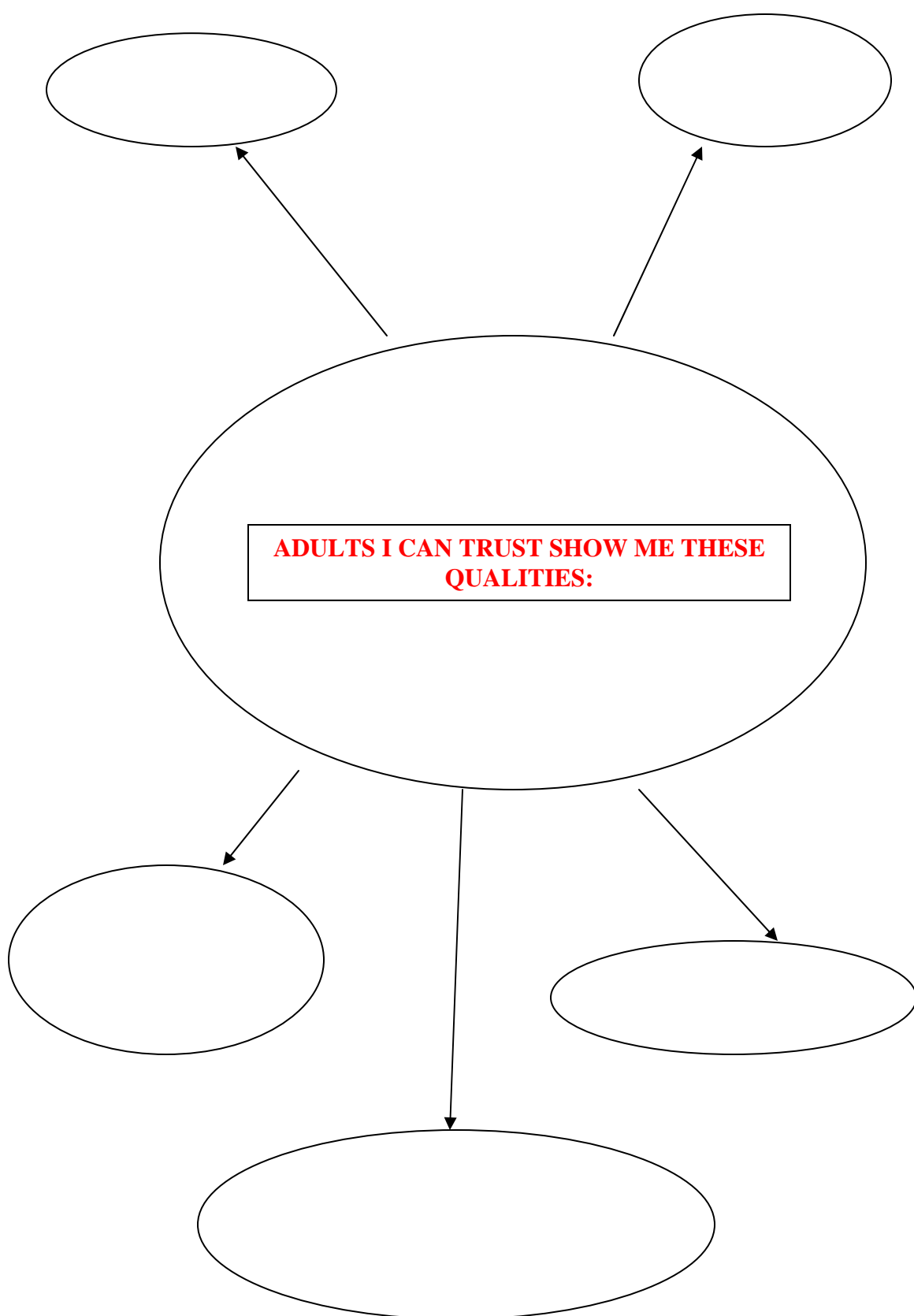
**Once the class has an adequate understanding of slogans and similes, break them into groups of two/three students before giving instructions. Posting instructions on an overhead or board would be wise to assist them in their writing.**

- 1. Groups may choose whether they want to write a slogan or a simile.**
- 2. Sentence/s must be written on a piece of paper and submitted to the teacher for editing.**
- 3. Once the statement has been approved, the class is re-gathered and the ideas are shared to help reinforce the idea of safe adults.**

**As the groups complete their work and are waiting for the entire class to be finished, have them work on the attached sheet either alone or with their partners. (See attached)**

**Closing Prayer:**

**Our Father**



**ADULTS I CAN TRUST SHOW ME THESE QUALITIES:**

# Appropriate Touching Poem

**Directions:** Below are five lines. Underneath each line are instructions on what you need to write on the line. Each line needs to start with a capital letter. At the end of each line you need to insert a comma. Write as neatly as possible, and do your best with the spelling.

---

On line 1 – Write the words “Safe touch”

---

On line 2 – Write two words that describe a safe touch.

---

On line 3 – Write three verbs for a safe touch.

---

On line 4 – Write a short sentence about a safe touch.

---

On line 5 – Write one word that means the same thing as a safe touch

God bless safe adults!