

Teaching Touching Safety

Grade 1

Lesson Plan 1: Touching Safety Rules

- Scripture:** If the whole body were just an eye, how would there be any hearing?
- Catechism:** Because the Holy Spirit is the anointing of Christ, it is Christ who, as the head of the Body, pours out the Spirit among his members to nourish, heal, and organize them in their mutual functions, to give them life, send them to bear witness, and associate them to his self-offering to the Father and to his intercession for the whole world. Through the Church's sacraments, Christ communicate His Holy and sanctifying Spirit to the members of his Body.
- Guidelines Reference:** God calls us, each by name, to love and respect our uniqueness and the uniqueness of others.
God is our loving Creator. All life comes from God.
- Goal:** To assist teachers and other caring adults in teaching children how to prevent or reduce the risk of sexual abuse.
- Objectives:** The children will be able to repeat and understand the safe touching rules. The children will be able to say "NO!" when someone tries to touch them in a way that is uncomfortable or otherwise inappropriate.
- Overview:** Parents and guardians are the primary educators of their own children. Teaching children the names of their private body parts is the responsibility of parents. That learning process should begin when the child is 18 months. There, children should know the names of their private body parts by the time they reach kindergarten. Young children have a natural curiosity about body parts. They 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 for them. Teachers 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 significant adults.
- Prayer:** Our Father
- Vocabulary:** private body parts, secrets, rules

Activity: Have the students form a circle around a song chart on which the words to “Head, Shoulders, Knees and Toes” have been printed. (See attached)

Discussion: Introduce the vocabulary term ~ private body parts
Teach the students that our private body parts are those covered by our bathing suits.
Teach the students that the body parts referred to in the song we sang at the beginning of the lesson are parts that people can see. These are our regular body parts.
Discuss with the students what to do if someone wants to touch a private body part or wants you to touch their private body part
Introduce the vocabulary term ~ rules
Discuss what you should do if someone wants to touch your private body parts or wants you to touch their private body parts.

Make a chart of What to Do to be displayed throughout the lesson

- Say “NO!”
- Run away
- Tell a safe adult what happened
- Introduce the vocabulary term ~ secrets

Review What to Do rules giving the children examples.
Have the children repeat the rules after each example:

- ❖ What if somebody tells you to keep the touch a secret?
- ❖ What if somebody tells you that they will give you a present or a treat if you will keep the touch a secret?
- ❖ What if somebody tells you nobody will believe you if you tell?
- ❖ What if somebody makes you feel icky but doesn’t touch your private body parts?
- ❖ What if it is somebody you really like, a family friend or someone in your family?

Activity: Give out the Passport to Touching Safety template (see attached); have the children begin by putting their name on the front of the passport and drawing a picture of themselves on the front. Collect the passports to be used at a later time in Lesson 2.

Review the What to do Rules by repeating them loudly:

- ❖ Say “NO!”
- ❖ Run away.
- ❖ Tell a safe adult what happened.

Prayer: Hail Mary

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Lesson Plan 2: Touching Safety Rules

- Scripture:** Make sure that no one captivates you with the empty lure of a ‘philosophy’ of the kind that human beings hand on, based on the principles of this world and not on Christ. Col. 2:8
- Catechism:** Respect for the human person considers the other “another self.” It presupposes respect for the fundamental rights that flow from the dignity intrinsic of the person. #1944
- Guidelines Reference:** Jesus is God’s greatest gift to us and Jesus teaches us how to love and care for one another.
Our bodies are a gift from God. Caring for ourselves and others is a way of showing respect for life. God has given us people who help us and teach us to care for ourselves. Because of God’s great love for us, He never wants us hurt in anyway.
- Goal:** To assist educators in teaching children how to prevent or reduce the risk of sexual abuse.
- Objective:** The children will be able to name their safe friends and adults.
The children will be able to identify special safe adults.
The children will be able to respond in an appropriate manner to unsafe situations.
- Overview:** Children at this age ask questions relating to the differences in body parts between boys and girls. They are beginning to differentiate positive and negative aspects of everyday life and are beginning to question when adults expect blind obedience. At the same time, they are learning how to respect and care for their bodies in terms of hygiene, eating, and physical activities. Caregivers need to be open, honest, and available to answer questions correctly with language that children can understand. This is the time to discuss safe and unsafe touches so children can practice safety when they are away from home.
- Prayer:** Hail Mary
- Vocabulary:** private body parts, secret, touching, safe friend, unsafe friend, safe touch, unsafe touch, safe adult, unsafe adult, special safe adult, respect
- Discussion:** Introduce the vocabulary terms ~ safe touch
unsafe touch
safe adult

Define what is a “safe” and “unsafe” touch; define who a safe adult/friend and an unsafe adult/friend looks like.

Create a class definition of safe touch ~ such as touching for a good reason (guiding someone, pat on the back, high five, hug, etc.)

Create a class definition of unsafe touch ~ such as touches that make you feel uncomfortable (hair pull, grabbing your private parts, kissing you on the lips, etc.)

Have the children give examples of what they feel are safe and unsafe touches.

Ask the children to LISTEN for examples of safe and unsafe touches. When they hear a safe touch, they should clap; when they hear an unsafe touch, they should stand up.

- **Mommy give you a hug when you get home from school.**
- **Daddy gives you a kiss when he gets home from work.**
- **Joann give you a “high five” when you help her out.**
- **A friendly person wants to touch your private body parts.**
- **Your baby-sitter wants to give you a bath even though your mother told you to wait until she comes home.**
- **One of the people around the school wants to take you down an empty hallway to show you something.**
- **The stranger behind you in church wants to shake your hand at the sign of peace.**
- **Your dog wants to lick your face.**
- **The boy next door pushes you down on the sidewalk.**
- **Someone is running down the hallway at school and a teacher reaches out and puts a hand on their shoulder to stop them from running and possibly falling.**

Introduce the vocabulary term ~ special safe adult

Discuss who a special safe adult is – someone who has the right to touch a child’s private body parts only to keep them clean and healthy but ONLY with the permission of their parents. For example, the doctor, the nurse, my aunt who might be taking care of me and helping me with my bath; my teacher who helps me to fix my pants after I use the bathroom (if I need the help).

Make a chart of Special Safe Adults to be displayed in the classroom:

- **Someone who has permission to help you get a bath.**

- Someone who has permission to help you go to the bathroom if you need help.
- Someone who has permission to help you put on or change your clothes.
- Someone who has permission to help you when you are sick.

Activity: Give out the Passport to Touching Safety booklets began in Lesson 1.

Explain to the students that they are going to complete their “Passport of Touching Safety”. Return the original passports to each student. Tell the students to add these new rules about safe touching and safe adults in their passports.

Page 2 of passport: Rules for Safety

1. Say “No!”
2. Go away
3. Tell a safe adult

Page 3 of passport: Safe adults for me include:

- 1.
- 2.
- 3.

Page 4 of passport: Print ~ GOD, PLEASE KEEP ALL CHILDREN SAFE!

Closing: Review safe and unsafe touches
Review safe adults/friends, special safe adults and unsafe adults
Review the What to Do rules by repeating them loudly

1. Say “No!”
2. Go away.
3. Tell a safe adult.

Send home the completed passports to share with parents/guardians

Prayer: Hail Mary

HEAD, SHOULDERS, KNEES AND TOES

{Touch each part as you sing it}

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.

{Repeat several times, gradually increasing the tempo—speed—each time!}

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.

My Passport

Name: _____