

TEACHING TOUCHING SAFETY
Grade 8
Lesson Plan 1: Touching Safety

Scripture: God created man in his image; in the divine image he created him; man and female he created them. God looked at what he made, and he found it very good.- **Gen 1:27,31**

Catechism: Every human being from the moment of conception is sacred because the person has been willed in the image and likeness of the living and holy God.- **#2319**

Guideline References: *-Human life is sacred because, from its beginning, it involves the creative action of God and remains forever in a special relationship with the Creator, who is its sole end. (Catechism #2258)*
 -God has created humanity in his image and likeness. Therefore, we have a commitment to respect all human life and dignity.

Goal: To empower students to refuse unwanted and inappropriate touching.

Objectives:

- Students will be able to distinguish between good touches and bad touches.
- Students can identify and resist any touch that can harm sexual or non-sexually.
- Students will be able to confidently say "No" to inappropriate touching.

Overview: Pre-adolescents are unsure of themselves in almost every situation in their young lives. They are fearful of taking initiative in most situations concerned with seeming foolish. They need the knowledge and information which empowers them to protect themselves and hold accountable those who would take advantage of them, or harm them. The pre-adolescents should feel free of guilt or apprehension.

Introduction: Just as we are responsible for caring for and respecting our bodies as it is in God's image and likeness, we are also permitted to reject and hold accountable any person who would attempt to touch us in a way that is unacceptable and inappropriate.

- Define "good touches."
- Hugs and touches of genuine affection
- Touches of support and encouragement
- Define "bad touches."
- Long, lingering hugs without purpose
- Invading a person's "space" continuing even as a person backs away.

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Lesson One

- Putting arm around one's shoulder, pulling a person in a tight embrace,
- Refusing to let that person free when they rear away.
- Touching or fondling "private parts."

Activity one:

- Using a dictionary, (*Teacher should check definitions first*) the student will define: *Boundaries, Puberty, Peer Pressure, Authority, Intuition, Instinct, and Empowerment*
- Review *Catechism* reference. Discuss responsibilities to honor your body and your right to reject anyone who would disrespect your body. #2319
- Review the terms *Boundaries, Intuition, Instinct, and Empowerment* and relate to simple real life situations (dares by friends; a prank, sneaking out without permission, etc.)

Activity two:

- Address two major social groups in an adolescent's life:
(*What effect can they/do they have in your life?*)
 - Peers
 - Authority Figures
- Class discussion: Who are your peers?
 Close friends?
 New acquaintances in your age group?
- Have a discussion of uncomfortable situations that could give rise to crossing appropriate relationship boundaries. (Remember: We are not teaching sex education.)

<ul style="list-style-type: none"> - Unwanted touching - Initiating sexual topics - Cajoling, Baiting, Intimidation 	<ul style="list-style-type: none"> -Comments about body parts - Strangers asking to take pictures
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- Apply terms *Intuition and Instinct* to determine if an action has crossed the boundaries of acceptable touching.
- Discuss *Empowerment* to reject these situations and advances, and how to handle them. (*Students' input*)

Activity three:

- Define *authority* according to its Latin meaning; *Life giving*. Explain that an authority figure is one who cares for us and our well-being and respects and protects us from harm.
- List *authority figures* in their lives.
- List the positive actions taken by these figures as it relates to students' safety and well-being
- Discuss situations in which an authority figure (*adult*) may cross the line of appropriate behavior (exceed the child/adult boundary). Apply *intuition and instincts* to discussion.

Examples:

- Hugging exceeds affection or support
- Refusing to release from holding when child attempts to release
- Asking personal questions about social life
- Referring to X-rated materials such as pictures, movies; telling dirty joke
- Telling student that they are "special" or more "mature" than most their age
- Creating situations where they are alone together.

- Create small discussion groups. Review *empowerment*. Have students develop steps that should be taken by individuals encountering any of the above situations.

Examples:

- Tell that adult that you are uncomfortable about the situation and he or she must stop.
- Tell a trusted adult about the situation, your fears, and concerns.
- Confide in a friend your real fears and feelings about this situation and have them help you to report this to a responsible adult.
- Role- play the steps developed to discourage these advances.

Prayer to end the lesson:

Apostles' Creed

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 Lesson Plan 2
 Safe Friends, Safe Adults, and Safe Touches

Scripture: Do not be afraid to speak out nor allow yourself to be silenced. I am with you. I have so many people on my side that no one will attempt to hurt you.
Acts 18: 9-10

Catechism: Respect for the human person entails respect for the rights that flow from its dignity as a creature. These rights must be recognized by society. #1930

Guideline -The sacredness of human life is protected by living as disciples who walk in the
References: footsteps of Jesus Christ.
 -God has created humanity in his image and likeness. Therefore, we have a commitment to respect all human life and dignity.

Goal: Students will be able to identify unsafe situations and unsafe adults.

Objective: *Empowerment*
 Help students to identify and resist any touch that can harm.
 Help students to refuse unwanted and inappropriate touching.
 Help students to report threatening or deviant behavior.

Overview: Pre-adolescents are easily intimidated by adults. They have been taught to respect adults, and believe that adults have the stature to follow through on threats and intimidation.
 The natural social awkwardness these young people are experiencing can sometimes act as an impediment to empowerment. Simply put, they do not know how to handle these situations. Additionally, peer pressure, a burgeoning need for independence, and naiveté can lead them to risky behavior and situations into which they may rashly enter. It is important to make the students aware of risks and dangers. They should know that in spite of their perception of responsibility in entering into a risky situation, some adults prey on a pre-adolescent's naiveté and rashness, and any deviant behavior should be reported. Our children should know that deviant behaviors are against the law, a law established for their protection and well-being.

Introduction: Review points from previous lesson.
 Focus vocabulary review on *intuition, instinct, boundaries, authority, and empowerment.*

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Lesson Plan Two**

Activity one:

- Review *Safe Adult/Unsafe Adult* Assignment
 - What qualities make a safe adult?
 - What are the students' expectations of a safe adult?
 - Respect
 - Trust

Activity two:

- List adults in your life with whom you are acquainted.

Relatives	Coaches
Family Friends	Bus Drivers
Teachers	Others
Priests	
- List adult strangers they may encounter in their lives.
 - Adults in malls, arcades, movies
 - Security and law enforcement officers
 - Older teenagers
 - Online chat room "pal"
 - Others...

Activity three:

- Form small discussion groups. Instruct students to discuss the following scenarios. Develop a strategy for avoiding the situation or handling the situation as it occurs. Share with class.
- Spend some time in Role- playing some of the scenarios.
 - ❖ Lea's friends tell her that to be part of their group, she must do what they tell her to do and never tell anyone. Lea feels uncomfortable about this, but really wants to be in the group.
 - ❖ Lee's relative tells him that he is now old enough to watch some special movies that turn out to contain adult sexual content.
 - ❖ Lee took a dare and damaged a parked car with a rock he threw. Though he is in an unmarked car, a man shows a police badge and insists that Lee get into the car to go to the police station immediately.
 - ❖ While Lea is staying over at her friend's house, she couldn't sleep like the others. When watching a movie, her friend's parent, whom she likes, began to quietly get into her space. Stunned, she felt confused and too embarrassed to say anything.
 - ❖ A friend of the family offers Lee a ride home. He knows he was told to never accept a ride without his parents telling him it is ok first. He is late and is afraid he might offend the family friend by refusing the ride.

Prayer to end lesson: Apostles' Creed