

Combined Lessons 1 & 2 for Grades 4 & 5

Safe and Unsafe Touching Rules and Safe Friends

PRINCIPLE

Children must be empowered with tools to protect themselves from people who may harm them in any way. Therefore, it is important that children learn to respect their own health and safety by understanding the differences between safe and unsafe touches, safe and unsafe adults and rules for setting physical boundaries. Children should also understand that safe and unsafe adults are also found on the internet and therefore, they should know the internet safety rules. Knowing and being able to recognize these threats to their well-being will prevent/reduce the risk of sexual abuse and boundary violations.

CATECHISM/SCRIPTURE

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. —Catechism of the Catholic Church, #704 (1997)

Life and physical health are precious gifts entrusted us by God. We must take reasonable care of them, taking into account needs of others and the common good – Catechism of the Catholic Church, #2288 (1997)

OBJECTIVES

Through Combined Lessons 1 and 2 the leader reinforces and builds upon the parent/guardian message about protecting private body parts and Touching Safety Rules. After completing this lesson children should be better able to know and understand:

- The areas of their bodies covered by a bathing suit are “private parts” and are kept covered and private for a reason—to keep them safe and healthy.
- The Five Body Safety Rules:
 - It's My Body! God loves me and wants me to be safe.
 - No One has a right to touch my body in any way that makes me feel unsafe or uncomfortable.
 - Say “NO” and “Get Away!”
 - Tell a Parent or Safe Adult.
 - It is Never My Fault.
- Personal boundaries and respect for the boundaries of others.
- How to recognize the difference between “Safe Adults” and “Unsafe Adults.”
- Similar boundary rules apply for Online activities:
 - Say “No!” if someone shares unsafe or inappropriate materials/images.
 - Get away from the situation.
 - Tell an adult as soon as possible.
 - It's never their fault if unsafe or inappropriate material appears on their tablet, iPad, or in a text message on their cell phone.

Background for Leaders:

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 appropriate language related to body parts and should know the correct names of all their body parts, as taught by their parent/guardian/safe adult.

The leader **should not teach** children the names of their private body parts, but can explain that the areas covered by bathing suits are “private parts” and are kept covered and private for a reason—to keep them safe and healthy. Also, the word “no” is an extremely powerful word in every language. Using our voice, and the word “no” are effective ways to establish boundaries. Sometimes children may not be aware that they are allowed to say “no” to an adult. Children who know they can ask their parent/guardian questions, are more likely to speak up if someone exhibits inappropriate behavior.

Children must have knowledge of the tools they need to be empowered to remove themselves from any situation where they feel uncomfortable/unsafe, and tell a safe adult as soon as possible.

Knowing and understanding internet safety rules is very important for this age group. Children should be aware of the threats to their safety and well-being that comes from the use of the internet and other technology.

During this combined lesson, it's extremely important that the teacher avoids saying that touches that *feel* good are “safe, loving or show someone loves you.” Rather, a safe touch is a touch that isn't intended to confuse, scare or deliberately harm the child.

ACTIVITY #1: Show the KidSmartz Videos. (8 – 10 minutes)

The introductory *KidSmartz* and *Common Sense* videos for Combined Lessons 1 & 2, grades 4 & 5, are designed to open discussion with the class about touching safety and personal boundaries. The videos range from 0:43 to 2:33 minutes long. These videos are neither created for nor intended as a substitute for the lesson itself. They are designed as “ice breakers,” to be used with discussion and activities to teach children how to protect and keep themselves safe from any situation where they feel threatened, scared, or unsafe. Children learn best by “doing”, therefore, discussion and activity helps to reinforce what they learn. Discuss with the class the problems presented and the solutions given in each of the videos.

[Check First \(1:33\)](#)

[Tell People No \(2:30\)](#)

[Tell a Trusted Adult \(2:30\)](#)

5-Internet-safety tips for kids (0:43) <https://www.common sense media.org/videos/5-internet-safety-tips-for-kids#>

ACTIVITY #2: Review and Discuss The Five Body Safety Rules and Key Vocabulary Words (20 minutes)

Show the class the Five Body Safety Rules Poster, read and discuss each of the safety rules with the class. Then, make connections between the vocabulary words below and Body Safety Rules. (Example-Private Body Parts reminds us of Rule # 1, “It’s My Body” to help the class understand and discuss “private body parts”; Rule #3: “Say NO and Get Away,” helps the class to understand more fully what NO means. The leader should sum up the discussion by reminding the class of Rule #5: “It’s Never Their Fault,” because children deserve to be protected by adults.

- **Private body parts** — are those parts of your body covered by a bathing suit, however, your entire body is special and belongs to you. No one has the right to touch any part of your body that you do not want touched. No one should touch or see your private body parts except a few special adults to keep you safe, clean, and healthy. [Examples of safe touches to your private body parts can be a doctor or nurse examining you with a parent/guardian/caring adult present.]
- **“No”** — to say “no” means to refuse, deny, reject or express disapproval of. This word is used to express a boundary (limit) and communicate that you do not want something to happen or to continue. Remember **Touching Safety Rule #1: any time an anyone tries to touch your private body parts, makes you feel scared or uncomfortable or tries to get you to touch their private body parts, you should say “NO,” try to “Get Away”, and “Tell a parent or safe adult” as soon as possible.** [When we watched the video, we saw how Marco’s friends reminded him that it’s okay to say “NO” when anyone does something to you that makes you feel uncomfortable.” Jen told the crossing guard that it made her uncomfortable when she “flicked” her ponytail and Sam told his coach that he did not like it when he patted him on his back.]
- **Personal boundaries** — are the **physical, emotional and mental** limits we establish to protect ourselves from being manipulated, used, or violated by others. Personal boundaries should always be respected by others. We feel upset or uncomfortable when someone doesn’t honor our boundaries, and we must communicate with a safe adult if we need help. We should also always respect the boundaries of others. Examples of boundary violations includes being pushed or shoved, being called mean names, and/or having any part of your body touched that makes you feel uncomfortable. [Remind the class that Marco told his uncle he was too old for bear hugs and that they made him feel uncomfortable. Marco was clearly telling his uncle that bear hugs violated his personal boundaries.]
- **Safe adults** — are people who will not intentionally hurt you, make you feel uncomfortable, or confuse you. They listen to you, always respect your boundaries, and follow the **Touching Safety Rules**. Give children examples of adult behavior that may be necessary for the child’s health or safety, but could cause them pain. i.e., medical exams, vaccinations, etc. [Remember in the video, Jen felt “uncomfortable” when her teacher kept her alone in the classroom after school. Is this something Jen should have told a safe adult?]
- **Safe touches** — touches that have a good purpose, and are not intended to hurt you. Such as, mom or dad giving you a hug, or your coach giving you a high-five, etc. [Avoid saying touches that feel good are “safe,” because a touch that feels good is not always a safe touch. Remember in the video, it was a “cool special handshake” that made Marco feel safe and comfortable.]
- **Unsafe touches** — touches that are inappropriate, could be meant to hurt or scare, or are contrary to the **Touching Safety Rules**. Tell the class that if they are unsure about a touch, they should discuss their feelings with their parent/guardian/trusted adult. [Examples of unsafe touches, are hitting, kicking, or touching **any part** of your body that makes you feel uncomfortable.]
- **Secret** — something kept hidden, never told or unexplained. Secrets exclude others and have the potential to harm and, sometimes can cause the person involved to feel frightened or uncomfortable. There should be no secrets when it comes to your safety. It is always wrong to keep secrets about body safety. If anyone tries to make you keep a secret or makes you feel frightened, you must tell a parent/guardian/trusted adult — assure the children they will be protected even if the person has threatened him/her if he/she tells. [Share with the class that they should **never** keep any secret that makes them feel uncomfortable, unsafe, or scared. Remember in the video we saw, Jen had been keeping it a “secret” that she felt uncomfortable staying alone in the classroom with her teacher.]
- **Internet Safety** – is knowing how to use and be safe when working online or on the web. How to protect your personal safety, private information, and protect yourself from computer crimes. [Review the Five Safety Rules, that the class saw in the video and associate each rule with the idea of personal safety, private information, and being protected against computer crimes. Include cyber-bullying in this discussion.]

ACTIVITY #3: Staying in the Safe Zone “Knowing and Using The Five Safety Rules” (15 minutes)

Background: In this activity the children will have the opportunity to act on what they have learned. They will compete to see who can reach the “SAFE ZONE.” (The SAFE ZONE can be any area designated by the leader.) In order to reach the SAFE ZONE children must respond to a series of statements and decide which statements are safe and which are unsafe. If they decide a statement is safe they should take a step forward, if they decide a statement is unsafe they should not move and remain in their place. After each statement, the leader will tell the children if the statement was “safe” or “unsafe.” The children who made correct decisions remain where they are; the children who made an incorrect decision must return to their seats. This is repeated after each statement until all the statements have been read. The children who remain standing are all in the “SAFE ZONE.”

Directions: The class should line-up single file all facing the front of the classroom. The leader should give the class the following instructions: I will read off statements that are **Safe** and **Unsafe** actions. If you think the action that I read is **Safe**, you should immediately take one-step forward, but if you think, the action is **Unsafe** you should remain in your place and not move. I will say freeze after 10 seconds and no one should move after that. Then, I will tell you if the statement was “**Safe**” or “**Unsafe**.” If you made the correct decision, you are to remain standing; if you made an incorrect decision you must sit down. This is repeated after each statement until all the statements have been read. The children, who remain standing in the end are all in the “SAFE ZONE.”

SAFE AND UNSAFE STATEMENTS:

1. Knowing and following the FIVE BODY SAFETY RULES. **(SAFE)**
2. Telling a parent/guardian/caring adult when a friend says bad/mean words to me or someone else. **(SAFE)**
3. Letting the doctor examine me while my parent/guardian is in the waiting room. **(UNSAFE)**
4. Shouting, running away, and/or telling my parent/guardian/ trusted adult when someone touches me and makes me feel uncomfortable. **(SAFE)**
5. Not telling a parent/guardian/trusted adult when a bully threatens me and takes my lunch money. **(UNSAFE)**
6. Knowing my body is special and no one has the right to touch my body in any way that makes me feel unsafe and uncomfortable. **(SAFE)**
7. Going into the house of the lady who lives next door without permission from parents or guardian to see the new Xbox she bought for her nephew. **(UNSAFE)**
8. Looking at pictures on the internet that make me feel “icky” and uncomfortable. **(UNSAFE)**
9. Keeping an unsafe secret my best friend told me, because she’s my best friend and I should trust her. **(UNSAFE)**
10. Refusing to put personal information on an internet post. **(SAFE)**
11. Telling a scary or dangerous secret that someone told me to keep, to a trusting adult. **(SAFE)**
12. Asking permission from my parent/guardian before leaving the house to go anywhere outside. **(SAFE)**
13. Knowing someone is being mean to one of my friends on the internet or in a text and telling them to stop being mean. **(UNSAFE)**
14. Telling my teacher when one of my classmates uses bad and mean words on the playground. **(SAFE)**
15. Knowing that when I set the security settings on my laptop (computer) I am safe and can post just about anything. **(UNSAFE)**

ACTIVITY #4: Being Safe Online and On the Internet Exercise

Background: Conversations concerning safety are most effective when children are able to participate in discussion and activity. Class discussion and Leader and peer interaction helps to support and reinforce learning.

Directions: Read and review the directions with to the class. Next, have the class participate in a “read-aloud” by reading together each of the words in the WORD BANK. (This helps to ensure that all students know the words they are suppose to use in the blanks.) Read each statement below concerning internet safety stop at the blank and have the class fill-in the correct word. Include variety by saying, “ OK, in the next sentence, only the girls call out what should be filled-in; and so on, mix it up. Direct students to write the correct answer on their worksheet. Use the words in the **WORD BANK** to complete each sentence and discuss the answers with the class.

Note: Print out and make copies of “Being Safe Online and On the Internet Exercise” Activity Sheet for Students to complete.

Being Safe Online and On the Internet Exercise**WORD BANK**

scares | safe adult | public | personal | rules | name | address |
school | phone # | permanently erase | teacher | online | safe | mean

1. Computers in the home should be in a _____ location.
2. I should never give out _____ information when I am online: like my _____, _____, _____, or _____.
3. I should never put anything _____ I do not want others to see.
4. Deleting information from something I have posted online does not _____ that information.
5. If a strange picture or information appears on my computer when I am at school, I should tell my _____.
6. If someone is being bullied online, I should tell a _____.
7. If I am using the internet and see something I know is against the _____, I should tell my parent/guardian or a safe adult.
8. If I am playing a game online and something _____ me or upsets me, I need to tell an adult about it right away.
9. If someone says _____ words to me online, I should tell my parent/guardian or teacher.
10. Knowing the rules when using the internet helps to keep me _____.

End the lesson with a prayer

The Lesson leader may invite the children to create their own prayer; or lead a prayer, or may use the suggested prayer below.

Dear God,

Sometimes things happen to me that are confusing or frightening. When I am confused or feel scared, help me remember what I have learned today. Help me remember that boundaries are good, and the physical boundaries I learned today so I can protect myself from anyone who might want to hurt me—even if it is someone, I like. Thank you for my parents or loved ones and my teachers who are teaching me how to keep myself safe and healthy. Remind me that I am special and that you are always with me. Amen

Being Safe Online and On the Internet Exercise



WORD BANK

scares | safe adult | public | personal | rules | name | address |
school | phone # | permanently erase | teacher | online | safe | mean

1. Computers in the home should be in a _____ location.
2. I should never give out _____ information when I am online: like my _____, _____, _____, or _____.
3. I should never put anything _____ I do not want others to see.
4. Deleting information from something I have posted online does not _____ that information.
5. If a strange picture or information appears on my computer when I am at school, I should tell my _____.
6. If someone is being bullied online, I should tell a _____.
7. If I am using the internet and see something I know is against the _____, I should tell my parent/guardian or a safe adult.
8. If I am playing a game online and something _____ me or upsets me, I need to tell an adult about it right away.
9. If someone says _____ words to me online, I should tell my parent/guardian or teacher.
10. Knowing the rules when using the internet helps to keep me _____.

Activity #5: My Personal Safety Pledge- Home Activity for Parent/guardian and Child

Background: Recognizing the role of parents/guardians as the primary educators of their children, this activity is designed to promote discussion and interaction between the parent/guardian and child on the issue safety as discussed in the child's class. It is further designed to encourage parent/guardian to personalize and expand the discussion around specific issues in their own family lives.

Directions: The child should share with parent/guardian the information they received from the class lesson. Children should be encouraged to include what they saw in the videos, the vocabulary words they discussed, the 5-Body Safety Rules, Internet Safety Rules and the Safe Zone activity. After this discussion, the child will ask parent/guardian for help in "Writing a Personal Safety Pledge." Use the attached handout to write the pledge and once the pledge is completed together parent/guardian and child should decide where to display the pledge in the home.

WORD BANK

Body | unsafe | uncomfortable | no | away | parent | safe adult | never



My Safety Pledge

1. It's My _____!
2. No one has the right to touch my body in any way that makes me feel _____ and _____.
3. Say _____ and get _____!
4. Tell a _____ or _____
_____!
5. It's _____ my fault!

Signature: _____

