

Combined Lesson 1 & 2 for Grades 6, 7 & 8

Safe and Unsafe Touching Rules and Safe Friends

PRINCIPLE

Children / youth must learn tools to protect themselves from people who may harm them through physical touch (sexual or otherwise) to prevent / reduce the risk of sexual abuse and boundary violations. Children / youth must learn how to respect their own health and safety and the safety of others, by understanding the difference between safe and unsafe individuals. The emphasis on connections between all Boy safety rules and Personal Boundaries, also apply when using the internet. In this way, we work together to prevent / reduce the risk of sexual abuse and boundary violations.

CATECHISM / SCRIPTURE

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.—Catechism of the Catholic Church, #2319 (1997)

OBJECTIVES

The leader should ensure that Combined Lessons 1 & 2 are presented to review of the "Body Safety Rules: Safe and Unsafe Touching and protecting private body parts. In this combine lesson, student learning is extended to include establishing their own personal boundaries and respecting the boundaries of others. Additionally, students will learn that Personal Boundaries and Safety Rules also apply while using internet. After completing this Combined Lesson, the student will be able to:

- Clearly state the boundary touching rules, recognizing it's OK to say "no" to an adult or other **youth**:
 - Say "No!" when someone tries to touch them in an unsafe or uncomfortable way or shows them inappropriate material/images
 - Try to get away from the situation, and/or leave the site
 - Tell an adult as soon as possible including any unsafe situation encountered while online
 - Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the child's fault, even if this happens while they are online
- Recognize how to respect one's own boundaries, and the boundaries of others
- Stand up for themselves and others more effectively by responding appropriately and confidently to unsafe situations involving themselves or their friends

Background for Lesson Leaders:

The Combined Lesson 1 & 2 is intended to empower young people to begin to think on a deeper level about body-safety issues and personal boundaries, both for themselves and others. This Combined Lesson recognizes that parent/guardian are the first and primary teachers of their young people. In light of this, the leader focuses on reinforcing that learning. The leader must remember that children of this age are dealing with enormous peer pressure while trying to understand their independent role in the world apart from their families.

They are experiencing many changes, both physically and emotionally, and have a heightened awareness of their bodies, which may cause them to feel awkward, confused, and uneasy about themselves. They may question traditional rules and struggle with making personal decisions. It is not always "cool" to say that you must tell someone if you are touched or approached (in person, or online) in an inappropriate

or sexual way. Situations of this nature may involve immense shame, guilt, threats, etc., for the youth. Therefore, it is important for the leader to stress "healthy" behavior and boundaries, and the "right thing to do," when discussing boundaries. The leader should emphasize the importance of communicating with parent/guardian/trusted adult any concerns about touches that make them feel uneasy, uncomfortable, unsafe or confused. Youth in this age group lack the experience and the brain formation to always anticipate the consequences of their decisions.

A parent/guardian/trusted adult can help adolescents in forming healthy views about appropriate boundaries. Further youth who know they can ask their parent/guardian/trusted adult questions are more likely to speak up if someone exhibits inappropriate behavior toward them or their friends, and are less attractive and vulnerable to potential predators.

ACTIVITY #1: Review 5-Body Safety Rules and Play the videos. Use to “spark” class discussion. 20 minutes

Reviewing the 5-Body Safety Rules will serve as an introduction to the Combined Lesson 1& 2. The leader should hold-up the 5-Body Safety Rule Poster and review each of the Rules with the class. After this review the leader should introduce the videos that they will watch and discuss as a class. The leader should explain to the class that lesson they will be engaged in today will help them to remember the Safety Rules; empower them to say” NO,” get away, and tell a trusted adult. Share with the class that the videos will encourage them to discussion issues such as Personal Boundaries, Safe and Unsafe Touches, Telling a parent/guardian/ trusted adult, and Internet Safety.

Play each video, and after each conduct a class discussion on the topic and help class relate topics to the material presented in the 5-Body Safety Rules, Personal Boundaries, Safe and Unsafe Touches, etc.

Secrets

<https://www.youtube.com/watch?v=uAD17zMqjHc> 3:28 (Show the video and follow with discussion)

Discuss: “What was Maya’s secret? How was Maya’s personal boundaries violated? “Do you think Maya responded to the situation correctly? Why/why not.?” [Leader should point-out to the class that Maya was right to go to a private area to change and that she knew her private parts were private and that no one had a right to touch her on any part of her body that made her feel unsafe or uncomfortable. Discuss that in spite of being threatened Maya knew she had to tell someone about Roger’s behavior and treats.]

Tell

<https://www.youtube.com/watch?v=GWqTzeITGLY> 4:22 (Show the video and follow with discussion)

Discuss: “What did Darius and most of the team of think about their new coach at first?” Do you think Darius was a good friend to Jamal? Why/why not? [Leader should emphasize that sometimes people who are harmful to your safety try to make friends with you to gain your confidence. Share that if even someone they think is nice and that they like, makes them feel uncomfortable, unsafe or threatened in any way they should say “No,” get away and tell a trusted adult. It is important for the leader to share with the class that if they know a friend is in a dangerous situation or that something mean, uncomfortable, or unsafe is happening to a friend they should tell a trusted adult. True friends help keep their friends safe and healthy.

Internet Safety

<https://jr.brainpop.com/artsandtechnology/technology/internetsafety/> 3:46 (Show the video and follow with discussion) **Discuss:** Let’s talk about important ways to stay safe on the internet. Why should we never open an email or chat with someone we do not know online? Should we respect our own personal boundaries and those of others online? [Let the class call out the different ways and list them on the board. Once the list is complete discuss some of the dangers of the internet, i.e., strangers trying to “chat” with you, downloading information from unsafe sites, receiving photos that make you feel uncomfortable or confused and receiving emails about you or a friend that are mean.)

ACTIVITY #2: Review and discuss the vocabulary words

The leader should review and discuss the following vocabulary words to ensure all students have an opportunity to know and understand the important vocabulary related to this combined lesson. Use information presented in the videos and discussion to help emphasize definitions and give examples.

- **Personal boundaries** — are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits. [When we watched the video about Maya, “who did she feel violated her personal boundaries and why?” In the second video we watched “would you say the coach violated the safe and permissible ways of behavior? What are some safe and permissible ways for people to respect your personal boundaries and for you to respect the boundaries of others?]
- **Private Body Parts** — are those parts of the body we cover at all times even when we wear a bathing suit. (No one has the right to touch or see these parts except to keep us safe, or healthy. [Explain how a doctor or nurse might examine them to keep them healthy but only with a parent/guardian present]
- **Safe friends and safe adults** — safe people won’t hurt you without a good reason and won’t intentionally confuse or manipulate you. They listen to you and always respect your boundaries, and follow the safety rules. [Emphasize that safe friends and safe adults **NEVER** violate the safety rules, except if it is necessary for the child’s safety, i.e. medical exams, vaccinations, throat swabs, removing splinters, stopping a child from running into the road, etc.]
- **Unsafe friends and unsafe adults** — people who do not follow the safety rules and who make you feel confused, unsafe or threatened and do not respect personal boundaries. [Tell children we can know when someone is unsafe by following our “instincts” that tell us when something is uncomfortable, confusing, unsafe and/or threatening.]
- **Secret** — something kept hidden, never told or unexplained. Secrets exclude others. Secrets can be harmful, and can make a person feel frightened or uncomfortable. [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children it’s wrong for an adult or another youth to ask to keep a secret about safety—especially unsafe touches—because that’s a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel

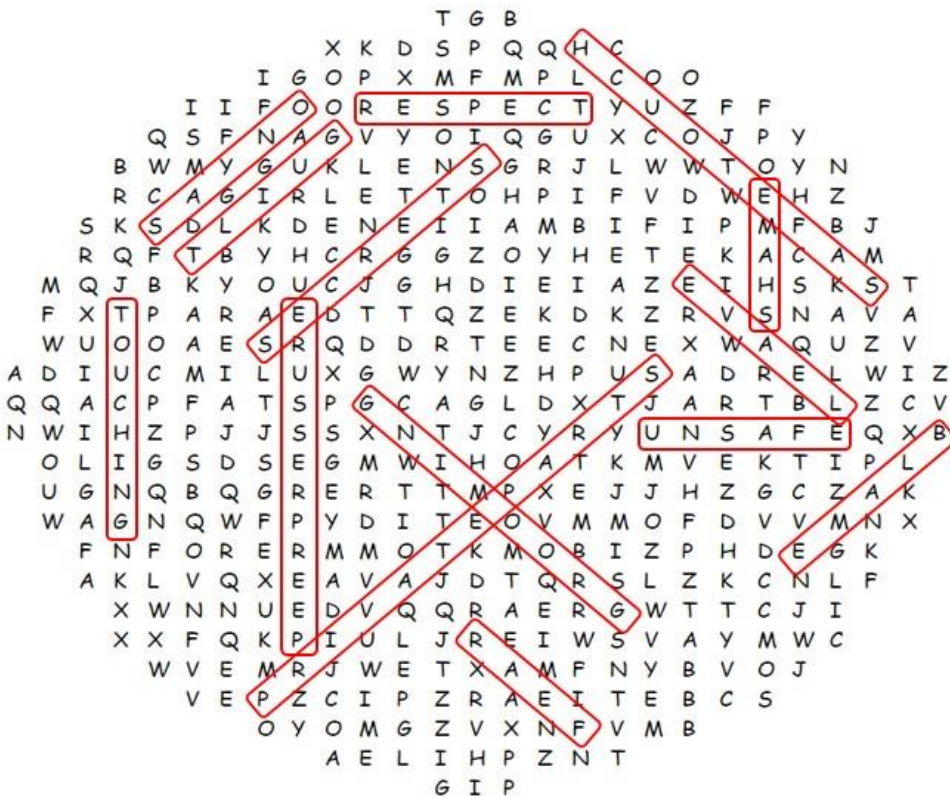
frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of “telling.”]

ACTIVITY OPTION #3: Personal Space Bubble / Safety Rules Word Puzzle

Directions: Hand out the word puzzle and instruct the children to find the words on the list related to the topic of “Touching and Boundary Safety,” and to outline / highlight each of those words.

Consider having the activity be a race to see who can finish first with finding all of the words. Then, invite the children to communicate about how they feel regarding the words within the puzzle. Ask them to define / explain each of the words as a review.

Example: The words are spelled out in a straight line. There are no spaces between letters or words in two-word phrases (i.e., “SAY NO” will appear as “SAYNO”). Words may be upside down, backwards or at an angle. Some letters may be used by multiple words.



Note: The Word Puzzle template is included in the downloaded set of materials at the end of this packet. Print sufficient copies of that particular page for the entire class.

Note: It is important the youth recognize that shame and guilt might be natural reactions to boundary violations. Sometimes a person with bad intentions might tell the youth they did something wrong. It is extremely important for them to know that what occurred was not their fault.

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|---------------|----------|----------|-------|
| SAFE TOUCH | GROOMING | LEAVE | SHAME |
| PRIVATE PARTS | BLAME | TOUCHING | GUILT |
| PEER PRESSURE | RESPECT | UNSAFE | FEAR |
| SECRETS | SAY NO | | |

ACTIVITY #3: Personal Space Bubble / Safety Rules Word Puzzle

Instructions: Find the following words in the puzzle and outline / highlight each word. The words are spelled out in a straight line. There are no spaces between letters or words in two-word phrases (i.e., "SAY NO" will appear as "SAYNO"). Words may be upside down, backwards or at an angle. Some letters may be used by multiple words.

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                T G B
            X K D S P Q Q H C
        I G O P X M F M P L C O O
    I I F O O R E S P E C T Y U Z F F
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B W M Y G U K L E N S G R J L W W T O Y N
R C A G I R L E T T O H P I F V D W E H Z
S K S D L K D E N E I I A M B I F I P M F B J
R Q F T B Y H C R G G Z O Y H E T E K A C A M
M Q J B K Y O U C J G H D I E I A Z E I H S K S T
F X T P A R A E D T T Q Z E K D K Z R V S N A V A
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    A K L V Q X E A V A J D T Q R S L Z K C N L F
      X W N N U E D V Q Q R A E R G W T T C J I
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          W V E M R J W E T X A M F N Y B V O J
            V E P Z C I P Z R A E I T E B C S
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|---------------|----------|----------|-------|
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| PEER PRESSURE | RESPECT | UNSAFE | FEAR |
| SECRETS | SAY NO | | |

Lesson 1 for Grades 6, 7 & 8

Physical Boundaries: Safe / Unsafe Touch / Internet Safety (cont.)

ACTIVITY #4: Take Home Activity on Internet Safety Worksheet—Is it true or false?

Instructions: The parent/guardian and child should read each question and circle the correct response. Determine whether each statement is **True** or **False**, and discuss the answers at the end. Parent/guardian can use this activity to expand a discussion with the child on internet safety and general safety rules.

1. If aware that a friend is being cyberbullied or harassed, or has experienced abuse, it is OK to keep the matter private without telling an adult.
2. You can always know the exact identity of people with whom you meet on the Internet.
3. It's OK for an adult or older child to make you promise to keep a secret.
4. If you see inappropriate images on the Internet, it is important to stop looking and tell a caring adult as soon as possible.
5. Even if you have great security settings on your accounts, sometimes people can see the material you share because of a lack of security settings on a friend's account.
6. The best policy is to refrain from posting personal /identifying information on the Internet.
7. It's OK to say something online, if you wouldn't say it in person.
8. Once material is shared on the Internet, the information can be easily deleted and removed.
9. If unsure of whether an action is inappropriate, I should just keep quiet and not tell until I know for sure.

True False

True False

True False

True False

True False

True False

True False

True False

True False

End the lesson with a prayer

The Lesson Leader may invite the children to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

Dear God,

Sometimes things happen to me that are confusing or frightening. When I don't know where to turn, help me remember what I have learned today. Help me remember to uphold my boundaries so I can protect myself from anyone who might want to hurt me—even if it is someone I like, and help me to protect my friends as well by delivering safety information to people who can help. Thank you for my parents or loved ones and my teachers who are protecting me. Remind me of your love for me and that you are always with me. Amen.