

**Combined Lessons 1 & 2 for Grades K - 3**

**Safe and Unsafe Touching Rules and Safe Adults**

**PRINCIPLE**

Children 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 must also learn how to respect their own health and safety and the safety of others, by understanding the difference between safe and unsafe individuals. In this way, we work together with parents/guardians to keep kids safe and empower them to act.

**CATECHISM / SCRIPTURE**

*Of Benjamin he said: The beloved of the Lord, he abides in safety beside him; He shelters him all day long...*  
—Deuteronomy 33:12

*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. —Catechism of the Catholic Church, #1944 (1997)*

**OBJECTIVES**

Through Combined Lessons 1 and 2 the leader reinforces the parent's message about touching safety and protecting private body parts. After the Lesson, children should be able to:

- Identify safe and unsafe touches
- Repeat and understand the Five Body Safety Rules:
  - It's My Body!
  - Say "No!" when someone tries to touch you in an unsafe or uncomfortable manner / way
  - Say "No" and "Get Away"
  - Tell a Parent or Safe Adult
  - It's Never My Fault!
- Identify safe adults and *special* safe adults
- Understand rules about unsafe adults and strangers
- Share what they have learned in the lessons with their parents/guardians
- Technology Component: Understand similar safety rules also apply for Online activities, too:
  - Say "No!" if someone shares unsafe or inappropriate material / images
  - Turn off your computer and leave the room
  - Tell an adult as soon as possible

**Background for Leaders:**

Parents/guardians are the primary educators and protectors of their children, still there are concepts that we can teach children to be empowered when faced with threatening or unsafe situations. Personal boundaries are established during our early years, and adults must help children to create their own personal boundaries and respect the boundaries of others. We must teach children that some boundaries are "non-negotiables" (such as touching/physical boundaries).

Parents/guardians have the responsibility of teaching children the actual names of private body parts. When children reach Kindergarten, they should know the names of their private body parts and begin to learn how to respect and care for their bodies: personal hygiene, good eating habits and proper physical activities. Children's' questions should be answered in clear and appropriate language. This is the time to discuss safe and unsafe touches so children can practice safety when they are away from home.

**The Leader should not teach children the names of their private parts,** but explain that the areas covered by bathing suits are our "private parts" and are kept covered and private for a reason—to keep us safe and healthy.

The Leader helps empower children to use their voice and the word "no" to effectively establish personal boundaries. Children must know and understand that they can remove themselves from any situation that makes them feel uncomfortable, unsafe, and/or that their boundaries have been violated, and then tell an adult as soon as possible.

The Leader must avoid equating "safe" touches with touches that "feel good." The Lesson should emphasize that a "safe" touch is one that does not confuse, scare, or deliberately harm.

### ACTIVITY #1: "The Professor" DVD

"The Professor" is a new animated video that teaches children basic safety rules/ safe and unsafe adults and helps to stimulate discussion on their level about personal boundaries, touching safety and Internet Safety. The video is 20 minutes long and is a valuable tool for teaching these lessons and conducting the activities. The video is available for \$25.00. To order, please email Brenda: [bmelendez@la-archdiocese.org](mailto:bmelendez@la-archdiocese.org)

### ACTIVITY #2: Key Vocabulary Words for Discussion

This activity gives the Lesson Leader the definition of key vocabulary words used in video. Following each definition are prompts to class discussion.

**Black: Teacher Information / Green: Classroom Discussion**

- **Safe touches**—safe touches are appropriate touches like hugs from a family member, high-five from your coach, or a hand shake when you meet someone you don't know. These touches are safe and are not meant to harm you. There are also safe touches meant to keep you healthy. [Avoid saying safe touches that *feel* good are "safe, loving or show someone loves you" since sometimes touches are safe and necessary, but can also hurt—although they hurt for a good reason to keep children safe, such as stitches, a doctor shot or dental cleanings.]
- **Unsafe touches** —touches that are inappropriate, could be meant to hurt or scare, or are contrary to the touching rules. If unsure about a touch, ask a parent. [Examples are hitting, punching, tripping, kicking, spitting, touching private parts, etc.]
- **Safe adults**—safe people who won't hurt you for no reason and won't intentionally confuse you. They listen to you, always respect your boundaries, and follow the rules. [Explain that a child may have many safe friends and adults. Give children examples of adult behavior that could hurt them, but may be necessary for the child's safety, i.e. a doctor, nurse, or dentist to keep us clean and healthy.]
- **Special safe adult**—*special* safe adults are those very few special adults who can see or touch a child's private body parts, but only for the purpose of keeping the child safe, clean and healthy. They have permission to help with bathing, restrooms, putting on clothes, and providing care when sick. Not every safe adult is a *special* safe adult, and sometimes-special safe adults are only for specific occasions or reasons. [Give children examples of *special* safe adults who are always *special* safe adults, including a child's mother or father. Also, give an example of someone who is a *special* safe adult for specific reasons at a specific time, such as a doctor or nurse—but only for specific purposes and when a parent/guardian is present.]
- **Stranger**—a person you do not know. A stranger is not necessarily a good or bad person but someone the child does not know. [Discuss with the children that in the video The Professor told Thaddeus that it is important to know the rules about "strangers". Discuss the rules about strangers. Also, discuss with the children what The Professor taught Thaddeus about secret password (Refer to the PASSWORD take home exercise.)

### ACTIVITY #3: HOOT 'n HOLLER for safe and unsafe touches, and special safe adults

- Background:** In this activity, you are helping children to learn how to identify safe and unsafe touches. You will also be spending time helping them learn more about *special* safe adults.
- Preparation:** In preparing for this activity, the Lesson Leader should review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*. Review the terms *safe touch*, *unsafe touch* and *special safe adult* and review the physical boundary rules.
- Directions:** The Lesson Leader will gather the children together in a large group. Then, the Lesson Leader will read out a series of safe touches and unsafe touches, asking the children to listen carefully so they can be ready to "hoot 'n holler" depending on the type of behavior described. Children will be provided with the opportunity to provide their own examples of safe and unsafe touches, and will then discuss *special* safe adults.
- Discussion:** Ask everyone if they're ready to "hoot 'n holler"?

Give children the instructions: "If I name a safe touch, raise your fist in air and yell 'RAH, RAH!' as loudly as you can! If I name an unsafe touch, show me thumbs down gesture, and shout 'BOO, HISS, BOO!'" Give the children an opportunity to practice making these noises and gestures once or twice.

Give the following examples and allow the children to vocalize and gesticulate the "RAH, RAH!" or the "BOO, HISS, BOO!":

- Your mom gives you a hug when you wake up. ["RAH, RAH!"]
- Your dad gives you a kiss on the cheek after tucking you into bed. ["RAH, RAH!"]
- Tommy gives you a "high five" when you win the game. ["RAH, RAH!"]
- Someone says they want to touch your private body parts—or, they try without even asking. ["BOO, HISS, BOO!"]
- Your cat purrs and winds around your leg. ["RAH, RAH!"]
- Someone at school says they want to take you down a dark hallway to show you something. ["BOO, HISS, BOO!"]
- The stranger behind you in church tries to shake your hand during the peace greeting. ["RAH, RAH!"]
- Your friendly dog is wagging its tail and licking your face. ["RAH, RAH!"]
- The next-door neighbor child pushes you down on the sidewalk. ["BOO, HISS, BOO!"]
- Someone is running down a hallway at school and a teacher reaches out and puts a hand on the person's shoulder to stop them from running and possibly falling. ["RAH, RAH!"]
- Someone you've seen before asks you if you want to see his/her puppy or kitten, and tries to take your hand to lead you into his/her house or car. ["BOO, HISS, BOO!"]

Ask the children to add their own examples of a safe or unsafe touch.

Let the children know they have the power to say what happens to their bodies.

**ACTIVITY #4: Five Body Safety Rules**

**Rules**— a guide for behavior. Following rules keep us safe. Using the cross walk, looking both ways for traffic, and listening to the teacher are all rules to keep us safe. [In the video Thaddeus learned some rules. The rules Thaddeus learned are the body safety rules. We call them body safety rules because these are rules to help us keep our bodies safe. Who can name the body safety rules we saw in the video? Now take a look at this poster (Hold up the “Five Body Safety Rules” poster). I am going to read each rule slowly and I want you to repeat each one after me. We are going to keep this poster in the classroom to help us remember the “Five body safety rules.”]



**FIVE BODY SAFETY RULES  
FOR “KEEPING KIDS SAFE”**

**Rule #1****It’s My Body!**

God made me special. God loves me and wants me to be safe and happy. God wants me to respect and care for my body.

**Rule #2****No One Has A Right to Touch My Body In Any Way That Makes me Feel Unsafe and Uncomfortable!**

No one has a right to touch me in any way that makes me feel unsafe or uncomfortable or asks me to touch them. If my voice inside tells me something is wrong or I get the “Oh, Oh Feeling” then I am right!

**Rule #3****Say “No” and “Get Away!”**

If someone is making me feel uncomfortable or touches me in any way that makes me feel unsafe or tries to make me touch them, I have a right to say “NO” and “GET AWAY.”

**Rule #4****Tell A Parent or Safe Adult!**

I should always tell my parent or a safe adult if someone makes me feel uncomfortable in any way. If the first adult does not listen to me, I need to keep telling until someone listens.

**Rule #5****It’s Never My Fault!**

If someone touches me in any way that makes me feel unsafe or uncomfortable or asks me to touch them. I am a child and they are the adult. It is “Never My Fault”

- **It’s My Body**— God created each of us to be special and wants us to be safe and happy. Remind the children of how Thaddeus felt when the bully threw him in the bushes and threatened him. Discuss his feelings of being unhappy, being scared, feeling unsafe and afraid to tell. Do you think Thaddeus felt special? Why? Why not?
- **No one has the right to touch my body in any way that makes me feel unsafe or uncomfortable** – Remember in the video “The Professor” told Thaddeus about unsafe or confusing touches, when someone wants to touch your private body parts. Private body parts are those parts of your body covered by a bathing suit, and can be other parts like our lips, ears, and any other part of your body you do not want touched?
- **Saying “No” and “Get Away”**— Is it okay to use the word “NO”? Did Thaddeus say no? When? Did he say it soft or did he learn to say it loud and strong. Remember it’s okay to say “no” and “get way” whenever you feel unsafe, scared, and uncomfortable or if someone tries to touch your private body parts.
- **Tell a parent or safe adult**— The bully told Thaddeus to keep a secret and threatened him. The Professor told Thaddeus not to keep secrets and to tell a safe adult. When Thaddeus told his mother, he felt relieved and happy and knew she was a trusted adult who would help him. Ask the children to name some of the safe adults they can go to, if they are feeling unsafe, scared or uncomfortable?
- **It’s Never My Fault!**—In the video Thaddeus asked The Professor if someone tricked him or confused him would it be his fault? The Professor told Thaddeus “it’s never your fault”. Share with the children again that they are special, and that they are children and they deserve to be protected by adults; they should never blame themselves.

**ACTIVITY OPTIONAL #5: Online Activities and Safety Rules—Connect the Dot.com (IF TIME PERMITS)**

**Background:** In this activity you are helping the children to know that the safety boundary rules also apply to online activities.

**Preparation:** Print the Connect the Dots Activity Sheets and read through the lesson. The children will need to be able to count up to the number 36 to complete the activity.

**Directions:** Help the children know to find and start with the #1, then draw a line to the next number, and so on. If all the numbers are followed in the correct numerical order, a picture will emerge from the dots.

**Discussion:** Facilitate a discussion with the children in a large-group activity with the following questions and tasks:

- Name activities they like to do online or on the Internet. (Examples can include: playing games, video calls with friends / family, school projects, etc.)
- Have them utilize the Connect the Dots Activity Sheets to highlight some of the different devices used for these activities. Name any others that aren't included. (Examples: computers, tablets, cell phones, gaming systems, game controllers, etc.)
- Ask, have they ever felt unsafe with any interactions using one of these devices?
- What should they do if they feel unsafe or uncomfortable? What are the safety rules online if someone shows the child scary pictures or pictures with uncovered private body parts?
  - Say "No!"
  - Try to get away from the situation.
  - Tell a parent or safe adult what happened.

**SUPPLIES**

- 8.5 x 11 copier-type paper (for printing)
- Crayons
- Colored pencils
- Markers
- Printer



**Note:** The Connect the Dot template is included in the downloaded set of materials at the end of this packet.

**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,*

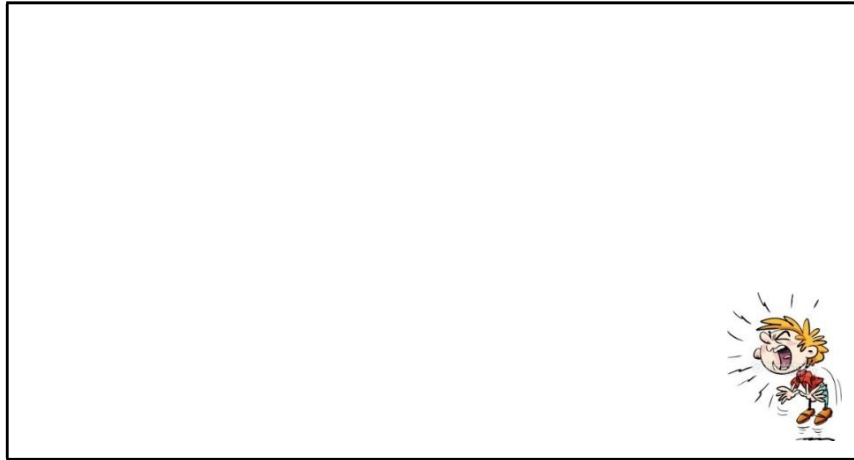
*Sometimes when things happen, I get scared. Sometimes I just get mixed up—like when a person I care about does something that makes me feel uncomfortable or scared. When that happens, help me remember that I am special and give me courage to tell an adult what happened. Thank you for loving me and for giving me safe adults and parents who want to keep me safe and happy. Amen.*

# Some Ways to Be Safe!

If someone touches me and makes me feel unsafe, uncomfortable or scared.

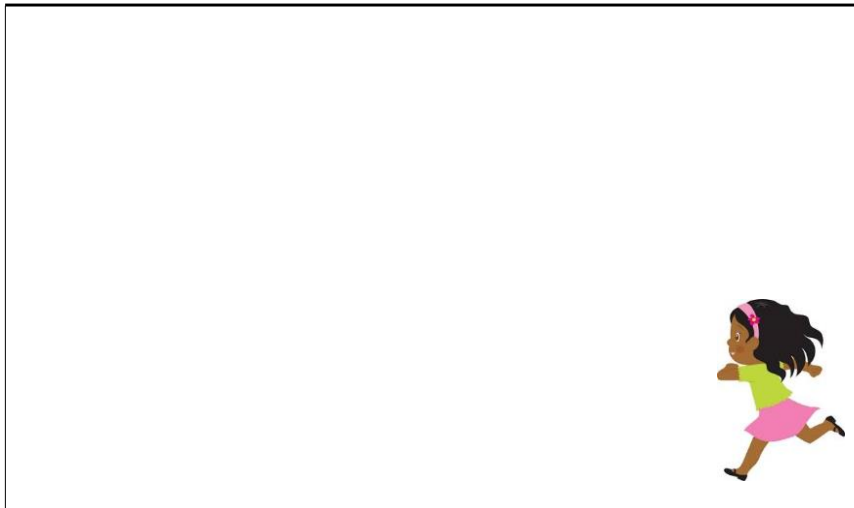
I can say \_\_\_\_, real loud!

Draw a picture of you saying "**NO**" real loud!



I can get \_\_\_\_\_fast!

Draw a picture of you getting away fast!



I can get a \_\_\_\_\_ adult.

Draw a picture of you telling a trusted adult.



## ACTIVITY FOR PARENTS/GUARDIANS AND CHILD

Here is an activity for you to do at home with your mom, dad, or guardian. Share with them what you learned about keeping yourself safe and protecting yourself from strangers and bullies.

Explain that one way of keeping yourself safe is to have a secret password that only you, your mom, dad, or guardian know. It's your secret!

No one else should know this word and you should always use this word if someone you DO NOT KNOW approaches you and tells you that your mom, dad, or guardian sent them to pick you up! ASK THE PERSON FOR THE PASSWORD IN A LOUD CLEAR VOICE! If they do not know the PASSWORD DO NOT GO WITH THEM.

Select a password that is easy to remember not something obvious like your middle name or something someone could figure out. Practice different passwords until you all find one that you like and agree on.

Use the box below to write your password.

<p><b>My Password</b></p>
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If someone approaches you and tells you to go with them ASK for the password.

IF THEY DO NOT KNOW THE PASSWORD

DO NOT GO WITH THEM

RUN AWAY TO THE SAFETY OF A TRUSTED ADULT

Having and knowing my password keeps me safe.

Combined Lesson 1 & 2 for Grades K - 3      Safe and Unsafe Touching Rules and Safe Friends

**ACTIVITY (OPTIONAL) #5: Online Activities and Safety Rules—Connect the Dot.com**

**Instructions:** Find the "start dot" that begins with the number one, then draw a continuous line to the next number, and so on. If all the numbers are followed in the correct numerical order, a clearer picture will emerge from the dots.







**FIVE BODY SAFETY RULES FOR “KEEPING  
KIDS SAFE”  
(PARENT HANDOUT)**

Each child/young person should know the “Five Body Safety Rules” in order to better protect himself/herself from the harm of child sexual abuse. These five basic rules apply to all age groups from young children to teenagers and are no different than other safety rules we teach at different developmental stages.

For instance, small children are taught to cross the street safely, older children are taught to ride their bicycle safely and teenagers take driver’s education. Each set of safety rules builds on the ones that came before so hopefully the teenager driving the car will watch out for someone crossing the street or riding a bike.

In this same way children learn the “Five Body Safety Rules” according to their developmental stage. A small child is taught that no one has a right to touch his/her private body parts except a parent or doctor who helps to keep them clean and healthy; older children are taught that keeping secrets about improper touching can be dangerous; and teenagers are taught that they have a right to set appropriate boundaries with friends and peers.

**Rule #1**

**It’s My Body !**

God made me special. God loves me and wants me to be safe and happy. God wants me to respect and care for my body.

**Rule #2**

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