

Lesson 2 for Grades K-2

Partnering with Parents & Guardians for Safety: *Safe Adults, Safe Touches and Special Safe Adults*

PRINCIPLE

Children must 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 to prevent / reduce the risk of sexual abuse and boundary violations.

CATECHISM / SCRIPTURE

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

After lesson 2, children should be able to:

- Begin to recognize how to respect one's own boundaries, and the boundaries of others.
- Identify safe friends, safe adults, special safe adults, and unsafe adults
- Learn how to respond in an appropriate manner to unsafe situations involving themselves or their friends
 - Say "No!" if someone shares unsafe or inappropriate material / images
 - Leave the situation
 - Tell an adult as soon as possible
 - Also, tell an adult if it happens to a friend

Background for Parents and Guardians:

In preparation for teaching this lesson and to lead the activities, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Before sitting down with your child(ren) and beginning the activities, read through this entire lesson and view the video. Choose the activities that you are most comfortable with first and gradually moving to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. These activities are intended to empower young people to think about safety issues with you as their partner.

Considerations for this age group—

Young children have lively and vivid imaginations, are growing less self-centered, and are becoming more conscious of others. Their attention span is short. They build on concrete experiences, love to learn, and are highly inquisitive. They rely on others to define good and bad, and safe versus unsafe behavior—but they do understand "rules". Children need an environment where children are free to ask questions about life and their own bodies.

Activity #1: Introductory Video

Directions: View and discuss the introductory video with your child. The introductory video for all grades is designed to open a simple discussion with children about personal boundaries and touching safety. The video is approximately six minutes long and is neither created nor intended as a substitute for the activities. It's merely an intro designed to "break the ice" and assist the transition into completing the interactive Lesson Activity options. It can be used in to introduce any of the following activities. Discussion and practice are the critical components needed to teach children how to protect themselves. They learn best by "doing"; not just listening or watching.

Grades K-2 Video links:

English K – 5: <https://www.youtube.com/embed/As5weSqt9Jw>

Spanish K – 5 <https://www.youtube.com/embed/-ELCTmNKsw4>

Activity #2: Review and Discuss Vocabulary words in an age-appropriate way with your child

Respecting boundaries—we should have respect for ourselves, and respect for others. Respect for ourselves means we understand our dignity and value as a person, and work to create or maintain boundaries to protect ourselves. We feel upset or uncomfortable when someone doesn't honor our own boundaries, and we communicate with the right person if we need help. Respecting another's boundaries means you care about them, and won't do anything that would bring them harm, and that you communicate with the right person to get them help if they are being harmed by someone else. [Give children examples of respecting others, i.e. not calling people mean names, not hitting others, following rules at school or at home, stopping an activity when someone asks, letting an adult know when someone is in pain or hurt, etc.]

Safe friends and safe adults—safe people won't hurt you without a good reason and won't intentionally confuse you. They listen to and consistently respect 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. medical exams, vaccinations, throat swabs, removing splinters, stopping a child from running into the road, etc.]

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 or caretaker is also present.]

Unsafe friends and unsafe adults—unsafe friends and unsafe adults put a child at risk for emotional, spiritual, and physical harm. These are people who place a child in danger for their own purposes without concern for the welfare of the child. They also do not consistently listen to the parents' wishes or the child's boundaries. [Tell children we can know when someone is unsafe if they do not follow the rules or listen to our boundaries.]

Safe touches—touches that have a good purpose, aren't intended to hurt and should be familiar. They're safe and can also be meant to keep you healthy, even if the person isn't known well, as long as the touches are appropriate for the particular relationship, such as when mom kisses your forehead at night, when you high-five your teammate, etc. [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 stiches, 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. [Provide examples of unsafe touches, such as hitting, punching, tripping, kicking, spitting, touching private parts, etc.]

Secret—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to 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 child 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 #3: Safe and Unsafe Touches and Special Safe Adults

Background: In this activity, you are helping your child learn how to identify safe and unsafe touches. You will also be spending time helping them learn about *special* safe adults.

Preparation: In preparing for this activity 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: **Part I**— Sit comfortably with your child to discuss the following situations. Read each situation and ask your child to listen carefully so they can determine whether to celebrate each situation. Give your child time to provide their own examples of safe and unsafe touches.

Say: "If I name a safe touch, show me a thumbs up and say 'RAH, RAH!' If I name an unsafe touch, show me a thumbs down and say 'BOO, HISS!'" Practice the noises and gestures once or twice.

Use the following examples and allow the children to vocalize and gesticulate the “RAH, RAH!” or the “BOO, HISS!”

- Your brother/sister gives you a hug when you wake up. [“RAH, RAH!”]
- Your mom/dad/guardian gives you a kiss on the cheek after tucking you into bed. [“RAH, RAH!”]
- Your friend 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!”]
- 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!”]
- The stranger behind you in church tries to shake your hand during the sign of peace. [“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!”]
- A student is running in the hall at school and the teacher reaches out and puts a hand on their shoulder to stop them from running and falling. [“RAH, RAH!”]
- Someone you’ve seen before asks you if you want to see their puppy or kitten and tries to take your hand to lead you into their house or car. [“BOO, HISS!”]

Say: Do you know of any other situations we can talk about?

Part II – Let your child know he/she has a say in what happens to their bodies, and that they have a right to be safe. Remind your child that most people and most touches are safe. Discuss safe adults and *special* safe adults, and discuss who their *special* safe adults are. Points to make:

- Safe Adults are people who touch only in ways that are safe, and include:
 - People who don’t hurt you without a good reason (i.e., if a nurse gives a shot, it will hurt—but, the shot is for a good reason, to keep you healthy).
 - People who don’t confuse or scare you on purpose without a good reason (i.e., if someone screams and yells about a fire in the building and helps you escape, they may have scared you, but it was for a good reason because it protected you).
 - People who respect your wishes and your parents’ rules (i.e., if you say “no, quit touching me!”, they should stop immediately).
- Your child may have many safe adults, but there are only a few select people who have the right to touch one’s private body parts (parts of their body beneath a bathing suit). *Special* safe adults are the only people who may see or touch their private body parts, and only for the purpose of keeping them clean and healthy.
 - *Special* safe adults are those who have permission to help you take a bath, go to the bathroom with you if you need help, to help you put clothes on or change clothes, or to help when you are sick.
 - Parents or guardians will tell you who, out of the adults in your life, are *special* safe adults—and when these *special* safe adults have permission to touch your private body parts.
 - No one has the right to touch your private body parts except these special people and they can touch your private body parts only under certain circumstances—to keep you clean and healthy.
 - You must tell your parents or a safe adult if anyone tries to touch you in a way that makes you feel uncomfortable.