

**Lesson 2 for Grades K, 1 & 2**

**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**

Through this lesson, the adult lesson leader builds upon the foundation of lesson 1, and assists the child in learning how to respect themselves and others. After Lesson 2, children should be better able to:

- Begin to recognize how to respect one's own boundaries, and the boundaries of others
- Identify safe friends, safe adults and *special* safe adults, and unsafe adults as well
- 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
- Technology component: Understand similar boundary rules apply for Online activities, too

**Background for Lesson Leaders:\***

Children at this age ask questions relating to the differences in body parts between boys and girls. They are beginning to differentiate positive and negative aspects of everyday life and are beginning to question when adults expect blind obedience. At the same time, they are learning how to respect and care for their own bodies in terms of hygiene, eating and physical activities. Caregivers need to be open, honest and available to answer questions correctly with language that children can understand. This is the time to discuss safe and unsafe touches so children can practice safety when they are away from home.

Children who know they can ask their parents and safe adults questions are more likely to speak up if someone exhibits inappropriate behavior toward them, and are less attractive and vulnerable to potential predators.

As mentioned in Lesson 1, during this lesson, it's extremely important that the Lesson Leader 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.

\*For additional background information on this age group for Lesson Leaders, please refer to the "Background for Lesson Leaders" section from Lesson 1.

**ACTIVITY OPTION #1: Play the (optional) introductory video as an icebreaker**

The introductory video for children and youth in this age range is designed to open a simple discussion about personal boundary safety. The video is brief and is not intended to be a substitute for the lesson itself. It's merely an introduction designed to "break the ice" and assist the transition of completing the interactive Lesson Activity options. If the video is shown as an optional activity, please use in conjunction with one of the additional activity options, because discussion and practice are the critical components needed to teach children and youth how to protect themselves. They learn best by "doing"; not just listening.

**ACTIVITY OPTION #2: Review and discuss key vocabulary words**

- **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 OPTION #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 and holler” depending on the type of behavior provided. 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”?

Tell them the instructions: “If I name a safe touch, raise your fist in air and yell ‘RAH, RAH!’ as loudly as you can! On the other hand, if I name an unsafe touch, show me a thumbs down gesture, and shout ‘BOO, HISS, BOO!’” Then, 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 asking 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, BOO!”]

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

Let the children know they have a say in what happens to their bodies, and that they have a right to be safe. Remind children that most people and most touches are safe.

Discuss safe adults and *special* safe adults, and ask the children if they have any *special* safe adults in their lives:

- 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).
- Children may have many safe adults, but there are only a few select people who have the right to touch one’s private body parts. *Special* safe adults are the only people who may see or touch a child’s private body parts, and only for the purpose of keeping the child 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.

#### ACTIVITY OPTION #4: Passport to touching safety, Part 2 (Part 1 was an optional activity in Lesson 1)

**Background:** Remember the Passport the children created during Lesson 1? The students will finish their Passports today by completing the inside pages regarding safe touches and safe adults. Just as adults carry a passport when they travel in foreign countries, children can design and carry a “passport” as a reminder to keep them safe when they travel to or from home, school, church or any other places they go. Within this activity, the pages will illustrate safe touches and help children understand the meaning of safe adults and *special* safe adults.

#### SUPPLIES

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

**Preparation:** The children started this activity during Lesson 1, and will finish in Lesson 2. In Lesson 1, children created and personalized their Passports by folding the pre-printed 8½ x 11 sheet of construction paper or white “copier type” paper in half to form a Passport booklet, by drawing their own picture to personalize the front “cover” of the Passport, and by starting to work on the inside pages. Now, in Lesson 2, they will complete pages 2 and 3, where they learn more about the meaning of safe adults and *special* safe adults.

**Note:** In Lesson 1, the Lesson Leader was instructed to collect all the Passports in anticipation of needing them again for Lesson 2.

If some students did not participate in Lesson 1, these children will need a Passport template. The Passport template is included in the downloaded set of materials at the end of this packet.

**Directions:** Begin by going over the list of safe touches in the Passport pages and have the children add to the list.

Ask the children to open the Passports to the correct page. The inside of the Passport includes the following pages:

- One page for drawing and coloring original artwork to illustrate safe touches.
- One page for drawing and coloring original artwork to illustrate safe and *special* safe adults.
- The back cover lists the touching safety rules.

Help children list or draw pictures of the *safe* adults in their life and the adults that parents or guardians have identified as *special* safe adults. Remind the children to show their Passport to their parent(s) or guardian(s).

**Discussion:** While the children are creating their Passports, the Lesson Leader should use the opportunity to again reinforce the touching safety rules:

- No one has the right to touch a child’s private body parts except to keep him / her clean and healthy—and then, only a few *special safe* adults have that right—as designated by the child’s parents.
- If someone tries to touch a child’s private body parts or wants the child to touch their private body parts, the child should:
  - Say “No!”
  - Try to get away from the person.
  - Tell a parent or safe adult what happened.

**ACTIVITY OPTION #5: Internet Safety Discussion**

- Background:** In this activity you are helping the children to know that the safety boundary rules also apply to online activities.
- 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*.
- Directions:** Facilitate a discussion with the children in a large group activity with the following questions and tasks.
- Discussion:** Gather the children together and ask them to name activities they like to do online or on the Internet. (Examples can include: playing games, video calls with friends / family, school projects, looking at pictures of cute animals, watching videos, etc.)
- Ask them: what kinds of family rules do they have when online or using the Internet?
- Ask them: who are some people in their lives who are their safe adults or *special* safe adults? [Allow the children to give examples]
- Ask what they should do in the following situations involving the Internet:
- How should you behave when using the Internet if your parents aren't around? Should you still follow the safety rules? [Yes]
  - If you have heard that someone is being mean to your friend when they use the Internet, do you have to tell someone about it? [Yes]
  - If someone shows you pictures of private body parts on the Internet, phone, or any technological device, should you tell a parent or safe adult? [Yes]
    - Even if you looked at it? [Yes]
  - If your friend is looking at something inappropriate or against the rules on the Internet, does that mean it is OK for you to look at it too? [No]
  - Is it OK to say "no" to an adult if they try to show you something on an electronic device that makes you feel uncomfortable? [Yes]
  - Is it OK to not tell a parent or safe adult if someone does something online that makes you feel scared or sad? [No]
  - Is it OK to say "no" to a friend if they try to show you something that makes you feel uncomfortable? [Yes]

**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,  
Even though we are each special and different, there are ways that we are alike because you made each of us in your image and therefore worthy of respect. I want to live as you have commanded me to live, with peace even in times of confusion or uncertainty. Please help me to remember to respect myself, just as I want others to respect me. Help me to keep strong boundaries, and to be kind and respectful toward others. Please also give me the courage to speak up for myself, and for my friends if I see them being harmed.  
Amen*

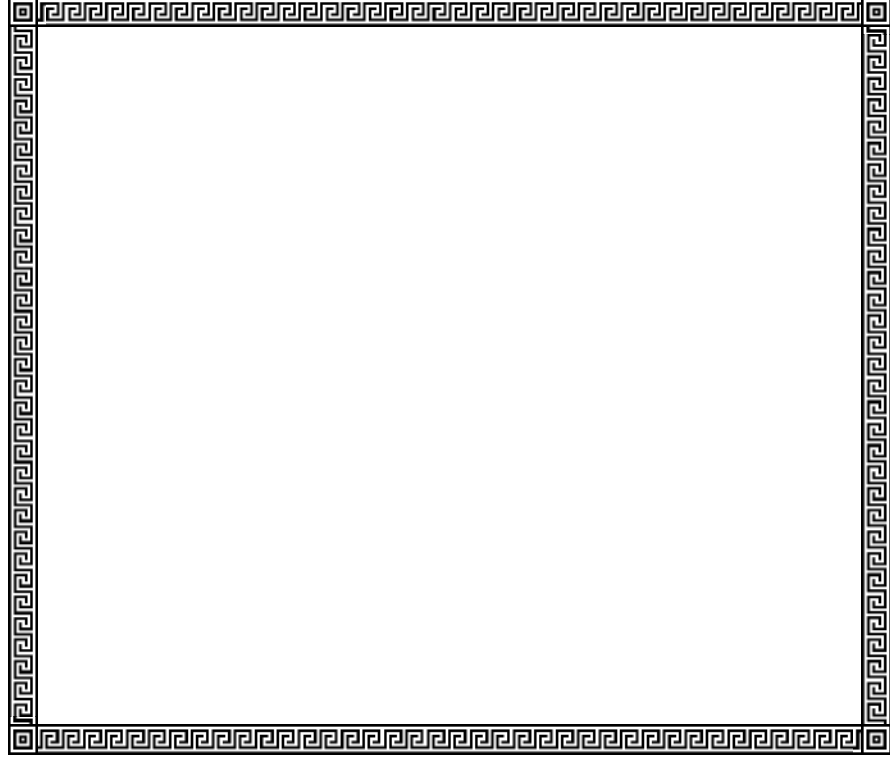
## Boundary Touching Rules

Only your special safe adults have permission to touch your private parts. Your special safe adults may only touch your private parts to keep you clean and healthy.

If someone tries to touch you in an unsafe or uncomfortable way, or wants you to touch their private parts, you should:

- Say, "No!"
- Try to get away from the situation.
- Tell your parents or another safe adult what happened as soon as possible.

# My Passport

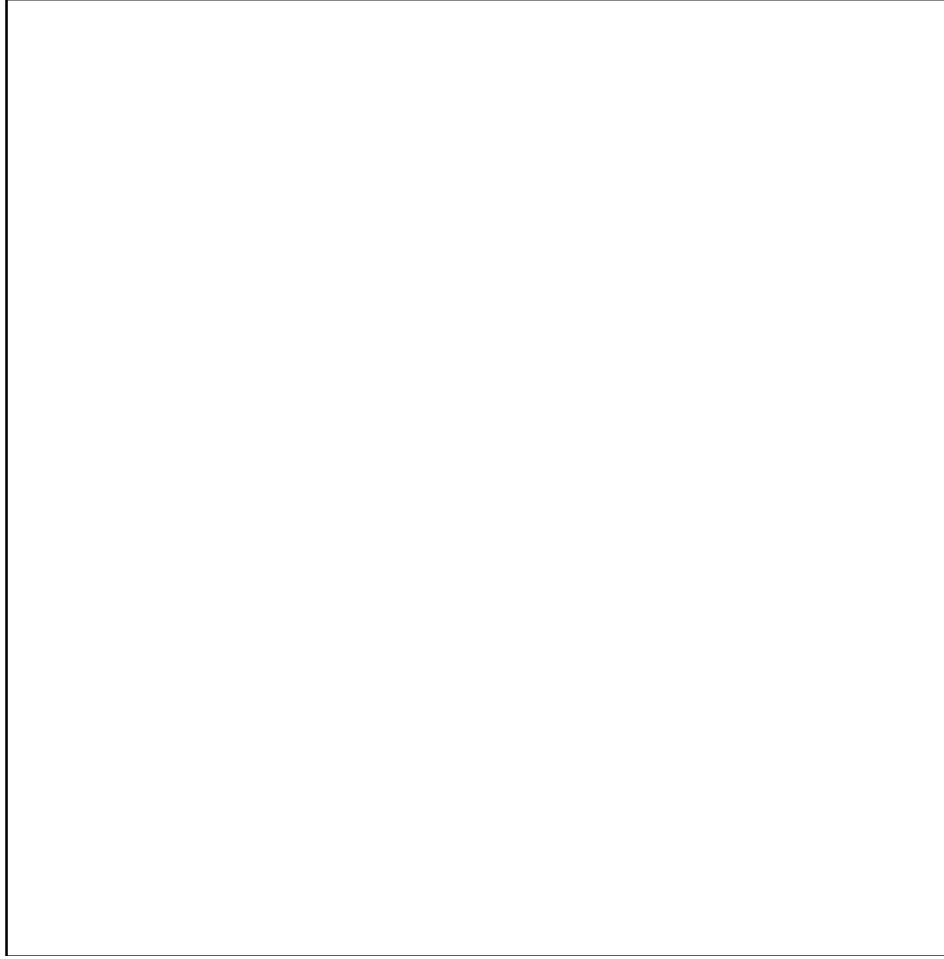


Name: \_\_\_\_\_

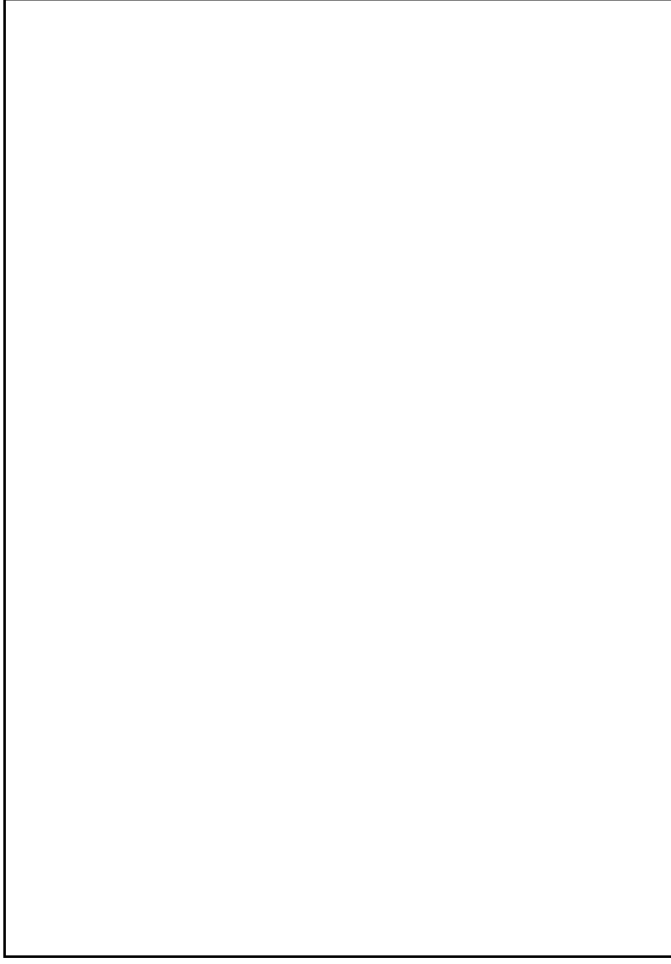
Here are some examples of safe touches.

1. Daddy rubbing my back at bedtime.
2. Mommy dancing with me to fun music.
3. Grandpa hugging me as we twirl in circles.
4. My brother and me wrestling and jumping on the bed.
5. Holding grandma's hand really tight when we ride the roller coaster.

Draw a picture of your favorite safe touch in this box.



Draw a picture of one of your safe adults in this box.



Draw a picture of one of your special safe adults in this box.

