

## Lesson 1 for Grades K, 1 & 2

## Physical Boundaries: Safe and Unsafe Touching Rules

### 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.

### 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

### OBJECTIVES

Through this lesson the adult lesson leader reinforces the parent's message about touching safety and protecting private body parts. After Lesson 1, children should be better able to:

- Identify safe and unsafe touches
- Repeat and understand the physical boundary touching rules:
  - Say "No!" when someone tries to touch them in an unsafe or uncomfortable way
  - Try to get away from the situation
  - Tell an adult as soon as possible
- Technology Component: Understand similar boundary rules apply for Online activities, too:
  - Say "No!" if someone shares unsafe or inappropriate material / images
  - Leave the situation
  - Tell an adult as soon as possible
- Begin to understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the child's fault

### Background for Lesson Leaders:

While adults are the chief protectors of children, there are still items that we can teach children to be able to better protect themselves when faced with tough situations. Personal boundaries are established during our early years, and adults must help children to create their own proper boundaries, and respect the ones that are in place—understanding that children will model adult behavior. Some boundaries are “non-negotiables” for children (such as touching/physical boundaries), but others are unique and are impacted based on the youth's individual perceptions, personal history, values, goals, culture and concerns.

The more we learn about boundaries and safety issues, the more we will be able to protect ourselves and others. Parents and guardians are the primary educators of their own children and thus teaching children the actual names of private body parts is their responsibility. That learning process should begin when the child is approximately 18 months old. Therefore, children should know the names of their private body parts by the time they get to kindergarten.

The Lesson Leader should not teach children the names of their private parts, but can 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. Also, the word “no” is an extremely powerful word in every language. Using our voice, and the word “no” are effective ways to establish a boundary. Sometimes children may not be aware that they're allowed to say “no” to an adult. Additionally, children must understand the importance of trying to remove themselves from any situation where they feel uncomfortable or unsafe, or where their boundaries have been violated, and then tell an adult as soon as possible.

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.

### This age group: Dealing with the primary age—key concept is “activity”

Young children have lively and vivid imaginations, are growing less self-centered, and are becoming more conscious of others. Their attention span is short—approximately 20 minutes. They build on concrete experiences, love to learn, and are highly inquisitive. However, they rely almost entirely on others to define good and bad, and safe versus unsafe behavior—but they do understand “rules”. Parents should make every effort to create an environment where children are free to ask questions about life and their own bodies. This early experience of honesty and trust will set the stage for each child's life-long relationships with others.

**REQUIRED ACTIVITY #1: Play the 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. Please use the video 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**

- **Private body parts**—those body parts covered by a bathing suit.
- **Saying “No”**—to say “no” means to refuse, deny, reject or express disapproval of. This word is used to express a boundary and communicate that you do not want something to happen or continue. [Let children know It’s OK to say “No” to an adult if they make you feel scared or uncomfortable, or if they touch your private body parts.]
- **Rules**—a prescribed guide for conduct or action. We follow the rules to make sure we are safe—just like how we have a seatbelt rule to keep us safe in the car, or the safety rules before we cross the street. [For example, teach the child a simple rule for what to do if someone tries to touch him / her in an unsafe way, which is to say “No!”, try to get away, and tell an adult as soon as possible.]
- **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 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.
- **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 that it’s wrong for an adult or another child to ask a child 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: Learning to name the body parts**

**Preparation:** In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*. Help children to see that they have a say in what happens to their bodies, and that they have a right to be safe.

**Directions:** Reiterate to children their regular body part names by using the following song.

*Head and shoulders, knees and toes, knees and toes.  
Head and shoulders, knees and toes, knees and toes.  
Eyes and ears and mouth and nose,  
Head and shoulders, knees and toes,  
Head and shoulders, knees and toes, knees and toes.*

**Note:** Touch each part of your own body as you sing it and invite the children to touch their body parts and sing along. Repeat several times, gradually increasing the tempo / speed each time.

Talk with children about the difference between these “regular” body parts and “private” body parts:

- We treat private body parts as “special” by keeping them covered. One reason is to help keep our private body parts clean and healthy.

Ask children what to do if someone wants to touch their private body parts or if an adult asks a child to touch the adult's private body parts.

- Say "No!"
- Try to get away from the person.
- Tell a parent, or safe adult what happened.

Give children examples of situations that might come up, and talk about what to do in each situation:

- What if an adult offers you a present or a treat to keep you from talking about a touch involving private body parts or any other kind of touch that might upset your parents?
- What if a grownup asks you to keep a present a secret?
- What if an adult isn't touching your private body parts, but is doing something else that makes you feel uncomfortable?
- What if the person who is trying to touch your private body parts is another kid, and not an adult?
- What if a grownup tells you that no one will believe you if you tell? Or says they'll hurt someone you love, like your family or your dog?
- What if the grownup who makes you feel uncomfortable is someone you really like, someone your family knows and likes, or even someone in your family? Where do you go for help?

#### ACTIVITY OPTION #4: Passport to touching safety, Part 1 (Part 2 continues in Lesson 2)

**Background:** 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. Children should think about safe touches they have received from safe friends and safe adults. Within this activity, the pages will illustrate safe touches and help children understand the meaning of safe adults and *special* safe adults.

**Preparation:** The children will start this activity during this lesson and finish during Lesson 2. In Lesson 1, children will only complete the cover of the Passport and will begin working on pages 2 and 3. They will complete pages 2 and 3 during Lesson 2, when they learn the meaning of safe adults and special safe adults.

**Directions:** Instruct children to fold the pre-printed paper in half to form a Passport booklet.

#### SUPPLIES

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

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

The front cover includes the words MY PASSPORT in large letters. The child will personalize the passport by drawing his / her picture and decorate the cover to make it attractive. On the line beneath the picture, the child will write his / her name.

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.

**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.

**Note:** Because this activity will continue in Lesson 2, you'll need to collect the Passports from your students and keep them in a safe place until it's time to finish them during Lesson 2.

### ACTIVITY OPTION #5: Online Activities and Safety Rules—Connect the Dot.com

**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.

### ACTIVITY OPTION #6: Netsmartz "Know the Rules" Rap Video: Be Safe Online and Offline, too!

**Background:** This short 2-minute video is shared with permission from the National Center for Missing and Exploited Children, and can be played for children as part of an activity. It is designed to open a simple discussion with children about boundaries and safety.

**Description:** Watch Clicky rap his way into teaching you the 4 Netsmartz rules for real-world safety. Lyrics include: "Check first; take a friend; tell people "NO"; tell a trusted adult; now you're ready to go!"

Click here for the link: <https://www.netsmartz.org/NetSmartzKids/KnowTheRules>

**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*

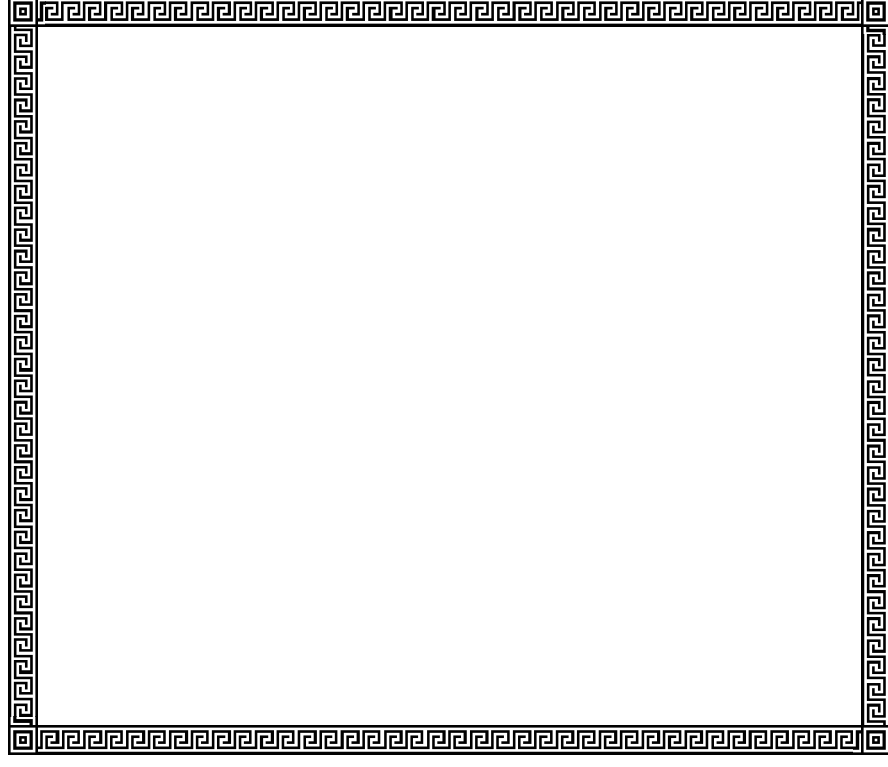
## Boundary Touching Rules

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

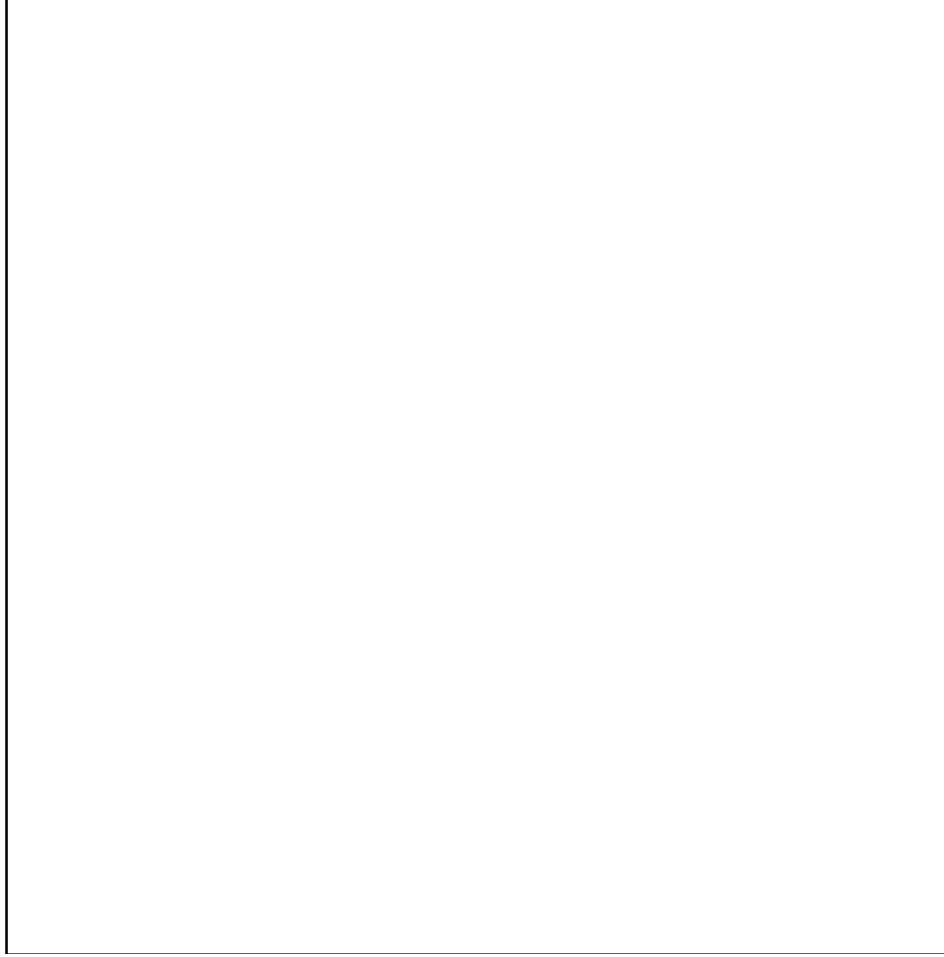


Name: \_\_\_\_\_

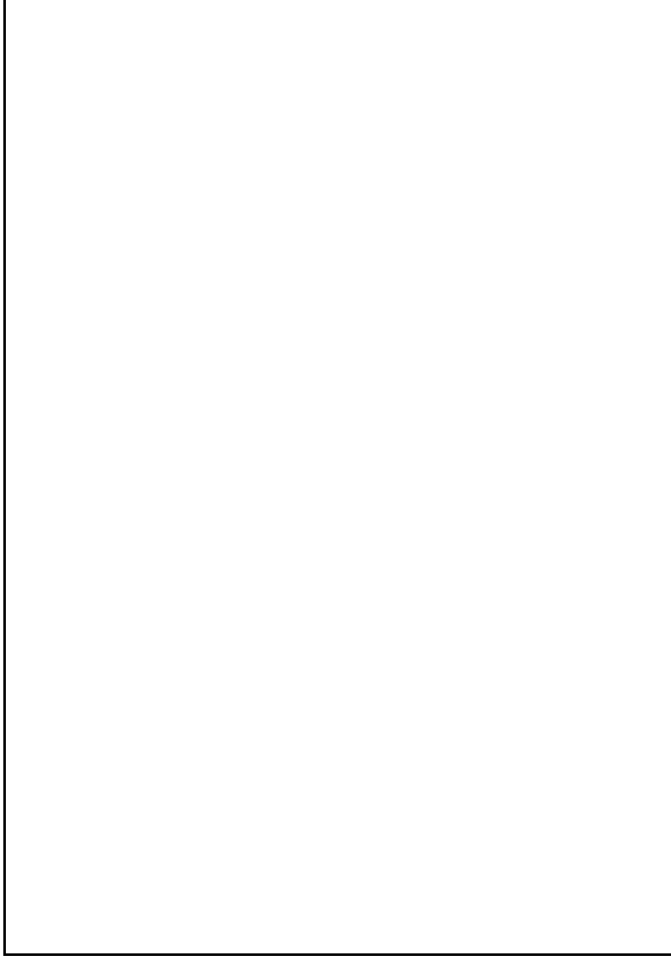
Here are some examples of safe touches.

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.

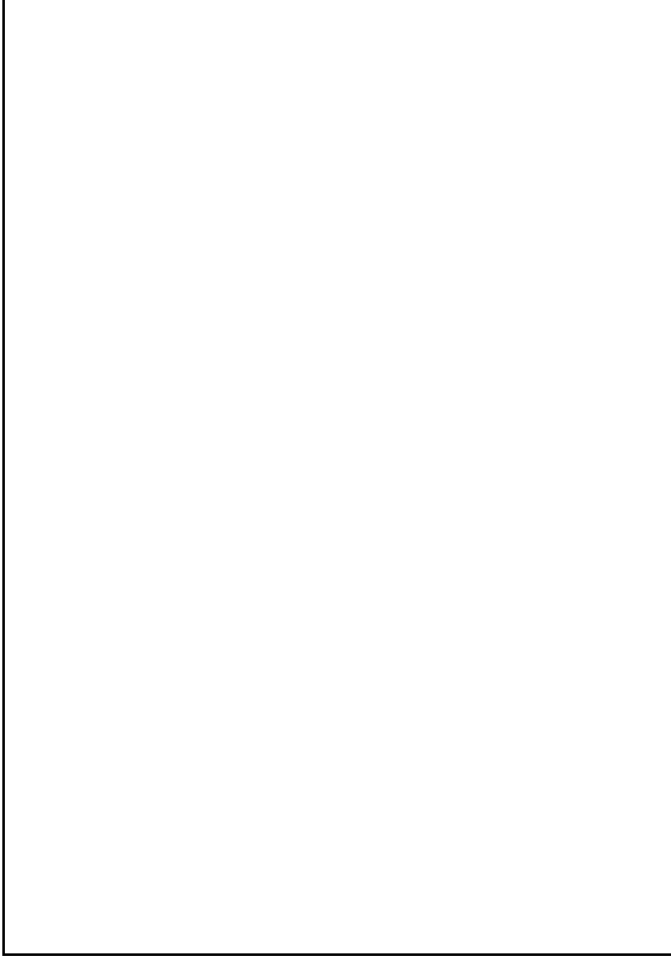
Draw a picture of your favorite safe touch in this box.



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.



**Lesson 1 for Grades K—2**

**Physical Boundaries: Safe and Unsafe Touching Rules**

**ACTIVITY OPTION #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.

