Lesson 1 for Grades K, 1 & 2

Partnering with Parents & Guardians for Safety: *Physical Boundaries: Safe and Unsafe Touching Rules*

PRINCIPLE
Children / youth must learn tools to protect themselves from people who want to harm them through physical touch (sexual or otherwise) and 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

After lesson 1, children should be able to:

- Know the Touching Safety 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
- Describe safe / unsafe touches
- Recognize similar boundary rules apply Online
- Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the child's fault
- Follow a safety plan created in collaboration with their parents

Background for 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, gradually moving on to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. The activities listed within this lesson plan are intended to empower young people to think about safety issues with you as their partner.

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.

OPTION #1: Introductory video

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians.*

Directions: View and discuss the introductory video with your child. The introductory video for youth in this age range 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.

Video links for this age group of Grades K-2:

English K – 5: https://vimeo.com/1180989990/bba700f579
Spanish K – 5: https://vimeo.com/1181320109/2bc9fbf3c1

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OPTION #2: Safety Terminology

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians.*

Directions: Review and Discuss key vocabulary words with your child. Alternatively, Lesson Leaders may utilize this vocabulary framework to have a better baseline of understanding to simply begin a conversation about boundaries, or to assist you in leading the other activities.

- **Safety rules**—Any time an adult (or other youth) makes a child feel uncomfortable or unsafe, there are simple safety rules so the youth know what to do: the child should say words that mean "No!," try to get away from the person, and tell a safe adult as soon as possible.

- **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. [I.e., we 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.]

- **Uncomfortable**—experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the "pit of your stomach" or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]

- **Confusing**—is something that is hard to figure out because it doesn't make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it's hard to figure out where each part goes how to straighten it all out.]

- **Boundaries**—the limits that define one person as separate from another or from others. There are boundaries you can see (like a fence around a yard) and boundaries you can't see with your eyes (like the comfort zone around us that we call our "personal space"). Boundaries vary depending on the relationship with the other person. [For example, a boundary between a child and a grandparent is different than the boundary between a child and a teacher or coach.]

- **Respecting boundaries (and when they're violated)**—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.]

- **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.]

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- **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. [Unsafe touches include 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".]

OPTION #3: Private 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.

As parents you are in a unique position to discuss your child's body with them. Page five (5) of the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardian* contains additional guidance for teaching children of this age group about their private body parts.

Directions: Talk with children about how their whole body is private and that they have private body parts which are covered by a bathing suit.

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.

ACTIVITY OPTION #4: Touching Safety Rules

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians.*

Directions: Teach 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. Tell them to do the following, and then ask them to repeat the safety rules back to you.

- 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?

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