

VIRTUS Touching Safety – Second Grade

Learning About Grooming: Recognizing Risky Adult Behavior

Catechists are to review the Touching Safety guidelines from VIRTUS and the lesson plan guidelines before the class session. Parish catechetical leaders are to make sure that parents or guardians have been advised of their right to have their child opt out of this class session.

Recording Form Due Date:

March 31 of every calendar year

Length of class session: 45-60 minutes

This lesson plan may have more activities than can be included in your 40-60 minute session. Please feel free to choose which activities your class will connect with the best and drop any activities that you think your class would not connect with. Catechists should include opening and closing prayer. They should also review Religious Education Standards for their correlation with the VIRTUS activities.

Educator Resources:

Archdiocesan Religious Education Tasks, Essential Concepts, and Standards: By the end of the class the child will be able to:

Task III: Moral Formation

- *Made in the Image of God: Foundation of Human Dignity*
 - Know that our bodies and **souls** are created by God, in His image and likeness and need to be respected by ourselves and others (**human dignity**).
- *Made for Happiness with God, Beatitudes*
 - Understand how following God's rules, helps us to be happy, healthy, and holy.
- *Human Freedom and Conscience Formation*
 - Understand that God gave us an **intellect** and **free will** to choose what is right and avoid what is **evil**.
 - Identify **conscience** as God's gift to help us distinguish between right and wrong.
 - (*Reinforce from Grade 1*) Know that God and our parents or guardians help us to know what is right and wrong.
- *The Human Community*
 - Recognize that God made humans to live in community with one another and also to be responsible for the needs of others (such as knowing and following the safety rules that help keep all of us safe).
 - Demonstrate understanding of **human dignity**, by respecting the rights of others (and having others respect you).
- *Catholic Social Teaching*
 - Associate care of personal and shared resources in home, parish, and school with taking care of God's gift of creation (e.g. such as our bodies and each other).

Task V: Education for Community Life

- *Models of the Catholic Church: Temples of the Holy Spirit*
 - Recognize that we are **Temples of the Holy Spirit**, because the Holy Spirit lives in us and guides us to be **holy**.

Teaching Safety Course Objectives: By the end of the class the child will be able to:

- Repeat and understand the touching **rules**: “If someone tries to touch a child’s body parts or wants the child to touch their **private body parts**, the child should...”
 - Say, “No!”
 - Run away.
 - Tell a parents or guardians or another safe adult what happened.
- Name their safe friends and **safe adults**.
- Identify **special safe adults**.
- Respond in an appropriate manner to **unsafe** situations.

Note to Catechist: The introductory video for grades K through 5 is designed to open a simple discussion with children about touching safety and personal boundaries. The video is approximately six (9) minutes long and is neither created nor intended as a substitute for the lesson itself. It is merely an introduction designed to “break the ice” among those in this age group and to get everyone talking about the relevant personal boundary and personal safety issues. Importantly, the video will get children focused on the topic matter, which will help the catechist to facilitate an easy transition into the interactive activities within the lesson. These interactive activities are the critical components where children have a real opportunity to learn how to protect themselves.

We recommend that you watch the video in advance at least a couple of times prior to showing it to your students, so you’ll be able to more easily anticipate when the video will end. The video really needs no introduction. Just put it into the machine, and hit “play.” If you’re using a DVD version of the video, you’ll select the English or Spanish version and the appropriate age group from a menu screen.

In preparing for this activity, review *Teaching Boundaries and Safety: A Guide for Parents, Guardians, and Other Caring Adults*. **Help children to see that they have a say in what happens to their bodies.**

English Link: <https://seattlearch.box.com/shared/static/q5odkngf74wbaestvebvysldqd2cp9fe.pdf>

Spanish Link: <https://seattlearch.box.com/shared/static/6j4th0n2h11sfo75o4kj0xe2l2ismv1n.pdf>

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”, which is another phrase for boundaries. At this age, children are beginning to differentiate between the positive and negative aspects of everyday life. They are beginning to question adults’ expectations of blind obedience. At the same time they are learning how to respect and care for their own bodies in terms of hygiene, eating, and activity. Parents or guardians and caring adults should make every effort to create an environment with honesty and trust, where children are free to ask questions about life and their own bodies to set the stage for each child’s life-long relationships with others. This is the time to discuss safe and unsafe behaviors, and to enable children to practice safety away from home.

Vocabulary words and definitions: (NOTE - This list is designed to help the catechist explain relevant terms. It includes more terms than the students are expected to know).

Confusing – to cause an inability to think clearly, to make unclear or incomprehensible

Conscience – our inner voice from God telling us right from wrong (CCC 1777-1778)

Consequences – the results of our actions; what happens from the things we say and do

Evil – the opposite or absence of good (CCC #309-311; 385; 1707)

Free Will – the freedom and ability to choose (CCC #1730-1739)

Intellect – Our mind, our ability to think

Holy – close to God, filled with God’s grace

Holy Spirit – the third Person of the Trinity; the Spirit of God. (CCC #685; 152; 243)

Human Dignity – The belief that all people are created in God's image and worthy of honor or respect

Private Body Parts – those body parts covered by a bathing suit

Rules – tell us what we can and cannot do

Respect – want only the best for other people and do good things for us

Safe – protected, taken care of

Safe friend/safe adult/safe touch – people who respect our wishes and the rules of our parents or guardians; they won’t hurt or scare us without a good reason

Secluded – hidden from view, kept apart from social contact with other people

Secret – something kept hidden or unexplained

Sin – choosing to disobey God. It is doing what you know is wrong. (CCC #1849; 1853)

Special safe adult – our parents or guardians, doctor or nurse – are those very special adults who can see or touch our private body parts, but only to keep us clean and healthy and only when we are sick or need help

Soul – where God lives within us forever (CCC #363; 366; cf. 1703)

Stewardship – taking care of God’s creation, such as our bodies that God has created

Surprise – Something that leaves a person feeling wonder, astonishment, or amazement, as at something unanticipated

Tattle – To gossip about another by revealing their plans or activities in a sensational way or spreading rumors about another person

Temple of the Holy Spirit – At baptism, the Holy Spirit comes to live in our bodies and souls to nourish, heal, guide, and protect us (CCC 739, 809-810)

Ten Commandments – rules from God that help keep us safe and respect others

Uncomfortable – Experiencing physical discomfort that leaves one ill at ease or uneasy, sometimes causing anxiety.

Unsafe friend/unsafe adult/unsafe touch – people who do not respect our wishes and the rules of our parents or guardians; they could hurt us

Lesson Plan:

Resources:

Children's Bible open to the passage of 1 Corinthians 3:16

Religion textbook (optional)

Touching Safety introduction DVD for Grades K - 5 or provided video links

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

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

- Welcome the children. Tell them that in today's class we will be talking about how God made each of us in his image and likeness. Did you know that God calls our bodies "**Temples of the Holy Spirit**"? That means that God made us good and **holy**. Because we are good and holy, God wants us to learn how to **respect** and to take care of our bodies by following safety **rules** and knowing those people who help keep us **safe**.
- Opening prayer that includes scripture and begins and ends with the Sign of the Cross.
 - All: + **In the name of the Father, and of the Son, and of the Holy Spirit. Amen.**
 - Catechist: A Reading from the First Letter of St. Paul to the Corinthians... (*read verse 3:16*). Short pause. Explain to the children that God, the **Holy Spirit** lives in their bodies. That their bodies are temples, holy places, like our churches. Thus, all of our body parts are special and holy. God wants us to take care of them by following rules to keep them safe, healthy, and holy.
 - Review **relevant** vocabulary words and definitions.
 - Catechist, please bow your heads as we pray... *Dear God, you made each of us in your image, as good and wonderful. You want us to always take care of ourselves and to be with others, who want to keep us safe and holy. Help us to learn the safety rules, so that we can respect ourselves and each other. Thank you for your gifts of our parents, and our Catechists, who help us to learn and follow your rules, through Christ our Lord. Amen.*
 - All: + **In the name of the Father, and of the Son, and of the Holy Spirit. Amen.**

Show the introductory video (8 ½ minutes).

Activity #1: Reviewing Body Parts, Safe Touches, and Saying NO!

- **Ask children to name their body parts.** May do so using the following song, where everyone touches their body parts as they are named.
 - 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.*
- Repeat song several times, gradually increasing speed (tempo) each time.

Who created your toes? GOD

Who created your eyes? GOD

Who created these silly little things on the side of our heads? (point to or touch your ears) GOD

That's right, God created every part of us. Our whole body and even our souls deep on the inside where God lives in us that we can't see or touch. He created us in his image and likeness.

Our bodies, that God created, are Temples of the Holy Spirit, because God (in the 3rd person of the Trinity) lives in our souls and guides us to be holy.

Because every part of our bodies is so special, even these silly little things (point to or touch ears again), and God lives in each of us, we need to always treat our bodies with respect and only allow others to treat them with respect too.

- **Talk with children about the difference between these "regular" body parts and their 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.
- Private body parts are those body parts that are covered by our bathing suits.
- *When God created our bodies, he gave us an intellect (our brains that allow us to think clear and smart), and a free will, so we can choose what is right and avoid what is evil. He gave us a conscience too! That is the little voice in our hearts that helps us figure out what is right and wrong. Both God and our parents or guardians can help us learn how to know what is right and wrong by giving us rules. These rules make it so we can be happy, healthy and holy.*
- *Sometimes though, people don't always know what is right or they choose not to do what is right. We can help them know when what they are doing is wrong and not let them harm our bodies or souls.*

- **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!"
- Run away.
- Tell a parents or guardians or other safe adult what happened.
- *God made us all to live in community with each other and to help care for the needs of others people. That is why he gave us rules to keep us safe and doesn't want us to harm other people or for other people to harm us. This is called human dignity, when we respect the rights of others and they respect us because we are all created in God's image and by God, so we are all worthy of this respect.*
- *When people don't treat us with respect the little voice in our hearts that tells us if something is good or bad, might feel icky or strange, that means that our hearts know that whatever they are doing is bad.*
- *Let's look at some examples of things that would be bad and what we should do:*

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

- What if a grownup asks you to keep a birthday present a secret?

- What if a grownup 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 or guardians?
- What if a grownup wants you to do something that feels icky?
- What if a grownup is not touching your private body parts, but is doing something else that makes you feel kind of icky?
- What if the person who is trying to touch your private body parts is a bigger kid, and not an adult?
- What if a grownup tells you that no one will believe you if you tell?
- What if the grownup who makes you feel icky is someone you really like, someone your family knows and likes, or even someone in your family?
- **Explain to children who safe adults are:**
 - Safe adults are people who touch only in ways that are safe.
 - They are people who don't hurt us without a good reason, such as a nurse who gives us a shot. The shot may hurt, but it will help us, which is a good reason.
 - They are people who don't confuse or scare us without a good reason, such as someone who might tell us to leave a building because of fire. Telling us about the fire and helping us escape might be scary, but it would be for a good reason to keep us safe.
 - Safe adults are people who respect your wishes and your parents or guardians' rules.
- **Remind the children that most touches are safe.** Tell them that we are going to practice knowing **safe touches** from those that are not safe. When I name a safe touch raise your hands and yell "yea" and when I name an unsafe touch, do a "thumbs down" or shout boo, hiss, boo.
 - Your mother gives you a hug when you wake up.
 - Your father gives you a kiss after tucking you into bed.
 - Your friend gives you a "high five" when you win the game.
 - Someone says they want to touch your body part – or they try without even asking.
 - Your friendly dog is wagging its tail and licking your face.
 - Someone at school says they want to take you down a dark hallway to show you something.
 - The stranger behind you in Church tries to shake your hand during the peace greeting.
 - Your cat purrs and rubs around your legs.
 - The next-door neighbor child pushes you down on the sidewalk.
 - Someone is running down a hallway at school and a Catechist reaches out and puts a hand on the person's shoulder to stop them from running and possibly falling.
 - Ask each child to add an example of a good touch and a bad touch.

Remember that God loves us all very much and wants us always to be healthy, happy and holy. He knows that sometimes people can make bad decisions and do bad things. He wants us to know when something is wrong so we can help keep ourselves happy, healthy and holy and keep others that way too.

Activity #2: Giving Gifts without permission and telling the child to keep it secret

- Classroom discussion:
 - Create a story area on the floor and have the children all sit together.
- An example discussion script is in *italics*. Feel free to use the script or to adlib for your own discussion and examples.
- *"It's really fun to get presents, isn't it? We love birthday parties and Christmas and when we get special gifts from our family. Sometimes, but not always, presents come in boxes with wrapping paper and ribbons. Can anyone name a gift that does not come wrapped?"*
- **Catechist's note:** Some examples of gifts that come unwrapped are as follows; a new pet, a surprise trip to the movies or to an ice cream shop.
- *"Most gifts are from our parents or guardians and our family, but sometimes we get gifts from other people."*
- *"When do we get gifts from people other than our families?"*
- **Catechist's note:** Let the children answer and talk about this. Guide the discussion so that they see that there are 'events' and 'special occasions' when they get gifts from people other than their family, but for the most part, these are uncommon and in public. The gifts are given in front of others or with the permission of their parents or guardians.
- *"What kind of gifts might we get from people other than our parents?"*
- **Catechist's note:** Examples of gifts that children might get from others include birthday gifts at a party, awards at school, party favors from other children's parties, gifts from extended family, etc. Have the children think this through and begin to see that there are many times when gift giving is good and appropriate – but none where it should be a secret.
- *"Do people ever give you a gift and tell you that it is a secret?"*
- *"Do you remember when we talked about secrets?"*
- **Ask the children if they know what a secret is.**
 - Explain that sometimes secrets can be fun, such as keeping a birthday present a secret.
 - But we can never have secrets when it comes to personal and physical safety. When someone does something that makes us feel icky and tells us to keep it a secret, we must always tell a safe adult!
 - You might ask the children to review some of the situations above to recognize when they would need to tell a safe adult. This is also an example for how children can use their conscience to help them know and do the right thing, such as telling a safe adult if someone has hurt us and tells us to keep it a secret.
 - Remind the children that telling a safe adult is an important rule that helps us to be the healthy, happy, and holy children that God designed us to be.

- Sometimes gifts don't look like a present. They can look like the following:
 - Giving snacks that parents or guardians don't allow
 - Letting children play with games that the parents or guardians prohibit
 - Give kids the 'rest' of the money that they need to buy something when they don't have enough money for it
 - Buying a child treats
 - Giving the child something of the adult's that the child has expressed an interest in having.

The problem is usually not with the 'gift' itself. The problem is when someone gives it to a child and then expects the child to keep the whole thing a secret.

Closing prayer:

- All: + **In the name of the Father, and of the Son, and of the Holy Spirit. Amen.**
- Catechist: *Dear God, thank you for the gifts of our bodies, which are Temples of your Holy Spirit, holy and good. Thank you for helping us learn rules to respect our bodies and to keep them safe. We thank you for our parents, guardians and safe adults, who guide us and always love us, even when we might feel confused or scared. We thank you for making us health, happy, and holy through Christ our Lord. Amen.*
- All: + **In the name of the Father and of the Son and of the Holy Spirit. Amen.**