

VIRTUS Teaching Safety – Third Grade

Learning about Boundaries, Safe Adults, Safe Touches and Special Safe Adults

Catechists are to review the Teaching 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 you 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*
 - Understand that we need to respect our bodies, because God made our bodies **sacred**.
- *Made for Happiness with God, Beatitudes*
 - Explain how following God's rules, helps us to be happy, healthy, and **holy**.
- *Human Freedom and Conscience Formation*
 - Understand that God gave us and **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 or guardians help us to know what is right and wrong
- *The Human Community*
 - Associate God's design for humans to live in community with the responsibility to be aware of the needs of others.
- *Catholic Social Teaching*
 - Recognize that individuals and groups have rights, such as ... the **right** to live with **dignity**.

Task IV: Learning to Pray

- Understand and experience **spontaneous prayer**

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**.

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

- Recognize that we treat **private body parts** as "special" by keeping them covered. One reason is to help keep our private body parts clean and healthy.
- Stand up for themselves more effectively.

- Say “No!” when someone tries to touch them in a way that is uncomfortable or otherwise inappropriate.
- Communicate their personal physical boundaries
- Name their **safe friends and safe adults**.
- Identify **special safe adults**.
- Respond in an appropriate manner to **unsafe** situations.

Note to Teacher: 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 teacher 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. If you’re using a link, you will need to select the appropriate link and click play.

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 “energy”

This age group is learning how to function independently of their parents or guardians. They know how to read and their comprehension levels are giving them a better sense of abstract ideas. Their writing skills are better as they learn proper grammar / punctuation, and become more refined with communicating their ideas.

Children of this age are away from home more often than earlier in life and need to start recognizing that safety issues can arise when they are off with friends, under the supervision of a 3rd party, or at other events / locations. They like to be in constant motion and are always on the go. Groups are important. This is the “gang” age with friends of the same sex. Capable of intense loyalty to others, they usually have a best friend in which to confide. Although truthful about big things, they are less so about the smaller things, often making up alibis or shifting the blame to others. They have a strong sense of right / wrong, fair / unfair and are more able to discern the difference between safe / unsafe. They are able to use logic, can argue and hold strong debates. Caregivers can be more effective when dealing with this age by including them in the discussion while establishing rules or guidelines.

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).

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

"No!" or other words and phrases that mean, "No!"—a child needs to know that any time someone tries to touch his or her private body parts or tries to get the child to touch the private body parts of the other person, the child should say words that mean "No," run away, and then should tell the child's mother or father or another safe adult as soon as possible.

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

Right – what we are allowed to do

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

Rules – tell us what we can and cannot do

Sacred – holy and special to God

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

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

Spontaneous Prayer – writing or saying a prayer to God using the "You, Who, Do, Through" formula

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

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

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 parent or other safe adult what happened.

Touching safety – knowing how to protect our bodies from those who might want to hurt us

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 1Corinthians 3:16-17

Touching Safety introductory DVD or provided video links

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

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

White board, chalk board or easel with poster paper and markers

Safe scissors

Poster board

Glue

Old magazines

Felt tipped markers, paper and pencils

Paper Measuring Tape

Stickers

- 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 how to protect ourselves and that we have the **right** to say "No" to people who make us feel uncomfortable.
- 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.**
 - Teacher: A Reading from the First Letter of St. Paul to the Corinthians... (*read verse 3:16-17*). Short pause. Explain to the children that God, the Holy Spirit lives in their bodies. That their bodies are temples, holy (**sacred**) places, like our Churches. Thus, all of our body parts are special and holy (sacred). God wants us to take care of them by following **rules** to keep them safe, healthy, and holy. God also wants to protect us and that means we need to know when to say "No!" to people who might want to hurt us.
 - Review **relevant** vocabulary words and definitions.
 - Teacher, please bow your heads as we pray... *Dear God, you made each of us in your image, as good and wonderful. Because we are Temples of the Holy Spirit, 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 the gifts of Jesus, our parents, our guardians 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 1/2 minutes).

Activity #1: Reviewing the touching rules and violations

- "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 parent or other safe adult what happened.

Directions: Have children write the **Touching Rules** on poster board (note this will also be used for later activity on developing a slogan). Language for the rules should vary somewhat from the language used for younger children, but not dramatically.

For example, the rules for this age group could be: “If someone tries to touch your private body parts, or wants you to touch theirs, you should:

- Say words that mean “No!” and get away from them as quickly as possible.
- You should also tell a safe adult what happened right away—even if or *especially* if the person told you not to tell or told you that you would get in trouble for telling.

Note: *Catechists should use this opportunity to talk about the grooming process and to point out that it is unlikely someone would start out by immediately trying to touch your private body parts. Child molesters take some time to gradually move toward the abusive behavior. Remind kids that any time they feel uncomfortable with an adult, they have the **right** to ask the person to stop what they are doing and to walk away. It is important to talk about this subject in a way that gives the child the information needed but does not scare the child unnecessarily.*

- **Discuss the ways an adult might try to trap or trick a child:**
 - Use the warning signs of a child molester as the basis for this discussion:
 - Allows children to do things their parents would not allow.
 - Gives gifts without permission from the child’s parents.
 - Asks children to keep **secrets** from their parents or guardians.

Activity #2: Learning to say “No!” in an uncomfortable or inappropriate situation

Directions: This is a role-playing exercise. Start with life experience. Take turns sharing times when you have chosen to say no. If you can’t readily think of any, look at the list below of incomplete sentences to help get you started.

- I yelled “Stop!” when _____.
- I couldn’t stop crying when _____.
- I ran away when _____.
- I hated it the day that _____.
- My friend said “No!” when _____.
- My father said “Stop!” when _____.
- One day in school, I said “No! because _____.

Directions: Discuss the types of touching that make you feel uncomfortable. Start by making a list:

- For example, someone punches, kicks, scratches, or pinches you.
- Someone taunts or teases you by saying mean things about you.
- A person you don't feel comfortable with wants to give you a hug.
- Your aunt wants to kiss you on the mouth.
- The babysitter comes in to the bathroom and offers to help you towel dry after a shower or bath.
- The coach pats you on the buttocks on your way out of the locker room.

Directions: Practice at least (5) five different ways of saying "No!" Create different scenarios, and then have each child practice saying "No!" using different vocal pitches, facial expressions, body language, etc. Here are just a few samples to get you started:

- Say, "No! I don't like that and I don't want to be touched!"
- Say, "Stop it!" very loudly.
- Say, "Don't do that!" and run away.
- With hand on hips, yell "No!"
- Say, "No!" and run away.

Activity #3: Making a Safe Touch Poster

Supplies: Safe scissors
Poster board
Glue
Old magazines
Felt tipped markers

Directions: Ask the children to make up a slogan or title for their Safe Touch poster and write it on the poster. Cut pictures out of the old magazines. The pictures should illustrate safe touches and demonstrate the slogan selected by each child. Children will glue pictures on their poster board to make a Safe Touch poster to take home to show to their parents or guardians.

NOTE: If more time is needed with the poster activity, it might be completed at the beginning of the next class session. Finished posters should be sent home with their children for their parents to review with them.

Activity #4: Physical Boundaries Activity

- Provide Children with a two to three foot-long paper measuring tape and stickers.
- Have children pair up and identify how close they are comfortable with different people. Indicate boundary on paper measuring tape with a sticker.
 - For example: How close are you comfortable with your best friend?
 - How close are you comfortable with your mom?
 - How close are you comfortable with your teacher?
 - Etc.

Activity #5: 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.

Directions: Click here for the link: <https://www.missingkids.org/netsmartz/videos#elementary>
The video title is **Know the Rules**. Please click on the link to get to the elementary videos page, select the correct video and download to view.

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!

Closing Prayer Option 1: Write a Prayer on Safe Touch

Directions: Using the “You, Who, Do, Through” formula, help the children write a spontaneous prayer to God on safe touch.

For example,

“You”: Dear God, who made us in your image as Temples of the Holy Spirit,

“Who”: You are always with us and want to protect us from all harm,

“Do”: Please help us to remember and to follow the safety rules we learned today,

“Through”: We ask this through Christ our Lord. Amen.

Ask children to briefly discuss how they can pray to God about safe touch.

Closing Prayer:

- + In the name of the Father and of the Son and of the Holy Spirit. Amen.
- Class recites the prayer they wrote together.
- + In the name of the Father and of the Son and of the Holy Spirit. Amen.

Closing Prayer Option 2: Lead children in the following prayer

+ Dear God, we thank you for the gifts of our bodies and for all those who help us stay healthy, holy and safe. Please help us remember how much you love us and always want to protect us.

May your Holy Spirit continue to guide us and help us make good decisions. Amen.+

NOTE: This option does not cover Religious Education Standard related to learning spontaneous prayer.