

## **VIRTUS *Touching Safety* – Fourth Grade** **Learning about Boundaries and 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 parent 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*
  - Understand that God created us in His image, with a unique body and unique **soul**, therefore all human life is **sacred** and needs to be **respected**.
  - Associate the concept of **human dignity** with being created body and soul in the image and likeness of God.
- *Made for Happiness with God, Beatitudes*
  - (*Reinforce from Grade 3*) Explain how following God's rules, helps us to be happy, healthy, **holy and safe**.
- *Human Freedom and Conscience Formation*
  - Comprehend that God creates human beings: body and **soul** having **intellect** and **free will**.
  - Explain how living a **moral life** means doing the right thing, while we also take into account how our actions/thoughts/words affect others.
  - (*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 created humans to live in community and thus, we need to be aware of the needs of (ourselves) and others in our home, our Parish, our community
- *Catholic Social Teaching*
  - (*Reinforce from Grade 3*) Recognize that individuals and groups have rights, such as ... the **right** to live with **dignity**.

### Task IV: Learning to Pray

- Engage in a variety of expressions of prayer, including **spontaneous prayer**

### Task V: Education for Community Life

- *Models of the Catholic Church: Temples of the Holy Spirit*
  - Describe the **Temple of the Holy Spirit** as God's Holy Spirit living in each of us and inspiring us to what is good.

- Realize the obligation of being made in God’s image by taking care of our bodies as the **Temple of the Holy Spirit**.

**Teaching 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.
- Identify what are boundaries
- Identify strong and weak boundaries
- 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. 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 parent 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

**Moral life** – choosing to act with goodness

**“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 parent 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 parent 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 guardian or another 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 parent or guardians; they could hurt us.

## Lesson Plan:

### **Resources:**

Children's Bible open to the passage of 1Corinthians 3:16-17

Teaching Safety introduction DVD or direct 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 for each child

- 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.**
  - Catechist: 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 any **relevant** vocabulary words and definitions needed to help students understand terms used in lesson.
  - Catechist, 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 and all those, 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 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 guardian or another 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 or guardians would not allow.
    - Gives gifts without permission from the child's parents or guardians.
    - 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.

During this activity, discuss with the students how following the safety rules is an example of morally doing the right thing – making a good choice. Also connect their right to say "No" with the responsibility to protect both themselves and others.

**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 ss 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: Practice Makes Perfect: Strengthening Our Boundaries Worksheet and Discussion**

**Activity:** In this activity, the lesson leader will give a brief discussion of boundaries, and will then pass out the worksheets, provided at the end of the lesson plan. After the children have taken the time to complete the worksheets, the Lesson Leader will guide another discussion about the answers.

**Discussion:** Explain the following to youth: Boundaries promote safety, and there are lots of different types.

A boundary is a line, a limit. It's between us and other people or things. On our end, setting a boundary means respecting our own safety and needs. On the other hand, boundaries are also necessary to listen to the needs of others for their own safety. For example, we have physical boundaries that are personal to each of us and that keep us safe. Unlike a wall or a fence, you can't always see our physical boundaries, but they are in place for our protection. They say when and where it's OK to touch us, and when we don't feel like being touched.

There's also emotional boundaries, that include how connected or "close" you feel to another person. Different relationships will have different levels of emotional attachment and boundaries. When you have emotional boundaries, they describe what you're comfortable sharing about yourself to another person and whether you spend time with them or not, and how much time you are willing to spend with them.

Behavioral boundaries are the behaviors, or things, that you will do and won't do. This includes your safety rules. Sometimes people don't know what your rules are, and you have to say them out loud, or address them, firmly. Sometimes people don't care about your boundaries, and that's wrong—you may have to try to get away from these types of people.

(Worksheet at the end of the Lesson Plan.)

**Catechist/** There are some intentionally similar scenarios to help cement the right action.

**Parent or Guardian Notes:**

The Lesson Leader can have the children answer several or all of the questions on their own during quiet time, and then come back for a discussion to give the preferred answers during role-playing. In this way, the sheet can be taken home and parents or guardians can be further included in the boundary development process. This is an important activity to share with the parents or guardians so that they uphold their children's boundaries for them, and can also be supportive when the children attempt to place boundaries for their own safety and wellbeing.

With the actual role-playing, the Lesson Leader can ask for volunteers for each example, direct the question to the whole group or assign examples to small groups. The Lesson Leader will read the example aloud, and ask youth what they would do or say. Then the Lesson Leader will follow up with words of affirmation, and guide them with actions to help them with their boundaries as denoted with the answer key. During the discussion, be careful not to make a child feel as if they were "wrong," but do encourage the right actions and behavior for their safety and wellbeing.

**Part 1: Brainstorm "Boundary Safety Phrases" together.** The worksheet asks: What are some safety words and phrases we can say when we are uncomfortable, or need to insert a boundary in our interactions with adults or other youth?

Ask children to write their answers in spaces provided. Ensure they also write down these options below: Lesson Leader's answer key:		
"Leave me alone!"	"No!"	"My body is private."
"My body belongs to me."	"You are NOT safe."	"Stop!"
"No thank you (firm voice)."	"I'd rather give you a high-five."	"I'm telling my parent or guardian about this."
"I don't feel comfortable when you do that."	"I don't like it when you do that to me."	"I don't like that."

**Part 2: Ask children to read through the questions and write their answers before role-playing.** In a few minutes, children will have an opportunity to come back together to role-play and say what they would do within the different scenarios.

**Gearing up to practice with role-playing:** once you have gathered the kids together again, say: Our boundaries are like a personal bubble, with a forcefield.

**Opening Statement:** You're the boss of you! We can't control others, but we can try to protect ourselves by doing and saying specific things to set a boundary, and get help right away if something scary or bad happens.

Let's practice a few of these scenarios so that we have some tools in our toolbox on how to respond if it does happen. Remember to practice using a firm voice. I'll read it, and you tell me what you would do. Here's the first question!

**Concluding statements / ensure children have the following takeaways.** Tell them: You are strong, and smart, and good—and you're important. God loves you tremendously and doesn't want you to be hurt, or sad.

Most people are safe. Adults are here to protect you, and sometimes we have to protect ourselves the older and more responsible we become. It can take a lot of courage to say these things. And sometimes,



when we're scared or nervous, we forget the words and freeze, and that's OK, too, because it's not your fault if something bad happens to you.

Remember, if you're in a situation where you don't feel right, or you feel scared or uncomfortable, or nervous, anxious, humiliating or embarrassing, listen to your intuition! If someone is asking you to do something you don't like, it is ALWAYS OK to say "no."

### **Activity # 7: Netsmartz Bad Netiquette Sticks. An Introduction to Internet Safety.**

**Background:** This short 7-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 safety. Children learn to be safe online and offline, and that they have a right to be safe.

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

**Description:** Watch Potty-Mouth Pete as he tries to spread bad netiquette all over the Internet. Can Clicky, Webster and Nettie stop him before it's too late?

### **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 spontaneously 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, who has created each of us individually and to be Temples of the Holy Spirit, please help us to follow those rules that keep us healthy, holy and safe. We thank you for the gifts of all those safe adults who protect us from harm and teach us ways to respect ourselves and others. Amen+

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

# Practice Makes Perfect: Strengthening Our Boundaries Worksheet

## Catechist's Sample Answer Key

**1. Question from worksheet:** What if an adult wants to take you to a room or place where no one else is located? Should you go with him? What if it's someone you know? What if it's another kid?

**Answer:** *If someone tries to take you to a place that looks like it's out of the sight and hearing of others, you can say "no" or use one of the boundary safety phrases. Speak to another adult about what is happening, and ask permission before you go anywhere with anyone. Even if you have permission to go, if you feel uncomfortable at any point, you can say "no" and try to leave the situation.*

**2. Question from worksheet:** What if you're uncomfortable with something that an adult is doing? Is it OK to talk about it with a safe adult, even though the person who is making you uncomfortable is also an adult? What if my safe adult is the person who is making me feel uncomfortable?

**Answer:** *It is always OK to use one of the "boundary safety phrases" listed above, and it's always OK to talk to a safe adult.*

**3. Question from worksheet:** What if my safe adult is the person who is making me feel uncomfortable?

**Answer:** *If the person who is making you feel uncomfortable is actually supposed to be your safe adult, then you could communicate to another safe adult—perhaps like your mom, dad, aunt, grandma or teacher.*

**4. Question from worksheet:** Is it OK to say "no" to an adult when it has to do with your safety?

**Answer:** *Absolutely! You can always say "no" or use one of the boundary safety phrases when it has to do with your safety!*

**5. Question from worksheet:** What if someone you know wants a kiss, but you don't want to give a kiss?

**Answer:** *You don't have to give kisses or hugs to anyone if you don't want to. It's your body, and your safety rules. Instead, utilize one of the boundary safety phrases.*

**6. Question from worksheet:** What if you'd like to give a hug to someone you do know, but they don't want to be hugged? Is it OK if they don't want to be hugged?

**Answer:** *Remember, people are in charge of their own bodies, just like you're the boss of your body. If they don't want to be touched, then it's NOT OK to touch them. Just like, when you don't want to be touched, it's NOT OK for someone to touch you in a way you don't like.*

**7. Question from worksheet:** What if you'd like to give a hug to someone who you're not sure of whether they want a hug or not? What should you do first?

**Answer:** *Ask them! They may not want a hug at that moment, and we should respect and honor their physical boundaries. There may be something else that you can do to show them affection or support, like a high-five, blowing a kiss, a smile, etc.*

**8. Question from worksheet:** What if a stranger stops you in the street and asks you to help them, or even to help find a puppy or kitten? What if it's someone that doesn't look like a stranger, and who you 'kinda' know, but don't know well?

*Answer: While it's good to help people, always talk to a safe adult first before going anywhere with anyone, or helping anyone. Usually grownups help other grownups, and safe grownups don't ask children for help.*

**9. Question from worksheet:** What if your friend is calling someone else names and calling them stupid? Is that OK? What should you do? What can you say?

*Answer: Part of expecting our boundaries to be respected is to respect the boundaries of others. We don't participate in name-calling because it isn't kind. It would be appropriate to talk to our friend about their mean behavior and ask them to stop. To do the right thing, sometimes we have to step in and help protect other people from harm, too.*

**10. Question from worksheet:** When Grandma and Grandpa come, do you have to give them a kiss? Is there another action you could do to greet them that might make you more comfortable?

*Answer: No, you don't have to give anyone a hug or kiss if you don't feel like it. Perhaps a high-five, a wave, a smile, shaking hands, blowing a kiss—or nothing at all.*

**11. Question from worksheet:** What if someone tries to pull your pants down? Is that OK? What should you do?

*Answer: No, it's not OK! Your private parts are special and they're covered to keep you safe. Use one of the safety phrases and tell an adult right away.*

**12. Question from worksheet:** What if something bad happens to you, and you forget to use one of the boundary safety phrases? Are you still allowed to tell a safe adult?

*Answer: Yes! If you forgot to use one of your safety phrases, or just couldn't say it in the moment, you should definitely still tell a safe adult what happened!*

**13. Question from worksheet:** What if you have a question about something someone did, or feel confused about what happened? Who should you talk to about it? What if the person who did it said that no one will believe you? What if they threaten to hurt something or someone you love?

*Answer: Always talk to a safe adult when you are confused or upset about something that happened to you!*

**14. Question from worksheet:** What if you like something at first like holding hands with someone, and then don't like it anymore later? Is it OK to say no?

*Answer: Yes! It's never too late to place a boundary—even if we thought we might be liking the activity at first.*

**15. Question from worksheet:** If someone is tickling you and you don't like it, should it stop right away? What could you say?

**Answer:** Yes! If you say "no" to someone, they should stop the activity right away. You could use one of the boundary safety statements such as, "Stop tickling me! I don't like it!"

**16. Question from worksheet:** What if your best friend is sad because of something regarding their safety and needs help, but doesn't want you to talk to anybody about what is making them sad and asks you to keep a secret? Should you keep a secret?

**Answer:** No, asking to keep a secret about safety is never OK. Even if you promised not to tell, you should still tell a safe adult as soon as possible—this is the right thing to do.

**17. Question from worksheet:** If you're pushing someone and they're laughing, but suddenly say to stop, what do you do? What if you're the one who said stop, and someone doesn't listen to you?

**Answer:** Honor the request! If you feel uncomfortable, it's entirely acceptable to try to leave that situation and spend time with other friends, instead.

## Practice Makes Perfect: Strengthening Our Boundaries Worksheet

1. What if an adult wants to take you to a room or place where no one else is located? Should you go with him? What if it's someone you know? What if it's another kid?
2. What if you're uncomfortable with something that an adult is doing? Is it OK to talk about it with a safe adult, even though the person who is making you uncomfortable is also an adult? What if my safe adult is the person who is making me feel uncomfortable?
3. What if my safe adult is the person who is making me feel uncomfortable?
4. Is it OK to say "no" to an adult when it has to do with your safety?
5. What if someone you know wants a kiss, but you don't want to give a kiss?
6. What if you'd like to give a hug to someone you do know, but they don't want to be hugged? Is it OK if they don't want to be hugged?
7. What if you'd like to give a hug to someone who you're not sure of whether they want a hug or not? What should you do first?
8. What if a stranger stops you in the street and asks you to help them, or even to help find a puppy or kitten? What if it's someone that doesn't look like a stranger, and who you 'kinda' know, but don't know well?
9. What if your friend is calling someone else names and calling them stupid? Is that OK? What should you do? What can you say?

10. When Grandma and Grandpa come, do you have to give them a kiss? Is there another action you could do to greet them that might make you more comfortable?

11. What if someone tries to pull your pants down? Is that OK? What should you do?

12. What if something bad happens to you, and you forget to use one of the boundary safety phrases? Are you still allowed to tell a safe adult?

13. What if you have a question about something someone did, or feel confused about what happened? Who should you talk to about it? What if the person who did it said that no one will believe you? What if they threaten to hurt something or someone you love?

14. What if you like something at first like holding hands with someone, and then don't like it anymore later? Is it OK to say no?

15. If someone is tickling you and you don't like it, should it stop right away? What could you say?

16. What if your best friend is sad because of something regarding their safety and needs help, but doesn't want you to talk to anybody about what is making them sad and asks you to keep a secret? Should you keep a secret?

17. If you're pushing someone and they're laughing, but suddenly say to stop, what do you do? What if you're the one who said stop, and someone doesn't listen to you?