

VIRTUS Touching Safety – Fifth 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*
 - Understand that being made in the image of God means we have a **sacred** obligation to care for our entire being: body, mind and **soul**.
- *Made for Happiness with God, Beatitudes*
 - (*Reinforce from Grade 3*) Explain how following God's rules, helps us to be happy, healthy, and **holy**.
- *Human Freedom and Conscience Formation*
 - (*Reinforce from Grade 4*) Comprehend that God creates human beings: body and **soul** having **intellect** and **free will**.
 - (*Reinforce from Grade 4*) 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.
- *Virtues: Cardinal and Theological*
 - Describe the positive effects of making **virtuous** choices.
- *The Human Community*
 - (*Reinforce from Grade 4*) 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*
 - Recognize how rights also come with corresponding responsibilities.

Task IV: Learning to Pray

- Write a spontaneous prayer using the "You, Who, Do, Through" formula.

Task V: Education for Community Life

- *Models of the Catholic Church: Temples of the Holy Spirit*
 - (*Reinforce from Grade 4*) Describe the **Temple of the Holy Spirit** as God's Holy Spirit living in each of us and inspiring us to what is good.

- (Reinforce from Grade 4) 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.
- 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 "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).

Confusing – To cause to be unable 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

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 parents or guardians; they won't hurt or scare us without a good reason

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

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 parents or guardian or another safe adult what happened.

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

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; they could hurt us

Virtuous – making a habit of choosing to do the good and right thing

Lesson Plan:

Resources:

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

Power to Protect introductory DVD or applicable private YouTube link

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

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

Safe scissors

White Paper

Glue

Old magazines

Felt tipped markers

Paper and pencils for each child

Ribbons

Old newspaper or wrapping paper

- 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 **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. 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, 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 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 parents or guardian or another safe adult what happened.
- **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: Secrets and Risky Behavior Classroom Discussion

“Everyone like to get gifts! We look forward to birthday parties and Christmas and any other occasion when our parents or guardians, friends, and members of the family give us special gifts.”

“What are some reasons why gifts are given?”

Note: Let the young people in your class talk about this.

Points to make:

- There are “events” and “special occasions” when we get gifts from people other than our parents or guardians and family, but for the most part these are unusual and public. The gifts are given in front of others or with the permission of parents or guardians.
- Gifts are an opportunity to recognize something special or to acknowledge something such as recognition of an accomplishment or an acknowledgment of the completion of something.
- Sometimes gifts are given to “get something” from the recipient. For example, the gift may be used as a bribe or an incentive to get you to do something you don’t want to do or are uncomfortable doing. The gift may be a way the person gets you to do what they want – even if you don’t want to do it.
 - Movies are a great place to pull example of this.
 - **The House With The Clock In Its Walls** – a local boy befriends the protagonist in order to get votes for class president, and to get him to show the boy magic. The extension of friendship and protection was the gift and its intention was to extort the other boy to give him what he wanted.
 - **Frozen** – The prince pretends to be in love with Anna in order to gain control of the Kingdom. The gift was his supposed love, what he wanted was to be king.
 - **Tangled** – Mother Gothel gave Rapunzel ‘Love’ and presents to keep her in the tower in order to retain access to her magic hair.

“What kind of gifts might we get from people other than our parents or guardians or members of the family?”

“Sometimes gifts come in boxes and with wrapping paper and ribbon. Other gifts are not.”

Points to make:

- Sometimes gifts can be expensive and sometimes they can be simple.
- It’s the intention behind the giving of the gift that must be clarified.
- Gifts from parents or guardians, family members, and friends that recognize special occasions or acknowledge accomplishments are great and should be cherished and appreciated. However,

these gifts are never given in secret on the condition that parents and guardians are not to be informed.

- At a birthday party or at Christmas time we may get gifts from lots of different people.
- A Youth Minister or catechist may present you with a gift acknowledging a major accomplishment.
- Graduation is one of the times that gifts come from friends other than our parents or guardians and family and so are first communion and confirmation.
- Companies and sports teams often give gifts to people for promotional purposes. For example, the first 100 people at the opening game of the local professional baseball or basketball team get a ball cap or a new bat; or everyone who comes to opening day of the new store gets a free CD; or a store has a “buy one, get one free” promotion.

“Do people ever give you a gift and tell you to keep it a secret?”

- Sometimes grandparents or guardians and/or aunts and uncles give gifts and tell children to keep it a secret. Catechists need to reinforce the message that keeping secrets about gifts is wrong even if the child thinks that the parents or guardians will be upset about the gift or may ask them to give the gift back.

“Why would someone do that?”

- Sometimes grandparents are frustrated by parents or guardian’s rules about gifts or that they realize that they are going overboard and want to keep from making them mad.
- People can use this as a way to come between you and your parents.

“How does that make you feel?”

- Keeping secrets about things that you know your parents would want to know creates distance between you and them. Even if they are standing beside you, it feels like they are far away because you are keeping an important secret.
- It might not seem like a big deal but think about how it makes you feel when your friends keep a secret from you. It makes you feel like you are an outsider and it hurts your feelings. Perhaps parents or guardians feel this too.

“What would be a “good” purpose or intention for someone asking that you keep a gift secret from parents or guardians?”

Points to make: It is that this discussion clarify the difference between gifts that are appropriate expressions of love and friendship and those that are tools for manipulation and control. Key points to make in the discussion include:

- Someone who lets you do things that your parents or guardians would not allow you to do without getting permission or gives you gifts that your parents or guardians do not know about is not a friend. Their interests are not the same as yours and their actions should always be suspect. Even though it may seem harmless to you – after all, you just disagreed with your parents or guardians about this issue – the intentions of the adult involved may be very different than you think. This person does not deserve your trust.
- Safe friends are those that respect your wishes and the wishes and rules of your parents or guardians, guardians, and caretakers when it comes to these kinds of issues.
- When someone suggests that you can do something that you think your parents or guardians would not allow or to accept a gift you are unsure about, tell the person that first you need to call and check in with your parents or guardians. If the adult objects, tries to talk you out of doing that, or leaves you with the idea that it can be your own “Secret,” be wary of the person.

Activity #3: Create a collage

“Collage: A collage is a picture or design created by adhering such basically flat elements as newspaper, wallpaper, printed text and illustrations, photographs, cloth, string, etc., to a flat surface. The result becomes three dimensional, and might also be called a relief sculpture/construction/assemblage. Most of the elements adhered in producing most collages are “found” materials. Introduced by the Cubist artists, this process was widely used by artists who followed, and is a familiar technique in contemporary art.”

Instructions:

- Invite the children to create collages that demonstrate appropriate and inappropriate gift giving. Give each child a piece of poster board or printer paper and invite them to divide the space into two distinct areas. They can do this by drawing a line to divide the space in any direction they choose. This dividing line can be straight or curved and may be made with a marker or ribbon or yarn or any other dividing implement that they choose. Invite them to be creative and express themselves as they use pictures from old magazines, newspapers, yarn, ribbon, etc., and any other supplies gathered, to demonstrate both appropriate and inappropriate gift giving.
- Once the collages are finished, time permitting, invite any of the children who would like to share about their collage to describe what they created for the group.

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 in your image, please send your Holy Spirit to guide us and keep us healthy, holy, happy and safe. We know that you want us to respect both ourselves and others. We thank you for all those who help us to learn the best ways to know the right thing to do with our words, actions and thoughts. We ask this, in the name of your son, Jesus Christ. Amen+

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