

## **VIRTUS Teaching Safety – Kindergarten**

Learning about 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 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 always include opening and closing prayers. 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*
  - Recognize that God loves us so much that we are made in His image and likeness.
  - Associate being made in the image and likeness of God with the need to **respect** others (and that others need to respect us).
- *Made for Happiness with God, Beatitudes*
  - Recognize that God created us to be happy with Him forever.
- *Human Freedom and Conscience Formation*
  - Describe right (good) and wrong (**sinful**) behaviors and recognize that behaviors have **consequences**.
  - Recognize that God gave us guides (Jesus, Mary, parents, catechists, Guardian Angel) to help us know how to live good lives.
- *Covenant and Ten Commandments*
  - Recognize that **rules**, like the **Ten Commandments**, are important. Discuss the Fourth Commandment and why obeying our parents and guardians helps us stay healthy, holy, and safe.
- *The Human Community*
  - Recognize that God made us to live in communities with others.
- *Catholic Social Teaching*
- Explain ways we can help to take care of the gift of God's creation (**stewardship**) (e.g. such as our bodies).

### Task V: Education for Community Life

- *Models of the Catholic Church: **Temples of the Holy Spirit***
  - State that the **Holy Spirit** lives in each one of us and helps us make good choices.

**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 parent or other safe adult what happened.
- 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 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 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).

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

**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)

**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 people who 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; 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, 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

**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

**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:

"Passport to Boundary Touching Rules" handouts

Crayons, colored pencils or felt tipped markers

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

Religion textbook (optional)

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

English: <https://www.youtube.com/embed/As5weSq9Jw>

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.
  - Optional: 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 the gifts of 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 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 3<sup>rd</sup> 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 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 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 make you feel icky is someone you really like, someone your family knows and likes, or even someone in your family?
- **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.
    - 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.
- **Explain to children who safe adults are:**
    - Safe adults are people who touch only in ways that safe.
      - They are people who don't hurt us without a good reason, such as 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 parent's 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 cat purrs and rubs around your legs.
    - 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 friendly dog is wagging its tail and licking your face.
    - 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.*

- **Special Safe Adults.**

- Explain to the children that they may know many safe adults, such as their catechists. However, there are only very few select people, who have the right to touch their private body parts. Special safe adults are the only people who may see or touch a child's private body parts, and only for the purpose of keeping the child clean and healthy.
- Your parents or guardians will tell you who, of the adults in your life, are special safe adults – and when these special safe adults have permission to touch your private body parts. No one has the right to touch your private body parts except these special people and they can touch your private body parts only under certain circumstances – to keep you clean and healthy.
- Special safe adults are those who have permission to help you take a bath, go to the bathroom with you if you need help, to help you put clothes on or change clothes, or to help you when you are sick.

### **Activity 2: Passport to Boundary Touching Rules Activity**

- Provide each child with a double sided handout that has been provided at the end of the lesson plan.
- Have the child write their names on the front page and to draw a picture of themselves in the picture frame. They can decorate the picture using the crayons, colored pencils or felt-tipped markers.
- As the children are creating their Passports, use the time as an opportunity to reinforce the safety rules:
  - No one has the right to touch a child's private body parts except to keep him or her clean and healthy-and then, only a few *special safe* adults have that right, as designated by the child's parents or guardians.
  - If someone tries to touch a child's private body parts or want the child to touch their private body parts, the child should:
    - Say, "No!"
    - Run away.
    - Tell a parent or other safe adult what happened.
  - Remind children that rules are important, because they help keep us safe.
- Read the examples of safe touches on the back page to the children. Have them draw a favorite picture of a safe touch in the designated box.
- Have the children draw pictures in the boxes on page three to illustrate safe adults and special safe adults.
- Remind the children that the safety rules are on the back of their Passport.

- **NOTE:** If more time is needed with the coloring activity, the Passport might be completed at the beginning of the next class session. Finished Passports should be sent home with their children for their parents or guardians to review with them.

### **Activity 3: 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 catechist?
  - Etc.

### **Activity 4: 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.
- **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!
- Click here for the link: <https://www.netsmartz.org/NetSmartzKids/KnowTheRules>

### **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. Thank you for making us healthy, 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.**



## Boundary Touching Rules

Only your special safe adults have permission to touch your private parts. Your special safe adults may only touch your private parts to keep you clean and healthy.

If someone tries to touch you in an unsafe or uncomfortable way, or wants you to touch their private parts, you should:

- Say, "No!"
- Try to get away from the situation.
- Tell your parents or another safe adult what happened as soon as possible.

# My Passport

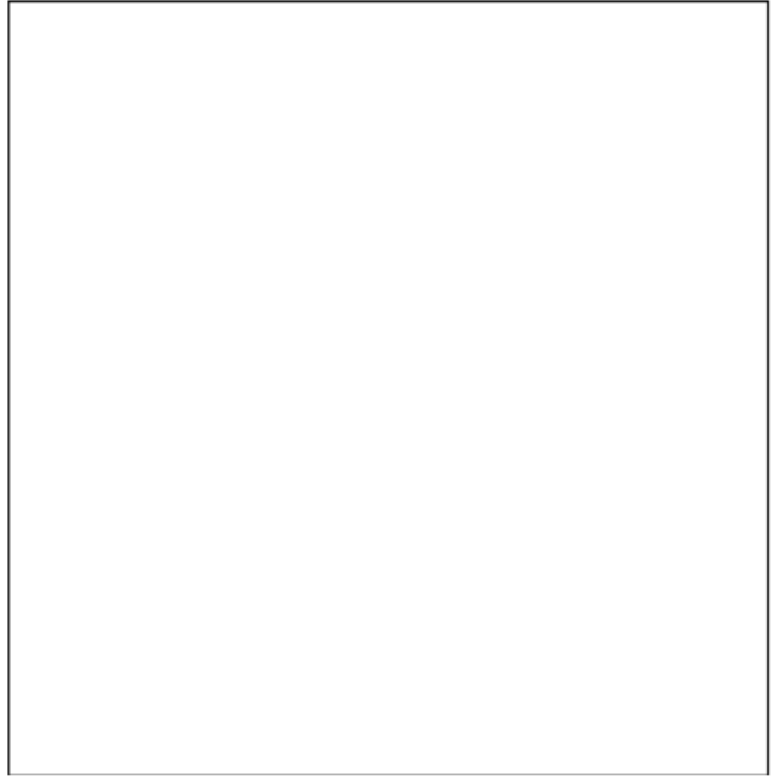


Name: \_\_\_\_\_

Here are some examples of safe touches.

1. Daddy rubbing my back at bedtime.
2. Mommy dancing with me to fun music.
3. Grandpa hugging me as we twirl in circles.
4. My brother and me wrestling and jumping on the bed.
5. Holding grandma's hand really tight when we ride the roller coaster.

Draw a picture of your favorite safe touch in this box.



Draw a picture of one of your safe adults in this box.



Draw a picture of one of your special safe adults in this box.

