

Grade ONE
Diocese of Covington Safe Environment Curriculum

TOPIC: Personal Safety

Grateful acknowledgement to the Diocese of Tucson for permission to use its material.

Student Objectives

The student will

- a. Discuss that they have parts of their bodies that they consider private.
- b. Learn to respect these parts of the body in themselves and in others.
- c. Learn to respect all children as persons of worth and worthy of respect.
- d. Understand the difference between comfortable/safe and uncomfortable/unsafe touch.
- e. Become confident that if they experience discomfort or hurt from another, they can bring that experience to a trusted adult.
- f. Learn the concept of telling adults until they are heard.
- g. Learn strategies of resisting hurt and protecting self (safety rules).

Lesson Overview

The student will

- a. Cut out a body silhouette to represent the self, draw or paste a swimsuit on it, and learn that the parts covered by a swimsuit are private.
- b. Discuss the comfortable/safe touches and contrast them with uncomfortable/unsafe touches.
- c. Learn basic safety rules.
- d. Say "NO" to uncomfortable/unsafe touches.
- e. Identify trusted adults in their lives.
- f. Practice telling a trusted adult that they feel uncomfortable or unsafe because of an experience with another child or adult.

Background Information

At this age it is natural for children to be very inquisitive about their bodies and the bodies of others. It is important not to instill shame regarding the body as they ask questions. However, it is also important that they understand that the body is to be treated with respect and that there are parts of the body that are private.

Children will need a definition of respect for the body and of privacy and then some illustrations of how respect and privacy are acted out. There should be a discussion of what makes touch or any other experience uncomfortable or unsafe, and what internal reactions make clear to the child that this doesn't feel good or right.

That being said, at this age, children have difficulty with approaches to personal safety that emphasize concepts or feelings as markers for what is safe. They most effective approaches seem to be those that emphasize safety rules and include rules about touching.

Finally, children needs examples and practice as to how they can assertively resist uncomfortable or unsafe behavior, and how their discomfort or sense of being unsafe can be shared with trusted adults. They should also understand what to expect from a trusted adult when they bring such concerns, alleviating fear that they will be punished or someone else will be harmed because they "told".

Children are vulnerable to abuse by adults because they are naturally trusting and need affection and admiration. Abuse occurs most often by those the child knows and trusts, not strangers. This makes the ultimate effect of the abuse much more painful.

Child abuse cannot continue without the benefit of deceit, secrecy and intimidation. If children are approached before they learn anything about social mores regarding sexual behavior (touches of private parts), they are easily drawn in.

Children who are abused often get direct instructions not to tell anyone and sometimes these instructions are accompanied by threats or predictions of dire consequences for the child, the family, or even the abuser.

Although sexual abuse gets our attention, it is important to remember that abuse may take many forms—physical, emotional, and most commonly, neglect of basic needs.

Even when children do not talk about the abuse openly, there are usually signs or symptoms. Neglect may be evident in physical changes or talk about conditions in the home. Physical abuse may manifest in the form of bruises, marks or even broken bones.

A radical change in behavior signals some type of problem, whether abuse or something else. It deserves the attention of the adults around. Keep a chronological log when changes in behavior are noted and, if there is reasonable suspicion that the child may have been harmed, make the report.

One final note: Remember that although this class is focused specifically on safety, children learn best when the lesson is presented many times and in many ways. Look for opportunities throughout the year to teach about safety in general, assertive maintenance of personal boundaries, and seeking the assistance of trusted adults.

Vocabulary

Safe/Comfortable Touch: touches that make you feel safe and loved. They might be hugs, playing, snuggling, helping, etc.

Unsafe/Uncomfortable Touch: touches that make you feel angry, sad or afraid. They might be kicking, grabbing, biting, pushing, touching private parts of the body, etc.

Private Parts: those parts of the body covered by a swimsuit. Note that something private is something all our own and is not shared except for good reasons, like seeing a doctor or taking a bath at home.

Catechist's Role

Help children

- a. Understand the meaning of privacy and respect, of the body and of the person in general.
- b. Understand the difference between comfortable/safe and uncomfortable/unsafe experience and how they can tell the difference according to their reactions.
- c. Understand how to say "NO" and how to tell a trusted adult when they are uncomfortable or feel unsafe.

Suggested Materials

- a. Outline of the body and swimsuits for each child (handout)
- b. Crayons, scissors, construction paper, glue

Teaching/Learning Activities

1. Ask the children to cut out the outline of a body and swimsuits. Paste the swimsuit on the body and color it.
2. Explain that the parts of the body that are covered by their swimsuit are private parts. These parts are worthy of special respect. Respect includes the rule that no one touches those parts except for a good reason. Review some of those reasons with examples (bath time at home; visit with the doctor).
3. Make two columns on the board. Title one "Comfortable/Safe" and the other "Uncomfortable/Unsafe". Make sure the students know the meaning of the words.
4. Ask the students to name the kinds of behaviors and experiences that would fit each column.
5. Have the students name trusted adults, persons to whom they can go to talk about uncomfortable/unsafe experiences.
6. Develop examples of behaviors that can be used to resist uncomfortable/unsafe behavior.
 - a. Stay an arm's reach away from someone you don't trust.
 - b. Don't talk to strangers without mom or dad right there.
 - c. Say "NO", "GO" away, "TELL" a trusted adult right away.
 - d. Tell the offender, "I don't like that...stop it."
 - e. Tell the offender, "My mom/dad/teacher says I'm not allowed to do that."
7. Practice how a child might tell a trusted adult about an experience that was uncomfortable or unsafe. Practice what to do if the first person responds in a manner that is frightening, hurtful or dismissive. (Go to someone else right away. Don't give up.)

Processing the Experience

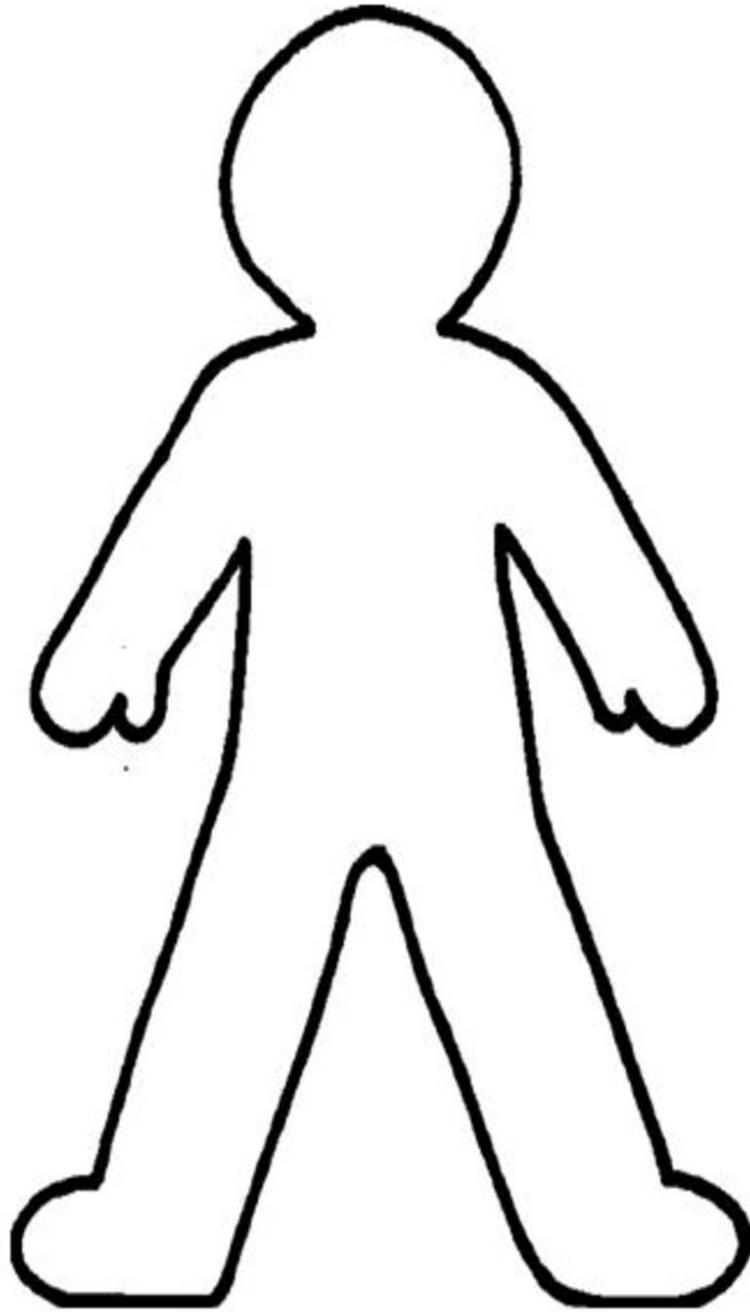
1. Where are the private parts of the body?
2. What are the differences between comfortable/safe touches and uncomfortable/unsafe touches?
3. What do you do if someone wants you to do something uncomfortable or unsafe? (NO, GO, TELL)
4. Why are children special? (Because God made them and loves them.)
5. What are the safety rules? (NO, GO, TELL)

Closure

1. When you feel uncomfortable or unsafe,
 - a. It's okay to say "NO".
 - b. It's okay to go away.
 - c. It's okay to tell a trusted adult.
 - d. NO, GO, TELL
2. End with the song (to the melody of Frere Jacques)
I Am Special
I Am Special
God Made Me
God Made Me
I Am Very Special
I Am Very Special
You are too!
You are too!

4. End with a prayer to God for making us all special, for loving us and for putting people into our lives who love us. Children could each give one name of someone who loves them.

5. It is important to present short lessons multiple times through the year for young children. Accessing Kidsmartz is a handy way to do that.
www.virtus.org
enter id and password
click on EDUCATOR on top bar
click on Kidsmartz on left column







Date:

Dear Parents/Guardians:

Your child, being formed as a disciple of Jesus by you as well as through our curriculum, is one of the most precious gifts you will receive.

As a community we are called to protect the life and dignity of the children entrusted to us. You and we are called to give special attention to the most vulnerable among us. Together we are charged with caring for all that God has created.

Because we believe so strongly in the importance of being faithful to this call, we take special steps to make sure our children are aware of what it means to create a safe environment for themselves.

Safe environment education is not education for human and sexual development. It is rather an effort to train young people to recognize when adults or others behave in an inappropriate manner toward them, how to resist, and to report any and all attempts.

Age appropriate information is integrated into the lesson plan taught at each grade level. The curricular points covered in your child's class are listed below. We encourage you to discuss these points with your child. Parents are primary educators of their children and studies have shown that children listen when parents take the time to talk with their children.

If you have questions, please call us.

Thank you for your concern, your care and your dedication to the formation of your child. Thank you for entrusting the precious gift of your child to us.

Sincerely in Christ,

Grade 1

- Be able to identify their private parts.
- Describe the difference between comfortable/safe and uncomfortable/unsafe touch.
- Learn the rule of "No, Go, Tell."

Suggested Parent/Child Follow up

- Review what parts of their body are private. Teach them the correct names for their private parts.
- Talk with your child about respecting their own bodies as well as respecting others.
- Remind your child that he/she can tell you if someone is making them uncomfortable or feel unsafe.