

Grade THREE
Diocese of Covington Safe Environment Curriculum

TOPIC: Personal Safety

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

Student Objective

The student will

- a. Review the parts of their bodies that are considered private and should be respected by self and others.
- b. Review the difference between safe/comfortable touch and unsafe/uncomfortable touch
- c. Define abuse and where to go for help.
- d. Learn the "Body Safety Rules." (handout)

Lesson Overview

- a. Students define and are able to judge examples of safe and unsafe touch.
- b. Students will review various touches and discuss how they would make them feel.
- c. Students will learn the difference between good and bad secrets.
- d. Students will define physical abuse and listen to a story about a child who was abused.
- e. Students will learn the "Body Safety Rules" as strategies to protect themselves.
- f. Students will make a list of trusted adults with whom they can talk if they have a "secret" to tell.

Background Information

The statistics for childhood sexual assault are staggering. Nationally, one of every four girls and one out of every eight boys are sexually assaulted. In the 89% of reported cases of sexual abuse, the children were abused by someone they knew. Education is an important tool for decreasing these statistics. If children do not have the knowledge of sexual abuse, they will not know what to do if someone tries to abuse them. In addition, lacking such information, victimized children may be too embarrassed or afraid to report the abuse. Assess your own comfort level and biases which could affect your presentation. Not all teachers will feel enough ease to discuss sexual abuse with their students. In such cases, a qualified person should be asked to present the material. The presentation is more effective, however, when done by the teacher since the children are more likely to open up to a trusted and familiar person. If the teacher cannot present, he/she should remain in the room and participate as much as possible.

Teacher's Role

Assist the students in identifying safe and unsafe touches and educate them about reporting abuse situations. Explain the need for making a personal list of trusted adults they can approach if they have a "secret" to tell.

Materials

- a. Poster displaying the "Body Safety Rules"
- b. Paper and pencil for closure activity
- c. Story of "At Slicker's House" (attached)
- d. Chart paper
- e. Make one sign for each child. Cut out circles or squares from construction paper and paste them on popsicle sticks. Keep for future use. Red construction paper means NO. Green construction paper means YES.

Vocabulary

Safe/Comfortable Touch: touches that make you feel safe and loved. (They may include hugging, playing, snuggling, helping, etc.)

Unsafe/Uncomfortable Touch: Touches that make you feel angry, sad or afraid. (They may include kicking, grabbing, biting, pinching, pushing, touching the private parts of their body for no good reason)

Private Parts: those parts of the body covered by a swimsuit. Something that is private is all our own and should not be shared except in safe ways....doctor, bathing at home.

Good Secret: Something I should not share with anyone. (Mom's surprise birthday party. What your little brother or sister is getting for his or her birthday. What you will give your mom for Christmas.)

Bad Secret: Something someone tells you not to share but you know the secret is hurting yourself or someone else. (A classmate tells you how he/she will make fun of another classmate during recess. Someone wants to touch your private parts and asks you not to tell an adult.)

Abuse: Something that is harmful and hurtful. Something that is not good for us. (Eating so much that I get sick. Hitting or pinching someone. Making another trip and fall on purpose. Saying mean things to someone.)

Physical Abuse: causing bodily harm to another person.

Teaching/Learning Activities

1. Ask the children how they know if a touch is safe or unsafe. Tell the students that their feelings are a good indicator. Tell the students that they should listen to their feelings in various touch situations and act according to those feelings. The "uh-oh" feeling tells them that something is not right. The feeling of being cared for and respected tells them that all is okay.
2. Tell the students to hold up a green sign if they would feel safe. Hold up a red sign if they would not feel safe.
 - a. Mom hugs you.
 - b. Brother or sister hits you.
 - c. An older kid pushes you on the playground.
 - d. A teacher pats you on the back.
 - e. Dad's friend shakes your hand.
3. What should you do if someone tries to give you an unsafe touch? Review the poster with the "Body Safety Rules".
4. What is a secret? Ask the students to give you examples.
5. Is there such a thing as a "bad secret" or "unsafe secret"? You can tell a bad secret because it makes you feel bad or you know someone will get hurt if you keep the secret. Ask the students to give examples. Use the red and green signs.
 - a. Mom tells you that you should not tell Grandma that there will be a surprise birthday party for her.
 - b. Another student wants you to not let another student play with you on the playground. You are not supposed to tell the student ahead of time.
 - c. Your big brother or sister has done something wrong and has told you not to tell your parents.
 - d. A classmate put his/her hand down your pants and asks you not to tell.
 - e. Dad helps you buy a Christmas present for your mom but you are not supposed to tell your mom what it is before Christmas.
6. To whom can you tell unsafe secrets? A trusted adult.
7. Discuss the definition of "abuse." Something that hurts self or others.
8. Discuss the definition of "physical abuse." Something that physically hurts our body or someone else's body like hitting, pinching, pushing, etc.

9. Read the story "At Slicker's House" to the students.

Ask the following questions:

- a. Whom do you think Slicker's mom called? (Shawn's mom, teacher, counselor, priest)
- b. What was the "physical abuse" in this story? (Being hit repeatedly)
- c. Why was it abuse? (It was hurtful and shaming.)
- d. How do you think Shawn felt after Pete hit him? (hurt, embarrassed, angry, sad)
- e. Why do you think Pete hurt Shawn? (to show off in front of his friends; He knew he could get away with it and not get into trouble)
- f. Why do you suppose Shawn's mother reacted the way she did? (She was frustrated with the boys' fighting and didn't know what to do about it. She was tired and very busy.)
- g. Why do you think Shawn wanted to talk to Slicker's mother? (His own mom did not help him. His friend Slicker said his mom said it was wrong to hurt others. He felt safe at Slicker's house.)
- h. Can you name two kinds of touch in this story? (Comforting touch by Slicker and Slicker's mother. Uncomfortable touch by Pete.)
- i. If Shawn had not told anyone about being hit, would that have been a good secret or a bad secret?
- j. Did Shawn give up when his mom did not help him?

Processing the Experience

1. What is the difference between bad secrets and good secrets? (good secrets help; bad secrets hurt)
2. What is abuse? (something hurtful)
3. What is physical abuse? (own body or someone else's body is hurt)
4. What should you do if you are abused or you see someone else abused? (tell a trusted adult)
5. What should you do if you tell and nothing is done to help you? (Tell another adult)
6. Is it your fault if someone tries to touch you in an unsafe way? (no)
7. What could you do to protect yourself? (Body Safety Rules)
8. Are secrets about private parts secrets you should keep? (Not unless it is the doctor or bathing at home)
0. Tell the students to take a copy of the Body Safety Rules home and explain them to their parents.

Closing Prayer

Sing the song (to tune 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!

Follow Up

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

BODY SAFETY RULES

Say “NO” or “STOP” or “I don’t like that.”

Yell for help.

Get Away!

Tell someone you trust.

Always remember – It is NOT YOUR FAULT.

At Slicker's House

Scene 1: Shawn and Slicker are on their way home from school.

It was Friday. Shawn was on his way home from school with his friend Slicker. Slicker was excited. "My whole family is going camping for the weekend. Even my brother who goes to college will be there." Shawn thought about Slicker's family. He remembered how much everyone laughed inside Slicker's house. He felt happy, too, when he visited Slicker.

Shawn's brother, Pete, came riding up to Shawn and Slicker on his bike. He had two friends with him. "You better get home fast or else," yelled Pete. Shawn answered, "Okay, But I'm talking to Slicker right now." Pete got off his bike, put up the kickstand, walked over and stood very close to Shawn. He growled, "I said now, you idiot." Then Pete hit the back of Shawn's head hard. It really stung. Peter rode off in a huff with his friends. Slicker just stood there for a moment. Then he reached out and touched Shawn's arm.

"Are you okay?" he asked.

"Yeah. I'm okay", answered Shawn.

"Why did he do that to you?" Slicker asked.

"It's no big deal. I guess I just made him mad," said Shawn.

"But Shawn, he really hurt you. My mom says hitting someone like that, even if it does not leave a bruise or cut, is abuse. I think he was wrong to do that."

Shawn looked at Slicker for a second; then he turned to walk toward his own home.

Scene 2: Later that night at Shawn's house

That night, Shawn's mother tucked him into bed. Shawn told her, "Pete hit me today and it hurt. He does this all the time to me, almost every day."

Shawn's mother said, "Well, did you make him mad? Do you have a mark on you?"

Shawn answered, "Mom, I felt dizzy and sick to my stomach afterwards."

Shawn's mother stood up and said, "You kids are always fighting. I get so tired of it." Then she walked to the door and said, "Boys will be boys. Don't worry about it."

Scene 3: After the weekend

On Monday morning, Shawn walked briskly to school. He saw Slicker and a couple of other friends playing Frisbee.

"Hey, I want to know everything you did camping."

“It was awesome,” answered Slicker. “Meet me at my house after school and I will show you the rocks I collected.”

Shawn ran all the way to Slicker’s house after school. Slicker was not there yet, so Shawn sat down on the front steps to wait for him.

“Is that Shawn out there?” called Slicker’s mom.

She came out and sat down beside Shawn on the step.

“I’ll bet Slicker is going to show you his rocks.”

“Yeah! He said you went camping. I bet that was fun. I wish I could have gone too.”

She laughed and hugged Shawn. Shawn felt a little silly about being hugged, but happy and special too.

“Maybe sometime this summer we’ll see if you can go along, Okay?”

Shawn felt good and would look forward to going with Slicker’s family.

Shawn remembered something Slicker had said.

“Slicker told me that you said it was wrong for someone to hit someone else all the time.”

She answered, “Yes, I told him that.”

Shawn went on, “Well, what if the person who hit you said you deserved it?”

Slicker’s mother looked at Shawn and said, “Shawn, no one deserves to be hit all the time.”

“Even if they are not always good?” asked Shawn.

“Even then,” she replied.

There was silence for a minute.

Slicker’s mother asked, “Shawn, is someone treating you badly?”

Shawn looked at the ground. “I don’t know. My brother hits me quite a bit.”

She asked him, “Have you told your parents?”

“My mom says it happens because I make him mad,” answered Shawn.

“It sounds like your brother might be abusing you. That is not okay. How do you feel about it?”, asked Slicker’s mom.

Shawn answered, “Mad, I guess, but scared too. And sort of ...sad.”

“Shawn, I care about you. I need to tell someone about this who can help you.”

Quickly Shawn asked, “Will Pete get into trouble? You know, he is not always so mean. Sometimes he gives me stuff and plays games with me.”

“Pete needs someone to help him too. He needs to learn how to treat people fairly.

Do you feel okay about staying here while I call someone who can help you?”

Shawn felt scared but said, “Yeah, Okay.”

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 2

- Know that each person is special because he/she is made by God and is loved very much.
- Describe the difference between comfortable/safe and uncomfortable/unsafe touch.
- Learn the difference between good secrets (that help) and bad secrets (that hurt)
- Learn that "abuse" hurts themselves and others.
- Learn that physical abuse hurts their body or someone else's body.

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.
- Review the difference between a good secret and a bad secret.
- Review the meaning of "abuse." (something that hurts themselves or others)
- Review the meaning of "physical abuse." (repeated hurting of their body or someone else's body)
- Review the handout "Body Safety Rules."