

Grade TWO  
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 students will

- a. Review the parts of their body that are private and what it means to respect those parts of the body in self and others.
- b. Discuss touches and other experiences that are comfortable/safe and those that are uncomfortable/unsafe.
- c. Be confident that they can say “no” and go away when they are uncomfortable or feel unsafe.
- d. Believe that it is the best thing to tell a trusted adult when they are uncomfortable or feel unsafe and that it is alright to tell another adult if the first adult does not respond in a helpful way.
- e. Learn that all children are persons of worth created by God and that their bodies are God’s precious gift to them.
- f. Appreciate that they are worthy of respect from other children and from adults.
- g. Learn what it means to be respected and to respect others.

Lesson Overview

Students

- a. Make a collage about caring for self and others. They then talk about and give examples of caring and relate caring to respect.
- b. Discuss saying “no” and going away when touched inappropriately. Extend the implications to speaking up whenever they feel uncomfortable or hurt by the actions of another.
- c. Learn the difference between “tattling” and telling a trusted adult when they feel uncomfortable or hurt.
- d. Learn that they have “rights”.

Background Information

Loving oneself and others are very important qualities. Loving oneself, if understood correctly, is a foundation for loving others more genuinely.

Loving oneself is manifested in part in proper self-care and assertiveness in protecting oneself from harm.

It is important for children at this age to begin to understand that they have certain rights that should be respected by others. These rights include the right to privacy, to freedom from harm, to resisting uncomfortable or hurtful behaviors, and to expect help from trusted adults when they experience inappropriate behavior from others.

Children will be more likely to ask for help if they expect and receive non-threatening, and non-judgmental responses from adults when they speak up. An adult should first help the child articulate what he or she is trying to express; then seek the right solution.

When children seem unable to sort out what is comfortable/caring touch or other behavior from what is uncomfortable or hurtful, or when a child seems too submissive or too aggressive in response to uncomfortable/hurtful behavior, it is a sign that there is some kind of trouble. The sign may not point to abuse, but is it deserving of attention and response. If there is reasonable suspicion of abuse, even though you do not know for sure, make the report. Remember, you are reporting as the law requires. You are NOT accusing.

Remember in developing your plan that children this age will do their best with education that emphasizes participation and practice. Children learn best when a 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 seeing the assistance of trusted adults.

#### 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, biting, grabbing, pinching, pushing, touching the 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 a very good reason, like taking a bath at home or seeing a doctor.

Rights: Things I may do to protect myself.

Tattling: Telling on another in a hurtful way.

#### Catechist's Role

1. Review the safety rules of NO, GO, TELL
2. Help children understand that they are special creations of God who deserve respect and therefore have rights.
3. Understand the difference between tattling and telling for a good reason.
4. Help children become more resilient and strong in resisting what makes them uncomfortable or unsafe.

#### Materials

1. Magazines with pictures, scissors, glue, construction paper, crayons
2. Rights (handout)

#### Teaching/Learning Activities

1. Distribute the magazines to the children. Ask them to cut out pictures that show children and adults caring for each other. Have each child share one picture she/he chose and why.
2. Cut out pictures that show children taking care of each other. Have each child share one picture she/he chose and why.

3. Cut out pictures of children taking care of and respecting other children. Have each child share one picture he/she chose and why. Children may draw a picture if they cannot find one in the magazine.
4. Discuss how we show respect for others. Discuss how we show respect for each other's bodies, including their private parts. We don't pull their clothes off. We don't pinch or hit their private parts.
5. Discuss how we might respond if someone did something hurtful or uncomfortable to us or to our classmate. (Ask if they are okay. Go with them to the teacher. Help them get away from the classmate who is hurting them. )
6. Review the safety rule: NO, GO, TELL. Use the pictures on their collages as examples.
7. Introduce the term "rights." We are all special people. We all have a right to be safe, to be loved, to learn, to play, to have enough food to eat to grow healthy, to have a place to live. We all have a right to be safe. We deserve these things because we are precious creations of God. When something is precious. We take very good care of it.
8. Give them the handout "Rights." Tell them to take it home to their parents and tell them about it.
9. Discuss the difference between "tattling" and "telling a trusted adult." Tattling is to get someone into trouble. Telling a trust adult is to keep someone safe. Use the picture collage to get examples of tattling versus telling a trusted adult.

#### Processing the Experience

1. What is the difference between comfortable/safe behaviors and uncomfortable/unsafe behaviors?
2. How can you say NO when you feel uncomfortable or unsafe? (say NO. Go away. Say "I'm not allowed to do that." Say, "Stop that. I don't like it.")
3. What is the difference between tattling and telling a trusted adult? (Tattling is hurting another. Telling a trusted adult is keeping self and others safe.)
4. What are your rights? (handout)

#### 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](http://www.virtus.org)

enter id and password

click on EDUCATOR on top bar

click on Kidsmartz on left column

## YOUR RIGHTS

You have the right to get help.

You have the right to tell a trusted adult if you or someone you know is being hurt.

You have the right to protect yourself.

You have the right to say NO to anyone who tries to hurt you.

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

- Be able to identify their private parts as those covered by a swimsuit.
- Describe the difference between comfortable/safe and uncomfortable/unsafe touch.
- Review the rule of "No, Go, Tell."
- Learn that they have RIGHTS.
- Learn the difference between tattling and telling a trusted adult.

#### 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 tattling and telling a trusted adult. (Tattling is hurting another. Telling a trust adult is about keeping self and others safe.)
- Review the handout "Rights."