

Grade FIVE
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 the concept of body privacy and respect of self and others
- b. Define emotional abuse and name concrete courses of action to take if they experience it.
- c. Describe strategies to get out of abusive or potentially abusive situations.

Lesson Overview

Initiate discussion of body privacy and review the concept of private body parts.

The topic of emotional abuse is introduced. Information about emotional abuse is provided to help students identify examples. Students then discuss strategies for those who experience such abuses. Students focus on their own body signals that alert them to threatening situations and practice centering when feeling unsafe. Additionally, they will learn strategies for getting out of potentially abusive situations.

Background Information

Both forms of abuse, sexual and emotional, have serious long term effects. The impact of such abuse is made worse by a range of factors, including shame, keeping the abuse a secret, and blaming self for the abuse. Victims seem to run a greater risk of perpetuating the cycle of violence by becoming abusive themselves.

Our aim is not only to help children recognize abuse, but also to give them a basis for counteracting it by reminding them of the truths of God given human dignity and love.

Since individual instances do not necessarily constitute abuse, be careful how you present examples of abuse. It is generally best to let students generate examples. Always emphasize that emotional abuse is a pattern of treatment over a period of time, not just once. It is also important to help students recognize reasonable physical and emotional discipline as well, even though it rarely feels reasonable at the time to the youngster.

Catechist's Role

- a. To review concepts of body privacy in the context of human dignity.
- b. To explain emotional abuse and its effects.
- c. To help students identify strategies to deal with abuse.

Materials

- a. First Aid for Hurting Hearts (handout)
- b. Some Ideas for Getting Out of Potentially Abusive Situations (handout)
- c. I Can Be Safe; I Can Do Something (handout)

Vocabulary

Body Privacy: The parts of our body covered by swimsuit are private and only exposed to care for them as in a doctor's visit or to bathe. We all have a right to personal space. Sometimes a hug feels good and sometimes it does not. We can say no and keep our distance when we are uncomfortable.

Emotional Abuse: An ongoing pattern of behavior, such as intimidating, belittling, hurtful words or actions that affect one's healthy emotional development.

Bullying: Demeaning, belittling behavior towards a fellow human being. Bullying is emotional abuse.

Teaching/Learning Activities

1. Discuss Body Privacy

We keep parts of our body covered out of respect for ourselves and others. We do not touch another's private parts. We also have personal space. Sometimes we may be comfortable with a hug. Other times a hug makes us feel uncomfortable. It is okay to say no and to keep at a distance. We would not like it if someone got into our desk or our locker. We consider those places personal spaces. We respect our own personal space as well as those of others.

2. Discuss

- a. This is my body. God gave me this body and it is good.
- b. My feelings are important. I can talk about what I am feeling. My feelings are not good or bad. They are what they are. That is okay.
- c. I deserve to be treated with respect. Everyone does.

3. Discuss the saying, "Sticks and stones will break my bones but words will never hurt me." Is this statement true? How do you feel when someone's words are mean.

4. Ask the students to think of a time when they did not feel safe. Have them write how they felt, both physically and emotionally.

5. What part of your body tells you that you are not feeling safe? How does it feel?

6. Have students close their eyes and imagine being in a safe, warm, happy, peaceful place. Have them write what they see and feel. Invite Jesus to sit with them in that place.

7. Tell the students that they have a right to take care of themselves in any situation that threatens their physical or emotional well-being. Distribute the handout "Some Ideas for Getting Out of Potentially Abusive Situations." Discuss the handout. Have students name some situations to match the response list.

Processing the Experience

1. What are three steps you can take if someone tries to touch or to see your private parts? (NO, GO, TELL)
2. Why is it important not to keep abuse a secret? (It is a bad secret and a harmful secret)
3. How does emotional and verbal abuse affect a person? (scared, physically sick, depressed, sad, tired, hurts)
4. Why is abuse wrong? (It does not let us grow into healthy, happy people)
5. How does your body alert you to dangerous situations? (tension, stomach ache, headache)
6. What can you do when you feel scared or unsafe? (Tell someone, close your eyes and go to the happy place you can imagine in your mind)
7. Have you ever felt really hurt by words of someone you care about and trust?
8. Name some adults you can talk to if hurtful things are happening in your life.
9. Review the handout "I Can Be Safe. I Can Do Something."
10. Fill out the handout "First Aid for Hurting Hearts."

Closing Prayer

Spend five minutes in meditation.

Close your eyes. Go to that quiet, peaceful, happy place in your mind. Invite Jesus and Mary to sit with you. Tell Jesus and Mary whatever is on your mind or just sit quietly with them.

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

SOME IDEAS FOR GETTING OUT OF POTENIALLY ABUSIVE SITUATIONS

Show them you don't like it...	Move away Push them away Dodge them Hide Walk or run away
Tell them in words...	"NO" "Leave me alone." "STOP" "I'm going to tell." "I don't like that." "That hurts." "Don't do that." "Cut it out."
Leave it go...	Bathroom or bedroom and lock door Friend's or neighbor's house Outside and play Grandparents' house
Be gross...	Spit Throw up Burp Pick your nose Pretend to be sick Tell them you have lice
Distract them...	Tell them someone is coming Tell them your mom wants you home Tell them something is broken and ask them to fix it Turn up the TV Change the subject
Use borrowed protection...	My mom/dad says I am not allowed to do that. My mom/dad says you are not supposed to do that.

I CAN BE SAFE. I CAN DO SOMETHING

If I am in danger or threatened by someone, I can

Yell, kick, make a scene or _____

Cross my arms over my chest and say NO or _____

Walk or run away or _____

I can tell _____

Or _____

If they can't help, I can tell _____

BE SAFE!

- ❖ Don't keep secrets that bother you.
- ❖ Keep phone numbers of trusted persons with you at all times.
- ❖ Know some safe places to go if you are not at home.
- ❖ Evaluate your walking routes.
- ❖ If someone feels creepy, stay away.
- ❖ Tell your concerns to a trusted adult.

FIRST AID FOR HURTING HEARTS

- ♥ I know I'm a good and valuable person.
- ♥ God made me and God loves me.
- ♥ I deserve to be treated with respect.
- ♥ I know I am someone who is good and worthwhile.
- ♥ I can be good to myself and others.

When the words of others hit me hard and hurt I can remind myself of these facts:

- 1.
- 2.
- 3.

Someone I could talk to when I feel sad, hurt, angry or afraid

Other people who care about me are

Practice going to the quiet place in your mind where you feel comfortable, safe and happy. Invite Jesus and Mary to sit with 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. 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 5

- Discuss body privacy, personal space and respect for self and others.
- Introduce concept of emotional abuse. (An ongoing pattern of behavior such as intimidating, belittling, hurtful, bullying words, actions that affect one's healthy, emotional development.)
- Become familiar with assertive responses in potentially dangerous situations.
- Practice meditation.

Suggested Parent/Child Follow up

- Review emotional abuse to make sure your child is grasping the concept.
- Review the three handouts from the session.
- Discuss some scenarios in which your child will need to make a prudent decision: "What would you do if...."