

Kindergarten
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. Learn that all children are persons of worth and their bodies belong to them.
- b. Describe the differences between safe (comfortable) and unsafe (uncomfortable) touch.
- c. Decide that it is okay to say NO.
- d. Discussed whom to go to if abused.
- e. Realize that they are loved persons who are deserving of respect.

Lesson Overview

Through stories and role-playing, children learn to say NO to uncomfortable touches and where to go for help. Students will also listen to a story and discuss the difference between physical or verbal abuse and correction.

Background Information

Young children are interested in pleasing the adults around them. They seek our attention and reinforcement. Often when they are corrected, they feel their world is falling apart. It is important that teachers and significant adults reinforce that correction does not equal rejection. Correction is the way in which adults help children mature and grow. It is the way in which children learn from their mistakes. Positive correction does not leave bruises. It does not involve kicking, slapping, scratching, biting, pinching, cuts or bruises. Correction does not demean and belittle. Physical and verbal abuse do. Spanking may sometimes be used as a form of correction, when not overdone.

Constructive criticism or correction enhances the development of the child. It is important that children understand that the people who really care about them will correct them when necessary. It is important to help children understand that the person correcting them is not rejecting them. Adults who care about children do not want to hurt them. Physical abuse leaves marks that can last for days and is painful. Verbal abuse is demeaning and emotionally debilitating. Both behaviors suggest a misuse of power. Children may encounter situations where adults hurt or belittle them. They need the support and encouragement of healthy adults.

When children are physically abused, they face great distress and are in need of trustworthy adults who will intervene on their behalf. Both physical and verbal abuse are harmful to a child's self-esteem. Children need to learn that in cases like this, they need to not listen to those adults. They need to confide in someone they trust. The important point to stress with children is that when they are faced with an abusive situation, they need to talk about it as soon they can. Children being labeled "bad" are especially easy targets for abuse.

Vocabulary

Private Parts – those parts of the body covered by a swimsuit

Respect – being nice and kind to others

Safe/Comfortable Touch – touches that make one feel safe and loved (they might include hugging, playing, snuggling, helping, etc.)

Unsafe/Uncomfortable Touch – touches that make one feel angry or afraid (they might include but are not limited to kicking, grabbing, biting, pushing, touching the private parts of our bodies for no good reason)

Teacher's Role

Assist students to realize what they do in order to show respect for self and others in difficult situations. Students need to be able to recognize, resist and respond to different situations. Introduce the No, Go, Tell rule to students that may not remember it. (Say NO to the person who is making you feel uncomfortable; then GO; TELL a trusted adult about it.)

Materials

Cut out doll; swimsuits

Crayons and paper

Make signs with popsicle sticks and construction paper. Green sign says YES; Red sign says NO. Keep for future use.

Teaching/Learning Activities

1. Discuss

Does everyone remember that our bodies are sacred? Remember the song (Frere Jacque):

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!

2. Remind the students that we have private parts. We show respect for ourselves and one another by covering those parts with bathing suits and with our clothes. Only special people see our private parts like our parents and doctors and nurses.

3. Listen to these stories.

The big boy was tickling Andy all over. At first, Andy was having fun. Then the big boy began tickling Andy in his private parts. Andy felt uncomfortable and told him to stop. Andy ran home.

Is it okay to play with our friends and feel happy? (Yes)

Is it okay to play with our friends and feel uncomfortable or scared? (No)

A touch, a hug or kiss from someone who loves us makes us feel good and happy. It makes us feel comfortable.

A touch, a hug, a kiss or a squeeze from someone who loves us and who is our friend and that makes us feel funny, scared or unhappy is an uncomfortable touch.

Our family, our church and our friends are supposed to help us grow in love and are not supposed to do things that make us feel bad/uncomfortable.

If someone touches the private parts of your body, you need to say NO, GO, and TELL someone you trust.

A lady told Sally that she was a friend and asked Sally to keep an important secret. The lady began to touch Sally all over. Sally didn't like it and said NO. She ran home and told her mother. (reinforce NO, GO, TELL)

Did Sally do the right thing? (Yes)

Should she have told her mother? (Yes)

Should we keep secrets like that? (No)

Did Sally do anything wrong? (No)

4. Give the popsicle signs YES and NO to students. Have them hold up the correct answer to each question.

A child touches another child in his or her private parts. Okay or not okay (No)

A boy and girl play doctor and touch each other's private parts. (No)

Mom puts a child into the bathtub and washes him/her. (Yes)

A girl takes off her clothes and runs around naked. (No)

A girl touches a boy's private parts; then asks him to keep it secret. (No)

Remind the students that if someone, either a friend or a relative, tries to hurt them or touch them in a way that makes them feel uncomfortable, sad, afraid or ashamed, they must tell their parents or a trusted grown-up who loves them. Even if someone tells them to keep it secret, they should still tell the grown-up they trust.

5. Difference between "correction" and "abuse".

Explain that we are all interested in pleasing grown-ups and we feel happy when we are told that we did something well. When we make a bad choice and a grown-up tells us so, it is called a "correction." We may get punished or disciplined for our bad choice, but it is important that we understand that being corrected helps us grow and learn.

When we are corrected, does that mean that we are not loved? (No)

Listen to the story.

Jason was at home with his mom. While his mom was talking on the telephone, Jason opened the front door and went outside. In front of Jason's house is a very busy street with lots of cars and trucks driving on it. Jason saw a dog across the street and he ran toward the street to get the dog. All of a sudden his mom grabbed his arm and pulled him away from a car that was coming. Then she gave Jason a spanking on his bottom. While she gave him a spanking, she told him that he could have been hit by a car.

Is it okay for Jason's mom to spank him? (Explain that spanking is how some families use it as discipline. It is okay as long as it is not overdone.)

Why do you think Jason's mom spanked him? (Explain that Jason was in danger and could have been killed. Jason's mom did not want him hurt so she spanked him to help him remember how serious the situation was. She did not spank Jason out of meanness but out of worry and love.)

6. Remind the students that God loves them very much. Each one of us is created in the image and likeness of God. That makes us very special. God loves us so we love and respect each other.

7. Processing the Experience

Whom would I tell if someone touched me and made me feel afraid or uncomfortable?

What would I say to someone who tried to touch me in places where my bathing suit covers me? (NO, GO, TELL)

Does someone have the right to make you feel uncomfortable?

What should you do if someone makes you feel uncomfortable? (NO, GO, TELL)

Why are you and your body special?

Think about ways you can be nice to other people.

8. Have the children paste and color bathing suits on the cutouts. OR

Have them draw a picture of three grown-ups they know and trust.

9. End with prayer:

“Thank you, God, for making me special and for loving me.”

10. It is important to present short lessons multiple times through the year for young children.

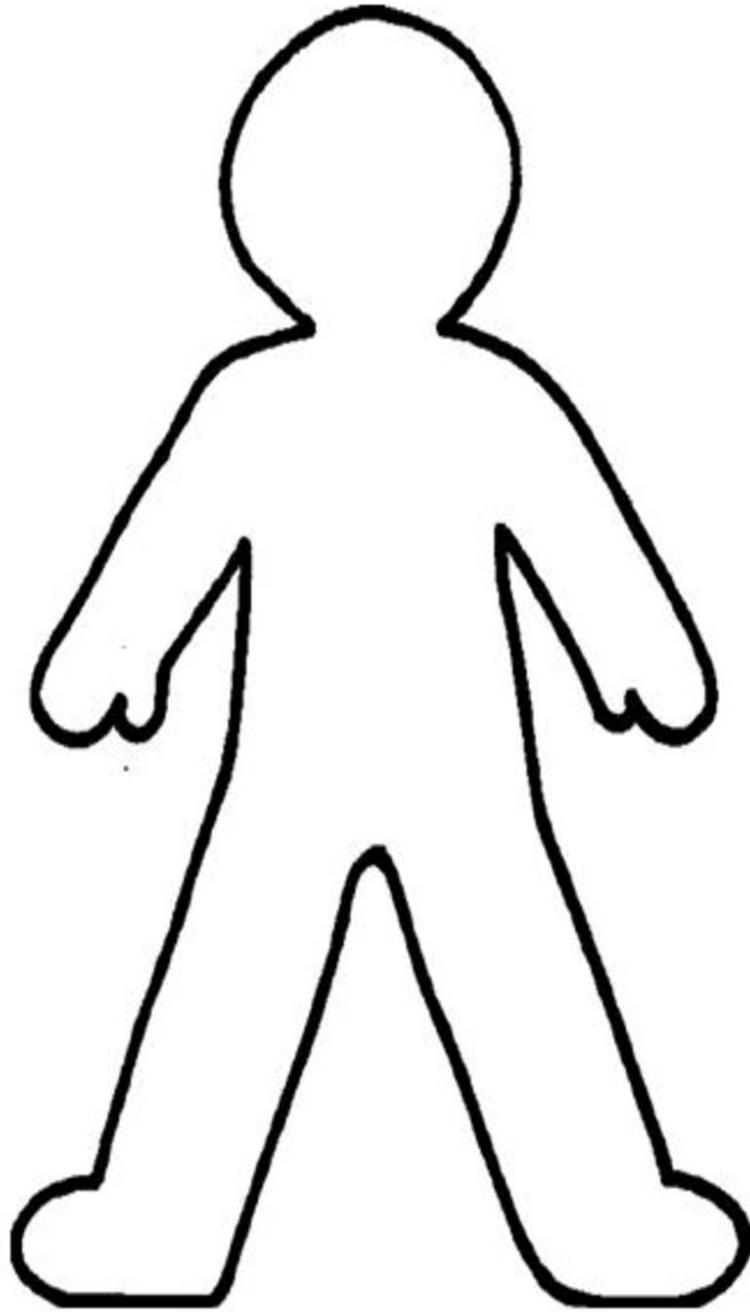
Accessing Kidsmartz is a handy way to do that.

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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 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

- Describe the difference between comfortable/safe and uncomfortable/unsafe touch.
- Learn the difference between legitimate correction and abuse.
- Learn the rule of "No, Go, Tell."

Suggested Parent/Child Follow up

- Review the difference between correction and abuse.
- Remind your child that in correcting them, you are helping them grow into healthy, good persons and that you don't love them any less when you correct them.
- Review what parts of their body are private. Teach them the correct names for their private parts.