

**Lesson 2 for Grades 6, 7 & 8**

**Safe Adults, Safe Touches and *Special* Safe Adults**

**PRINCIPLE**

Children / youth must learn how to respect their own health and safety and the safety of others, by understanding the difference between safe and unsafe individuals. In this way, we work together to prevent / reduce the risk of sexual abuse and boundary violations.

**CATECHISM / SCRIPTURE**

*Respect for the human person entails respect for the rights that flow from his dignity as a creature.* —Catechism of the Catholic Church, #1930 (1997)

**OBJECTIVES**

Through this lesson, the adult lesson leader builds upon the foundation of lesson 1, and assists the youth in learning how to respect themselves and others. After Lesson 2, children should be better able to:

- Recognize how to respect one's own boundaries, and the boundaries of others
- Identify safe friends, safe adults and *special* safe adults, and better distinguish unsafe adults as well
- Stand up for themselves and others more effectively by responding in an appropriate manner to unsafe situations involving themselves or their friends
  - Say "No!" if someone shares unsafe or inappropriate material / images
  - Leave the situation
  - Tell an adult as soon as possible
  - Also tell an adult if it happens to a friend
- Technology component: Understand similar boundary rules apply for Online activities, too

**Background for Lesson Leaders:\***

At this age, young people are experiencing many changes, both physically and emotionally. They may question traditional rules and struggle with making personal decisions. They have a heightened awareness of their bodies, which may cause them to feel awkward, confused, and uneasy about themselves. They lack the experience and the brain formation to always anticipate the consequences of their decisions. Caregivers can assist adolescents in forming healthy views about appropriate boundaries in relationships.

Within this age group, healthy questioning may arise regarding personal safety issues, including bullying, self-defense, pornography and other topics about sex.

Youth who know they can ask their parents and safe adults questions are more likely to speak up if someone exhibits inappropriate behavior toward them or their friends, and are less attractive and vulnerable to potential predators.

As mentioned in Lesson 1, during this lesson, it's extremely important that the Lesson Leader recognizes the enormous peer pressure children deal with while trying to understand and implement boundaries. It will be important for the adult to stress "healthy" behavior and boundaries, and the "right thing to do" when discussing boundaries to this age group.

\*For additional background information on this age group for Lesson Leaders, please refer to the "Background for Lesson Leaders" section from Lesson 1.

**ACTIVITY OPTION #1: Play the (optional) introductory video as an icebreaker**

The introductory video for grades 6-8 is designed to open a simple discussion with children about personal boundaries and touching safety. The video is approximately six minutes long and is neither created nor intended as a substitute for the lesson itself. It's merely an intro designed to "break the ice" and assist the transition into completing the interactive Lesson Activity options. It must be used in conjunction with an additional activity option, since discussion and practice are the critical components needed to teach children how to protect themselves. They learn best by "doing"; not just listening.

**ACTIVITY OPTION #2: Review and discuss the vocabulary words**

- **Peer Pressure**—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.
- **Boundaries**—the limits that define one person as separate from another or others. Boundaries may be physical, emotional, mental, behavioral and spiritual, and may also involve language. To violate someone's boundaries means to come into their personal space, get too close to them, touch body parts that are private, force them to do something they don't want to do, etc. Sometimes it is just someone leaning on you that makes you to feel crowded or uncomfortable.
- **Respecting boundaries**—we should have respect for ourselves, and respect for others. Respect for ourselves means we understand our dignity and value as a person, and work to create or maintain boundaries to protect ourselves. We feel upset or uncomfortable when someone doesn't honor our own boundaries, and we communicate with the right person if we need help. Respecting another's boundaries means you care about them, and won't do anything that would bring them harm, and that you communicate with the right person to get them help if they are being harmed by someone else. [Give children examples of respecting others, i.e. not calling people mean names, not hitting others, following rules at school or at home, stopping an activity when someone asks, letting an adult know when someone is in pain or hurt, etc.]
- **Safe friends and safe adults**—safe people won't hurt you without a good reason and won't intentionally confuse or manipulate you. They listen to and consistently respect boundaries, and follow the rules. [Explain that a child may have many safe friends and adults. Give children examples of adult behavior that could hurt them, but may be necessary for the child's safety, i.e. medical exams, vaccinations, throat swabs, removing splinters, stopping a child from running into the road, etc.]
- **Special safe adult**—*special* safe adults are those very few special adults who can see or touch a child's private body parts, but only for the purpose of keeping the child safe, clean and healthy. They have permission to help with bathing, restrooms, putting on clothes, and providing care when sick. Not every safe adult is a *special* safe adult, and sometimes *special* safe adults are only for specific occasions or reasons. [Give children examples of *special* safe adults who are always *special* safe adults, including a child's mother or father. Also, give an example of someone who is a *special* safe adult for specific reasons at a specific time, such as a doctor or nurse—but only for specific purposes and when a parent or caretaker is also present.]
- **Unsafe friends and unsafe adults**—unsafe friends and unsafe adults put a child at risk for emotional, spiritual and physical harm. These are people who place a child in danger for their own purposes without concern for the welfare of the child. They also do not consistently listen to the parents' wishes or the child's boundaries. [Tell children we can know when someone is unsafe if they do not follow the rules or listen to our boundaries.]
- **Safe touches**—touches that have a good purpose, aren't intended to hurt and should be familiar. They're safe and can also be meant to keep you healthy, even if the person isn't known well, as long as the touches are appropriate for the particular relationship, such as when mom kisses your forehead at night, when you high-five your teammate, etc. [Avoid saying safe touches that *feel* good are "safe, loving or show someone loves you" since sometimes touches are safe and necessary, but can also hurt—although they hurt for a good reason to keep children safe, such as stiches, a doctor shot or dental cleanings.]
- **Unsafe touches**—touches that are inappropriate, could be meant to hurt or scare, or are contrary to the touching rules. If unsure about a touch, ask a parent. [Provide examples of unsafe touches, such as hitting, punching, tripping, kicking, spitting, touching private parts, etc.]
- **Secret**—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable. [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children it's wrong for an adult or another youth to ask to keep a secret about safety—especially unsafe touches—because that's a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of "telling."] ]

**Note:** It is possible to demonstrate personal boundaries by having children stand close to one another.

When children live in metropolitan cities, talk about personal space boundaries on public transportation.

**ACTIVITY OPTION #3: Continuous Word Puzzle & Grid Worksheet—Review concepts related to boundaries**

**Preparation:** In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*. Here the children will quickly work on the example in the worksheet, and then will create their safety statements and grid examples to give to a partner.

**SUPPLIES**

Pencils with eraser capabilities

**Directions:** Discuss with the youth the key vocabulary from Activity Option #2 regarding “peer pressure,” “boundaries” and “respecting boundaries” before distributing the worksheets.

**Note:** The Continuous Word Puzzle & Grid template is included in the downloaded set of materials at the end of this packet. Print sufficient copies of that particular page for the entire class.

Then, hand out the Continuous Word Puzzle & Grid Worksheet as a review of boundary terminology.

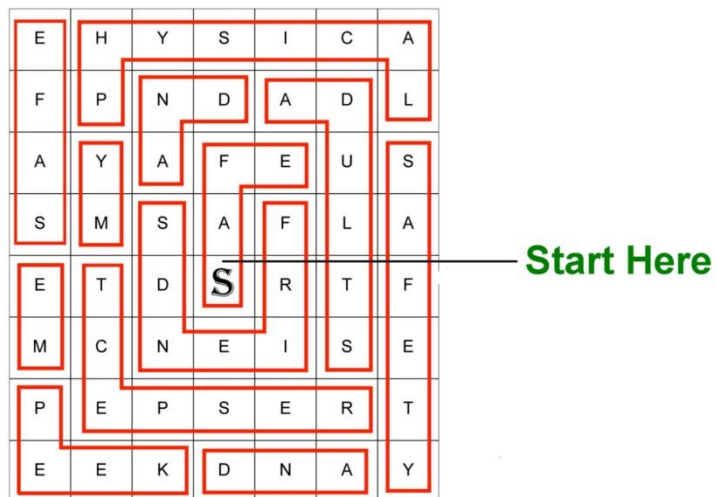
*For Part 1:* Let the youth know there is a starting point with the letter “S” they need to find, and inform them they will find the safe “statement” rotating from that starting point. Invite the children to communicate about how they feel regarding the statement in the worksheet. Once the students have drawn their continuous pinwheel and completed Part 1 of the Jumbo Puzzle, invite them to complete Part 2.

*For Part 2:* Ask the youth to create their own individual boundary statements. The statement should include information regarding their physical, emotional, spiritual or verbal boundaries and must have the word “boundary” or “boundaries” within it. Once they have created a boundary statement (or multiple statements), they may then move on to Part 3.

*For Part 3:* They will insert the statements into the grid. Note: they may start within any box and create any pattern—such as another similar pinwheel or reverse pinwheel. Or, the students may begin in one direction and then take the words in an opposite direction. As long as the words connect in a continuous pattern, any pattern is possible. If necessary, the children may add on additional columns or rows of squares to the grid to accommodate their statement. Any unused squares should have other letters inserted into them to make the pattern more challenging to identify. Then, ask the children to exchange their worksheets with a partner. The Lesson Leader may assign partners or ask the children to select their own.

For an additional added element of difficulty for Part 3, cover up the safety statement to see if the partner can find the hidden statement in the grid.

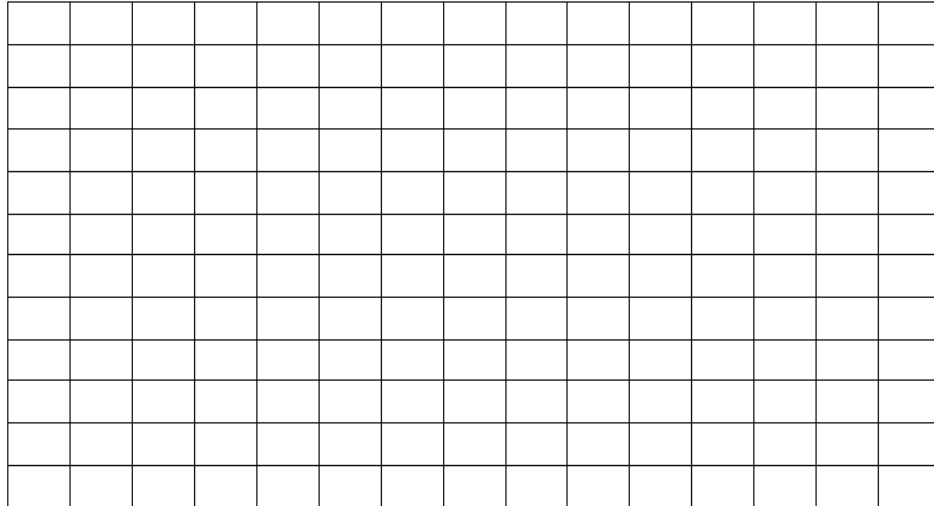
**Example:** **Part 1:** To complete this puzzle, find the correct “S” as the starting point and draw a line that follows a continuous pattern to uncover the safety statement of “*Safe friends and adults respect my physical safety and keep me safe.*”



**Part 2:** Now, create your own individual boundary safety statement. It should include information about your boundaries, which could be physical, emotional, spiritual or verbal. Record the statement on the line.

**My boundary safety statement(s):** \_\_\_\_\_

**Part 3:** Using the grid, find a starting point and insert your statement(s). You may start within any box and create any pattern in any direction AS LONG AS the statement continues in one, continuous pattern without breaks. At the end, insert random letters into unused squares to make the pattern more challenging to identify. Then, exchange your sheet with a partner to see if they can find your safety statement pattern by drawing a continuous line on your grid. Note: For an additional added element of difficulty, cover up the safety statement to see if the person can find the hidden statement in the grid.



**ACTIVITY OPTION #4: Multiple Choice—Internet safety worksheet**

**Preparation:** In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

**Note:** The Multiple Choice template is included in the downloaded set of materials at the end of this packet. Print sufficient copies of that particular page for the entire class.

**Directions:** Before distributing the worksheet, explain the following to the youth: When you're using a technological device with the Internet, there are many opportunities to share information about yourself and others. Be extremely careful with the information you provide, as it could put you or your loved ones at risk for abuse. Items posted or shared on the Internet can have major consequences, and can really hurt others. Think twice before posting anything, even if you have safety filters!

Then, hand out the worksheet and instruct the children to read each statement and select the correct answer from the multiple choice options. They can circle or highlight each answer.

After completing the exercise, go through the examples one by one and ask the youth to articulate why they chose the specific answers. Help them to understand the correct answers by looking at the Answer Key below.

**INTERNET SAFETY ANSWER KEY:**

Question:	Multiple choice answers:
1. What information should you keep to yourself when interacting with others or posting about yourself online?	A. My legal name and address information B. My school, city and state C. <b>Both A and B</b> D. The name of my favorite movie
2. If someone I know online asks me to keep a secret from my family or other friends, what should I do?	A. Write a post online sharing the information with everyone B. <b>Talk to my parents about it</b> C. Tell only my best friends D. Keep it a secret, because this person is a new friend and you wouldn't want to jeopardize the relationship
3. When I've started to talk to someone online who I don't know in person...	A. <b>I should be cautious, because I don't actually know if this person is who they say they are</b> B. I don't need to be cautious because it's just communicating over the Internet C. I should believe everything that they say to me—why would they lie?

4. When is it OK to meet with someone you've only known online?	<p>A. When you've exchanged enough secrets that you feel safe and comfortable meeting one another</p> <p>B. When they pressure or threaten you, and say if you don't do what they want then they'll do something bad</p> <p>C. <b>When you've spoken to your parents and have developed a plan to safely meet in a safe environment with their approval and presence</b></p>
5. What is the right thing to do if someone threatens or bullies you or a friend of yours online?	<p>A. <b>Leave the device / situation, and tell a safe adult immediately—showing them what happened</b></p> <p>B. Act tough and bully the person back</p> <p>C. Take it upon yourself to respond back to the bully</p> <p>D. Don't tell anyone or do anything—and hope that it will resolve on its own</p>
6. What is appropriate behavior online?	<p>A. Getting help for others when they aren't getting help for themselves</p> <p>B. Using kind and appropriate language when communicating with others instead of offensive language</p> <p>C. Refusing to join in bullying behavior, making fun of others or participating in inappropriate behavior</p> <p>D. <b>All of the above</b></p>

**ACTIVITY OPTION #5: "Safe Touch" Assignment—related to Lesson 1**

**Background:** The youth started this activity during Lesson 1 and will finish during this Lesson 2 by reviewing the results of the reporter project.

**Preparation:** In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

During the Lesson 1, students were given the assignment to play the role of news reporters interviewing "the person on the street" for his / her opinion about this question: "What is a safe friend or safe adult?" As reporters, the youth needed to obtain a response to each of the five "w" questions, including: "Who?", "What?", "When?", "Where?" and "Why?" They were to replace the underlined word "What" in the above question with each of the other "w" words, and ask each person they interviewed all five "w" questions. After completing the interviews, the youth were to review their audio recordings or notes, create a summary of the findings and prepare to share the feedback in Lesson 2. Sharing their experiences and talking about the interviews gives children an opportunity to discuss what they learned about safe adults, safe friends and safe touches.

**Directions:** Give a quick recap of the assignment to the students.

Then, invite volunteers to share their experiences and discuss their findings about how others defined the concept of a safe adult or safe friend.

Ask them the following types of questions as part of the summary process:

- Was there anything surprising with the answers you received?
- Did their definitions match your definitions—explain?
- What would your response be if someone asked you to answer a similar set of "w" questions about "unsafe adults"?
- What would your response be if someone asked you to answer a similar set of "w" questions about "unsafe touches"?

Look for an opportunity to emphasize the following points to students about safe friends, safe adults and safe touches:

- Safe friends and safe adults are those who always respect your boundaries—especially physical touch boundaries
- Safe friends and safe adults honor your right to say "No!"

- Safe friends and safe adults are people who demonstrate safety in all their activities (e.g., they don't drive recklessly, forget to wear safety goggles when using a power saw, lawn equipment or machinery, or push you to do things that are inappropriate).
- A child has a right to say "no" with the expectation that the other person will respect his / her boundaries.

**End the lesson with a prayer**

The Lesson Leader may invite the children to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

*Dear God,*

*Even though we are each special and different, there are ways that we are alike because you made each of us in your image and therefore worthy of respect. I want to live as you have commanded me to live, with peace even in times of confusion or uncertainty. Please help me to remember to respect myself, just as I want others to respect me. Help me to keep strong boundaries, and to be kind and respectful toward others. Please also give me the courage to speak up for myself, and for my friends if I see them being harmed.*

*Amen*