

Personal Safety Awareness for Children and Youth

Curriculum Guide Grades K-8

**Materials adapted with permission from:
ACT for Kids K-6 Personal Safety
& Life Skills Curriculum
and
Creating Safe and Sacred Places
for Young Adolescents**



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Introduction

National statistics indicate that one in three girls and two in five boys will be sexually abused by the age of eighteen. Eighty-five to ninety percent of the time the abuser will be someone the child knows and trusts. The average age for the onset of a sexually abusive relationship is six to eight years. Abusive relationships last on the average from one to four years.

In 2002 the United States Conference of Catholic Bishops published the “Charter for the Protection of Children and Young People.” This charter mandates that every diocese, parish, and Catholic school in the United States create and maintain safe environment programs for children and youth which includes an audit to ensure compliance.

This program was created to fulfill the USCCB mandate regarding the education of children and youth in matters of sexual abuse.

This manual provides solid educational material for teaching young people what sexual abuse is and how they can take an active role in preventing it. This resource teaches young people how to keep themselves out of harm’s way and gives them permission to be assertive in situations that demand such a response.

This program is intended to provide information and help children and young adolescents develop skills they need to avoid dangerous situations by teaching them personal boundaries and helping them develop assertiveness skills.

This program helps young people to identify uncomfortable situations and ways to seek the help of a trusted adult; members of their support systems.

This manual expresses the ongoing commitment of the Diocese of Bismarck to the personal safety awareness of our children and young people. We believe that the key to prevention is education.

This manual includes one 45 to 60 minute educational lesson for grades K-8. This manual provides opportunities for building life skills such as assertiveness, problem solving, decision making and conflict resolution. During these sessions the students will:

- develop the skills to recognize, trust, and follow their instincts about people and situations
- be introduced to types of touch
- identify personal boundaries that no one, not even a relative, should ever cross
- identify the risk factors associated with sexual abuse
- obtain information and tools, including the use of assertiveness skills, necessary for responding to threatening and abusive situations
- understand the importance of telling a responsible adult if someone inappropriately touches or harms them
- be aware of the tools, resources, and guidance that are available to them to help create a safe home, school, and community environment
- learn how to respond when a friend has been abused
- understand their key role in raising awareness and support in the prevention of child sexual abuse.

Teaching Personal Safety

1. You know your students best:

- * Use teaching methods that work for your class.
- * Feel free to supplement or adapt curriculum.

2. Familiarity will increase your comfort level as well as your students:

- * Participate in the Diocesan Child Safe Environment Training Program.
- * Be aware of your own sexuality issues.

3. When you begin to teach:

- * Set the tone for sharing and listening - perhaps by arranging the desks in a circle.
- * Clearly introduce the topic.
- * Acknowledge possible embarrassment (especially at middle and upper grades). Share that “many people are uncomfortable discussing sexual issues and that’s okay. However, the only way we can stop abuse is to talk about it.
- * Expect some hard to answer questions. Saying, “I don’t know”, “What do you think”, “I will find that out for you”, all are appropriate responses.

4. Observe your student’s reactions during the Personal Safety Awareness presentation. Pay particular attention to students who act out, avoid eye contact, become ill in the middle of class, ignore the subject, or ask specific questions or give specific answers indicating more knowledge of the topic than the other students. You may want to speak to the student privately, e.g. “I noticed that you were uncomfortable during our personal safety class. Would you like to talk to me about it?” On the other hand there could be other reasons for their behavior than possible abuse.

5. Clarify all terms that may be unfamiliar to your students or may have different meanings in the curriculum’s content.

6. Our goal is to empower children and youth so whenever possible draw upon their knowledge for answers and definitions, build on it and then summarize.

Help them develop their own “Children’s Bill of Rights”, e.g. children have a right to say who can touch their bodies.

7. Practice Personal Safety Skills:

- * Teach **assertiveness** and problem solving skills by role playing and using “what if” situations.
- * Give students opportunities to practice refusal skills one on one and then as a group. A loud group **“NO!”** is very memorable and empowering.
- * Discuss secrets. Telling about sexual abuse helps someone get out of trouble - even the offender.
- * Identify sources of help - at home, at school, in the community.

8. Stress the positive:

- * Build self-esteem with specific praise.
- * Help students to believe in themselves and to **trust their feelings**. Confident children are more capable of resisting abuse.
- * Avoid using the term “bad” in association with touches. In the counseling field it has been discovered that some children may identify sexual touches as “bad”. Rather **use terms such as, okay and not okay, “safe, or unsafe”, “uncomfortable” and “confusing.”**
- * Try to balance discussions of not okay or confusing touches by closing sessions with sharing of okay, and nurturing touches.
- * Be as creative as you want, and have fun in teaching the Personal Safety Awareness curriculum.

Kindergarten

Objectives

The students will do the following:

- Increase their knowledge about their bodies.
- Develop an awareness that their bodies belong to them.
- Become aware of appropriate and inappropriate kinds of touch.
- Learn personal safety words and behaviors.
- Identify who we tell when we need help to stop a touch we don't like.

Lesson at a Glance

- Introduction
- Private Parts
- Your Body Belongs to You
- Kinds of Touch
- Support System
- Summary
- Prayer

Materials

- Copy of Private Parts coloring page - one for each student
- Body outline drawn on chalkboard or newsprint
- Copy of Touches We Like coloring page - one for each student
- Rules to follow when we get Warning Signals coloring page - one for each student
- Copy of Support System coloring page - one for each student
- Crayons

(Coloring pages may be used in class or sent with the students to color at home.)

Introduction

Today we'll be talking about safety. When we talk about safety, we're talking about things to do or not do to keep ourselves from getting hurt. There are things we do or don't do to keep ourselves from getting hurt and to keep ourselves safe.

- * We look both ways before we cross the street. If we see a car coming we wait for it to pass. We do this because we don't want to be hurt by the car.
- * We don't play with matches because we might be burned by the flame. We could also accidentally start a fire which might hurt us or ruin things by burning them.
- * We don't climb tall trees because we might fall and get hurt.
- * We don't run at the swimming pool because we may slip, fall, and hurt ourselves.

Private Parts

1. Draw an outline of the body shape. Tell the students that today we'll be talking about our bodies. Our bodies are gifts from God and so they are very special.

2. Ask students to name all the body parts they know; for example, eyes, ears, noses, elbows, knees, feet, etc. Some students may even name private parts. If slang terms are given for the body parts, tell them you like them to use the correct term.

3. Tell the students that some parts of our bodies are private and belong only to us. Private parts are the parts of the body we cover with our bathing suit.

- * Draw trunks for a boy's bathing suit on the body shape on the chalkboard. Tell the students that you are drawing a boy's bathing suit.
- * Draw an outline of a body shape on the chalkboard. Draw a top and a bottom (or a one-piece bathing suit) for a girl's bathing suit on the body outline.
- * Tell the students that you are drawing a girl's bathing suit.
- * Write "private parts" on or near the bathing suits to label the area.

Your Body Belongs to You

1. Tell the students that our bodies belong to us. My body belongs to me. I'm the only one who owns it. I'm the only one who knows how my body feels, how I feel. I'm the only one who knows when I feel sick or hungry, happy or sad. I can tell other people how I feel because I know how I feel. My feelings and my body belong only to me. Your body belongs only to you.

2. Indicate specific students while stating the following:

- * Your body belongs to you.
- * (Name)'s body belongs only to (Name) and to no one else.
- * (Name)'s body does not belong to (Name).
- * Who does (Name)'s body belong to?
- * Our bodies belong to us.
- * We all own our own bodies.

3. Ask the students questions, mentioning specific students by name.

- * Who is the only one who knows how (Name) feels?
- * Who is the only one who knows when (Name) has a tooth ache?
- * Who is the only one who knows when (Name) is sad?
- * Who is the only one who knows when (Name) is hungry?
- * We know about our bodies and our feelings because our bodies belong to us.

Kinds of Touch

1. Tell the students that they will be learning about different kinds of touches and how we feel about them. Touches tell us about feelings. Touches tells us how people feel about us and how we feel about them.

There are three types of touches:

- * Touches we like; they make us feel happy and loved.
- * Touches we don't like; they make us feel sad or scared.
- * Touches we are not sure about because we feel uncomfortable or confused about them.

2. Touches tell us about feelings. They tell us how people feel about us and how we feel about them. They also tell us how we feel inside ourselves.

- * Touches can be strong and firm (handshake); we feel important, special and happy.
- * Touches can be gentle (cuddle); we feel warm, protected and happy.
- * An encouraging (pat on the back) makes us feel happy with what we do.
- * Sometimes when we are hurt, touches can be soft (pat on the arm); we feel comforted.
- * Sometimes when we feel sad, we feel better with a gentle touch (arm around).

3. Our touches tell people that we like them (holding hands) **and want to be near them** (sit side by side); or that we love them (kiss on the cheek); or that we feel happy around them (hug). And their touches tell us the same things.

Touches tell us that we like each other, are glad to see each other, and like to be with each other. Touches tell us that we want each other to feel safe and happy.

What are some touches you like?

Touches We Do Not Like

1. We don't always like all the touches people give us. And we don't always like the things those touches tell us about how people feel about us, or how we feel about them, or how we feel inside ourselves.

Some touches hurt us, like a hit or a slap or a kick or a bite. We may feel angry about some touches and want to make them stop.

- * When someone fights with us we may feel angry and **want to make that person stop.**
- * When someone pinches us, or pulls our hair, or pushes us down, we may feel hurt and angry and **want to make that person stop.**
- * When someone tells us he or she will hurt us, or will not let us get away, or hits us very hard, we may feel frightened and hurt and alone and **want to make that person stop.**

2. Touches we don't like are touches that we want to stop. When someone touches us in a way we don't like and we want the touching to stop:

- * We can say, **"NO! STOP!"**
- * And then **GET AWAY** from that person
- * And **TELL SOMEONE**.

Repeat that after me: We say, **"NO! STOP!"** and then **GET AWAY** from that person and **TELL SOMEONE**.

We tell someone so someone else knows about it. Sometimes we tell someone because we need help to make the touching stop.

Who could we tell if someone touched us in a way we do not like? (Assist students with possible answers: parent, relative, friend, teacher, counselor, priest, principal, nurse.)

And what do we say when someone touches us in a way we do not like?
We say, **NO! STOP!"** then **GET AWAY** from that person and **TELL SOMEONE** so someone else knows about it.

Okay Touches We Don't like

1. There are some touches that are okay, even though we don't like them.

- * A doctor or a nurse sometimes touches us in ways we don't like. A doctor or a nurse may have to give us a shot. We don't like that. But the shot is okay because the shot will help us feel better when we're sick or protect us from getting sick. That kind of touch is an okay touch that we might not like.
- * Sometimes our moms may need to wash off a scrap or a cut we got by accident. That hurts sometimes and we don't like that. But washing the cut or scrap makes it clean so it can heal quickly. That kind of touch is an okay touch that we might not like.

- * Sometimes when someone we like or love helps us wash or comb our hair it pulls and hurts and we don't like that. But washing and combing our hair keeps it clean and neat. That kind of touch is an okay touch that we might not like.

Can you think of any other okay touches that we don't like?

Even though we don't like some of these touches, we usually don't make them stop because we know they help us stay healthy.

But, remember that when people touch us in ways we don't like and we need to make them stop...

We can say, "**NO! STOP!**" and then **GET AWAY** and **TELL SOMEONE** so someone else knows about it.

Let's say that one more time together: **NO! STOP!** and then **GET AWAY** and **TELL SOMEONE**.

Touches We Don't Understand - Confusing Touches

1. There are some touches that are confusing; they're hard to understand.
They are confusing because sometimes we like them and sometimes we don't like them.

- * **Tickling can be confusing.** Sometimes it's fun to be tickled. sometimes we don't want to be tickled or we can't make the people tickling us stop when we want them to. And sometimes we laugh so much that it's hard for us to breathe. We don't like that. Tickling can be a touch that we like sometimes and we don't like sometimes.
- * **Wrestling can be confusing.** Sometimes it's fun to wrestle. Sometimes when we wrestle we tell people that we like them and like being near them. But sometimes it isn't fun to wrestle. Sometimes we don't want to wrestle or we get hurt or we can't move when we want to. We don't like that. Wrestling can be a touch that we like sometimes and we don't like sometimes.

- * **Kissing and hugging can be confusing.** When we kiss people or hug people we want to. That is something we like and they like it too. But sometimes people kiss us or hug us when we don't want them to. At those times, kissing and hugging may be touches we don't like.

There are many touches that we like sometimes and don't like sometimes, touches that may be confusing.

Sometimes we don't want to be touched at all. Sometimes any touch can be a touch we don't like because we don't feel like being touched right now.

Can you think of any touches that you like sometimes and don't like some times?

Sometimes people we like or love may touch us in ways we don't like or in places that are private.

What are the private parts of our bodies? (Assist students with the answer as needed: the parts we cover with our bathing suits.)

Sometimes people we like or love may ask us to touch them in ways we don't like or in places that are private. This can be very confusing. And sometimes those people may want us not to tell anyone that they have touched us or asked us to touch them. This can be very uncomfortable for us and very confusing.

If someone touches us in a way we don't like or wants us to touch him or her in a way we don't like we can say, **'NO! STOP!'** and then **GET AWAY** and then **TELL SOMEONE.**

Let's say that together: **NO! STOP!** and then **GET AWAY** and **TELL SOMEONE.**

Touches are wonderful things.

They tell other people how we feel...

and they tell us how other people feel...

and they even tell us how we feel inside ourselves.

Support System

1. When someone is touching us in a way we don't like or in a way that makes us feel uncomfortable or confused, we say "No! Stop!" We get away. And then we tell someone who we can trust...

- * Someone who cares about us.
- * Someone who wants us to be safe.
- * Someone who can help us.
- * These people are our **support system**.

2. We need to know who the people are in our **support system**.

- * They are people at home...like our moms or dads or stepparents, our brothers or sisters.
- * They are people in our families...like our aunts or uncles or cousins, our grandmothers and grandfathers.
- * They are people in our neighborhoods...like our neighbors or our friends.
- * They are people at school...like the teacher or the counselor, the principal or the school nurse.
- * They are people who work for us...like police and firemen, doctors and nurses.
- * They are people at our churches...like the priest and other ministers.

3. Sometimes people in our **support system** don't understand that we need help to make a touch we don't like stop. If we can't get help from the first person we talk to in our **support system**, we can try to get help from someone else in our **support system**. We can talk to as many people as we need to until we get the help we need to make a touch we don't like stop.

Summary

When we began to talk about our bodies and about their belonging only to us, we learned about the parts of our bodies we call private parts.

Private parts of our bodies are the parts we keep covered with a bathing suit.

We talked about touches we like and touches we do not like. We talked about okay touches that we may not like, and we talked about confusing touches, touches that make us uncomfortable because we like the person but we don't like the touch.

We learned that when someone touches us in a way we don't like, we can say:
NO! STOP! and then get away and tell someone.

We learned that when someone asks us to touch him or her in a way we do not like we can say:

NO! STOP! and then get away and tell someone.

We talked about who to tell:

We tell someone in our support system. (review people in our support system.)

Prayer

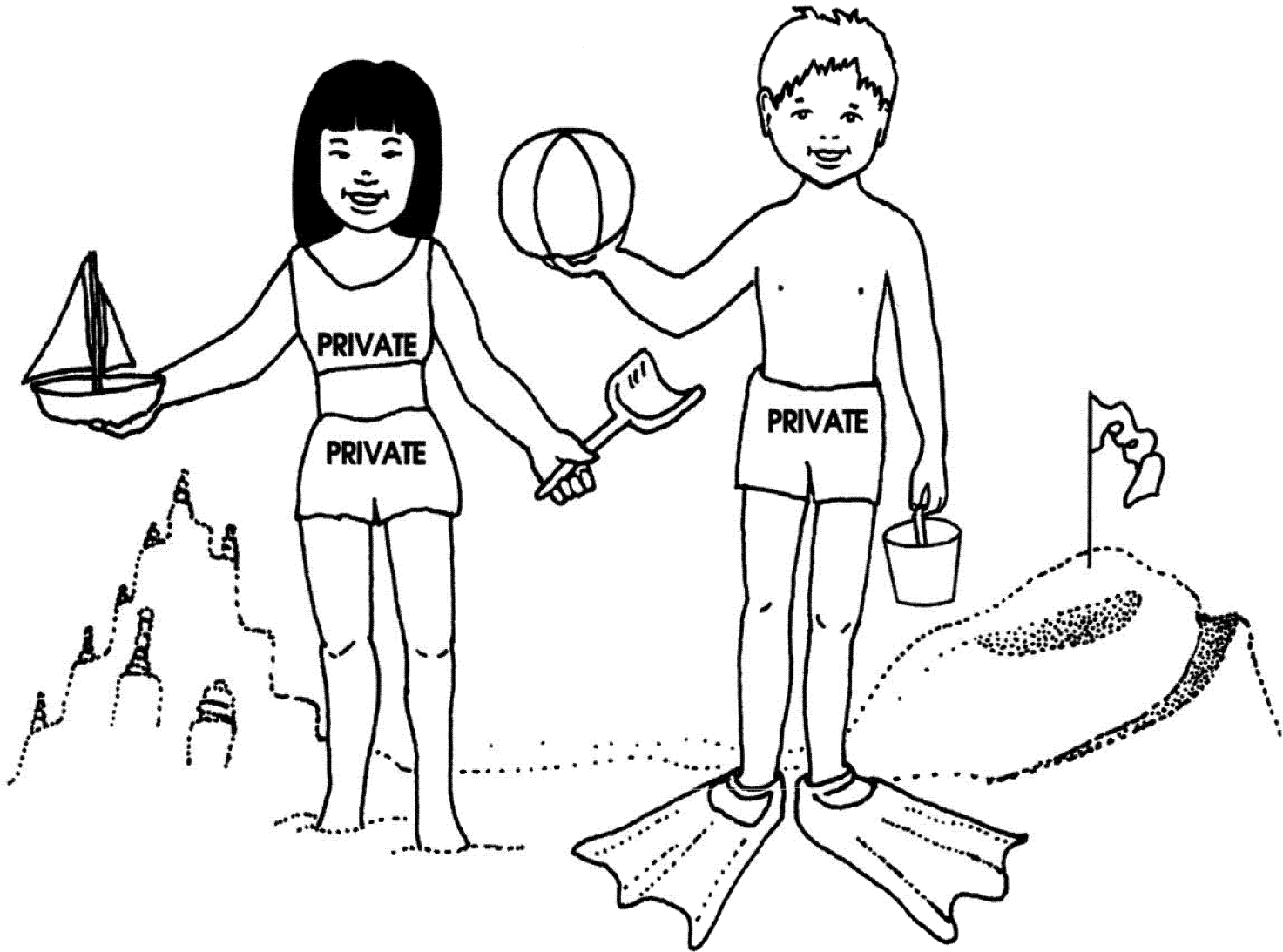
Ask the students to join you in prayer by first taking a moment to calm and silence themselves. Then offer the following prayer.

Dear God, we thank you for the gift of ourselves. Help us learn to keep our bodies safe and healthy. When we feel sad, scared, angry or confused, remind us that you always care for us and always love us.

Help us, O God, to not be afraid to tell someone in our support system when someone asks us to do something that is not safe or not okay.

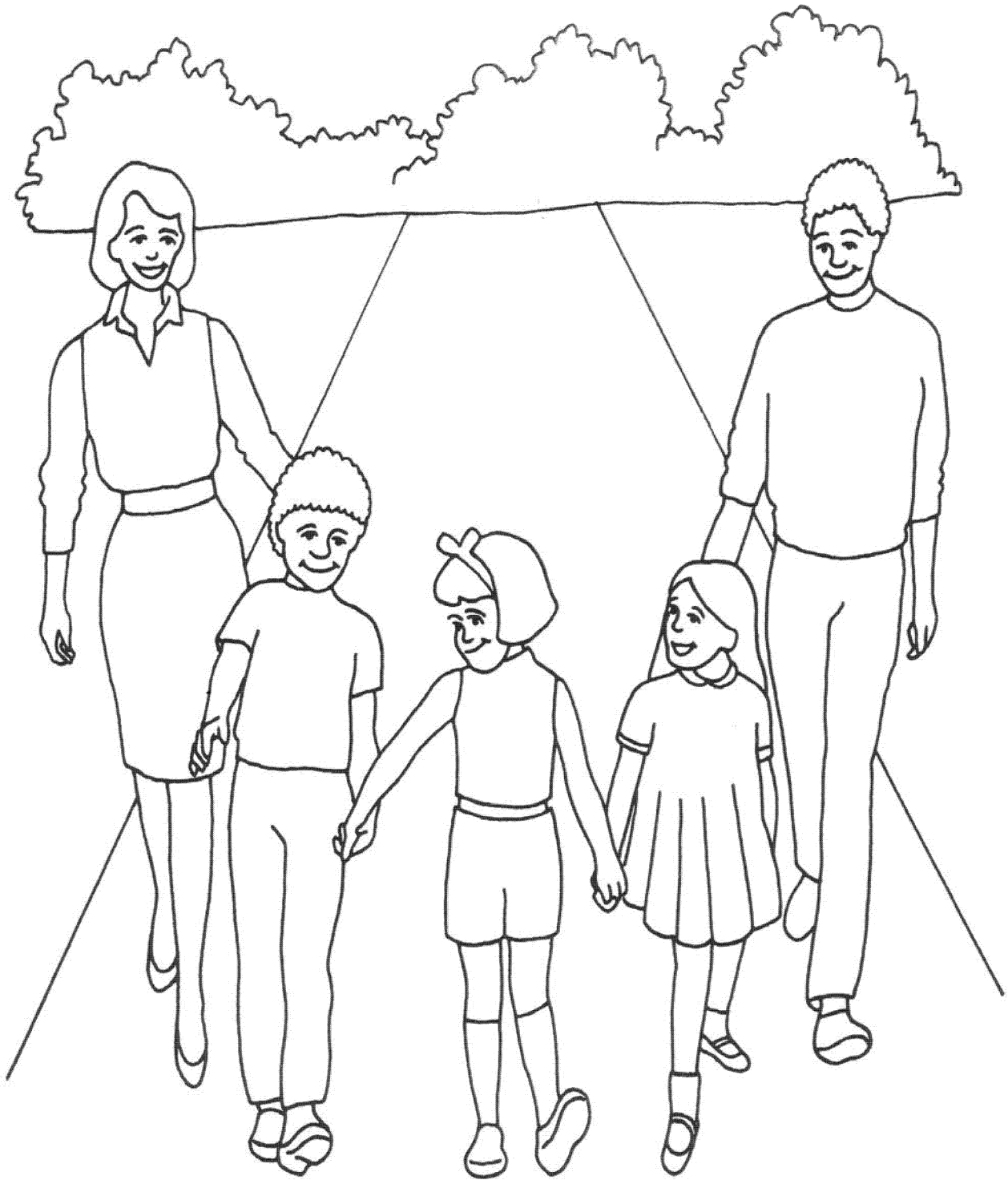
We pray in the name of your Son, our Lord, Jesus Christ. Amen.

PRIVATE PARTS



**Some parts of your body are special and private.
These parts are private and belong only to you.
Your bathing suit covers these special and private parts.**

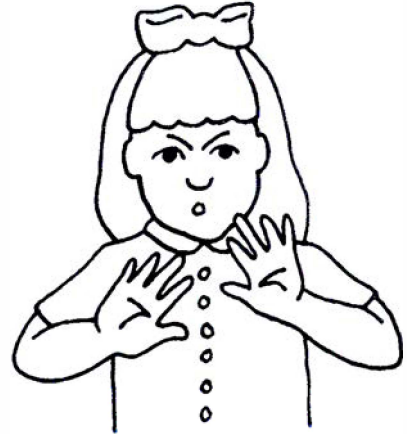
Touches We Like



**We are touched by many different people.
Most touches we get make us feel happy.**

Three rules we need to follow when
we get a warning signal

“NO! STOP!”



GET AWAY



TELL SOMEONE

Support System



Neighbor



Police Officer



Brother



Teacher



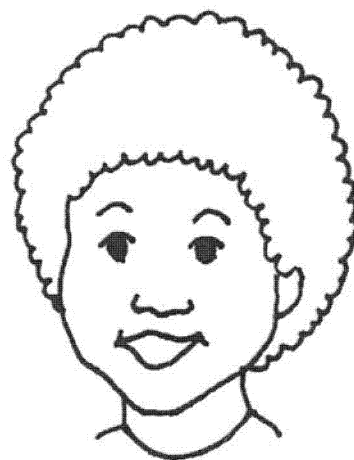
Parent



School Nurse



Grandparent



Friend

Grade One

You may wish to teach this lesson in two sessions: Safety through Warning Signals; the second session beginning with Touches.

Objectives

- Students will learn and understand personal safety rules.
- Students will practice appropriate language to use in situations in which their personal safety might be threatened.
- Students will develop decision making skills using the concept of personal safety.
- Students will describe their support systems.

Lesson at a Glance

- Introduction
- Safety Rules
- Strangers
- Warning Signals
- Touches
- Support System
- Summary
- Prayer

Materials

- Warning Signals coloring sheet - one per student
- Private Parts coloring sheet - one per student
- TELL SOMEONE coloring sheet - one per student
- Crayons

(The coloring sheets may be used in class or taken by the student to color at home.)

Introduction

Today we'll be talking about safety. You are in first grade now and you are making more and more decisions about things you can do to keep yourselves safe. When we talk about safety, we're talking about things to do or not do to keep ourselves from getting hurt. There are things we do or don't do to keep ourselves from getting hurt and to keep ourselves safe.

- * We look both ways before we cross the street. If we see a car coming we wait for it to pass. We do this because we don't want to be hurt by the car.
- * We don't play with matches because we might be burned by the flame. We could also accidentally start a fire which might hurt us or ruin things by burning them.
- * We don't climb tall trees because we might fall and get hurt.
- * We don't run at the swimming pool because we may slip, fall, and hurt ourselves.

Safety Rules

Safety rules help us remember how to keep ourselves from getting hurt. We have all kinds of safety rules at home, at school, on the playground, and in our neighborhoods.

- * At home, we lock the doors before we go to bed so we're safe while we sleep.
- * At school, we walk in the halls so we don't run into other people, or we get a note when we leave class so someone always knows where we are.
- * On the playground, we always leave when the group leaves so we won't be left there alone.
- * In our neighborhoods, we don't play or ride in the street because it's hard for someone driving a car to see us.

Strangers

We think of strangers as **people we don't know**. Strangers are also **people we don't know very well**...maybe the person behind the counter in the grocery store... maybe the person who runs the gas station...or maybe the person who delivers our mail or newspaper.

But what about people who seem to know us... who may even know our names? Are those people strangers?

Yes! Those people are strangers to us **if we don't know them**... even if they seem to know us... even if they know our names.

Let's say who a stranger is together (say each line alone and then with the students):

A stranger is someone we don't know.

A stranger is someone we don't know very well.

A stranger is someone who knows who we are but who we don't know.

Strangers can be women or men. They can be old or young. Strangers are always people we don't know or people we don't know very well. There is a very important safety rule about strangers: **Don't go anywhere with a stranger, and...Stay far enough away from a stranger so he or she can't reach out and touch you.**

Warning Signals

Sometimes we get a "funny feeling" when things don't seem quite right to us. We could call this "funny feeling" a warning signal. The "funny feeling" or warning signal lets us know that "something might not be okay" for us. We need to pay attention to warning signals. Warning signals are feelings or things that happen that tell us that we need to be careful or that we may not be safe or that things aren't quite the way we need them to be in order to feel safe. Warning signals are feelings of being confused or uncomfortable.

If a stranger wants to get us alone, that is a warning signal. Most strangers - people we don't know or people we don't know very well, are nice and kind and safe. **But: Being alone with a stranger is NOT A SAFE THING TO DO.**

When we get a warning signal or a "funny feeling" that we might not be safe, we need to do something right away to make ourselves safe.

We need to follow three main rules:

say, **NO! STOP!**

GET AWAY

TELL SOMEONE

Let's say the rules together (Say the rule first and then have the students repeat it with you).

The first rule is to say **NO! STOP!** - Let's say it together:

The second rule is to **GET AWAY**. - Let's say it together:

The third rule is to **TELL SOMEONE**. - Let's say it together:

Let's say all three rules once more: (repeat each of the rules).

Distribute warning signals coloring page to each student. (If time allows give them time to color or send the sheet home with them to color).

Touches

1. Tell the students that we usually receive touches we like from people we know. Touches we like most come from people we know. Ask the students what some touches are. (give students time to respond.) Say, these are all wonderful touches that we like.

Suggest hugs and squeezes and pats...

Holding hands and being pushed on a swing.

2. These touches come from people we know (ask students for suggestions here). These are people in our lives who we love and trust and feel safe with.

People like our parents, aunts, uncles, brothers, sisters, grandparents...

Or our friends, playmates, chums...

3. Tell the students that sometimes people we know, people who are not strangers, touch us in ways we don't like. There are touches we don't like that are meant to help us stay safe and clean and healthy. Sometimes we need to be touched in ways we don't like when someone is trying to help us stay clean and healthy.

- * Someone we know might help us wash or comb our hair. If the washing or combing hurts us, we don't like it. But we know that the person is trying to help us stay clean.
- * Someone we know might wash off a scrape or cut we got while we were playing. If the washing hurts us, we don't like it. But we know that person is trying to help us stay clean and healthy.
- * Someone we know might take us to a doctor or a nurse. If the doctor or nurse does something that hurts us - like giving us a shot - we don't like it. But we know that person is trying to help us stay healthy and safe from certain diseases.

4. There are other touches we sometimes like and sometimes don't like.

- * These touches can be hugs or kisses - sometimes we want them and like them and sometimes we don't.
- * Tickles and nudges - sometimes we want and like them and sometimes we don't.

5. There are touches that we usually don't like. These touches can be hits, pushes, slaps and pinches that we don't want and don't like.

If a person touches us in a way we don't like, even if that person is someone we know, we can say **NO! STOP!**

GET AWAY

TELL SOMEONE.

6. Sometimes a person we know touches us or wants us to touch them in a way that gives us a warning signal - makes us feel funny - feeling that something isn't okay.

- * Someone might want to touch the private parts of our bodies. (Using Attachment Private Parts to illustrate) Tell the students that the private parts of our bodies are the parts of our bodies that are covered by a bathing suit.
- * Someone might want us to touch the private parts of his or her body.
- * Someone might tell us we have to keep this touching a secret.

7. These touches make us feel that the touching isn't okay.

- These kinds of touches are **NOT OUR FAULT**.
- These kinds of touches are **NEVER OUR FAULT**.

8. When people want to touch the private parts of our bodies or want us to touch the private parts of their bodies, we can say,

NO! STOP!
GET AWAY
TELL SOMEONE

Support System

Tell the students that you will be talking about the people we tell when we have warning signals, when someone asks us to do something that is not safe or not okay, and when we need help to stop a touch we don't like. These people are our **Support System**.

1. We have talked about telling someone..

- * When we have warning signals.
- * When someone asks us to do something that is not safe or not okay.
- * Even after we say no and get away.
- * When we need help to make the touching stop.

2. We talked about telling someone who we can trust..."

- * Someone who cares about us.
- * Someone who wants us to be safe.
- * Someone who can help us.
- * These people are our **Support System**.

3. We need to know who the people are in our **support system.**

- * They are people at home...like our moms or dads or stepparents, our brothers or sisters.
- * They are people in our families...like our aunts or uncles or cousins, our grandmothers and grandfathers.
- * They are people in our neighborhoods...like our neighbors or our friends.
- * They are people at school...like the teacher or the counselor, the principal or the school nurse.
- * They are people who work for us...like police and firemen, doctors and nurses.
- * They are people at our churches...like the priest and other ministers.

4. People in our **support system care about us. They want us to be safe. And they can help us when we need them. They are the people to tell about strangers and about touches we need help to make stop.**

5. There is one more thing to say about telling someone. Sometimes the people in our support system are busy or thinking about other things when we tell them about touches that we need help to make stop. Sometimes they don't understand how important it is to us that they hear us and help us.

If someone in your **support system** doesn't help you so the touching stops...

- * You can tell someone else.
- * You can keep telling until someone helps you make the touching stop.

Summary

- We talked about safety, how to be safe with people we know and with people we don't know.
- We talked about strangers - **people we don't know** - **people we don't know very well**, and **people who know who we are but we don't know them.**
- We talked about **warning signals**; the "funny feeling" that tells us that things don't seem quite right to us.
- We learned about what we need to do when we get a warning signal - say **NO! STOP!, GET AWAY, TELL SOMEONE.**
- We also talked about touches we receive from people we know and people we don't know. Touches we like. Touches we don't like that are meant to help us stay clean and healthy. Touches that give us a warning signal.
- Finally we talked about our **support system** - the people we can talk to when we need help to keep ourselves safe.

Prayer

Ask students to join you in prayer by taking a moment to calm and quiet themselves. Then offer the following prayer.

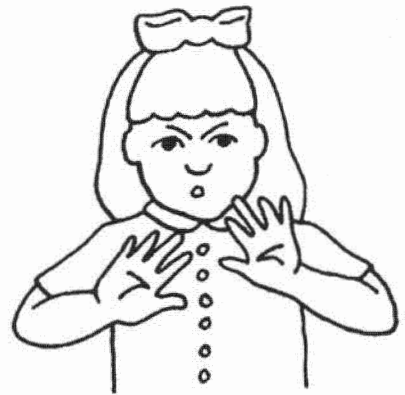
Loving God, we thank you for the gift of us. Help us to keep ourselves safe and healthy. When we get the “funny feeling” that something isn’t quite right, may we remember the safety rules.

Help us, O God, to not be afraid to tell someone in our support system when someone asks us to do something that is not safe or not okay. Remind us, that you are always with us and always loving us.

We pray in the name of your Son, our Lord, Jesus Christ. Amen.

Three rules we need to follow when
we get a warning signal

“NO! STOP!”

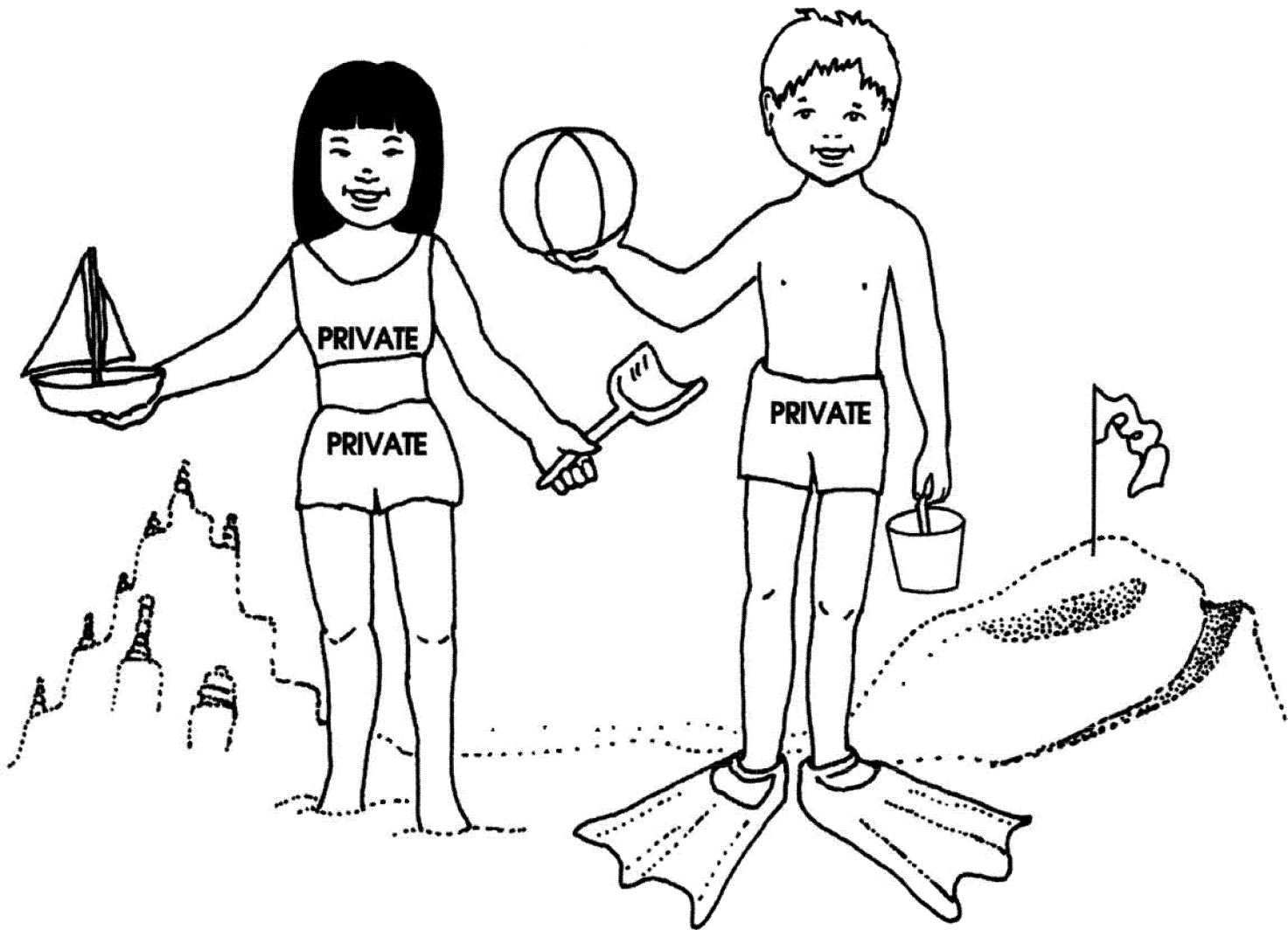


GET AWAY



TELL SOMEONE

PRIVATE PARTS



**Some parts of your body are special and private.
These parts are private and belong only to you.
Your bathing suit covers these special and private parts.**

SUPPORT SYSTEM



Neighbor



Police Officer



Brother



Teacher



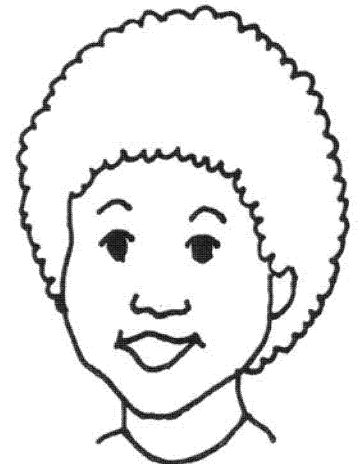
Parent



School Nurse



Grandparent



Friend

Grade Two

Objectives

- Students will review concepts related to personal safety issues.
- Students will review appropriate responses in personal safety situations.
- Students will review strategies for making decisions in personal safety situations.
- Students will review the concept of support system and identify people in their support systems.

Lesson at a Glance

- Introduction
- Personal Safety Concepts
- Stranger - Role Play
- People We Know - Role Play
- People We Know Who Are Our Own Age - Role Play
- Summary
- Prayer

Materials

- Copy of Private Parts coloring sheet - one per student
- Copy of Safety Rules coloring sheet - one per student

(The coloring sheet may be used in class or taken by the student to color at home.)

Introduction

Today we will be talking about personal safety. Remember that we talked about personal safety when you were in kindergarten and first grade, and that personal safety teaches us about touches we like and touches we don't like and about keeping ourselves safe.

You need to know how to keep yourselves safe because you are growing up, making more and more decisions every day, and becoming more and more in charge of yourselves.

Personal Safety Concepts

1. Ask the students to remember what we mean by "private parts." (May pass out Private Parts Coloring sheet.)

Using the Private Parts sheet, tell students that **the private parts of our bodies are the parts of our bodies that we cover with our bathing suits.**

- * We call these parts private because they are the parts of our bodies that people need permission to touch.
- * We have a right to say if it is okay or not okay for someone to touch our private parts.

2. Remind students that they have learned about touches. You learned that there are:

- * Touches that we like: hugs and kisses.
- * Touches that we may not like, but that are meant to keep us clean and healthy: washing scrapes and immunization shots.
- * Touches that we don't like: slaps and hits.
- * Touches that we're not sure if we like or not...touches that we don't understand, that are confusing: tickling and pinching.

3. They also learned about what to do if someone touches them in ways they don't like, or touches the private parts of their bodies in ways that are not meant to keep them clean and healthy, or if someone asks them to touch his or her private parts:

- * Say, **NO! STOP!**
- * **GET AWAY**
- * **TELL SOMEONE**

4. You also learned about strangers:

- * Strangers are people you don't know...
- * Strangers are people you don't know very well...
- * Strangers are people who know you but who you don't know.

5. You also learned two very important safety rules about strangers:

- * Never go anywhere with a stranger, and...
- * Stay far enough away from a stranger so he or she can't reach out and touch you.

6. There is also an important safety rule for people we know:

If someone touches, or wants to touch the private parts of our bodies, or if someone wants us to touch the private parts of his or her body, we can:

Say NO! STOP!
GET AWAY
TELL SOMEONE

Stranger - Role Play

1. Tell the students that people sometimes ask us to do things that are NOT SAFE. The people, themselves, might be nice and kind and safe, but the things they ask us to do are NOT SAFE, and NOT SAFE things are NOT SAFE DOING. So, when someone asks us to do something that is NOT SAFE, we can say NO!, get away, and tell someone.
2. Tell the students that they will be pretending that a stranger asks them to do something that is NOT SAFE for them. Ask students to see if they can find a time during the role playing when they might feel a warning signal, a sign from inside, a feeling, that something is NOT SAFE or not okay. Tell students that they will be practicing saying NO!, getting away, and telling someone.
3. Use Role-Play Situation with a Stranger.

Role-Play Situation With A Stranger

Teacher Instructions: This role-play situation is designed for the teacher to play the role of the narrator, the stranger, and the support person. Please read each situation before the role play begins.

Assign the role of the students to two of the students in the class. The assigned students may need help understanding what to do in the role. The role is written so the students are expected only to say NO!, to move away, and to tell someone about the incident. Be sure the students stand far enough away from you, as “stranger,” so you CANNOT reach out and touch them. Be sure the students moves away from you, as you, the “stranger,” moves toward them.

NARRATOR: Most grown-ups are nice and kind and friendly. But, sometimes they ask us to do things that ARE NOT SAFE THINGS TO DO.

(Student name) and (student name) are walking to school together one morning. A stranger in a car stops the car right next to (student name) and (student name) to offer them a ride.

STRANGER: Hey! Kids! Are you going to school?

STUDENTS: (moving away from the stranger and his/her car while (student name) checks the car license number

STRANGER: (getting out of the car) I bet you could use a ride to school. I'll be glad to take you there. Come on! There are two of you so you know you'll be safe with me. Get right on into the car (gestures toward open door of car and reaches for one of the students).

NARRATOR: The stranger is asking (student name) and (student name) to do something that IS NOT SAFE. They need to say NO even though they might seem unfriendly or might hurt the stranger's feelings.

STUDENTS: (moving away) No!

NARRATOR: (student name) and (student name) get away as fast as they can. They stay together. They go where there are other people. When they reach a place where they are safe, they decide they need to tell someone about this - someone in their support system. So, when they get to school, they tell their teacher about the stranger in the car.

STUDENTS: (tell teacher what happened on the way to school)

TEACHER: I am so glad that you are safe, and I am so glad that you told me about this. You both took very good care of yourselves and each other. You stayed far enough away from the stranger so he or she couldn't touch you. You said NO! when the stranger suggested that you get in the car. You got away when the stranger kept asking and tried to move closer to you. And you told me about it when you got to school. You even tried to get the license number. This stranger might be a very nice person, but sometimes people ask us to do things that are NOT SAFE, and THINGS THAT ARE NOT SAFE are NOT FOR DOING.

People We Know

1. The touches we like the most come from the people we know...touches like kisses and hugs and pats...from people like moms and dads and grandmas and grandpas and aunts and uncles...But...
 - * Sometimes a person we know might want to touch us or might ask us to touch him or her in ways that give us a feeling that is not okay.
 - * Someone we know might ask to touch our private parts or ask us to touch his or her private parts, and the touch is not okay for us.
 - * We may like the person, or we may love the person, but we feel strange and uncomfortable about the touch.
2. When we feel the “funny feeling” - the warning signal - that a touch from someone we know is not okay for us, we can:
 - say NO! STOP!
 - get away.
 - and tell someone.
3. We may feel that we can't say NO. We may be too afraid to tell someone. If we feel that we can't say NO, that we are too afraid to tell someone, and that we can't make it stop, we can:
 - * **Think NO...**
 - * And know in our minds that we **would** make it stop if we could...
 - * That we **would** tell someone if we could...
 - * That we **do not** want this to be happening to us...
 - * And that what is happening is **NOT OUR FAULT!**

We need to know something very important:
the touching is **NEVER OUR FAULT.**

Role Play

Tell the students that they will be using a role-play situation to practice saying NO, getting away, and telling someone. Ask the students to see if they can find a time during the role playing when they might feel a warning signal.

Use Role-Play Situation with People We know.

Role-Play Situation With People We Know

Teacher Instructions: This role-play is designed for the teacher to play the role of the narrator, the “person we know,” and the support person. Please read each situation before the role play begins.

Assign the role of student to one of the students in the class. The assigned student may need help understanding what to do in the role. The role is written so the student is expected only to say NO, to move away or get away from the “person we know,” and to tell someone about the incident.

NARRATOR: (Student name)’s neighbor is always very nice and always very friendly to (student name). One hot summer day, the neighbor invites (student name) to his/her house for a glass of lemonade. (Student name) has visited with the neighbor before and feels okay about going into his/her house.

NEIGHBOR: Come right on into the kitchen and I’ll pour you a big glass of lemonade. You really look hot. Listen, why don’t you take those hot clothes off... You’ll be much cooler without them.

NARRATOR: (Student name) is really confused. He/she doesn’t know what to think of what the neighbor just said, but he/she knows that something isn’t okay, because he/she is getting that funny feeling - the warning signal. (Student name) does not feel SAFE. That means that what the neighbor is asking (student name) to do is not okay with (student name). What he/she needs to do is say NO, get away, and tell someone.

NEIGHBOR: (taking the glass of lemonade from student) Here, let me take that and put it down right here. Now...Just slip out of your clothes. It’s all right. You know you’re safe with me...

STUDENT: NO! (moves away from neighbor so neighbor can’t touch him/her)

NEIGHBOR: (moving toward student) Now don’t get upset! I was just making a suggestion...It’s nothing to get upset about. Here, finish your lemonade.

STUDENT: (moving away from neighbor as he/she moves toward him/her so neighbor can’t touch him/her) No! I’m going home! (gets out of neighbor’s house)

NARRATOR: (Student name) runs home and finds his relative (aunt/uncle) in the kitchen. (Student name) knows his/her relative cares about his/her safety. His/her relative is part of (student name)’s support system. So (student name) tells him/her relative what happened with the neighbor.

STUDENT: (tells relative what happened with the neighbor)

RELATIVE: I am so glad you told me about this. You said NO, and you got away, and now you are telling someone in your support system. I am glad to know you can tell me when something like this happens. You don’t have to go into the neighbor’s house again.

People We Know Who Are Our Own Age

1. Tell the students that most of the touches from people we know who are our own age are touches we like.
2. Ask students to name some of the touches they like from people they know who are their own age:
 - holding hands
 - touching in tag
 - sitting next to each other at lunch
 - patting each other on the back or on the arm
3. Sometimes people our own age touch us in ways we don't like...but most of the time we can take care of those kinds of touches all by ourselves. Sometimes we can say NO, and the touching will stop...and sometimes we can say NO and get away to make the touching stop...Most of the time we don't need to tell someone in order to make the touching stop.
4. Sometimes, when someone our own age touches us in a way we don't like, we get angry...and sometimes we tell about the touching, even if we can make it stop all by ourselves by saying NO and getting away...because we are angry about the touching...and we need to tell someone about our anger.

When someone our own age touches us in a way we don't like...if we really need to tell someone about our anger, the very best person to **tell is the person we're angry at**...the person who touched us in a way we don't like...

We can look right at that person...and we can say... Person, (we would say that person's name)...I don't like...(and here we would describe the touch we didn't like, for example, being pushed)...and then we can walk away.

If we look right at the Person and say what we don't like and walk away, we give the Person time to think.

Let's try it.

Role Play

Use Practice With People We Know role play.

Practice With People We Know

Teacher Instructions: Tell students that they will practice looking right at someone and telling that person that they don't like being touched in a certain way. Tell the students that you will play the role of narrator and you will pretend to be the person their own age who does something to them in a way they don't like.

Assign the part of the STUDENT in each situation to one of the students in the class.

Situation 1

NARRATOR: T.J. JONES was standing behind (student name) in line as they waited to go into school. T.J. JONES was having a hard time waiting. T.J. JONES always seemed to have a hard time waiting. T.J. JONES pushed (student name), and said...

T.J. JONES: Hurry up, (student name)!

NARRATOR: (Student name) turned around...(instruct student to turn around to face you)
* looked right at T.J....(instruct student to look right at you)
* called T.J. by name...(instruct student to call you T.J.)
* told T.J., in a quiet voice, that he/she did not like being pushed...(instruct student to tell you that he/she does not like being pushed)
* and turned back to face the front of the line...(instruct student to turn back to face the front of the line)
Now, let's try it one more time:

STUDENT: (turns to T.J. and looks right at him/her) T.J., I do not like being pushed! (turns back to face the front of the line)

NARRATOR: That was hard for (student name) to do, but he/she did it anyway. He/she felt pleased and proud of him/herself.

Situation 2

NARRATOR: M.G. WELLS walked by (student name)'s desk while (student name) was working on his/her math paper. M.G.WELLS thought it would be fun to pluck (student name)'s pencil right out of his/her hand. Wouldn't (student name) be surprised! So M.G. grabbed at the pencil.

(Student name) **was** surprised...but he/she was also angry! He/she looked right at M.G. WELLS, called M.G. by name, and said very quietly:

STUDENT: (looking right at the teacher) M.G., I don't like that you took my pencil. I want you to give it back to me so I can finish my work.

NARRATOR: M.G. WELLS was surprised at (student name)'s response and didn't know what to say. M.G. thought about being angry right back. And M.G. thought about being sorry about disturbing (student name). And M.G. thought about giggling because (student name) had looked so surprised.

M.G. WELLS thought: I did **not** want to disturb (student name)...And I did **not** want (student name) to be angry...I only wanted to surprise him/her...

(Student name) waited patiently while M.G. WELLS thought and thought, and when M.G. gave (student name) back the pencil, (student name) quietly said:

STUDENT: Thank you.

NARRATOR: (Student name) felt pleased and proud that he/she had used his/her anger to look right at M.G. and tell M.G. what he/she didn't like. He/she knew he/she had done some thing that is hard to do.

Summary

1. Remind students that: you have talked about touches:

- * Touches we like that are okay for us, such as hugs and kisses and pats and cuddles.

Most touches we receive are touches we like.

- * Touches we don't like, such as kicks and hits and pinches and slaps and pokes.

Some touches we don't like are the kind that are **needed to keep us clean and healthy**, like shots when we're sick, or immunizations to keep us well, or hair brushing and combing to keep us looking neat.

- * Touches we sometime like and sometimes don't like, such as tickles and wrestling.

- * Touches that are not okay for us, like touches on our private parts.

2. We have talked about private parts:

- * The parts of our bodies we always keep covered by a bathing suit.

3. We have talked about strangers:

- * Strangers are people we don't know, or...
- * people we don't know well, or...
- * people who know us, but who we don't know.

4. Remind students of two very important rules to remember about strangers:

Rule #1: NEVER GO ANYWHERE WITH A STRANGER.

Rule #2: STAY FAR AWAY FROM A STRANGER SO HE OR SHE CAN'T REACH OUT AND TOUCH YOU.

5. If someone touches us in a way that is not okay for us, or if someone touches our private parts in a way that is not okay for us, we can:

say **NO! STOP!**

GET AWAY

TELL SOMEONE.

6. If we can't tell because we're afraid or because it isn't the right time to tell, we can:

THINK NO...and

REMEMBER THAT THE TOUCHING IS NOT OUR FAULT.

7. When we are having problems with someone our own age, and we aren't hurt, and we don't need help to make the problem stop, we can:

LOOK RIGHT AT THE PERSON...

SAY THE PERSON'S NAME...

TELL THE PERSON WHAT WE DON'T LIKE...and

WALK AWAY (if we can).

8. When we "tell someone," we tell someone in our support system...
The people in our support system are people who love us and care about us like our parents and members of our families, our neighbors, and our friend's parents...

or people in our community whose job it is to take care of us, like our priest and doctor and nurse and policeman/woman and fireman/woman...

or people in our school, like our teacher and principal and counselor and nurse...

Prayer

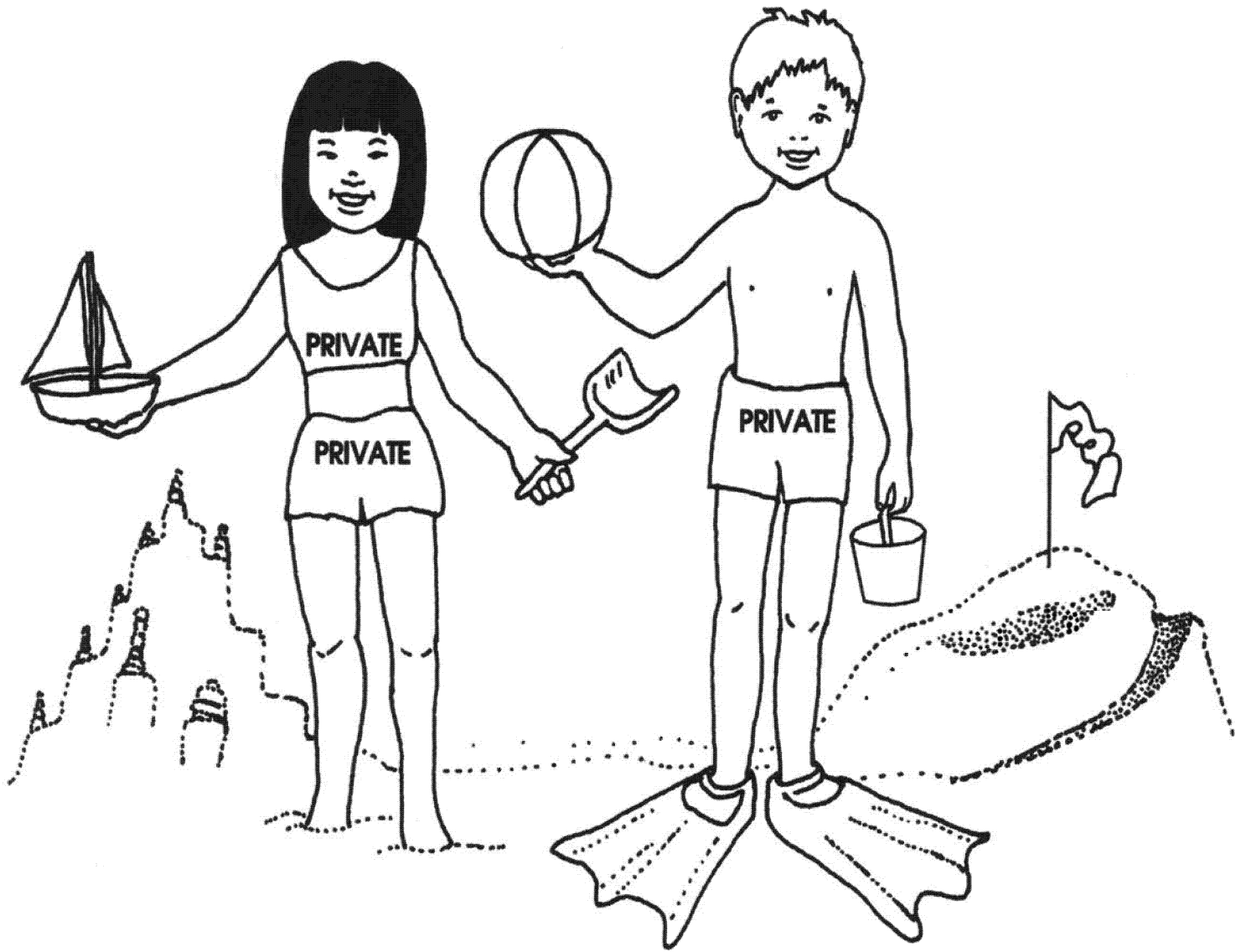
Ask students to join you in prayer by taking a moment to calm and quiet themselves. Then offer the following prayer.

Loving God, we thank you for the gift of us. Help us to keep ourselves safe and healthy. When we get the "funny feeling" that something isn't quite right, may we remember the safety rules.

Help us, O God, to not be afraid to tell someone in our support system when someone asks us to do something that is not safe or not okay. Remind us that you are always with us and always loving us.

We pray in the name of your Son, our Lord, Jesus Christ. Amen.

Private Parts



**Some parts of your body are special and private.
These parts are private and belong only to you.
Your bathing suit covers these special and private parts.**

Three rules we need to follow when
we get a warning signal

“NO! STOP!”



GET AWAY

TELL SOMEONE



Grade Three

Objectives

- Students will review safety rules to use with strangers.
- Students will review the concept of support systems.
- Students will learn safety rules to use with people they know.
- Students will learn safety rules to use with promises and secrets.

Lesson at a Glance

- Introduction
- Safety Rules for Strangers - Short Story
- Support System
- Safety Rules for People We Know - Role Play
- Secrets
- Summary
- Prayer

Materials

- Copy of Stranger Short Story - one per student
- Copies of Rules For People We Know - one per student
- Copies of Rule 5 - one per student

Introduction

Today we will be studying safety rules that have to do with your own personal safety, that is, keeping your own selves safe. We'll also be talking about safety rules to use with strangers, with people you know, and with promises and secrets.

Strangers

1. Who is a stranger?

- * **someone you don't know, or**
- * **someone you don't know very well, or**
- * **someone who knows you, but who you don't know**

Let's say that together:

A stranger is:

- * **someone you don't know, or**
- * **someone you don't know very well, or**
- * **someone who knows you, but who you don't know**

2. I'm going to read you a story that is meant to help you review some of the safety rules to use with strangers. (You may want to make a copy for each of the students to take home as a reminder.)

Stranger Short Story

This is a story about Joe, One day, Joe went to the store near his house. He had to buy some milk and bread for his mom, and he wanted to use some of his own money to buy a treat for himself. Joe didn't ride his bike, because it was just a short walk to the store from home, and he knew the groceries would be too heavy to carry on his bike.

When Joe was leaving the store, a stranger walked over to him and said, "Hey, kid, you look like you have a lot to carry. I bet that bag is heavy. Here, let me take it...I'm a lot stronger than you are."

Joe thought, **This is a person I don't know. This person is a stranger. When a stranger gets close to me, I need to step back so the stranger can't reach out and touch me.** Joe stepped away from the stranger.

"Here, kid, give me the bag of groceries. I'll carry it for you. I live real close. We could go to my place and I'll get my car. Then I could take you home," said the stranger. He moved toward Joe as he talked. "What's the matter? You act like you're scared!"

Joe thought, **NO! This person is asking me to do something that is NOT SAFE. I'm supposed to say NO! and get away and tell someone.** He moved away from the stranger so that even if the stranger leaned over and stretched out his arm, Joe would be out of reach. The street outside the store was empty. There were no people and no cars. Joe thought, **I'd better not go outside the store. I'd better stay in here where there are some people. I could ask the person behind the counter to call my mom.**

"You're not scared, are you?" asked the stranger. "Hey, look, I just live down the street. If you come with me, I can give you a ride home. I've seen you around here a lot. There's nothing to be scared of. The people in this store know me. Come on, give me your groceries." His/her voice was nice and soft and calm.

Joe thought, **This stranger is probably a very nice, safe person, but I know my safety rules. I am never to go anywhere with a stranger. I will tell the person behind the counter that I need to call my mom.**

"Kid," said the stranger, "Come on. I'll take your grocery bag..."

"NO!" said Joe. He quickly walked over to the person behind the counter.

“How can I help you?” asked the person behind the counter.

“I need to call my mom,” said Joe. “I was going to walk home, but that stranger wanted to take my groceries and give me a ride home. I got kind of scared, and now I want my mom to come here and walk home with me.

“You know,” said the person behind the counter, “That stranger is probably a safe person who would not hurt you. Most people are safe. But you can’t be sure about that. So you are very wise to be afraid, and you are very wise to not go anywhere with someone you don’t know. I’ll call your mom. You stay right here where there are a lot of people.” The person behind the counter called Joe’s mom.

While Joe walked home with his mom, he told her about the stranger. Joe’s mom was glad that he remembered the safety rules. “You made some very good and wise decisions,” she said. “You took very good care of yourself. I’m glad you told someone at the store. And I’m glad you told me.”

Joe felt very good about himself as he thought, **I kept myself safe by remembering the rules. I stayed far away from the stranger. I said “NO!” got away, and told someone. I made very good decisions.**

3. Let's review the safety rules to use with strangers.
Ask the students the questions.

Who is a stranger?

**A stranger is someone you don't know,
or someone you don't know very well,
or someone who knows who you are, but who you don't know.**

Most people are safe. They try to be friendly and helpful, and they don't try to hurt other people. But some people aren't safe. If we don't know a person, if a person is a stranger, then we don't know if he or she is safe or not. That's why we have safety rules to use with strangers. What are some safety rules we use with strangers?

Don't ever go anywhere with a stranger.

Don't let a stranger get close enough to us to touch us.

Don't let strangers into our houses.

Don't tell strangers who call on the telephone that we are home alone.

What if a stranger asks us to go somewhere with him or her? For example, imagine that a stranger comes up to us, tells us that he or she has a box of kittens in the car, and invites us to go and see them. The stranger seems very nice, and we love kittens. Is it safe for us to go with the stranger?

No, It isn't safe, because we can't be sure that it is safe.

What can we do if a stranger asks us to go somewhere with him or her?

**We can say NO,
get away,
and tell someone.**

What if a stranger asks us for help? For example, imagine that a stranger calls to us and asks us to come and help carry a broken bike. The stranger says the bike is just down the block, and it got broken when the stranger had to stop too quickly and fell. The stranger seems very nice, and pretty worried about the bike. Is it safe for us to go with the stranger in order to help?

No. It isn't safe, because we can't be sure that it is safe.

What can we do if a stranger asks us for help?

**We can say NO,
get away,
and tell someone.**

And when we tell someone, we can ask that person to help the stranger. We can try to find a grown-up to help the stranger.

4. No one has a right to touch our private parts without our permission.

Our private parts are the parts of our bodies that we keep covered with our bathing suits. Sometimes we give permission, either out loud or inside our heads, for someone to touch or look at our private parts. For example, if we're sick and need a shot, or if we have a rash that needs some medicine, we give permission for someone to look at or touch our private parts.

But **without our permission, no one** has a right to touch or look at our private parts.

5. We have a right to stop people from touching us without our permission.

If someone touches us without our permission, we can look right at that person, say what we don't like, and ask that person to stop.

If that doesn't work, we can say NO!, get away, and tell someone.

Summary

We talked about many important things today. Let's see what you remember. (This information may be used in a question-answer format.)

Personal Safety Rules to Use With Strangers

1. A stranger is **someone you don't know, or
someone you don't know very well, or
someone who knows you, but who you don't know.**
2. Some safety rules we use for strangers are:
Don't ever go anywhere with a stranger.
Don't let a stranger get close enough to us to touch us.
Don't let strangers into our houses.
Don't tell strangers who call on the phone that we are home alone.
3. If a stranger asks us to go somewhere with him/her, or asks us for help we can:
Say NO!
get away
and tell someone.
4. If a stranger walks up to us and stands close to us, we can:
Move away - far enough away so the stranger can't reach out and touch us.

What can we do if a stranger walks up to us and stands close to us?

We can move away - far enough away so the stranger cannot reach out and touch us.

What if the stranger steps close to us every time we move away?

We keep moving away. Each time the stranger moves close, we move far enough away so the stranger can't reach out and touch us.

Repeat the rules one more time.

Say **NO**,

MOVE AWAY

TELL SOMEONE

Support System

Let's talk about who these people are when we **TELL SOMEONE**. They are called our **support system**. They are the people who will try to help us if we have problems.

- * We may have family members in our support system, members of our families who try to help us. These family members might be...(our moms or dads, our brothers or sisters, our stepparents, our grandparents, our uncles or aunts or cousins or...)
- * We may have people in our neighborhood who are members of our support system, neighbors who will help us solve problems. These people might be (friends or neighbors or block parents or...)
- * We have people in our school who are members of our support system. These people will help us with problems we can't take care of by ourselves. These people in our school are...(the teachers, the principal, the school secretary, the counselor, the nurse, the...)
- * There are people in our community whose jobs are to help others and to be members of everyone's support system. These people are...(fire fighters, police officers, doctors, nurses, pastors,...)
- * These are all people in our support system, people who we can go to if we need help. These are the people we would tell if someone asked us to do something that is not a safe thing for us to do.

Safety Rules for People We Know

1. Earlier we talked about strangers, now we'll be talking about people we know. Explain to students that most of the people in our support system are people we know.

For example, we know the people in our family, neighborhood and school support system. These are the people who we would talk to **first**

if anything were bothering us,
or if we needed help,
or if we needed to tell someone about something that wasn't safe for us.

We feel safe with these people because we know we can talk to them, and we know they will help us with problems if they can.

These people who we know and who are part of our support system are the ones who give us most of the touches and words we like: (students might assist with describing touches and words)

touches like pats and hugs and squeezes and kisses,
and words like, "I love you," and "Nice work!" and "Thank you," and "I'm glad you're here."

There may be **some** people we know, people in our families, neighborhoods, or school, who we really **don't** feel so safe with, at least not all the time.

Because sometimes people we know - playmates, classmates, friends, family members - give us touches and words we **don't** like:

touches like hits and pinches and slaps and pushes,
or words that hurt our feelings, or frighten us,
or make us feel that we might not be very important.

And sometimes people we know give us touches and words that make us uncertain and confused, because we don't know if we like them or not:

touches like tickles and nudges and bumps and trips,
and words like, "our secret," and "You can't tell **anyone!**"

Role Play Situation With People We know

Teacher Instruction: This role-play is designed for the teacher to play the role of the narrator, the "person we know," and the support person. Please read the situation before the role play begins.

Assign the role of the student to one of the students in the class. The assigned student may need help understanding what to do in the role. The role is written so the student is expected only to say NO, to move away and to tell someone.

NARRATOR: A friend of the family who visits all the time thinks that (student name) is very special. (Student name) likes the family friend, too. One day, when the friend is visiting and (student name) sits next to him/her on the couch, the friend asks (student name) to sit on his/her lap. (Student name) likes to sit on the friend's lap, so he/she moves right over, sits down, and gets comfortable.

FRIEND: I really like to hold you on my lap.. But this time, since we're alone, I want to play a special game with you.

NARRATOR: The friend then touches (student name) on his/her private parts. (Student name) feels very uncomfortable, funny-odd, like something is not right with this kind of touch. (Student name) no longer feels SAFE. The friend's touch is not okay with (student name). He/she knows that things that are NOT SAFE are NOT FOR DOING.

STUDENT: NO! (gets away from friend)

FRIEND: This is a very special and secret game. Only we can know about it. We can't tell anyone else. No one else can know. You like this game, don't you?

NARRATOR: (Student name) does not like the game because he/she does not feel SAFE, he/she needs to say NO, get away, and when he/she feels safe, tell someone.

STUDENT: NO! (gets down from friend's lap)

FRIEND: Please come back. You'll like this game, I promise. And you must not tell anyone about it.

STUDENT: NO! (gets away from friend)

NARRATOR: (Student name) finds his/her parents and stays with them until the friend leaves the house. (Student name) is frightened by what happened with the friend and he/she wants to tell his/her parents about. (Student name)'s parents are part of his/her support system. So that evening before he/she goes to bed, he/she talks to one of his/her parents.

PARENT: I'm so glad you told me about this, (student name). That must have been very hard for you. When our friend touched you in your private places, you must have been confused. But you were able to keep yourself safe by saying NO, and getting away. And now you are telling someone in your support system. I'm very pleased that you told me. We will see if we can get some help for our friend.

Rules For People We Know

There are rules for us to use with people we know and for people we know to use with us. Let's talk about some of those rules. They may be rules you've heard before. (Give each student a copy of **Rules For People We Know**)

- 1. My body belongs to me and nobody else. And your body belongs to you and nobody else.**

When something belongs to us, we are responsible for taking good care of it, using it wisely and carefully. We are responsible for keeping our bodies healthy, keeping them from being hurt whenever we can, making good decisions about how we treat them. For example, we try to eat healthy foods, we exercise, we get enough sleep, and we wear a seatbelt when we're in a car.

- 2. You are in charge of your body. No one has a right to touch your body without your permission.**

Permission means that you have said, either out loud or inside your head, that it is okay for someone to touch you. Many of the touches we get are touches we like. We usually feel **very comfortable** getting and returning touches we like. We usually give other people permission to touch us in ways that we like. But we usually **don't** give people permission to touch us in ways we don't like - ways that hurt us or confuse us or frighten us. People who touch us in ways we don't like **don't have a right to touch us that way without our permission.**

- 3. You can give permission for someone to touch me in a way I don't like if the touch keeps me clean or safe or healthy.**

A touch we may not like that keeps us clean is getting our hair washed or combed. A touch we may not like that keeps us safe is being pulled out of the street when we don't see a car coming. A touch we don't like that keeps us healthy is getting a shot at the doctor's office.

We almost always give people permission, either out loud or inside our heads, to touch us in ways we don't like if the touches are meant to keep us clean or safe or healthy.

5. If a stranger steps close to us every time we move away, we can:
Keep moving away. Each time the stranger moves close, we move far enough away so the stranger can't reach out and touch us.
6. Once more, the safety rules for strangers are:
Stand far enough away so we can't be touched.
Say NO - even to an adult, a grown-up.
Get away-even if we're not sure - even if we think the stranger might be safe.
Tell someone - someone we know and trust - someone in our support system.

Personal Safety Rules to Use With People We Know

1. **Our bodies belong to us.**
2. **No one has a right to touch us without our permission. Permission means that we say, either out loud or in our heads, that it is okay for someone to touch us.**
3. **We give permission to be touched in ways that keep us happy and clean and safe and healthy.**
4. **No one has a right to touch our private parts without our permission.**
5. **We have a right to stop someone from touching us without our permission.**
That means:
 - If someone touches us without our permission, we can look right at that person, say what we don't like, and ask that person to stop.**
 - If that doesn't work, we can say NO! get away, and tell someone.**
 - If we need help to make the touching stop, we can tell someone in our support system, and keep telling until someone listens.**
 - If we feel we can't tell someone, we can say NO inside our heads - think "NO," and wait to tell someone until we feel safer.**

Personal Safety Rules to Use With Secrets

- 1. If keeping a secret doesn't hurt anyone, it is an okay secret.**
- 2. If keeping a secret hurts someone, it is not an okay secret.
If keeping a secret hurts us or makes us afraid, it is not an okay secret.**
- 3. We do not have to keep a secret that is not okay, even if we have promised someone that we won't tell.**
- 4. If we have been given a secret that is not okay to keep, we can tell someone in our support system, even if we have promised that we won't tell.**

Prayer

Ask students to join you in prayer by taking a moment to calm and quiet themselves. Then offer the following prayer.

Loving God, we thank you for the gift of us. Help us to keep ourselves safe and healthy. When we get the “funny feeling” that something isn't quite right, may we remember the safety rules.

Help us, O God, to not be afraid to tell someone in our support system when someone asks us to do something that is not safe or not okay. Remind us that you are always with us and always loving us.

We pray in the name of your Son, our Lord, Jesus Christ. Amen.

RULES FOR PEOPLE WE KNOW

- 1. Our bodies belong to us.**
- 2. No one has a right to touch us without our permission.**
- 3. We give permission to be touched in ways that keep us happy and clean and safe and healthy.**
- 4. No one has a right to touch our private parts without our permission.**
- 5. We have a right to stop someone from touching us without our permission.**

Rule 5

Rule 5. We have a right to stop people from touching us without permission.

If someone touches us without our permission:

look right at that person,

say what we don't like, and

ask that person to stop.

If that doesn't work:

say "NO!",

get away, and

tell someone.

If we need help to make the touching stop:

tell someone in our support system, and

keep telling until someone listens.

If we feel we **can't** tell someone:

say "NO" inside our heads - **think "NO,"** and

know that the person touching us

does not have our permission

and does not have a right to touch us, and

wait to tell someone until we feel safer.

Grade Four

Objectives

- The student will develop the skills to recognize, trust, and follow his or her instincts about people and situations.
- The student will discuss different types of touch.
- The student will identify personal boundaries that no one, not even a relative, should ever cross.
- The student will identify types of people in their support system.

Lesson at a Glance

- Introduction
- Feelings
- Learning About Touch
- Kinds of Touch
- Role-playing
- Support System
- Prayer

Materials

- 13 index cards for each student
- Outline of a human body (chalkboard or newsprint)
- Copy of Feeling Faces - one per student
- Copy of Personal Support System - one per student

Introduction

Welcome participants and give a brief overview of the lesson.

- This time together is intended to help them better understand and explore ways to keep themselves safe.
- The church is a place for help and healing; therefore, it is a good place to learn more about staying safe.
- For some, the topic of sexual abuse may cause discomfort or embarrassment, but that is normal and okay because this is such a serious topic.
- It is important that everyone respect one another and the serious nature of the topic, but we can still have fun as we learn.
- Basic classroom ground rules will be followed here, (raising hands and talking one at a time, no teasing, and so forth).

Feelings

1. God has given each of us feelings (when a grandparent is sick, we feel sad, at Christmas, we feel happy). Have the students identify other kinds of feelings. Have students stand and say their emotion (*anger*) and model the emotion from their perspective. As the students offer their input, write their emotion on the chalkboard or newsprint. Have a variety of emotions listed before moving on.
2. Distribute 10 cards, a marker, and a sheet of faces to each student. Ask each student to record their responses (in large print) to statements you will be posing. They can draw their response (a smiling face to represent being happy) along with their written response. After each statement, allow time for the students to write and/or draw their response; then ask them to hold up their cards to share their responses. You may want to read some of them out loud. Continue the same process with each statement.
 - When I get a hug from my grandparents, I feel...
 - When someone I don't know tries to talk to me, I feel...
 - If I cheated on a test, I would feel...
 - When I listen to my favorite music, I feel...
 - When I get a good grade on a test, I feel...
 - When I get yelled at by a family member, I feel...
 - When I ask someone to stop bothering me and they won't, I feel...
 - When I am in the dark, I feel...
 - When I receive an unexpected gift, I feel...
 - When someone won't stop teasing me, I feel...

3. Note the following:

- Paying attention to our feelings is extremely important in helping to keep us safe. Pay attention to any nagging feeling that says, “This doesn’t seem right.”
- We need to keep this in mind with each and every person or situation we face, whether it is with teachers, parents, siblings, friends, relatives or authority figures. We should never discount how something or someone makes us feel.
- Trusting our feelings (that voice inside our heads) is called trusting our instincts. Our feelings (instincts) can keep us safe. When a car comes speeding down the road, we are likely to feel a little scared and back away from the road.

4. Ask students for other examples of situations when they might have feelings that would tell them what to do.

- In addition to the examples you named, our feelings also keep our bodies safe. When someone touches us for example, we get feelings inside. Certain kinds of touches give good, okay feelings, other types of touches make us feel uncomfortable or unsafe, or not okay.

5. Refer students to the outline of a human body you have posted. Ask students to name parts of the body. Write the body part names in the locations on the diagram where they belong. Some students may even name private parts. If slang terms are given for the body parts, ask the students if they know the correct terms. Note that even though some terms are commonly used, they can be viewed as disrespectful, so you’d like them to use the correct anatomical terms. If the students don’t name private body parts, you will need to mention these and add the proper names to the diagram.

6. Share the following:

- All of us have private parts that no one should touch except for health and safety reasons. These private parts are the parts of our body we cover with a bathing suit.
- Sometimes it’s hard to know whether touching is okay, especially when that touching is done by an adult or someone older or more powerful than us.
- Certain actions evoke okay and not okay responses from us. This is especially true in regard to how other people interact and touch us.
- It is important to understand that **our bodies belong to us and only us.** Therefore, **we (and only we) determine who and what makes us feel comfortable or uncomfortable, safe or unsafe.**

Learning About Touch

1. Ask students to think about times when they felt less afraid because of someone's touch. For example, when they were little and there was a loud thunderstorm, their parents or an older sibling likely hugged or sat with them, which made them less afraid. Their experiences should have evoked a warm and caring feeling, making them feel affirmed, nurtured, and good about themselves.

Ask students to share some of their own examples of feeling less afraid because of someone's touch.

2. Ask a few volunteers to come forward to role-play examples of touch that make us feel less afraid. Examples might include a handshake, a pat on the back, or a hug from a parent or good friend.

3. Ask the students to think about times when they felt more afraid because of someone's touch; we don't like being touched that way. An example might be when they were younger and another child pulled their hair or pinched them. Those experiences evoked feelings of being hurt, manipulated, or forced and made them feel bad about themselves.

Ask them to share some of their own examples of feeling afraid because of someone's touch.

4. Besides "okay touch" and "not okay touch," there is another category of touching called "confusing touch." This kind of touch often makes us feel uncomfortable, uneasy, confused, and unsure about the intentions of the person who is touching us. For example, some of us may be uncomfortable with a relative's kissing us on the mouth.

Ask the students to offer some examples of what they might consider a "confusing touch."

Kinds of Touch

1. A not okay touch makes us feel bad about ourselves. We may feel frightened, powerless, or put down because someone we see as more powerful than us is touching us in a particular way or forcing us to do something we don't want to do. It's wrong for others to touch us this way because it takes away our right to decide what we want, and it makes us feel bad about ourselves. It's not right because it's sexual; it's not right because it takes advantage of us. And it's not okay even if the person touching us is someone we know - even a relative.

An okay touch makes us feel good about ourselves. When someone touches us in a positive way, we feel affirmed, accepted, respected, supported, and loved.

It's important to understand that an okay touch is different from touches that just feel good. Each of us may choose to be touched or to touch another in different stages of our lives. A hug from a friend, for example, may be an okay touch when we are little, but that same hug may be not okay or uncomfortable when we are older.

What may be an okay touch at one point in a relationship may be a confusing or not okay touch at a later point. For example, a kiss on the lips from a relative may be uncomfortable or confusing when we become preteens.

When touching feels in any way uncomfortable or frightening, then it is not okay for others to touch us this way. Sometimes confusion occurs because a family member is touching another family member.

2. Distribute three blank index cards to each student. Write the following statements (one at a time) on the chalkboard or newsprint, and ask the students to copy each statement onto an index card:

I feel okay when...

I feel not okay when...

I feel confused when...

3. Ask the students to finish the sentence, identifying someone by role, not by name, and describing a touch. For example; "I feel not okay when my mother slaps me," "I feel okay when my friend gives me a hug," or "I feel confused when someone I don't know puts his arm around me." Let students know that you will be collecting the cards. They don't have to put their names on their cards. Allow some time for them to complete the task.

4. Collect the cards and randomly share a sampling of the kinds of touches noted.

Role-Playing

1. Tell students that it is wrong for someone to violate their boundaries, especially physical boundaries. They don't have to tolerate being touched or spoken to inappropriately or put in any situation that makes them feel bad or confused. **They always have a right (which means they can and should) to decide who touches or speaks to them and how someone touches or speaks to them.** It's imperative that they speak up and say **NO!** to anyone who is crossing the physical boundaries, including family members.

2. This last activity will allow the students to practice trusting and expressing their feelings by role-playing and then discussing some situations where young people like themselves might need to speak up and respond to uncomfortable situations, particularly with people they know. Offer the following comments.

Sometimes we are put in situations that make us feel unsafe or uncomfortable. Here are *three simple steps* which don't involve making accusations or encouraging discussion, each of us should keep in mind to avoid confrontation:

1. **Say NO!, use the broken record technique** of repeating your statement again and again without any explanation. Here's an example of this kind of conversation:

You: NO! I'm going home now.

The other person: Why? You always liked being with me before!

You: I need to go home now.

The other person: Well, that's silly. Stay for a while anyway.

You: I need to go home now. [Go out the door!]

2. **Get away. Simply leave.** You don't need to explain anything; just say what you're going to do now: "I'm going to do my homework now."

3. **Tell someone. Share your feelings** with another person. As soon as an incident happens, go tell your mother or another safe person-preferably an adult-what happened and that you didn't like it. Don't problem-solve or look for further discussion just now; rather, just tell someone what happened and how you felt. You can even say, "I don't want to talk about it anymore right now, but I just wanted to tell you how I felt." Doing so is not telling on someone. You aren't accusing anyone of anything; you are just processing how you feel.

Remember the safety rules you already learned when someone touches you or wants you to touch them in a not okay touch.

Say NO! - use the broken record technique.

Get Away - simply leave.

Tell Someone - share your feelings.

3. Ask students to form groups of four. The goal of this activity is to help students practice the skill of speaking their minds and trusting their instincts. For each scenario two group members take on the assigned roles while the other two observe. Students take turns role-playing.

After few minutes, present the next scenario. Continue the process for all four scenarios. One of the students will play the role of a preteen boy (or son or daughter, the other the role of the boy's mother (uncle, sibling home from college, or stepfather).

1. Your mother comes home from work and tells you she has had a really hard day and asks for a back rub. You no longer really like touching your mother in this way but are afraid of hurting her feelings. Role-play the conversation between the mother and son. Ready? Action!

2. While at a family gathering, your uncle asks for a hug, and when you say okay, he squeezes you just a bit too tightly and in a way that makes you feel uncomfortable. You feel like you'd rather not hug your uncle anymore but you aren't sure he or anyone else in the family will understand. Role-play the conversation between the uncle and the young person. Ready? Action!

3. Your sibling is home from college, and while the two of you are goofing around and wrestling, he or she gets a bit too aggressive and makes you feel uncomfortable and unsafe. You love spending time with your sibling and don't want him or her to think you're just a big baby. Role-play the conversation between the sibling and the young person. Ready? Action!

4. Your and your stepfather are sitting in the living room watching TV. Your stepfather tells you to come over and sit on his lap. You have been sitting on his lap since you were a child, but now you feel uncomfortable doing so and you no longer really want to sit with him in this way. Telling him this, you think, might make him angry or upset. Role-play the conversation between the stepfather and the young person. Ready? Action!

Tell the students that it's okay to tell someone that you feel uncomfortable or want to get out of a situation because it doesn't feel okay. **You never have to do something that goes against how you feel** or what you believe just because someone else says you should or asks you to do so, even when that someone is an adult. Remember to rely on that little voice inside you that tells you when something doesn't feel okay.

Support System

(Students might be asked to identify “types” of people in each category of support system mentioned below: family, neighborhood, school, community. Pass out copies of Personal Support System to each student.)

Let’s talk about who these people are when we **TELL SOMEONE**. They are called our **support system**. They are the people who will try to help us if we have problems. (With each category allow time for students to fill in their Personal Support System sheet.)

- * We may have family members in our support system, members of our families who try to help us. These family members might be...(our moms or dads, our brothers or sisters, our stepparents, our grandparents, our uncles or aunts or cousins or...)
- * We may have people in our neighborhood who are members of our support system, neighbors who will help us solve problems. These people might be (friends or neighbors or block parents or...)
- * We have people in our school who are members of our support system. These people will help us with problems we can’t take care of by ourselves. These people in our school are...(the teachers, the principal, the school secretary, the counselor, the nurse, the...)
- * There are people in our community whose jobs are to help others and to be members of everyone’s support system. These people are...(fire fighters, police officers, doctors, nurses, pastors,...)
- * These are all people in our support system, people who we can go to if we need help. These are the people we would tell if someone asked us to do something that is not a safe thing for us to do.

Remember,

Say NO like we really mean it, without giving excuses.

Say NO again if we need to.

Move away.

Tell someone in our support system and keep telling until someone believes us and we get the help we need.

Prayer

Ask students to join you in prayer by taking a moment to calm and silence themselves. Then offer the following prayer:

God, thank you for the gift of feelings. During the times when we feel scared, worried, angry, upset, or confused, we ask you to be with us. When we feel sad, remind us that you always care for us and we can always turn to you for guidance.

Help us, O God , to trust our instincts and not be afraid to speak up and speak out during tough or uncomfortable times. Remind us, God, that you are always with us, loving us, no matter what.

We pray in the name of your Son, our Lord, Jesus Christ. Amen.

Feeling Faces



Afraid



Confused



Surprised



Sad



Excited



Disgusted



Proud



Angry



Sick



Happy



Very Happy



Hungry



Lost



Shy



Sleepy



Embarrassed



Unhappy



Very Sad



Tired



Worried

The Personal Support System of

(name)

Family:

Neighborhood:

School:

Community:

Grade Five

Objectives

- The student will identify the risk factors associated with sexual abuse.
- The student will obtain skills necessary for responding to threatening and abusive situations.
- The student will understand the importance of telling a responsible adult if someone inappropriately touches him or her.

Lesson at a Glance

- Introduction
- What is Child Sexual Abuse?
- Tricks and Lures
- Okay or Not Okay
- Dialogue Practices
- Closing Comments and Prayer

Materials

- Small bags of candy, one for each group of eight
- Copies of “Roles” one set of eight for each group (cut apart)
- One poster written in large print *Okay*
- One poster written in large print *Not Okay*
(post one sign on the right side of the room and one sign on the left side of the room)

To prepare for the segment on “What is Child Sexual Abuse?” it would be helpful to read chapters 1,2, and 3 of *Creating Safe and Sacred Places: Identifying, Preventing and Healing Sexual Abuse*, Saint Mary’s Press, 702 Terrace Heights, Winona, MN 55987-1318, www.smp.org.

Introduction

1. Welcome students and give a brief overview of the lesson.
 - This time together is intended to help them better understand the issues surrounding child sexual abuse; what it is, and how to respond to threatening or abusive situations.
 - The Church is a place for help and healing; therefore, it is a good place to learn more about staying safe.
 - For some, the topic of sexual abuse may cause embarrassment or discomfort; that is normal and okay because this is such a serious topic.
 - It is important that everyone respect one another and the serious nature of the topic, but we can still have fun as we learn.
 - Basic classroom ground rules will be followed here, (raising hands and talking one at a time, no teasing, and so forth).

What is Child Sexual Abuse?

1. Ask the students how many of them have heard the term *child sexual abuse*. Ask the students what they know about the topic of child sexual abuse. Allow a few young people to respond. If any misperceptions are mentioned, gently correct them and move on. Do not ridicule; simply provide them with the correct or complete information if need be.

Be sure the discussion includes these key points:

- Some adults have touching or physical boundary problems.
- These problems are kind of like stealing or lying, and the people who have those kinds of problems need special help so they don't continue to have problems or get into trouble.
- Child sexual abuse involves contact by an adult with a young person which can include touching or non-touching. Some examples of sexual abuse include:
 - * an adult's touching a young person's private parts
 - * an adult's taking pictures of a young person's private parts
 - * an adult's asking a younger person to touch an adult's private parts
 - * an adult's engaging in sexual activity with a young person, such as kissing a young person on the mouth or having sexual intercourse with a young person.
 - * Society calls the people who sexually abuse young people sexual predators, sexual offenders, sexual abusers, or molesters.
 - * None of us really knows why some adults abuse young people.

Tell the students that you are not sharing this information to scare them but to help them be more aware of the possible dangers that exist in our society. Tell them that almost all young people lead safe and happy lives, and only a very tiny percentage of adults want to hurt young people in any way.

2. Ask the students what feelings or thoughts come to mind now that they are actually talking about sexual abuse. Invite some responses. Answers might include “scared,” “uncomfortable,” “interested.”

Note the following:

- * All of us have a variety of thoughts or feelings when we hear the term *child abuse* or when we are in a situation where we might have to talk about it with others.
- * However, talking about this issue provides us with useful information that ultimately can assist young people in staying safe.

Tricks and Lures

1. Ask the students what warnings they have learned from their parents and teachers to use to protect themselves from people who might hurt them. For example, not getting in a car with a stranger, not walking or playing alone in a park. List on the chalkboard the students responses.

2. Discuss how effective the students think these precautions are by asking the following questions:

- * Do these rules work well in a situation where the adult is a stranger?
- * How effective are these rules if the adult who hurts or wants to hurt a young person is someone the young person knows?

Allow time for some responses and discussion by the students. Then share the following points with the group:

- * Most cases of sexual abuse involve someone the young person knows.
- * Child sexual abusers are not limited to a certain type of person. They could be anyone. Abusers are fathers, mothers, stepparents, grandparents, aunts, uncles, cousins, siblings, neighbors, baby-sitters, religious leaders, teachers, coaches, and anyone else we might know or not know.
- * The next activities will help us learn ways to protect ourselves from adults who hurt young people, even when the adult is someone we know.

3. Divide the class into groups of eight. Provide each group with a set of eight information sheets. Each person should take one sheet and read it without sharing the contents with anyone else.

4. Ask the person in each group who is assigned to have the bag of candy to raise his or her hand, and then distribute the candy accordingly. Note that this person's sole task is to decide whom (if anyone) in the group he or she will share the candy with. Note that each person will have 15 seconds to explain to the candy bearer why he or she should get some candy as well. Begin with the person to the left of the candy bearer and continue around the group. Each person must follow the instructions listed on their information sheet. It is important that everyone remain seated and no one is to physically touch the candy bearer.

5. Tell the students that you will call time after each 15 seconds. They are to begin now. When everyone has had a turn based on the requests they heard, ask the candy bearers to take a moment to decide whom (if anyone) they will share the candy with.

6. Invite responses to the follow questions:

- * Candy bearers, what was the most difficult part of your role?
- * Candy bearers, did any of you decide to not give the candy to anyone? Why?
- * How does it feel to try to make another person do something he or she doesn't want to do?
- * What do you think the message is behind this activity?

7. Explain to the students that abusers use numerous techniques to lure young people into harmful situations. Present the following information regarding commonly used lures. As you present each lure, invite the students who took on the role of each lurer to share how she or he went about trying to convince the candy bearer to share.

- * Every student was assigned a certain kind of lure that may be used to draw us to them or to trick us into doing something we don't want to do. To stay safe we must be aware of such lures.
 - **Special affection.** This lure happens when an abuser tells us how special we are, and anything else that will make us feel like she or he cares more about us than anyone else. Example, an abuser might tell us that no one loves us the way he or she does.
 - **Asking for assistance.** In this lure an abuser asks us for help in finding a pet, finding a house or store, or even finding our parents. Really tricky people might get another young person to ask for our help. Remember,

- **Bribery.** Often lures happen when an abuser offers gifts, rides, candy, a job, a chance to be a star, lots of money, or something else we might think is really cool. The abuser might say something like, “Hey, I’ll buy you an MP3 Player if you come with me.” We must never go anywhere with anyone who says we have to go with them to receive a gift.
 - **Curiosity.** Abusers sometimes try to exploit our natural (and wonderful) sense of curiosity by offering to show us something exciting, special, fun, magical, dangerous, nasty, or even sexual. The abuser uses whatever works or actions she or he believes will trick us.
 - **Authority figure or hero.** Some abusers use a position of authority (police officer, teacher, family friend, relative) to get us to do what they want. We should never go with anyone without our parents’ permission.
 - **Crisis situation.** This lure involves someone pretending that our parents are sick, that our house is burning down, or that our parents have granted us permission for him or her to be with us. Example, an abuser might find you on a walk home from school and insist that your mother has been in an accident and that you need to go with him or her to the hospital.
 - **Special games.** This lure involves our being told by an adult that she or he wants to play a special game with us. If the game isn’t being played in front of people we know and trust, that’s a sign of danger.
 - **Threats of harm to us or our family.** In this lure an abuser threatens to hurt us, our pets, our siblings, or our parents if we don’t do what he or she wants.
 - **Internet affection.** Another lure, one we didn’t role-play, includes the use of the Internet. Keep in mind that the Internet is anonymous. This means that dangerous people are very good at pretending to be our friends especially online. It is important not to trust messages we get over the Internet from adults we don’t know. Also keep in mind that some adults who surf the Internet pretend to be young people. Never set up secret meetings with anyone you meet over the Internet. If someone gets affectionate with us, sends pornography, asks for pictures or personal information about us, or tells us to keep a secret, we should know that these are signs of danger.
- * The bottom line is that dangerous people are shameless. They will say and do anything to get us to do what they want. So it’s best to be prepared for some of the ways they could trick us.

- * If someone does something else that hasn't been mentioned but that makes you feel uncomfortable or unsafe, trust yourself! Get away, and tell an adult you trust.

Okay or Not Okay?

1. Point out the two signs you have posted on either side of the room. Tell the students you will be naming various situations that require them to respond by moving to the side of the room that indicates their answer. They have two choices: a response of "okay" or "not okay." Offer the following scenarios, allowing the students to move to the appropriate side of the room based on their responses. (*Note:* Some of the situations may elicit some laughter or discomfort from the students. Expect that; don't respond in a negative way to the student's reactions.)

Is it okay or not okay:

- * for a parent to kiss her or his son or daughter on the lips?
- * to make obscene (inappropriate) phone calls to another person?
- * for a mother to ask her son for a backrub?
- * for a brother to give his little sister a hug?
- * for a mother to ask her preteen son to undress in front of her?
- * for an aunt to pat a young person on the head?
- * for an adult to touch a boy's private parts?
- * for a neighbor to invite a young person to look at photos of naked people?
- * for an adult to send instant messages or e-mails containing sexual words to a young person?

2. Have students return to their seats. Share the following comments:

- * Some of the actions just named might feel uncomfortable to some of us but not to others. Example, it is customary for some parents to kiss their children on the lips, though that might feel inappropriate to others.
- * The challenge of staying safe is to remain in touch with how certain people or situations make us feel. Each of us has our own unique feelings and thoughts about what feels comfortable or right. We need to trust our feelings and trust our instincts.

- * When in doubt, it's always best to speak up and share any discomfort we might feel about a person or situation, even when that person is someone we know; a parent, family member, or friend. It's always best to err on the side of caution when we aren't sure how a certain type of touch or action might make us feel.
- * Remember, the best approach is always to get out of the situation and tell someone about it.

Dialogue Practice

1. Note that this last activity will allow the students to practice techniques for responding to potentially abusive situations. They will do this by practicing dialogue. Ask the students to form groups of four.

2. The goal of this activity is to help the students practice the skill of staying safe. For each scenario, two of the group members take on the assigned roles while the other two observe.

3. Tell the students that one person will pretend to be an adult and the other person will pretend to be the young person that the adult is trying to trick or trap into sexual contact. Each situation will consist of "What if..." statements made by the adult. For example, a dialogue might sound like this:

Adult: What if I followed you home from school?

Young person: I'd run as fast as I could.

Adult: What if I ran faster than you?

Young person: I'd scream and yell like crazy.

Adult: What if nobody heard you?

4. Tell the students that the purpose of the dialogue is not to win. The object is to explore realistic options to possible unsafe situations.

Note that the other group members may interrupt at points where they feel that either the young person or the adult is being unrealistic, or if either gets stuck. If someone gets stuck, the group may discuss the choices that led to getting stuck.

Emphasize that if a young person can't find a way out, it's not his or her fault. The wisest response to an extremely dangerous situation may be to do nothing until the young person is safe and can tell someone.

5. Present the following scenarios, allowing the groups adequate time to dialogue and discuss each. The members of the group alternate who acts out the dialogue and who observes.

The following opening statements begin each dialogue.

- What if I told you I was hurt and needed help?
- What if I told you I would harm you or your family if you didn't do what I told you to do?
- What if I told you your mother asked me to pick you up?
- What if I offered to buy you something you really want, something really expensive, if you spent time with me?
- What if I came up to you, opened my coat, and you saw that I was wearing nothing underneath?

6. Conclude by noting the following.

- * Sometimes, no matter what a young person does, he or she can't escape being touched in harmful ways.
- * It is never the young person's fault if she or he is abused.
- * No young person causes (or makes) an adult want to harm him or her.
- * When abuse does occur, it's extremely important to tell someone about it. It is common for an abuser to continue to abuse the young person or other young people unless the victim tells someone what happened.
- * When we seek help, we are saying, "What was done to me was not okay" and "I don't want to be hurt anymore." Talking to a trusted adult can help stop the abuse and can provide us with the tools (and resources) we need to stop hurting and start healing. Also, telling an adult will likely keep the abuser from hurting anyone else.
- * No secret is a good one, especially a secret related to being sexually abused.

Closing Comments

1. Summarize the session content and activities:

- * Today we talked about what child sexual abuse means and how to recognize potentially harmful situations. We had a chance to role-play ways to work at keeping ourselves safe when we face threatening situations.
- * The knowledge and skills we learned are necessary for our safety.
- * We all pray that none of us will have to face the possibility of sexual abuse.

Remember that abuse is never the fault of the young person. Never!

Prayer

Ask the students to join you in prayer by taking a moment to calm and silence themselves. Then offer the following prayer.

Good and gracious God, there is much we don't understand about our world. We wonder why some people hurt others and why bad things sometimes happen.

We pray, dear Lord, that you give us the strength and the courage to say no when we find ourselves in situations where our safety might be in jeopardy. We ask that you provide us with good judgment and the ability to think and speak clearly in times when we might be scared or confused.

We thank you for providing us with good friends and caring adults we can turn to when we are frightened, have been harmed, or just need to be reminded that we are loved. We pray, dear God, for all those people, especially children, who have been hurt by adults. May you give them comfort and help them feel your unconditional compassion and love.

We pray this in the name of your Son, our Lord, Jesus Christ. Amen.

Role 1: Candy Bearer

You will be given a bag of candy. Your task will be to decide whom (if anyone) in the group you might share the candy with. The sole decision belongs to you. You can also choose to give the entire bag of candy away to someone in your group.

Role 2: Special Friend

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by telling the candy bearer what a great friend he or she is, how special he or she is, and anything else that will make him or her feel like you care more about him or her than anyone else in the group.

Role 3: Briber

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by promising the candy bearer gifts, money, your friendship, help on a math test, and anything else you can think of that might get the candy bearer to share with you.

Role 4: Trickster

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by offering to show her or him something cool, exciting, special, fun, magical, or even dangerous. You can use whatever word you'd like to trick the candy bearer.

Role 5: Authority Figure

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by taking on the role of an authority figure. You can do this by showing your importance, for example by naming the leadership role you have or using your older age to demand the candy.

Role 6: Crisis Teller

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by telling the candy bearer some kind of "sob story" to make him or her feel sorry enough for you to consider sharing the candy.

Role 7: Special Gamer

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by telling the candy bearer that you know of a special and intriguing game the two of you can play using the candy. Try to convince the candy bearer that this game will be incredibly fun and something she or he should not pass up.

Role 8: Bully

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) to you and only you. You should do this by bullying the candy bearer.

Grade Six

Objectives

- The student will develop a list of adults and friends he or she can go to if her or she is ever abused.
- The student will develop skills for responding to a friend who has been abused.
- The student will understand his or her role in raising awareness and support in the prevention of child abuse.

Lesson at a Glance

- Introduction
- Whom Do We Trust
- When a Friend Has Been Abused
- What Can I Do to Help Others Stay Safe?
- Closing Comments and Prayer

Materials

- Copies (on card stock) of “Four Steps” for each student when cut apart.
- Three blindfolds
- Three sets of six miscellaneous items, such a marker, scotch tape, single hole punch, CD case, crayon box, and a pack of adhesive notes.
- Name tags
- Blank sheets of paper, one for each student
- Markers
- Newsprint for advertisement, one large sheet for each group of five or six

Introduction (Have students print their first name on a name tag)

1. Welcome students and give a brief overview of the lesson.

- This time together is intended to help them continue to journey into adulthood in healthy and safe ways.
- Church is a place for help and healing; therefore, it is a good place to learn more about staying safe.
- For some, the topic of sexual abuse may cause discomfort or embarrassment, but that is normal and okay because this is a serious subject.
- It is important that everyone respect one another and the serious nature of the topic, but we can still have fun as we learn.
- Basic classroom ground rules will be followed here, (raising hands and talking one at a time, no teasing, and so forth).

2. Share some of their learning from the previous session. We talked about child sexual abuse. And that some adults have touching or physical boundary problems. Child sexual abuse involves inappropriate contact by an adult with a young person such as, an adult touching a young person's private parts, an adult's taking pictures of a young person's private parts, an adult's asking a young person to touch an adult's private parts or an adult's engaging in sexual activity with a young person. We learned about the warning signs of a potentially abusive relationship and how to respond to such threats.

Whom Do We Trust?

1. Ask the students to name someone they can talk to about sexual abuse if it happened to them or someone they know. Identify the people by their role not by name, such as school nurse, a parent, a neighbor. Write their responses on the chalkboard or newsprint.

2. This list is a good starting point; it's important for you to include people you actually know and to do so by name. Distribute one copy of "Four Steps" to each student. Tell the students to turn the card over and list the people they feel they could call or talk to if they were in danger or if they were ever harmed or abused.

3. Share the following directions.

- * First on your list should be someone in your immediate family whom you trust. Write the name of that person and if you know the person's phone number, write it down (you may add it later).

- * Now think of someone in your extended family whom you trust (an aunt or uncle, older cousin). Write down their name and phone number (you can add it later).
- * Next think of someone in your school or neighborhood whom you trust (a teacher, a neighbor, or a coach). Write down their name and phone number (you can add it later).
- * Now think about the friends you most trust. Write down their name and phone number (you can add it later).

4. Having a clear plan (and list) of those you trust if you or a friend are ever in danger or have been harmed is a smart idea. Keep this card someplace easily accessible as a reminder that you have people you can turn to when you need help.

When a Friend Has Been Abused

1. Ask the students to form three circles and ask one volunteer from each group to stand at the far side of their circle with their backs to you. This next activity will require the volunteers to trust the members of their group.

2. Share the following directions.

- * In the middle of each circle scatter six small items.
- * The task of the volunteers is to move from one side of the circle to the other side without bumping into or stepping on any of the items.
- * Each volunteer will need to pick up each of the six items, doing so with their eyes blindfolded and following directions from the rest of the group.
- * Going around the circle clockwise (to the left), each group member gives one direction to the volunteer before passing the task on to the next person. For example, one person might say take one giant step forward, the second person might say turn left, and so on.
- * The goal is for the group members to help their volunteer *safely* make it from one side of the circle to the other. Remember that the volunteer is trusting that you will assist them safely.
- * This is not a competition. Your task is simply to help the volunteer. Are there any questions?
- * Ask the volunteers to put on their blindfolds and turn around. Allow about five minutes to complete the task.

3. Have students return to their seats. Ask them what they think the purpose of the activity might be. Allow a few responses. Note that the volunteers would have had a difficult time completing the task without their guidance. Ask, why is it important to seek help when we need it? Allow a few responses. It's okay to ask for help. Getting help when you need it is part of being responsible for yourself.

4. Imagine yourself as the volunteer in the circle and assigned the task but not given any help from anyone. How might you feel? Allow a few responses then comment.

- * There are times when we must look to others for help and guidance. Sometimes our friends need us to help them provide support and guidance just like we did with the volunteers in this activity. Often when we are in the midst of something bad, we need the help of a friend.
- * Did you know that the first person a young person often tells about ongoing abuse is a trusted friend his or her own age? Therefore, it is essential that we know what to do if a friend tells us about abuse. Just as we helped the volunteers do something difficult, there may be times when we are called to help a friend who is hurting, is in danger, or has been abused. Let's talk about some things we can do if a friend is ever abused.
 - First, remember that listening is the most caring thing a friend can do for someone who is hurting. Show you care with words of comfort and a hug if your friend seems open to it.
 - If your friend has been (or is being) abused, you can help her or him decide which adult to tell. If your friend doesn't tell an adult, you should. It's important that you don't allow yourself to be sworn to secrecy.
 - A friend who is being abused needs help from an adult. Getting that help is key to ending the abuse. The sooner the abuse ends, the sooner your friend can start feeling safe again.
 - If you think a friend is being abused, but you aren't sure, talk with your parent or teacher.
 - If a week goes by and no one does anything to help your friend, tell another adult. Keep telling someone until your friend gets help.

What Can I do to Help Others Stay Safe?

1. Provide the students with a blank sheet of paper. Using the letters of your first name, you are to join others to form words. Create words using the following rules.

- * Move around the room to find letters in other student's names that, along with the letters in your name, forms a word.
- * You are to create only words that have something to do with preventing child abuse.
- * Each person is to write down the word you have formed. For example, Sadie has the letter *s* and *a* in her name. She finds others with the letters *f*, *e*, *t*, and *y*. Everyone using those letters writes the word *safety* on their sheet.
- * Once you find and record a word, move on to find another word with other letters.
- * Continue to use other people's letters until you have as many words as you can find and until time is called.
- * You have five minutes for this activity.

2. Call time and have students return to their seats. Tell them that this game can teach something positive about working to prevent child abuse. Mention the following points.

- * Each person needed the help of others to create a word.
- * Acting together created more words.
- * Those who try but simply cannot, or do not, have the means to help themselves.
- * We all have a role to play in preventing child sexual abuse. Working together we can help others understand the dangers of abuse.

3. Ask students to raise their hands if they created words. Call on students to say their word. Everyone who has the same word are to stand up and then sit down again.

4. Ask the students to form groups of five to six. Provide each group with a sheet of newsprint and markers. Tell the students to create an advertisement that will help the viewer better understand the effects of child abuse.

5. Tell the students to imagine they are at a baseball game, riding in a car, surfing the Internet, or reading a magazine. They are to create an advertisement for that place or space. Your advertisements should be interesting and informative and should make viewers want to learn more about the topic of child abuse and its effects. Each group will judge the other group's advertisements for effectiveness. You have ten minutes to complete the task.

6. Have each group present its advertisement to the large group. Add comments and suggestions where necessary.

(This activity is adapted from *Creating Safe and Sacred Places: Identifying, Preventing, and Healing Sexual Abuse*, pp.128-129.)

Closing Comments

1. Refer students to the cards they received earlier in the session. The front side contains the following list.

- Practice asking questions.
- Trust your instincts.
- Express your thoughts and feelings clearly.
- Get involved.

2. Offer the following comments to summarize the session content and activity.

- * Nothing we have learned today will prevent all young people from being harmed in any way. However, we have learned some helpful tools and tips we can practice that will be helpful in creating safe and sacred places.
- **Practice asking questions.** Spend the entire day tomorrow thinking of a question for everything you do. Don't rule out any questions. Think of everything, from how orange juice is squeezed to why math was created. After an entire day of asking questions you will find that they don't need to ask questions about everything all of the time; there are some things that you blindly accept as truth without always knowing why. Practicing asking questions will get you into the habit of looking for all available resources to help you learn more about something. This will be especially helpful when a serious situation arises and you need to make an informed decision.
- **Trust your instincts.** As you mature into young adulthood you will become more and more aware of the opportunities to make choices for yourself. Along with this opportunity comes a responsibility to surround yourself with people (peers and adults) who will help guide you in making healthy choices. Practice trusting your feelings by discussing how you feel about something with another person you trust (a parent, sibling, friend, or significant adult).

- **Express your thoughts and feelings clearly.** It's okay to tell someone that you feel uncomfortable or want to get out of a situation because it doesn't feel right. You don't have to do something that goes against what you believe is right just because someone else says you should; even if that someone is an adult. Practice expressing your thoughts and feelings clearly in everyday situations, like asking for help with your homework or needing time alone.
- **Get involved.** Find something that is interesting to you. Take piano lessons, baby-sit, walk in a benefit race, tutor peers, or participate in a team or club. Being involved allows you to get to know other people who can potentially support you and whom you can potentially trust.

Prayer

Ask the students to join you in prayer by taking a moment to calm and silence themselves. Then offer the following prayer.

Loving and guiding God, you know our every thought, our every need, and our every hope. Help us cherish the people who care for and love us so well. Lord, we place before you the needs of our world, especially the needs of all those who have been hurt in any way.

Give us the courage, Lord, to work together to create a safe community for all people, young and old.

We pray in the name of your Son, our Lord, Jesus Christ. Amen.

FOUR STEPS TO CREATING A SAFE AND SACRED PLACE

- Practice asking questions.
- Trust your instincts.
- Express your thoughts and feelings clearly.
- Get involved.

- Practice asking questions.
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- Practice asking questions.
- Trust your instincts.
- Express your thoughts and feelings clearly.
- Get involved.

- Practice asking questions.
- Trust your instincts.
- Express your thoughts and feelings clearly.
- Get involved.

Grade Seven

Objectives

- The student will develop the skills to recognize, trust, and follow his or her instincts about people and situations.
- The student will explore the idea of setting personal boundaries and the effects of having these boundaries violated.
- The learner will identify personal boundaries that no one, not even a relative, should cross.

Lesson at a Glance

- Introduction
- Identifying Feelings
- Exploring Boundaries
- Role-playing
- Closing Comments and Prayer

Materials

- Seventeen index cards for each group of four or five
- Markers for each group of four or five
- Copy of “Feeling cards” printed on card stock, cut apart, one set for each group of four or five
- One sheet of newsprint for the class
- One sheet of newsprint for each group of four or five

Introduction

1. Welcome students and give a brief overview of the lesson.
 - This time together is intended to help them better understand the issues surrounding child sexual abuse; what it is, and how to respond to threatening or abusive situations.
 - The church is a place for help and healing; therefore, it is a good place to learn more about staying safe.
 - For some, the topic of sexual abuse may cause embarrassment or discomfort, that is normal and okay, because this is such a serious topic.
 - It is important that everyone respect one another and the serious nature of the topic, but we can still have fun as we learn.
 - Basic classroom ground rules will be followed here, (raising hands and talking one at a time, no teasing, and so forth).

Identifying Our Feelings

1. Divide the class into groups of four or five. Give each group a packet of “Feeling Cards.”
2. Read the following scenarios one at a time. Ask the students to use their packet of feeling cards to come up with a group consensus on how the individuals in the scenarios may be feeling. Everyone in the group may not have the same opinion, but the group needs to come to a consensus. Ask each group to share its choice by holding up the appropriate card.
 - * Mark and John are in the same English class and both have been studying hard for the test on Monday. Over the weekend Mark tells John that several of the students managed to get a copy of the test and they are willing to share it with Mark and John. Mark and John feel...
 - * Janie really likes Marcel. They have a school dance next week and Janie asks Marcel to go to the dance with her. Marcel accepts and tells her he also wants to go to a party after the dance. Janie won't know anyone at the party and she suspects there will be drinking. Janie feels...
 - * Jacob's older brother, Brian, is always getting in trouble at school. Their parents are extremely upset and tell Brian that if he gets in trouble one more time, they are going to send him to boarding school. Jacob finds out that Brian has been suspended from school. Brian asks Jacob not to tell their parents. Jacob feels...

- * Erica walks into English class on Monday morning. Her friends are laughing and tell her they heard that Wendy, the new girl, kissed three boys at a party over the weekend. Because Wendy is new this could make her unpopular and cause a lot of problems for her. Erica knows it's a rumor but she goes along with it anyway. When Erica sees Wendy, Erica feels...
- * A. J. and Monique have been hanging out for a few months. Even though they spend their time with groups of friends, it's well known that they like each other. But lately A.J. has been paying a lot of attention to Angela. This doesn't please Monique so she tells A.J. he has to choose between her and Angela. A.J. feels...
- * While walking home from school, Aaron notices that a man is walking a few blocks behind him. At first Aaron doesn't think much about it, but then he notices the man starting to catch up with him. Aaron feels...

3. Ask, how many of you had difficulty agreeing on a particular feeling? Revisit each of the scenarios and ask the students to call out their own personal responses. This may cause chaos, but that's okay. The point is to show that each of us has our own opinions, our own thoughts, and our own feelings. Offer the following comments.

- * Although we share common feelings, we each have our own unique thoughts, opinions, and feelings. Our past experiences, our environment, our culture, and our families, influence how we feel about certain people and situations.
- * Because we're unique individuals with different experiences we're not going to react to every situation in the same way. We saw an example of this in the activity just completed.
- * Our feelings can be a guide for us. Everyone knows words like *hunch* and *intuition*. That's the feeling we get in the pit of our stomach or heart. This is called trusting our gut and following our heart.
- * We practice trusting our feelings when we let ourselves be led by our feelings in everyday choices like, what we eat and how we spend our free time.

- * Paying attention to our feelings is important when we're faced with uncomfortable or potentially unsafe situations. Always pay attention to any feeling that says, "This doesn't seem right" with every person or experience we face, whether it's with a teacher, parent, sibling, friend, or authority figure.
- * Recognizing and accepting our feelings is important in remaining safe and healthy.

Exploring Boundaries

1. Trusting our instincts is one step to staying safe. Another step involves developing clear personal boundaries. The next part of this session will help students to better understand the importance of boundary setting. Ask the students to select a partner and to stand back to back. Determine who will be partner *A* and who will be partner *B*. Now take three steps forward (away from each other).

2. Now turn and face each other. Ask partner *A* to stand still while partner *B* slowly walks toward him or her. Have partner *A* tell his or her partner to stop when he or she feels that partner *B* is close enough. Have the students look around the room and note the various distances between partners. Repeat the process reversing roles.

3. Have students return to their seats. Offer the following comments.

- * We all have our own physical boundaries. We may not all be comfortable with the same amount of physical closeness or touch. It's important that we learn to communicate what we feel comfortable with physically and emotionally. Let's take a moment to talk about the concept of setting boundaries.
- * What comes to mind when you hear the word *boundaries*? Is it a fence around a house? Is it the limit of what your parents call you to do? These are both examples of boundaries.
- * For you a family boundary might be to stay out with friends until 10:00 pm. Your boundaries with friends might be saying yes to helping them with a school project but saying no to helping them cheat on a test.
- * The purpose of having boundaries is to protect and take care of ourselves. We need to be able to tell people when they are acting in ways that violate our boundaries.

- * Failing to set boundaries or to say no to others can cause us to do anything that is asked of us, regardless of our safety.
- * Learning how to set boundaries is a part of learning how to keep ourselves healthy and safe.

4. Ask students to form groups of four or five. Give each group a sheet of newsprint and a marker. Offer the following instructions.

- * We all have clear boundaries that make us and keep us safe. With your group discuss the top six physical boundaries you believe young people need to stay safe. For example, “It’s not acceptable to call me names.” “It’s not acceptable to touch me in a way I don’t want to be touched.”
- * Write the top six boundary ideas on your newsprint.

5. Allow five minutes for the groups to complete the task. Ask each group to share their list. Offer the following comments.

- * There are many good reasons for setting and maintaining boundaries; such as, learning to value, trust and listen to ourselves and having safe and healthy relationships.
- * Think of the list of boundaries your group just listed. Now, on your newsprint, list six possible benefits of setting boundaries.

6. Allow a few minutes for the groups to complete the task. Ask the groups to share one benefit they have listed. Proceed with the following comments.

- * We also need to understand the consequences of “boundary breaking.” When we allow others to cross our boundaries we put ourselves in a position to potentially be hurt.
- * Think again about the boundaries your group agreed on. Consider what might happen if someone crossed each of the boundaries you named. List on your newsprint six possible consequences of boundary breaking.

7. Allow a few minutes for the groups to complete the task. Ask the groups to share one of the consequences they have listed. Offer the following comments.

- * When our boundaries have been broken or violated, we are left to deal with the aftermath. That could mean dealing with hurt feelings or an actual injury. Though no one would intentionally choose to be harmed, sometimes even our best efforts aren’t enough and our boundaries are violated. When this happens we need to be aware of what we should do in response.

- * As a group, discuss and then list on your newsprint what a person might do if any of the boundaries you named were crossed. For example, if the boundary was “I will never allow anyone to hit me,” the response to the broken boundary might be, “I will inform my parents or other trusted adult,” or “I will get medical help if it’s needed.”
- * Your responses need to be ones that don’t harm or intentionally humiliate the other person.

8. Allow a few minutes for the groups to complete the task. Ask the groups to share one of the responses they listed.

9. Conclude this activity by emphasizing the following.

- * It’s not enough to simply set boundaries. It’s necessary to be willing to do whatever it takes to enforce them. You need to be willing to do whatever it takes to protect yourself.
- * Setting boundaries is not the same as making threats. It’s communicating clearly what the consequences will be if another person treats you in an unacceptable way. It’s a consequence of the other person’s behavior.
- * When you set boundaries you are taking responsibility and demanding respect in a relationship.
- * Setting boundaries reflects your right to say no to those things that aren’t right for you.
- * Setting boundaries is about learning to take care of yourself, no matter what happens, where you go, or who you are with.
- * Boundaries become apparent as you learn to value, trust and listen to yourself.
- * Boundaries emerge from a belief that what you want, need, like, and dislike is important.
- * Boundaries emerge from your own decisions about what you believe you deserve and don’t deserve.

Role-playing

1. Tell the students that it’s wrong for someone to violate their boundaries, especially physical boundaries. They don’t have to tolerate being touched or spoken to inappropriately or put in any situation that makes them feel bad or confused. They always have the right to decide **who** touches or speaks to them and **how** someone touches or speaks to them. It’s extremely important that they speak up and say no to anyone who is crossing their physical boundaries; that includes family members.

2. This last activity will allow the students to practice trusting and expressing their feelings by role-playing and then discuss some situations where young people might need to speak up and respond to uncomfortable situations, particularly with people they know, such as family members. Offer the following comments.

- * Sometimes we're put in situations that make us feel unsafe or uncomfortable. Here are three simple steps which don't involve making accusations or encouraging further discussion that each of us should keep in mind to avoid confrontation.
 - Get out of the situation. Simply leave. You don't need to explain anything; just say what you're going to do. "I'm going to do my homework now."
 - If necessary, use the broken record technique of repeating your statement again and again without explanation. For example:

You: I'm going home now.

The other person: Why? You always liked being with me before!

You: I need to go home now.

The other person: Well, that's silly. Stay for a while anyway.

You: I need to go home now. [Go out the door!]

- As soon as an incident happens, share your feelings with another person. Tell your mother or another trusted adult what happened and that you didn't like it. Don't problem-solve or look for further discussion just now.
- You can even say, "I don't want to talk about it anymore right now; I just wanted to tell you how I felt." Doing so is not telling on someone. You aren't accusing anyone of anything; you are just processing how you feel.

3. Ask the students to form groups of four. Tell the students that the goal of this next activity (role-playing) is to help them practice the skill of speaking their minds and trusting their instincts. For each scenario two students in the group will take on the roles while the other two are observers. Following each role-play, the groups will spend a few moments talking about other possibilities for responding to the given situation and how the students themselves would respond if they ever find themselves in a similar situation. The role-plays aren't intended to be acted out fully, but are intended to set the stage for a conversation between the two people in the scenario.

4. After the groups have had time to role-play, ask them to discuss the following questions:

- What other possible responses could the students imagine?
- What should the young person do next?

5. After a few minutes, have the other two students ready for the next role-play. Present the scenario. Continue the process for the three role-play situations. Tell the students that one will play the role of a preteen, the other will play the role of a close male relative.

- * Scenario #1. While at a family gathering, your uncle asks for a hug, and when you say okay, he squeezes you just a bit too tightly and in a way that makes you feel uncomfortable. You feel like you'd rather not hug your uncle anymore, but you aren't sure he or anyone else in the family will understand. Role-play the conversation between the uncle and the young person. Ready? Action!
- * Scenario #2. Your sibling is home from college, and while the two of you are goofing around and wrestling, he or she gets a bit too aggressive and you feel uncomfortable and unsafe. You love spending time with your sibling and don't want him or her to think you're a big baby. Role-play the conversation between the sibling and the young person. Ready? Action!
- * Scenario #3. You and your stepfather are sitting in the living room watching TV. Your stepfather tells you to come over and sit on his lap. You have been sitting on his lap since you were a child, but now you feel uncomfortable to do so, and you no longer want to sit with him in this way. You think that telling him this might make him angry or upset. Role-play the conversation between the stepfather and the young person. Ready? Action!

Closing Comments

1. Offer the following comments to summarize the session content and activities.

- * Each of us has the right to our own thoughts, feelings, values, and beliefs.
- * What we share with others is determined by what feels right to each of us, not by what another person wants.
- * It's impossible to stay safe if we have no boundaries and if we can't communicate directly and honestly. Learning how to set boundaries is a necessary step in learning to be a friend to ourselves. It's our responsibility to take care of ourselves and to protect ourselves when it's necessary.

Prayer

Ask the students to join you in prayer by taking a moment to calm and silence themselves.

God, thank you for the gift of feelings. During the times when we might be scared, worried, angry, upset, or confused, we ask you to be with us. When we feel sad, remind us that you always care for us and that we can always turn to you for guidance.

Help us, O God, to trust our instincts and not be afraid to speak up and speak out during tough or uncomfortable times.

Remind us, God, that you are always with us, loving us, no matter what. We thank you for your love, and for caring for us so deeply and fully.

We pray in the name of your Son, our Lord, Jesus Christ. Amen.

Annoyed

Loved

Embarrassed

Anxious

Ashamed

Excited

Caring

Concerned

Surprised

Angry

Proud

Disappointed

Grade Eight

Objectives

- The student will identify the risk factors associated with sexual abuse.
- The student will learn skills, including assertiveness, that are necessary for responding to threatening and abusive situations.
- The student will understand the importance of telling a responsible adult if someone inappropriately touches him or her.

Lesson at a Glance

- Introduction
- Word Scramble
- How Abusers Lure Young People
- Role-play
- Closing Comments and Prayer

Materials

- “Word Scramble” handout, one for each student
- A sheet of newsprint
- Marker
- Small bags of candy, one for each group of eight
- Copy of “Your Role” one set for each group of eight (cut apart)

Introduction

1. Welcome students and give a brief overview of the lesson.
 - This time together is intended to help them better understand the issues surrounding child sexual abuse; what it is, and how to respond to threatening or abusive situations.
 - The church is a place for help and healing; therefore, it is a good place to learn more about staying safe.
 - For some, the topic of sexual abuse may cause embarrassment or discomfort; that is normal and okay, because this is such a serious topic.
 - It is important that everyone respect one another and the serious nature of the topic, but we can still have fun as we learn.
 - Basic classroom ground rules will be followed here, (raising hands and talking one at a time, no teasing, and so forth).

Word Scramble

1. Have the students form groups of four or five. Give each student a copy of “Word Scramble” handout. Tell the students they have five minutes to unscramble as many words as they can. They must do this as a group rather than working individually.

2. Give the correct answers for each scrambled word. The answer key is:
1. harm, 2. secret, 3. tricking, 4. unsafe, 5. forcing, 6. private parts, 7. abuser, 8. power, 9. threat, 10. inappropriate, 11. fear, 12. abuse.

3. Tell the students that all these words are associated with child sexual abuse. Ask the students how many of them have heard the term *child sexual abuse*. This information may have come from a teacher, a parent, a TV show or movie, a book, or the Internet.

Ask the students to define *child sexual abuse* in their own words. This may make some students uncomfortable; it's important that you encourage the students to define *child sexual abuse* themselves. This will help you address any incorrect information they might have. Be sure to discuss these key points.

- * Child sexual abuse is sexual activity with a young person by an adult.
- * The term *child sexual abuse* is used by legal, medical and other professional agencies to describe sexual abuse of anyone under the age of eighteen.
- * Sexual abuse can take various forms. It involves the inappropriate touching of a young person by an adult.

- * Sexual abuse includes an adult's showing his or her private parts to a young person, touching a young person in ways or places that the young person doesn't wish to be touched, or forcing a young person to touch her or him in places or ways that make the young person feel bad.
- * Sexual abuse can include non-touching actions, such as taking pictures of a young person's private parts, showing a young person pornography, or emailing young people sexual messages.
- * Society calls the people who sexually abuse children sexual predators, sexual offenders, sexual abusers, or molesters.
- * No one really knows why some adults behave in cruel ways or abuse young people.

Be sure to tell the students that you aren't sharing this information to scare them but to help them to be aware of the possible dangers that exist in our society. Stress that almost all young people lead safe and happy lives and only a very tiny percentage of adults want to hurt children in any way.

4. Ask the students what feelings or thoughts come to mind now that they are actually talking about sexual abuse. Invite responses. Tell the students that all of us have a variety of thoughts or feelings when we hear the term *child sexual abuse*. Talking about this issue provides us with useful information that can assist young people in staying safe.

How Abusers Lure Young People

1. Ask students what warnings they learned from their parents and teachers to use to protect themselves from people who might hurt them. For example, not getting into a car with a stranger or not walking alone in an isolated park. List the student's responses on the chalkboard or newsprint.

2. Discuss how effective the students think these precautions are by asking the following questions. Do these rules work well in a situation where the adult is a stranger? How effective are these rules if the adult who hurts or wants to hurt a young person is someone they know? Allow time for responses and discussion then share the following points.

- * Most cases of sexual abuse involve someone the young person knows.
- * A child sexual abuser could be anyone. Abusers are fathers, mothers, stepparents, grandparents, aunts, uncles, cousins, siblings. They are neighbors, baby-sitters, religious leaders, teachers, coaches and anyone else we might know or not know.

- * The next activities will help us learn ways to protect ourselves from any adults who might want to hurt us.

3. Divide the group into groups of eight. Provide each group with a set of “Roles” cards. Each student is to choose one card without looking and then read it without sharing the contents with anyone else.

4. Distribute the bags of candy to the assigned student in each group. Tell that student that their sole task is to decide whom (if anyone) in the group he or she will share the candy with. Beginning with the student seated to the left of the candy bearer and continuing around, each student will have 15 seconds to explain to the candy bearer why he or she should get some of the candy. Remind the students that they must follow the instructions listed on their information sheet. Everyone should remain seated and no one is to physically touch the candy bearer.

5. Call time after 15 seconds until each student has offered their rationale. Then ask the candy bearers to take a moment to make a decision based on the requests they heard from the group members.

6. Unpack the activity by inviting responses to the following questions.

- * Candy bearers, what was the most difficult part of your role?
- * Candy bearers, did any of you decide not to give the candy to anyone in your group? If so why?
- * How does it feel to try to make another person do something he or she does not want to do?

7. Explain to the students that abusers use numerous techniques to lure young people into harmful situations. Share the following information regarding commonly used lures. As you present each lure, invite one or two of the students who took on the role of each lurer to share how she or he went about trying to convince the candy bearer to share.

- * Perpetrators of sexual abuse use many different ways to get young people involved in sexual activities. It could be the establishment of a special relationship, or it could be by giving attention or gifts to a young person. Sometimes perpetrators use threats of physical harm, of family separation, or of no one believing the young person as a way to continue the secrecy of sexual abuse. Perpetrators can be very tricky in getting a young person to participate in the sexual activity and then not tell anyone.

* Each student in your group was assigned a certain kind of lure that may be used to draw us into harmful situations. A lure is a technique some abusers use to draw us to them or to trick us into doing something we don't want to do. To stay safe we must be aware of such lures.

- **Special affection.** This lure happens when an abuser tells us how special we are and anything else that will make us feel like she or he cares more about us than anyone else. For example, an abuser might tell us that no one loves us the way she or he does.
- **Asking for assistance.** In this lure an abuser asks us for help in finding a house or store or a pet. Really tricky people might get another young person or child to ask for our help. Remember, adults don't ask young people for help; they ask other adults.
- **Bribery.** Often lures happen when an abuser offers gifts, rides, a job, a chance to be a star, or lots of money. For example the abuser might say; "I'll buy you _____ if you come with me." Never go anywhere with anyone who says we have to leave with him or her to receive a gift.
- **Curiosity.** Abusers sometimes try to exploit our natural (and wonderful) sense of curiosity by offering to show us something cool, exciting, special, fun, magical, dangerous, nasty, or even sexual. In this lure the abuser uses whatever words or actions she or he believes will trick us.
- **Authority figure or hero.** Some abusers use a position of authority (police officer, teacher, coach, family friend, relative) to get us to do what they want. Never leave a store, mall, or park with anyone without a parent's permission.
- **Crisis situation.** This commonly used lure involves someone pretending that our parents are in an accident, that our house is burning down, or that our parents granted permission for him or her to be with us.
- **Special games.** This lure involves being told by an adult that he or she wants to play a special game with us. If the game isn't being played in front of people we know and trust, that's a sure sign of danger.

- **Threat of harm to us or our family.** In this lure an abuser threatens to hurt us, our siblings or our parents if we don't do what he or she wants.
- **Internet affection.** Another lure, one we didn't role-play, is the use of the Internet. Keep in mind that the Internet is anonymous. This means that dangerous people are very good at pretending to be our friends, especially online. We shouldn't trust any messages we get over the Internet from adults we don't know. Some adults surfing the Internet pretend to be young people. Never set up secret meetings with anyone we meet over the Internet. If someone gets affectionate, sends pornography, asks for pictures or personal information about us, or tells us to keep a secret—these are sure signs of danger.

The bottom line is that dangerous people will say or do anything to get us to do what they want. The best defense is to be prepared. If someone does something that makes you feel uncomfortable or unsafe, trust yourself! Get away, and tell a trusted adult.

Role-playing

1. Ask the students to define the word *assertive*. After a few responses, note the following:

- * How we communicate about what we do and do not want makes a big difference in our interactions with others. We can say all the right words, but that often isn't enough unless we communicate our boundaries and wishes with an assertive attitude.
 - * We must learn to communicate assertively. There are certain behaviors that go with communicating an assertive attitude.
- Using body language that is calm, aware and confident.
 - Making eye contact. When you want people to listen to you, it works best to look into their eyes.
 - Having a facial expression that is consistent with your message. For example, if you are angry, your face needs to convey anger. If you are confused, your face needs to convey confusion.
 - Using language that is both definite and respectful, such as, "Excuse me!" "Please stop!" or "What you are doing is making me uncomfortable and I don't let anyone do that."
 - Making your voice loud enough to be easily heard, instead of soft, hesitant, or whiny. Sound firm when you tell someone to stop.
 - Move away from someone you want to stop bothering you.

2. Tell the students that we all need opportunities to practice using assertiveness skills. Role-playing helps us practice assertiveness; that is, standing up for ourselves through the use of words, body language, and a convincing tone of voice.

3. Have students form groups of three. For each scenario one of the students role-plays an assertive response while the other two observe. The students take turns role-playing. When all three students in each group finish each role-play, ask them to discuss the following questions. What other possible responses could the group imagine? What should the young person do next?

Emphasize that if the young person can't find a way out, it's still not his or her fault. Sometimes the wisest response to an extremely dangerous situation is to do nothing until the young person is safe and can tell someone.

4. Present the following scenarios allowing the groups adequate time to role-play and discuss each.

- * Brenda has an uncle named Joe. She really likes her uncle, but lately he has been acting differently. Sometimes he stares at her. Today at a family gathering, he approaches her and starts telling her dirty jokes.
- * Isaiah has been on the same baseball team for several years. He has always looked up to Coach Williams and has considered him a role model. Today at batting practice, Coach Williams suggested that Isaiah and he spend some time alone, and if Isaiah agrees, Coach Williams says he'll even take him to see a pornographic movie.
- * Alan is the youngest member of his family. Even though he's a preteen, his parents still won't allow him to be at home alone, especially at night. A neighborhood college student has come over this evening to keep Alan company while his folks are out. As they are watching television, the neighbor asks Alan if he likes girls. Then she asks if he has ever seen a naked body.
- * Mary Beth is a member of her school's drama club. She likes the drama teacher and even secretly thinks he's kind of cute. During drama practice the teacher starts whispering sexual things into her ear.

- * Megan came home early from school today because she didn't feel well. Her father picked her up from school, and as soon as she got home, she went straight to bed to rest. After a few minutes, Megan's father comes into her room and suggests that they take a nap together. He then proceeds to undress.
- * On the walk home from art class, Samantha runs into an adult neighbor who suggests they walk home together. Halfway home the neighbor tells Samantha that he has been thinking about her in sexual ways and then tries to kiss her.

5. Conclude by noting the following.

- * Sometimes, no matter what a young person does, she or he can't escape being abused.
- * It is **never** the young person's fault if he or she is abused.
- * No young person causes (or makes) an adult want to harm her or him.
- * When abuse does occur, it is extremely important to tell someone about it. It doesn't matter if you are abused "a little" or just once; telling a trusted adult is essential.
- * It's common for an abuser to continue to abuse a young person or other young people unless the victim tells someone what happened.

Closing Comments

1. Offer the following summary comments.

- * During this class we talked about what child sexual abuse means and ways to recognize potentially harmful situations. We also had a chance to role-play ways to work at keeping ourselves safe when we face situations that threaten harm to us.
- * Some of the subject matter discussed might have made us feel awkward or uncomfortable. The knowledge and skills we gained are necessary for our safety and well-being.
- * While none of us may never have to face the possibility (or reality) of sexual abuse; **we must remember that abuse is never the fault of the young person. Never!**

Prayer

Ask students to join in prayer by taking a moment to calm and silence themselves. Offer the following prayer.

Good and gracious God, there is much we don't understand about our world. We wonder why some people hurt others and why bad things sometimes happen.

We pray, dear Lord, that you give us the strength and the courage to say no when we find ourselves in situations where our safety might be in jeopardy. We ask that you provide us with good judgment and the ability to think and speak clearly in times when we might be scared or confused.

We thank you for providing us with good friends and caring adults we can turn to when we are frightened, have been harmed, or just need to be reminded that we are loved. We pray, dear God, for all those people, especially children, who have been hurt by adults. May you grant them comfort and help them feel your unconditional compassion and love.

We pray in the name of your Son, our Lord, Jesus Christ. Amen.

WORD SCRAMBLE

Scrambled

Unscrambled

1. m r h a

2. t s r e c e

3. n c k r i i t g

4. e u n f s a

5. c n f g r o i

6. r e a t v i p a s p t r

7. b e a s u r

8. r e w p o

9. t r h t e a

10. e i n t a a p p r o p i r

11. r e a f

12. u s e b a

Role 1: Candy Bearer

You will be given a bag of candy. Your task will be to decide whom (if anyone) in the group you might share the candy with. The sole decision belongs to you. You can also choose to give the entire bag of candy away to someone in your group.

Role 2: Special Friend

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by telling the candy bearer what a great friend he or she is, how special he or she is, and anything else that will make him or her feel like you care more about him or her than anyone else in the group.

Role 3: Briber

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by promising the candy bearer gifts, money, your friendship, help on a math test, and anything else you can think of that might get the candy bearer to share with you.

Role 4: Trickster

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by offering to show her or him something cool, exciting, special, fun, magical, or even dangerous. You can use whatever word you'd like to trick the candy bearer.

Role 5: Authority Figure

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by taking on the role of an authority figure. You can do this by showing your importance, for example by naming the leadership role you have or using your older age to demand the candy.

Role 6: Crisis Teller

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by telling the candy bearer some kind of "sob story" to make him or her feel sorry enough for you to consider sharing the candy.

Role 7: Special Gamer

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) with you and only you. You should do this by telling the candy bearer that you know of a special and intriguing game the two of you can play using the candy. Try to convince the candy bearer that this game will be incredibly fun and something she or he should not pass up.

Role 8: Bully

Your task is to try to convince the candy bearer to share the candy (or even give you the entire bag) to you and only you. You should do this by bullying the candy bearer.

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Resources

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