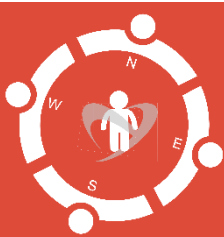


Kindergarten - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



TOUCH SAFETY
Facilitator Materials

Touch Safety

Kindergarten - Classroom Session

INTRODUCTION

This **session** is designed to provide the Compass Child Protection Children's program for parishes or schools.

Child abuse is unfortunately a reality in our world. The statistics prove that it is an issue that cannot be ignored. Talking about child abuse can be challenging, but this is essential. Through the Compass Child Protection safe environment children's program, these sensitive concepts are introduced in a simple way that children can understand.

Parents are given materials and discussion questions to guide the conversation and teach their children to be safe. Through these efforts we create awareness and safer environments in our communities.

SESSION OVERVIEW

The session begins with the teacher discussing the meaning of the word “safe.”

The topic of our bodies being special and deserving of protection is taught to children through an activity called ‘Silhouettes.’

During the session, the teacher uses activities to help the children understand why it is important to remain safe. Children also learn about unsafe touch.

The teacher discusses stories with the children to help them apply what they have learned about safety in actual life.

The session ends with a prayer.

GOALS

The goals of this session are to teach students the following skills:

- Understanding that private parts of the body are those covered by a bathing suit.
- Being able to identify unsafe touch.
- Learning to be safe in their current environments.

MATERIALS

- Crayons
- Markers
- PowerPoint slides with Laptop
- Activity Books
- Pens
- Pencils
- Bible

PREPARATIONS

- **Download** and **duplicate** the activity books.
- **Download** the PowerPoint slides.

LESSON PLAN

Preparation:

Seat the children at tables of approximately 5-6 children each.

A. Opening

Each table should also have Activity Books for each child, pens, crayons and pencils.

Slide 1 should be up as the children arrive.

Once the children are settled in their seats for class and you are ready to begin...)

Hello, boys and girls! It's great to see.

Today we're going to talk about Personal Safety rules to keep us safe. You will have an Activity Booklet to take home and an art project.

B. Prayer:

Click slide 2

Let's begin with a prayer. Bow your heads. Dear Jesus, thank you for loving us and teaching us to love others: our moms and dads, brothers and sisters, and our friends at school and at church and in our neighborhoods. You've given us Guardian Angels who are with us all the time just like you are with us. They help us stay safe and so do you. We are going to learn some safety rules today. Help us learn them and use them as we go about our lives with you and our Guardian Angels at our side. In the name of the Father, Son and Holy Spirit. Amen.

Today we are going to learn about staying safe. What does being "safe" mean? (Field some answers.) Good...Being safe means protecting ourselves, and this includes our bodies.

What are some things you do now to keep yourself safe? (Field some answers.) Some should include:

You probably sit in a car seat with seat belts to keep you safe in the car. You walk with your parents and hold their hands so you don't get lost from them. Maybe your mom or dad walks you up to the door at school or Church to make sure you get inside safely. Those are all good safe things to do.

A very important thing you can do to stay safe is to always tell your mom and dad or the adult in charge of you where you are and where you are going, even if you just go from one room to another in the house or building you are in. Can you remember that?

What did I just say? (Wait for responses.) Always tell your mom and dad or the adult in charge of you where you are and where you are going.

C. Body Silhouette Project

Before we get started with more safety rules, we're going to do an art project. Open your activity books to the picture of the silhouette already drawn for you.

These outlines are called silhouettes. Can you say that word? Silhouettes...And what are they? The silhouettes are...body outlines. Very good! Are you ready to draw your eyes, ears, mouth and nose? Good...start with your face, give yourself a smile and fill in the rest: eyes, ears, nose...and then give yourself some hair.

(After a few minutes...) Does anyone need help with their pictures?

If you like, you can draw a stick figure angel on one of the top corners.

And...make sure to write your name near the top.

At the end of class, the pictures should be given to the children to bring home with their activity books.

(Walk around the room pointing to the pictures.)

You did a wonderful job with your pictures of yourselves. Look how God made each of you so very special! Isn't that amazing? Everyone is so different.

Only God can be so smart as to make everyone in the world different...and even identical twins are different from one another in some ways.

Your parents are going to think your pictures are wonderful!

D. Review the Parts of the Body

Do you know the names of the parts of the body? (Wait for response.) You probably know them but let's make sure.

Use your picture and point to the part of the body starting at the very top. Yes, that's your head. Everybody, point to your head. Now, point to your hair. Next, your eyes... continue naming the following body parts and telling children to point on the picture for identification.

Name the head, hair, eyes, nose, ears, lips, neck, shoulders, arms (upper and lower), hands and fingers, thumb, stomach, leg, foot and toes.

Very good! You did a very good job naming different parts of the body.

One of the ways that we protect our body is with clothing. Clothes keep us safe from the cold and protect our bodies from the sun. Our bathing suits cover private places on our body. Can you remember that? (Repeat if necessary.)

Private parts are those covered by our bathing suit.

Say:

Now, let's look at this picture.

(After a few minutes...) Draw clothes on your body picture. Don't forget to cover private parts as well as put sleeves on your arms so that you don't get sunburn. Ask for help if you need it.

E. Touch

Click slide 3

Say:

Look at the Bible verse on the screen. You probably know most of the words:

(Read the verse slowly pointing out each word with a pointer or your hand) “Let the children come to me; do not prevent them, for the kingdom of God belongs to such as these. Then [Jesus]...blessed [the children]. Luke 10:14-16 – NABRE

Jesus blessed the children. That is a sign of love, care and respect.

Click slide 4

Let’s discuss the types of touch mentioned in your activity book on the page called “Touch”.

I’m going to read out some types of touch and let’s talk about it.

As students respond, help them understand that no touch is completely safe. It can be called an unsafe touch if it’s inappropriate, uncomfortable or if they don’t want it.

Read out each of these one by one and take a moment to discuss and get comments from the students.

- **a hug when you want it.**

Is that a safe touch? Do you always like hugs? How do you feel when someone hugs you too tight? Or too long? What do you do when that happens?

- **holding hands**

Is it ok for someone to hold hands with you anytime? Are there times that you don’t like your hand to be held? Are there times when you want someone to help you and hold your hand?

- **hand placed lightly on your shoulder**

Do you feel comfortable with someone placing a hand lightly on your shoulder?

- a pat on the back to indicate someone did a good job

Is this a safe touch? Is this a touch that's appropriate?

- kick or a hair pull

What do you think of this touch? Does it hurt you? Yes, it's an unsafe touch.

- being tickled after saying "Stop!"

This is an unsafe touch because your body is your own and no one should be touching you if you have asked them to stop.

In your activity book you will see there are even more examples of touch listed. You will read these together with your parents at home and discuss it with them. You can also talk to them about any questions you have about touch.

Click slide 5

Say:

You can say, "No" to any type of touch. If you don't want to sit in someone's lap anymore or be hugged or kissed by someone, you can simply say, "No" in your nice indoor voice and move away. You can say "No" and move away because your body belongs to you.

This works in any situation. People who give unsafe touches don't like to be told "no" and when a kid yells and runs, the person usually stops.

Click slide 6

If there is an unsafe touch, you must tell your mom and dad about it.

Let's talk about some other times when saying "No! Stop!" would be the right thing to do:

What if an adult, older child or teen surprises you on the playground at school, or anywhere, and tries to take you with

them in a car or make you walk away with them? What do you do?

(Wait for response.) That's right...Tell them "No! Stop!" and move away from them. Never leave where you are supposed to be even if you know the person. Wherever you are, there are adults responsible for you and they must know where you are at all times.

Now, I'm going to tell you a story about staying safe.

Click slide 7

Jerrod is in Kindergarten and loves dinosaurs. His science class went to the museum. He was so excited. The teacher told everyone in the class to stay together as a group and every student was paired with another student in the class as a "buddy." Everyone had to stay with their buddy, walking together wherever they went.

Click slide 8

After an hour, they took a drink and bathroom break. Everyone was supposed to meet in the courtyard when they were done. Jerrod was finished ahead of his buddy and went on to the courtyard.

Now, he wasn't supposed to do that, was he? (Hopefully, you hear a "No" or two.) When you have a buddy, you are supposed to stay with them, aren't you? That's right. That's why they are called a buddy. It's really a very safe idea to always walk with a buddy if you are assigned one, or, always try to walk with other kids.

Click slide 9

So, back to the story...Sam, one of the student leaders in 7th grade, wanted to take Jerrod to see Tyrannosaurus Rex on the other side of the building. But Jerrod knew he was never supposed to leave without asking the adult in charge. So, he said "no," moved away and asked the teacher if it was okay to go with Sam. The teacher said "Noooo, you're not supposed to leave your buddy or the class."

Who did the right thing? The 7th grader or Jerrod, the kindergarten student?

(Wait for responses.)

Yes, Jerrod, the kindergarten student did the right thing by not leaving without asking the adult in charge.

Click slide 10

Jerrod wonders if he got the older student in trouble because he saw the teacher talking to him later. But all is okay because Jerrod being safe is the most important thing. And leaving his class in a big place like a museum was not safe.

Any questions about not going off with someone by walking away or in a car without asking permission from the adult in charge?

(Answer questions.)

Even though he wanted to see T-Rex, Jerrod did the right thing. He followed the rules by saying “no,” moving away and asking the adult in charge.

What if someone tries to get you to come into their house or go somewhere with them because they said they have a gift for you? Even if you want to go and even if you know the person, say “No” and move away from them. Then ask the adult in charge.

What if someone offers you candy, money or another present? Should you take any of these things? (Wait for response.) No, you should not accept anything from anyone, even if you know them, without asking your parents or the person in charge.

Remember, if someone wants you to leave with them in a car or by walking away, gives an unsafe touch, or tries to touch your private parts (body parts covered by a bathing suit), or wants to give you candy, you tell them “No! Stop!” in your outdoor voice and quickly move away.

Then, you must tell another adult about what happened.

F. Getting Help

Click slide 11

Let's open the activity book to the page on getting help and write down some important information:

Who are some people who can get help from?

Guide the conversation and discuss who a child might approach in an emergency or when they need help. You might include uniformed officers, teachers, the school principals.

(Take a few minutes to work on this list)

Say:

Sometimes you might try to get help from an adult but they are busy or not listening. In that case find another adult to help you, and keep asking for help till you get help.

Say:

Let's go the page in the activity book which says, "Our Home." Color the house. Draw pictures of your family members near the house.

(Give time for the children to draw and color)

At home, ask your mom and dad for their phone numbers and your home address. Then write it down and try to remember it. You can do it. One way to remember is to make up songs or rhymes with names and numbers in them. You can ask your mom and dad to help you with that.

Click slide 12

Now we're going to see how much you remember and if you can help these people decide what to do.

Let's start with Robert. Robert was wearing a new pair of red underwear. He thought the color was pretty cool and wondered if he should show his underwear to his friends at school. Is that a good idea?

(Wait for response.) No, his underwear covers a place on his body that would be covered by a bathing suit and his outer clothing. This is a private area.

Click slide 13

Here's another story. One night, Sara had a new babysitter. The babysitter wanted Sara to sit close to her on the couch while watching a movie. Did Sara have to sit close to the babysitter?

(Wait for response.) No, Sara's body is her own. Sara does not have to sit close to her babysitter or anyone when watching TV. And, one time a babysitter started tickling Sara. It was fun at first but the babysitter tickled harder and harder. What can Sara do? (Wait for response.) Sara does not have to accept any kind of touch from anyone.

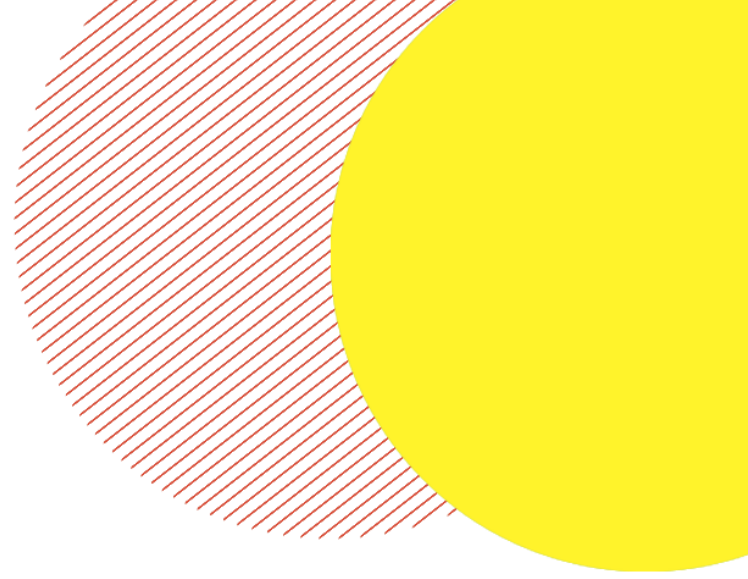
If someone wants you to do something, you can tell them "No" and move away from them. Make sure to tell mom and dad if anyone says or does an unsafe touch or makes you feel yucky or uncomfortable. Also, if someone shows you their private parts or a picture of a private part, get away and tell mom and dad.

You have been a very smart class today! Take your picture and activity book home to show your parents.

Before you go, let's stand and pray. Bow your heads.

In the name of the Father, Son and Holy Spirit. Jesus, thank you so much for loving us and giving us Guardian Angels and good minds to help us to protect ourselves. Thank you for our parents and teachers and families who love us and help us to stay safe. Bless us and our families. Help us in all that we do as we go about our daily activities. In the name of the Father, Son and Holy Spirit. **Amen.**

(Make sure each child takes the picture they colored as well as their Activity Book and that parents take a Parent Handout when they pick up their child.)

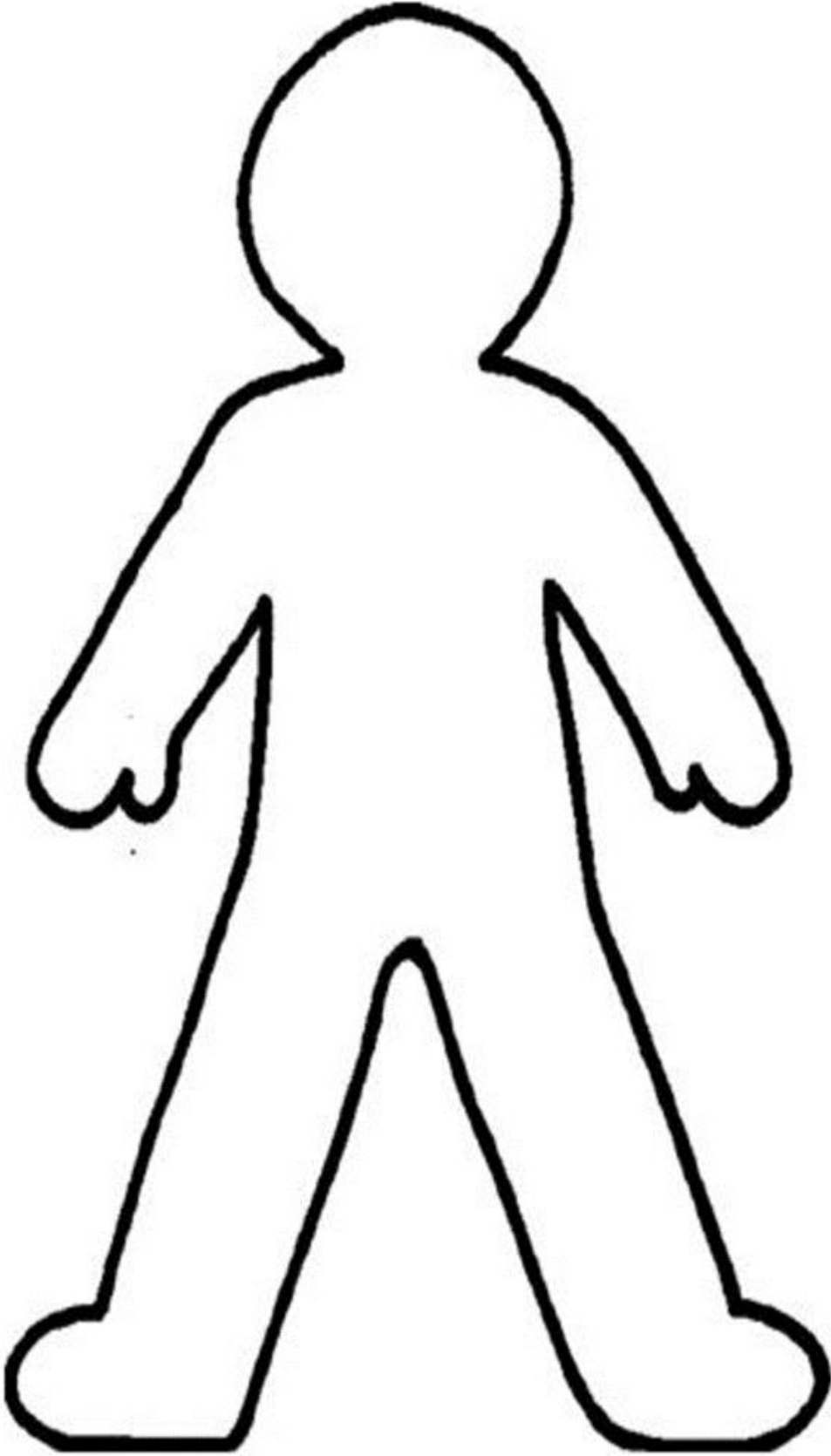


Kindergarten - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



TOUCH SAFETY
Activity Book



TOUCH

- A hug when you want it.
- Holding hands.
- Hand placed lightly on your shoulder
- Gentle kiss on the cheek from someone in the family
- Rocking or holding a younger child.
- A tap on the shoulder.
- A pat on the back to indicate someone did a good job.
- Holding up a person's body while they learn to ride a bike.
- Kick or a hair pull
- Being tickled after saying "STOP!"
- A squeeze that feels too hard.
- An unwanted kiss.
- Looking or touching a private part of the body.



GETTING HELP

1.

2.

3.

4.

5.

6.

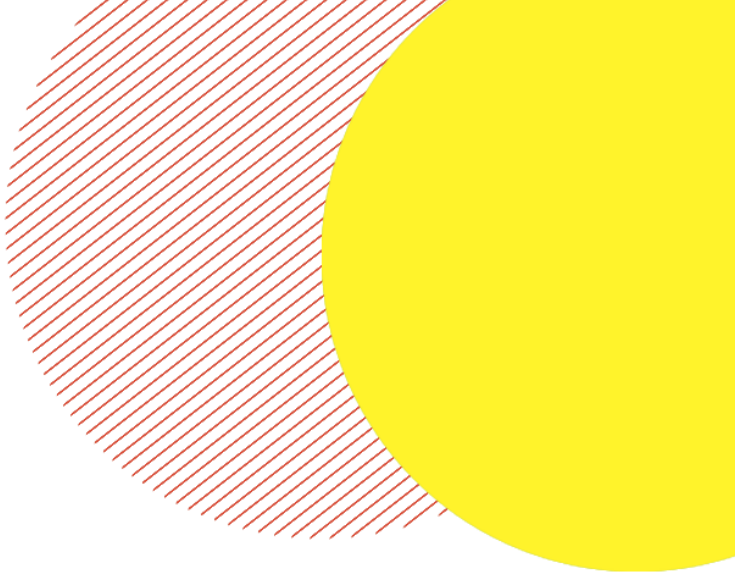
Our Home



Address:

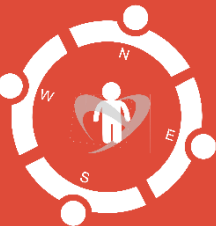
Dad's Number:

Mom's Number:



Kindergarten - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



TOUCH SAFETY
Parent Handout

Touch Safety

Kindergarten- PARENT FOLLOW-UP SESSION

with children who attended the parish/school session.

Instructions for Parents:

Your child attended a lesson which dealt with personal safety and how God made them special. The classroom session was intended to open discussions with your child and encourage dialogue with you, the parents.

You are encouraged, sometime within the next week, to set aside 30 minutes for a discussion on this material with your child. This packet contains information to guide your conversation, as well as a step-by-step guide with suggestions.

Dealing with issues of personal body safety often requires a child to behave in ways that can be uncomfortable to a child. For instance, saying “No” to an adult or summoning the courage to tell you a secret that your child was threatened not to tell can be challenging exceptions for younger children who have been taught to respect adults. You will need to give them the permission and the affirmation required so that your child believes that they can tell you anything. Practice saying “No! Stop!” with your child. In this way, children build confidence in their ability to shout if they need help.

The information in this handout can allow you to reinforce the information taught in the session. Please repeat this dialogue with your child on a regular basis.

General Safety Tips

As you prepare to lead your child through a conversation on staying safe, this background information is for you, not your children, to better understand the issues.

Child sexual abuse is a form of abuse that includes sexual activity with, or in front of, a minor. When a person engages with a minor in this way, they are committing a crime that can have lasting effects on the victim. A child cannot consent to any form of sexual activity.

The following are forms of child sexual abuse:

- Sending obscene phone calls, text messages, or other communication.
- Touching a child's private parts.
- Forcing or tricking a child to touch the private parts of an adult or another child.
- Having sex of any kind.
- Exposing oneself.
- Producing, owning, or sharing pornographic images of children.
- Trafficking children for sex.
- Engaging in any other sexual conduct that is harmful to a child's mental, emotional, or physical welfare.

Some behavioral signs in children that may indicate sexual abuse include sudden and intense fears, trauma, isolation from others, drastic disruptions in temperament and coping styles, hygiene changes (such as refusing to bathe or washing excessively), being over-protective of siblings, sleep problems or nightmares, inappropriate sexual knowledge or behaviors beyond their years, or running away from home.

Most sexual abusers have a pre-existing relationship with their victims and/or families.

Sexual abusers have gained access, authority, and often the trust of both the child and parent. They may involve themselves in a family's life as well as appear to do great things in the

community – this is phony and a way of being “hidden in plain sight” to gain access to children.

A process—often called “grooming”—is a way that abusers break down a child or young person’s physical, emotional, and behavioral boundaries while, at the same time, damaging their relationships with adults, their spiritual life, their values, and their sense of self. As part of a grooming process, potential abusers (also called predators) might give presents to or offer favors for children.

Grooming bribes or “guilt gifts” might include unexplained clothing, cash, jewelry, phones or trips. Parents should know the source of any gifts and treats their child receives. Children and teens should ask their parents before accepting ANY gifts.

Abusers use grooming tactics with parents and caregivers, too. Predators may be eager to babysit; they may offer “a shoulder to cry on” or financial help. They may pose as the wise counselor with sage advice (what a stressed parent often needs) or the go-to neighbor with exciting “treats” or offer to take a child on a family trip with them (things a lower-income parent may not be able to provide). These intentional behaviors are designed to trick the parent into trusting their child with the predator.

An offender’s boundary violations may become so entrenched into daily life that adults fail to recognize it as grooming. In this way, a child’s support network can be tricked into believing in the predator and into discounting anything that the child may say later about that person’s behavior.

If a child says that they have been abused, believe them—even if you think it’s impossible.

It is common for children who are victims of abuse, including neglect, to blame themselves and believe a situation is their fault. Furthermore, this message may be reinforced by the person who is abusing them. It is our responsibility as their parents to let them know that it’s NOT THE CHILD’S FAULT, they did NOT do anything wrong. This should be continuously

reinforced—don't just say it one time and think that's enough. For kids to believe it, we have to say it over and over.

Just as abuse is difficult for us to talk about, it is hard for children. One of the most important ways we can keep our children safe is to have open and courageous communication with them, and by encouraging them to talk to us about difficult things. Having conversations about the opposite sex, names of private parts, or other uncomfortable things related to sex helps build language and comfort with your child. This enables a child to share with you freely when they suspect abuse happening to a friend, or even to themselves.

Another aspect of this is being supportive when your child does step forward and shares something that is challenging. It may be a mistake they made, or something that a friend did, or something that happened to them that was unjust. How we react to these situations determines their level of comfort in continuing to share such things with us.

In these situations, avoid reacting emotionally, and be supportive. Talk to your child and identify ways to respond that they are comfortable with. Assure them that you still love them and you will help them find a solution.

PARENTS: Please read the entire handout before reviewing the information with your child. Be prepared to discuss the material using language that is appropriate to your child's intellectual and social abilities. And be advised that at this age level, you will find your child rapidly advancing in understanding and retention of the information.

SESSION OVERVIEW

The topic of our bodies being special and deserving of protection is taught to children through an activity called Silhouettes.

During the session, the teacher uses activities to help the children understand why it is important to remain safe. Teachers discuss some types of touch with the students.

The teacher discusses stories with the children to help them apply what they have learned about safety.

The session ends with a prayer.

PARENT-CHILD DISCUSSION

1. What makes us unique?

Ask your child to show you the silhouette they decorated in the class. Ask them what they added to the picture, and why they did it. Reinforce how God made them unique and special and different from everyone else. Reinforce your love and acceptance of your child.

2. Touch

(Direct your child to the page in the Activity Book that is titled "Touch.")

Say:

Let's discuss the types of touch mentioned here.

Explain different types of touch to your child and help them understand and why that type of touch is safe, or unsafe, and maybe even a context when that changes.

Say:

I'm going to read out some types of touch and let's talk about it.

Read out randomly different types of touch mentioned in this chart below, allowing time for discussion after each. The ones bolded were discussed in class, but the more sensitive ones were left for you to discuss with your child.

- a hug when you want it
- holding hands
- hand placed lightly on your shoulder
- gentle kiss on the cheek from someone in the family
- rocking or holding a younger child
- a tap on the shoulder
- a pat on the back to indicate someone did a good job

- holding a person's body while they learn to ride a bike
- kick or a hair pull
- being tickled after saying "Stop!"
- a squeeze that feels too hard
- an unwanted kiss
- looking at or touching a private part of the body
(remember that private parts of the body are those that are covered by a bathing suit)

(If you have not done so before this, or if you would like to review, Use this opportunity to teach your child the names of their private parts. This is important because it helps the child accurately share with an adult if they have experienced any type of abuse)

You can say, "No" to any type of touch. If you don't want to sit in someone's lap anymore or be hugged or kissed by someone, you can simply say, "No" in your nice indoor voice and move away. You can say "No" and move away because your body belongs to you.

This works in any situation. People who give unsafe touches don't like to be told "no" and when a kid yells and runs, the person usually stops.

If there is an unsafe touch, you must tell your mom and dad about it.

Let's talk about some other times when saying "No! Stop!" would be the right thing to do:

What if an adult, older child or teen surprises you on the playground at school, or anywhere, and tries to take you with them in a car or make you walk away with them? What do you do?

(Wait for response.) That's right...Tell them "No! Stop!" and move away from them. Never leave where you are supposed to be

even if you know the person. Wherever you are, there are adults responsible for you and they must know where you are at all times.

3. Debrief of Stories

Say:

In your class, your teacher shared some short stories. We are going to read a couple of them again and talk about them a little more.

I'm going to tell you about Robert. Robert was wearing a new pair of red underwear. He thought the color was pretty cool and wondered if he should show his underwear to his friends at school. Is that a good idea?

Say:

(Wait for response.) No, his underwear covers a place on his body that would be covered by a bathing suit and his outer clothing. This is a private area.

Say:

Have you ever seen someone's underwear? What did you do?

Has anyone ever shown you their underwear or private parts? What did you do?

If your child answers yes to either of these questions, remind them that parts of the body covered by a bathing suit are private.

Reinforce how they can say no, and move away in such situations too.

Say:

Here's another story. One night, Sara had a new babysitter. The babysitter wanted Sara to sit close to her on the couch while watching a movie.

Ask:

Did Sara have to sit close to the babysitter?

(Wait for response.) No, Sara's body is her own. Sara does not have to sit close to her babysitter or anyone when watching TV.

Say:

One time a babysitter started tickling Sara. It was fun at first but the babysitter tickled harder and harder. What can Sara do? (Wait for response.) Sara does not have to accept any kind of touch from anyone.

If someone wants you to do something, you can tell them "No" and move away from them. Make sure to tell mom and dad if anyone says or does an unsafe touch or makes you feel yucky or uncomfortable. Also, if someone shows you their private parts or a picture of a private part, get away and tell mom and dad.

Ask:

Have you ever gotten an unsafe or uncomfortable touch from someone? What did you do?

In case your child says that it was difficult to say no, talk about it more, let them know that it is the right thing to do, and help them practice for future situations by acting out such scenarios.

4. Prayer

End the session with a time of prayer, asking God for protection and wisdom to stay safe.

Touch Safety

Kindergarten - Classroom Session

Your feedback is valued!

We hope that the materials were helpful in facilitating discussions with your children on these sensitive issues. Please answer the following questions to help us improve and update the curriculum.

1. What were the topics that were most helpful to both you and your child? How has it helped you?

2. On a scale of 1 (low) to 5 (high), please rate the following:

	1	2	3	4	5
Usefulness of the material for discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real life application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How can we make this curriculum more useful to you?

4. Did you face any difficulties while discussing the topics? If so, please describe.

5. Would you recommend this to other parents? Why or why not?