

KEEPING GOD'S CHILDREN SAFE LESSON  
LEVEL 2

For the Catechist:

Background Information about the Lesson

- Scripture** God created man in his image; in the divine image he created him; male and female he created them. And so it happened. God looked at everything he made, and he found it very good. Evening came, and morning followed, the sixth day. (Genesis 1:27, 31)
- This scripture passage records that God created everything good. As the Author of all life, God made man and woman in His own image; therefore, the body is a gift from God which is to be respected by self and others.
- Catechism** Because the Holy Spirit is the anointing of Christ, it is Christ who, as the head of the Body, pours out the Spirit among his members to nourish, heal, and organize them in their mutual functions; to give them life, send them to bear witness, and associate them to his self-offering to the Father and to his intercession for the whole world. Through the Church's sacraments, Christ communicates his Holy and sanctifying Spirit to the members of his Body. (Catechism of the Catholic Church, #739)
- Guidelines** God the Father, the Source and Protector of all life, reveals His love through creation, the person of Jesus Christ and others. He created the human body, thus, the body is a divine gift. One's relationship with God is deepened through the Sacrament of Baptism. The baptized are born again as children of God; incorporated into the Body of Christ; and made temples of the Holy Spirit. This indwelling of the Holy Spirit makes the body "sacred" and is the root of good and proper self-love. God desires that the body be treated with care and respect. Individuals known as trusted adults will be identified as those who teach the children to care for bodies and protect them from harm.
- Age Group** Children in this age group typically have vivid imaginations are highly inquisitive; and learn best through concrete experience. Socially they are becoming less self-centered and are more aware of the world and others around them. They understand the moral concepts of "good" and "evil", but many are dependent on adults for guidance in making moral judgments. This age group should have a rudimentary understanding of the body's "private parts". Children's questions about their life and bodies should be answered by catechists (as well as parents and guardians) with honest, age-appropriate responses. It is also incumbent upon the catechist to help the children identify those individuals who are trusted adults in their life.

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Lesson Plan

**Objectives**

- Introduce touching safety.
- Give an explanation of private body parts.
- Identify safe and unsafe touches of their bodies.
- Identify trusted adults and safe friends.
- Learn the rules for safe touch.
- Learn appropriate responses to unsafe situations.

**Vocabulary**

Private body parts, safe touch, unsafe touch, trusted adult

**Materials**

Poster or chalk board with "Safe Touches" and "Unsafe Touches" chart (page 3)  
Poster or chalk board for "Head, Shoulders, Knees and Toes" (page 6)  
Passport Activity Page (page 7)  
Pictures of Boy and Girl Paper Dolls (pages 8-9)  
Crayons, Pencils

Lesson

**Opening Prayer**

Sign of the Cross

**Instruction**

Having taught the Sacrament of Baptism, recall with the students:

- Their dignity as sons and daughters of God
- The gift of the Holy Spirit in their lives
- Their bodies as temples of the Holy Spirit
- The respect that they should have for self and others as children of God.

The review of these faith facts provides a natural transition to the Keeping God's Children Safe Lesson within the Religious Education setting.

Have the children form a circle around the "Head, Shoulders, Knees and Toes" poster.

Review the words and actions of the song with the children.

Ask the children how this song connects to God's creation.

Sing the song with the children.

After singing, discuss the difference between regular body parts (named in the song) and private body parts. Display figures of boy and girl in bathing suits on pages 8-9.

Explain that the body's private parts are special and they are kept covered.

Provide a definition for the children: Your private body parts are those parts that are covered by a bathing suit. Refer to figures in bathing suits.

No one has the right to touch your private body parts, expect for a few safe adults (like a doctor, nurse or your parents). Even then, the only reason a safe adult should touch your private body parts is to keep you healthy and clean, and only if you are not able to do this for yourself.

Ask the children, "What should you do if someone wants to touch your private body parts or asks you to touch their private body parts?"

(N.B.: This age group may react with a silly answer or some laughter. It is important to keep the lesson moving by redirecting the discussion to the appropriate answers)

Provide definitions for the children:

- A safe touch is a touch for a good reason. In your life there are very few people who have the right to touch you private body parts, and only then to keep you clean and healthy.
- An unsafe touch is a touch that makes you feel uncomfortable.

On the chalk or poster board, list the "Safe Touches" and "Unsafe Touches" chart.

SAFE TOUCHES	UNSAFE TOUCHES

Read each example below and ask the children to respond, "safe" or "unsafe".

- Your grandmother or grandfather gives you a good-bye kiss. (SAFE)
- Mommy gives you a hug when you wake up. (SAFE)
- A friendly person wants to touch your private body parts.(UNSAFE)
- The stranger behind you in church wants to shake your hand during the sign of peace. (SAFE)
- Your doctor wants to check your temperature because your Mom brought you to the doctor's office because you didn't feel well. (SAFE)

Add the examples to the chart in the appropriate column if time permits.

Introduce the concept of trusted adults.

- Define a trusted adult as a safe adult who would never intentionally hurt, confuse, or scare them. A trusted adult is someone who would help them.
- Ask the children to name adults who have been entrusted with the care of their bodies. (Parents, guardians, doctors, nurses)
- Ask the children to name other trusted adults in their lives?

Introduce the rules for safety.

- Explain to the children that if someone tries to touch them in an unsafe way they should follow the three rules of safety.
- Write the three rules of safety on the chalk or poster board.
- Explain: If someone tries to touch your private body parts,
  - **NO**--say, "No!" to that person
  - **GO**—you go away if someone makes you feel uncomfortable or tries to touch your private body parts. Move away from him/her and try to go to another place.
  - **TELL**—a trusted adult if someone tried to touch your private body parts.

## Activity

Making a Passport of Safety\*

Ask the children:

- What is a passport?
- What does it look like?
- Why do people need passports?
- How do they use them?

Explain to the children that they will create a passport of safety which they can carry with them when they travel to or from home, school, church, etc..

Distribute the prepared passport activity page to the children.

- Have the children color and decorate the front of the passport. Children should include a picture of themselves on the front cover of the passport.
- After the children complete their passport cover, ask them to turn to the inside of the passport to the "Rules for Safety" page.
- Point to the "Rules for Safety" on chalk or poster board and ask the children to recite them again.
- Direct the children to fill in the blanks on the "Rules for Safety" page.
- Ask the children to locate the trusted adult page inside the passport.
- Ask the children to remember who trusted adults are.
- Ask them to think of three trusted adults in their lives.
- Direct the children to write the names of these trusted adults on the inside of their passport.

\* If the children are unfamiliar with a “passport”, substitute the idea of a “Safety Booklet.”

### **Conclusion**

Review the Rules for Safety one more time.

No

Go

Tell

### **Ending Prayer**

O God,  
Please keep me safe  
and protected from harm.  
Amen.

## HEAD, SHOULDERS, KNEES AND TOES

{Touch each part as you sing it}

Head and shoulders, knees and toes, knees and toes.

Head and shoulders, knees and toes, knees and toes

Eyes and ears and mouth and nose,

Head and shoulders, knees and toes,

Head and shoulders, knees and toes, knees and toes.

{Repeat several times, gradually increasing the tempo—speed—each time!}

Head and shoulders, knees and toes, knees and toes.

Head and shoulders, knees and toes, knees and toes

Eyes and ears and mouth and nose,

Head and shoulders, knees and toes,

Head and shoulders, knees and toes, knees and toes.

# My Passport

Name: \_\_\_\_\_

O God,  
Keep all  
Your children  
safe!

## Rules for Safety

1. Say  
“ \_\_\_\_\_ !”
2. Go Away.  
  
Go – get away  
from the person
3. \_\_\_\_\_  
a safe (trusted)  
adult.

## Trusted (Safe) Adults for me are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



