

## **Teaching Touching Safety**

**Grade 2**

### **Lesson Plan 1: Touching Safety Rules**

**Scripture:** If the whole body were just an eye, how would there be any hearing? If the whole body were hearing, how would there be any smelling? It is the parts of the body which we consider least dignified that we surround with the greatest dignity; and our less presentable parts are given greater presentability which our presentable parts do not need...  
- Cor. 12:17, 23, 24.

**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.

**Guidelines Reference:** Our bodies are a gift from God. Caring for ourselves and others is a way of showing respect for life. God has given us people who help us and teach us to care for ourselves.  
Because of God's great love for us, He never wants us hurt in anyway.

**Objective:** To understand about touching safety and protecting body parts that are private.

To repeat and understand the rules of touching.

To learn to say "No!" when a person tries to touch in an inappropriate manner.

**Overview:** Parents and guardians are the primary educators of their own children. Teaching children the names of their private body parts is the responsibility of parents. That learning process should begin when the child is 18 months old. Therefore, children should know the names of their private parts by the time they reach kindergarten. Young children have a natural curiosity about body parts. They have lively and vivid imaginations, are growing less self-centered, and are becoming more conscious of others. They build on concrete experiences, love to learn, and are highly inquisitive. However, they rely almost entirely on others to define good and bad for them. Parents and teachers should make every effort to create an environment where children are free to ask questions about life and their own bodies. This early experience of honesty and trust will set the stage for each child's life-long relationships with significant adults.

**Prayer:** The Act of Faith

**Activity:** Have the students form a circle around a song chart on which the words to “Head, Shoulders, Knees and Toes” have been printed. (See attached)

**Discussion Points:** Students will learn the difference between regular body parts (named in the song) and private body parts (covered by our bathing suits). Explain to the students that we treat our private body parts special by keeping them covered.

Ask the students, “What would you do if someone wants to touch your private body parts?” (Although some laughter might ensue on the part of the students, just move along accepting and praising the mature, correct answers.)

Give the students the two most important safety rules of

#1 - being able to say “NO!” if someone tries to touch their private body parts and

#2 - go and tell a safe adult if someone tries to touch their private body parts.

Ask the students, “Who should be able to touch our private body parts when we are little?” (doctors, nurses, parents/guardians)

**Activity:** Students will begin the first part of the “Passport to Touching” activity. Have students in their desks and explain to them what a passport is and how it is used. Tell the students that just as grownups carry a passport when they travel to places such as England or Italy, today they will create a passport as a reminder to keep them safe when they travel from or to home, school, church, etc. Have the students fold the passport into a small booklet with the word passport on the front cover. Color and decorate the front of the passport. Students should draw a picture of themselves on the front cover of the passport. Collect the passports to be used during the second lesson in the spring.

**Prayer:** Angel of God

## **Teaching Touching Safety**

**Grade 2**

### **Lesson Plan 2:**

### **Touching Safety Rules**

**Scripture:** If the whole body were just an eye, how would there be any hearing? If the whole body were hearing, how would there be any smelling? It is the parts of the body which we consider least dignified that we surround with the greatest dignity; and our less presentable parts are given greater presentability which our presentable parts do not need...  
-1 Cor. 12:17, 23, 24

**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. #739

**Guidelines** God is our loving Creator. ALL life comes from God.  
**Reference:** God calls us, each by name, to love and respect our uniqueness and the uniqueness of others.

**Goal:** To assist educators in teaching children how to prevent or reduce the risk of sexual abuse.

**Objective:** Name safe friends and adults.  
Identify special safe adults.  
Respond in an appropriate manner to unsafe situations.

**Overview:** Parents and guardians are the primary educators of their own children. Teaching children the names of their private body parts is the responsibility of parents. That learning process should begin when the child is 18 months old. Therefore, children should know the names of their private body parts.

**Prayer:** Act of Hope

**Activity:** Review the Touching Rules with the students when someone tries to touch them inappropriately:  
**SAYING “NO”!**

**GO AND TELL A SAFE ADULT**

**On the board or a clean sheet of chart paper, complete a T-chart with student input. Have the students think of examples of each type of touch. Remind students that most touches are safe touches. Samples are shown here; the most important examples are those the students surface.**

<b>SAFE TOUCHES</b>	<b>UNSAFE TOUCHES</b>
<ul style="list-style-type: none"><li>✓ Pat on the back</li><li>✓ High five</li><li>✓ Hug</li><li>✓ Touch to move in the right direction</li><li>✓ Saving you from falling</li></ul>	<ul style="list-style-type: none"><li>✓ Slapping someone</li><li>✓ Putting your hand on someone’s private body parts</li><li>✓ Pulling someone’s hair</li><li>✓ Twisting someone’s arm</li></ul>

**Have the students return to their seats and explain to them that we are going to play a game to see if we can decide what a safe touch is versus an unsafe touch. When the students hear a safe touch mentioned, they will raise their arm in the air and yell, “rah-rah”. If an unsafe touch is mentioned, the students will give a thumbs down sign and say “Boo!” Examples include:**

- 1. Mommy gives you a hug when you wake up.**
- 2. Daddy gives you a kiss at bedtime.**
- 3. Tommy gives you a high five when you win the game.**
- 4. A friendly person wants to touch your private body parts.**
- 5. Your cat purrs and rubs your leg.**
- 6. The stranger behind you in Church wants to shake your hand during the peace greeting.**
- 7. Your dog is wagging its tail and wants to lick your face.**
- 8. The next door neighbor pushes you down on the sidewalk.**

**Conclusion:** Explain to the students that they are going to complete their “Passport of Touching Safety”. Return the original passports to each student. Tell the students to add these new rules about safe touching and safe adults in their passports.

**Page 2 of passport: Rules for Safety**

1. Say “No!”
2. Go away
3. Tell a safe adult

**Page 3 of passport: Safe adults for me include:**

- 1.
- 2.
- 3.

**Page 4 of passport: Print ~ GOD, PLEASE KEEP ALL CHILDREN SAFE!**

**Prayer:** Hail Mary (asking Mary our Mother to protect all of the children in the world)

## **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:**

---