

## Teaching Touching Safety

### Grade 4

#### Lesson Plan 1: Touching Safety Rules

**Scripture:** Boaz said to Ruth, “Listen, my daughter! Do not go to glean in anyone else’s field; you are not to leave here... Ruth 2:8

*Background: Widows with no means, in Biblical time, went to wheat fields and picked up left over wheat on the ground.*

*The term daughter is used because Ruth is the daughter-in-law of Boaz’ relative Naomi. Boaz wanted Ruth to stay in this wheat field because he would be sure his gleaners (those who cut down the wheat) took care of her and she would be safe in his field.)*

**Catechism:** “God fashioned man with his own hands (that is, the Son and the Holy Spirit) and impressed his own form on the flesh he had fashioned, in such a way that even what was visible might bear the divine form.” #704

**Guidelines Reference:** The Commandments and Beatitudes guide us in becoming more like Jesus. They show us how to love responsibly and unselfishly, teaching us respect for life. Because we are made in God’s image and likeness, every person’s body deserves respect from self and others.

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

**Objective:** Realize more fully that respect for our bodies and the bodies of other people is crucial in our lives.

**Overview:** Dealing with the intermediate age-key concept is “energy”. These children are away from home more often than earlier in life and they need to start recognizing that safety issues can arise when they are off with friends or at other events and locations. They like to be in constant motion and are always on the go. Groups are important. This is the “gang” age with friends of the same sex. Capable of intense loyalty to others, they usually have a best friend to confide in. Although truthful about big things, they are less so about the smaller things, often making up alibis or shifting the blame to others. They have a strong sense of right and wrong or fair or unfair. They can argue and hold strong debates. Caregivers can be more effective when dealing with this age by including them in the discussion while establishing rules or guidelines.

**Prayer:** “God created man in His image, in the divine image he created them.”

**(Pray that each person in the room will always be found respectful of self and others)**

**Vocabulary:** caretaker, responsibility, temple, inappropriate

**Discussion Points:** Our bodies are Temples of the Holy Spirit.  
Our bodies house our souls which belong to God.  
Our bodies are sacred since we are created by God.  
We need to respect and protect them just like a caretaker cares and protects the property for which he/she is responsible.

**Activity:** Brainstorm with the children a list of things that are important to children.  
Have each child consider what is his/her most prized possession.  
In small groups, have the children discuss their most prized possession.  
Would you want others to touch it? If so, how would you let them touch it?  
How would you stop another from touching your possession inappropriately?

Have the children draw their prized possession and underneath it put two columns. In the first column children are to list the good ways to let others handle the possession; in the second column, inappropriate ways. (See attached)

Discuss how much more precious the child is to God and how precious our bodies are. Talk about how we as caretakers have a responsibility to protect our bodies. Get examples from the students as to how we care for our bodies (examples: dress for certain weather, brush our teeth, etc.) Recall how we took care of our most valuable possession and how that now applies to God's most valuable creation – "the child."

Review the rules for safe touch. Remind the children to always listen to their inner voice. If something is uncomfortable or inappropriate say, "NO"!

Brainstorm "good touches"

Discuss the types of touching that might make you feel uncomfortable and have the teacher makes a list on the board or chart paper. Practice different ways of saying "NO!" to each one on the list.

**Prayer to end the lesson:                    Act of Love**

**Name** \_\_\_\_\_

**A Thing that is VERY IMPORTANT to me...**

**MY PRIZED POSSESSION is** \_\_\_\_\_

**This is what it looks like:**



**Good Ways to Touch It**

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**Inappropriate Ways**

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## **Teaching Touching Safety**

**Grade 4**

**Lesson Plan 2: Safe Friends, Safe Adults and Safe Touches**

**Scripture:** Boaz said to Ruth, “Listen, my daughter! Do not go to glean in anyone else’s field; you are not to leave here... Ruth 2:8  
(See Lesson Plan 1 for background)

**Catechism:** Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good. #2288

**Guidelines Reference:** God is all-knowing, all-loving, all merciful. He is our creator and loving Father.  
His greatest gift to us is Jesus Christ, His only Son. We are filled with the Holy Spirit who gives us the gifts we need to live as Jesus teaches.

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

**Objective:** The children should be better able to:

- Identify safe friends and safe adults.
- Turn to God in prayer when in an uncomfortable situation.
- Listen to their inner voice (conscience).
- Respond in an appropriate manner to unsafe situations.

**Overview:** Children at this age are beginning to ask about and understand their own physical growth. They want to discuss some of the virtues essential to friendship such as loyalty, communication, and responsibility. They are interested in the proper terminology related to body parts and wish to have trusted adults in their lives to discuss basic physiological processes within a non-threatening way. Since children are influenced by what they see and hear in the media, it is important that caregivers talk with their children about the values and attitudes that are portrayed.

**Prayer:** “Teach me to do Your will, for You are my God. May Your good Spirit guide me.” Psalm 143 (Pray that each person does what is necessary in his/her life to follow this verse.)

**Vocabulary:** Safe friend, safe adult, respect body, responsibility, conscience, secrets, uncomfortable situations

**Activities:** Divide the class into two large groups and have them create a list of possible people who are SAFE and another of UNSAFE people.

Post the examples on the board and elicit from the students how these examples might touch others.

<b>Example:</b> safe person ~ police officer	gentle hand to guide
unsafe person ~ thief	angry push to hurt
safe person ~ nurse	touch to check injury
unsafe person ~ bully	slap to embarrass

Discuss how a person might feel as a result of the examples given by the students.

Discuss how feelings experienced today can have a lifelong effect on us.

Encourage the students to turn to prayer when faced with uncomfortable situations.

Listen to their inner voice (conscience) to make responsible decisions.

Model for children how to say, “NO!” and how to find a safe adult to help them.

Have the children demonstrate saying, “NO!”

Follow up with a poem using words from the lesson:

**Example:**

**MY BODY**

**M**INE

**Y**ES, IT IS!

**B**EWARE

**O**NLY I

**D**ECIDE

**Y**OU DO NOT!

**Prayer to end the lesson:**

**Act of Love**

