

**Teaching Touching Safety**  
**Grade 7**  
**Lesson Plan 1**

**Scripture:** "Train a child in the way he should go, and when he is old he will not turn from it."  
*Proverbs 22:6*

**Catechism:** *Respect for the human person considers the other "another self". It presupposes respect for the fundamental rights that flow from the intrinsic dignity of the person.*  
 #1944

**Guideline** -God has created humanity in His image and likeness. Therefore, we have a  
**References:** commitment to respect all human life and dignity.  
*-Human life is sacred because, from its beginning, it involves the creative action of God and remains forever in a special relationship with the Creator, who is its sole end. (Catechism #2258)*

**Goal:** Empower students to be aware of, and to, refuse unwanted and inappropriate touching and inappropriate comments.

**Overview:** This lesson plan involves the students in a discussion about influences an adult and their own peers have in their lives. They have to understand that perpetrators (unsafe adults) often say that the wrongful touch was a mistake or an accident in an effort to confuse the child or to make them feel guilty about what happened. They must learn to tell a parent or guardian or another safe adult when someone touches them in a way that makes them feel uncomfortable, even if the child is not sure what happened. By telling, the child provides caring adults with an opportunity for discussion, to take action to protect, and to provide the child with appropriate support.

The students could be circled up without pens or pencils to allow the students to feel relaxed and able to participate.

- Begin the lesson with the scripture verse. Write it on the board or a large tablet for all the students to read.
- Ask the students what they understand about this verse. Write down their answers under the scripture verse.  
 (Example: If a child is taught to respect others they will carry on that respect throughout adulthood)
- Discuss the meaning of inappropriate touching, describe safe touches, identify appropriate secrets vs. secrets that are a threat of harm, discuss terms: trust, peer pressure, boundaries, personal space, uncomfortable or mixed-up feelings. Guide the students to give examples.

## Grade Seven Lesson One

- Ask the students what are some things an adult has taught you that you believe will stay with you? Why?
- Discuss with the students that one reason a lesson taught by an adult will not stay with us is because of peer pressure? Good or Bad?
- What type of circumstances could you face due to peer pressure? Good and Bad.
- Discuss: An adult does something unsafe and when you say "stop", the adult agrees to back off but asks you not to tell anyone what happened.

### Activity:

- Break the students into groups. Give them the following scenarios involving pressure. Have them put together a skit. In each skit they are to show making a good choice and making a bad choice
- Discuss each circumstance with the students.
  - ❖ Your friends dare each other to pretend to be a friend to another student and then to tell the others this student's secrets.
  - ❖ A friend of the family offers you a ride home. You know you were told never to accept a ride without your parents telling you it was ok or the person used the family code word. You are late and are afraid you might offend the family friend by refusing the ride.

### Key ideas to post:

- You can say NO!
- You have boundaries (personal space, \_\_\_\_\_,)
- Do not keep secrets if you feel uncomfortable about a situation, with either an adult or another student.
- If you are put in a situation that makes you uncomfortable, tell someone

End the lesson with a prayer:

Act of Faith

Teaching Touching Safety  
 Safe Friends, Safe adults, Safe touches  
 Grade 7  
 Lesson 2

**Scripture:** Do not be afraid to speak out, nor allow yourself to be silenced. I am with you. I have so many people on my side that no one will hurt you." Acts 18: 9-10

"God is Always with us"

Psalm 139 1-4

**Catechism:** *Respect for the human person entails respect for the rights that flow from its dignity as a creature. These rights must be recognized by society. # 1930*

**Guideline** -The sacredness of human life is protected by living as disciples who walk in the footsteps of Jesus Christ.  
**References:** *-Human life is sacred because, from its beginning, it involves the creative action of God and remains forever in a special relationship with the Creator, who is its sole end. (Catechism #2258)*

**Goal:** To empower students to recognize and refuse unwanted and inappropriate touching and comments.

**Overview** Recognizing safe ideas and who may be safe. What is the definition of a safe friend and/or a safe adult? Safe friends and safe adults are people who: won't hurt with out a good reason (stitches, dentist, inoculation) and they won't confuse or scare child intentionally. Avoid saying " safe touches are touches that feel good, are loving or show that someone loves you

- Write down the word safe on a large tablet. Have students come up and write down one word that they think of when they hear the word safe.
- After reviewing the words the students think of when they hear the word safe, ask them what they think a safe friend is?

Remind students that a safe friend **will not** have you do something that you know is wrong.

- What is a "safe adult"?  
Remind students that a safe adult will never ask them to keep a secret. (There may be a danger in an adult asking a child to keep a secret with the promise of a reward)
- What is a "safe touch"?  
Remind students that a touch that makes you feel uncomfortable is not safe. (The students may feel uncomfortable with this topic, you may have to help get the discussion started. Bring in Personal space and infringing on this personal space.

**Grade Seven  
Lesson Two**

**Activity:**

- Give each student a piece of paper and pen. Have students write down things they might tell a "safe friend". (No name necessary on the papers) Place the papers in a box and pull one out at a time and read the responses. Do the same for a "safe adult". Have students write what they think a "safe touch" is.
- Ask the students that if they were the "safe friend" and someone confided in them what might/ should you do? (Role-play)
- End the lesson with reminding students that we are to respect our bodies and ourselves. Even though we are taught to respect adult authority, if that adult is making us uncomfortable in any way we have the right and duty to tell someone, because in Proverbs 3:29 God tells us, "Do not plot harm against your neighbor, who lives trustfully near you."

**Prayer: Act of Faith**