

KEEPING GOD'S CHILDREN SAFE LESSON  
LEVEL 1

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 is the Creator and Protector of all life. He created the human body, thus, the body is a divine gift. God desires that the body be treated with respect and be protected from harm. The children will identify individuals known as trusted adults who help them care for their bodies and protect them from harm.
- Age Group** Children in this age-group typically have lively and vivid imaginations; are highly inquisitive; and learn best through concrete experience. Their attention span is usually about 20 minutes. Socially they are becoming less self-centered and more aware of the world and others. Usually they understand the moral concepts of "good" and "evil", but are still very dependent on others in making moral judgments. Children of this age also have a growing awareness of gender and body part differences. In the presentation of this lesson the catechist should make every effort to create an environment conducive to answering the children's questions about their safety and protection. This early experience of honesty and trust will set the stage for life-long relationships with significant adults. It is also incumbent upon the catechist to help the children identify trusted adults who care for and protect them.

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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 trusted friends.
- Learn the rules for safe touch.
- Learn appropriate responses to unsafe situations.

**Vocabulary**

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

**Materials**

“Safe Touches” and “Unsafe Touches” chart (page 3)  
“Being Safe” Poster (page 4)  
“Head, Shoulders, Knees and Toes” Poster (page 6)  
Pictures of Boy and Girl Paper Dolls (pages 7-8)  
“Being Safe” Handout (page 9)  
Crayons, Pencils

LESSON

**Opening Prayer**

Sign of the Cross

**Instruction**

Having taught the Story of Creation, recall with the children:

- God the Father who is all good and all loving
- God created all things and people good
- God made humans in His image and likeness
- We respect ourselves and others because God made us.

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

The children form a circle around the “Head, Shoulders, Knees and Toes” poster.

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

Sing the song with the children.

After singing, discuss the difference between regular body parts (named in the song) and private body parts. Display and refer to figures of boy and girl in bathing suits found on pp. 7-8.

Explain that the body’s private parts are special and they are kept covered.  
Provide the following definition: Your private body parts are those parts that are covered by a bathing suit.

No one has the right to touch your private body parts, expect for a few trusted adults (like a doctor, nurse or your parents). Even then, the only reason a trusted 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?”  
Note to Catechist: 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.

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

SAFE TOUCHES	UNSAFE TOUCHES

Briefly define a safe touch and unsafe touch 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 your private body parts, and only then to keep you clean and healthy.

An unsafe touch is a touch that makes you feel uncomfortable.

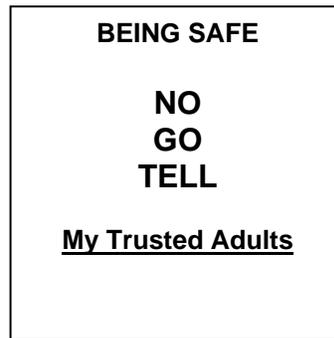
Read each example below and ask the children to respond, “safe” or “unsafe”.

- 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 parts. (UNSAFE)
- The stranger behind you in Church wants to shake your hand during the peace greeting. (SAFE)
- Your doctor wants to check your temperature. (SAFE)

If time permits, add the examples to the chart in the appropriate column

## Rules for Safety and Trusted Adults

Draw the “Being Safe” diagram on chalk or poster board.



Introduce the “Being Safe” poster by reminding the children that no one has the right to touch them in unsafe ways.

Explain to the children that there are three very important rules of safety. Point to the poster.

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 this person and try to get to another place.
- **TELL**— Tell a trusted adult if someone tried to touch your private body parts.

Instruct the children to respond after each question: NO – GO - TELL

- What if somebody tells you to keep the touch a secret?
- What if somebody tell you that they will give you a present or a treat if you will keep the touch a secret?
- What if somebody makes you feel uncomfortable but doesn't touch your private body parts?
- What if it is somebody you really like, a family friend or someone in your family?

Introduce the concept of trusted adults.

A trusted adult is a safe adult who would never intentionally hurt, confuse, or scare them. A trusted adult is someone who would help them.

If someone is hurting you, you should tell a trusted adult.

Ask the children: “Who would you tell?”

Who would be your trusted adult?”

Record their examples in the trusted adult section.

**Activity**

Distribute the “Being Safe” handout (see page 8)

Direct the children to:

- draw their “self-portrait” in the box
- write the names of their safe adult in the appropriate section.

Invite the children to show their posters to the class or a neighbor.

**Conclusion**

Refer to the “Being Safe” handout and review the Rules for Safety again.

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!}

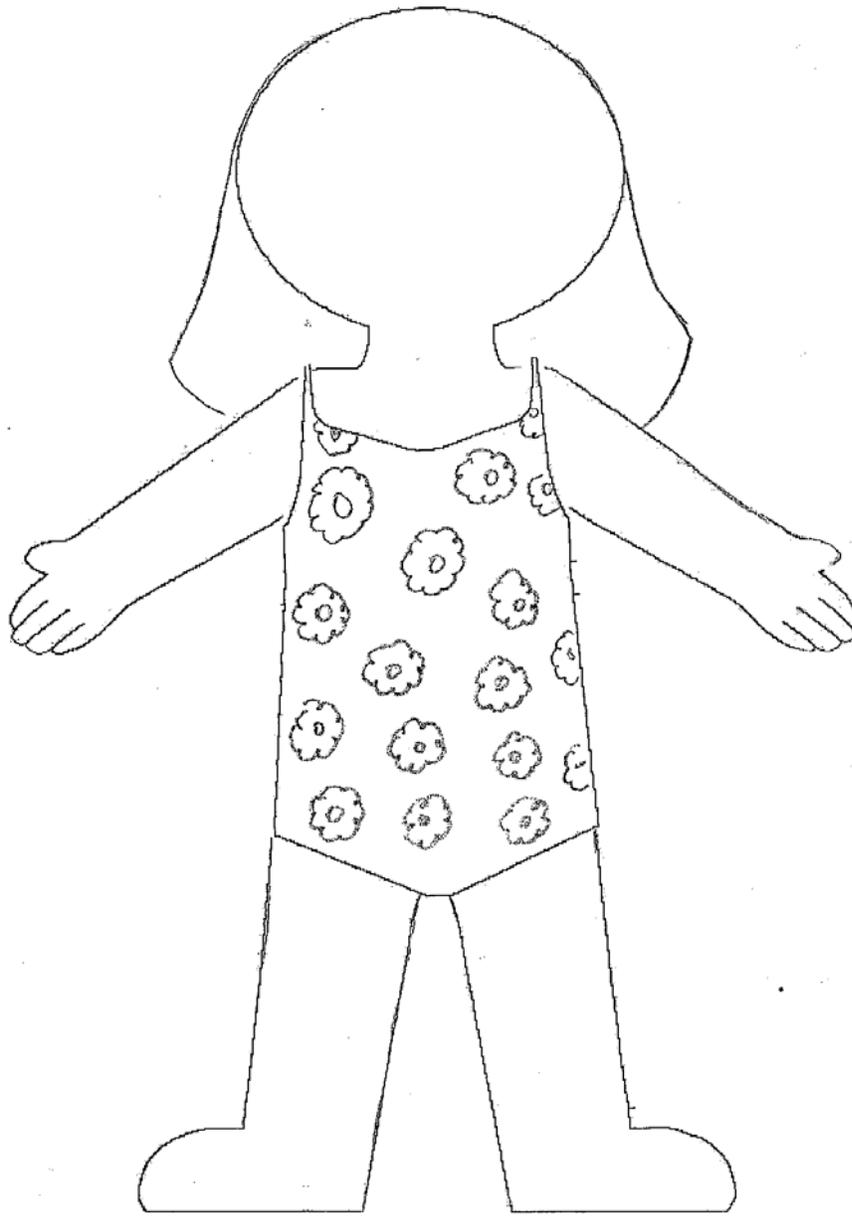
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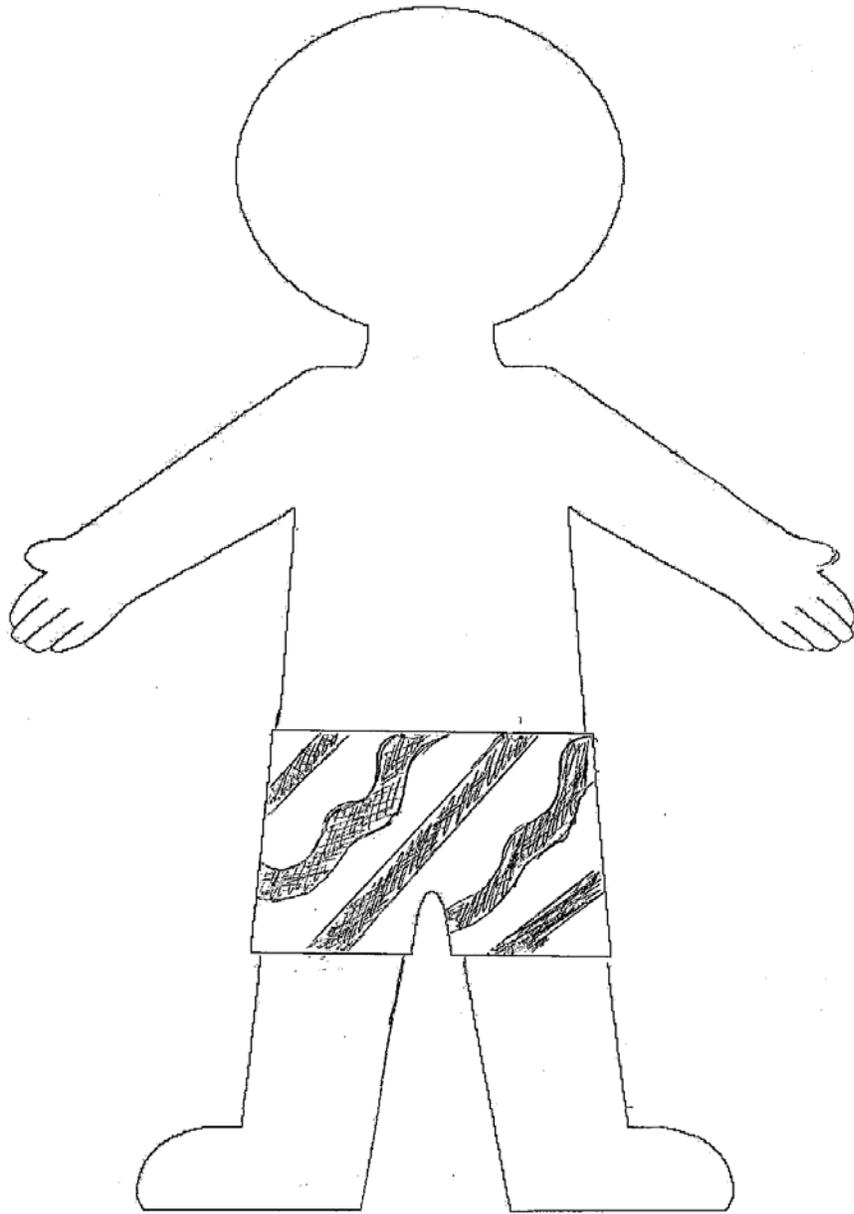
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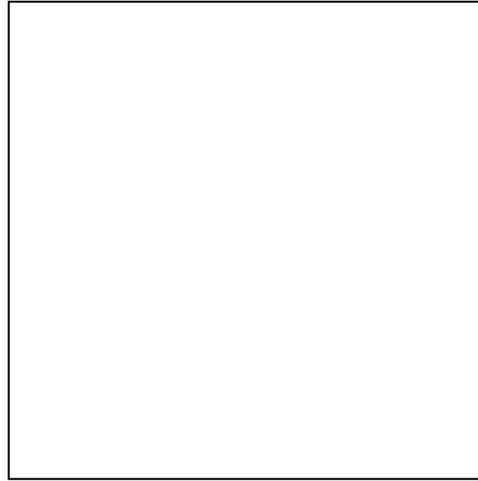
Head and shoulders, knees and toes,

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





# Being Safe



The rules for safety are:

**NO!**

**GO!**

**TELL!**

My Trusted Adults are: