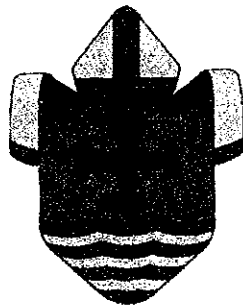


SMART KIDS SAFE KIDS

Protection of Children Curriculum & Lesson Plans
For Grades K-12



Catholic Diocese of Jackson

Office of Protection of Children

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Smart Kids Safe Kids

Grade K-1:

- We will discuss being made in God's image and that we are special to God. That God created every part of us, and that our bodies are unique and private. Private parts will be identified at home as part of a homework assignment prior to the lesson.
- Sexual abuse will be defined minimally using the idea of good touch, confusing touch and bad touch. Good touches are those that make you feel warm and comfortable inside, versus bad touches that are done without care to cause harm. Confusing touch is one that makes you feel uncomfortable or funny inside. Confusing touch should be clarified with a trusted adult.
- The third concept at this level is No, Go, and Tell. This is to teach children that it is okay to tell someone they don't like the touches that make them feel uncomfortable or funny inside. We will teach them to get away, and then identify a trusted adult that they can talk to or tell should something like that occur.

Grade 2-3:

- Working from the same basic format, the identification of private parts at home will be the same, but the additional concept of our bodies being sacred is introduced.
- Sexual abuse will also be defined in the same way as above without confusing touch. That concept will be repeated again in 4-6 grades.
- The change at this age group will be in the category of No, Go and Tell. At this level, the children will have an opportunity to role play how to handle different situations. They will also be asked to identify trusted adults that they could tell/talk to if something happened.

Grade 4-6:

- This program will be expanded because of the increased level of maturity at this age. This age will work out of Genesis 1:26-31 and talk about being created in God's image, and Mathew 19:13-15 and talk about why the children were so important to Jesus.
 - Sexual abuse will still be kept simple, and will include the idea that no one has the right to touch his or her body in a way to make them uncomfortable. Again the terminology will include good/bad/confusing touch. Because this age has a deeper understanding of good/bad touch, we will explain more about feelings, and why it's important to listen to them.
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Grade 4-6 (continued)

- No, Go, and Tell, will include discussion on manipulations and lures, as appropriate to this age group. They will be taught the concept of Check First, an idea that comes from the National Center for Missing and Exploited Children. They will also be asked to identify those trusted adults that they could go to if they have something they need to tell.

Grade 7-8:

- Because of the increased maturity of this age level and a teenager's natural belief in their ability to be independent and self-sufficient, this lesson will focus primarily on grooming. The different stages of grooming will be discussed as well as a discussion on feelings. Students will be encouraged to trust their instincts (feelings) and discuss any concerns or happenings with a trusted adult. The acronym BOLT will be introduced.

Grade 9-12

- At this age the student will identify the risk factors associated with sexual abuse, and develop a plan for responding to and supporting others in a crisis situation. Students will be provided with information and tools to identify and steer away from questionable and potentially dangerous situations
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**SMART KIDS
SAFE KIDS**

GRADES K-1



Diocese of Jackson

Sample Letter From Catechist Grades K-1

Dear Parents,

Next week, I will teach a lesson about a safe environment. It specifically relates to child sexual safety. This lesson is in response to the Diocese's compliance with the Bishops Charter for the Protection of Children. In preparation for this lesson, please discuss with your child the meaning of private and private parts. We will discuss the following in class:

- We are created in God's image.
- Good/safe touches
- Bad/unsafe touches
- Confusing touches
- Secrets
- Warning feelings
- Our response to bad touches:
 Say NO, Go, Tell

A homework assignment will follow the lesson tomorrow. This assignment will allow you as parents to continue the discussion about keeping our bodies safe.

If you have any questions regarding this lesson, please don't hesitate to call me at school.

Sincerely,

Smart Kids/Safe Kids Part One

Grade K-1

Resources Needed

Crayons or markers

Paper

Copies of pictures showing different types of touches

Copies of handout to be taken home

Whiteboard and pens

Getting Started

Explain that the topic of this special class will be to talk about how children can keep themselves safe – how to keep people from hurting them and what to do if someone does hurt them.

Discuss with children about how much God loves them. Remind them that God created each one of them and called His creation good. Remind them of the story in Matthew, in which Jesus loved the children so much, that he told his disciples to bring the children to Him. Tell them that because God loves children, He wants them to stay safe from harm.

Sing **Jesus Loves the Little Children**

Jesus loves the little children,
All the children of the world.
Red and yellow, black and white,
All are precious in His sight,
Jesus loves the little children of the world.

Tell the children that one way for them to keep themselves safe is to know about different types of touches.

Good/Safe/OK Touches

These are touches that make us feel happy, loved, warm, and comfortable inside. Ask the children for examples of OK touches. Examples may include kisses from a parent, hugs, pats on the head, etc. Show some pictures of people receiving an OK touch and ask the children how they think the child in the picture feels.

Bad/Unsafe/Not OK Touches.

Explain that some touches are bad or unsafe and NOT OK. These are touches that are not done with love and care, and are meant to hurt the child. They may make a child feel bad, angry, hurt, upset, or bad about themselves. Ask for examples. ~~Most examples will probably be about hitting, punching, kicking.~~
If it doesn't come up, ask them about tickling as a lead-in to Confusing Touches.

Confusing Touches

Explain about confusing touches. Confusing touches are those that make someone uncomfortable, uneasy, confused or unsure about what is going on. Tickling can be an OK touch, but it can be a

confusing touch or a NOT OK touch if it is too much or in areas that make you feel uncomfortable. The same is true of hugs.

Explain that there is a certain type of NOT OK touch that we need to talk about and that is when someone tries to touch their private parts. Ask if they know what “private parts” are. Explain that “private parts are those parts of the body that are covered by a swimsuit”. Explain that it is not okay for an adult or older child to touch a child’s private parts except for health or safety reasons. Health and safety reasons include:

- Doctors or nurses, with a parent present
- Parents in special situations (bathing, in case of an injury)
- When you wash yourself

Explain that everybody needs good/safe/OK touches. Review that it is never okay for an adult or older child to touch a child’s private parts or ask a child to touch theirs. Explain that even people in their family should not touch private parts unless it is for health and safety reasons.

Explain that it is not okay for an adult or older child to ask a child to touch the adult’s or older child’s private parts. It is also not okay for adults or older children to take pictures of a child’s private parts or show pictures or movies of people without their clothes.

Warning Feelings

Explain that sometimes it is not that easy to tell if what someone is doing is wrong. Explain that we have warning feelings to help us know when we should talk to an adult. Children need to listen to those warning feelings – when they feel confused, uncomfortable, upset, bad about someone or about themselves – and let a trusted adult help them with the situation.

NO-GO-TELL

Discuss with children again about how much God loves them. Remind them that because God loves children, He wants them to stay safe from harm. He has given them a voice and the word “No”. Explain that if someone touches a child in a confusing touch, it is important to say “No” and to tell that person to “Stop”. It is also important to then talk to a trusted adult. If someone touches them with a bad/unsafe touch, they should say or yell “No!”, run away, and tell a trusted adult.

Brainstorm with the children who might be considered a trusted adult. Ask them to explain what trust means to them (people who watch out for them, who will make decisions that will keep them safe, etc.). Ask the children to list all the people they can think of who care about them and who can be trusted. Initially, the children may respond with generic individuals (policeman, fireman, teacher, etc.) Have the children draw a picture of some people they trust and who they could go to if they were concerned. By the end of the conversation, make sure each child has identified a known individual that they can talk to.

Closing

Reinforce the idea that no matter what happens to a child, God loves each one. It is NEVER the child’s fault if something bad or hurtful happens. Explain that no matter what happens, there are many trusted adults who the child can talk to and that it is the adult’s job to take care of the situation. Stress to the children that they need to keep on telling adults until someone listens to them. Remind the children that there are so many people in their lives who want them to be safe.

NOTE TO THE TEACHER

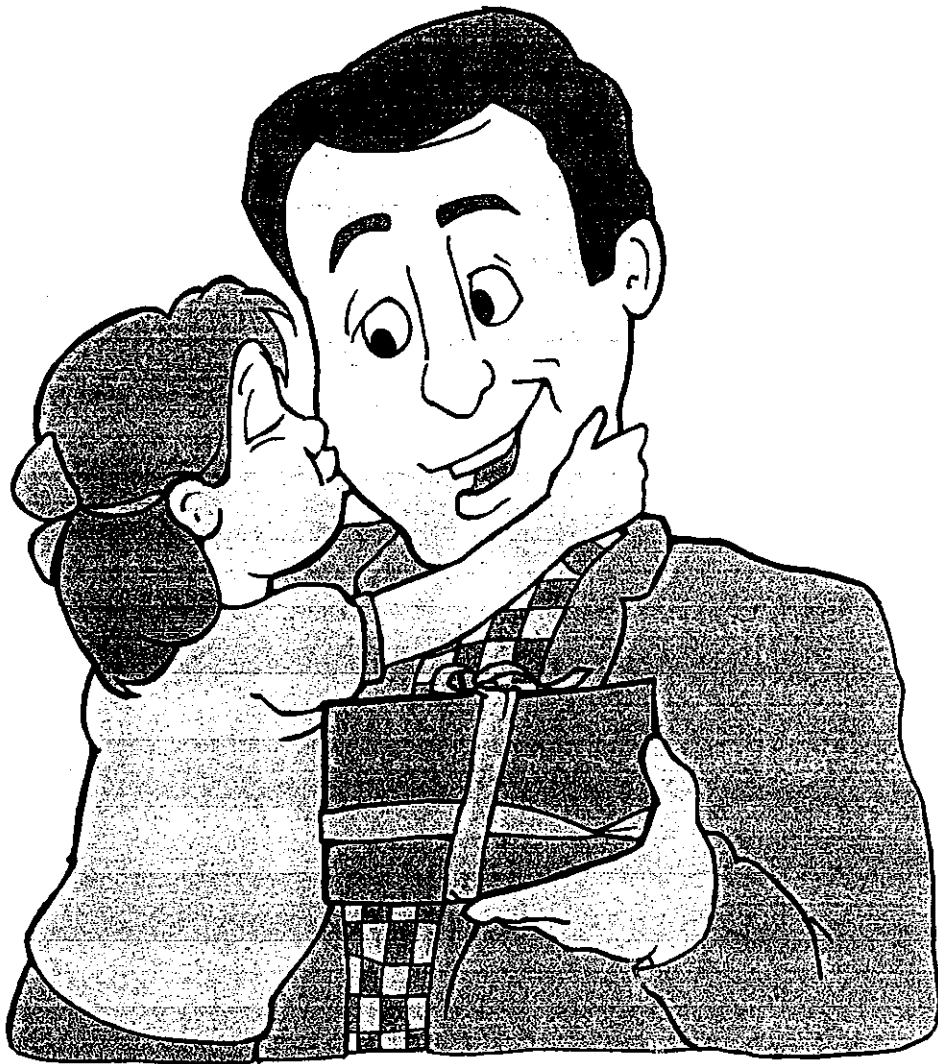
It is important that you always remember that chances are very good that your class will include a child who is or has been sexually abused. This program is designed to help children protect themselves, and it is possible that a child might disclose personal or a friend's abuse. An invitation to disclose this abuse privately should be included. The children should be reminded that the teacher is available and that there are trusted adults who will want to talk to them.











For You to Take Home

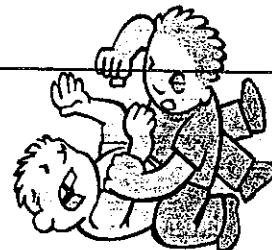
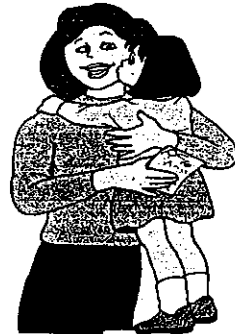
Dear Parents,

In today's session we reviewed or learned:

- We are created in God's image. Our bodies are special and sacred
- God intends for us to have touch that is nurturing and affirming.
- Some touches are bad or confusing because they make us feel bad or uncomfortable.
- Our response to bad touches is: Say No, Go and Tell.

For this lesson to be effective, I would suggest that your child share today's discussion with you.

Activity: Circle the touches that are enjoyable. Draw a picture of a good touch in the blank space.



**SMART KIDS
SAFE KIDS**

GRADES 2-3



Diocese of Jackson

Sample Letter From Catechist Grades 2-3

Dear Parents,

Next week, I will teach a lesson about a safe environment. It specifically relates to child sexual safety. This lesson is in response to the Diocese's compliance with the Bishops Charter for the Protection of Children. In preparation for this lesson, please have your child bring in one item that is sacred or special to him or her. We will discuss the following in class:

- We are created in God's image.
- Our bodies are special and sacred.
- Good/safe touches
- Bad/unsafe touches
- Our response to bad touches:
Say NO, Go, Tell

Before this lesson tomorrow, please have a conversation with your child regarding what 'private' means and how 'private' applies to your child's body.

A homework assignment will follow the lesson tomorrow. This assignment will allow you as parents to continue the discussion about keeping our bodies safe.

If you have any questions regarding this lesson, please don't hesitate to call me at school.

Sincerely,

Smart Kids/Safe Kids Part One Grade 2-3

Resources needed

Newsprint and markers or chalkboard and chalk (whiteboard)
Copies of Handout of children in bathing suit
Crayons
Pictures of Good/Confusing touch
Copies of Take Home handouts
Pre-homework-send letter to parents prior to lesson

Teacher Preparation

Read both Genesis 1:26-31 and Matthew 19:13-15. Become familiar with these stories so that you can tell them in an animated way.

Getting Started

Set Ground Rules

- Explain that asking questions is important
- Remind the children that listening carefully to each person is important so that everyone understands what is being said.
- Remind the children that respect must be shown to each other in all discussions

Developing the Session

Introduction

Explain that the topic of this special class will be to talk about how children can keep themselves safe – how to keep people from hurting them and what to do if someone does hurt them.

Discuss with children about how much God loves them. Remind them that God created each one of them and called His creation good. Remind them of the story in Matthew, in which Jesus loved the children so much, that he told his disciples to bring the children to Him. Tell them that because God loves children, He wants them to stay safe from harm.

During the Session

Show the children the picture of the children with the bathing suits on. Ask questions like:

- When you go to the beach, why do you wear this?

Let the children lead the discussion here. Guide them to the fact that it is covering their private parts, which are sacred and special. Have children color the picture.

Discuss with the children that private parts are called private because they should not be touched or shown to anyone, that no one should touch their private parts except:

- Doctors – with a nurse or parent present
- Parents in special situations (bathing, or in case of an injury)
- When you wash yourself.

Explain that it is not okay for anyone to touch you and make you feel uncomfortable or have that funny feeling in your tummy. All people must show respect for our bodies, even adults. Tell the children that their body belongs to them.

Defining Good Touch vs. Bad Touch

Good/Safe

Explain about good and safe touches. Good/safe touches are those that make us feel happy, loved warm, comfortable inside. Ask the children for examples of good/safe touches. Examples may include kisses from parent, hugs, pats on the head, or even taking out a splinter. (Explain that taking out a splinter is good/safe because it is taking care of the child, even though it may hurt at the time.)

Bad/Unsafe

Explain that some touches are bad or unsafe. These are touches that are not done with love and care, and are meant to hurt the child. Give a few examples. (Kicks, punches, things thrown at them, touching private parts, etc.) They may make someone feel bad, angry, hurt, upset, or bad about themselves. Tell them it is never their fault if this should happen.

Explain that everybody needs good/safe touches. Review that it is never okay for an adult or older child to touch their private parts or ask a child to touch theirs. That even people in their family should not touch private parts unless it is for health and safety reasons.

Secrets

Explain that it is **NEVER** okay for a grown-up to touch a child's private parts if the grown-up makes it a secret. Tell the children that their body belongs to them. They should never keep secrets about something that makes them feel uncomfortable, confused or upset.

~~Take some time to talk about secrets – when is it okay to keep a secret and what are secrets that should be told. Some schools are teaching the idea of surprises- that they are OK and secrets are not. These words are used interchangeably by most people, try to clear that up for the children if there are questions. Give examples, such as that their grandma is planning a surprise party for their dad – is that a secret to keep or tell? Their~~

babysitter has her boyfriend come over while your parents are out – tell or keep? An older child shows them some pictures that make them feel uncomfortable – tell or keep?

Warning Feelings

Explain that sometimes it is not that easy to tell if what someone is doing is wrong. Explain that we have warning feelings to help us know when we should talk to an adult. Children need to listen to those warning feelings – when they feel confused, uncomfortable, upset, bad about someone or about themselves – and let a trusted adult help them with the situation.

No, Go, Tell

Demonstration of NO-GO-TELL

Tell the children that sometimes it may be hard to tell or they may have been told to keep it a secret, so we are going to demonstrate what it would be like to tell a trusted adult.

The roleplay is to be done with two adults – one playing the adult and one playing the child.

Tell the children that one adult will pretend to be a mother/father/grandparent (whoever takes care of them at home). Another adult will be a child who is confused about a game that a babysitter asked him or her to play. It was a touching game and when the child said she didn't want to do it, the baby sitter asked her to keep it a secret. The roleplay starts with the parent being busy cooking, cleaning, or working on a project at home. The "child" approaches and says she has something important to tell the parent. She says that the babysitter wanted to play a secret touching game and she said no. The parent stops, listens, tells the child she did the right thing in telling about it. The parent thanks the child for telling the parent. The parent tells the child that adults will handle it and that they are so glad that the child listened to her feelings and told an adult.

After the demonstration, ask the students what they noticed and what they heard.

If there is time, the roleplay can be done again with the person playing the parent not responding immediately. Tell the children that sometimes parents are busy and don't know that a child has something very important to tell them. Ask the children for ideas about how to get the parent's attention (e.g. Say "I have something important to tell you and it can't wait.") Have the adult playing the child act out the suggested action. The parent initially acts busy, but then responds with praise for the child for getting their attention for something so important.

Discuss with children again about how much God loves them. That God loves children, and He wants them to stay safe from harm. He has given them a voice and the word 'No'. Explain that if someone is touching a child in an uncomfortable way, they must tell

that person to stop and say NO. Do some role-playing activities with the children so they can practice saying No, Stop and running away. Tell them they must tell a trusted adult.

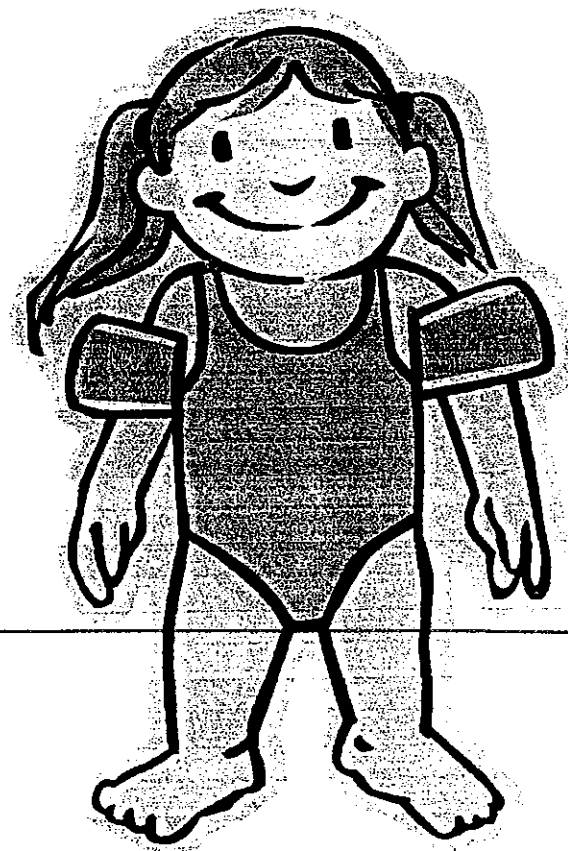
On the chalkboard, brainstorm a list of all the people that the children can think of who could be trusted to tell. Again, remind them it is never their fault.

Concluding the Session

Show pictures of different situations of touching. Have the children put them into two different piles, good/bad. Discuss why the pictures were put in a certain pile. This is a good opportunity to introduce non-verbal cues without spelling it out. Discuss the expressions on faces, body language etc. Have the children take home the two handouts for homework.

NOTE TO THE TEACHER

It is important that you always remember that chances are very good that you class will have a child who is or has been sexually abused. This program is designed to help children protect themselves, and it is possible that a child might disclose personal or a friend's abuse. An invitation to disclose this abuse privately should be included. The children should be reminded that the teacher is available and there are trusted adults who will want to talk to them. Identify who those adults are at your site.

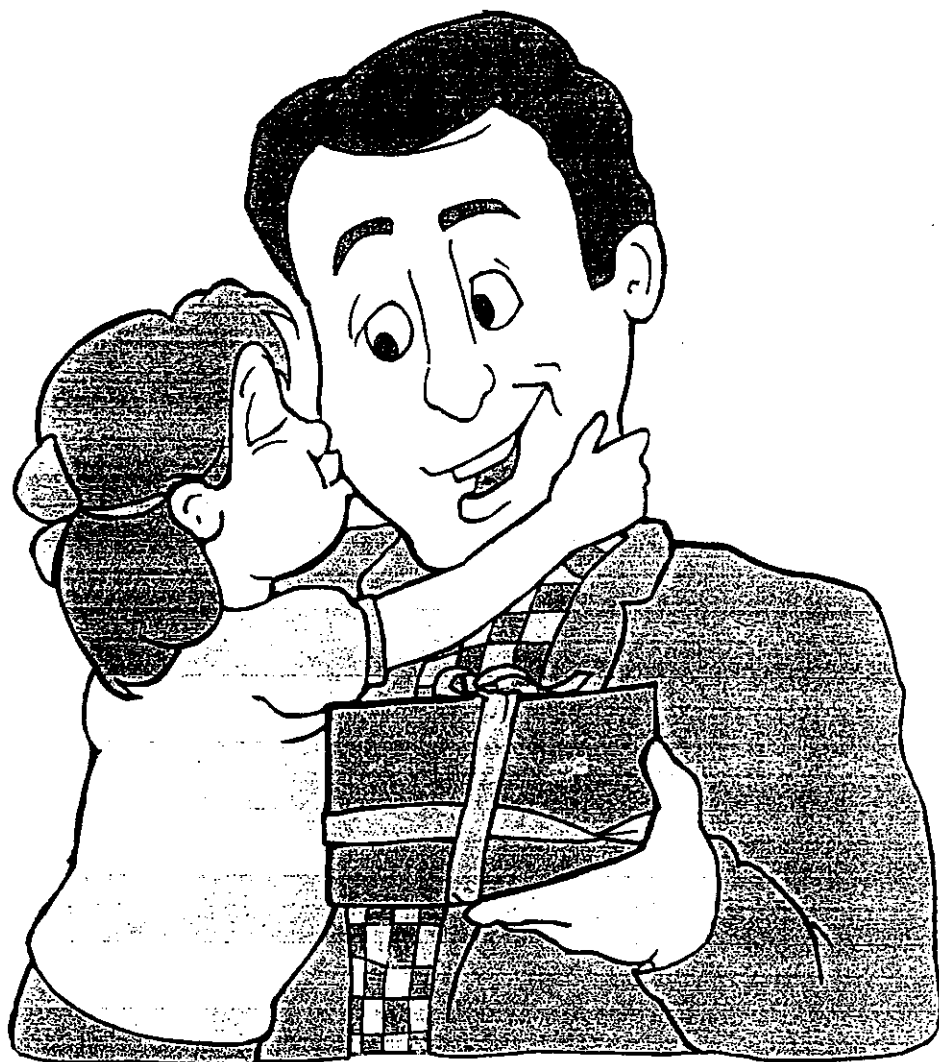




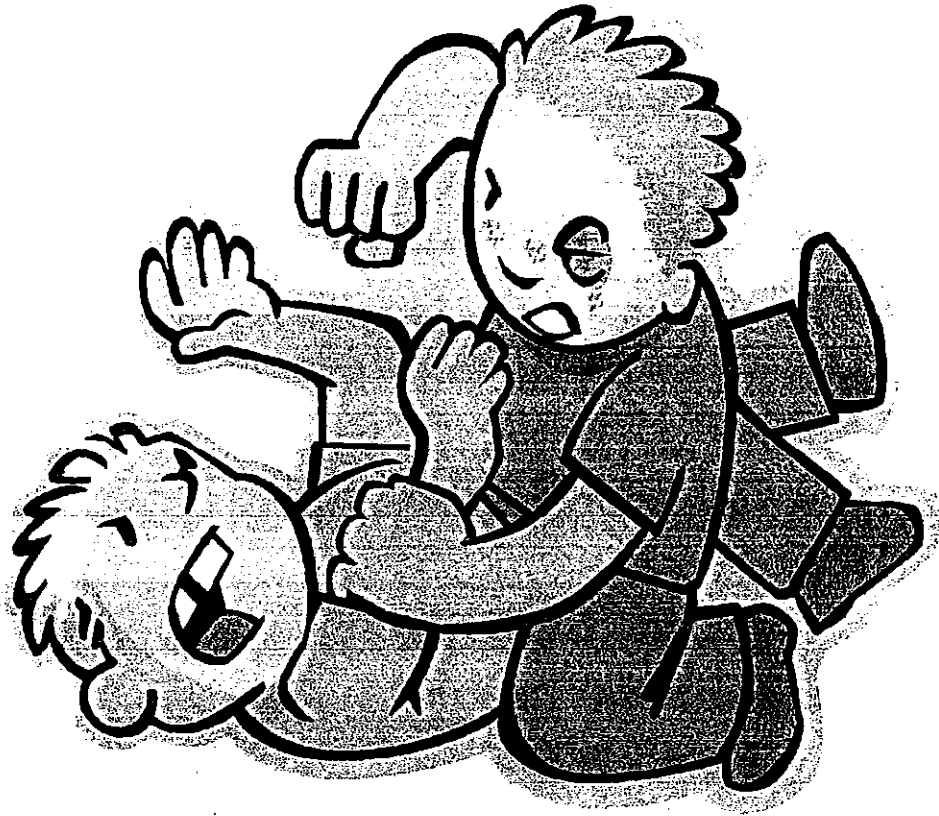














For You to Take Home

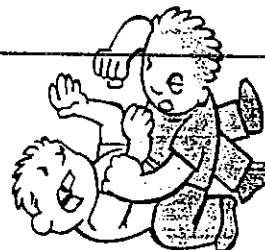
Dear Parents,

In today's session we reviewed or learned:

- We are created in God's image. Our bodies are special and sacred
- God intends for us to have touch that is nurturing and affirming.
- Some touches are bad or confusing because they make us feel bad or uncomfortable.
- Our response to bad touches is: Say No, Go and Tell.

For this lesson to be effective, I would suggest that your child share today's discussion with you.

Activity: Circle the touches that are enjoyable. Draw a picture of a good touch in the blank space.



Whom Can I Talk To If I Need To?

Dear Parents,

Today in class we identified trusted adults. We discussed those people in certain occupations i.e. police officers, firefighters, nurses, doctors, teachers, as people students can talk to and trust. Each child also identified at least one person they know personally that they can talk to and trust. Have your child circle the trusted adults. Then have them draw someone they know and trust in the empty space.



**SMART KIDS
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GRADES 4-6



Diocese of Jackson

Sample Letter From Catechist Grades 4-5-6

Dear Parents,

Next week, I will teach a lesson about a safe environment. It specifically relates to child sexual safety. This lesson is in response to the Diocese's compliance with the Bishops Charter for the Protection of Children. In preparation for this lesson, a homework assignment accompanies this letter. We will discuss the following in class next week:

- We are created in God's image.
- Good/safe touches
- Bad/unsafe touches
- Confusing touches
- Manipulations and lures
- Trusting feelings
- Our response to bad touches:
 Say NO, Go, Tell

If you have any questions regarding this lesson, please don't hesitate to call me at school.

Sincerely,

Smart Kids/Safe Kids Part One Grades 4-5-6

PreHomework (to be done with the parents before the class is held)

- “God Made Me In His Image” (2 pages)
- “Good touch/Bad Touch” – run off on card stock or Tag Board

Resources Needed

Chalkboard, chalk (or whiteboard markers)
Paper for students to make lists, pencils, bibles

Teacher Preparation

Read Genesis 1:26-31, and Matthew 19:13-15. It is not necessary to memorize these, but familiarize yourself with them so that you can tell them with animation.

Song: *Earthen Vessels* by John Foley, SJ (OCP) can be used in opening or closing

Getting Started

Explain that the topic will be how to keep people from hurting them and what to do if someone does hurt them. This class will be about a specific kind of child abuse: Child sexual abuse. Ask the children if they had done the activities (pre-homework) with their parents. Ask for comments, feelings, and questions. Explain that the church is a place for help and healing. Therefore it is a good place to learn more about protecting themselves and what to do if they need help. Explain that they will have lots of chances to ask questions about this topic.

GROUND RULES:

- Asking questions is important
- Remind the children that listening carefully to each person is important, so that everyone understands what is being said.
- Remind the children that respect must be shown to each other in all discussions.

We Are Created in God’s Image

Discuss the creation account in Genesis 1:26-31, and remind them that all of us were made in the image of God, and that God declared all of creation is good. Talk about the exercise they did with their parents on drawing their body and listing personality traits.

Ask if they know what private parts are. Define them as the parts of the body that are covered by a bathing suit. Explain that sometimes an adult may need to touch their private parts for health or safety reasons. Ask the group to think of examples. These may include:

- Doctors with a nurse or parent present
- Parents in case of an injury or concern
- When you wash yourself

Explain that it is not okay for an adult or an older child to touch a child’s private parts except for health and safety reasons. ~~It is not okay for someone a child loves to touch his or her private parts.~~ Explain that it is not okay for an adult or older child to ask a child to touch an adult’s or older child’s private parts. Tell the group that their body belongs to them.

Jesus Blesses the Children

Read Matthew 19:13-15 and discuss:

- What kind of touch was Jesus' touch?
- Why did the disciples want the children to go away?
- Why do you think that Jesus thought it was important to talk to the children and bless them?
- How do you think the children felt when the disciple told them to go away?
- How do you think the children felt when Jesus invited them to come to him?
- Can you think of why touching is important to babies?
- Point out that Jesus wasn't alone with the children – children need to be aware that they should only be alone with their parents or trusted adults

Defining Sexual Abuse

Ask the children if they know what sexual abuse is. Define it with them/for them as:

- Touching a child's private parts
- Taking pictures of a child's private parts
- Showing pictures or movies of people without their clothes
- Asking a child to touch an adult's or child's private parts.

This is against the law and NEVER Okay

Explain that sometimes it is not that easy to tell if what someone is doing is wrong.

Good/Bad Touch

They will have done an exercise with their parents on Good and Bad Touch (placing examples on a continuum between Good – Confusing – Bad) so most of the following will be familiar to them. Review it and place the continuum on the board.

Good/Safe

Good/safe touches are those that make us feel happy, loved, warm, comfortable inside. Ask the children for examples of good/safe touches. Examples may include kisses from parent, hugs, pats on the head or even taking out a splinter (Taking out a splinter is good/safe because it is taking care of the child, even though it may hurt at the time.)

What is right about 'good' touch?

'Good' touch makes a person feel good about themselves. When someone touches them in a positive and non-exploitive way, they feel affirmed, accepted, respected, supported, and loved. It is touch that both people freely choose. It is right to touch someone in this way, because it affirms the worth of that person as one created in God's image and therefore worthy of acceptance.

Confusing

Confusing touches are those that make someone uncomfortable, uneasy, confused or unsure about the intentions of the toucher.

So is 'confusing' touch right or wrong?

It is mostly confusing because it is never really clear what is going on or why someone is touching you in this way. If the person being touched feels in any way uncomfortable, frightened, or hesitant and really doesn't want to be made to feel these things, then it is wrong to touch them this way. Sometimes touches that felt 'good' when a person was a small child feel uncomfortable or embarrassing, as a person grows older. When a touch is confusing, it is important to discuss it with a trusted adult.

Bad/Unsafe

Bad/Unsafe touches are those touches that are not done with love and care, and are meant to hurt the child, or use the child specifically by touching their private parts. Bad/Unsafe touches may make someone feel bad, angry, hurt, upset or bad about themselves. Tell them that if that occurs, it is NEVER the child's fault

What is wrong about 'bad' touch?

'Bad' touch makes a person feel bad about themselves. They may feel frightened, powerless, put-down and exploited because someone they see as more powerful than they are is touching them in a particular way or forcing them to do something they don't want to do. It is never OK to touch someone this way.

TRUST YOUR FEELINGS!!! (Emphasize with children)

Stay away from someone when you think that person might hurt you

Say "NO!" (This does not always work – but say it anyway) Discuss with the children the difference between showing respect to adults and their right to personal safety. Discuss ways that they can handle confusing touches.

Examples:

Please don't do that

I don't like when you do that

Telling a Trusted Adult

Explain that this is what to do when someone tries to hurt you. Brainstorm with children and make a list of trusted adults that they could talk to about any of this. Discuss as a class how they would do it. Where would they talk to this person, when would they talk to them, what would they say? What if the person does not believe them? Who else can they tell? Emphasize that they tell, tell, tell until someone does listen to them.

Manipulations and Lures / Check First

Explain that some adults or older children may try to trick a child into allowing them to touch them in 'bad' or unsafe ways. Situation cards will be given to the children to discuss in small groups of 6. Each group gets one copy. Each child gets a card and they will share with their small group what they would do in each circumstance.

When discussing the lures – remind the children to remember the phrase 'check first'. Explain that anytime someone tries to get them to do something/go with them, they need to say, "I need to check with my mom/dad/parent first."

Concluding the Session

Explain that everybody needs good/safe touches. Review that it is never okay for an adult or older child to touch their private parts or ask a child to touch theirs. That even people in their family should not touch private parts unless it is for health and safety reasons.

Every person has the right to not be touched in 'bad' or 'confusing' ways

DISCUSSION: The child is not to blame

- Explain that sometimes, no matter what the child does, he or she can not escape from being touched in harmful ways
- Stress that it is never the child's fault that the child was abused
- How might the child feel who has been hurt? Most children will understand that it is very embarrassing for the victim.
- What will happen if the victim does not tell? Explain that usually the abuser will continue to abuse children unless the victim tells someone what happened.

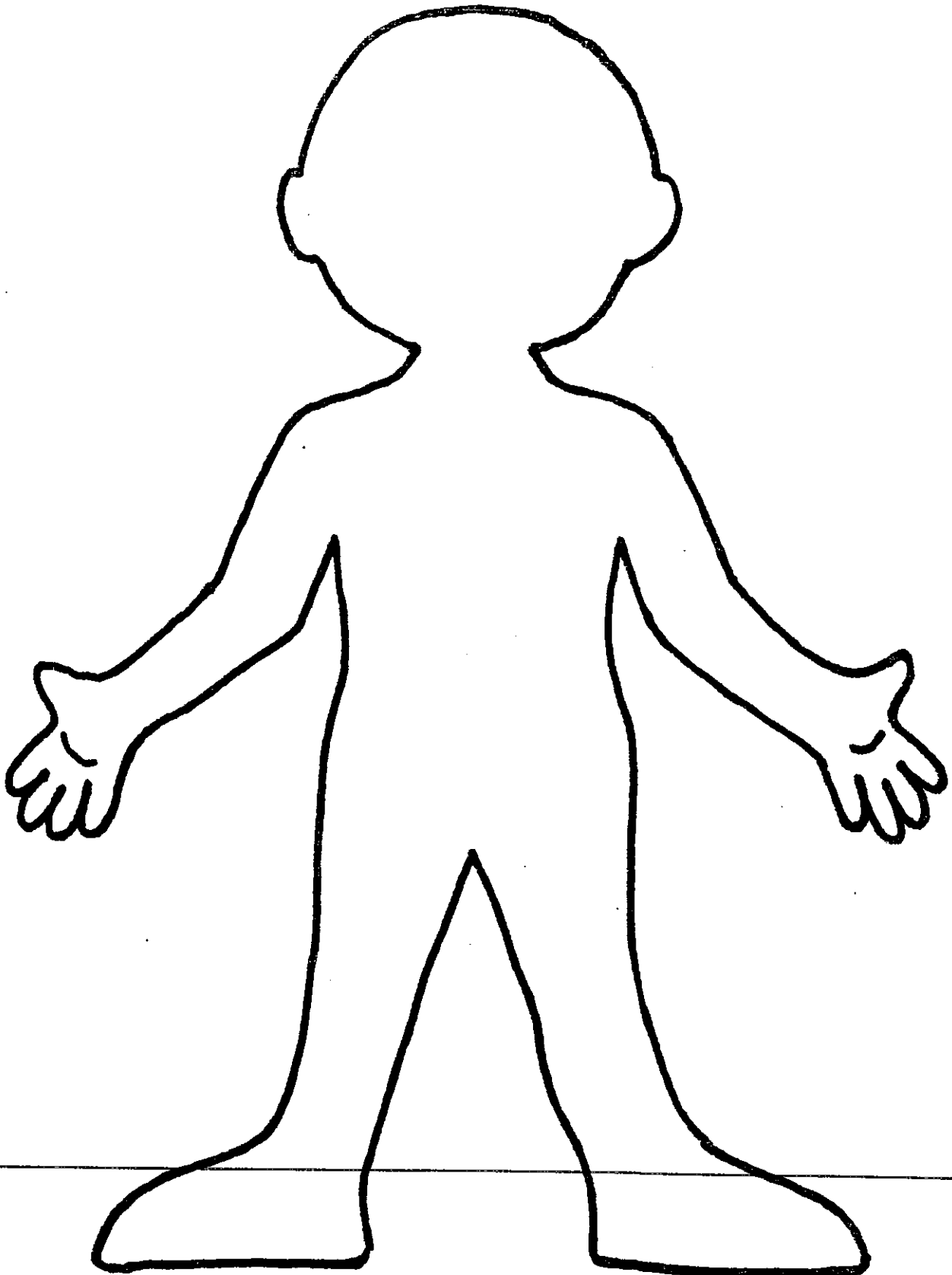
Explain that God loves each child no matter what happens to them. God will always love us. God also gives each of us the promise that God will not leave us.

Discuss: Although God can't magically stop the abuse; God is able to help children. Other people are able to stop the abuse. What are ways that God can help?

- God gives us the courage to say "NO!!"
- God gives us the strength to tell someone.
- God gives us information to help protect ourselves and others.
- God gives us comfort when we hurt.

NOTE TO THE TEACHER

It is important that you always remember that chances are very good that your class will have a child who is or has been sexually abused. This program is designed to help children protect themselves, and it is possible that a child might disclose personal or a friend's abuse. An invitation to disclose this abuse privately should be included. The children should be reminded that the teacher is available and that there are trusted adults who will want to talk to them. Identify who those adults are at your site.



<p>Cut these cards apart. Place the GOOD/BAD cards as headings for two piles of cards.</p>	<p>Go through the cards, discussing them with your child. Place each card in the appropriate category pile.</p>	<p>NOTE: Some of these activities could fall into both categories. Be sure to discuss them thoroughly.</p>	<p>GOOD TOUCH</p>	<p>BAD TOUCH</p>
<p>An adult wants to hug you, when they see you, as a sign of greeting.</p>	<p>Anyone asks you to remove your clothing so they can take a picture of you.</p>	<p>Snuggling with a parent, in bed, before bedtime.</p>	<p>In case of an accident or injury, at school - 2 school personnel will need to check you and notify your parent immediately.</p>	<p>Someone wants you to look at pictures or videos of adults or children with their clothes off.</p>
<p>An adult takes your hand and tries to lead you to a room or into a car or other vehicle, where you will be alone.</p>	<p>An adult or teenage friend always wants to comb your hair.</p>	<p>Older child or adult wants you to kiss them in a romantic way - on the lips.</p>	<p>An adult always wants to have their arm over your shoulder or around your waist when you are walking together.</p>	<p>Cleaning private parts of your body in privacy.</p>
<p>Older child or adult asks you to touch their private parts.</p>	<p>With a parent present, a doctor listens to your heart.</p>	<p>An aunt or uncle has you sit on their lap and touches you in a way that makes you uncomfortable</p>	<p>Holding hands with an adult or friend as you walk.</p>	<p>An adult stands very close to you as he or she talks to you, so close that you feel uncomfortable.</p>
<p>With a parent present, a doctor touches "private" parts of your body.</p>	<p>An adult or friend wants you to explore a website with pictures of adults or children with their clothing off or partially off.</p>	<p>Your parent gives you a hug or a kiss goodbye</p>	<p>Your teacher gives you a hug when you did something great.</p>	<p>You hold hands with your teammates as part of a game</p>

MANIPULATIONS AND LURE / CHECK FIRST SITUATION CARDS

A.
While you are playing in your front yard a car pulls up. The driver asks you if you can give him/her directions. You say:

D.
An older man approaches you as you are leaving school and tells you your mom told him to take you to her office. You say:

B.
On your way home from school, a teenager walking near you asks if you want to go to his house to play his new video game. You say:

E.
A teenager drives up next to you while you are walking home from school. He says your older brother told him to give you a ride home. You say:

C.
You are at the neighborhood park. An older man asks you if you want some candy. You say:

F.
You are raking the leaves in your front yard. The elderly man next door asks you if you would like to see his new kitten. You say:

SMART KIDS SAFE KIDS

GRADES 7-8



Diocese of Jackson

**Sample Letter From Catechist
Grades 7-8**

Dear Parents,

Next week, I will teach a lesson about a safe environment. It specifically relates to child sexual safety. This lesson is in response to the Diocese's compliance with the Bishops Charter for the Protection of Children. We will discuss the following in class next week:

- Defining sexual abuse.
- Defining Grooming
- Trusting feelings
- Tell a trusted adult

If you have any questions regarding this lesson, please don't hesitate to call me at school.

Sincerely,

Smart Kids Safe Kids Part One Grades 7-8

To the Teacher

- (1) This is a lesson the purpose of which is to promote students' safety by raising their understanding and awareness of sexual abuse (s.a.);
- (2) The lesson—meant to be accomplished in 45 minutes, so be prepared to move it along—is for 7th and 8th graders in the Catholic schools and Religious Education programs throughout the Diocese of Santa Rosa;
- (3) As a result of this lesson, students will be able to recognize the signs of s.a., resist it, get away from it, and tell an adult about it;
- (4) The lesson follows a typical youth-group format: gather, listen, respond, go forth;
- (5) Kindly familiarize yourself with the lesson before delivering it. This lesson is completely scripted for you. At the same time, you are invited to make the script your own, while not failing to include the essential elements of the lesson;
- (6) When you as *teacher* set the students to a *task*, the task is in *italics*. When the **students** perform a **task** or activity, what they do is in **bold**;
- (7) The materials required to accomplish the lesson include:
 - Bible . . . tabbed to Gn 1:26 - 31
 - 6 magic markers . . . 5 for students and 1 for teacher
 - Writing paper . . . 1 sheet per student
 - Pens or pencils . . . 1 per student
 - 1 roll of masking tape
 - Flip Chart with 14 sheets or 14 sheets of Butcher Paper, as follows
 1. **SEXUAL ABUSE** (& definition) [p. 3]
 2. **GROOMING** (& definition) [p. 3]
 3. **FLATTERY** (& definition) [p. 4]
 4. **BRIBERY** (& definition) [p. 4]
 5. **STATUS** (& definition) [p. 4]
 6. **JEALOUSY** (& definition) [p. 4]
 7. **MANIPULATION** (& definition) [p. 4]
 8. **3 COMMON CHARACTERISTICS OF GROOMING** [p. 5]
 9. **P.V.'S FEELINGS** [p. 5]
 10. **BOLT** (i.e., the word alone) [p. 6]
 11. **BEWARE** (& definition) [p. 6]
 12. **OPPOSE** (& definition) [p. 6]
 13. **LEAVE** (& definition) [p. 6]
 14. **TELL** (& definition) [p. 6]

NOTE: In the interests of accomplishing this lesson within the time allotted (i.e., 45 minutes), it is **REQUIRED** that the teacher have prepared these 14 sheets beforehand. Also, sheets # 3 – 7 should be large enough to contain the word, its definition, *and the example that the students will write.*

I. GATHER

1. Introduction of Lesson

[1 minute]

“Today’s lesson will focus on sexual abuse [s.a.], specifically the sexual abuse of young people. This is a topic that is usually NOT discussed or explored because of its private nature. But it is worth exploring today because it affects so many young people and it is so serious a matter. Every year, for example, there are over 100,000 children who are victims of sexual abuse.”

2. Rules concerning this Lesson

[1 minute]

“We have a great deal to explore and discuss relating to today’s topic. There is only a limited amount of time. Let’s use our time wisely by everyone being interested, cooperative, and silent when others are speaking.”

“Please pay attention and cooperate with all the requests that I make of you.”

“This is a difficult and sensitive subject matter, so be absolutely respectful of one another.”

“If you have any personal examples or stories concerning sexual abuse, please hold onto them; they can be shared privately at a later time—with an adult whom you know and trust, such as your parents, another teacher, a principal, a school counselor, or even me.”

3. Opening Prayer: Genesis 1: 26-31 Read by student

[1 minute]

II. LISTEN

1. Writing Definitions

[4 minutes]

“As we are covering a difficult topic today, we need to make sure we know what we are talking about. There are two terms we are focusing on now: ‘sexual abuse’ and ‘grooming.’ We are going to begin by defining each of these terms.”

“Regarding the first term—sexual abuse—*write in your own words the meaning of this term*”. . . . **Students, as individuals, write their meaning.**

“The second term is ‘grooming.’ We are talking about this word NOT as it relates to taking care of your body and how you look but as it relates to sexual abuse.

Try to define ‘grooming’—in your own words.

If you don’t know how this word relates to sexual abuse, it’s OK. Take a guess.

Write in your own words the meaning of this word, or write your guess as to the word’s meaning. Remember, we are relating this word to sexual abuse.”

Students, as individuals, write their meaning/guess.

2. Checking Definitions

[4 minutes]

“Now, refer to your definition of ‘sexual abuse’ while I show you the definition of s.a. that I have:

[Teacher holds up definition on a large sheet of paper and reads aloud]

Sexual Abuse = the forcing of unwanted sexual activity by one person on another
[Teacher asks] “How close is your definition to mine?” *Rate your definition's closeness to mine—on a 10-point scale with 10 being the same as mine.*

Students, as individuals, view teacher's definition and score theirs.

“Now, let's focus on ‘grooming.’ Normally this word is something we all hopefully do every morning. We practice good grooming. That is, we get up, wash our face or even shower, get in front of a mirror, check our face, our hair, our clothes, brush our teeth, make sure we don't smell. This is what the word ‘grooming’ normally refers to.”

“As we are using the word today, ‘grooming’ relates to sexual abuse. Someone who uses ‘grooming’ is someone who is setting up another person for sexual abuse—usually an older person setting up a younger person. Here's my definition [holds it up]

Grooming = Setting up another person—usually younger—for sexual abuse
Rate your definition's closeness to mine—on a 10 point scale with 10 being exactly like mine.”

Students, as individuals, view teacher's definition and score theirs.

3. Recognizing the Kinds of Grooming [7 minutes]

“Now I would like to explore with you 5 ways in which adults may set up kids up for sexual abuse.”

“I need to organize you into groups. Please count off 1 – 5.”

Students count, in order to receive the number of the group (groups 1 – 5) to which they will belong.

“All the 1-s get together at this table, the 2-s at the next table, etc.”

Based on each student's number, they move to the appropriate tables.

“Now that you are in groups, I ask you to work together. *Choose a reporter and a recorder from your group.* The reporter will report the group's work to the rest of the class. The recorder will write the group's work on paper, as required.”

Each student group chooses its reporter and its recorder.

“I am going to give each group a sheet. This sheet lists one of the ways that an adult may play on a young person in leading up to the point of sexually abusing the young person. We'll call this a ‘Grooming Method.’ Note that there is a definition that explains this method.”

Each group receives the sheet with one method and its definition.

[The 5 grooming methods include:

1. Flattery . . . which is excessive, insincere praise. This is not a genuine compliment. It is always a physical or a sexual comment or

- observation by the abuser. The abuser flatters the potential victim about something that is personal and usually off-limits.
2. Bribery . . . which is the practice of offering some thing in order to gain an advantage. The abuser will often give gifts or services to make the potential victim feel like they have an obligation to the abuser.
 3. Status . . . which is a heightened sense of personal worth for the potential victim. Often the abuser gives the potential victim a (false) sense of pride for the p.v.'s being able to attract an adult.
 4. Jealousy . . . which is a feeling of envy within the abuser that the abuser uses in order to sustain the relationship. The abuser is jealous and always wants or demands to be the center of the potential victim's attention.
 5. Manipulation . . . which is the practice of making someone accept your plan or point of view, yet without using physical force. The abuser coaxes, pressures, accuses, or otherwise violates the potential victim's ideas and freedom in order to dominate the p.v., in order to get his way, in order to gain the upper hand in the relationship.

The teacher has written each method/definition on a sheet of butcher paper prior to the lesson, so that when the teacher reaches this point in the lesson, s/he simply distributes the sheets.]

"I ask each group reporter to stand and to read the group's word and its description."

Each reporter stands and reads the word and its definition.

III. RESPOND

1. Coming up with Examples [10 minutes]

"Now, the group's task is to dialogue in order to come up with—at most—3 examples of this kind of grooming. These examples can be drawn from movies, books, TV, or newspaper stories. . . . List the examples on the sheet. . . . Choose one example—the best one—and write out brief details of it on the group's sheet."

Students dialogue, arrive at three examples, and identify their best example.

Recorder lists the best example and writes a brief description of it.

"Time to show and tell. We'll take turns. When it's your group's turn, the reporter will read the term, name the examples your group considered, and then read the best example that the group identified."

~~**Groups report their examples, according to the teacher's format. As each group finishes, the recorder tapes the sheet to the wall, alongside the other sheets.**~~

2. What the Examples reveal about Grooming [3 minutes]

“On your sheet of paper, and, working as an individual, be a good detective and see if you can *list at least one thing about grooming that these examples have in common.*”

Students, individually, write one (1) in-common feature of grooming that the examples reveal.

“Keep what you have written in front of you and check to see if it matches any of the 3 Common Characteristics of Grooming that I have included here.”

The teacher reveals a sheet on which is recorded the following:

The abuser is trying to establish a relationship with the potential victim that is (a) very special, (b) very exclusive, and (c) very secret. In other words, (the abuser desires/says that) this relationship is beyond all others, no one else has such a relationship, and we can't tell anyone—ever—about this relationship.

“If these 3 things are true—especially the last one—then the individual should know that s/he is being set up by an abuser, that s/he is a potential victim of sexual abuse.”

3. The Feelings of the Potential Victim (P.V.) [3 minutes]

“Now let's focus on the potential victims. Imagine the feelings of these potential victims of child abuse—these are the feelings that are in the potential victims as a result of the 5 things that abusers do. What are these feelings? *Raise your hand and respond if you know one of these feelings.*”

Students raise hands and respond, naming the feelings that are inside P.V.-s.
The teacher records these feelings on a sheet, for all to see, and names the feelings as s/he writes.

[Such words as these are recorded: weird, uncomfortable, confusing, funny, uncertain, ambiguous.]

“If you could choose one word to sum up these feelings, which word would you choose? —Raise your hand.

Students respond by raising hands and being called upon.

[Teacher now underlines the word ‘Confusing’ from the words that the students have mentioned. . . or teacher adds this word if it has not been spoken, and says] “The word that I invite you to hold onto is the word ‘confusing.’ That is, potential victims will feel confused because they are experiencing what the abuser says is good but what does not feel totally good inside. The point is, TRUST YOUR FEELINGS.”

IV. GO FORTH

1. Responding to Grooming [8 minutes]

“Now that we have recognized the confusion that potential victims feel, it is time to do something to end the confusion, something that will free the person from

being a P.V. *Write down on your paper one good piece of advice to give to a P.V. about becoming free from grooming.*”

Students, individually, write a piece of advice.

“Check out what you have written against the response that I recommend [Teacher reveals a sheet with the following recommended response]:

I recommend that you **BOLT!**

Beware

Oppose

Leave

Tell.”

“Here’s what this recommended response means:

- ‘**Beware**’ means be aware from the kinds of experiences and feelings that you have had with this older individual that he is really lying to you. He does not intend your good. This individual is an abuser. He is setting you up.
- ‘**Oppose**’ means find the words to say NO to what it is that the abuser is saying, doing, intending. Here are some phrases to use on the abuser:

“Stop it.”

“I am uncomfortable with you when you ____”

“I don’t want to be a part of that.”

- ‘**Leave**’ means not only to get away from the abuser as immediately and quickly as possible but also to end the relationship!
- ‘**Tell**’ means tell an older person—someone you trust, someone such as parents, a teacher, a counselor, youth minister, or pastor who the abuser is and what the abuser has said/done.”

“Now do 2 things: (1) rate how close you were in your advice to the response that I recommend here (use a 10 point scale), then (2) turn to your neighbor and take turns repeating in your own words the meaning of BOLT.

Students pair up and carry out the task that the teacher has assigned.

2. Responding to Actual Sexual Abuse

[2 minutes]

“We are very close to the end of this lesson. I have a last point to make with you. Suppose one of you, or someone you know, is actually sexually abused by an older person.”

“This would be a truly awful thing, and you might have some painful and fearful feelings as a result of such an experience. No matter what the abuser did and said, it would never be your fault and there IS something you can do about it. *What do you think you could do about it? Raise your hand and when I call on you tell me.*”

Students raise their hands and respond when called upon.

“Yes, good responses. These responses come together and repeat the fourth (4th) part of BOLT: TELL it—that is, tell someone whom you trust about the sexual abuse. And if you choose to tell a peer friend about being abused by someone, then out of friendship this person owes it to you to tell a trusted adult, because you are seriously hurt, and trustworthy adults know how to help young people who are seriously hurt.” TELL IT—even though you may be tempted to hide it.”

“One last time—all together—tell me what the response is to sexual abuse.”

Students respond in unison: BOLT!

“Thank you for all your

- ATTENTION
- COOPERATION and
- PARTICIPATION.”

“Now go and tell your parents what we talked about today (tonight), and God bless you and keep you safe.”

SMART KIDS SAFE KIDS

GRADES 9-12



Diocese of Jackson

Smart Kids Safe Kids
(Creating Safe and Sacred Places, Session 5)
Grade 9-12

Object:

- The learner will identify the risk factors associated with sexual abuse
- The learner will develop a plan for responding to and supporting others in a crisis situation
- The learner will be provided with information and tools to identify and steer away from questionable and potentially dangerous situations.

Facilitation:

The facilitator's role is to allow for an open discussion where all participants share (only if they choose). The facilitator should introduce the purpose of the session and the guidelines for discussion. It is essential that the facilitators have excellent listening skills and be candid and honest with the participants from the onset. The youth must be told from the start that the adults present have a legal and ethical responsibility to report any alleged abuse. If other adults are present, they should be attentive listeners, allowing the young people to express their feelings, thoughts, questions and concerns as needed. At the same time they should be respectful of the facilitator and allow him/her to function in their role, fully understanding the importance of listening.

Session at a Glance

Just the Facts (20 minutes)
How Do I Protect Myself? (25 minutes)
Where Do We Go from Here? (25 minutes)
Prayer Service: You Know Me (10 minutes)

Session Content

Preparation:

Gather the following:

Newsprint or poster board and markers
Pens or pencils, one for each participant
Bible
Copies of handout 1 Quiz Time
Copies of handout 2 Discussion Starters
Copies of handout 3 Prayer Card
Reflective music (optional)

Copy onto cardstock Resource 1 "Four Steps to Creating a Safe and Sacred Place". Make enough copies so that when you cut the cards apart there will be enough for each participant to have one.

On a sheet of newsprint, write the following statements:

- Practice asking questions.
- Trust your instincts.
- Be clear what you want and need.
- Get involved.

Ask for a volunteer to read the Scripture passage during the closing prayer.

Just the Facts (20 Minutes)

Getting started:

Welcome participants and explain that today's session will cover a difficult subject but an important one. Today you will be discussing sexual abuse and ways to protect themselves from it. I would remind them of whatever rules are already in place about respect, every question a good one, and being supportive of each other during today's program. Pass out handout 1 **Quiz Time** with a pen/pencil and explain that they will be given a few minutes to complete this quiz on their own. The idea is to begin to see how much they do know and how much they don't about this subject. Allow no more than 5 minutes to complete the quiz. When everyone is finished, review the answers and provide additional information below:

- 1. Can a person be sexually abused without being touched?**
 - **Answer:** Yes. In reality, sexual abuse can take on various forms. It can be actions involving sexual intercourse, to fondling under or over the clothes, to the sexual exploitation of children where no direct physical action is perpetrated, but where they are in the presence of someone who is clearly becoming sexually aroused by their presence. For example, a perpetrator might expose a child to pornography while watching to see what the child does in response to this exploitation, or a perpetrator might take photos of a naked child for personal sexual stimulation.
- 2. What percentage of the time does a victim of sexual abuse know his or her abuser?**
 - **Answer:** 90 percent. Sexual abuse happens most often with people who know the victim. Stranger abuse is fairly rare. Abuse also happens in familiar places. Abusers are most often fathers, stepfathers, siblings, aunts, uncles, baby-sitters, caretakers, or supervisors. Normally the victim of sexual abuse knows his or her abuser.
- 3. Who is the most common sex offender?**
 - **Answer:** A white married male. Perpetrators of sexual abuse usually know their victims. Most often, sex offenders are white married males, but sex offenders can be found in every socioeconomic classification, every race, every sexual

orientation, and every description. Contrary to the impression given by the media, sexual offenders are also found in every religious background.

4. What is a person called who is attracted sexually to a child between the ages of fourteen and eighteen?

- **Answer:** An epebophile. An epebophile is an individual who is attracted sexually to a pubertal child or adolescent in the age range of fourteen to eighteen. Epebophiles tend to have significantly fewer victims and seem less fixated than pedophiles.

5. Do most children readily tell an adult, usually a parent, when something serious like sexual abuse happens to them?

- **Answer:** No. Children frequently do not tell about being sexually abused, especially if the abuser is a member of the family. Those who have broken their silence are very often not believed as children or as adults. Abused children often struggle with the thought that they must be very bad for God to allow the abuse to happen in the first place.

6. Why is abuse not often reported immediately?

- **Answer:** There are often no witnesses. The key to understanding why sexual abuse is not reported immediately is recognizing that so often the abuse happens in a secluded place. The abuser most often is someone who has power and influence over the child and who has used that power and influence to both groom and silence the child. Victims often want to tell and want to have the abuse stopped. As children, victims do not possess the mental capacity to break away from the power of their abuser to report what is happening.

7. Are most offenders prosecuted and punished?

- **Answer:** No. Only a few of those who commit sexual assaults are apprehended and convicted for their crimes. Most convicted sex offenders are eventually released into the community under probation or parole supervision.

8. Of those who abuse, how many were abused themselves?

- **Answer:** 30 percent. Most sex offenders were not sexually assaulted as children, and most children who are sexually assaulted do not sexually assault others. Not all abusers are acting out of revenge for their past victimization. Adolescent sex offenders do not always become adult offenders. Factors that may influence a victim to become an abuser include when the abuse happened, what kind of treatment the victim received, how the family reacted to the abuse, how many times the abuse took place, and what kind of abuse was inflicted on the victim.

Ask the participants the following questions:

-
- **What surprised you in this activity?**
 - **Is there anything in the quiz that is not surprising to you or that you already knew?**
 - **How realistic do you think these facts are?**

How Do I Protect Myself? (25 Minutes)

Provide each participant with a copy of handout 2. Allow 5 minutes for them to complete the handout on their own.

Divide the larger group into smaller groups of four to six. If possible, place an adult facilitator in each group. The facilitator will not need to give any information or plan any discussion. The facilitator's role should be only to listen, to ensure that the conversation stays focused on the topic assigned, to answer questions of clarification that may arise, and to ensure that each young person in the group has an opportunity to speak. Explain the role of the adults for this activity.

Tell the groups they will have 10 minutes to share with their small group their responses to each section of the handout. Be sure to share the following points:

- Talking about sexual abuse can be awkward and uncomfortable. You will want to remember that fact as you begin your discussions.
- There is no right or wrong answer to any of the questions. The purpose of the discussion is to give voice to your own concerns, as well as to listen to the thoughts and concerns of others in hope of better understanding and becoming more aware of the issues.
- In your discussion be sure to include responses to these questions:
 - Which words did you choose to describe your feelings about discussing sexual abuse? Why do you think you feel this way?
 - What did you rate highest? Lowest? What is your reasoning for the rating choices that you made?

Check with the groups after 10 minutes and allow for additional time if needed.

Gather the participants back in a large group, and ask for a sampling of answers from each small group. Use the following points below to guide you:

- Read each word from the first section of the handout, asking for a show of hands from those who chose each one.
- Invite a sampling of reasons why a particular word was chosen.
- Find out which asset was rated highest among the group.
- Ask the participants what they think they could do to improve the quality of the assets they chose (regardless of how they were rated.)
- Ask for a sampling of responses to each of the five sentence starters on the handout. Add appropriate comments and clarifications where necessary.
- Remind the participants that none of these answers is right or wrong but that the opportunity to speak their thoughts and feeling in a safe and trusting place and to listen to the concerns of others is a valuable tool in working together as a community.

- Discuss the sentence completion exercise thoroughly. Go over with participants their options if they find themselves in an uncomfortable or potentially dangerous situation. List with them the things they can do depending on the circumstance, i.e.:
 - Say 'No' loudly, forcefully
 - Scream
 - Run
 - Kick, hit
 - Basic self-defense moves

Discuss how the polite rules they have been taught do not apply if they believe there is a threat or danger to themselves.

- Make sure that each participant understands why it is important to discuss sexual abuse with a trusted adult. Have participants identify the adults they know that they could talk to about this. Emphasize that telling a friend puts an unfair burden on that friend. It usually takes another adult to stop the behavior of an adult who is sexually abusing a young person.

Where Do We Go From Here? (25 Minutes)

1. Invite participants to gather into their small groups from the previous activity. Present the following helpful hints to the group add your own words and examples where appropriate. You may also refer to the newsprint you have posted, which highlights these hints:
 - Nothing we will learn in these sessions will prevent all young people from ever being harmed in any way. However, there are some tools and tips we can practice that will be beneficial in creating safe and sacred places and that will offer the coping skills necessary to move through a time of crisis.
 - Crisis can touch our lives in the form of something such as a failing grade or a test or in a class, a broken friendship, minor mistakes or accidents, or something more serious such as a devastating accident or illness, or even physical, emotional, or sexual abuse. Here are some tips and tools you will want to keep in mind for staying safe and for dealing with tough times:
 - **Practice asking questions.** Spend one entire day thinking of a question for everything you do in that day. Do not rule out any questions. Try to think of everything, from how orange juice is squeezed from oranges to why math was created, from whether you should believe a rumor you heard, to how a person is affected by participating in extra-curricular activities. After an entire day of asking questions, you will find that you do not need to ask questions about everything all the time, but certainly you take some things for granted and blindly accept as truth yet do not always know why you accept them. There is often more information to be gained than what you have immediately available to you. Practicing asking questions will get you into the habit of seeking all available

resources to help you learn more about something, a habit that will be especially beneficial when a serious situation arises and you need to make an informed decision.

- **Trust your instincts.** As you mature into young adulthood, you are becoming more and more aware of the opportunities to make choices for yourself. Along with this opportunity comes the responsibility to surround yourself with people-peers and adults- who will help guide you in making healthy choices. Through prayer and conversation, you can learn about the ways your decisions impact other people-either positively or negatively. You must also trust in the gifts God has given you. Your intuition alerts you when something is not right, your complex mind makes sense of a complicated situation, and your spiritual connection with God provides you the perseverance and strength to carry through difficult times. Practice trusting your feelings by discussing how you feel about something with another person you trust-a parent, sibling, friend, or significant adult. Use journaling to voice your thoughts on paper, and allow the tool of writing to help you unfold and clarify your daily thoughts.
 - **Be clear about what you want and need.** How simple is it to ask for a new game, a new bike, a new car, or new clothes for your birthday or as a holiday gift? What if you were able to voice your internal needs and wants just as clearly and easily? It is okay to tell someone that you feel uncomfortable or want to get out of a situation because it doesn't feel right, whether the situation is lying, stealing, gossiping, or putting someone down. You don't have to do something that goes against what you believe is right just because someone else says you should-even if that someone is an adult. Practice being clear about what you need to be healthy in everyday life situations-how much sleep you need, communicating how you are feeling, wanting to have time alone, or needing help with homework. Communicating what you need has nothing to do with being selfish. In fact, it is self-care to think about and to articulate what your body, mind, and soul need to stay healthy and happy. Look to significant adults in your life, such as your parents, teachers, or trusted family and friends, to help you balance the difference between need and greed.
 - **Get involved.** Being involved in the community does not have anything to do with being popular or being the most active or voted the friendliest or most outgoing. Do not limit yourself because you don't think you deserve to be an active community member. Educate yourself about the different ways you can be involved in the community. Find something that is interesting to you. Take piano lessons outside of school, meet your neighbors, volunteer at a local shelter, babysit for family and friends, walk in a benefit race, teach Bible stories to children at your church, tutor peers, or participate in a team or club. Choose something that inspires you or is interesting to you. Being involved serves two main purposes: 1) you get to know other teens and adults who can potentially support you and whom you can potentially trust, and 2) you build your own character, set examples for
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others, and gain insight into who you are and who you want to be. Community involvement gives you an opportunity to think about your future and your goals.

- **Ask the participants if they have any additional tips or ideas to offer.** Allow for some discussion if time permits.
2. Tell the participants that each small group is to create an advertisement for one of the tips they have just heard. You will need to provide each group with a sheet of newsprint or a poster board and several markers. You will also need to assign each group one of the four tips presented in step 1. It is okay if several groups are assigned the same tip.
 3. Tell the groups to imagine they are at a baseball game, riding in a car, watching pre-movie commercials, surfing the Internet, or reading a magazine. They should create an advertisement for that place or space. You can assign one of those locations to each small group, or you can invite the groups to choose a different location they would like to create an advertisement for. Ask them to create an advertisement that might be found in the location they have chosen. Remind the groups that their activity advertisement should be engaging, interesting, and informative and that it should make a viewer want to buy the product or service they are promoting. Invite the groups to imagine how they could make their viewers want to have this “product.” To make this more challenging, tell the groups that the other groups will judge their advertisements for effectiveness and that there will be prizes awarded to the winning advertisements. Give the groups 10 minutes to complete the assigned task.
 4. Invite each group to present to the large group the advertisement they have created. Add comments and suggestions where necessary. Consider posting the advertisements in a visible location for other parishioners to see.
 5. Distribute to each participant a copy of the cards you have made from resource 3. Suggest that each participant place the card in an accessible and visible location, such as a wallet, purse, bathroom mirror, nightstand, or school locker.

Prayer Service : You Know Me (10 Minutes)

1. Invite the volunteer you have selected to come forward to proclaim Jeremiah 29:11-12. Allow a few moments of silence after the reading.
 2. Share the following points with the participants:
 - Although many things in life may challenge us, God has great things in mind for each of us.
 - God knew us even before we were born and desires for us to follow God’s lead and be guided by God’s love.
 - God’s plans for each of us involve growing spiritually, seeking goodness, and trusting in God’s all-knowing power.
-

- With God's guidance we can persevere through difficult situations.
3. Distribute a copy of handout 3 and a pen or pencil to each participant. Invite the participants to prayerfully respond to the sentence starters. Remind them that this activity is for personal reflection and that they are not to discuss with others or work in groups during this time. You may wish to play some reflective instrumental music to encourage a quiet atmosphere. Allow 5 to 10 minutes, depending on the needs of the group.
 4. Conclude by inviting the participants to pray the closing prayer together:

Lord, you have created me with specific thoughts, ideas, and characteristics. You know everything about me. You know who I am and who I will become. You have plans for me that are wonderful, plans that I might not even be able to imagine for myself. Help me to trust in your guidance, Lord. Help me to believe that I don't have to do anything by myself. Help me to remember that you are ever present, all knowing, and completely loving. Grant me the gifts I need to believe in myself. When I feel discouraged, remind me that I am capable. When I feel lonely, bring friends and family to support me. When I am confused, show me the right path to follow. When I doubt the future, enlighten me to trust in your creative plans. I ask all this with a humble heart and with much gratitude.
Amen.

QUIZ TIME

1. Can a person be sexually abused without being touched?
a. yes b. no
 2. What percentage of the time does a victim of sexual abuse know his or her abuser?
a. 50 percent b. 66 percent c. 75 percent d. 90 percent
 3. Who is the most common sex offender?
a. a homosexual
b. a poor person
c. a white married male
d. someone who was previously abused.
 4. What is a person called who is attracted sexually to a child between the ages of fourteen and eighteen?
a. pedimanic b. ephebophile c. paraphilic d. pedophile
 5. Do most children readily tell an adult, usually a parent, when something serious like sexual abuse happens to them?
a. yes b. no
 6. Why is abuse not often reported immediately?
a. There are often no witnesses
b. Children are good storytellers and do not always know what they are saying.
c. Most reported cases turn out to be false accusations.
d. Victims do not want to tell anyone.
 7. Are most offenders prosecuted and punished?
a. yes b. no
 8. Of those who abuse, how many were abused themselves?
a. 10 percent b. 22 percent c. 30 percent d. 48 percent
-

SKSK
grade 9-12

Discussion Starters

I think talking about sexual abuse is (circle one word).....

scary uncomfortable gross important
necessary helpful pointless

Rank the assets that you need to be a healthy and happy teenager:

___ caring adults and parents

___ patience

___ a relationship with God

___ a good job

___ money

___ friends

___ trust

___ an education

If someone asked me how I felt about talking to my parents about sex, I would say

If someone in my community were accused of sexually abusing someone, I would feel.....

If I were in a situation with someone where I felt uncomfortable and wanted to get out of the situation for my safety, I could say or tell the person.....

If I believed that myself or someone I know had been sexually abused, I would

Prayer Card

For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. then when you call upon me and come and pray to me, I will hear you. (Jer. 29:11-12)

Some of my dreams are

A person who reminds me to trust God's goodness is

Three words that encourage me are

Say to yourself: "God loves me and knows me and believes in me."

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When I doubt the future, enlighten me to trust in your creative Plans. I ask all this with a humble heart and with much gratitude.
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Four Steps to Creating a Safe and Sacred Place

<ul style="list-style-type: none"><input type="checkbox"/> Practice asking questions.<input type="checkbox"/> Trust your instincts.<input type="checkbox"/> Be clear about what you want and need.<input type="checkbox"/> Get involved.	<ul style="list-style-type: none"><input type="checkbox"/> Practice asking questions.<input type="checkbox"/> Trust your instincts.<input type="checkbox"/> Be clear about what you want and need.<input type="checkbox"/> Get involved.	<ul style="list-style-type: none"><input type="checkbox"/> Practice asking questions.<input type="checkbox"/> Trust your instincts.<input type="checkbox"/> Be clear about what you want and need.<input type="checkbox"/> Get involved.
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Resources

The following resources were used for ideas and inspiration in the development of the Smart Kids, Safe Kids program for the Diocese of Santa Rosa:

McGlone, Gerald J. SJ, PhD, Shrader, Mary, Delgatto, Laurie, (2003) *Creating Safe and Sacred Places*, St. Mary's Press, Winona, MN

Reid, Kathryn Goering, (1994) *Preventing Child Sexual Abuse, Ages 5-8*, United Church Press, Cleveland, OH

Reid, Kathryn Goering, Fortune, Marie M. (1994) *Preventing Child Sexual Abuse, Ages 9-12*, United Church Press, Cleveland, OH
