

Safe and Unsafe Touching

Kindergarten

Note: Refer to *APPENDIX 1: Discovery or Disclosure of Child Sexual Abuse* for information pertaining to recognizing, responding to, and acting upon disclosure of sexual abuse.

Model in image and intended as illustrative.



Lesson Materials



- Kids in the Know *Safety Meeting* PowerPoint® slide
- List of appropriate and inappropriate touching
- Posters:
 - » Choose either the **Underwear Poster** or the **Naked Poster** (boy and girl versions provided)
- **Character:**
 - » Choose either **Feenie** or **Mako** and use either the **puppet** (order at protectchildren.ca/puppets) * or the **poster**
- **Paper Dolls:**
 - » Choose between black and white or colour, wearing underwear or naked (boy and girl versions provided)
- *Bathing Suit Drawing*
- *My First Safety Book*
- Clothes *
- Scissors *
- Glue *
- Large sheets of paper to trace each child's body *
- Crayons or markers *

Suggested Time: 45 minutes

Note: Materials with an asterisk () are not supplied.*

Outcome

Students will be able to identify and label their body parts.

Students will be able to identify and label parts of the body that are appropriate.

Students will know how to label inappropriate/unsafe touching.

Background

A core component of building children's safety competence is providing them with a standard of measure for what constitutes appropriate/safe vs. inappropriate/unsafe touching. A second component is teaching children the correct terms for their body parts. This builds safety skills to enhance communication between children and adults. If a child needs to share something that has happened, knowing the correct terms for private body parts reduces their reliance on the idiosyncratic language often used by offenders. For example, it will be clear where the child has been touched (penis vs. snake), been asked to touch (penis vs. lightsaber), or the nature of a game played (touching penis and scrotum vs. playing golf), etc.

Safe and Unsafe Secrets

Grade 1

Note: Refer to APPENDIX 1: *Discovery or Disclosure of Child Sexual Abuse* for information pertaining to recognizing, responding to, and acting upon disclosure of sexual abuse.



Model in image and intended as illustration

Lesson Materials



- Kids in the Know *Safety Meeting PowerPoint*® slide
- *Secrets about Touching* poster
- *Secrets about Taking Pictures* poster
- *Teatree and Makoons' KEEP and SPEAK* poster
- *Touching Storybook* (optional, obtain from school library) *

Character

- » Choose either **Teatree** or **Makoons**, and use either the **Teatree** (optional, obtain from school library) * or the **Makoons** poster

Storybook

- » Choose either **Teatree's KEEP and SPEAK Secrets** or **Makoons' KEEP and SPEAK Secrets**
- *Children's KEEP and SPEAK Secrets* cards
- *KEEP and SPEAK Secrets* scenarios
- *Teacher's KEEP and SPEAK Secrets* cards
- *KEEP Secret Drawing* activity sheet
- *Storybook Squeakers* by Stephen Cosgrove (optional, obtain from school library) *
- *My First Safety Book*
- Popsicle sticks *
- Glue *
- An envelope *
- Crayons or markers *

Suggested Time: 45 minutes

Note: Materials with an asterisk () are not supplied.*

Outcome

Students will be able to discriminate between safe behavior and unsafe behaviour.

Students will be able to identify who to tell if they need help.

Students will learn to make decisions that will help increase their safety.

Background

Safe and Unsafe Secrets

One of the most important components of teaching children how to distinguish between appropriate/safe and inappropriate/unsafe touching. Abuse occurs in a veil of secrecy, so a standard of measure for children is that *secrets about touching are inappropriate/unsafe*. There is also an increased use of recording devices in child sexual abuse. When building children's safety competence, teach them that *secrets about picture taking/recording are unsafe*.

The safety focus should be on the *secretive* aspect of touching and picture taking/recording as being inappropriate/unsafe.

Body Parts

The second essential component is to explain to children what is meant by the private areas of our bodies and bodily autonomy (our rights over

Safe and Unsafe Secrets

Grade 2

Note: Refer to APPENDIX 1: *Discovery or Disclosure of Child Sexual Abuse* for information pertaining to recognizing, responding to, and acting upon disclosure of sexual abuse.



Lesson Materials



- Kids in the Know *Safety Meeting* PowerPoint® slide
- **Characters:** Choose either the **Jeannie Makoon** and **Joe** or the **Mr. and Mrs. M** and **either the puppet** (order at protectchildren.ca/puppets) * or the **poster**
- **Storybook:**
 - » Choose either **Jeannie's KEEP and SPEAK Secret** or **Mr. and Mrs. M's KEEP and SPEAK Secret**
- Two sheets of blank paper *
- Pencil crayons or markers *

Suggested Time: 50 minutes

Note: Materials with an asterisk () are not supplied.*

Outcome

Students will understand that there are two types of secrets.

Students will understand that a secret without a ending is not a safe grown-up.

Students will identify safe grown-ups in their lives.

Students will learn to make decisions that reduce their risk of victimization.

Background

It is important to help children distinguish between an appropriate/safe secret they can keep (a secret that will eventually come out) and an inappropriate/unsafe secret that they should tell someone (a secret they are told never to tell anyone). Child sexual abuse thrives in secrecy and manipulating children into keeping the abuse a secret. A core safety competence for children to build is the ability to discern situations that are safe vs. unsafe, and who to tell about unsafe situations.

The term *grown-up* is used in this lesson, rather than *adult*, because children at this age find the term *grown-up* less abstract than the term *adult*.

Safe and Unsafe Secrets

Grade 3

Note: Refer to APPENDIX 1: *Discovery or Disclosure of Child Sexual Abuse* for information pertaining to recognizing, responding to, and acting upon disclosure of sexual abuse.

Lesson Materials



- Kids in the Know *Safety Meeting* PowerPoint® slide
- **Character:**
 - » Choose the **see Makoon** and **use either the puppet** (order at protectchildren.ca/puppets) * or the **poster**
- **Storybook:**
 - » Choose the **teacher's KEEP and SPEAK Secret** or **Makoon's KEEP and SPEAK Secrets**
- *Safety Rocks* activity book
- *Secrets* drawing activity sheet
- *Secrets* writing activity sheet
- Two sheets of blank paper *

Suggested Time: 30 minutes

Note: Materials with an asterisk () are not supplied.*

Outcome

Students will understand that there are two types of secrets.

Students will understand and differentiate a secret (SPEAK secret) from a secret told to a grown-up.

Students will identify safe grown-ups in their lives.

Students will know what to do if an unsafe secret is grown-up.

Background

A core competence for personal safety is having a standard of measure to discern safe vs. unsafe behaviours and situations. This also includes establishing a measure for safe secrets children can keep (a secret that will eventually come out) and unsafe/SPEAK secrets children should tell someone about (a secret they are told never to tell anyone).

Secrecy around touching and taking pictures or recording videos of children is concerning. Personal safety skills include awareness that secrets about touching are unsafe secrets and need to be told to a safe grown-up. Additionally, with the increased use of recording devices in child sexual abuse, children also need to be taught that secrets about picture taking/video recording are unsafe secrets and need to be told to a safe grown-up.

Safe and Unsafe Secrets

Grade 4

Note: Refer to APPENDIX 1: *Discovery or Disclosure of Child Sexual Abuse* for information pertaining to recognizing, responding to, and acting upon disclosure of sexual abuse.

Lesson Materials



- Kids in the Know *Safety Meeting* PowerPoint® slide
- *Safe Grown-up Behaviour/Unsafe Grown-up Behaviour* activity sheet
- *KEEP IT SPLEEN* Secrets activity sheet
- *Jack's Weird Wrestling Story* PowerPoint slides (optional)
- *Teatree's KEB* and *PEA* Secrets storybook or *Makoons' KEB* and *SPEN* Secrets storybook (optional)
- *Safety Rocks* activity book
- Blank sheets of paper *

Suggested Time: 40 minutes

Note: Materials with an asterisk () are not supplied.*

Outcome

Students will be able to identify safe grown-ups in their lives.

Students will know the difference between healthy and unhealthy/unsafe boundaries.

Student will be able to identify safe grown-up behaviour.

Students will be able to distinguish between safe and unsafe secrets.

Students will know how to get help from a grown-up.

Background

A key component of child personal safety competence is the ability for children to identify safe grown-ups they can access for help. As adults, we assume children know who to go to when they need help. In reality, children need to be taught who, what, and how to tell grown-ups about sensitive/dangerous situations, and they need to practice doing it. Identifying a safe grown-up can sometimes be confusing for children. Skill building needs to focus on distinguishing safe vs. unsafe grown-up behaviour/boundaries, how to get out of uncomfortable/unsafe situations, and how to tell a safe grown-up something that is difficult to share.

Safe and Unsafe Secrets

Grade 5

Note: Refer to APPENDIX 1: *Discovery or Disclosure of Child Sexual Abuse* for information pertaining to recognizing, responding to, and acting upon disclosure of sexual abuse.



Model in image and intended as illustrative.

Lesson Materials



- Kids in the Know *Safety Meeting* PowerPoint® slide
- *Safe or Unsafe? It's Yours*
- Kids in the Know *SPICE* Secret Activity Sheet
- *Diamante Poem* activity sheet
- *Be Smart Strong & Safe* activity book
- Chart paper
- Blank sheets of paper * (one per student)
- Scissors *
- Red and green sticker dots *

Suggested Time: 90 minutes (break into 2 sessions)

Note: Materials with an asterisk () are not supplied.*

Outcome

Students will be able to identify the safe grown-ups in their lives.

Students will know how to identify a safe grown-up.

Students will know what to do to ask a grown-up.

Students will be able to distinguish between safe and unsafe secrets.

Students will know how to tell something to a safe grown-up.

Background

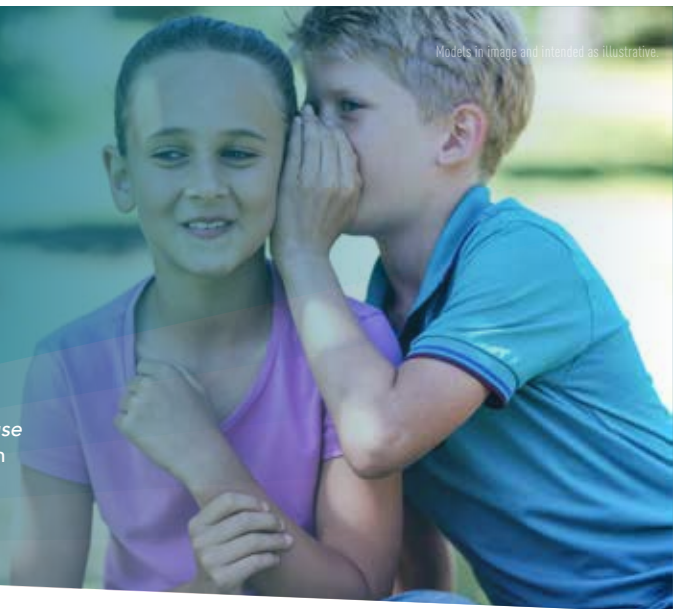
A key component of child personal safety competence is for children to identify safe grown-ups they can access for help. Children need to know that in situations where their personal safety is at risk, they need to reach out to a grown-up for help, as opposed to a friend. In dangerous situations, only going to a friend for help without involving a grown-up, can also place the friend at risk.

Some children will be able to identify many safe grown-ups in their lives they can go to for help. Others may choose one grown-up, and some may need guidance identifying a grown-up they could go to for help or with whom they can share concerning information.

Safe and Unsafe Secrets

Grade 6

Note: Refer to *APPENDIX 1: Discovery or Disclosure of Child Sexual Abuse* for information pertaining to recognizing, responding to, and acting upon disclosure of sexual abuse.



Lesson Materials



- Kids in the Know *Safety Meeting* PowerPoint® slide
- Kids in the Know *Unsafe Secret* card
- Kids in the Know *Safe Secret* card
- *Be Smart, Strong & Safe* activity book
- 6 sheets of chart paper*
- Blank sheet of paper*

Suggested Time: 45 minutes (break into 15-minute sessions)

Note: Materials with an asterisk () are not supplied.*

Background

It is important for children to explicitly identify safe adults in their lives they can go to for support. Children need to know the situations when help or support is at risk; they need to access an adult for help, as opposed to a friend in dangerous situations, or asking a friend for help can place the friend at risk. It is also important for children to know to tell a safe adult if a friend shares information or signals their need for help.

Some children will be able to identify many safe adults in their lives they can go to for help. Others may choose one adult, and some may need guidance identifying an adult they could go to for help or share personal information with. It is often assumed that children know who to go to when they need help, but identifying a safe adult can sometimes be confusing for children. When talking to children about safe adults, it's important to talk about what makes an adult safe, what should be told to a safe adult, and how to tell a safe adult.

Safety Meeting

Start your lesson by putting up the **Kids in the Know Safety Meeting** PowerPoint slide.

Outcome

Students will know how to identify a safe adult.

Students will be able to identify the safe adults in their lives.

Students will know what to tell to a safe adult.

Students will be able to distinguish between safe and unsafe secrets.

Students will know how to tell something to a safe adult.

Safe and Unsafe Personal Boundaries

Grade 7

Note: Refer to APPENDIX 1: *Discovery or Disclosure of Child Sexual Abuse* for information pertaining to recognizing, responding to, and acting upon disclosure of sexual abuse.

Lesson Materials



- Kids in the Know *Safety Meeting* PowerPoint® slide
- Personal Boundaries and safety cards
- Personal Boundaries definition cards
- *Personal Boundaries Online* question sheet
- *Personal Boundaries* sign (4)
- *Personal Boundaries* poster cards
- *What's the Deal?* activity book
- *MIP (Most Important Points)* activity sheet
- Tape*
- Three pieces of chart paper*

Suggested time: 60 minutes

Note: Materials with an asterisk () are not supplied.*

Outcome

Students will be able to identify personal boundaries.

Students will be able to identify boundary violations.

Students will be able to say how healthy personal boundaries are important to personal safety.

Students will understand they have the right to be heard when opinions are respected.

Students will understand their right to establish personal boundaries.

Students will be able to identify what and who to tell when they need help.

Safety Meeting

Start your lesson by putting up the **Kids in the Know Safety Meeting** PowerPoint slide.

Safe and Unsafe Personal Boundaries

Grade 8

Note: Refer to APPENDIX 1: *Discovery or Disclosure of Child Sexual Abuse* for information pertaining to recognizing, responding to, and acting upon disclosure of sexual abuse.



Lesson Materials



- Kids in the Know Safety Meeting PowerPoint® slide
- Personal Boundaries Activity
- What's the Deal Activity Book
- Healthy and Unhealthy/Unsafe Boundaries phrases (for students)
- Healthy and Unhealthy/Unsafe Boundaries phrases (for teachers)
- Healthy and Unhealthy/Unsafe Boundaries chart
- Health and Unhealthy/Unsafe Boundaries stories (two stories)

- Compare and Contrast activity sheet
- Chart paper*
- Scissors (multiple pairs for group work)*
- Glue*
- Tape*

Suggested Time: 90 minutes

Note: Materials with an asterisk () are not supplied.*

Outcome

Students will be able to identify the difference between healthy/safe and unhealthy/unsafe personal boundaries.

Students will be able to identify how healthy/safe personal boundaries are important to personal safety.

Students will understand that they have the right to be treated with dignity and respect.

Students will understand their right to establish personal boundaries.

Safety Meeting

Start your lesson by putting up the **Kids in the Know Safety Meeting PowerPoint slide**.