Lesson 2 for Grades 9—12

Safe Adults, Safe Touches and *Special* Safe Adults

PRINCIPLE

Young people must learn how to respect their own health and safety and the safety of others, by understanding the difference between safe and unsafe individuals. In this way, we work together to prevent / reduce the risk of sexual abuse and boundary violations.

CATECHISM / SCRIPTURE

Anyone who uses the power at his disposal in such a way that it leads others to do wrong becomes guilty of scandal and responsible for the evil that he has directly or indirectly encouraged. "Temptations to sin are sure to come; but woe to him by whom they come!"
—Catechism of the Catholic Church, **#2287 (1997)**

OBJECTIVES

Through this lesson, the adult lesson leader builds upon the foundation of lesson 1, and assists the teens in learning how to respect themselves and others. After Lesson 2, young people should be better able to:

- Recognize how to respect one's own boundaries, and the boundaries of others
- Identify safe friends, safe adults and *special* safe adults, and better distinguish unsafe adults as well
- Stand up for themselves and others more effectively by responding in an appropriate manner to unsafe situations involving themselves or their friends
    - Say "No!" if someone shares unsafe or inappropriate material / images
    - Leave the situation
    - Tell an adult as soon as possible
    - Also tell an adult if it happens to a friend
- Technology component: Understand similar boundary rules apply for Online activities, too

Background for Lesson Leaders:*

Young people of this age primarily identify with their interpersonal relationships. They are beginning to have a stronger concern for others and have many questions about social relationships and decision making. Safe friends, safe adults and *special* safe adults are critical at this age because young people have a strong need for role models and mentors in whom they can confide. It is also crucial that they can identify unsafe adults and have the skills to deal with them.

Within this age group, healthy questioning may arise regarding personal safety issues, including bullying, self-defense, rape, date rape, assault, dating relationships, abusive relationships, pornography, drugs / alcohol, HIV, other sexually transmitted diseases and other topics about sex.

Teens who know they can ask their parents and safe adults questions are more likely to speak up if someone exhibits inappropriate behavior toward them or their friends, and are less attractive and vulnerable to potential predators.

During this lesson, it's extremely important that the Lesson Leader recognizes the enormous peer pressure teens deal with while trying to understand and implement boundaries. It will be important for the adult to stress "healthy" behavior and boundaries, and the "right thing to do" when discussing boundaries to this age group.

*For additional background information on this age group for Lesson Leaders, please refer to the "Background for Lesson Leaders" section from Lesson 1.

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ACTIVITY OPTION #1: Play the (optional) introductory video as an icebreaker

The introductory video for children and youth in this age range is designed to open a simple discussion about personal boundary safety. The video is brief and is not intended to be a substitute for the lesson itself. It's merely an introduction designed to "break the ice" and assist the transition of completing the interactive Lesson Activity options. If the video is shown as an optional activity, please use in conjunction with one of the additional activity options, because discussion and practice are the critical components needed to teach children and youth how to protect themselves. They learn best by "doing"; not just listening.

ACTIVITY OPTION #2: Review and discuss the vocabulary words

The following words should be placed on a white board, black board or poster (may also include definitions) prior to the discussion. Children of this age can also be asked to take notes.

- **Boundaries**—the physical and emotional limits that define one person as separate from another or from others. Boundaries promote and preserve physical or emotional personal space in our relationships. Boundaries give each person a clear sense of "self" and a framework for how to function in relation to others. Boundaries bring order to our lives and empower each of us to determine how others will interact with us.

> **Note:** It is important to invite questions and comments from students at this point. Clarifications of some of the language, such as "harmful touches" might be necessary. Lesson Leaders should be ready to answer clearly and honestly.

- **Respecting boundaries**—we should have respect for ourselves, and respect for others. Respect for ourselves means we understand our dignity and value as a person, and work to create or maintain boundaries to protect ourselves. We feel upset or uncomfortable when someone doesn't honor our own boundaries, and we communicate with the right person if we need help. Respecting another's boundaries means you care about them, and won't do anything that would bring them harm, and that you communicate with the right person to get them help if they are being harmed by someone else.
- **Safe friends and safe adults**—safe people won't hurt you without a good reason and won't intentionally confuse or manipulate you. They listen to and consistently respect boundaries, and follow the rules.
- **Unsafe touch**—harmful touches committed by an individual or group that physically, sexually, or psychologically harms a child or young person. This touch is often from people who either cannot or choose not to see the harm in their actions.
- **Peer Pressure**—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.

ACTIVITY OPTION #3: Review concepts related to boundaries

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians.* This activity is ideal to discuss situations that might arise placing teens at risk and develop an action plan.

Directions: Discuss the key vocabulary words from Activity Option #2 before proceeding with this activity.

Set up the exercise by asking the youth to pretend that they are journalists on a weekly newspaper, which features a column for teenagers—an opportunity for teens to anonymously seek advice on their personal problems. For the purpose of the exercise, the editor has just put them in charge of answering letters from various teens.

> **Note:** Depending on the quantity of teens, you may want to split them into small groups and give each group one of the scenarios. Allow for time at the end for everyone to be able to present their column's response.

Read each letter aloud, and ask the teens to take notes on the salient points of each one. The youth will need to work together to come up with an appropriate response to each of the following letters.

- **Letter 1:** My coach seems to be always tapping, rubbing or slapping me. She does this to everyone. Yet, I feel uncomfortable when she does it to me. It is just me? How should I handle it? My coach gives me extra help with practice time, so I feel like I don't have a right to say "no."
- **Letter 2:** The halls at school are crowded between classes. One student seems to have lots of "accidents" that cause him to rub up against me every day—even when I try to get out of his way. What can I do? I feel like he's not respectful of my space.
- **Letter 3:** My mom has drunk friends who come over to our house late at night. One comes into my room and touches my private body parts. I feel so ashamed and disgusted, and don't want to tell anyone about it.

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How should I handle it? I tried to say something to my mom, but couldn't get the words out. I also don't think she'd believe me if I did talk to her about it.

- **Letter 4:** One day after practice, a group of us went over to our coach's house to shoot pool. Lying there on a table in the den were books and magazines full of pictures of naked women—and there were even images of women we knew from school! I was uncomfortable, but everyone else was laughing and joking and looking at the pictures. If I tell my parents, everyone will think I'm a loser. What should I do?
- **Letter 5:** The person I'm dating wants to come over to my house when my parents are gone, and has been pushing me to have sex, and I'm afraid that I won't be able to say "no" if we are alone. What should I do?
- **Letter 6:** My stepfather keeps coming in my room uninvited—just when I am getting dressed. How can I stop him without making a big scene?
- **Letter 7:** When is it okay to keep a secret?
- **Letter 8:** I sent a friend a nude photo of myself, and found out that it was sent to others. I was informed by someone else in school that if I didn't do what he wanted me to do, then he would publish the photo on the Internet. I'm terrified that my parents will find out, and am willing to do almost anything to stop people from spreading the photo. Now what do I do?

Once the teens have developed their responses, give them the opportunity to present the information to everyone and talk about whether or not anything should be added to the responses.

ACTIVITY OPTION #4: "Saying 'No!' and Staying Safe" group collage—related to Lesson 1

Background: The youth started this activity during Lesson 1 and will finish during this Lesson 2. In Lesson 1, they began creating a collage poster that represented the concept of saying "No" when possible, and staying safe. Have them finish the collage that they started during the first lesson, or create a second poster depicting safe friends, boundaries and safe touches.

SUPPLIES

Old magazines for cutting pictures
Scissors
Paste / glue
Poster board
Felt-tipped markers

Preparation: In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians.*

Make sure to collect the listed supplies, and then follow the process.

Directions: Discuss with the students the key vocabulary words from Activity Option #2, and then give a quick recap of the assignment to the students.

For example, in Lesson 1, students were instruct to cut out as many pictures as possible to demonstrate "Saying "No!" and Staying Safe", and to spread out all of the pictures the group could view them all individually. They decided which picture best exemplified the theme and placed it in the center of the poster as a focal point in the collage. Then, the other pictures were arranged around the central picture (pictures may overlap slightly, but none should cover any substantial part of the primary picture). Have them continue with this activity if they aren't finished.

If they have finished the first collage, they can now create a second poster depicting safe friends, boundaries and safe touches. The same directions apply.

Note: Collages provide the opportunity for creative expression to demonstrate the comprehension of the discussions. This activity requires many old magazines, newspapers, ad clippings, etc. Families may not have many magazines in the home as individuals now use the Internet for most information. Even if the family has access to the Internet, they may not have printer access. Have additional pictures on hand for children who didn't or couldn't bring pictures.

Process: If continuing with the first collage, discuss the concept of "Saying "No!" and Staying Safe," while the group is creating the collage.

If proceeding with the second collage, discuss safe friends, boundaries and safe touches.

Upon completion, display the poster(s) in the classroom and perhaps in the parish church.

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ACTIVITY OPTION #5: "Saying 'No!' and Staying Safe" song skits—related to Lesson 1

Background: The youth started this activity during Lesson 1 and will finish during Lesson 2. The youth should finish preparing their song-skits during this lesson and be prepared to present their creation to the rest of the students.

During Lesson 1, each small group of youth started creating a song-skit that demonstrates the concepts surrounding boundaries and physical safety, specifically the concept of saying "No" when possible, and staying safe. They were able to choose a current popular song with their own reinvented lyrics to express and exemplify the theme of the activity. Or, they were invited to create an original song that presets the same message. They were also able to add dance steps or visual representations of the message with props to "act out" the words.

SUPPLIES

Presentation props (optional)
Devices that may play soundtracks / music

Note: The overall number of youth will greatly impact the amount of time to devote to this activity. Each song-skit is recommended to be no more than 3 minutes long.

Directions: Give the previously-created groups time to complete their song-skits using the concepts and ideas presented during this lesson—Lesson 2. If they've already completed and performed their original songs, invite them to create another song skit based on boundaries.

Oversee the project to ensure the activity's goals are achieved and that the message is well represented in the finished product. If necessary, help the groups complete the activity.

Have each group present their creation to the rest of the students.

ACTIVITY OPTION #6: Create a 'Praise and Worship' service

Background: The youth started this activity during Lesson 1 and will finish during Lesson 2. In Lesson 1, the youth were instructed to create a short praise and worship service to be implemented at the end of Lesson 2—a service that demonstrates the concepts covered in both Lessons 1 and 2. The service should include prayer, music and scripture. They were informed they could add dance steps or visual representations of the message when they complete this assignment by presenting their skits at the end of Lesson 2.

SUPPLIES

Candles / Votive holders
Matches / Lighter
Bibles
Music / Instruments
Song sheets

Note: The overall number of youth will greatly impact the amount of time to devote to this activity. Each Praise and Worship service is recommended to be no more than 5 minutes long.

Directions: Instruct the youth to finish up their short praise and worship service to be implemented at the end of Lesson 2.

Oversee the project in order to assure that the goals of the activity are achieved and that the message is well represented in the finished product.

To conclude the assignment, each group will conduct its service while all the other groups participate in the service. If necessary, help the youth complete the activity and present their services to the class.

ACTIVITY OPTION #7: Word Search Worksheet—Internet Boundaries

Directions: Hand out the word search puzzle and instruct the teens to review the word list at the bottom.

Ask them if there are any words that aren't on the list that should have been included, and ask them to explain why.

Invite them to complete the puzzle by finding the words on the list related to the topic of "Internet Boundaries", and to outline / highlight each of those words.

As they work on the puzzle, continue the discussion and ask if they have any advice that they would want to give to other youth who don't have a good sense of Internet Boundary Safety. If they had the opportunity, what would they say or do?

Note: The Word Search Worksheet template is included in the downloaded set of materials at the end of this packet. Print sufficient copies of that particular page for the entire class.

Note: It is important the youth recognize shame and guilt might be natural reactions to boundary violations. Sometimes a person with bad intentions might tell them they did something wrong. It's extremely important for them to know that what occurred was not their fault.

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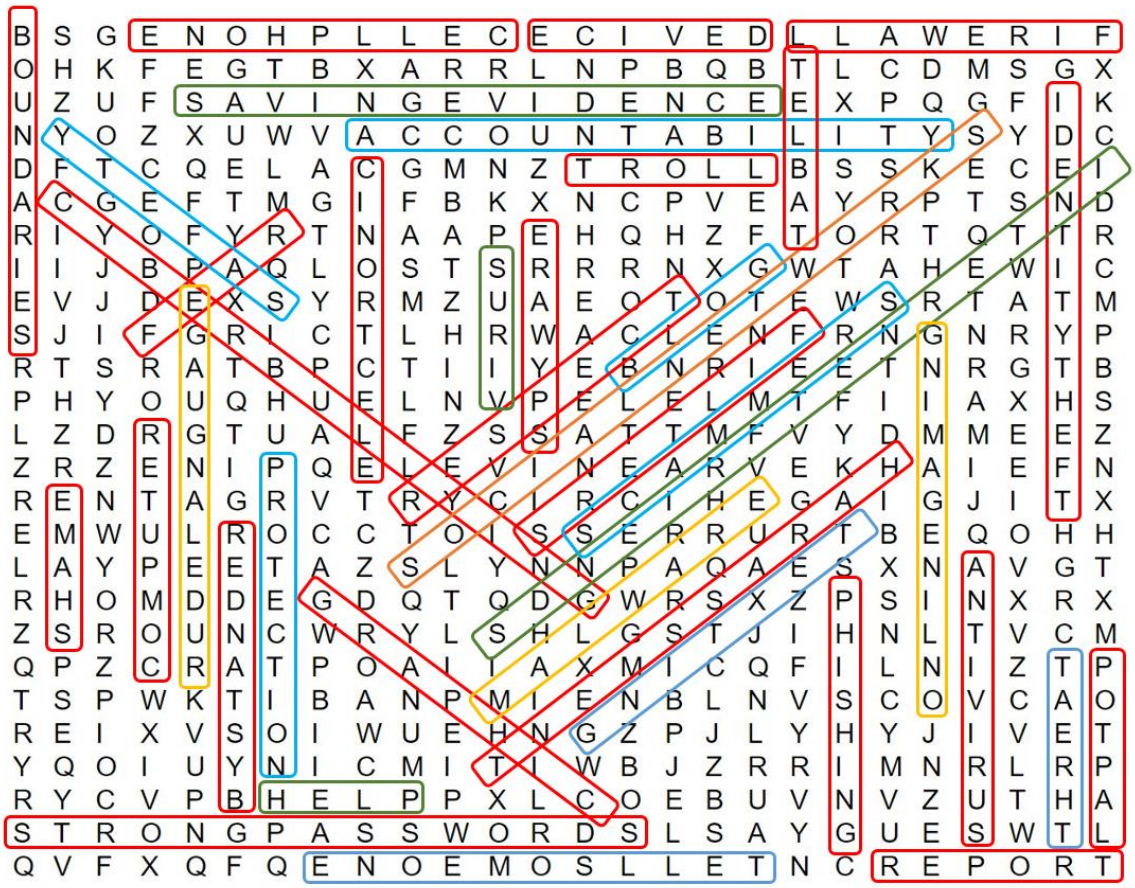
Example: Find and highlight the following words below, which are in a straight line and may be upside down, backward, forward or diagonal. There are no spaces between words in two-word phrases ("SAY NO" will appear as "SAYNO.")



ACCOUNTABILITY
ANTIVIRUS
BLOG
BOUNDARIES
BYSTANDER
CELL PHONE
COMPUTER
CYBERBULLYING
ELECTRONIC
DEVICE
FEAR
FILTERS
FIREWALL
GRAPHIC
HARASSMENT
HELP
IDENTITY THEFT
INTERNET FRIENDS
LAPTOP
MALWARE
ONLINE GAMING
PHISHING
PROTECTION
REPORT
RESPECT
RUDE LANGUAGE
SAFETY
SAVING EVIDENCE
SCAMMERS
SHAME
SOCIAL NETWORKS
SPYWARE
STRONG PASSWORDS
TABLET
TELL SOMEONE
TEXTING
THREAT
TROLL
VIRUS

End the lesson with a prayer

The Lesson Leader may invite the children to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

Dear God,
Even though we are each special and different, there are ways that we are alike because you made each of us in your image and therefore worthy of respect. I want to live as you have commanded me to live, with peace even in times of confusion or uncertainty. Please help me to remember to respect myself, just as I want others to respect me. Help me to keep strong boundaries, and to be kind and respectful toward others. Please also give me the courage to speak up for myself, and for my friends if I see them being harmed.
Amen

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ACTIVITY OPTION #7: Word Search Worksheet—Internet Boundaries

Instructions: Find and highlight the following words below, which are in a straight line and may be upside down, backward, forward or diagonal. There are no spaces between words in two-word phrases ("SAY NO" will appear as "SAYNO.")

B	S	G	E	N	O	H	P	L	L	E	C	E	C	I	V	E	D	L	L	A	W	E	R	I	F
O	H	K	F	E	G	T	B	X	A	R	R	L	N	P	B	Q	B	T	L	C	D	M	S	G	X
U	Z	U	F	S	A	V	I	N	G	E	V	I	D	E	N	C	E	E	X	P	Q	G	F	I	K
N	Y	O	Z	X	U	W	V	A	C	C	O	U	N	T	A	B	I	L	I	T	Y	S	Y	D	C
D	F	T	C	Q	E	L	A	C	G	M	N	Z	T	R	O	L	L	B	S	S	K	E	C	E	I
A	C	G	E	F	T	M	G	I	F	B	K	X	N	C	P	V	E	A	Y	R	P	T	S	N	D
R	I	Y	O	F	Y	R	T	N	A	A	P	E	H	Q	H	Z	F	T	O	R	T	Q	T	T	R
I	I	J	B	P	A	Q	L	O	S	T	S	R	R	R	N	X	G	W	T	A	H	E	W	I	C
E	V	J	D	E	X	S	Y	R	M	Z	U	A	E	O	T	O	T	E	W	S	R	T	A	T	M
S	J	I	F	G	R	I	C	T	L	H	R	W	A	C	L	E	N	F	R	N	G	N	R	Y	P
R	T	S	R	A	T	B	P	C	T	I	I	Y	E	B	N	R	I	E	E	T	N	R	G	T	B
P	H	Y	O	U	Q	H	U	E	L	N	V	P	E	L	E	L	M	T	F	I	I	A	X	H	S
L	Z	D	R	G	T	U	A	L	F	Z	S	S	A	T	T	M	F	V	Y	D	M	M	E	E	Z
Z	R	Z	E	N	I	P	Q	E	L	E	V	I	N	E	A	R	V	E	K	H	A	I	E	F	N
R	E	N	T	A	G	R	V	T	R	Y	C	I	R	C	I	H	E	G	A	I	G	J	I	T	X
E	M	W	U	L	R	O	C	C	T	O	I	S	S	E	R	R	U	R	T	B	E	Q	O	H	H
L	A	Y	P	E	E	T	A	Z	S	L	Y	N	N	P	A	Q	A	E	S	X	N	A	V	G	T
R	H	O	M	D	D	E	G	D	Q	T	Q	D	G	W	R	S	X	Z	P	S	I	N	X	R	X
Z	S	R	O	U	N	C	W	R	Y	L	S	H	L	G	S	T	J	I	H	N	L	T	V	C	M
Q	P	Z	C	R	A	T	P	O	A	I	I	A	X	M	I	C	Q	F	I	L	N	I	Z	T	P
T	S	P	W	K	T	I	B	A	N	P	M	I	E	N	B	L	N	V	S	C	O	V	C	A	O
R	E	I	X	V	S	O	I	W	U	E	H	N	G	Z	P	J	L	Y	H	Y	J	I	V	E	T
Y	Q	O	I	U	Y	N	I	C	M	I	T	I	W	B	J	Z	R	R	I	M	N	R	L	R	P
R	Y	C	V	P	B	H	E	L	P	P	X	L	C	O	E	B	U	V	N	V	Z	U	T	H	A
S	T	R	O	N	G	P	A	S	S	W	O	R	D	S	L	S	A	Y	G	U	E	S	W	T	L
Q	V	F	X	Q	F	Q	E	N	O	E	M	O	S	L	L	E	T	N	C	R	E	P	O	R	T

ACCOUNTABILITY
ANTIVIRUS
BLOG
BOUNDARIES
BYSTANDER
CELL PHONE
COMPUTER
CYBERBULLYING
ELECTRONIC
DEVICE
FEAR
FILTERS
FIREWALL
GRAPHIC
HARASSMENT
HELP
IDENTITY THEFT
INTERNET FRIENDS
LAPTOP
MALWARE
ONLINE GAMING
PHISHING
PROTECTION
REPORT
RESPECT
RUDE LANGUAGE
SAFETY
SAVING EVIDENCE
SCAMMERS
SHAME
SOCIAL NETWORKS
SPYWARE
STRONG PASSWORDS
TABLET
TELL SOMEONE
TEXTING
THREAT
TROLL
VIRUS

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