

Lesson 1 for Grades 6, 7 & 8

Physical Boundaries: Safe and Unsafe Touching Rules

PRINCIPLE

Children / youth must learn tools to protect themselves from people who may harm them through physical touch (sexual or otherwise) to prevent / reduce the risk of sexual abuse and boundary violations.

CATECHISM / SCRIPTURE

Every human life, from the moment of conception until death, is sacred because the human person has been willed for its own sake in the image and likeness of the living and holy God.—Catechism of the Catholic Church, #2319 (1997)

OBJECTIVES

Through this lesson the lesson leader reinforces the parent's message about touching safety and protecting private body parts. After lesson 1, children should be better able to:

- Clearly state the boundary touching rules, recognizing it's OK to say "no" to an adult or other youth:
 - Say "No!" when someone tries to touch them in an unsafe or uncomfortable way
 - Try to get away from the situation
 - Tell an adult as soon as possible
- Describe safe / unsafe touches and begin to practice keeping themselves safe and out of danger
- Technology Component: Similar boundary rules apply for Online activities, too
 - Say "No!" if someone shares unsafe or inappropriate material / images
 - Leave the situation
 - Tell an adult as soon as possible
- Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the child's fault

Background for Lesson Leaders:

Remember that children of this age are dealing with enormous peer pressure while trying to understand their independent role in the world apart from their families. It is not always "cool" to say that you must tell someone if you are touched or approached (in person, or online) in an inappropriate or sexual way. Situations of this nature may involve immense shame, guilt, threats, etc., for the youth. So, do your best to stress the importance of good communication while speaking to the adolescent in a way that has him / her actually hear you, rather than ignore you. 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.

These exercises are intended to empower young people to begin to think about safety issues and to be their parents' partners in making sure the child has the tools needed to resist the overtures of a potential child molester or an adult with poor intentions.

This age group: Dealing with pre-adolescents and adolescents—key concept is "transition"

The middle school child is experiencing a period of rapid growth. The emergence of interest in the opposite sex is occurring. He / she is often concerned about physical change, body size, skin quality and hair length. Body image is very important to this age as he / she complains of being either too physically mature or immature—and may also complain that they do not have enough privacy. The peer group plays an important role in shaping attitudes and interest. Caregivers need to regularly assure youngsters that changes are normal, though the rate of change varies from person to person.

Lesson leaders must carefully listen to children and observe *what is happening in their lives*. Let young people be themselves. Let them explore their self-expression; but, know *who* they are with and *what* they are doing, and remind them of the importance of protecting themselves during this dynamic time in their lives. During this time, children are completely self-absorbed, and many are naturally less communicative than at other periods during their development. This is the point that more trust will be given to the youth to evaluate safe and unsafe situations when they are not in the care of their parents.

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

- **Peer Pressure:** The strong influence of a group—especially of young people—on members of that group to behave as everyone else does.
- **Private body parts:** Those body parts covered by a bathing suit.
- **Boundaries:** The limits that define one person as separate from another or others. To break someone's boundaries means to come into their personal space, get too close to them, touch body parts that are private, etc. Sometimes it is just someone leaning on you that makes you to feel crowded or uncomfortable. Good friends sometimes appear to be breaking boundaries by hanging on to one another but when you are uncomfortable you should tell them "No". Never allow someone to cross your boundaries. Boundaries are different in various cultures but we always know when our boundaries have been broken by our feelings of discomfort.

Note: It is possible to demonstrate personal boundaries by having children stand close to one another.

When children live in metropolitan cities, talk about personal space boundaries on public transportation.

ACTIVITY OPTION #3: Review and expand the boundary touching rules

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

Directions: Talk with children about risky situations they might face with adults and other young people, and discuss appropriate ways to respond. For example:

- Adults or older children who allow young people to watch R-rated or X-rated movies. (In the first situation, the mere fact that an adult allows a child to watch an R-Rated movie is not necessarily problematic. However, if the movie or the rating is one the parents have forbidden the child to see and the adult tells the child to keep it a secret, the adult's action become more concerning.)
- Adults or other youth who tell dirty jokes or look at "adult" (naked or sexually explicit) pictures.
- An adult or older youth who does something unsafe and, when the young person says, "Stop," the adult or older child agrees to back off but asks the child not to tell anyone what happened.

Note: Discussion allows the young people to work out the issues involved in determining whether the adult's actions are part of the grooming process. It is important that young people begin to recognize the elements of grooming and identify things that are "red flags." As you look at the situations, you will see that none of them are clear-cut examples of grooming. This is an excellent opportunity for young people to begin to confront the challenge of doing the right thing in the face of peer pressure and the child's real need to "fit in" and be part of the group.

Then, discuss the fact that a child has a right to say "No," and to expect the other person to listen and respect the boundary. Discuss difficult situations that could be a part of a grooming process or that encourage the young people to look carefully at challenges that might arise and think through the issues to come to a safe and healthy decision.

- A friend confides in you that someone has molested him / her or has done some things that make the friend uncomfortable with the other person.
- You are at a friend's house. The parents are gone and your friend wants the two of you to get into the liquor cabinet for some "refreshments."

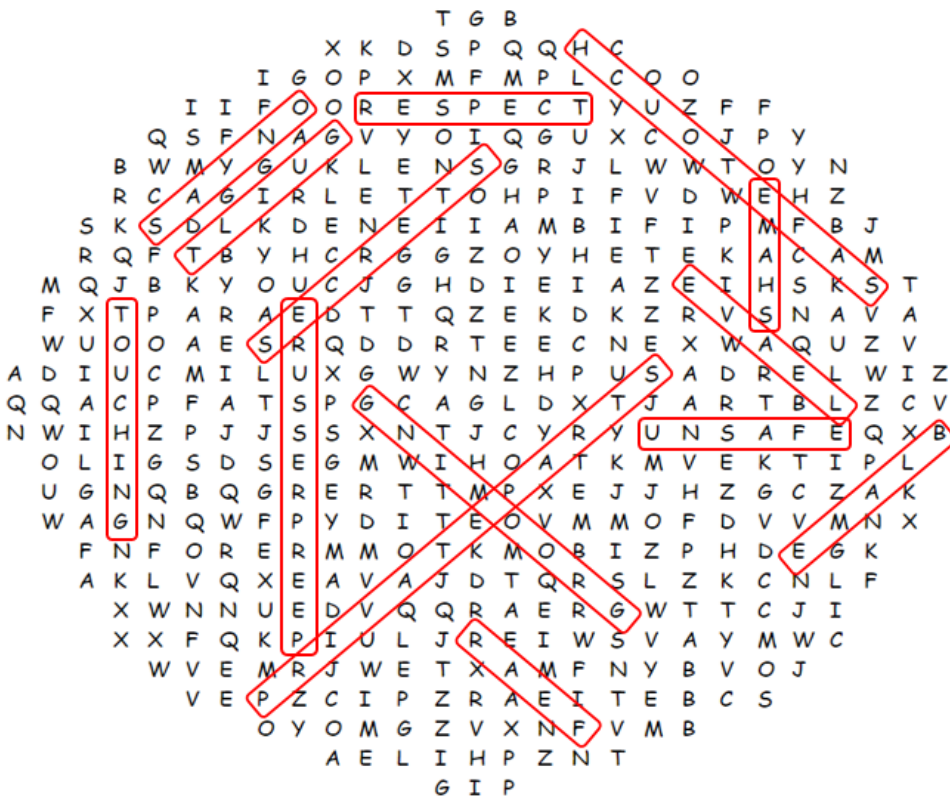
Stress the importance of the following to the youth: tell an adult you trust to behave safety when something is wrong or when you feel your boundaries have been crossed. If you aren't taken seriously, tell another caring adult, and keep telling until someone pays attention to you.

ACTIVITY OPTION #4: Personal Space Bubble / Safety Rules Word Puzzle

Directions: Hand out the word puzzle and instruct the children to find the words on the list related to the topic of “Touching and Boundary Safety,” and to outline / highlight each of those words.

Consider having the activity be a race to see who can finish first with finding all of the words. Then, invite the children to communicate about how they feel regarding the words within the puzzle. Ask them to define / explain each of the words as a review.

Example: The words are spelled out in a straight line. There are no spaces between letters or words in two-word phrases (i.e., “SAY NO” will appear as “SAYNO”). Words may be upside down, backwards or at an angle. Some letters may be used by multiple words.



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

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|---------------|----------|----------|-------|
| SAFE TOUCH | GROOMING | LEAVE | SHAME |
| PRIVATE PARTS | BLAME | TOUCHING | GUILT |
| PEER PRESSURE | RESPECT | UNSAFE | FEAR |
| SECRETS | SAY NO | | |

ACTIVITY OPTION #5: “Safe Touch” Assignment—related to Lesson 2

Preparation: The youth will start this activity during this lesson and finish during Lesson 2.

Directions: Tell the youth you are news reporters who will be interviewing “the person on the street” for his / her opinion about this question:

“What is a safe friend or safe adult?”

As a news reporter you will need to obtain a response to each of the five “w” questions, including: “Who?”, “What?”, “When?”, “Where?” and “Why?” So, replace the underlined word “What” in the above question with each of the other “w” words, and ask each person you interview all five “w” questions.

Process:

Instruct the youth to do the following:

- Conduct interviews with your friends, family members and classmates using a recording device or notepad. Address each of the five “w” questions with each person you interview.
- After completing the interviews, play it back or read your notes to review.
- Each youth should ask him / herself: Was anything left out of the interview? If so, what?
- Compile a closing paragraph to “wrap it up” like legitimate reporters in the field generally do.
- Record (or write) your closing remarks.

Finally:

Return to class prepared to share what you have learned after writing a quick summary. Share your tape recording or the interview process with your parents or other important caregivers. Then, discuss your findings and reflect on what your response would be if someone asked you to answer all five “w” questions regarding unsafe adults.

SUPPLIES

Electronic recording device (such as a phone, Ipad, etc.), or,
 Note pad / paper
 Writing utensil
 Volunteers / People the youth knows

Note: Some individuals may not have an electronic recording device. If this is the case, then simply instruct them to use the notepad and writing utensils to record the interview.

If sharing the results of this experiment with the whole group, and there is the capability to electronically record, be prepared to have equipment or speakers that can magnify the sound. In this activity, if there are youth who do not have electronic recording devices, simply have them verbally recap some of the points from the interview. Make sure that if a child does not have an electronic recording device, he / she does not feel embarrassed to use the paper / pen option.

ACTIVITY OPTION #6: Internet Safety Worksheet—Is it true or false?

Directions:

Hand out the worksheet and instruct the children to read each statement and select whether the statement is “True” or “False.” They can circle or highlight each answer.

After completing the exercise, go through the examples one by one and ask the youth to articulate why they chose the specific answers. Help them to understand the correct answers by looking at the Internet Safety Answer Key below. Explanations are listed for “False” answers on the right of the page.

Note: The Internet Safety T/F 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.

INTERNET SAFETY ANSWER KEY:

1. If aware that a friend is being cyberbullied or harassed, or has experienced abuse, it is OK to keep the matter private without telling an adult.

False

Note: If something bad happens to a friend, it is important to communicate that person to a caring adult. It is NEVER ok to keep silent when another friend is in trouble.

2. You can always know the exact identity of people with whom you meet on the Internet.

False

Note: It is not possible to know the exact identify of people whom you meet on the Internet.

INTERNET SAFETY ANSWER KEY (cont.):

3. It's OK for an adult or older child to make you promise to keep a secret.

False

Note: It is not OK for an adult or older child to make you promise to keep a secret.

4. If you see inappropriate images on the Internet, it is important to stop looking and tell a caring adult as soon as possible.

True

5. Even if you have great security settings on your accounts, sometimes people can see the material you share because of a lack of security settings on a friend's account.

True

6. The best policy is to refrain from posting personal/identifying information on the Internet.

True

7. It's OK to say something online, if you wouldn't say it in person.

False

Note: If you wouldn't say or do the action in person, don't say it online.

8. Once material is shared on the Internet, the information can be easily deleted and removed.

False

Note: Even if you can no longer see the information that was posted on the Internet, it doesn't mean it's been completely removed. Once information is shared, it will always be available for someone to find on the Internet.

9. If unsure of whether an action is inappropriate, I should just keep quiet and not tell until I know for sure.

False

Note: If an action makes you feel uncomfortable, do not keep silent! Speaking out protects you and others. Even when unsure, communicate your concerns to a caring adult who will protect you.

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,

Sometimes things happen to me that are confusing or frightening. When I don't know where to turn, help me remember what I have learned today. Help me remember to uphold my boundaries so I can protect myself from anyone who might want to hurt me—even if it is someone I like, and help me to protect my friends as well by delivering safety information to people who can help. Thank you for my parents or loved ones and my teachers who are protecting me. Remind me of your love for me and that you are always with me. Amen

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Physical Boundaries: Safe and Unsafe Touching Rules

ACTIVITY OPTION #4: Personal Space Bubble / Safety Rules Word Puzzle

Instructions: Find the following words in the puzzle and outline / highlight each word. The words are spelled out in a straight line. There are no spaces between letters or words in two-word phrases (i.e., "SAY NO" will appear as "SAYNO"). Words may be upside down, backwards or at an angle. Some letters may be used by multiple words.

T G B

X K D S P Q Q H C

I G O P X M F M P L C O O

I I F O O R E S P E C T Y U Z F F

Q S F N A G V Y O I Q G U X C O J P Y

B W M Y G U K L E N S G R J L W W T O Y N

R C A G I R L E T T O H P I F V D W E H Z

S K S D L K D E N E I I A M B I F I P M F B J

R Q F T B Y H C R G G Z O Y H E T E K A C A M

M Q J B K Y O U C J G H D I E I A Z E I H S K S T

F X T P A R A E D T T Q Z E K D K Z R V S N A V A

W U O O A E S R Q D D R T E E C N E X W A Q U Z V

A D I U C M I L U X G W Y N Z H P U S A D R E L W I Z

Q Q A C P F A T S P G C A G L D X T J A R T B L Z C V

N W I H Z P J J S S X N T J C Y R Y U N S A F E Q X B

O L I G S D S E G M W I H O A T K M V E K T I P L

U G N Q B Q G R E R T T M P X E J J H Z G C Z A K

W A G N Q W F P Y D I T E O V M M O F D V V M N X

F N F O R E R M M O T K M O B I Z P H D E G K

A K L V Q X E A V A J D T Q R S L Z K C N L F

X W N N U E D V Q Q R A E R G W T T C J I

X X F Q K P I U L J R E I W S V A Y M W C

W V E M R J W E T X A M F N Y B V O J

V E P Z C I P Z R A E I T E B C S

O Y O M G Z V X N F V M B

A E L I H P Z N T

G I P

- | | | | |
|---------------|----------|----------|-------|
| SAFE TOUCH | GROOMING | LEAVE | SHAME |
| PRIVATE PARTS | BLAME | TOUCHING | GUILT |
| PEER PRESSURE | RESPECT | UNSAFE | FEAR |
| SECRETS | SAY NO | | |

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Physical Boundaries: Safe and Unsafe Touching Rules

ACTIVITY OPTION #6: Internet Safety Worksheet—Is it true or false?

Instructions: Read each question and circle / highlight the correct response. You'll be evaluating whether each statement is True or False, and discussing the answers at the end with your whole group.

1. If aware that a friend is being cyberbullied or harassed, or has experienced abuse, it is OK to keep the matter private without telling an adult.

True False

2. You can always know the exact identity of people with whom you meet on the Internet.

True False

3. It's OK for an adult or older child to make you promise to keep a secret.

True False

4. If you see inappropriate images on the Internet, it is important to stop looking and tell a caring adult as soon as possible.

True False

5. Even if you have great security settings on your accounts, sometimes people can see the material you share because of a lack of security settings on a friend's account.

True False

6. The best policy is to refrain from posting personal/identifying information on the Internet.

True False

7. It's OK to say something online, if you wouldn't say it in person.

True False

8. Once material is shared on the Internet, the information can be easily deleted and removed.

True False

9. If unsure of whether an action is inappropriate, I should just keep quiet and not tell until I know for sure.

True False

Lesson 2 for Grades 6, 7 & 8

Safe Adults, Safe Touches and *Special* Safe Adults

PRINCIPLE

Children / youth 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

Respect for the human person entails respect for the rights that flow from his dignity as a creature. —Catechism of the Catholic Church, #1930 (1997)

OBJECTIVES

Through this lesson, the adult lesson leader builds upon the foundation of lesson 1, and assists the youth in learning how to respect themselves and others. After Lesson 2, children 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:*

At this age, young people are experiencing many changes, both physically and emotionally. They may question traditional rules and struggle with making personal decisions. They have a heightened awareness of their bodies, which may cause them to feel awkward, confused, and uneasy about themselves. They lack the experience and the brain formation to always anticipate the consequences of their decisions. Caregivers can assist adolescents in forming healthy views about appropriate boundaries in relationships.

Within this age group, healthy questioning may arise regarding personal safety issues, including bullying, self-defense, pornography and other topics about sex.

Youth 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.

As mentioned in Lesson 1, during this lesson, it's extremely important that the Lesson Leader recognizes the enormous peer pressure children 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.

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

- **Peer Pressure**—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.
- **Boundaries**—the limits that define one person as separate from another or others. Boundaries may be physical, emotional, mental, behavioral and spiritual, and may also involve language. To violate someone's boundaries means to come into their personal space, get too close to them, touch body parts that are private, force them to do something they don't want to do, etc. Sometimes it is just someone leaning on you that makes you to feel crowded or uncomfortable.
- **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. [Give children examples of respecting others, i.e. not calling people mean names, not hitting others, following rules at school or at home, stopping an activity when someone asks, letting an adult know when someone is in pain or hurt, etc.]
- **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. [Explain that a child may have many safe friends and adults. Give children examples of adult behavior that could hurt them, but may be necessary for the child's safety, i.e. medical exams, vaccinations, throat swabs, removing splinters, stopping a child from running into the road, etc.]
- **Special safe adult**—*special* safe adults are those very few special adults who can see or touch a child's private body parts, but only for the purpose of keeping the child safe, clean and healthy. They have permission to help with bathing, restrooms, putting on clothes, and providing care when sick. Not every safe adult is a *special* safe adult, and sometimes *special* safe adults are only for specific occasions or reasons. [Give children examples of *special* safe adults who are always *special* safe adults, including a child's mother or father. Also, give an example of someone who is a *special* safe adult for specific reasons at a specific time, such as a doctor or nurse—but only for specific purposes and when a parent or caretaker is also present.]
- **Unsafe friends and unsafe adults**—unsafe friends and unsafe adults put a child at risk for emotional, spiritual and physical harm. These are people who place a child in danger for their own purposes without concern for the welfare of the child. They also do not consistently listen to the parents' wishes or the child's boundaries. [Tell children we can know when someone is unsafe if they do not follow the rules or listen to our boundaries.]
- **Safe touches**—touches that have a good purpose, aren't intended to hurt and should be familiar. They're safe and can also be meant to keep you healthy, even if the person isn't known well, as long as the touches are appropriate for the particular relationship, such as when mom kisses your forehead at night, when you high-five your teammate, etc. [Avoid saying safe touches that *feel* good are "safe, loving or show someone loves you" since sometimes touches are safe and necessary, but can also hurt—although they hurt for a good reason to keep children safe, such as stiches, a doctor shot or dental cleanings.]
- **Unsafe touches**—touches that are inappropriate, could be meant to hurt or scare, or are contrary to the touching rules. If unsure about a touch, ask a parent. [Provide examples of unsafe touches, such as hitting, punching, tripping, kicking, spitting, touching private parts, etc.]
- **Secret**—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable. [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children it's wrong for an adult or another youth to ask to keep a secret about safety—especially unsafe touches—because that's a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of "telling."]]

Note: It is possible to demonstrate personal boundaries by having children stand close to one another.

When children live in metropolitan cities, talk about personal space boundaries on public transportation.

ACTIVITY OPTION #3: Continuous Word Puzzle & Grid Worksheet—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*. Here the children will quickly work on the example in the worksheet, and then will create their safety statements and grid examples to give to a partner.

SUPPLIES

Pencils with eraser capabilities

Directions: Discuss with the youth the key vocabulary from Activity Option #2 regarding “peer pressure,” “boundaries” and “respecting boundaries” before distributing the worksheets.

Note: The Continuous Word Puzzle & Grid 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.

Then, hand out the Continuous Word Puzzle & Grid Worksheet as a review of boundary terminology.

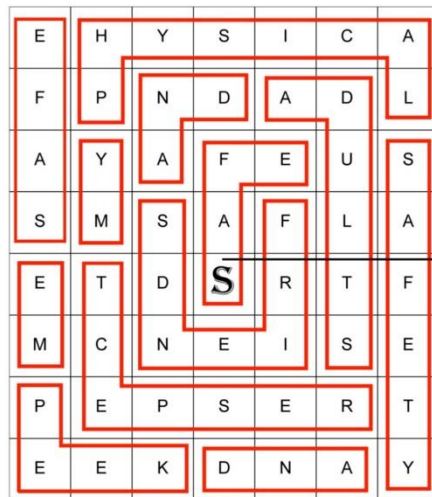
For Part 1: Let the youth know there is a starting point with the letter “S” they need to find, and inform them they will find the safe “statement” rotating from that starting point. Invite the children to communicate about how they feel regarding the statement in the worksheet. Once the students have drawn their continuous pinwheel and completed Part 1 of the Jumbo Puzzle, invite them to complete Part 2.

For Part 2: Ask the youth to create their own individual boundary statements. The statement should include information regarding their physical, emotional, spiritual or verbal boundaries and must have the word “boundary” or “boundaries” within it. Once they have created a boundary statement (or multiple statements), they may then move on to Part 3.

For Part 3: They will insert the statements into the grid. Note: they may start within any box and create any pattern—such as another similar pinwheel or reverse pinwheel. Or, the students may begin in one direction and then take the words in an opposite direction. As long as the words connect in a continuous pattern, any pattern is possible. If necessary, the children may add on additional columns or rows of squares to the grid to accommodate their statement. Any unused squares should have other letters inserted into them to make the pattern more challenging to identify. Then, ask the children to exchange their worksheets with a partner. The Lesson Leader may assign partners or ask the children to select their own.

For an additional added element of difficulty for Part 3, cover up the safety statement to see if the partner can find the hidden statement in the grid.

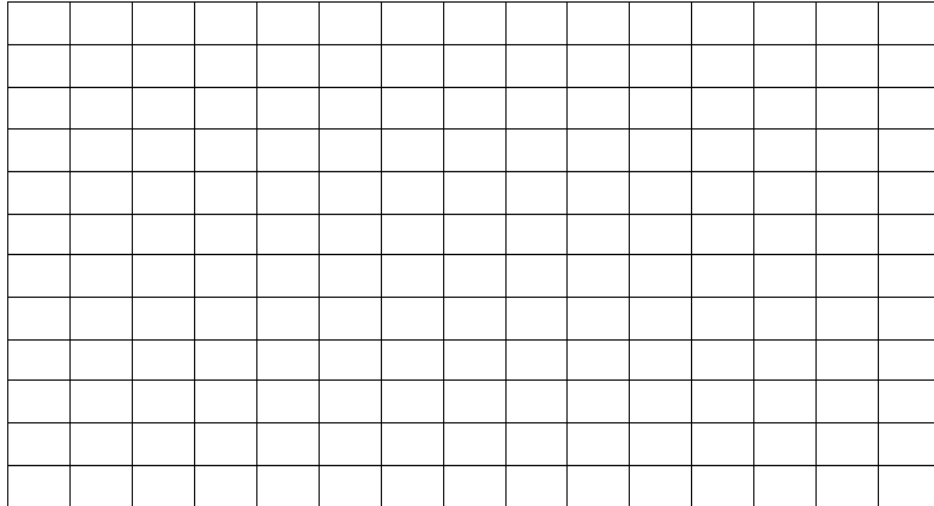
Example: **Part 1:** To complete this puzzle, find the correct “S” as the starting point and draw a line that follows a continuous pattern to uncover the safety statement of “*Safe friends and adults respect my physical safety and keep me safe.*”



Part 2: Now, create your own individual boundary safety statement. It should include information about your boundaries, which could be physical, emotional, spiritual or verbal. Record the statement on the line.

My boundary safety statement(s): _____

Part 3: Using the grid, find a starting point and insert your statement(s). You may start within any box and create any pattern in any direction AS LONG AS the statement continues in one, continuous pattern without breaks. At the end, insert random letters into unused squares to make the pattern more challenging to identify. Then, exchange your sheet with a partner to see if they can find your safety statement pattern by drawing a continuous line on your grid. Note: For an additional added element of difficulty, cover up the safety statement to see if the person can find the hidden statement in the grid.



ACTIVITY OPTION #4: Multiple Choice—Internet safety worksheet

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

Note: The Multiple Choice 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.

Directions: Before distributing the worksheet, explain the following to the youth: When you're using a technological device with the Internet, there are many opportunities to share information about yourself and others. Be extremely careful with the information you provide, as it could put you or your loved ones at risk for abuse. Items posted or shared on the Internet can have major consequences, and can really hurt others. Think twice before posting anything, even if you have safety filters!

Then, hand out the worksheet and instruct the children to read each statement and select the correct answer from the multiple choice options. They can circle or highlight each answer.

After completing the exercise, go through the examples one by one and ask the youth to articulate why they chose the specific answers. Help them to understand the correct answers by looking at the Answer Key below.

INTERNET SAFETY ANSWER KEY:

Question:	Multiple choice answers:
1. What information should you keep to yourself when interacting with others or posting about yourself online?	A. My legal name and address information B. My school, city and state C. Both A and B D. The name of my favorite movie
2. If someone I know online asks me to keep a secret from my family or other friends, what should I do?	A. Write a post online sharing the information with everyone B. Talk to my parents about it C. Tell only my best friends D. Keep it a secret, because this person is a new friend and you wouldn't want to jeopardize the relationship
3. When I've started to talk to someone online who I don't know in person...	A. I should be cautious, because I don't actually know if this person is who they say they are B. I don't need to be cautious because it's just communicating over the Internet C. I should believe everything that they say to me—why would they lie?

4. When is it OK to meet with someone you've only known online?	<p>A. When you've exchanged enough secrets that you feel safe and comfortable meeting one another</p> <p>B. When they pressure or threaten you, and say if you don't do what they want then they'll do something bad</p> <p>C. When you've spoken to your parents and have developed a plan to safely meet in a safe environment with their approval and presence</p>
5. What is the right thing to do if someone threatens or bullies you or a friend of yours online?	<p>A. Leave the device / situation, and tell a safe adult immediately—showing them what happened</p> <p>B. Act tough and bully the person back</p> <p>C. Take it upon yourself to respond back to the bully</p> <p>D. Don't tell anyone or do anything—and hope that it will resolve on its own</p>
6. What is appropriate behavior online?	<p>A. Getting help for others when they aren't getting help for themselves</p> <p>B. Using kind and appropriate language when communicating with others instead of offensive language</p> <p>C. Refusing to join in bullying behavior, making fun of others or participating in inappropriate behavior</p> <p>D. All of the above</p>

ACTIVITY OPTION #5: "Safe Touch" Assignment—related to Lesson 1

Background: The youth started this activity during Lesson 1 and will finish during this Lesson 2 by reviewing the results of the reporter project.

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

During the Lesson 1, students were given the assignment to play the role of news reporters interviewing "the person on the street" for his / her opinion about this question: "What is a safe friend or safe adult?" As reporters, the youth needed to obtain a response to each of the five "w" questions, including: "Who?", "What?", "When?", "Where?" and "Why?" They were to replace the underlined word "What" in the above question with each of the other "w" words, and ask each person they interviewed all five "w" questions. After completing the interviews, the youth were to review their audio recordings or notes, create a summary of the findings and prepare to share the feedback in Lesson 2. Sharing their experiences and talking about the interviews gives children an opportunity to discuss what they learned about safe adults, safe friends and safe touches.

Directions: Give a quick recap of the assignment to the students.

Then, invite volunteers to share their experiences and discuss their findings about how others defined the concept of a safe adult or safe friend.

Ask them the following types of questions as part of the summary process:

- Was there anything surprising with the answers you received?
- Did their definitions match your definitions—explain?
- What would your response be if someone asked you to answer a similar set of "w" questions about "unsafe adults"?
- What would your response be if someone asked you to answer a similar set of "w" questions about "unsafe touches"?

Look for an opportunity to emphasize the following points to students about safe friends, safe adults and safe touches:

- Safe friends and safe adults are those who always respect your boundaries—especially physical touch boundaries
- Safe friends and safe adults honor your right to say "No!"

- Safe friends and safe adults are people who demonstrate safety in all their activities (e.g., they don't drive recklessly, forget to wear safety goggles when using a power saw, lawn equipment or machinery, or push you to do things that are inappropriate).
- A child has a right to say "no" with the expectation that the other person will respect his / her boundaries.

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

Lesson 2 for Grades 6, 7 & 8

Safe Adults, Safe Touches and *Special Safe Adults*

ACTIVITY OPTION #4: Multiple Choice—Internet safety worksheet

Instructions: Read each statement below for situations that deal with behavior that occurs while online or using the Internet and circle / highlight the correct answer from the options provided.

Question:	Multiple choice answers:
1. What information should you keep to yourself when interacting with others or posting about yourself online?	<p>A. My legal name and address information B. My school, city and state C. Both A and B D. The name of my favorite movie</p>
2. If someone I know online asks me to keep a secret from my family or other friends, what should I do?	<p>A. Write a post online sharing the information with everyone B. Talk to my parents about it C. Tell only my best friends D. Keep it a secret, because this person is a new friend and you wouldn't want to jeopardize the relationship</p>
3. When I've started to talk to someone online who I don't know in person...	<p>A. I should be cautious, because I don't actually know if this person is who they say they are B. I don't need to be cautious because it's just communicating over the Internet C. I should believe everything that they say to me—why would they lie?</p>
4. When is it OK to meet with someone you've only known online?	<p>A. When you've exchanged enough secrets that you feel safe and comfortable meeting one another B. When they pressure or threaten you, and say if you don't do what they want then they'll do something bad C. When you've spoken to your parents and have developed a plan to safely meet in a safe environment with their approval and presence</p>
5. What is the right thing to do if someone threatens or bullies you or a friend of yours online?	<p>A. Leave the device / situation, and tell a safe adult immediately—showing them what happened B. Act tough and bully the person back C. Take it upon yourself to respond back to the bully D. Don't tell anyone or do anything—and hope that it will resolve on its own</p>
6. What is appropriate behavior online?	<p>A. Getting help for others when they aren't getting help for themselves B. Using kind and appropriate language when communicating with others instead of offensive language C. Refusing to join in bullying behavior, making fun of others or participating in inappropriate behavior D. All of the above</p>