

KidTalk

Level Three

THEOLOGICAL BACKGROUND	
From Sacred Scripture	<p>God created man in his image; in the divine image he created him; male and female he created them. And so it happened. God looked at everything he made, and he found it very good. Evening came, and morning followed-the sixth day. (Genesis: 1:27, 31)</p> <p>This scripture passage records that God created everything good. As the Author of all life, God made man and woman in His own image; therefore, the body is a gift from God which is to be respected by self and others.</p> <p>Jesus said to them, "Let the little children come to me; do not prevent them, for the Kingdom of God belongs to such as these. Amen, I say to you, whoever does not accept the Kingdom of God like a child will not enter it." Then He embraced them and blessed them. (Mark 10: 14-16)</p> <p>This scripture accentuates Jesus' great love and concern for children. In their innocence and purity, the Kingdom of God is reflected. It also records a "good touch" as Jesus, the Son of God, embraces and blesses His children.</p>
From the Catechism of the Catholic Church (CCC)	<p>God fashioned man with his own hands (that is, the Son and the Holy Spirit) and impressed his own form on the flesh he had fashioned, in such a way, that even what was visible might bear divine form...Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good. (<u>Catechism of the Catholic Church</u>, #704, #2288)</p>

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Guidelines	God who is the source of all love revealed the Ten Commandments as the basic moral code for relationships and good living. They are taught at this age as the fundamental guides for a life of love and respect for God, others and self. This safe environment lesson focuses on rules for safe touch and those trusted adults who teach children how to keep safe.
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INFORMATION FOR INSTRUCTORS	
Objectives:	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Recognize feelings in themselves and others.• Identify how they may be feeling when they need help.• Define <i>trusted adults</i>.
Materials:	<ul style="list-style-type: none">• <i>How Do You Feel?</i> Worksheet (Two per student. These can be copied back-to-back)• <i>My Trusted Adults</i> Worksheet (One per student)• <i>Steps to Asking for Help</i> Handout (One per student)• <i>Level Three Parent/Guardian Letter</i> (One per student)• Each student will require a pencil or crayon• Chalk or white board
Time:	This lesson should take approximately 30 minutes to complete.
Notes for Instructor:	<ul style="list-style-type: none">• Take time to become thoroughly familiar with the lesson and its associated materials before teaching. Examine your personal comfort level with the discussion and identify any personal feelings or biases that may affect your ability to effectively teach this lesson. If you do not feel comfortable with these materials, please discuss your concerns with your Director/Coordinator of Religious Education.• In the <i>How Do You Feel?</i> activity, there are two groups of scenarios. The first group of scenarios involves asking the students the question, "How do <i>you</i> feel?" The second

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	group of scenarios focuses on the feelings of others and asks the question, "How does <i>he/she</i> feel? Note that it is legitimate for students to select more than one feeling for a scenario.
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LESSON	
Introduction:	<p>(1 MINUTE)</p> <p>INTRODUCE the lesson by telling students that you are going to talk about feelings and how to ask for help when they need it.</p>
Activity:	<p>HOW DO YOU FEEL? (15 MINUTES)</p> <ol style="list-style-type: none">1. TELL students that you are going to begin by talking about feelings.2. DISTRIBUTE the <i>How Do You Feel?</i> worksheets (two per student). Students will use one worksheet for the Group One scenarios and the other for the Group Two scenarios.3. REVIEW the emotions displayed on the faces on the worksheet.4. INTRODUCE the activity by explaining that you will be reading scenarios aloud. After each scenario, students should place a check mark beside the face or faces on their worksheet that best represents how they think the person in the scenario is feeling.5. READ the scenarios aloud one by one from group one followed by group two. After each scenario, ask the following questions:<ul style="list-style-type: none">• Which feeling(s) did you select? Why?• If you selected more than one feeling, explain why.<p><i>Help students understand that feelings can be complex and sometimes they can be feeling more than one emotion at one time.</i></p>

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GROUP ONE SCENARIOS

- Today is Saturday and your best friend is coming to your house for the day. How do you feel?
- Your little sister ate the cupcake that you were saving for dessert tonight. How do you feel?
- Someone tickled you and it made you laugh really hard...but it started to hurt. How do you feel?
- Your friends tell you not to worry about the test because they have the answers. How do you feel?
- You just found out your best friend is moving and will be going to another school. How do you feel?
- Your little brother just told you that you are the best big brother/sister in the whole world. How do you feel?
- Today you are going to the movies. How do you feel?
- You are invited to go to your best friend's birthday party. How do you feel?

GROUP TWO SCENARIOS

- Isabella got 100% on her math quiz. How does she feel?
- It's the end of the school day and Maria just realized she had mustard on her chin since lunch. How does she feel?
- Someone Michael does not know is messaging him when he is on the computer. This person is asking his name and where he lives. How does he feel?
- Emma does not understand her homework assignment. How does she feel?

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- Someone sent Brianna a text message that said, "You are stupid." How does she feel?
- On his way home from school, Daniel saw a first grader getting picked on by some older kids in his school. How does he feel?
- Jason just found out he is going to Disney World. How does he feel?

6. **REVIEW** the activity using the following discussion questions:

- What was harder identifying how you would feel in a situation or identifying how someone else would feel in a situation? Why?

Students will likely respond that it was easier to say how they would feel in a scenario than someone else.

- What helped you determine how the boys and girls in the second group of scenarios might feel?

Help students recognize that in the absence of clues telling them how the person was feeling, they were probably making their decisions based on how they would feel in the same situation.

- What were some of the things in the scenarios that made you or the boys or girls in the scenario feel happy? Sad?
- What do you do when you feel happy? Sad?
- What makes you feel better when you are feeling sad about something?

ASKING FOR HELP (10 MINUTES)

1. **ASK** students to list things they can do to feel better when they are feeling confused or sad.

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	<p>2. TELL students that sometimes, when they are feeling confused or sad, talking about it can help make them feel better.</p> <p>3. WRITE <i>Trusted Adult</i> on the board and provide the following definition.</p> <p><i>"A trusted adult is someone you can talk to about anything; someone who makes you feel happy; someone who is a good listener, or someone who has helped you before."</i></p> <p>4. TELL students if they want to talk about something that is upsetting them or if they want to ask for help, they can ask one of their trusted adults.</p> <p>5. ASK students to brainstorm possible trusted adults. Write their suggestions on the board. Encourage them to think about adults at home, school, church, and in the community.</p> <p>6. ASK students to list things they might want to tell a trusted adult?</p> <p><i>Students' answers may include:</i></p> <ul style="list-style-type: none">• <i>Things that make them feel scared, uncomfortable, or confused.</i>• <i>When they are having a problem.</i>• <i>When something makes them unhappy.</i>• <i>If someone is hurting them.</i> <p>7. DISTRIBUTE the <i>My Trusted Adults</i> worksheet.</p> <p>8. REVIEW the directions on the <i>My Trusted Adults</i> worksheet and allow students time to complete.</p> <p>9. WRITE <i>"Uncomfortable Touches"</i> on the board.</p>
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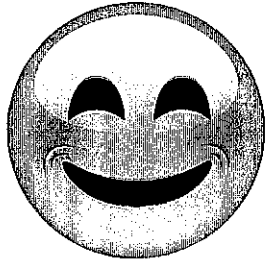
	<p>10. TELL students if someone touches them in a way that makes them feel uncomfortable, they have the right to ask them to stop. They can also ask for help. For example, if someone touches them without their permission or wants to touch a private part of their body, they can tell them to stop and/or ask for help.</p> <p>11. TELL students that touching should never be a secret.</p> <p>12. DISTRIBUTE the <i>Steps to Asking for Help</i> handout.</p> <p>13. REVIEW the three steps on the <i>Asking for Help</i> Handout.</p> <ul style="list-style-type: none"> • Look at the person. • Ask if he or she has time to help you. • Explain the kind of help you need as clearly as possible. <p>14. ASK students if they can explain why it is important to ask the person if they have the time to help them.</p> <p><i>Help students understand that by asking the person if they have the time to talk, they are ensuring that they will receive the person's undivided attention. If the person does not have the time and/or they cannot stop what they are doing, the student has some alternatives. The student can explain that it is important and ask the person when it would be a better time for them to talk or the student can go ask another trusted adult.</i></p> <p>15. ASK the student if they have any questions.</p>
Conclusion:	<p>(2 - 3 MINUTES)</p> <p>CONCLUDE the lesson by asking each student to complete the sentence:</p> <p>"During today's lesson, I learned...."</p>

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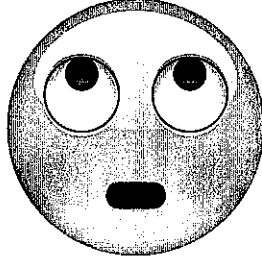
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Parent/Guardian Letter:	DISTRIBUTE the <i>Level Three Parent/Guardian Letter</i> . Tell students that this letter explains the lesson that was taught today and they should share it with their parent/guardian. Alternatively, Parent/Guardian letters can be emailed.
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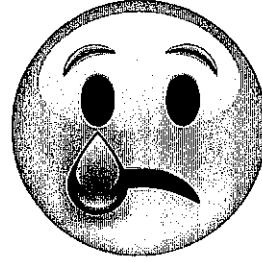
How Do You Feel?



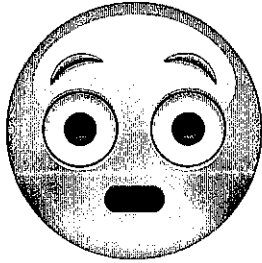
Happy



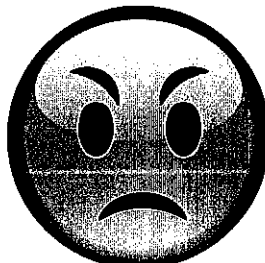
Confused



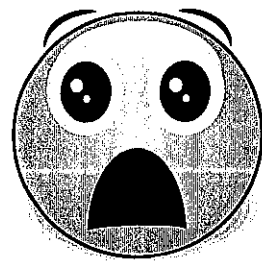
Sad



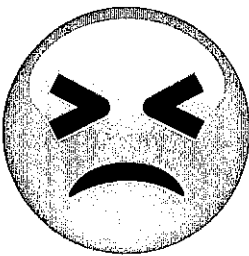
Embarrassed



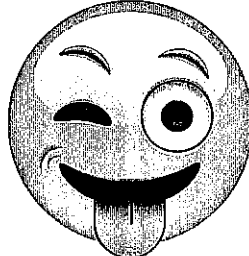
Angry



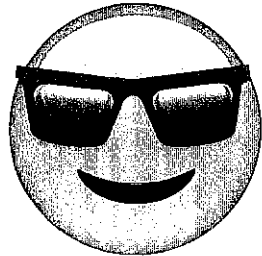
Scared



Frustrated



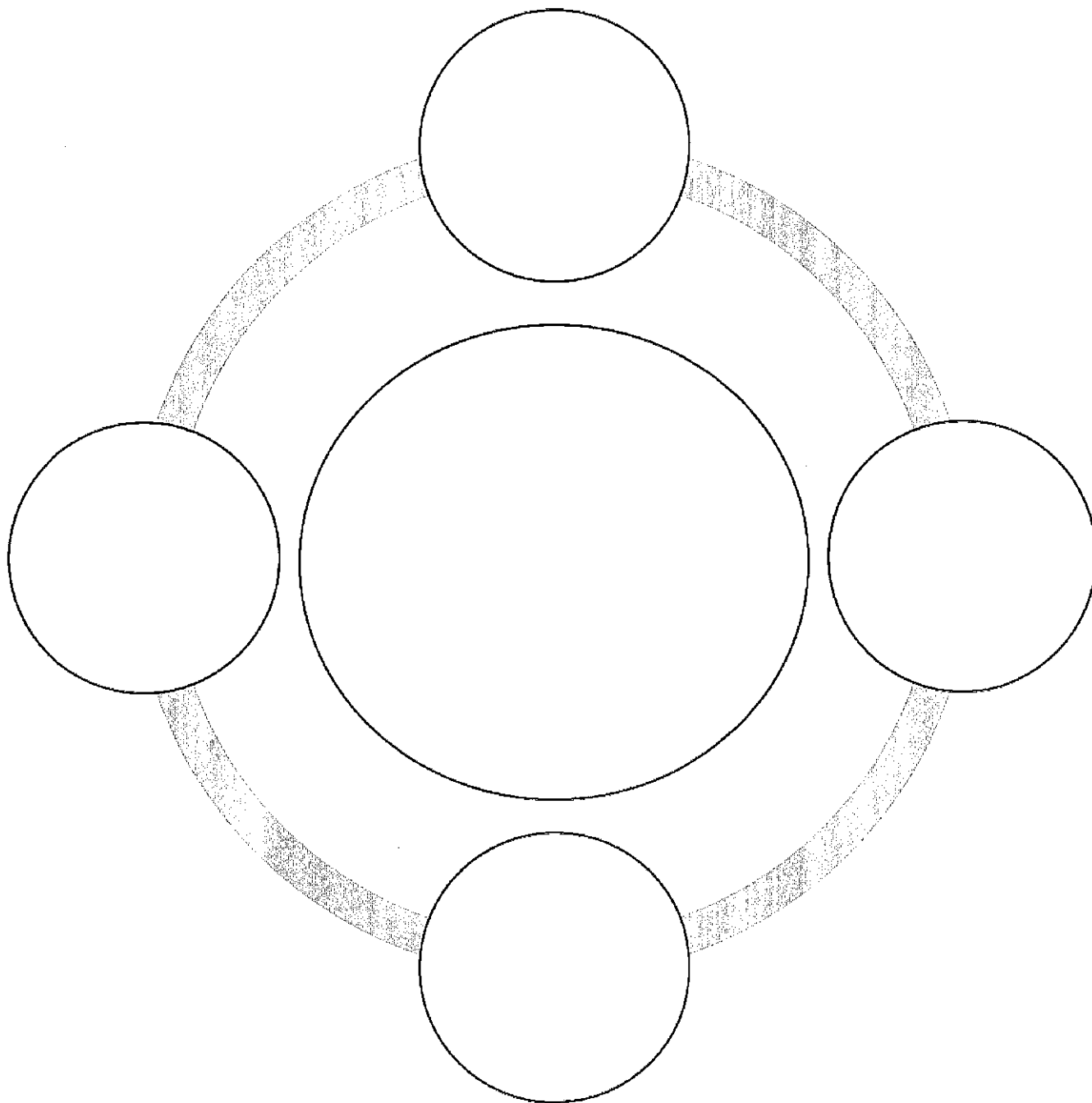
Silly



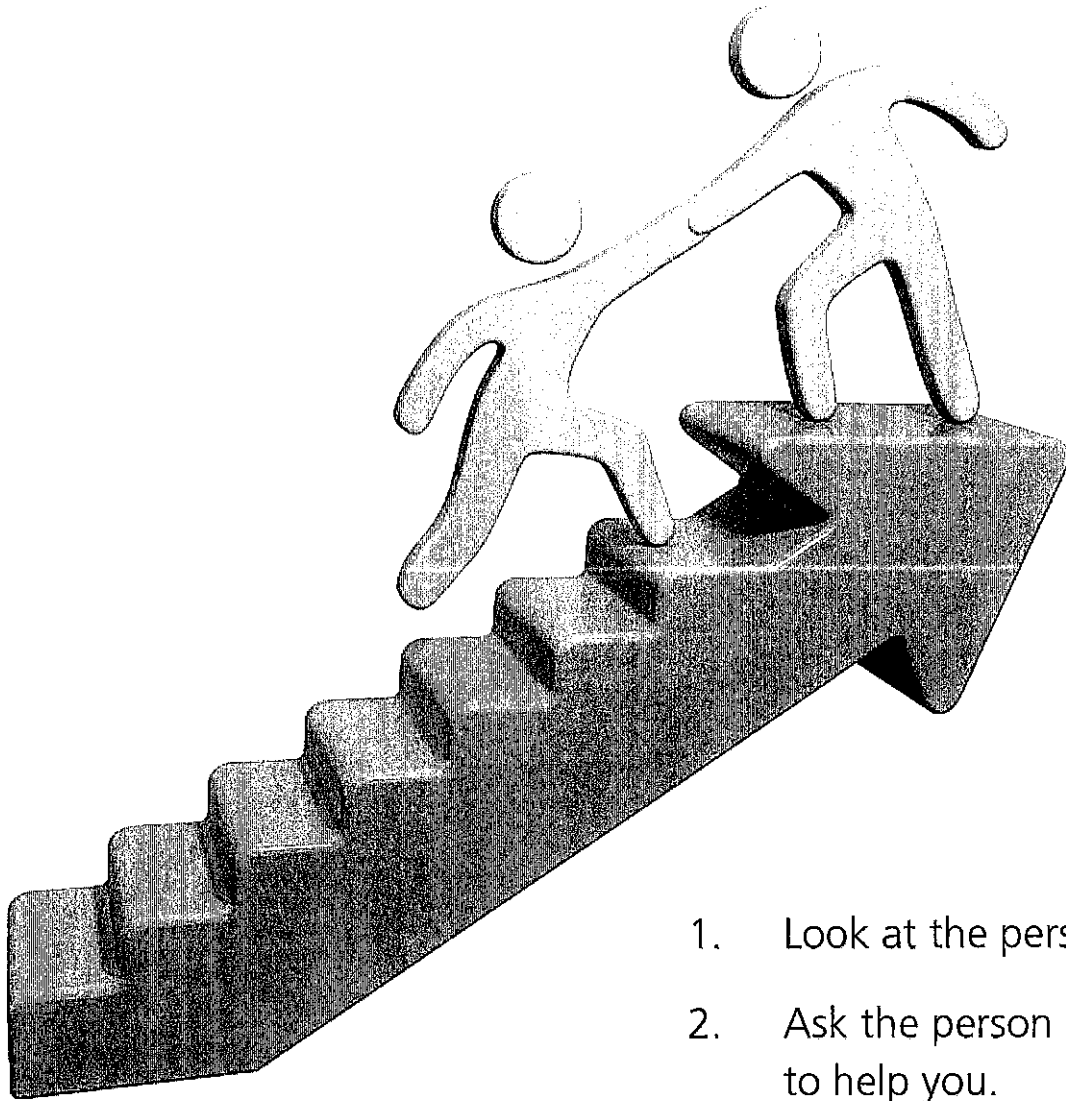
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My Trusted Adults

Draw a picture of yourself in the middle.
Write the name of one of your trusted adults in each of the other circles.



Steps to Asking for Help



1. Look at the person.
2. Ask the person if he/she has time to help you.
3. Explain the kind of help you need as clearly as possible.



OFFICE FOR CHILD AND YOUTH PROTECTION

**ARCHDIOCESE OF
PHILADELPHIA**

Dear Parent, Guardian, or Caregiver:

In the Archdiocese of Philadelphia the safety of our children is among our highest priorities. As part of our child protection efforts, your child participated in a lesson from our KIDTALK program. KIDTALK combines age appropriate messages which promote children's health and safety with Catholic teachings.

As a result of today's lesson, your child should be able to:

- Recognize feelings in themselves and others.
- Identify how they may be feeling when they need help.
- Define trusted adults.

We encourage you to talk with your child at home about what they learned during today's lesson. Here are some discussion starters you may find helpful:

- If you are feeling sad, what are some things you can do to make yourself feel better?
- If you see someone else is feeling sad, how could you help them feel better?
- Do you know the difference between public and private parts of your body?
- Who can you talk to about your feelings?
- Who are your trusted adults?

Open communication is an important key to success in all child abuse prevention efforts. You can find some [helpful tips](#) for establishing open and honest parent-child communication on the Office for Child and Youth Protection's website at www.childyouthprotection.org under Protect-Resources for Parents.

If you have any questions or if we can be of assistance, please feel free to contact the Office for Child and Youth Prevention at 215.587.2466 or OCYP@archphila.org.

As always, your partner in prevention,

Leslie J. Davila, M.S.

Director

Office for Child and Youth Protection