

KidTalk

Level Five

THEOLOGICAL BACKGROUND

From Sacred Scripture

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)

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.

Do you not know that your body is a temple of the Holy Spirit within you, whom you have from God, and that you are not your own? For you have been purchased at a price, therefore, glorify God in your body. (1 Corinthians 6:19)

St. Paul teaches that the human body is holy by referring to "temple". For the Jews of Paul's time, the temple at Jerusalem was the holiest place on earth. Paul's use of the temple of the Holy Spirit gives a concrete image of human dignity and respect for the body to the newly baptized Christians.

From the Catechism of the Catholic Church (CCC)

Human life is sacred because from its beginning it involves the creative action of God and it remains for ever in a special relationship with the Creator, who is its sole end. God alone is the Lord of life from its beginning until its end. (Catechism of the Catholic Church, # 2258)

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Guidelines	God created all human life as sacred and desires each person to be in special relationship with Him. This relationship is the basis for human dignity which influences respect of self and others. Through the reception of the sacraments of the Church, the baptized encounter the Risen Christ and become temples of the Holy Spirit. The grace of the sacraments equips them to live a life in Christ.
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INFORMATION FOR INSTRUCTORS	
Objectives:	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Define the terms <i>relationships and personal boundaries</i>.• Distinguish between healthy and unhealthy relationships.• Recognize times when they may want to ask for help.• List the steps to asking for help.• Identify trusted adults.
Materials:	<ul style="list-style-type: none">• <i>Personal Space Target Worksheet</i> (One per student)• <i>Steps to Asking for Help Handout</i> (One per student)• <i>Level Five Parent/Guardian Letter</i> (One per student)• Each student will require a pencil or crayon
Time:	This lesson should take approximately 35 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.• Students may equate the term <i>relationship</i> only with dating, for example, someone in a 'dating relationship.' It is important for students to understand there are different

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	types of relationships and that healthy relationships play an important role in their wellbeing.
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LESSON	
Introduction:	<p>(1 MINUTE)</p> <p>INTRODUCE the lesson by telling students that you are going to talk about relationships.</p>
Activity:	<p>DEFINING RELATIONSHIPS (5 MINUTES)</p> <ol style="list-style-type: none">WRITE the term <i>relationship</i> on the board and ask students to define the word. <i>A relationship is a connection between two people.</i>EXPLAIN that each of them have been forming relationships with other people since they were born. These relationships include parents, siblings, family members, teachers, and friends. Having connections with other people is important to their wellbeing. Healthy relationships with other people can make people feel good about ourselves.TELL students that one way relationships can benefit them is by helping them feel safe and supported. Relationships can also make them feel like they are not alone. There are many reasons why relationships make people feel good.ASK students to list some other ways in which healthy relationships benefit them in their lives. <i>Examples may include: love, companionship, friendship, fun, safety, and shared interests.</i>

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HEALTHY VS. UNHEALTHY RELATIONSHIPS ACTIVITY (10 MINUTES)

1. **WRITE** the word *healthy* on the board and ask students to define the term.

If something is healthy, it is good for your health and wellbeing.

2. **EXPLAIN** that when relationships are healthy, they will include qualities like trust, respect, understanding and safety.

3. **WRITE** the word *unhealthy* on the board and ask students how they would define the term.

If something is unhealthy, it is not good for you. It is harmful to your health and wellbeing.

4. **EXPLAIN** that not all interactions with other people are healthy.

5. **EXPLAIN** that it is possible to have unhealthy relationships with other kids or adults.

6. **ASK** students for examples of unhealthy relationships.

Examples may include: lack of respect, not telling the truth, teasing, bullying, physically or emotionally hurting another person.

7. **INSTRUCT** students to find a partner (or alternatively, assign partners).

8. **ASSIGN** the topic "healthy relationships" or "unhealthy relationships" to each pair.

9. **ALLOW** students five minutes to brainstorm words that describe how healthy and unhealthy relationships make people feel.

Examples may include:

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Healthy Relationships	Unhealthy Relationships
Make them feel good	Make them feel bad
Respect	Disrespect
Safe	Scared
Liked	Disliked
Understood	Misunderstood
10. REVIEW the activity with the following discussion questions:	
<ul style="list-style-type: none">• How do you feel in a healthy relationship?• How do you feel in an unhealthy relationship?	
PERSONAL BOUNDARIES (15 MINUTES)	
1. EXPLAIN that one important characteristic of a healthy relationship is respecting one another's personal boundaries.	
2. WRITE <i>personal boundaries</i> on the board and define the term.	
<i>Personal boundaries are rules and limits you create for yourself about your personal space and how others should treat you.</i>	
NOTE: If necessary, provide the definition of <i>personal space</i> :	
<i>Personal space is the area immediately surrounding a person's body. The amount of space each of us needs can be different for each person. Some people may want more room between themselves and the people around them, while other people don't mind if someone gets close to them.</i>	
3. EXPLAIN that each of them has the right to personal boundaries and they should be respected. Personal boundaries are different	

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for each person and they can change depending on circumstances.

4. **EXPLAIN** that their need for personal space in any given situation can depend on the following things:
 - Their relationship with the other person.
 - Their location.
 - Why the other person wants to be close to them.
 - How they are feeling at the moment.
5. **DISTRIBUTE** the *Personal Space Target* worksheet.
6. **EXPLAIN** that the circles represent the different types of relationships they have in their lives. The people who belong in the circles near the center are those who are closest to them. For example, their family and closest friends. Their personal boundaries will vary depending on their relationships with people.
7. **WRITE** the following on the board for all to see:
 - *Kiss*
 - *Pat on back*
 - *Handshake*
 - *One-arm hug*
 - *Hug*
 - *Say "hi"*
 - *Wave*
 - *Fist bump*
 - *Tell Secrets*
 - *Cuddle*

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8. **INSTRUCT** students to work with their partner to complete their *Personal Space Target* by determining the appropriate circle for each activity listed above.

9. **REVIEW** the answers when everyone has completed the worksheet. The activities should be listed as follows:

My Family

Kiss, hug, cuddle, tell secrets, one arm hug, pat on back, say "hi", wave, hand shake

My Friends, My Teachers, My Family Friends

One arm hug, pat on back, say "hi", wave, handshake, tell secrets

Acquaintances

Say "hi", handshake, fist bump, wave

Strangers

Wave

ASKING FOR HELP (5 MINUTES)

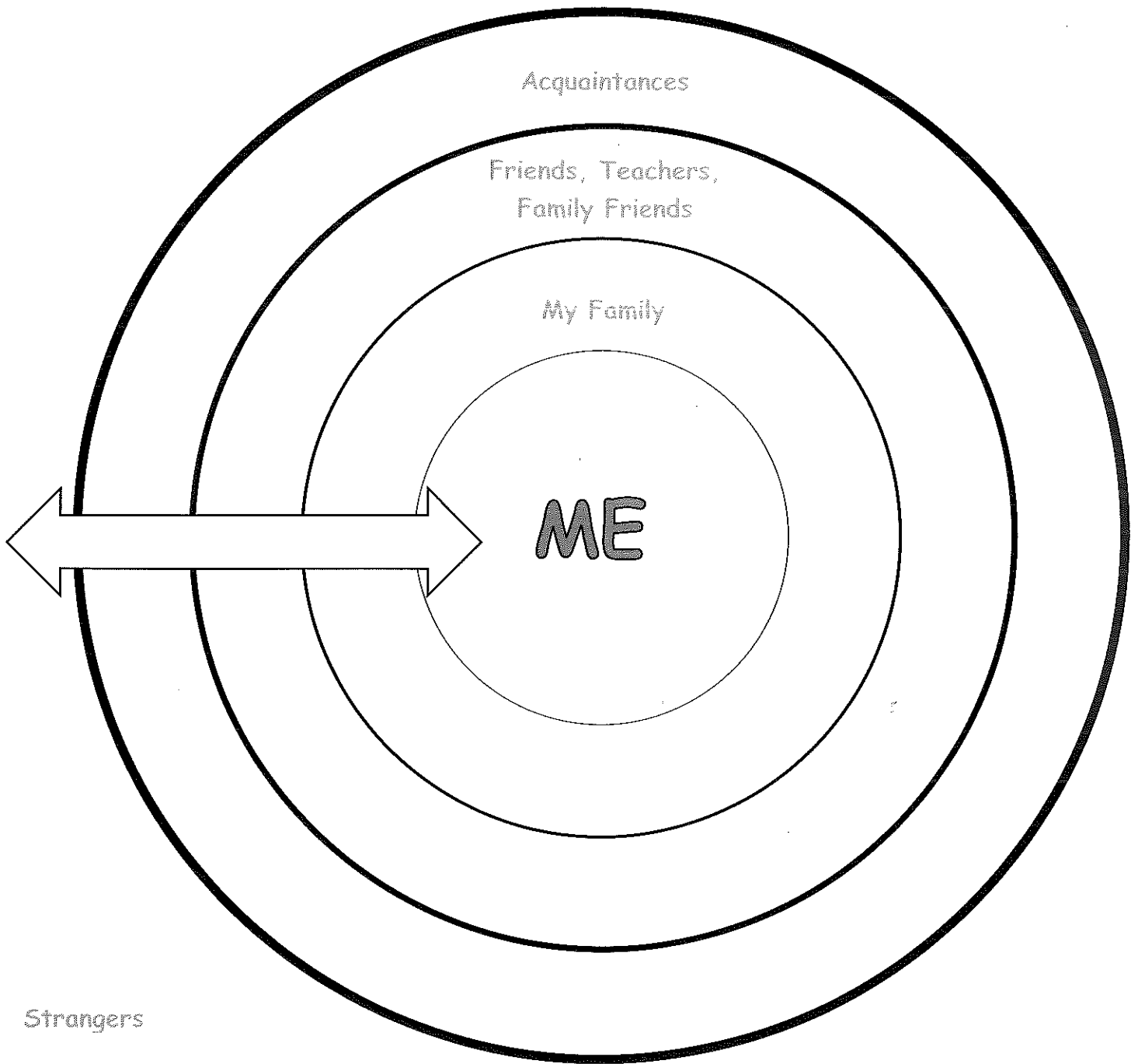
1. **TELL** students you'd like to spend a few minutes talking about what to do if someone is crossing their personal boundaries because they are too close or their behavior is making them feel uncomfortable.
2. **DISTRIBUTE** and review the *Steps to Asking for Help* handout.
3. **EXPLAIN** that these three simple steps can help you make sure that you can get help when it is needed.
4. **ASK** the following discussion questions about the handout.

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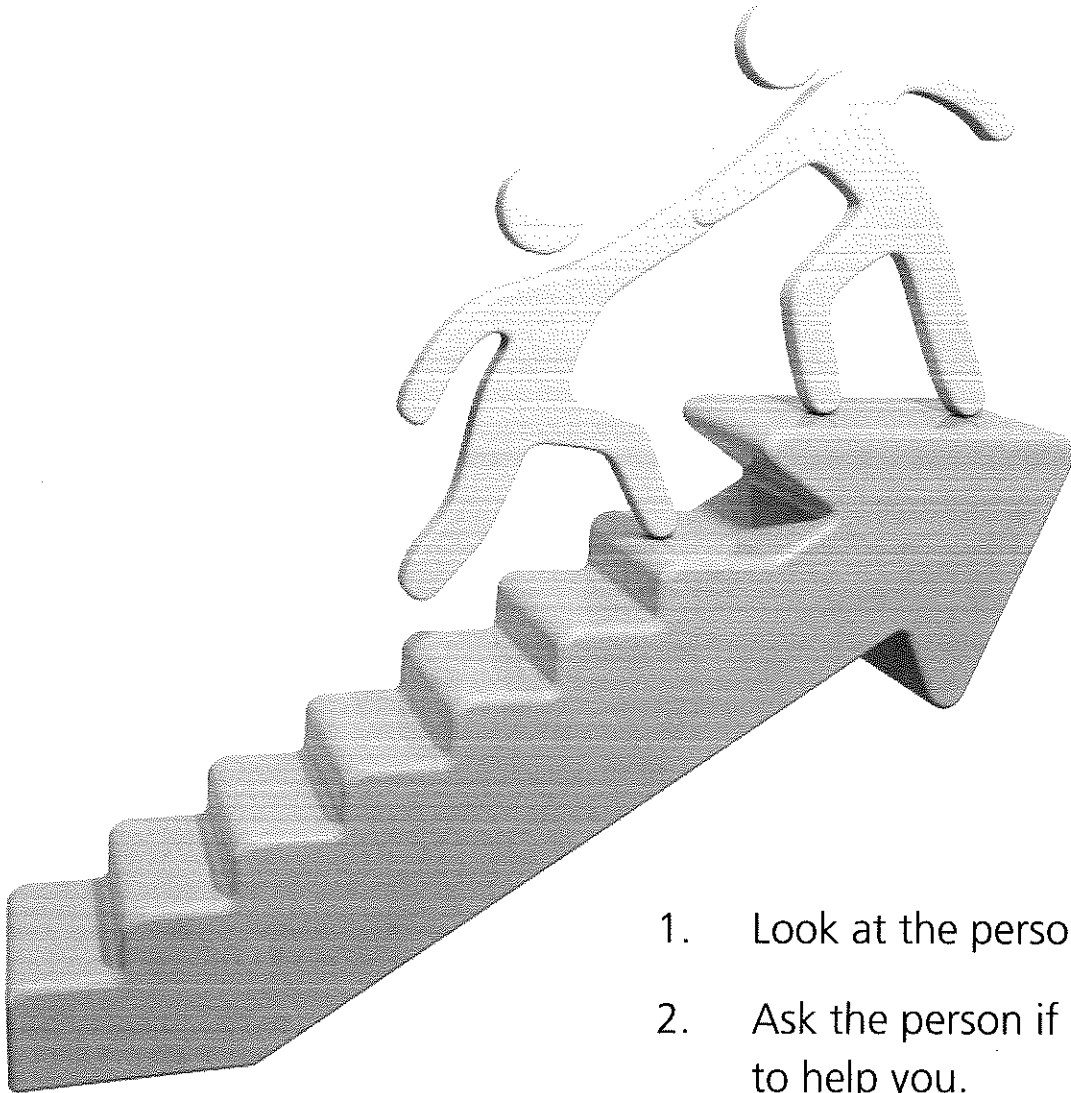
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	<p>Why is it helpful to make sure that the person you want to talk to has time to talk with you?</p> <p><i>Help students understand that if someone is busy or distracted they may not be able to focus on listening to them.</i></p> <p>If the person is not able to make time for you what are some of your options?</p> <p>Students may suggest the following:</p> <p><i>Scheduling a future time to talk with that person if their problem is not urgent, telling the person it is an emergency, telling another person.</i></p>
Conclusion:	<p>SUMMARIZE the lesson by asking students what they learned about relationships and personal boundaries.</p> <p>REMIND students that any time they need help, they can simply ask one of their trusted adults.</p>
Parent/Guardian Letter:	<p>DISTRIBUTE the <i>Level Five 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.</p>

Personal Space Target 4



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.



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:

- Define the terms *relationships* and *personal boundaries*.
- Distinguish between healthy and unhealthy relationships.
- Recognize times when they may want to ask for help from a trusted adult and identify trusted adults in their lives.
- List the three steps to asking for help.

We encourage you to talk with your child at home about what he or she learned during today's lesson. Here are some ways you can reinforce the concepts we discussed:

- Define, model, and provide examples of healthy relationships. Highlighting that all good relationships must have trust, honesty, respect, communication, and understanding is a good way to start.
- Help them define boundaries. Work with your child to identify and communicate their personal values and boundaries.
- Let them know that you can help. Remind your child that you are always there to listen and help.

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