

**High School Level, Grades 9 and 10 (ages 15 and 16 years)**

**Lesson Plan 2: Safe Friends, Safe Adults, and Safe Touches**

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**Getting started with Lesson 2:**

**Principle:** Teenagers must respect their own health and safety and the health and safety of others.

**Scripture:** *From a friend in need of support no one need hide in shame; But from him who brings harm to his friend, all will stand aloof who hear of it. — Sirach 22:25, 26<sup>1</sup>*

**Saint:** Our featured Saint for this lesson is Nicholas of Myra. Please review the instructor's information and be prepared to provide your students with the handout that discusses the life of St. Nicholas and the role model he provides us with regard to this lesson about Safe Friends and Safe Adults.

**Catechism:** *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!" — #2287<sup>2</sup>*

**Goal:** To assist educators, catechists, youth ministers, and other caring adults in teaching teenagers how to prevent or reduce the risk of sexual abuse.

**Objectives:** Through this lesson the catechist, teacher, or youth minister reinforces the parent's message about touching safety and protecting private body parts. Upon completion of this lesson, teenagers should be better able to:

- Name their safe friends and safe adults.
- Identify special safe adults.
- Respond in an appropriate manner to unsafe situations.

**Parent Notice:** Send a notice to parents outlining the goals and objectives of the *Touching Safety* program and giving parents an opportunity to "opt out"—to have their children not participate in the lesson—if they choose. We recommend that the *Overview and Founding Principles of the Program*, as well as a copy of this lesson plan accompany the notice.

**Healthy questioning at this age:**

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 and 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 skill to deal with them.

**Vocabulary words:**

- Touching
- Private body parts
- Secrets
- Safe friend
- Unsafe friend
- Safe touch
- Unsafe touch
- Safe adult
- Unsafe adult
- Special safe adult
- Respect
- Secret
- No!

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<sup>1</sup> *The New American Bible*, Catholic Book Publishing Company, 1970 (Imprimatur July 27, 1970).

<sup>2</sup> *Liberia Editrice Vaticana (1997) Catechism of the Catholic Church (2<sup>nd</sup> ed.)* Washington D.C. United States Catholic Conference.

**High School Level, Grades 9 and 10 (ages 15 and 16 years)****Lesson Plan 2: Safe Friends, Safe Adults, and Safe Touches (continued)****Activity #1: Review concepts related to relationship boundaries**

**Directions:** In preparing for this activity, review *Teaching Touching Safety: A Guide for Parents, Guardians, and Other Caring Adults*. Use this activity to discuss situations that might arise placing young people at risk. Discuss the touching rules, a teenager's right to say "No" and have his or her boundaries respected, and the importance of not keeping secrets about sexual or other inappropriate touching.

Set up the exercise by asking the teens to pretend that they are journalists on a weekly newspaper, which features a column for teenagers—an opportunity for teens to 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 teenagers. Students need to work together to come up with an appropriate response to each of the following letters.

- 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?
- 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?
- When my father comes home drunk late at night he comes into my room and touches my private body parts. How should I handle it?
- 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. 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 dork. What should I do?
- My boyfriend wants to come over to my house when my parents are gone, but he's been pushing me to have sex with him, and I'm afraid that I won't be able to say "no" if he and I are alone in the house. What should I do?
- My stepfather keeps coming in my room uninvited—just when I am getting dressed. How can I stop him without making a big scene?
- When is it okay to keep a secret?

**Activity #2: Collage of Safety Rules, Safe Touches, and Safe Friends**

**Directions:** During lesson 1, your group of teenagers began creating a collage poster depicting safe friends and safe touches. Have them finish the collage that they started during the first lesson, or create a second poster depicting safe friends and safe touches.

**Supplies:** Old magazines from which to cut pictures  
Scissors  
Paste or glue  
Poster board  
Felt tipped markers

**Process:** Instruct the teens to cut out as many pictures as possible to demonstrate "Saying "No!" and Staying Safe." Spread pictures out so that the group may view them all individually. Decide which picture best exemplifies the theme. Place this picture in center of the poster as a focal point in the collage. Then, arrange the other pictures around the central picture (pictures may overlap slightly, but none should cover any substantial part of the primary picture).

Discuss the concept of "Saying "No!" and Staying Safe," while the group is creating the collage. Upon completion, display the poster in the classroom and perhaps in the parish church.

**Editor's Note:** If you are concerned that Activity #2 will not keep the interest of your students, please consider one of the alternate activities listed on the following page:

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**Alternate Activity: Create song-skits with the theme: "Saying 'NO!' and Staying Safe"**

**Directions:** During Lesson 1, each small group of students started creating a song-skit that demonstrates the concepts surrounding touching safety. Students should finish preparing their song-skits during this time and be prepared to present their creation to the rest of the class.

**Supplies:** Unless students need props for the presentation, no supplies are needed other than the boundless creativity of teens.

**Process:** Give the previously created groups time to complete their song-skits using the concepts and ideas presented during this lesson—Lesson 2. If necessary, help the groups complete the activity. Have each group present their creation to the rest of the class.

**Note:** Your overall number of students will greatly impact the amount of time you can devote to this activity. We recommend that each song-skit be no more than three minutes long.

**Alternate Activity: Create a praise and worship service**

**Directions:** During Lesson 1, each small group of students started creating a praise and worship service to demonstrate and emphasize the concepts covered in the *Touching Safety* program. For Lesson 2, students will finish planning their praise and worship services and each group will present its service at the end of the lesson.

**Supplies:** Supplies needed might include musical instruments or a CD player, candles, and bibles. Other necessary supplies will be determined by the students as they develop their services.

**Process:** Students should review the plans they created during Lesson 1, and make sure their planned services represent the concepts covered in the *Touching Safety* program. Then, to conclude the assignment, each group will conduct its service while all the other groups participate in the service. If necessary, help the teens complete the activity and present their services to the class.

**Note:** Your overall number of students will greatly impact the amount of time you can devote to this activity. We recommend that each praise and worship service be no more than five minutes long.

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**Suggested prayer to end the lesson:**

Dear God,

Even though we are each unique, there are ways that we are alike because you made each of us in your image.

Help me to remember to respect myself just as I want others to respect me.

Help me to live as you have commanded me to live, and guide me in times of confusion and uncertainty.

And, help me to remember, God, that in your loving presence I will always be safe and protected.

Amen

**References:**

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International Bible Society (1978). *The Holy Bible, New International Version*. East Brunswick, NJ.

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[http://www.virtus.org/virtus/pgc-Parent-Handbook\\_05-03.pdf](http://www.virtus.org/virtus/pgc-Parent-Handbook_05-03.pdf) retrieved March 5, 2004.

**Supplemental Reading for Children:**

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Keleven, Sandy (1997) *The Right Touch*. Bellevue, WA: Illumination Arts.