Safe Environment

St. Raphael Church

Grade 5

**Objectives:**

1. Students will identify the big three rules for keeping their bodies safe.
2. Student will identify their support network.
3. Student will define gender harassment
4. Students will discuss the harm done by bullying and gender harassment.
5. Students will learn ways to react to bullying and harassment behaviors.
6. Students will learn how to treat other with kindness.

**Materials:** Kindness cards, respect prayer

**Centering:**

1. The catechist will greet students and take attendance.
2. Tell students tonight we will be learning about how God made us all in His image.  Because we are all made in the image of God, we deserve to be treated with respect.
3. Open with the prayer

Creator God we praise you and thank you for wonderfully creating us. Help us to see ourselves and each other as sacred and holy. May we always recognize the dignity and worth of every person, And may we treat all with deep respect, through your Son Jesus. Amen.

**Sharing:**

1. Before you begin the discussion with your class it is important to set guidelines for the discussion and to have them posted on the board and /or a piece of chart paper.

**a.**    What is said in class stays in class unless it puts you or someone else in danger.

**b.**   There are no dumb questions.

**c.**    Respect others

**d.**   It is ok to feel embarrassed.

**e.**   When people feel embarrassed they sometimes laugh or make jokes, but it is important to stay serious to respect the ideas of others.

**f.**        You may not ask the catechist personal questions.

2)   Students will have a background on safe, unsafe, and unwanted touch.  Briefly list these on the board and the differences among them. (Safe touch makes us feel good and secure, unsafe touch makes us feel bad, unwanted touch is an unsafe touch. We have the right to say no to being touched.)

3)  Ask students what they should do when they experience unsafe/unwanted touch

**a.**    Stay stop

**b.**   Get away

**c.**    Tell a trusted adult

4) Ask student who are people they can go to for help if they are experiencing unwanted touch.  List their ideas on the board.

5) Tell students that you are also going to discuss harassment today.

6)  Write the word on the board and ask students what it is. Students may range in knowledge of what the concept is so you may need to brainstorm with them about synonyms to all get on the same page. d. Write them on the board (ex. torment, pester, irritate, persecute, bother, annoy).

7) Pass out a piece of paper; tell them to use the paper to take notes and to write down any questions. Advise them to keep all questions to the end. If they want to share a story with the class tell them not to use other people’s names.

8)  Put the definition of gender harassment on the board. Remind them that here gender refers to – if people are a boy or girl. Gender harassment includes unwelcome physical or verbal things done because someone is a boy or a girl that makes them feel uncomfortable.

9) You can explain that gender harassment can be seen as a form of bullying. Like harassing someone just because they are a boy or a girl.

10) Ask What types of things they see at school that would be considered gender harassment. You can give examples to get things started or add them if they don’t come up with some. For example

* Unwanted hugging, kissing, grabbing, or touching.
* Making comments about other people’s bodies.
* Standing too close to someone when they don’t like it.
* Holding someone down.
* Writing or telling nasty or dirty notes/jokes/secrets.
* Showing dirty pictures/even on the computer that make people feel uncomfortable.

11) For each identified behavior, discuss how it might make people feel. Common responses include:  Bad, sad, violated, unsure, anxious, unsafe.

12) Tell students that they have the right to tell people when they do something they don’t like. They can say “I don’t like it when you touch me like that” or “I don’t like you standing so close.”

13)  You should point out that every student should respect people’s rights to their own space and that not respecting people’s space is a form of gender harassment. You can ask students how we show respect for personal space – examples of strategies are:

* We should not touch people without their permission.
* We ask people if it is ok to sit down next to them before we do.

14) Ask students sometimes they are not the one doing the harassing or bullying, but they may see other doing it. Like Jesus, we are called to stand up for others.

15) Briefly recount the story of the Good Samaritan or ask students if they know the story.

16) Ask them what they should do if they see someone being harassed or bullied.  If they do not mention it, write these ideas on the board:

* Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.
* Stand up for the person who is being bullied.
* Be kind to the kid being bullied. Show them that you care by trying to include them. Sit with them at lunch or on the bus, talk to them at school, or invite them to do something. Just hanging out with them will help them know they aren’t alone.
* find out more about where and when bullying happens at your school. Think about what could help. Then, share your ideas. There is a good chance that adults don’t know all of what happens. Your friends can go with you to talk to a teacher, counselor, coach, or parent and can add what they think.
* Talk to the principal about getting involved at school. Schools sometimes give students a voice in programs to stop bullying. Be on a school safety committee. Create posters for your school about bullying. Be a role model for younger kids.
* Write a blog, letter to the editor of your local newspaper, or tweet about bullying.

**Acting:**

1. If time allows hand out a kindness card to each student.
2. Ask them to think of a person who they know is being bullied or harassed at their school.
3. Ask them to record on their card one way they will show kindness to that person this week.
4. Have each student share their idea.

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| **Kindness Card**  This week I pledge to show kindness by: | **Kindness Card**  This week I pledge to show kindness by: |
| **Kindness Card**  This week I pledge to show kindness by: | **Kindness Card**  This week I pledge to show kindness by: |

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