



Preparing to teach Good Boundaries Script (the required annual safe environment training) to children in preschool – grade 5

1. Getting ready to teach

- Pray/prayer → This is a good way to prepare yourself and begin the lesson.
- Why we teach this? → Reflect on this question. One simple answer: Just like with fire safety, each of us needs to know how to stay safe especially when mom or dad is not with us. This material is important personal safety information that every child needs to know.
- Read material several times to become familiar with it.
- Realize that you may never feel “at ease” about presenting this. This is normal.
- Enlist a second adult to help as support if you would like.
- Ready any props or tools to help that you would like to use.
 - Teddy bears/dolls for younger ones
 - Coloring sheets, crayons
- Choose a comfortable location.

2. The training material

The *Good Boundaries Script*, commonly known as the *Script*, is the required educational material for children in preschool to grade 5. There are two different *Scripts*, one for preschool - grade 3 and a second for grades 4 - 5. Each *Script* is written in two formats – a written text and an outline. Both formats contain the same information. The parent should use whichever format she/he prefers. Available at: <http://www.diocesefwsb.org/Safe-Environment-Training-Children-and-Youth>

Two more *optional* resources are also at the website address given above. They are coloring pages that reinforce one important aspect in the educational material. The first coloring page, *Children in Swimsuits*, is meant for younger children, for example, preschool – grade 1. The second coloring page, *Children's Faces*, is for older children, perhaps grade 2 or above. These are resources to use in addition to the *Good Boundaries Script*.

3. Teaching preschool – kindergarten

- Introduce the material as “important personal safety information for you”
- Section one – Respecting our body
 - Voice tone, gentleness, and eye contact will help get this fundamental message across



- Section two – Personal space
 - Stand for circles
 - Sit again for questions and answers
 - With smaller children, use of girl & boy teddy bears with swimsuits may be helpful
 - Have children repeat with you the important messages
 - Say NO, get away, tell an adult who will help
 - Ask: Can you think of some adults who would help you if I were not there?
 - Section three – Sirens, recognizing danger
 - Examples of sirens, feelings
 - Have children repeat important messages
 - LISTEN to sirens (feelings)
 - At this point, it may be enough for them. If you only make the points of the first two sections that may be all you can do.
 - Coloring sheet after the talk – swimsuit page only. Do not let them play with it during the talk. Send home for discussion.
- 4. Teaching first – third grades
 - Same as above, but you will get more awkwardness and giggling rather than lack of attention.
 - Should be able to get good discussion and should be able to complete three sections.
 - Same suggestions on coloring sheet. Also, grade three may be ready for Sirens coloring sheet.
- 5. Teaching fourth – fifth grades
 - Introduce the material as “important personal safety information for you”
 - Section one – Respecting our body
 - Voice tone, gentleness, and eye contact will help get this fundamental message across
 - Section two – Personal space
 - Stand for circles
 - Sit again for questions and answers
 - Have children repeat with you the important messages
 - Say NO, get away, tell an adult who will help



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SAFE ENVIRONMENT PROGRAM

- Ask: Can you think of some adults who would help you if I were not there?
 - Section three – Sirens, recognizing danger
 - Examples of sirens, feelings
 - Have children repeat important messages
 - LISTEN to sirens (feelings)
 - Section four – Laws/rules
 - Classroom rules – what are examples of these that you follow
 - Optional use of Golden Rule exercise
 - Coloring sheet after the talk – Sirens page. Do not let them play with it during the talk.
5. Concluding presentation – have the children list with you the important things they learned



Safe Environment Presentation Text: Preschool—Third Grade Good Boundaries Script

*(*Presenter's note: This is the basic presentation to be given to younger grade school children. It is for the presenter to make the necessary pedagogical adjustments according to age level. However, the presenter should avoid any audio-visual materials that portray abusive behaviors — such as inappropriate touching.)*

Sirens. Just like a fire truck has a siren to warn us that it is coming and to get out of the way, God has given us different kinds of sirens to help us know when we may be in danger. While we all have sirens, not everyone's are exactly the same. Some people have one in their stomach. When they feel unsafe, their **stomach** will hurt, get tight or feel queasy. Some people will feel it in their **shoulders** and **back**. (*Demonstrate how people may tense up their shoulders and pull them tight up against their ears.*) When they are feeling unsafe their **shoulders** and **back** will get tense and tight and sometimes start to ache. Many just experience sirens in their **heads** and their **hearts**. Their heart will start to beat very fast and a voice will say to them: "Something is not right; something is not right; I feel scared; I feel scared." You may even have all these sirens go off at the same time. You might not know exactly why or how you are unsafe, but these sirens will warn you that you are in danger.

ALWAYS LISTEN TO YOUR SIRENS!!! God gave you these sirens and it is important to listen to them.

Have the children think of times or places when their sirens may go off, such as around strangers, in a public bathroom, at the mall, in a park or when they are alone. Tell them things that adults do to keep them safe at school, such as making sure that visitors have visitor passes, always making sure an adult is with you or near by, keeping doors locked, etc... Adults protect children by watching them. That is why it is important to stay where adults can see you and to let them know where you are going.

Respecting each other's body and personal space. Ask them to tell you what they think this means. This may be a new concept for them, particularly the concept of personal space. Explain to them that personal space is the space that is around your body. Have them stand up and put their arms out and turn around in a circle. Explain to them that the circle they just made around them is their personal space. Give examples such as when you are standing in line, or sitting in a circle you should give the person enough personal space.

Respecting each other's body and personal space is an important part of respecting someone. To respect people means to treat them in a kind and gentle way, in a way that makes them feel that you care for them. This is the way God wants us to treat each other. Since nobody likes to

be treated in a way that is not loving or respectful, you should always respect each other's body and personal space.

Point out that when you hit or push others, you are not respecting their bodies and so you are not respecting them. If someone hits or pushes you, you need to tell them to stop and that they are not respecting your body. It is not okay to hit or push them back in order to get back at them — that would not be respecting their bodies; but you can push them back and even hit them if that is the ONLY way to protect yourself. Have them define and give examples of "protecting yourself" — pushing or hitting back to get away and avoid further harm.

"Some of you may wonder when and where it is okay to touch someone." Tell them that anywhere your bathing suit covers is off limits. No one at anytime should touch those places. The ONLY person that can check those places is a doctor or someone who is caring for your health.

Point out that you also need to respect the personal space of those around you. Sometimes even friends are never comfortable having people closer than an arms length away. (Raise your arm to show them again.) Have them think of times when it is okay to be closer, such as when you hug someone, when you shake someone's hand, when you are sitting next to your parents on the couch watching TV or reading a book. Make the point that if you feel uncomfortable with how close someone is, you can and should ask them to move further away. Another activity for younger children is to have them stand about 6 feet apart from one another and then have one of them very slowly walk toward the other person. When the person standing wants the person to stop they put up their hand. Have them notice how far apart they are. Then have them switch.

IF AT ANY TIME, YOU FEEL THAT YOU ARE IN DANGER BECAUSE SOMEONE IS NOT RESPECTING YOUR BODY OR YOUR PERSONAL SPACE, YELL FOR HELP AND RUN TO A TRUSTED ADULT IF POSSIBLE.

You can also talk about respecting property and personal items. Remind them that they need to respect other people's property and that, even if it is a friend, they need to ask permission to use or borrow something. They also need to accept "no" as an answer. Your personal items are also something that you can protect. It is okay to share, but someone needs to ask permission to touch your toys, or go into your desk or backpack.

Adults are here to protect you. You all have your sirens to tell you when you are in danger, but you need to ask an adult to help you avoid more danger or find ways to safety. **ALWAYS LISTEN TO YOUR SIRENS!!! ALWAYS ASK AN ADULT FOR HELP!!!** (Have them repeat this after you.)

1. Listen to your sirens
2. Do not be afraid to resist people and to tell them to stop.
3. Ask for help from an adult



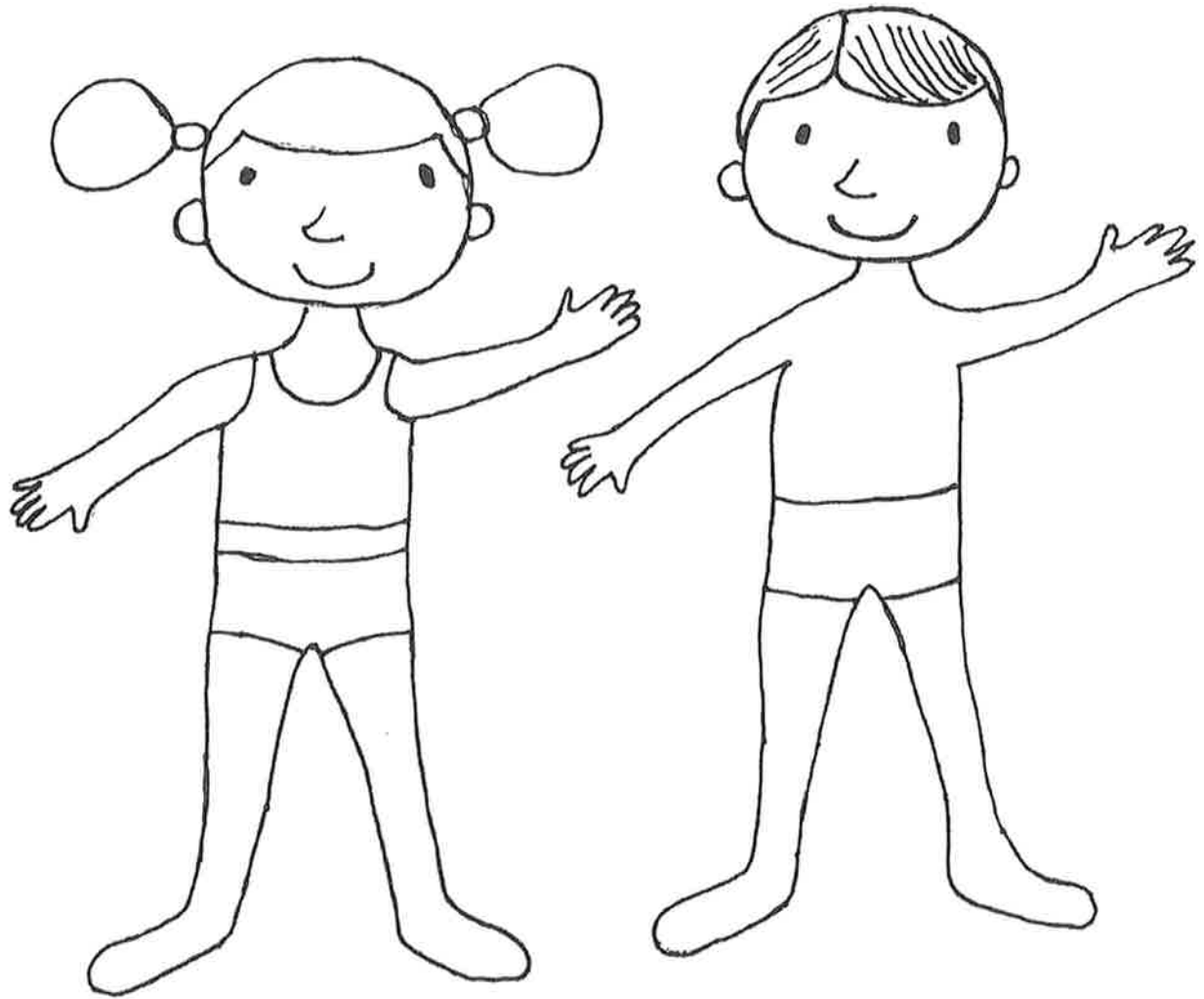
Safe Environment Presentation Outline: Preschool – Grade 3 Good Boundaries Script – Safe Environment Education

Note: The content below is the same as that in the text version above. Either may be used to present to the children. The presenter will have to make some adjustments in language according to the age of the children.

CONTENT	SKILL/EXERCISE
Today we are going to talk about some important personal safety information for you.	Have children in circle or other comfortable arrangement to listen.
RESPECTING OUR BODY	
Each of us was given a wonderful gift the day we were born. We were each given the gift of our body. God gave us this gift because God loves us very much. We are children of God.	
Since we were given such an amazing gift, we should take care of ourselves. When we love and respect our bodies and ourselves, God is happy and we feel good.	How can you love and care for yourself? How do others love and care for you?
I can do all kinds of things with my body. Many of these are good and make me feel happy.	How do you feel when you hug your mom or dad? When you hold your favorite stuffed animal or blanket? What other things make you feel good?
All of these things are safe touches.	
PERSONAL SPACE	Let's stand and hold our arms out making a big circle around us.
This space inside the circle is our personal space. We respect ourselves and others when we are careful with each other's personal space.	How do you want others to treat you and your personal space?
Jesus taught us a rule about how we treat each other and care for others. The Golden Rule – We care for others (do to others) as	Ex. Stand 8 ft. apart and have one child walk toward other. Have the still child put up arms and say stop when she/he wants the

we would want them to care for us (do to us). We treat them in a kind and gentle way and want them to do the same for us.	person to stop. Notice how far apart you are.
There are other times when people touch us that don't feel safe.	How do you feel when someone pushes you or hits you? Ask them to stop. What are other ways you protect yourself?
Some parts of our body are private. These are the parts of my body that are covered by a swimsuit. Only a doctor or nurse may touch or examine my private parts during my check-up.	If anyone ever touches you in a way that feels bad or is in your private parts, say, "NO".
If someone touches or hurts you, it is never your fault. No matter what the person says to you. Do not keep this secret even if told to do this. This is not a good secret. Tell an adult you trust and keep telling until someone believes you and helps you.	Who are some people who you could tell and could help you?
SIRENS, RECOGNIZING DANGER	
When someone hurts us or we may be in danger, we have sirens or warning signs. Some sometimes when we feel unsafe our body hurts.	Has your stomach ever felt sick or hurt? Your shoulders back or head?
You may not know exactly what is wrong, but if your warning bells or sirens are telling you something is not right.....LISTEN TO THEM. God gave you your sirens to tell you something.	When might your sirens go off?
If you ever feel that you are in danger because someone is not respecting you, your personal space, or your private parts, get away, get to a trusted adult and ask for help.	
Remember that many adults in your life are doing things to keep you safe and protect you. God put adults in your life to love you, care for you, protect you, and keep you safe.	Who are some of the adults who help you feel safe? What do they do to help you feel safe?
So what did we learn today?	1. God made us and loves us. God made our bodies. 2. We each have personal space. 3. We should treat ourselves and others with respect and care (golden rule). 4. Some touches are safe, some are not safe.

	<p>5. We have warning signs when we are in danger.</p> <p>6. If ever in danger, not being respected, being touched in a unsafe way, get away.</p> <p>7. Get help from an adult. Keep telling and asking until you get the help you need.</p> <p>8. There are adults in your life to care and protect you.</p>
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Safe touches are never given on the parts of my body that are covered by a swim suit. These body parts are private.

Safe touches are kind and gentle. Safe touches make me feel happy and loved.

Name: _____

I know about keeping myself safe...

Circle T if the statement is true or F if the statement is false. If a statement is false, cross out the incorrect part and make the statement true.

1. T or F God made me. God loves me. I am good and lovable in God's eyes.

2. T or F I need to take care of my body and keep it safe.

3. T or F I should respect the personal space of others when I feel like it.

4. T or F My private parts of my body are where my socks cover.

5. T or F Warning signs help me know danger and I should listen to them.

6. T or F If I am hurt or touched in an unsafe way, I should try to get away. I should also tell an adult who can help me.

The name of an adult who could help me is: _____

Name: _____

I know about keeping myself safe...

Circle T if the statement is true or F if the statement is false. If a statement is false, cross out the incorrect part and make the statement true.

1. T or F God made me. God loves me. I am good and lovable in God's eyes.
2. T or F I need to take care of my body and keep it safe.
3. T or F I should respect the personal space of others ~~when I feel like it.~~ *(all the time)*
4. T or F My private parts of my body are where my ~~socks~~ cover. *(swimsuit covers)*
5. T or F Warning signs help me know danger and I should listen to them.
6. T or F If I am hurt or touched in an unsafe way, I should try to get away. I should also tell an adult who can help me.

The name of an adult who could help me is: _____



Verification Form

To: Parents/Guardians

Date: School Year _____

Re: Training for students in Catholic schools and parish religious education programs

After you have instructed your child(ren) in the safe environment lesson provided by your parish or school, please complete the information below and return as directed.

Name of student: _____

Parish/school name: _____

Grade: _____

Title of lesson taught: _____

Name of student: _____

Parish/school name: _____

Grade: _____

Title of lesson taught: _____

Name of student: _____

Parish/school name: _____

Grade: _____

Title of lesson taught: _____

Name of student: _____

Parish/school name: _____

Grade: _____

Title of lesson taught: _____

I have received the training materials and used them to teach my child(ren) the lesson as requested.

Signature of parent/guardian: _____

Printed name: _____

Date: _____