

KidTalk

Level One

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>
From the Catechism of the Catholic Church (CCC)	<p>Because the Holy Spirit is the anointing of Christ, it is Christ who, as the head of the Body, pours out the Spirit among his members to nourish, heal, and organize them in their mutual functions, to give them life, send them to bear witness, and associate them to his self-offering to the Father and to his intercession for the whole world. Through the Church's sacraments, Christ communicates His Holy and sanctifying Spirit to the members of his Body. (<u>Catechism of the Catholic Church, #739</u>)</p>
Guidelines	<p>God is the Creator and Protector of all life. He created the human body, thus, the body is a divine gift. God desires that the body be treated with respect and be protected from harm. The children will identify individuals known as trusted adults who help them care for their bodies and protect them from harm.</p>

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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.• Recognize times when they may want to ask for help.• Identify people who they can ask for help.• Understand the difference between public and private places and public and private parts of the body.
Materials:	<ul style="list-style-type: none">• Ball or bean bag• <i>Feelings Cards</i>• <i>Bathing Suit Picture</i>• <i>Emotions Worksheet</i> (One per student)• <i>Level One Parent/Guardian Letter</i> (One per student)• Each student will require a pencil or crayon
Time:	<p>This lesson should take you approximately 30 minutes to complete, depending on class size.</p>
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

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	<p>with these materials, please discuss your concerns with your Director/Coordinator of Religious Education.</p> <ul style="list-style-type: none">• For the ball toss activity, you can use a ball, beanbag, or a ball of yarn. Use anything soft that you can roll or toss.• Before beginning the Feelings activity, remove the “Mixed-Up/Confused” card and place it on the bottom of the pile so that it is displayed last. Note that each of the Feelings Cards have a picture on the front and the associated feeling written on the back.
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LESSON	
Introduction:	<p>(2 MINUTES)</p> <ol style="list-style-type: none">1. INVITE students to gather in a circle.2. INTRODUCE the lesson by telling students that you are going to talk about feelings.
Lesson:	<p>FEELINGS (7 MINUTES)</p> <ol style="list-style-type: none">1. TELL students that everyone has different kinds of feelings.2. EXPLAIN that sometimes we can tell how a person is feeling by looking at what their face and body are doing.3. SHOW the students the <i>Feelings Cards</i> one-by-one reserving the "Mixed-Up/Confused" card for last.4. INVITE students to identify how the person in each picture is feeling. Encourage them to look at the face and the body. Use the discussion questions below.<ul style="list-style-type: none">• How is this person feeling?• How do you know?5. DISPLAY and discuss the "Mixed-Up/Confused" Card.<ul style="list-style-type: none">• Can you tell me how the person on the card is feeling?• How do you know?6. SHARE a story about a time when you needed to ask for help. Include who you asked for help and how it made you feel better. <i>Some possible examples: You could not reach something over your head, you needed help lifting something heavy, you could not</i>

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remember how to spell a word, you didn't understand how to do something and needed it explained, etc.

7. **INVITE** each student to tell you about a situation when they asked someone for help. After each child shares, be sure to ask if they felt better after asking for help.
8. **DISPLAY** the following *Feelings Cards* for all to see:
 - Sad
 - Angry
 - Frustrated
 - Mixed-Up/Confused
9. **ASK** for a volunteer to remind the class what emotion each of these feelings is showing.
10. **EXPLAIN** that if someone makes them feel any of these emotions, they can tell them to stop.
11. **ASK** for volunteers to give you examples of different ways they can say "stop."

Examples may include: "Stop it," "Cut it out," "Don't do that," "No," "Please stop."

12. **EXPLAIN** that if someone is making them feel bad, they can also ask an adult for help. Sometimes asking for help can make them feel better. If someone helps them, it can also make them feel safe and loved.

BALL TOSS ACTIVITY: ADULTS WE CAN ASK FOR HELP (10 MINUTES)

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1. **INTRODUCE** the activity by telling students they are going to play a game. During the game they will list people they can ask for help.
2. **PROCEED** with game as follows:
 - While holding the ball, the instructor names someone he/she can ask for help when feeling sad, mixed-up, confused or scared.
 - Instructor tosses (or rolls) the ball to a student in the circle. When the student receives the ball, he/she will name someone he/she can ask for help and then toss or roll the ball to another student.
 - Continue in this manner until everyone has had at least one turn. If time allows, let students have multiple turns allowing them to name multiple people they can ask for help. Encourage students to name people both at home, school and church.
3. **REQUEST** students return to their seats.

EMOTIONS WORKSHEET (7 MINUTES)

1. **DISTRIBUTE** the *Emotions Worksheet* and crayons or markers.
2. **COMPLETE** the worksheet together. Read aloud the emotion associated with each face. Allow students adequate time to draw each face showing the associated emotion.

PUBLIC AND PRIVATE PLACES (7 MINUTES)

1. **TELL** students you will be talking about public and private places.
2. **EXPLAIN** that anyone can go to a public place. For example, a grocery store, a park, or a restaurant.
3. **ASK** students to list examples of public places.

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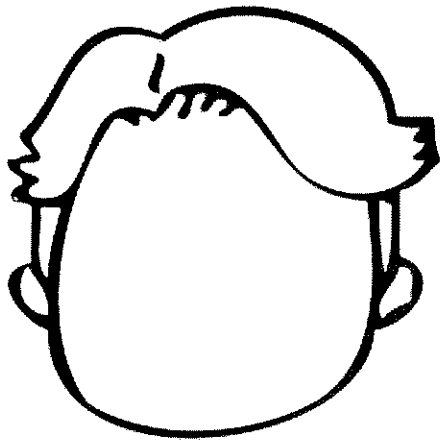
4. **EXPLAIN** that there are also places that are private. Not everyone is permitted in private places. For example, their bedroom might be a private place or the bathroom in their home.
5. **EXPLAIN** that there are also public and private parts of the body. Everyone can see the public parts of their bodies. For example, if they do not cover their head, their hair is public. Everyone can see it. If they wear a short sleeve shirt, their arms are public and everyone can see them.
6. **ASK** students to name other parts of their body that are public.
7. **EXPLAIN** that there are also parts of their bodies that are private. These are the parts that not everyone is permitted to see.
8. **DISPLAY** the picture of children wearing bathing suits.
9. **EXPLAIN** the following points:
 - We cover the private parts of our bodies with our bathing suit when we go to the beach.
 - Boys and girls have different parts of their bodies that they keep private.
 - Sometimes adults, such as parents, doctors, and nurses need to see or touch their private parts to help keep them safe and healthy. It is okay for an adult to touch their private parts to keep them healthy and safe, as long as they give them permission and they do not feel uncomfortable or confused by their touch. Any time they are unsure about an adult touching them they can ask a trusted adult for help.
 - It is always okay to say no to touch.
 - Touching should never be a secret.

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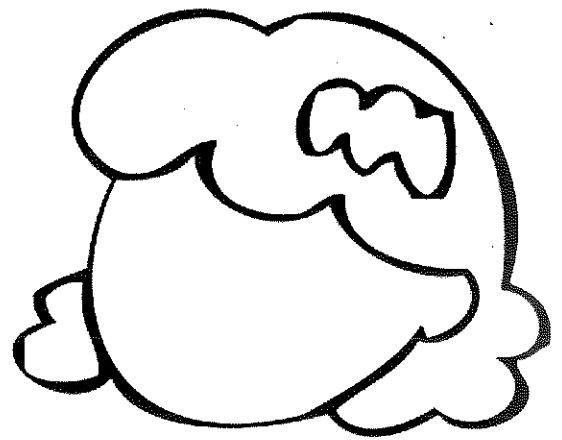
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Conclusion:	CONCLUDE the lesson by asking students to show you how they look when they feel: <ul style="list-style-type: none">• Happy• Sad• Angry• Scared• Silly• Calm• Strong
Parent/Guardian Letter:	DISTRIBUTE the <i>Level One Parent/Guardian Letter</i> . Tell students that this letter explains the lesson that was taught today and they should share it with their parent/guardian. Alternatively, the letter may be emailed to student's parent/guardian.

Emotions



I'm happy



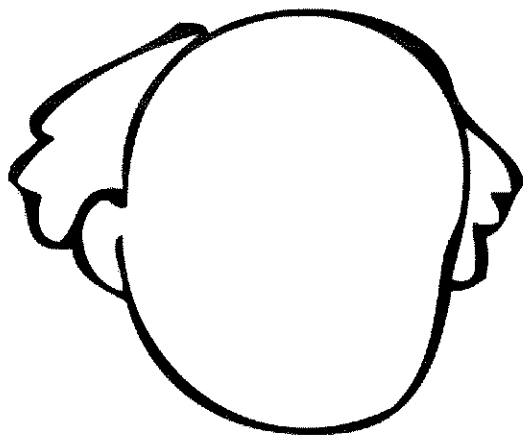
I'm sad



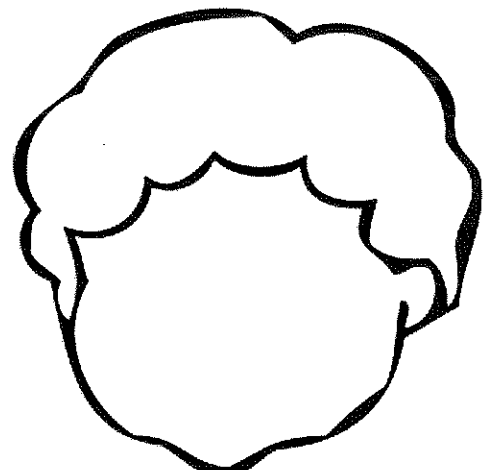
I'm sleepy



I'm afraid



I'm angry



I'm hot



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 different kinds of feelings in themselves and others.
- Identify how they may be feeling when they need help.
- Recognize times when they may want to ask for help.
- Identify people who they can ask for help.
- Understand the difference between public and private places and public and private parts of the body.

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:

- What are some new feeling words you have learned lately?
- What can you do if you feel mixed up or confused?
- Who can you talk to about your feelings?
- I remember when you were a baby and needed help doing.... (Discuss that people of all ages need help sometimes).
- Who are some people you can ask for help if you need it?

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 <https://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