

# KidTalk

## Level Two

<b>THEOLOGICAL BACKGROUND</b>	
<b>From Sacred Scripture</b>	<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>
<b>From the Catechism of the Catholic Church (CCC)</b>	<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</u>, #739)</p>
<b>Guidelines</b>	<p>God the Father, the Source and Protector of all life, reveals His love through creation, the person of Jesus Christ and others. He created the human body, thus, the body is a divine gift. One's relationship with God is deepened through the Sacrament of Baptism. The baptized are born again as children of God; incorporated into the Body of Christ; and made temples of the Holy Spirit. This indwelling of the Holy Spirit makes the body "sacred" and is the root of good and proper self-love. God desires that the body be treated with care and respect. Individuals known as trusted adults will be identified as those who teach the children to care for bodies and protect them from harm.</p>

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### INFORMATION FOR INSTRUCTORS

<b>Objectives:</b>	<p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• Recognize feelings in themselves and others.</li><li>• Recognize how they may be feeling when they need help.</li><li>• Identify public and private parts of the body.</li><li>• Identify people they can ask for help.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>• Feelings Cards</li><li>• <i>Bathing Suit Picture</i></li><li>• <i>Asking for Help Worksheet</i> (One per student)</li><li>• <i>Level Two Parent/Guardian Letter</i> (One per student)</li><li>• Each student will require a pencil or crayon</li></ul>
<b>Time:</b>	This lesson should take you approximately 25 minutes to complete.
<b>Notes for Instructor:</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Before beginning the Feelings activity, place the "Mixed-Up/Confused" card and place it on the bottom of the pile, reserving it for last.</li></ul>

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<b>LESSON</b>	
<b>Introduction:</b>	<p>(1 MINUTE)</p> <p><b>INTRODUCE</b> the lesson by telling students that you are going to talk about feelings and how to ask for help when they need it.</p>
<b>Lesson:</b>	<p><b>FEELINGS ( 7 MINUTES)</b></p> <ol style="list-style-type: none"><li>1. <b>TELL</b> students that everyone has different kinds of feelings.</li><li>2. <b>EXPLAIN</b> that sometimes we can tell how a person is feeling by looking at what their face and body are doing.</li><li>3. <b>SHOW</b> the students the <i>Feelings Cards</i> one-by-one reserving the "Mixed-Up/Confused" card for last.</li><li>4. <b>INVITE</b> 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"><li>• How is this person feeling?</li><li>• How do you know?</li></ul></li><li>5. <b>DISPLAY</b> and discuss the "Mixed-Up/Confused" Card.<ul style="list-style-type: none"><li>• Can you tell me how the person on the card is feeling?</li><li>• How do you know?</li></ul></li><li>6. <b>SHARE</b> 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.</li></ol>

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*Some possible examples: You could not reach something over your head, you needed help lifting something heavy, you could not 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.

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### **BALL TOSS ACTIVITY: ADULTS WE CAN ASK FOR HELP**

( 7 MINUTES)

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.

### **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.
  - Explain that 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.

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	<ul style="list-style-type: none"><li>• Touching should never be a secret.</li></ul>
<b>Conclusion:</b>	(2-3 MINUTES) <b>CONCLUDE</b> the lesson by asking each student to share one adult they can ask for help.
<b>Parent/Guardian Letter:</b>	<b>DISTRIBUTE</b> the <i>Level Two 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.



# Asking for Help

Draw a picture of a situation when you may need an adult to

1.

2.

3.





OFFICE FOR CHILD AND  
YOUTH PROTECTION

ARCHDIOCESE OF  
PHILADELPHIA

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 feelings in themselves and others.
- Recognize how they may be feeling when they need help.
- Identify public and private parts of the body.
- Identify people they can ask for help.

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:

- Let's list all the feelings we know.
- Do you know the difference between public and private parts of your body?
- What can you do if you feel mixed up or confused?
- Who can you talk to about your feelings?

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](http://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](mailto:OCYP@archphila.org).

As always, your partner in prevention,

Leslie J. Davila, M.S.  
Director  
Office for Child and Youth Protection