

Student Name: \_\_\_\_\_

## Vocabulary Grades 6-8

Parents review and discuss the vocabulary words and definitions:

**Private body parts**—The parts of the body that are normally covered by a bathing suit.

**Boundaries**—The invisible limits that separate one person from another and provide a sense of “self” as an individual that is different from others.

**Peer Pressure**—The influence, both positive and negative, exerted by one’s peers in social, educational, and other situations.

**Secrets**—Something concealed or hidden from others. A situation that is kept private or withheld from publication or public knowledge.

**Respect**—The state of being regarded with honor or esteem—being appreciative. An attitude of admiration, honor and friendship. Respect for oneself and others means assuming that each person has value and dignity.

**Safe adults or friends**—People who won’t hurt, confuse, or scare a young person intentionally or without a good or honorable reason. Safe friends and adults also respect young people’s wishes and the rules of their parents and guardians.

**Unsafe adults or friends**—People who intentionally hurt, scare, and confuse young people in order to satisfy their own personal needs, wants, and desires. Unsafe friends and adults disregard the wishes of the young person, the potential danger of various activities, and the also the family’s rules about appropriate behavior. They may be safe at some times and unsafe at other times

**Special safe adult**—People who may see or touch a child’s private parts, but only for the purpose of keeping the child clean and healthy. For this age group, that will most certainly be limited to a physician or other healthcare professional, and that person needs to have another adult present during any examination.

**Harassment**—The act of tormenting through persistent, wrongful behavior that is annoying, offensive, troubling, or harmful. This can be a very threatening experience.

**Safe touch**—A touch that has a good purpose, is not intended to hurt, and is familiar and safe.

**Unsafe touch**—Any touch that can hurt or scare someone. Or, any touch that, although it starts out safe, becomes uncomfortable, confusing, or scary.

**Using the word “No!”**—Having the right to express an unequivocal refusal or denial.

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Parent Signature when completed.

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### At Home Lesson Grades 6-8

**Directions:** Discuss the fact that a child has a right to say “No,” and to expect the other person to listen and respect the “No” response to personal issues—even if the other person is an adult.

These exercises are intended to empower young people to begin to think about safety issues and to be their parents’ partner in making sure that the child has the tools needed to resist the overtures of a potential child molester.

Talk with adolescents about risky situations they might encounter with adults and other young people and discuss appropriate ways to respond. Remember that adolescents are dealing with enormous peer pressure while trying to understand their independent role in the world apart from their families. It is not always “cool” to say that you must tell someone if you are touched or approached in an inappropriate or sexual way. So, do your best to stress the importance of good communication while speaking to the adolescent in a way that has him or her actually engage in hearing the message, rather than ignore you.

Discuss situations that could be a part of a grooming process. As you look at the situations, you will see that none of them are clear-cut examples of grooming.

Discussion allows the young people to work out the issues involved in determining whether the adult’s actions are part of the grooming process. It is important that young people begin to recognize the elements of grooming and identify things that are “red flags.”

Some examples of grooming are:

- Adults or older adolescents who allow young people to watch R-rated or X-rated movies. (In the first situation, the mere fact that an adult allows a child to watch an R-Rated movie is not necessarily grooming. However, if the movie is one the parents have forbidden the child to see and the adult tells the child to keep it a secret, the adult’s action become more suspicious.)
- Adults or older adolescents who allow young people to play popular, but violent, video games even though the young person’s parents have said “no” to this activity.
- Adults or other adolescents who tell dirty jokes or look at “adult” (naked or sexually explicit) pictures.
- An adult or older child who does something unsafe and, when the young person says, “Stop,” the adult or older child agrees to back off but asks the child not to tell anyone what happened.
- An adult or older child who allows young people to break the rules.

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Discuss difficult situations that encourage the young people to look carefully at challenges that might arise and think through the issues so they can come to a safe and healthy decision. This is an excellent opportunity for young people to begin to confront the challenge of doing the right thing in the face of peer pressure and the child's real need to "fit in" and be part of the group.

Some examples of difficult situations are:

- A friend confides in you that someone has molested him or her or has done some things that make the friend uncomfortable with the other person.
- You are at a friend's house. The parents are gone and your friend wants the two of you to get into the liquor cabinet for some "refreshments."

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PREP Grade \_\_\_\_\_

### Activity Grades 6-8

#### Part I

**Instructions:** Find the following words in the puzzle below and draw a circle around the word or color it with a highlighter. The words are spelled out correctly in a straight line. There are no spaces between letters or between words in two-word phrases (For example, "SAY NO" will appear as "SAYNO"). However, words may be upside down, backwards or at an angle. Some letters may be used by multiple words.

SAFE TOUCH  
PRIVATE PARTS  
PEER  
PRESSURE  
SECRETS  
GROOMING  
BLAME  
RESPECT  
SAY NO  
LEAVE  
TOUCHING  
UNSAFE

P	A	L	Z	X	I	R	M	R	K	S	T
E	B	F	T	E	B	L	A	E	J	P	S
E	C	S	E	C	R	E	T	S	H	L	T
R	V	O	A	T	F	B	R	P	D	E	R
P	K	S	E	F	J	H	U	E	Y	B	A
R	W	A	E	T	E	M	N	C	G	U	P
E	A	C	V	M	R	T	K	T	N	O	E
S	U	Y	A	O	I	Y	O	V	I	N	T
S	B	L	E	W	A	N	C	U	H	E	A
U	B	O	L	P	G	V	O	J	C	P	V
R	C	W	E	A	J	K	S	Y	U	H	I
E	F	A	S	N	U	E	A	I	O	D	R
N	E	S	N	T	E	R	Y	N	T	U	P
K	G	R	O	O	M	I	N	G	U	Y	E
A	S	D	F	G	E	R	O	P	O	I	M

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Part II

**Instructions:** Complete this jumble puzzle as a review of boundary terminology. Find the correct “S” as the starting point, and then draw a line that follows a pinwheel pattern to uncover the following statement:

“Safe friends and adults respect my physical safety and keep me safe.”

E	H	Y	S	I	C	A
F	P	N	D	A	D	L
A	Y	A	F	E	U	S
S	M	S	A	F	L	A
E	T	D	S	R	T	F
M	C	N	E	I	S	E
P	E	P	S	E	R	T
E	E	K	D	N	A	Y

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Parent Signature when completed.