

# Talking About Touching®

## A Personal Safety Curriculum

The *Talking About Touching* curriculum teaches young children basic skills to help them keep themselves safe from dangerous or abusive situations. It covers many personal safety topics, including touching safety. Based on current research in child sexual abuse prevention, this curriculum takes a “rules” approach to teaching young children personal safety.

Photo cards with fully scripted lessons on the reverse side serve as the basis for classroom discussion. Activities and role-plays are included in each lesson for skill practice and transfer of learning. *Joey Learns the Touching Rule*, a video, and *Sam’s Story*, a storybook and audiotape with songs, reinforce the curriculum content.

Head Start Performance Standard			Talking About Touching A Personal Safety Curriculum
1304.21 (a) Education and Early Child Development: “Child development and education approach for all children”	1304.21 (a) (1) “In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies’ approach to child development and education must...”	1304.21 (a) (1) (iii) “Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition”	Diverse children and families are depicted in the photos and stories presented in the lessons.
	1304.21 (a) (3) “Grantee and delegate agencies must support social and emotional development by...”	1304.21 (a) (3) (i) “Encouraging development that enhances each child’s strengths by: (A) Building trust	Group discussions build trust and safety.
		(B) Fostering independence	The major goal of the program is teaching children how to keep themselves safe by using personal safety skills.
		(D) Encouraging respect for the feelings and rights of others”	Several lessons focus on feelings and rights of others.
	1304.21 (a) (4) “Grantee and delegate agencies must provide for the development of each child’s cognitive and language skills by...”	1304.21 (a) (4) (i) “Supporting each child’s learning using various strategies including experimentation, inquiry, observation, play, and exploration	With the “story and discussion” learning strategy, children are encouraged to: <ul style="list-style-type: none"> <li>• Respond to questions</li> <li>• Pay attention to visual and situational clues</li> </ul> Children learn and practice skills through role-plays.
		1304.21 (a) (4) (ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue	Opportunities for self expression provided through: <ul style="list-style-type: none"> <li>• Songs in <i>Sam’s Story</i></li> <li>• Role-plays</li> <li>• Story and discussion</li> </ul>
		1304.21 (a) (4) (iii) Promoting interaction and language use among children and between children and adults”	Story and discussion promotes dialogue between teacher and children and among children.  Family Take-Home Letters encourage families to discuss personal safety at home.

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## Head Start Performance Standard

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<p>(continued)</p> <p><b>1304.21 (a)</b> Education and Early Child Development: "Child development and education approach for all children"</p>	<p><b>1304.21 (a) (4)</b> "Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by..."</p>	<p><b>1304.21 (a) (4) (iv)</b> "Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child"</p>	<p>Story and discussion promotes oral language and vocabulary development.</p>
<p><b>1304.21 (c)</b> Education and Early Child Development: "Child development and education approach for preschoolers"</p>	<p><b>1304.21 (c) (1)</b> "Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum that..."</p>	<p><b>1304.21 (c) (1) (ii)</b> "Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age-appropriate literacy, numeracy, reasoning, problem-solving, and decision-making skills, which form a foundation for school readiness and later school success"</p>	<p>Safety steps promote decision making in dangerous or unsafe situations and provide an action plan.</p>
		<p><b>1304.21 (c) (1) (iv)</b> Ensures that the program environment helps children develop emotional security and facility in social relationships</p>	<p>Learning in the classroom environment about dealing with unwanted or unsafe touching promotes emotional security.</p> <p>Assertiveness skills support children's competence in dealing with difficult situations amongst themselves.</p>
		<p><b>1304.21 (c) (1) (v)</b> Enhances each child's understanding of self as an individual and as a member of a group</p>	<p>The program focuses on participation in group discussion and encourages children to express their thoughts and feelings.</p>
		<p><b>1304.21 (c) (1) (vi)</b> Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning"</p>	<p>Story and discussion strategy promotes feelings of competence through:</p> <ul style="list-style-type: none"> <li>• Open-ended questions</li> <li>• Encouragement to express opinions</li> </ul>
<p><b>1304.22 (d)</b> Child Health and Safety: Injury prevention "Grantee and delegate agencies must..."</p>	<p><b>1304.22 (d) (2)</b> "Foster safety awareness among children and parents by incorporating it into child and parent activities"</p>	<p>Safety awareness is the primary focus of the program. All aspects of the program foster this.</p> <p>Personal Safety Unit includes:</p> <ul style="list-style-type: none"> <li>• Car safety</li> <li>• Traffic safety</li> <li>• Fire safety</li> <li>• Gun safety</li> <li>• Always Ask First Rule</li> </ul> <p>Touching Safety Unit includes:</p> <ul style="list-style-type: none"> <li>• Safe and unsafe touches</li> <li>• The Touching Rule</li> <li>• Safety steps for dealing with unsafe touching</li> <li>• Assertiveness</li> </ul>	
<p><b>1304.40 (e)</b> Family Partnerships: "Parent involvement in child development and education"</p>	<p><b>1304.40 (e) (3)</b> "Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff"</p>	<p>Take-Home Letters increase parents' knowledge about how to teach and support personal safety awareness.</p> <p><i>What Do I Say Now?</i> video shows how to teach children touching-safety rules.</p> <p>Accompanying brochure explains everything needed to lead a parent-education meeting on preventing child sexual abuse. Letters and video are available in Spanish.</p>	
<p><b>1304.52 (i)</b> Human Resources Management: "Training and development"</p>	<p><b>1304.52 (i) (3)</b> "At a minimum, this system must include ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content of the Head Start Program Performance Standards"</p>	<p><i>Talking About Touching</i> training is available on-site (by request) and in regional settings hosted by Committee for Children. The trainings are led by professional trainers:</p> <ul style="list-style-type: none"> <li>• Staff Training: one day</li> <li>• Training for Trainers: two days</li> </ul>	