



Grade 1 - CLASSROOM

SAFE & SACRED CHILDREN'S PROGRAM



Safe
& **SACRED**

GIFT FROM GOD

Parent Handout

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Grade 1 - PARENT FOLLOW-UP SESSION

with children who attended the parish/school session.

Instructions for Parents:

Your child attended a lesson today which dealt with personal safety. The classroom session was intended to open discussions with your child and encourage dialogue with you, the parents.

You are encouraged, sometime within the next week, to set aside 30 minutes for a discussion on this material with your child. This packet contains information to guide your conversation, as well as a step-by-step guide with suggestions.

Dealing with issues of personal body safety often requires a child to behave in ways that can be uncomfortable to a child. For instance, saying “No” to an adult or summoning the courage to tell you a secret that your child was threatened not to tell can be challenging exceptions for younger children who have been taught to respect adults. You will need to give them the permission and the affirmation required so that your child believes that they can tell you anything. Practice saying “No! Stop!” with your child. In this way, children build confidence in their ability to shout if they need help.

The information in this handout can allow you to reinforce the information taught in the session. Please repeat this dialogue with your child on a regular basis.

General Safety Tips

To respond to safety issues, it is recommended that children have 'trusted adults' (in addition to their parents) who they can contact if needed.

Children should know the addresses and the telephone numbers for their parents. Making this information part of a song or creating a visual next to a child's bed so they can review it every night, can help in memorization.

A strategy for parents to adopt when teaching and reinforcing safety strategies to their children is to avoid instilling fear in terms of what not to do.

When children hear a list of "don't" rules, the mind remembers the negatives better than the positives. In other words, they remember what NOT to do, and may not recall what TO DO. Instead, take the time to be specific about when *this* happens, you should do *that*. Start this early and build on it as your child matures.

Create a code word that you share with your child to use whenever you are sending someone else to pick them up at school, or after an activity (tell the person picking your child up to use the code word).

PARENTS: Please read the entire handout before reviewing the information with your child. Be prepared to discuss the material using language that is appropriate to your child's intellectual and social abilities. And be advised that at this age level, you will find your child rapidly advancing in understanding and retention of the information.

SESSION OVERVIEW

In the session, the teacher discusses that each of us is a Gift from God.

Next, the teacher briefly reviews the concepts of good touch and bad touch.

The teacher then introduces 2 motions- Say No, and Move away. Children listen to stories to reinforce these motions.

The teacher points out a chart for trusted adults that the children will be working on along with their parents.

The session ends with a prayer.

Background information for Parents

You as parents have the chief responsibility for protecting your child. Your child should tell you where they are at every minute.

A. Good Touch/ Bad Touch

Your child's body belongs to your child. Your child was taught:

A good touch feels good. We usually like a good touch. It's a good touch when we want a hug. When you sit in your grandmother's lap or the lap of someone you love like your mom or dad, that's a good touch. When your brother or sister plays with you and they tickle you, that's a fun and good touch.

But when you are sitting on someone's lap, or close to someone, **you can change your mind**. Remember your body belongs only to you. If you were on your grandmother's lap and didn't want to stay there any longer, **you can move away**.

You can get tired of being tickled, or the tickler may start to tickle you really hard. That's a bad touch and you might not want to be close with that person anymore right now. It's okay

to say, “No! Stop!” and move away. They must stop when you say “Stop!”

When you don’t want to be close to someone, that’s OK. You don’t have to hug or kiss someone if you don’t want to do that. You can say, “No, thank you.”

Places that are private are where our bathing suit covers us.

Parents and doctors should ask permission from the child before helping them bathe or doing a medical examination. Permission includes asking the child if it is all right to lift their shirt to check the stomach to see if the child is healthy or removing clothing so the child can take a bath. This illustrates to the child that no one should touch a person underneath their clothes without permission and the parents nearby. This practice can help a child to develop respect and modesty regarding themselves at a very young age.

B. Talking to Your Child about Personal Safety

Develop a shared vocabulary with your child that helps them to express their feelings and understand safety rules. We all make mistakes and your child will do so too. Rather than be discouraging, find something they did correctly and talk about what to do next time. Practice with your child how and when to say, “No! Stop!” Encourage them to always tell you where they are even if they are only going from one room to another (this helps build the habit).

Reaffirm the rules your child has learned. Use these and repeat them as you discuss other situations. Cartoons often show stories that can lead to safety conversations with your child. Look for situations where someone makes a mistake or gets into trouble. Discuss what warning signs there were. Could the

character have made a better choice or avoided the whole situation?

C. Consider Teaching Your Child the Skill of Dialling 911 – It's not too early to start!

Dialing 911 is a skill that is very important for your child to develop. It is not too young to begin helping your child learn how to dial 911 and answer questions. (Consider the capabilities of your 911 dispatch office? Established landlines may have addresses accessible to the dispatcher.)

When to call 911 . . .

- When the adult(s) in the house need the child to call because the adult or someone else in the house is not able to call and needs assistance.
- When the adult in the house is asleep and cannot wakeup.
- In case of a fire.

PARENT-CHILD DISCUSSION

1. You are a gift.

Ask your child to show you the picture they drew of themselves in their activity book. Remind them that they are a gift.

2. Good Touch/Bad Touch

Say:

In the class, the teacher talked about Good touch and Bad touch. Let's look at Good touch on this chart on the next page.

Read through the good touch section on the chart below.

Say:

Can you give me some more examples of good touch?

Allow your child to give examples, and correct them if they mention any inappropriate touch as good touch.

Say:

Let's look at bad touch.

Read through the bad touch section on the chart

Say:

Can you give me some more examples of bad touch? When can a good touch become a bad touch.

Allow your child to give examples, and correct them if required.

Good Touch?

- a hug when you want it
- holding hands
- hand placed lightly on your shoulder
- gentle kiss on the cheek from someone in the family
- rocking or holding a younger child
- a tap on the shoulder
- a pat on the back to indicate someone did a good job
- Holding a person's body while they learn to ride a bike

Bad Touch?

- Kick or a hair pull
- being tickled after saying "Stop!"
- a squeeze that feels too hard
- an unwanted kiss
- looking at or touching a private part of the body

3. Touch Exceptions

Talk to your child about exceptions to the "good touch" and "bad touch" rules. Examples may be bath time, bathroom visits, or visits to the doctor. Explain how these situations are different.

4. Trusted Adults

Say:

In your class today, you talked about trusted adults. What does it mean to trust an adult?

Allow your child to share their thoughts.

Say:

Who are some trusted adults in your life?

Guide the conversation. Establish parents as trusted adults. Next talk about another trusted person/people who you can call trusted adults. Remember whoever you mention now may be a person your child goes to if they need assistance, so think carefully about the person you want to call a trusted adult.

Say:

Why can't we trust all adults?

Talk about how all adults may not be as careful or responsible. Also, consider telling them that there are people in the world who want to hurt children even if they seem nice.

Tell your child they should make sure you know all of their friends, both children (all ages) and adults.

5. Chart for Trusted Adults

Look at the chart for trusted adults in the activity books. **Work with your child to fill it up. Help your child learn this contact information.** Ensure your child knows who and how to contact trusted adults in an emergency. Your child must also know their parent's full name and telephone number. Consider using songs to help your child learn this information.



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Grade 1 - Classroom Session

Your feedback is valued!

We hope that the materials were helpful in facilitating discussions with your children on these sensitive issues. Please answer the following questions to help us improve and update the curriculum. Completed forms should be returned to the teacher.

1. Were the topics helpful to both you and your child? How has it helped you?

a. Good Touch and Bad touch:

b. Trusted Adults:

c. Chart for trusted adults:

2. On a scale of 1 (low) to 5 (high), please rate the following:

	1	2	3	4	5
Usefulness of the material for discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real life application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How can we make this curriculum more useful to you?

4. Did you face any difficulties while discussing the topics? If so, please describe.

5. Would you recommend this to other parents? Why or why not?