



Grade 2 - CLASSROOM

# SAFE & SACRED CHILDREN'S PROGRAM



SAFE PEOPLE AND PLACES  
Parent Handout

# Safe People and Places

## Grade 2 - 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.

In this session we introduce the concept of safe people and places. Use it as an opportunity to discuss people and places you consider safe and trusted for your child in your communities.

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 their address 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 this session, the teacher introduces the Golden Rule: Do to others as you want others to do to you.

The teacher discusses situations where kids might have felt hurt by what other kids did. The teacher suggests ideas and strategies that children can use to prevent and respond to situations where someone is mean to them, or when a child feels hurt. The teacher also suggests ideas to support or help other children when they are being picked on.

The concept of safe people and places, which are people or places a child can go to when they are feeling afraid or don't know what to do, is discussed. This topic is to be elaborated upon in further detail at home with the parents.

The session ended with a time of 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 was taught in class today:

Some words describing good touches:

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

Sometimes after someone hugs you or holds you in their lap, you don't want any more hugs, or you don't want to be held any longer.

So, what do you do?

If you are done with a good touch, you just move away.

Now, if the person tries to get you to stay...maybe he or she holds onto you, what do you do?

You say "No" or "No, thank you" and move away. The person has to let you go because your body belongs to you. You no longer want the good touch and you've told the person that.

Next let's talk about bad touches. A bad touch can be a:

- 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  
(Remember, private parts of the body are the parts that are covered with a bathing suit.)

What should you do if someone gives you a bad touch or even just tries to give you a bad touch?

Say “No! Stop!” in your outdoor voice and move away quickly from the person.

When you say, “No! Stop!” you should look straight into the person’s face. And keep yelling “No! Stop!” in a loud outdoor voice while getting away. This can really work. People don’t like to be told “no” and when a kid yells and runs, the person usually backs away.

## **B. The Golden Rule**

In this session the teacher introduced concepts of being kind to everyone, and how we must be respectful and treat others gently.

Some concepts that were introduced are:

Some things a person can do if they feel hurt because someone is being mean:

- **Do not show being afraid.** Try to talk calmly (they too are a kid just like you).
- **Express pain in words.** Tell the person that they hurt you.
- **Be confident:** Stand and walk tall.

- **Practice comebacks:** Talk to a parent and practice things that you can say if another student teases you, or says something mean. Sometimes a fun comment can make everyone laugh, and stop mean behavior.
- **Hang out with friends:** Walk with a buddy or group.

How can we help if we see other's being mean and feeling hurt?

- Be kind. Encourage others to be kind too.
- Make conversation. Encourage others to talk it out.
- Are you afraid or is someone getting hurt? Run to a safe adult to bring help.

### C. Safe Adults and Safe Places

Your child was taught:

Anytime you feel afraid or don't know what to do, walking to a safe person or a safe place is a good idea.

**A safe place** is the school, Church, a library, or a police station.

**A safe person** is a teacher, counselor, school monitor, bus driver, or any uniformed officer.

Good friends can be safe people too. Kids help each other be safe when they stay together in groups.

### D. 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?

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

Dialling 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 precious

Tell your child that they are precious to you. You may share how you longed for a child before you had them, or some of your favourite memories of their baby days. Assure your child of your love and support. Tell them that because you love them so much, you want them to be safe, and that is why you want them to learn about personal safety.

### 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

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.

**Ask** your child:

What do you do if someone gives you a bad touch, or tries to give you a bad touch?

(Allow time to answer)

The correct answer is: Say No!, Move Away, then come and tell mom and dad. We love you always.

### 3. When someone is mean:

Let's write down 5 situations that you have been in when you felt hurt or bad because of how someone else treated you.

(Open to the activity book to the page I felt hurt when... and write out 5 situations that your child describes)

Have you ever been in a situation when someone in school was mean to you?

Let's look at the ideas your teacher gave you in school.

- **Do not show being afraid.** Try to talk calmly (they too are a kid just like you).
- **Express pain in words.** Tell the person that they hurt you.
- **Be confident:** Stand and walk tall.
- **Practice comebacks:** Talk to a parent and practice things that you can say if another student teases you, or says something mean. Sometimes a fun comment can make everyone laugh, and stop mean behavior.
- **Hang out with friends:** Walk with a buddy or group.

Based on this list, suggest ideas and strategies that your child could use to prevent being hurt. Go through the 5 situations that you have written about when your child felt hurt or bad because of how someone else treated them.

Also practice comebacks, or responses if relevant. Roleplay is an effective method for building confidence.

### 4. Safe People and Places

Say:

In your class today, you talked about safe places. What do think of as a safe place?

Allow your child to share their thoughts.

**Then:**

Guide the conversation. Point out safe places in the neighborhood and community your child can go to if they feel afraid, if they are hurt, or if they are lost.

**Say:**

Your teacher also talked about “Safe People.” What does that mean?

Allow your child to share their thoughts.

**Then:**

Clarify that “safe people” will contact their parents and help in an emergency.

**Say:**

Who are some of the safe people around us?

Guide the conversation. Point out safe people in the neighborhood and community your child can go to if they feel afraid, if they are hurt, or if they are lost.

## 5. End with Prayer

End with a time of prayer, asking God for protection and help to make good choices.



# Safe People and Places

## Grade 2 - 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. Golden rule to follow when someone is mean:

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"/>				
Quality of information in the curriculum	<input type="radio"/>				
Real life application	<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?