



GRADE 5 - CLASSROOM

# SAFE & SACRED CHILDREN'S PROGRAM



STAYING SAFE  
Parent Handout

# Staying Safe Always

## Grade 5 - PARENT FOLLOW-UP SESSION

*with children who attended the parish/school session.*

### Instructions for the Parents

Your child attended a lesson today on staying safe by being alert. 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.

### Session Overview:

- Using an illustration of how we cannot know if an apple is good or bad just by looking at the outside, the teacher talked about how people may seem nice and good when you first get to know them, but on the inside, they may want to do mean or inappropriate things.
- The concept of “Good Touch” and “Bad Touch” was introduced.
- The students were challenged to think about what information they share about themselves to others, and on online platforms.
- Tactics that people may use to lure children were discussed.
- Strategies were discussed, to tackle a situation where a stranger approaches them, or a person is doing something that makes them feel uncomfortable.
- Basic safe practices for using the internet were discussed.

## Background Information for Parents:

In this lesson, we reviewed concepts of safety already discussed in previous safe environment sessions including “Good Touch” and “Bad Touch” and what to do if a stranger approaches you. In addition, ideas on how to stay safe while using the internet were introduced.

*Concepts and Strategies that were taught to your child during their class:*

### Bad Apples:

Sometimes people seem nice and good when you first get to know them, but on the inside, they want to do mean or inappropriate things. These types of “bad apples,” or abusers, might be older kids or adults who want to “be friends” with you, even though you’re much younger.

People who are “bad apples” want to cause harm to kids. It is important for us to know what counts as “harm” so we can try and know what to look out for.

Potential abusers (remember the “bad apples?”) can try to collect information about children to find out where they live or go to school. It is important to **be careful with such personal information and keep it to yourself.**

If an adult asks for your personal information, **always check with your parents before giving it out.**

**There are some things that adults may do to meet a child alone:**

*Surprise:* An adult just shows up and starts talking to you.

*Trickery:* This is when an adult or older kid tries to trick you into going somewhere else with them.

*Gift-giving:* Abusers can earn kids' trust to get them alone by doing favors and giving gifts. Abusers may try to build relationships with kids by buying presents, offering to do homework or chores, or suggesting taking a fun trip.

If someone, **even someone you already know**, tries to force you to go somewhere you do not want to go, shout "This is not my parent!" And keep shouting until someone notices.

If someone, **even someone you already know** tries to touch private areas of your body or asks you to remove your clothes in front of them,

Shout "NO, NO, NO!" and keep shouting.

Get out of the area, and stay away from the abuser.

Find someone to tell – a parent, a teacher, or a person in uniform (like a police or security officer). If no one else is nearby, dial 911.

**Here are some tips for staying secure when using the internet.**

**Think before you post!** Once your information is on the internet, it is not always possible to remove it. Photos can be saved, screenshots can be taken, and this information can be seen and reposted by anyone.

**Keep emergency contacts.** If you carry a device with you, keeping your parents, guardians, or other helpful adults contact information saved can make getting help easier in the case of an emergency.

**Don't connect with strangers.** Be suspicious and wary of texts, friend requests and emails received from unfamiliar sources. If it makes you uncomfortable, trust that feeling and don't open them up and don't reply.

**Disable Location Settings.** While it is fun to share information with friends and others, this can be unsafe. Make sure that the apps you use are not recording and sharing your location.

## PARENT-CHILD DISCUSSION

Following are thoughts and questions to help supplement and support your conversation with your child:

### 1. Discuss Abusers

**Say:**

Today in class, your teacher used the word Abusers. They said that abusers are like bad apples which look good on the outside but may have worms on the inside. They also told you that abusers can try to hurt or harm kids.

What did you think about it? How did you feel when you heard about this? Have you ever heard about this before?

*Help your child talk about their understanding, past experiences and emotions on this topic.*

During the class, the teacher talked about how abusers try to meet children alone and gave ideas on what to do. What would you do in each of the following situations?

- Someone came to you after school saying they were a friend of your mom's and your mom had asked them to pick you up?
- A neighbor started giving you ice cream every day. And then asked you to come inside their home one day?

- A teacher sat next to you on the school bus and the way they were sitting so close to you made you feel uncomfortable.

*You can add more scenarios or examples. Talk through details of what they would say, and how they would say it. You can even role play or practice what to say.*

## **2. Internet Safety:**

Adapt this next set of questions based on your family internet-use policies.

What are the different things you do on the internet? Which of these allow strangers to connect with you, contact you, or find information about you?

What are some practices that you can follow to make sure they can't?

Look at the Internet Safety Checklist in the activity book. Talk through each of the items, and help your child follow these rules.

## **3. Safe Adults:**

Look at the Safe Adults List in the activity book. Encourage your child to talk to each of the adults and explain that they are a safe adult on their checklist, and what that is going to mean. Encourage your child to share anything they are unsure of with the safe adults on their list.

## **4. End with a prayer:**

Pray with your child and ask God for wisdom and guidance to make good choices.



# Staying Safe Always

## Grade 5 - 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. What were the topics that were most helpful to both you and your child?  
How has it helped you?

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?