



Kindergarten - CLASSROOM

SAFE & SACRED CHILDREN'S PROGRAM



GOD MADE ME SPECIAL
Parent Handout

God Made Me Special

Kindergarten- 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 and how God made them special. 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.

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

The session begins with the teacher discussing the meaning of the word “safe.”

The topic of our bodies being created in God’s own image is taught to children through an activity called Silhouettes.

During the session, the teacher uses activities to help the children understand why it is important to remain safe. Children also learn to tell the difference between good touch and bad touch.

The teacher discusses stories with the children to help them apply what they have learned about safety.

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:

Let’s talk about some 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.

Can you think of any other good touches? (Wait for response.)

Now...what are 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

If a kid ever gets a bad touch, say “No! Stop!” in your loud outdoor voice and move quickly away from the person.

This really works. People who give bad touches don’t like to be told “no” and when a kid yells and runs, the person usually stops. If there is a bad touch, you must tell your mom and dad about it.

You can say “No” and move away because your body belongs to you. You can even say, “No” to good touches. If you don’t want to sit in someone’s lap anymore or be hugged or kissed by someone, you can simply say, “No” in your nice indoor voice and move away.

Let’s talk about some other times when saying “No! Stop!” would be the right thing to do:

What if an adult, older child or teen surprises you on the playground at school, or anywhere, and tries to take you with them in a car or make you walk away with them? What do you do?

That’s right...Tell them “No! Stop!” and move away from them. Never leave where you are supposed to be even if you know the person. Wherever you are, there are adults responsible for you and they must know where you are at all times.

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!

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. What makes us unique?

Ask your child to show you the silhouette they decorated in the class. Ask them what they added to the picture, and why they did it. Reinforce how God made them unique and special and different from everyone else. Reinforce your love and acceptance of your child.

2. Good Touch/Bad Touch

Say:

In the class, the teacher talked about Good touch and Bad touch. What is good touch and bad touch?

Allow time for your child to share their thoughts.

Say:

I'm going to read out some types of touch and let's talk about if its good touch or bad touch.

Read out randomly different types of touch mentioned in this chart below, allowing time for discussion after each. You may have to explain some of these to your child and help them understand why that type of touch is good, or bad, and maybe even a context when that changes.

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 any 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. Debrief of Stories

Say:

In your class, your teacher shared some short stories. We are going to read a couple of them again and talk about them a little more.

I'm going to tell you about Robert. Robert was wearing a new pair of red underwear. He thought the color was pretty cool and wondered if he should show his underwear to his friends at school. Is that a good idea?

Say:

(Wait for response.) No, his underwear covers a place on his body that would be covered by a bathing suit and his outer clothing. This is a private area.

Say:

Have you ever seen someone's underwear? What did you do?

Has anyone ever shown you their underwear or private parts? What did you do?

If your child answers yes to either of these questions, remind them that parts of the body covered by a bathing suit are private.

Reinforce how they can say no, and move away in such situations too.

Say:

Here's another story. One night, Sara had a new babysitter. The babysitter wanted Sara to sit close to her on the couch while watching a movie.

Ask:

Did Sara have to sit close to the babysitter?

(Wait for response.) No, Sara's body is her own. Sara does not have to sit close to her babysitter or anyone when watching TV.

Say:

One time a babysitter started tickling Sara. It was fun at first but the babysitter tickled harder and harder. What can Sara do? (Wait for response.) Sara does not have to accept any kind of good touch or bad touch from anyone.

Ask:

Have you ever gotten a bad touch from someone? What did you do?

In case your child says that it was difficult to say no, talk about it more, let them know that it is the right thing to do, and help them practice for future situations by acting out such scenarios.

5. Chart for Trusted Adults

Look at the chart for trusted adults in the activity books. Work with your child to fill it out. 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.



God Made Me Special

Kindergarten - 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. Debrief of stories:

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?