



Pre-K - CLASSROOM

SAFE & SACRED CHILDREN'S PROGRAM



PERSONAL SAFETY
Parent Handout

Personal Safety

Pre-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. 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 catechist began the session with a brief introduction to personal safety explaining that God gave your child a body which belongs to them and that their body needs to be kept safe.

The class participated in a “Made in the image of God” Mirror Image Project which you have probably seen by now. The children were taught that God made them in his image and that he gave them all of the wonderful parts of their body so they could live well day by day.

Then the teacher explained private parts of the body as the areas covered by their bathing suits.

The teacher explained the difference between good touch and bad touch and introduced some safety rules for the children, providing specific short phrases to say and do should certain situations occur. The information is provided below.

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. Four years of age 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.
- If someone is trying to break into the house.

PARENT-CHILD DISCUSSION

1. You are special

Ask your child what they thought of the class learning session. Ask them to show you what they made, and what it is supposed to remind them of. Reinforce how God made them special and unique, and how they are important to you. Reinforce that they are made in the image of God, and every part of them is precious.

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. Personal Safety Rules

Say:

Your teacher taught you 2 very important personal safety rules. I'm going to read them out loud, and let's talk about them some more.

Say:

Rule #1 is "Tell mom and dad first before you go anywhere" (even the next room) - *add this according to your discretion.*

Do you tell us before you go anywhere?

What do you do when you are at church and your friends want to play in the basement? *(ask similar questions based on your context)*

Suggest different scenarios where your child might need to go somewhere, and talk about the best way to let you know, and get your permission in that situation. If your child asks why, explain to them that you want to make sure that they are safe all the time, so you can check if they are fine.

Rule #2 is “There are no good secrets.” Tell your mom and dad. Do you have any secrets? Do your friends tell you secrets and ask you not to share them?

Talk through why secrets can be dangerous.

You can tell a story of a puppy that went to a secret birthday party of a friend, but got lost on the way, and it’s mom could not find it. Tell your child that sharing all secrets with their mom and dad will help them to stay safe.

Assure them that nothing they say can get them into too much trouble, that you will always love them and always find a way to help them.

4. Touch Safety Rules

Say:

Your teacher talked about touch safety rules too. Let’s look at these together.

- A good touch feels good. A good touch is sharing my body in a gentle hug, a light kiss or sitting in a lap.

Do you agree? Can you show me an example of a good touch?

- When I share my body, it is still mine and I can change my mind and move away from the person.

Let's practice this. I'm going to pick you up and make you sit on my lap, and I want you to practice how you can politely move away if you don't want me to carry you anymore. Practice this, a couple of times.

- If someone gives me a bad touch or a touch that hurts, I say, "No! Stop!" in my outdoor voice and I move away. I will tell my mom and dad if this happens.

Let's practice this. I am going to grab your arm tightly and I want you to say "No, stop!" in your outdoor voice and try to move away. Practice this, a couple of times.

- I have parts of my body covered by my bathing suit that no one should touch unless I am having a bath.

In your Activity Book point on the picture where are the private parts that no one should touch?

- If someone tries to touch a private part of my body, I can say, "No! Stop!" in my outdoor voice and move away from them. I must say "No!" until the person stops or someone helps me. I must tell my mom and dad if someone tries to touch me there.

Let's shout "No, Stop!" together. Practice this a few times.

- If I don't want to share my body, I just say "No" and move away.

I'm going to ask you to give me a hug. I want you to practice saying no, and moving away. Practice this a couple of times.

- My parents will have to tell me who I can ride in a car with or walk away with besides them. These people are my trusted adults when my parents are not with me.

Who are the trusted adults in your life?

Talk about trusted adults, let your child name some. If the list is acceptable, acknowledge it. If it is not, share with them who you trust and would like them to trust too as trusted adults.

- If someone wants me go with them in a car or walk away with them and they are not my mom and dad or my trusted adults, I must yell “No! Stop!” in my outdoor voice and move away from them. I must still yell “No!” until they go away or someone comes to help me. I must tell my mom and dad if this happens.

Tell your child that this is really important, and that you are going to trust them to do this. Ask them if this has happened in the past, or any other experience where they felt uncomfortable.

If your child shares something, reassure them that it will not happen again. And, take steps to prevent such events in the future. Encourage your child to keep talking to you about their feelings and experiences.

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. You need to establish your child’s list of trusted adults to call in an emergency. The parents are the first two and then both parents need backups. Consider your child’s age and abilities when compiling a list of Trusted Adults. Make sure full names, addresses and correct telephone numbers are on the chart. Help your child learn all the information on the list.



Personal Safety

Pre-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. Personal Safety Rules:

c. Touch Safety Rules:

d. 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?