



Grade 3 - CLASSROOM

SAFE & SACRED CHILDREN'S PROGRAM



Safe
& **SACRED**

HEAD and HEART
Parent Handout

Head and Heart

Grade 3 - 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.

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. For instance, "Don't go anywhere with a stranger!" The preferable directive would be to "check with your mom or dad before going with someone you don't know."

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

The focus of the session is to help children understand that they need to use both their head (the rules they have been taught) as well as their heart (intuition) to make safe choices.

Students completed feeling charts to identify emotions that may be felt in situations.

Then the facilitator guided students to understand how sometimes these feelings must be put away, in order to follow rules. And sometimes when feelings support the rules, there is reason to get away and tell someone.

The session ended 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. Personal Space Boundary

Your child was taught:

It's important to be **known when someone is in your personal space boundary**. We want to be careful about who we allow inside of our personal space boundaries. At any time, if you are not comfortable about someone being in your personal space boundary in a private place where no one can see you- say no, and get away.

B. Good Touch/ Bad Touch

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.

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. This person has been in your personal space boundary for a long time, and you may feel uncomfortable. You say "No" or "No, thank you" and move away. The person has to let you go because they have to respect your personal space boundary.

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."

Another rule to remember is that there are no good secrets. Tell your parents all your secrets. This is important.

If someone says you or they could get into trouble, tell your parents so that it is no longer a secret.

The next rule would be, No one-on-one. It means you must **never be alone with an adult in a closed space where no one else can see you**, unless it is a trusted adult that your parents have asked you to be with (like a babysitter).

C. Feelings

Feelings can be complicated. Sometimes we feel a mix of feelings all at the same time. We can feel happy, and sad at the same time. Or angry about something, and guilty about something else and happy about something else. Knowing what we feel is important, but it is also important to make good choices based on what we have been taught and based on our rules.

D. Head and Heart

In every situation, it's important to use our head and our heart.

- **"Use our Head"** means **what we know** in our head. The things you have been taught today or things your parents have taught you. The safety rules you know.
- **"Use our Heart"** means talking about **how we feel**. Like when our parents cuddle with us and read a book to us, we feel nice in our heart. We feel happy, peaceful, and content.

- But if a stranger comes into our personal space boundary and stays close to us, we may feel nervous or uncomfortable. We may feel like we need to get away. We may FEEL like something is wrong. This 'feeling' is also called intuition.

Intuition seems like a big word, but it really just means **knowing if something is good or bad based on the feeling you feel in your heart.** Intuition is something that we are always practicing and getting better at as we grow.

E. 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?

F. 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. Good Touch/Bad Touch

Use the chart given below to guide your discussion.

Say:

In the class, the teacher talked about Good touch and Bad touch. 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. 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

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

indicate someone did a good job

- Holding a person's body while they learn to ride a bike

private part of the body

2. No-one-to-one

Say:

In the class, the teacher talked about No-one-to-one. What does that mean?

Allow your child to explain.

Say:

Yes, it is unsafe for you to be in a place where you are alone with a person (maybe a known person too), where no one else can see you.

Talk about specific contexts where your child might be alone with another adult, or has been alone with another adult. Talk about boundaries, responses, and things they can do in those specific situations. Assure your child that they can say no, even to friends and family.

3. Head and Heart

Say:

Let's look at the Activity Book that you did in class and talk about what feelings you marked for the story about Jabez.

Jabez just finished soccer practice and a 9th grader told him that he played really well and could someday be on the school team.

(Turn to the page in the activity book called Feelings (Jabez) and discuss with your child why they marked these feelings for Jabez)

Allow time for them to explain. (Note, there are no right or wrong answers)

The older boy asked Jabez to stay back and practice in the locker room. What should Jabez do?

Discuss with your child how Jabez can use his heart AND his head to stay safe.

Say:

Tell me, from our learning today, **what is a rule that Jabez should follow?**

No one-on-one.

Jabez must listen to both his heart (he played really well) and his head (no one-on-one, MOVE AWAY).

We need to do what is right, even if it's not as much fun. Can you give other examples of this? (Discuss with your child)

Say:

Let's look at the Activity Book that you did in class and talk about what feelings you marked for the story about Shoshy.

Shoshy goes over to her friend's house. Her friend's brother is nice to her and always says things like "nice dress," "nice hairstyle," or "you look great today."

(Turn to the page in the activity book called Feelings (Shoshy) and discuss with your child why they marked these feelings for Shoshy)

Allow time for them to explain. (Note, there are no right or wrong answers)

Say:

The older boy asked Shoshy to come and sit with him on the couch. What should Shoshy do?

Discuss with your child how Shoshy can use her heart AND her head to stay safe.

Ask:

- What do you think Shoshy's heart is telling her?
- What do you think Shoshy's head is telling her?

Say:

Shoshy must use both her heart (she thinks he's nice) and her head (he's too close, MOVE AWAY)

Ask:

What are some things that you can say to someone when they have their arm around you, or are very close to you?

(Allow time for thoughts and responses)

Practice some responses.

Talk to your child about how they can't tell if someone truly cares about them. And until they grow much older, and have the wisdom to be able to tell if someone cares about them, they need to trust you, their parents to guide them by telling them who they can trust.

4. Prayer

End with a time of prayer, asking God for wisdom and strength to make wise choices using you head and heart, and to follow the rule “No-one-to-one.”



OPTIONAL

Head and Heart

Grade 3 - 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.

Please email to: bblanchette@dioceseoffresno.org

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"/>				
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?