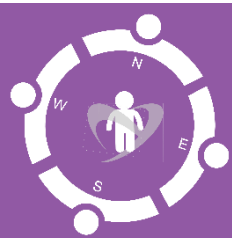


Grade 1 - CLASSROOM

# COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



GETTING HELP  
Facilitator Materials

# Getting Help

## Grade 1 - Classroom Session

### INTRODUCTION

This **session** is designed to provide the Compass Child Protection Children's program for parishes or schools.

Child abuse is unfortunately a reality in our world. The statistics prove that it is an issue that cannot be ignored. Talking about child abuse can be challenging, but this is essential. Through the Compass Child Protection safe environment children's program, these sensitive concepts are introduced in a simple way that children can understand.

Parents are given materials and discussion questions to guide the conversation and teach their children to be safe. Through these efforts we create awareness and safer environments in our communities.

## SESSION OVERVIEW

Here are some of the main ideas discussed in this lesson:

- Each of us is a Gift from God.
- You can always say no to a touch from someone.
- Say No, Move away and Tell Someone when you experience an unsafe touch.
- Ways to get help.
- “Get Help wave.”

The session ends with a prayer.

## GOALS

*The goals of this session are to teach students the following skills:*

- Understanding that private parts of the body are those covered by a bathing suit.
- Being able to understand what types of touch are unsafe.
- Learning to be safe in their current environments.

## MATERIALS

- PowerPoint slides with Laptop
- Activity Books
- Pencils
- Bible
- Pens

## PREPARATIONS

- Download and **duplicate** the activity books.
- Download the PowerPoint slides.

## LESSON PLAN

### Preparation

Arrange the room with tables and chairs if possible, allowing small groups of children at each table. Each table should have Activity Books and pens and pencils for each child.

### A. Opening

**Slide 1** should be open when children enter the room.

Hello, class! It's so good to see you today. Hope you all are having a great day today! Today we're going to talk about that God gave us our bodies and made each and every one of you very special. You know that, don't you?

Unless you are an identical twin, have you ever met anyone who looks like you? No, I haven't either. You *know* people who have the same color hair as you but their faces don't look like you, do they? How smart God is that he makes all of us look differently. No one looks like us except... us! (If you have identical twins in class, ask them how they are different in some or many ways.)

Today we are going to talk about keeping ourselves safe. We learn how to walk and run so we don't hurt ourselves, right? We learn ways to swim and how to act around the pool to stay safe while swimming. Don't we?

Today we are going to learn some safety rules for keeping ourselves safe as we go about our day-to-day activities: going to school, attending practice and sports games we play, going to lessons we take and other things we do.

### B. Prayer

#### Click Slide 2

Let's begin with a prayer. Bow your heads. In the name of the Father, the Son and the Holy Spirit, Dear Lord, Thank you for this past week. Thank you for bringing us together today to

learn how to stay safe. Protecting ourselves means respecting our bodies and the bodies of others. Thank you for making each of us so very special. Thank you for our parents and teachers. Help us to learn some rules today to respect ourselves and others. In the name of the Father, the Son and the Holy Spirit, **Amen.**

Everyone has an Activity Book on your table. We'll look at it often today in class. There are pens and pencils for you to draw or take notes if you would like...

### Click Slide 3

God thinks you are so special that he said this verse in Psalm 127:3 about you:

*Children are a gift from the Lord, .... a reward.*

*Psalm 127:3, NABRE, St Joseph's Edition, 1991*

Do you know what a gift is? (Wait for response.) A gift...is like a present, like the presents you get at Christmas or on your birthday. When your parents pick you up today after class, tell them you are a gift from God! "Mom, Dad, I am a gift from God to you! It says so in the Bible!"

Look in your Activity Books; you will see a picture of an empty box with a bow on top of it. Draw a picture of yourself inside this box to remind yourself that you are truly a gift from God.

Allow time for the children to draw their picture.

Ask your parents to tell you a story from after you were born and they brought you home. "You were a gift from God." Your mom and dad are gifts from God to *you* also...you can tell them this. We are all gifts to each other in our families. And we are gifts to each other in our parishes and schools. Actually, we are all gifts to each other in the world as the big family of God!

And because we are each gift from God to each other, we want to take care of ourselves and each other, right?

Yes, we do. Surely, you've heard the Golden Rule...Does anyone remember what it says?

(Wait for the correct response.) That's right! Treat others the way you want to be treated. We all want to be treated well,

right? We want our friends to like us and our families to love us. Don't we? (Wait for response.)

What fun things do you do with other people? How are people nice to you? (Try to draw out some responses that include emotions that first graders are experiencing at this point in their lives: just being with someone you like is nice, sharing a meal or snack with someone, going to a fun place, helping someone with their schoolwork is very nice, sitting at the same table in this class is nice. Giving someone a present for their birthday or Christmas is nice.)

### C. Review the Parts of the Body

Who does our body belong to? (Wait for response.) Our body belongs to us. God gave it to us and it is ours.

Now, we have talked about the parts of our body that are covered by our clothes and that everyone can see.

The places on our body that are private for boys and girls are the places our bathing suits cover. (Repeat if necessary.)

Here it is in your Activity Book. There's a chart for the boys and one for the girls. (Hold up the Body Chart in the Activity Book that shows where a bathing suit covers a boy and girl.)

I know some of you know this and that was a very good review, class.

### D. Personal Safety

#### Click Slide 4

Let's discuss the types of touch mentioned in your activity book on the page called "Touch".

I'm going to read out some types of touch and let's talk about it.

As students respond, help them understand that no touch is completely safe. It can be called an unsafe touch if it's inappropriate, uncomfortable or if they don't want it.

Read out each of these one by one and take a moment to discuss and get comments from the students.

- a hug when you want it.

Is that a safe touch? Do you always like hugs? How do you feel when someone hugs you too tight? Or too long? What do you do when that happens?

- holding hands

Is it ok for someone to hold hands with you anytime? Are there times that you don't like your hand to be held? Are there times when you want someone to help you and hold your hand?

- hand placed lightly on your shoulder

Do you feel comfortable with someone placing a hand lightly on your shoulder?

- a pat on the back to indicate someone did a good job

Is this a safe touch? Is this a touch that's appropriate?

- kick or a hair pull

What do you think of this touch? Does it hurt you? Yes, it's an unsafe touch.

- being tickled after saying "Stop!"

This is an unsafe touch because your body is your own and no one should be touching you if you have asked them to stop.

In your activity book you will see there are even more examples of touch listed. You will read these together with your parents at home and discuss it with them. You can also talk to them about any questions you have about touch.

### Click slide 5

What would you do if a child older than you or an adult gives you an unsafe touch or even just *tries* to give you an unsafe touch? (Wait for response.)



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.

I’m going to teach you 2 motions that I want you to remember, practice and also teach your family.

The first is called No, Stop. I want you all to stretch your arms in front of you and say “No! Stop!”

Let’s do it together “No! Stop!”

### Click slide 6

Great! Now let’s learn another one. This one is called Move Away. I want you to run on the spot, without stepping forward and say “Move Away!” Let’s all do it together!

Now, when I say No, Stop, I want you to do the motion for it, and when I say move away, I want you to all say Move Away, and do the motion for it.

Practice this a couple times.

Now, turn to your neighbor for practice. (Let them get into pairs.) Each pair, decide who’s #1 and who’s #2. Now, #2’s **look straight at the face of your partner, put your hand up** and say, “No! Stop!” And keep saying it!

(Let them practice and then switch to the #1’s standing up for themselves.)

(Let them practice with their palm up in the air signaling “Stop!”)

Now #1’s, Say “No! Stop!” and move away.

Go back to your partner...

Now #2’s, Say “No! Stop!” and move away.

Good! *Then* what do you do? You must tell your mom and dad what happened.

Okay. You say “No. Stop!” Move away and then what? You tell your mom and dad what happened.

Remember, we just talked about if you get an unsafe touch or if you don’t want a touch anymore, you can also say “No, Stop!” You are the boss of your body.

So, what can we say and do if someone gives us an unsafe touch or a touch that we don’t want any more? (Wait for response) “No, Stop!” and move away

## E. Scenario 1 – Apply the Rules

Let’s listen to a story about when saying “No! Stop!” is the right thing to do.

### Click slide 7

Grady and Jim are in the first grade. They were at the edge of the playground waiting for their mom to pick them up. A man they did not know told them that there are deer in the woods and said to come with him to see.

The boy’s said, “No, thank you” and moved away.

What did Grady and Jim do right to not go into the woods with the man they didn’t know?

(Wait for responses from class.)

Good answers...the two boys were together and not alone, like buddies on a campout or school field trip. That was smart. It’s always better to be with others rather alone.

They were not particularly friendly which is okay in a situation like this when someone they don’t know walks up and is acting way too friendly. It was smart for them not to go into the woods with him, even if they wanted to go.

What about our rule to say “No! Stop!” They did that, didn’t they? And then what did they do? They moved away from the guy.

**Say:**

Very good! This is a simple situation that could have not been good. And it was so easy to say “No.” We don’t know for sure but better safe than sorry, right? Have you ever heard that saying? It’s better to be safe than go with someone you don’t know or to go with someone who do know but by yourself and without permission.

Also, their mom was coming to pick them up and they were supposed to be nearby to meet her. Never change plans without asking the adult who is in charge of you.

**Click slide 8**

**Say:**

When someone wants you to leave with them, you can say “No, but I can ask.”

You cannot go without permission from the person in charge of you, but you can ask them.

In this case, the boy’s mom wasn’t there yet, but you know that their mom would have been very upset if they had left because she was in charge of them.

**Click slide 9**

**Say:**

So far, we have learned if any unsafe touch happens or if you don’t want a touch any more...to stay safe, say “No, Stop.” And move away quickly. Then, tell mom and dad. Sometimes, adults don’t understand what you told them or maybe they are busy. So, you might have to tell more than one adult what happened. But keep telling until someone listens.

## **F. Chart for Telling Adults**

**Click slide 10**

Turn to the chart for Getting Help in the Activity Book.

**Say:**

Who are some adults that you could tell if you need help?

Your parents at home will guide you in the conversation and discuss who you might approach in when you need help or in an emergency.

### Click slide 11

**Say:**

Let's learn a new type of wave. But first show me the Hello wave, and the Goodbye wave.

(Ask the children to wave hello, and then wave goodbye. Say that these are the "Hello wave" and "Goodbye wave.")

Now, let's learn this new wave, the "Get Help wave." Together, let's look at the pictures in your activity book on the page: "Get Help Wave"

(Practice the steps in the wave together with the children so that they can learn to do it.)

**Say:**

Now let's do the "Get Help wave" slowly.

(Practice a few times)

Now let's do the "Get Help wave" fast.

(Practice a few times.)

**Say:**

Now let's do the "Get Help wave" with our eyes closed...

(Do it with the class)

With our hands behind our back.

With our hands stretched out on top.

While singing the ABC song.

**Say:**

You all did such a good job with that. It's great we practiced because the "Get Help wave" can be used in any position at any

time. There's no proper time or place to use it- you can use it anytime, anywhere.

Now let's play a pretend game. I'm going to tell a story and we are going to act out how the person in the story can use the "Get Help wave."

Mia is in school and her classmates are teasing her. She wants to tell her teacher but she doesn't want to say anything loudly. Mia is sitting at her table at school- how can she show her teacher the signal?

(You can encourage the children to try and do this in a discreet way so that their friends do not see the wave but the teacher does.)

**Say:**

Sometimes we might not want everyone to see the "Get Help wave" but we want to get help from a specific person. Like Mia did not want her friends to see the wave but she wanted her teacher to see it. By doing the "Get Help wave" behind her back or under a table or out of view from her classmates, Mia can get help from the right person.

The "Get Help wave" works best when everyone knows about it. So, go teach your friends from other grades and all your friends near your house. The more people know, the easier it is for everyone to get help if they need it!

### Click slide 12

Before we wind up, let's practice the motions we learned once more.

Everyone stand up. When someone gives you an unsafe touch what do we do?

Say "No Stop"

Say "Move Away"

Good Job! Now go and share this with your family and friends!

You have been a very good class today. Your parents will talk with you about what you learned today.

And remember to tell your parents that you are a gift from God to them and they are a gift from God to you!

### Click slide 13

Now let's pray. Bow your heads.

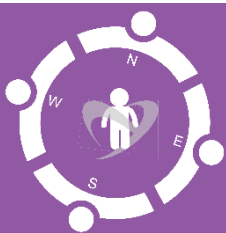
In the name of the Father, the Son and the Holy Spirit, Dear Lord, thank you for today's lesson. We thank you that you are always with us. And we thank you for the rules we learned today. Help us to remember them as we go about our lives every day. In the name of the Father, the Son and the Holy Spirit, Amen.

(Make sure each child takes their Activity Books and the parents take a Parent Handout when they pick up their child.)



Grade 1 - CLASSROOM

# COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



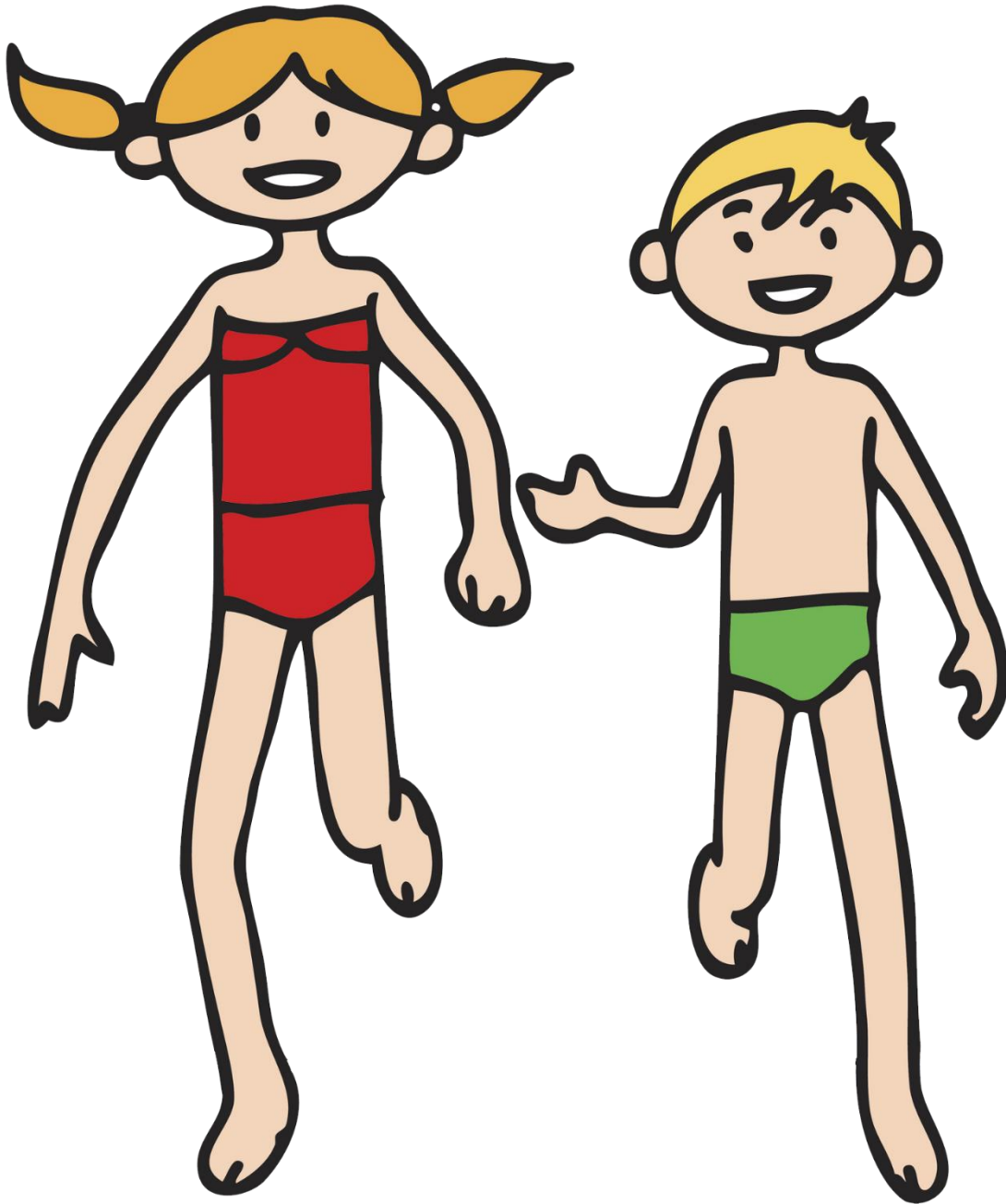
GETTING HELP  
Activity Book

# I AM A GIFT FROM GOD





# BODY CHART



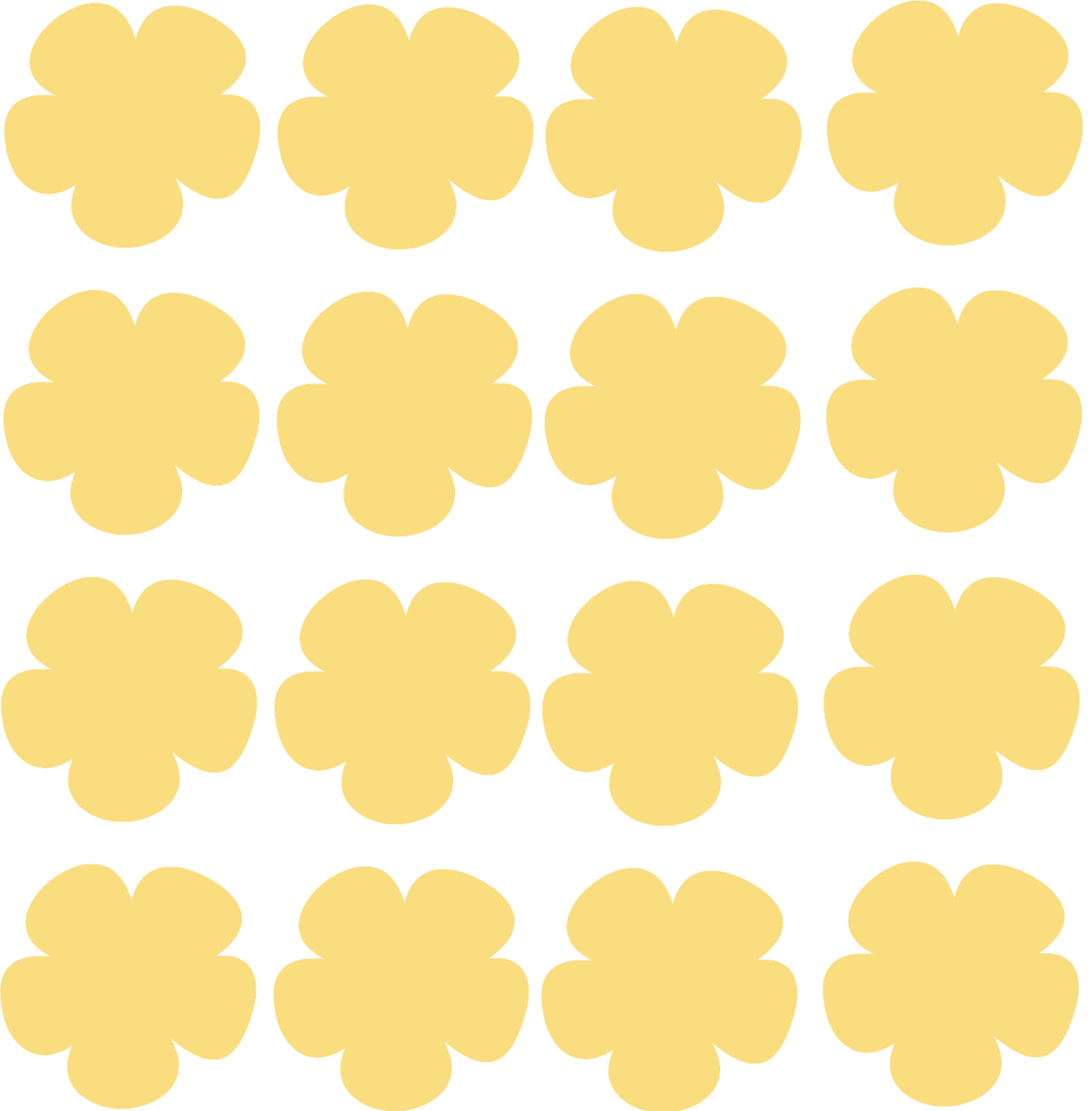
# TOUCH

- 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 up a person's body while they learn to ride a bike.
- Kick or a hair pull
- Being tickled after saying "STOP!"
- A squeeze that feels too hard.
- An unwanted kiss.
- Looking or touching a private part of the body.

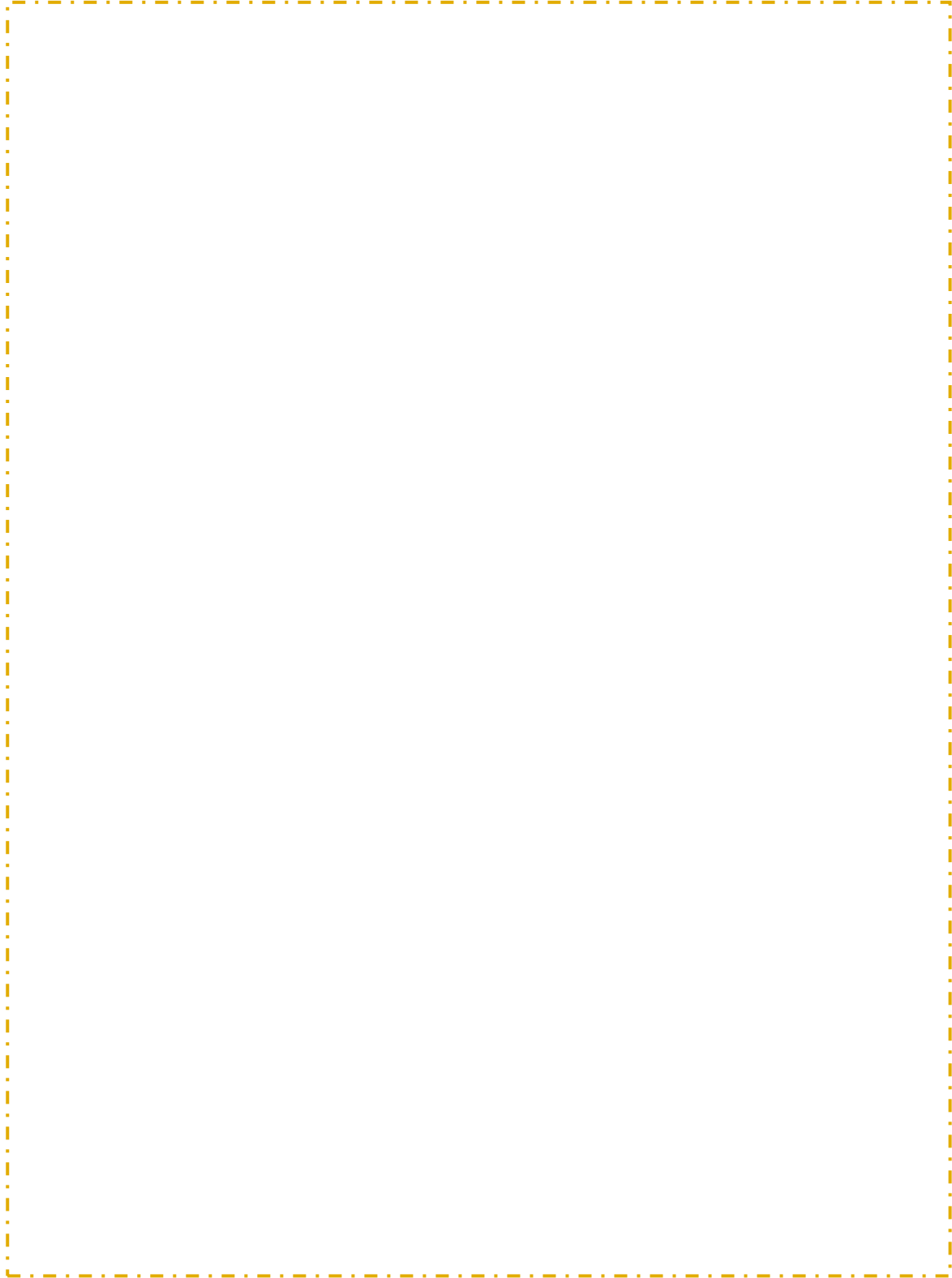


## GETTING HELP

Inside each flower, write a name of a person you can talk to, if you need help.



# IMPORTANT INFORMATION CHART



## “GET HELP WAVE”



**1 TUCK**

---



**2 TRAP**

---



**3 LIFT**

---

**4 REPEAT**

## **CLOSING PRAYER**

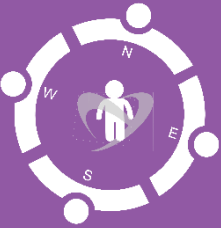
In the name of the Father, the Son and the Holy Spirit, Dear Lord, thank you for today's lesson. We thank you that you are always with us. And we thank you for the rules we learned today. Help us to remember them as we go about our lives every day. In the name of the Father, the Son and the Holy Spirit.

**Amen.**



Grade 1 - CLASSROOM

# COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



GETTING HELP  
Parent Handout

# Getting Help

## Grade 1 - PARENT FOLLOW-UP SESSION

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

### Instructions for Parents:

Your child attended a lesson 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

As you prepare to lead your child through a conversation on staying safe, this background information is for you, not your children, to better understand the issues.

Child sexual abuse is a form of abuse that includes sexual activity with, or in front of, a minor. When a person engages in this way, they are committing a crime that can have lasting effects on the child. A child cannot consent to any form of sexual activity.

The following are forms of child sexual abuse:

- Sending obscene phone calls, text messages, images or other communication.
- Touching a child's private parts.
- Forcing or tricking a child to touch the private parts of an adult or another child.
- Having sex of any kind.
- Exposing oneself.
- Producing, owning, or sharing pornographic images of children.
- Trafficking children for sex.
- Engaging in any other sexual conduct that is harmful to a child's mental, emotional, or physical development.

Some behavioral signs in children that may indicate sexual abuse include sudden and intense fears, trauma, isolation from others, drastic disruptions in temperament and coping styles, hygiene changes (such as bedwetting, refusing to bathe or washing excessively), being over-protective of siblings, sleep problems or nightmares, inappropriate sexual knowledge, or behaviors beyond their years, or running away from home.

Most sexual abusers have a pre-existing relationship with their victims and/or families. Sexual abusers have gained access, authority, and often the trust of both the child and parent. They

may involve themselves in a family's life as well as appear to do great things in the community – this is a way of being “hidden in plain sight” to gain access to children.

A process—often called “grooming”—is a way that abusers break down a child or young person's physical, emotional, and behavioral boundaries while, at the same time, damaging their relationships with adults, their spiritual life, their values, and their sense of self. As part of a grooming process, potential abusers (also called predators) might give presents to or offer favors for children.

Grooming bribes or “guilt gifts” might include unexplained clothing, cash, jewelry, phones or trips. Parents should **know the source of any gifts and treats their child receives**. Children and teens should ask their parents before accepting ANY gifts.

Abusers use grooming tactics with parents and caregivers, too. Predators may be eager to babysit; they may offer “a shoulder to cry on” or financial help. They may pose as the wise counselor with sage advice (what a stressed parent often needs) or the go-to neighbor with exciting “treats” or offer to take a child on a family trip with them (things a lower-income parent may not be able to provide). These intentional behaviors are designed to trick the parent into trusting their child with the predator.

A predator's boundary violations may become so entrenched into daily life that adults fail to recognize it. The people in a child's life become convinced that the predator's inappropriate behavior is safe. **If a child says that they have been abused, believe them—even if you think it's impossible.**

It is common for children who are victims of abuse, including neglect, to blame themselves and believe a situation is their fault. Furthermore, this message may be reinforced by the

person who is abusing them. It is our responsibility as their parents to let them know that it's NOT THE CHILD'S FAULT, they did NOT do anything wrong. This should be continuously reinforced—don't just say it one time and think that's enough. For kids to believe it, we have to say it over and over.

One of the most important ways we can keep our children safe is to have open and courageous communication. Encourage them to come to you when they are confused about anything or have questions. Clearly teaching the names of private body parts, enables a child to share with you accurately when they suspect abuse happening to a friend, or even to themselves.

Build strong communication bridges with your children so that when they have to talk about something heavy or hard, they are able to bring it to you with greater ease. For example, your child may step forward and share about a mistake they made, something a friend did, or an unjust situation. Your reaction to these situations determines their level of comfort in continuing to bring such things your way.

When your child does come to you, avoid reacting emotionally, and be supportive. Assure them that you love them and you will help them find a solution.

**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

Here are some of the main ideas discussed in this lesson:

- Each of us is a Gift from God.
- You can always say no to a touch from someone.
- Say No, Move away and Tell Someone when you experience an unsafe touch.
- Ways to get help.
- “Get Help wave.”

The session ends with a prayer.

## PARENT-CHILD DISCUSSION

### 1. You are a gift.

Ask your child to show you the picture they drew of themselves in their activity book. Remind them that they are a gift.

### 2. Touch

(Direct your child to the page in the Activity Book that is titled "Touch.")

**Say:**

Let's discuss the types of touch mentioned here.

Explain different types of touch to your child and help them understand and why that type of touch is safe, or unsafe, and maybe even a context when that changes.

**Say:**

I'm going to read out some types of touch and let's talk about it.

Read out randomly different types of touch mentioned in this chart below, allowing time for discussion after each. The ones bolded were discussed in class, but the more sensitive ones were left for you to discuss with your child.

- 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
- 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 that private parts of the body are those that are covered by a bathing suit)

*(If you have not done so before this, or if you would like to review, Use this opportunity to teach your child the names of their private parts. This is important because it helps the child accurately share with an adult if they have experienced any type of abuse)*

You can say, “No” to any type of touch. 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. You can say “No” and move away because your body belongs to you.

This works in any situation. People who give unsafe touches don’t like to be told “no” and when a kid yells and runs, the person usually stops.

If there is an unsafe touch, you must tell your mom and dad about it.

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?

(Wait for response.) 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.

Do you have any questions about touch or stopping touch?  
(Answer their questions.)

### 3. Telling Adults

**Say:**

In your class, you talked about telling adults. Who are some adults that you could tell if you need help?

Allow your child to share their thoughts. Consider various settings your child may be in. Guide the conversation and discuss who your child might approach in when they need help or in an emergency. You might include uniformed officers, teachers, the school principal or such on your list.

**Say:**

Can we trust all adults?

Consider telling your child that there are people in the world who might hurt children even if they seem nice. Let them know that sometimes adults trick children and parents by making them think that they are nice.

You may say: "If think someone might not be nice, please tell me, and I will help you."

Ensure your child knows who and how to get help in an emergency. Use the Important Information Chart to write out some key phone numbers, addresses or other emergency information that you want them to remember. You can put this chart up on your fridge or some other place in your home where it will be viewed frequently. Consider using songs to help your child learn this information.

#### 4. Get Help Wave

In class you would have learnt about this new wave, the “Get Help wave.” Together, let’s look at the pictures in your activity book on the page: “Get Help Wave” and practice it.

(Practice the steps in the wave together with your child so that they can learn to do it.)

**Say:**

Now let’s do the “Get Help wave” slowly.

(Practice a few times)

Now let’s do the “Get Help wave” fast.

(Practice a few times.)

**Say:**

Now let’s do the “Get Help wave” with our eyes closed...

(Do it with your child)

With our hands behind our back.

With our hands stretched out on top.

While singing the ABC song.

**Say:**

You did such a good job with that. It’s great we practiced because the “Get Help wave” can be used in any position at any time. There’s no proper time or place to use it- you can use it anytime, anywhere.

Parents, share this “Get Help wave” with those you know in the community as it can help keep your child and other children safe.

#### 5. Prayer

End the session with a time of prayer, asking God for protection and wisdom to stay safe.



# Getting Help

## Grade 1 - 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.*

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?