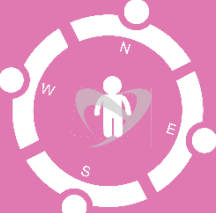


Grade 2 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



SAFETY IN PUBLIC PLACES
Facilitator Materials

Safety in Public Places

Grade 2

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

In this session, children are introduced to strategies for staying safe in public spaces.

Examples of public spaces are discussed, and children think about people who can be approached in these places to get help. Children learn about how adults may be friendly in public spaces, and what boundaries adults must never cross.

Children learn about the importance of letting their parents where they are. They learn the “Get Help” wave which can be used to send a signal in situations where they may not be able to speak out and ask for help.

The session ended with a time of prayer.

GOALS

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

- Understanding the importance of telling mom and dad where they are at all times.
- Knowing who they can approach in a public place and ask for help.
- Understanding the boundaries that friendly adults are not supposed to cross.
- Learning the “Get Help” wave.

MATERIALS

- PowerPoint slides with Laptop
- Activity Book
- Pencils
- Pen

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. It's so good to see you today. Today we are going to talk about keeping ourselves safe. We will learn some safety rules for keeping ourselves and other people safe as we go about our day-to-day activities: school, attending practice and sports games we play, going to lessons we take and other activities that we do with friends and family.

A. Prayer

Let's pray. Bow your heads. In the name of the Father, the Son and the Holy Spirit, Dear Lord, Thank you for making each of us so very special. Help us to learn some rules today to protect ourselves and others. In the name of the Father, the Son and the Holy Spirit, Amen.

Click Slide 2

B. Touch

Let's start by talking about touch. There's a chart in your Activity Book with a list of different types of touch.

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

Let's discuss the types of touch mentioned here. 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.

C. Say NO, Move Away, Tell Someone

Say:

What can you do if you don't like the touch someone is giving you?

(Allow time for responses)

Say:

Click Slide 3

You must say NO, move away and tell someone. Let's practice three quick signs to help us remember this. Let's stand up.

Ask all the students to stand up to do this activity

First, wave your palms as if you are saying no, and say "SAY NO" loudly.

Next, jump to your side as if you are moving away and say "MOVE AWAY" loudly.

Finally, cup your hands as if you are going to shout and say "TELL SOMEONE" loudly.

(Have fun with this activity and practice a couple of times till the students can remember the three signs without a reminder)

D. Public Spaces

Say:

That was great! Now we are going to talk about how we can stay safe in public spaces. But first, what are public spaces?

(Give time for responses)

Click Slide 4

Public spaces are those outside of home where there can be people you may or may not know. Let's look at the pictures to see some examples of public spaces. Can you name any others?

(Allow students to look at the pictures and name some public spaces)

In a public space you will see lots of people who you don't know. When we are in a public space, we have to be respectful to everyone and share the space. At the same time, we have to keep ourselves, our friends and family members safe.

For example, what do we do when we go to the grocery store? What instructions do your mom and dad give you to help you stay safe and be respectful to others?

(Allow students to recall instructions that their parents give them when they go to a grocery store. Ask about other rules that they are given when they are in public places.)

That's great. Today, we are going to talk more about some of these important rules to remember while we are in public spaces.

E. Tell mom and dad where you are

Click Slide 5

Say:

The first thing I want to remind you is that your mom and dad must always know where you are, when you are in a public space. For example, if they bring you or send you to school, you must stay there unless they ask you to go somewhere after school, or come to pick you up, or ask you to come home in the school bus.

If your mom and dad take you to a park to play, and a friend asks you to go with them outside the park to pick up a ball, you must go to mom or dad and tell us them that you are leaving the park before you go with them.

If your mom and dad take you to a public space, you must not leave unless they give you permission to do so.

This is really important because your mom and dad must always know where you are, so that they can find you, and you won't get lost.

Let's talk about the park again. Maybe you are playing with your friend in a different part of the park. If your mom and dad know that you are in the park, they can call your name or look around and find you easily. But if you leave that place, they can't find you, or help you if you need help.

Ask:

Do you remember feeling lost anytime? How did it feel?

(Wait for answers)

Say:

It's a yucky feeling to feel lost. But it's important to stay calm and think about the things that you can do to get help and find your parents. The first thing that you can do is to find an adult who can help you.

F. Finding helpful adults

Say:

If you need help but your parents are not around, or if you are lost, you need to find an adult who can help you. We are going to name some places and I want you to think about someone who can help you there if you need help.

Open the activity book to the page "Helpful Adults"

(In the activity book, inside each box, ask the students to draw a picture/pictures of people who can help them in that location. Leave the last box blank for them to do with their parents.

- School (inside and outside)
- Library
- Party
- Park
- Store
- Restaurant
- Carnival or Event
- After school, while waiting for your parent

Say:

That's great. The next time you are in a public space, and your mom and dad are not nearby to help you, you can find these adults to help you. Let's practice a scenario.

Sam went to the supermarket with his mom, and he was looking at all the candy. Suddenly, he turned around and could not find his mom. Sam then notices one of the workers at the store in their uniform stacking the shelf.

What can Sam say to them? Pretend you are Sam. What would you say?

(Allow for answers)

The worker does not understand what Sam is saying and is busy talking to another customer and is not helping. What can Sam do next?

(Allow for answers, you may give the students ideas like going to the cashier)

That's great. If one adult does not help, find another one who will listen and help.

Let's not forget that. What do we do if one adult does not help?

(They should answer- find another adult to help.)

Yes, that's great- keep telling until you get help!

G. Get Help wave

Say:

Another way to get help when you are in a public place is the "Get Help wave." Let's learn it together. But first show me the "Hello wave," and the "Goodbye wave."

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

Click Slide 6

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

(Practice the steps in the wave together with the students 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:

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.

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."

Click Slide 7

Trevor is waiting outside school for his mom and dad when a neighbor comes to him and offers a ride home. Trevor knows that an adult can't ask him to leave a place without his parent's permission. So, he uses the get help wave to get the attention of his teacher who is behind him.

Let's practice what Trevor would do.

(Practice doing the "Get Help wave" with his hands behind him.)

Trevor's teacher sees the "Get Help wave," and comes to help. She tells the neighbor that Trevor will wait for his mom and dad, and that she will stay with him until they come.

Trevor was able to use the "Get Help wave" to get help from his teacher. You can also do the same!

Can you think of any other situations where you can use the "Get Help wave?"

(Allow for responses and guide the conversation.)

The "Get Help wave" works best when everyone knows about it. So tomorrow, go teach your teacher at school and all your friends. The more people know, the easier it is for everyone to get help if they need it!

Facilitators, share this "Get Help wave" with those you know in the community as it can help keep children safe.

H. Bible Reading and Prayer

That was a great conversation, and I had lots of fun learning all these important things with you.

(You may take a few minutes to review some things that you don't want them to forget.)

Some of the things we read today were difficult to talk about. Maybe some things felt a little scary. We don't need to be afraid because we know that God is watching over us and protects us. While we must be wise and do the things we need to do to stay safe, we know that ultimately our protection comes from God.

[Click Slide 8](#)

Let's read these verses together. They are displayed on the screen.

2 Samuel 22:3-4

My God, my rock of refuge!
My shield, my saving horn,
my stronghold, my refuge,
my savior, from violence you keep me safe.
Praised be the Lord, I exclaim!
I have been delivered from my enemies.

[Click Slide 9](#)

Let's say a prayer to end our class:

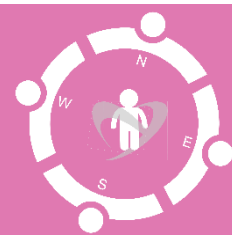
In the name of the Father, the Son and the Holy Spirit, Dear Lord, Thank you so much for what we learned today about safe people and safe places. Help us to do your will and to treat others as we would want to be treated. In the name of the Father, the Son and the Holy Spirit, Amen.

Make sure the students take their Activity Books and the Parents have their Parent Handouts before the session comes to an end.



Grade 2 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



SAFETY IN PUBLIC PLACES

Activity Book

TOUCH

- A hug when you want it.
- Holding hands.
- Hand placed lightly on your shoulder
- A tap on the shoulder.
- A pat on the back to indicate someone did a good job.
- Kick or a hair pull
- Being tickled after saying “STOP!”
- Gentle kiss on the cheek from someone in the family
- Rocking or holding a younger child.
- Holding up a person’s body while they learn to ride a bike.
- A squeeze that feels too hard.
- An unwanted kiss.
- Looking or touching a private part of the body.



Helpful Adults

School (inside and outside)

Library

Party

Park

Store

Restaurant

Carnival or Event

After school, while waiting for your parent

GET HELP WAVE



1 TUCK



2 TRAP

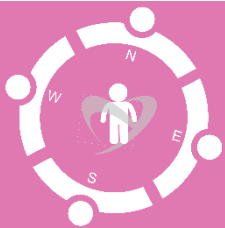


3 LIFT

4 REPEAT

GRADE 2 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



SAFETY IN PUBLIC PLACES
Parent Handout

Safety in Public Places

Grade 2 - PARENT FOLLOW-UP SESSION

with children who attended the 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.

In this session we introduce the concept of safety in public places. Use it as an opportunity to discuss how your child can stay safe outside of your home.

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.

BACKGROUND INFORMATION FOR PARENTS

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. Make sure to know who is in your child's life, both children and adults. 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

In this session, children are introduced to strategies for staying safe in public spaces.

Examples of public spaces are discussed, and children think about people who can be approached in these places to get help. Children learn about how adults may be friendly in public spaces, and what boundaries adults must never cross.

Children learn about the importance of letting their parents where they are. They learn the “Get Help” wave which can be used to send a signal in situations where they may not be able to speak out and ask for help.

PARENT-CHILD DISCUSSION

1. Touch

(Direct him/her to the page in the Activity Book that is titled "Touch.")

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.

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)

2. Say NO, Move Away, Tell Someone

Say:

What can you do if you don't like the touch someone is giving you?

(allow your child to respond and show you the motions they learned in class.)

First, wave your palms as if you are saying no, and say "SAY NO" loudly.

Next, jump to your side as if you are moving away and say "MOVE AWAY" loudly.

Finally, cup your hands as if you are going to shout and say "TELL SOMEONE" loudly.

Have fun with this activity and practice a couple of times.

3. Public Spaces

Say:

Now we are going to talk about how we can stay safe in public spaces. But first, what are public spaces?

(Give your child a moment to respond based on what they learned in class)

Public spaces are those outside of home where there can be people you may or may not know. Let's look at the pictures to see some examples of public spaces.

(Allow the child to look at the pictures and name some public spaces)

In a public space you will see lots of people who you don't know. When we are in a public space we have to be respectful to everyone and share the space. At the same time, we have to keep ourselves, our friends and family members safe.

What was the rule that your teacher taught you in class today about public places?

The rule was- Tell mom and dad where you are.

(use this opportunity to discuss and reinforce that you should always know where they are, and they must never leave a place where you have asked them to stay without informing you. You may add examples)

4. Finding helpful adults

Let's review what your teacher taught about finding helpful adults if you need help in a public place.

If you need help but your parents are not around, or if you are lost, you need to find an adult who can help you.

Open the activity book to the page "Helpful Adults"

Tell me more about what you drew in class? Who are these people who can help you in each place?

Take time to discuss their answers and suggest additional people they can contact if they need help in that place. The last box has been left blank for you to add any public place relevant to your child that might not be on the list.

5. Friendly Adults

(This topic was not discussed in class and has been left for a discussion at home as it is sensitive. You may customize and use language that is relevant to your child.)

Say:

Sometimes, when you are in a public space you might meet a friendly adult who is new, or even someone you know from before. It's nice that adults are friendly, but there are a few rules that all adults must follow when they are being friendly to kids. We're going to talk about some rules that all adults must follow. If you meet an adult who's breaking these rules, get away and tell someone. Here are a few things that adults must never do:

Go over each of these points with your kids and explain and discuss them. Adjust them or add your own if needed.

Adults must NEVER...

1. Never touch you in a private body area or ask you to show your private body area to them.
2. Never show you a private body part or a picture of a private body part.
3. Never take you away to a place without mom and dad's permission. (Discuss what permission would look like.)
4. Never take you alone to a closed place where no one else can see you, and you can't get help.
5. Never ask you for your address. If an adult needs your address, they should ask your parents.
6. Never ask you for your personal phone number, email-id or information to connect with you or online without your parent's permission. (Discuss what permission would look like.)

Say:

If an adult is doing any of these things, get away, even if they are friendly and be sure to tell us about it later.

6. End with Prayer

Remind your child that ultimately, it is God who protects us. Pray for their safety and end the session.

Safety in Public Places

Grade 2 - 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?