

GRADE 3 - CLASSROOM

# COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



HEAD and HEART  
Facilitator Materials

# Head and Heart

## Grade 3 - 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

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

Then the facilitator guides 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.

## GOALS

*The goals of this session are to help students to understand the following:*

- Safety rules.
- The role of feelings in decision making.
- Using both knowledge and intuition to make choices about safety.

## MATERIALS

- PowerPoint slides with Laptop
- Activity Books
- Pencils
- 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.

Hi, everyone. Today we are going to talk about personal safety. It's important for you to be aware of some rules for keeping yourself and other people safe as you go about your day-to-day activities. We'll talk about situations that you might find yourself in and what to do to stay safe.

Prayer: Let's begin with a prayer. Bow your heads.

Dear Lord, You are the very source of our life and our world. We always need your help to say and do the right thing, to be nice to our friends, and help our families when we are able. Thank you for bringing us together to learn how to stay alert and protect ourselves.

In the name of the Father, the Son and the Holy Spirit,  
Amen

This is going to be an interesting session. Today we will learn more about how we can stay alert and protect ourselves, as well as our friends, families and those around us. Everyone has an Activity Book on your table. We'll look at it often. There are pens and pencils for you to draw or take notes if you would like to do so.

God the Creator of the universe is so divinely intelligent that he made each one of us very special...like no one else in the world...And he made the world and the solar system and all of the galaxies that make up God's entire universe. Since he created us, God wants us to be respectful of ourselves and everyone else.

## B. Personal Space Boundary

### Click Slide 2

The first thing we are going to talk about, is a personal space boundary.

How many of you feel uncomfortable if you are all squished up with your family in the back seat of a car? Or, if you are in a crowded room with a lot of people?

(Allow time for kids to raise hands)

That is because God designed us to have personal space boundaries. We all like a little space around us so we can move comfortably, move our hands, see what's around us and talk comfortably with people.

Please stand up. Now, stretch your arms out in front of you. This is your personal space boundary.

(Allow time for kids to try this)

Now, stretch your arms out with one on each side. This is your personal space boundary on your sides.

(Allow time for kids to try this)

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, you can move away. That's your choice.

*Let's look at some specific situations and people:*

- **Parents-** Our parents love us and may come into our personal space boundary to give us a hug or cuddles.
- **Brothers, sisters, or friends-** Our friends and family might give us hugs or sit together next to us on a couch. But, if there's no reason to sit close, and there's space around

you, just move away a little bit. That's being respectful of your own personal space boundary and theirs too.

- **Other adults-** This one is tricky, and we need to be really careful about it. Some adults, who we know, may come close to us for a couple seconds just to give a quick hug, or shake hands- and that's okay.

Sometimes there may be a reason why an adult is in your personal space boundary- maybe they are sitting next to you on a bus, or carrying you because you are hurt. In these situations, just make sure that there are other people around also. And even then, if you are uncomfortable, you can always say no, and move away.

If an adult who you don't trust comes close to your personal space boundary in a private place where no one can see you- say no, and get away.

Remember, if you are hurt, or in danger, adults may come to pick you up, and that's ok.

So the important thing is – **Know when someone is in your personal space boundary.**

## C. Touch

[Click slide 3](#)

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 its inappropriate, uncomfortable or if they don't want it.

Read out the ones listed below 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.

**Say:**

If a touch is making you uncomfortable, you can always move away. For example, 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.



Now, if the person tries to get you to stay...maybe he or she holds onto you, what do you do? (Wait for response.)

Good. You say “No” or “No, thank you” and move away. The person has to let you go because your body belongs to you. You no longer want the touch and you’ve told the person that.

Do you have any questions about touch or stopping touch when you are done with it? (Answer their questions.)

**Ask:**

What should you do if someone gives you an unsafe touch or even just tries to give you an unsafe touch? (Wait for response.)

**Click slide 4**

**Say:**

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.

**D. No Good secrets**

**Click slide 5**

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.

So next time a friend tells you a secret and asks you not to tell anyone, you can say: “I won’t tell anyone else, but I have to tell my parents. We have a rule that there are no secrets.”

**E. Open & Closed Spaces**

One of the ways you can keep safe is to know about open and closed spaces. It is always best to stay in open spaces where people can see and hear you, so that you can get help easily when you need.

### Click slide 6

For example, a school playground is usually an open space with many children and teachers around. These people can see you and they can hear you. If you fell and needed help, they would see you and come quickly.

### Click slide 7

A closet is an example of a closed space. If a friend took you into a closet, you might not be able to get help if you needed it.

Let's talk about the following spaces. Should you go there, or avoid them?

(Discuss each of these "conversation starters" with the students as places that can be safe or unsafe depending on the situation. For example, there are some closed spaces where it is appropriate for a child to go in alone, but no one should go in there with them. (such as the bathroom)

- A car.
- A classroom with windows covered.
- Behind a building.
- The supermarket.
- An empty hallway.
- A bathroom.
- The fire exit staircase in the school or similar.

### Click slide 8

Now, we're going to take a look at some stories together.

Hannah's music teacher picks her to help bring some equipment from the storage room. Hannah remembers that this area has no windows and would not be considered an open space.

What can Hannah say?

(Give time for answers)

*Suggested answers are:*

- Please let my friend come with us to help too.
- I'm sorry I would rather help with something else.
- At the storage room:  
Please leave the door open. I feel uncomfortable in closed spaces.

Click slide 9

Say:

That's great. Let's look at another story:

Darius went to his friend's house and his friend's sister asked him to come into her room. As he walks in, she reaches to close the door and says she wants to talk about a surprise party for his friend.

What can Darius say?

*Suggested answers are:*

- Let's talk tomorrow. I'll bring another friend and come.
- Let's go out to the porch where other people can see, but not hear us.
- Please leave the door open. I feel uncomfortable in closed spaces.
- I'll be in the school lunchroom tomorrow at noon so we can talk then.

## F. Our Feelings

Click slide 10

You all are doing really well with this. Now we are going to talk about feelings. Open your activity book to the page- My feelings. Draw a circle around all the different feelings that you have felt.

(Read out all the feeling words on the page) Allow time for the kids to circle their feelings.

Great! 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, guilty about something else. Knowing what we feel is important, but it is also important to make good choices based on our rules and what we have been taught.

Let's look at a few scenarios and try to mark feelings for the people in these stories.

### Click slide 11

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

Let's all turn to the next page on the activity book called Feelings (Jabez) and circle all the things we think Jabez might feel.

(Allow time to mark the feeling words)

Now, let's listen to another story.

### Click slide 12

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

Turn to the next page on the activity book called Feelings (Shoshy) and circle all the things you think Shoshy might feel.

(Allow time to mark the feeling words)

Great job!

Now, one last story, and this might be harder.

### Click slide 13

Nan's dad has a friend who visits them and every time he does, he hugs Nan very hard. She tries to move away, but

he doesn't let her go. If she tries to shake hands, he still hugs her. She once told him, "Your hugs are too hard," but he just laughed it off. Now when he visits, Nan tries to stay in her room.

On the next Feeling sheet, mark the words for how Nan feels.

(Allow time to mark the feeling words)

That's great. Now we are going to talk about those stories a little more, but before that I want to remind you about something called head and heart.

## G. Head and Heart

Click slide 14

In every situation, it's important to use your head and your heart. What did I just say? (Wait for responses) Yes, use our head AND our heart.

- When I say "**Use your Head**" I mean **what we know** in our head. The things you have been taught today or things we have taught you. The safety rules you know.
- When I say "**Use your Heart**" I'm talking about **how we feel**. Like when we cuddle with you and read a book to you, you will feel nice in your heart. You might feel happy, peaceful, and content.
- But if a someone comes into our personal space boundary and stays close to you, you may feel nervous or uncomfortable. You may feel like you need to get away. You may FEEL like something is wrong. This 'feeling' is also called intuition.

**Intuition** seems like a big word, but it 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.

So, what was it that I said about using your head and your heart?

Yes, we need to use them both to make smart choices.

Let me tell you a story about a girl named Ameer who used both her head and her heart.

### Click slide 15

Ameer is walking back from school with her friend when a man starts walking and talking with them.

- **Using her head**, Ameer thinks: I don't know him, get away.
- **Using her heart**, Ameer's intuition feels: It's weird that the man is walking with us and talking with us when I don't know him and he doesn't know us.

### Click slide 16

Ameer used her intuition. What's that again? (Wait for a response) Yes, Ameer used her head AND her heart to do the safe thing and she pulled her friend with her to go to the closest neighbor's house they both knew. Ameer used both her head and her heart.

### Click slide 17

Next, let's look at the story of Jabez again. Remember, Jabez just finished soccer practice and a 9<sup>th</sup> grader told him that he played really well.

The older boy asked Jabez to stay back alone with him and practice some more. Jabez was so excited to hear this compliment that he stayed back in the boys' locker room.

Now you all did Jabez's feelings chart. Please turn back to it, and call out some feelings you marked for Jabez?

(Give time for students to respond)

Yes, great! Jabez was feeling pretty good about the comments from the older student.

But now tell me, from our learning today, **what is something that Jabez might have done differently?**

Jabez must listen to both his heart (he played really well) and his head (it was not an open space, MOVE AWAY).

### Click slide 18

Remember Shoshy? Her friend's brother always said nice things to her.

Can some of you read the feeling words you marked for Shoshy on her feelings chart?

One day, her friend's brother told Shoshy to come sit by him on the couch.

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

(Allow the children to respond)

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

### Click slide 19

Remember Nan's story, and how her dad's friend hugged her?

Read out the feeling words you marked on Nan's feelings chart. (Wait for responses)

**Nan used her head (he was too close) and her heart (she felt nervous and uncomfortable).** Nan talked to her parents about it and they listened. Her dad said something to his friend and the next time he came over, he just shook hands and respected Nan's space. Nan felt safe once again.

We had such a nice time learning together and thinking about safety rules and how to use both your head and your heart. Please talk about these with your parents. Stay safe and make good choices.

### Click slide 20

We learned about feelings and intuition, as well as logic and reason based on our rules. We must always use both intuition and reason to make smart choices for ourselves and others, and that means using both our head and our heart.

Let's make sure that we stay safe and value each other and ourselves, always.

Let's end with prayer,

Father,

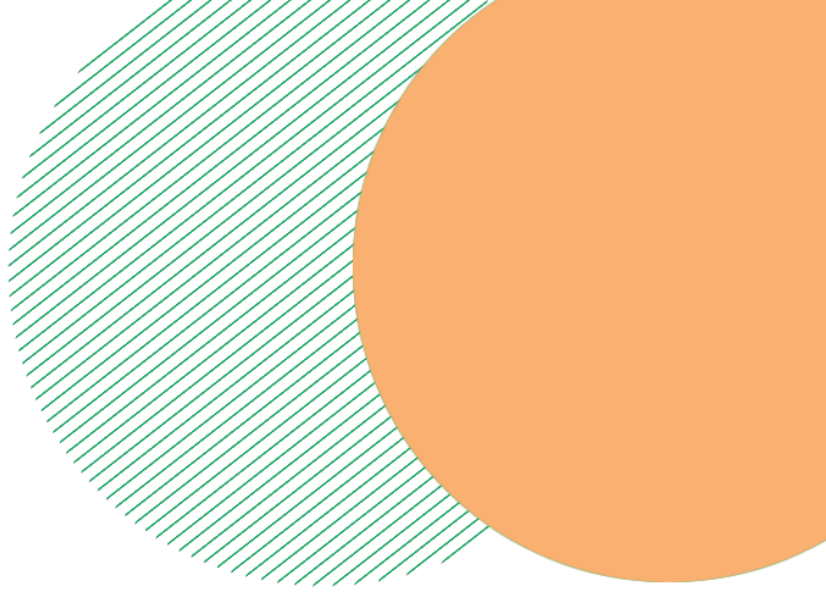
We thank you for our class today, and what we have learned. Thank you for giving us feelings and intuition. Help us to use both our head and our heart to make good choices in our daily lives.

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 when each child is picked up.





Grade 3 - CLASSROOM

# COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



HEAD and HEART  
Activity Book

# Touch








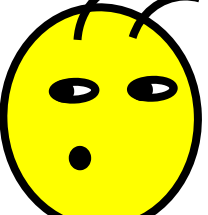




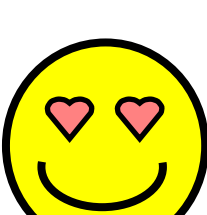


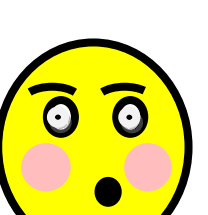
- A hug when you want it.
- Holding hands.
- Gentle kiss on the cheek from someone in your family.
- Hand placed lightly on your shoulder.
- Rocking or holding a younger child.
- A tap on the shoulder.
- A pat on the back to indicate someone did a good job.
- Holding up a person's body while they learn to ride a bike.










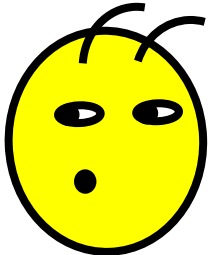







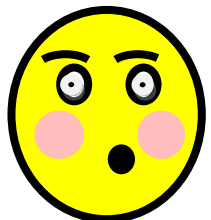
- Kick or a hair pull
- Being tickled after saying "Stop!"
- A squeeze that feels too hard.
- An unwanted kiss
- Looking at or touching a private part of the body.










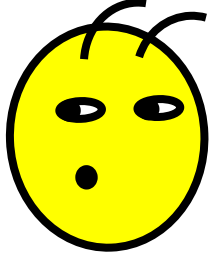







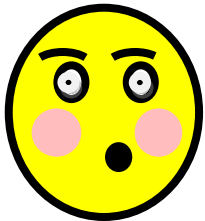
## MY FEELINGS

 <p>Peaceful</p>	 <p>Scared</p>	 <p>Joy</p>	 <p>Comfortable</p>
 <p>Angry</p>	 <p>Friendly</p>	 <p>Excited</p>	 <p>Curious</p>
 <p>Wonder</p>	 <p>Confused</p>	 <p>Sad</p>	 <p>Happy</p>
 <p>Loved</p>	 <p>Nervous</p>	 <p>Guilty</p>	 <p>Embarrassed</p>








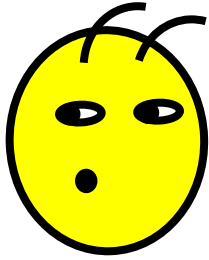







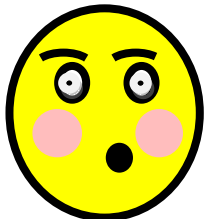
## Feelings (Jabez)

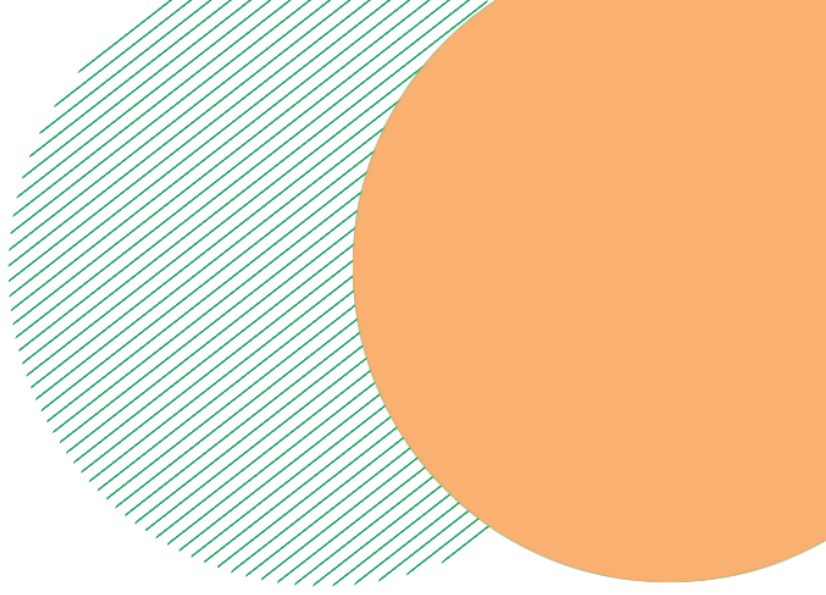
			
Peaceful	Scared	Joy	Comfortable
			
Angry	Friendly	Excited	Curious
			
Wonder	Confused	Sad	Happy
			
Loved	Nervous	Guilty	Embarrassed

## Feelings (Shoshy)

			
Peaceful	Scared	Joy	Comfortable
			
Angry	Friendly	Excited	Curious
			
Wonder	Confused	Sad	Happy
			
Loved	Nervous	Guilty	Embarrassed

## Feelings (Nan)

			
Peaceful	Scared	Joy	Comfortable
			
Angry	Friendly	Excited	Curious
			
Wonder	Confused	Sad	Happy
			
Loved	Nervous	Guilty	Embarrassed



GRADE 3 - CLASSROOM

# COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



HEAD and HEART  
Parent Handout

# Head and Heart

## Grade 3 - 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.

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

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.

At the end of the session, students reflected on the topics that were discussed.

## PARENT\_CHILD DISCUSSION

### A. Personal Space Boundary

Your child was taught:

It's important to be **alert 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. 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 or happy about something else. Knowing what we feel is important, but it is also important to make good choices based on our rules and what we have been taught.

### C. Head and Heart

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

- **“Use our Head”** means using **what we know** in our head. The things you have been taught today or the 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.

The session ended with a prayer.

## PARENT-CHILD DISCUSSION

Tell your child that you will be talking to them about a few things that were introduced in class. Ask them what they thought about class and what were some new things they learned. Then start a discussion guided by the points below.

### 1. Touch

(Direct your child 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)*

**Say:**

If a touch is making you uncomfortable, you can always move away. For example, 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.

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.)

Now, if the person tries to get you to stay...maybe he or she holds onto you, what do you do? (Wait for response.)

Good. You say “No” or “No, thank you” and move away. The person has to let you go because your body belongs to you. You no longer want the touch and you’ve told the person that.

Do you have any questions about touch or stopping touch when you are done with it? (Answer their questions.)



## 2. No Good secrets

Say:

Another rule to remember is that there are no good secrets. You have to tell us, your parents all your secrets. This is important.

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

So next time a friend tells you a secret and asks you not to tell anyone, you can say: "I won't tell anyone else, but I have to tell my parents. We have a rule that there are no secrets."

Have your friends ever asked you to keep secret? Discuss

## 3. Open & Closed Spaces

Now that you're getting older, we are starting to trust you more to take care of yourself when we are not looking. One of the ways you can keep safe is to know about open and closed spaces. It is always best to stay in open spaces where people can see and hear you, so that you can get help easily when you need.

For example, a school playground is usually an open space with many children and teachers around. These people can see you and they can hear you. If you fell and needed help, they would see you and come quickly.

A closet is an example of a closed space. If a friend took you into a closet, you might not be able to get help if you needed it.

What are some closed spaces that you must avoid? *Talk about how to be safe in school bathrooms, closets, and other closed spaces that you want your child to avoid.*

#### 4. 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 9<sup>th</sup> 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 closed spaces**

Jabez must listen to both his heart (he played really well) and his head (no closed spaces, 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.*

## 5. Prayer

End with a time of prayer, asking God for wisdom and strength to make wise choices using your head and heart.

# 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.*

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?