

Parent-child sheets

I'll Take Over !



About

This parent-child sheet was designed to help you revisit the content taught to your child recently through the Lantern program.

As a parent or family member, you are the key player in the education of your young child, particularly when it comes to sexuality. You act as a model by conveying your values and sharing their everyday lives. By talking about the various topics addressed in the *I'll Take Over!* sheets, you will build a trusting relationship with your child regarding sexuality, and you will help protect them from sexual violence.

Lantern Awacic program

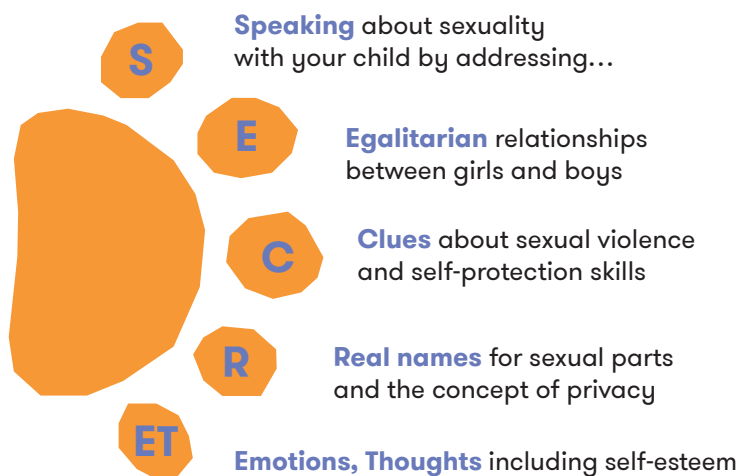
The Lantern Awacic program is a sexual violence prevention program aimed at preschool-aged children and the adults in their lives.

Marie-Vincent Foundation dreams of a world free of sexual violence. We help children and adolescents who are victims, as well as their families.

marie-vincent.org

The five keys to sexual violence prevention summed up in a single word: SECRET

To remember this, the toes on a bear's paw summarizes five key messages.



Today's parent-child sheet

Child objectives

Understand that all children are equal, regardless of their sex. Understand that a child can make choices based on their preferences regardless of their biological sex. Develop your open-mindedness regarding diversity.

Parent objectives

Help your child deconstruct certain gender stereotypes and foster egalitarian relationships. Encourage the child's full potential. Communicate the values of respect and tolerance to your child.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- E** Egalitarian relationships between girls and boys
- ET** Emotions, Thoughts, including self-esteem

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Québec 

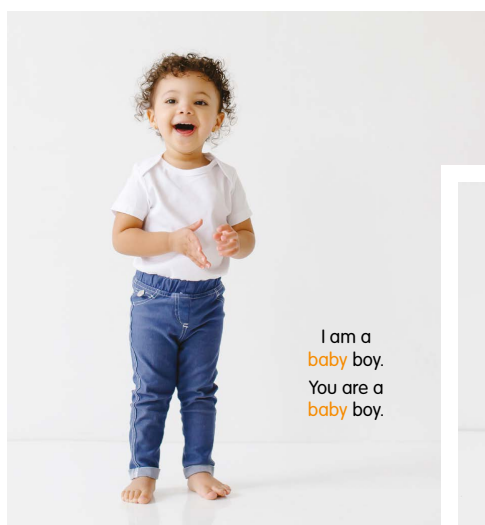
You as me

In this book, the child is led to observe that girls and boys all have the **same rights** and they can do the same things and **be interested in the same activities**, regardless of their biological sex. The child realizes there are no **colours, qualities, toys or games** exclusive to girls or to boys. Lastly, they see that each person can feel a range of emotions and that in the end, the only thing that differentiates girls and boys is their sexual parts.



I'll Take Over !

Below, you will find actions to promote egalitarian relationships with your child on a daily basis.



You as me, we have the right to...



We invite you to borrow the book *You as me* from your child's school or daycare in order to continue the learning process at home. This will give you additional support to open the discussion about privacy and personal boundaries. By addressing these topics, you're building a trust-based relationship with your child regarding sexuality and you're helping to protect them from sexual violence.

A few everyday activities to undertake to foster equality between girls and boys:

- 1 Avoid sentences that convey stereotypes**, such as : "Are you sweeping the floor just like mommy?" "Big boys don't cry."
- 2 Let kids explore all aspects of their personalities by proposing various activities to them, regardless of sex** (cooking, dancing, playing hockey, playing with toy cars).
- 3 Encourage kids to develop their qualities even if they're not typically associated with their sex** (tenderness and empathy in boys, determination and physical strength in girls).
- 4 Encourage girls and boys to play together.** Point out the things they have in common and the fun they have together.
- 5 Be a model** by being respectful and maintaining egalitarian relationships with people of the opposite sex.
- 6 Encourage both boys and girls to recognize their emotions and express them** using words.
- 7 Settle conflicts in a fair and respectful way.** Don't ask mostly girls to compromise when there's a conflict; boys must also compromise.

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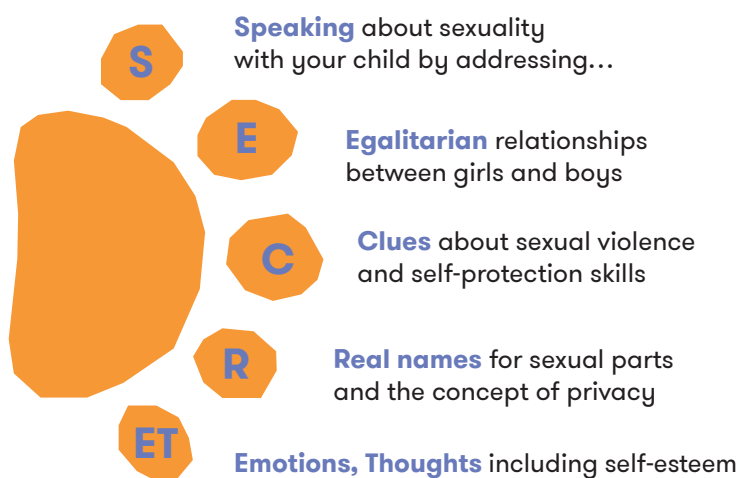
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Today's parent-child sheet

Child objectives

Learn the parts of your body, including the names of your private parts.

Parent objectives

Normalize the use of names for private parts.

SECRET topics

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Québec 

Anatomy

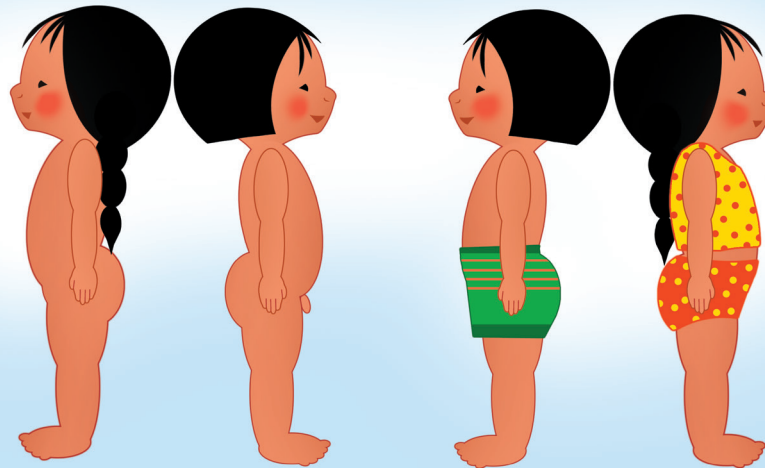
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Section: Me



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.

Let's look together at the picture.
Let's try to understand what it means.



1 Did you know that **all parts of your body are important and each serves a purpose?**

- Show me your head, your hair, your eyes, your ears, your nose, your mouth, your shoulders, your arms, your hands, your chest, your tummy, your back, your buttocks, your legs, your feet, your toes.

2 Can you tell me **where your private parts are?**

- These are the parts of your body that are covered by your underwear or your bathing suit.

Do you know what a trusted adult is?

A trusted adult is someone you feel good with. It's someone you like seeing and who can help you when you have problems. I am a trusted adult for you. I am always here to listen to you. I can help you when you have problems and answer your questions.

Lots of kids find it funny to talk about private parts, but **they are body parts like any other!**

- 3** The names doctors use to talk about girls' private parts are: **breasts, buttocks and vulva.**
- 4** The names doctors use to talk about boys' private parts are: **buttocks and penis.**
- 5** It's normal to discover your body and all its sensations, including the ones your **private parts** feel. Did you know that the only difference between a little girl and a little boy is their **private parts?**

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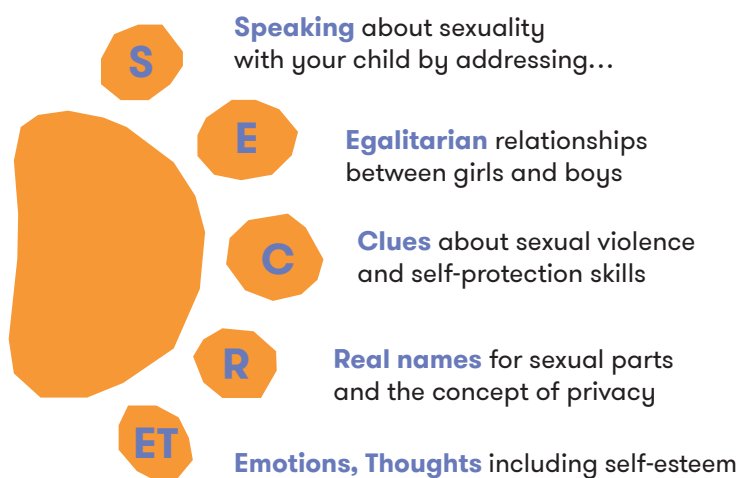
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Today's parent-child sheet

Child objectives

Develop your autonomy regarding hygiene. Understand the concept of "privacy" regarding your body, particularly regarding your private parts.

Parent objective

Support and encourage your child in learning about hygiene and respect for their privacy.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- C** Clues about sexual violence and self-protection skills
- R** Real names for sexual parts and the concept of privacy

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Québec 

Hygiene

Reference: Lantern Awacic discussion handbook
Section: Me



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Let's look together at the picture.
Let's try to understand what it means.



- 1 It is important to **wash all the parts of your body**, especially the ones that we keep warm and that are warm.

→ Show me your hair, your underarms, behind your ears, your neck, your belly button, your vulva/your penis, your buttocks, the skin between your fingers, the skin between your toes.

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A trusted adult is someone you feel good with. It's someone you like seeing and who can help you when you have problems. I am a trusted adult for you. I am always here to listen to you. I can help you when you have problems and answer your questions.

- 2 Did you notice that the red arrows point to certain body parts on the picture of Miro? **These parts are more fragile.** They're like little doors, and germs can get into your body through them. It's important not to touch them if you have dirty hands, and not to put objects in them so you don't hurt yourself. When it comes to your private parts, it's also important to change your underwear regularly.
- 3 Did you know that, even if someone takes a bath with you, **you are always in charge of washing your body?** And the other person is in charge of washing their body ?

→ Invite your child to pretend to wash themselves, one body part at a time.

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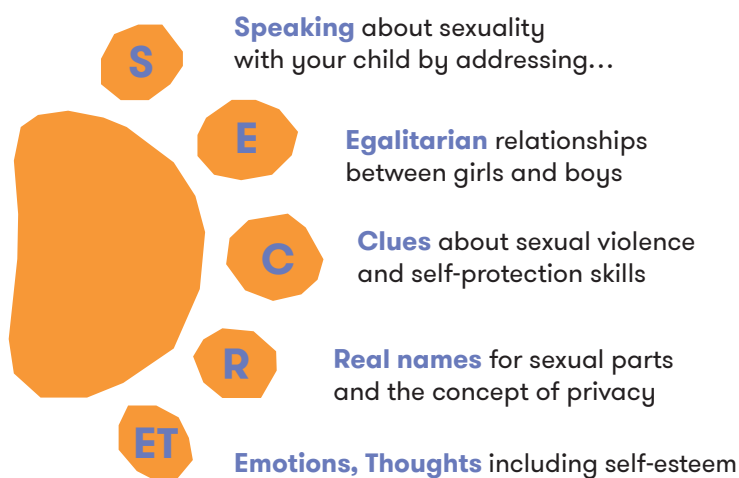
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Today's parent-child sheet

Child objective

Understand that your body is unique and that it will change over time.

Parent objectives

Normalize body development and body diversity, and answer your child's questions about their bodies and others' bodies.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- E** Egalitarian relationships between girls and boys
- R** Real names for sexual parts and the concept of privacy

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Body development and body image

Reference: Lantern Awacic discussion handbook
Section: Me

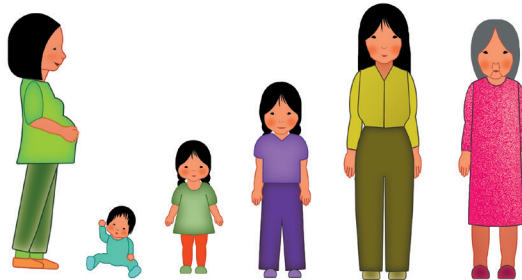


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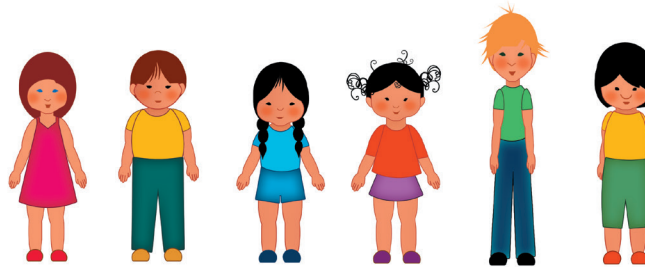
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Let's look together at the picture.
Let's try to understand what it means.

Body development



Body image



1 **Your body is changing** and will keep changing all your life!

2 Every person you know started out as a baby. When people grow, they become children, then teenagers. Later, they become adults, and then, seniors.

→ Show me on the picture how you compare to Mikone, who is growing.

3 **When we're little**, the only difference between girls and boys is their private parts. **When we grow**, all the parts of our bodies grow too, and that's normal.

Do you know what a trusted adult is?

A trusted adult is someone you feel good with. It's someone you like seeing and who can help you when you have problems. I am a trusted adult for you. I am always here to listen to you. I can help you when you have problems and answer your questions.

When we become adults, our bodies no longer grow, but they keep changing over time.

4 Remember! Not all women have the same kind of body, and not all men either! Some people are tall while others are short. Some people have dark skin and others have pale skin. Some have brown eyes and others have green eyes. Some people have long hair and deep voices, while others have short hair and high voices. **Every person is different! This is normal and natural!**

→ Show me on the picture what things are similar and what things are different between the characters.

5 **Your body is unique.** Nobody has the same body as you. Your body is yours, and my body is mine. Your body is very precious. It is the way it is, and that's what makes you unique and special.

6 **It's normal to be curious about your body** and other people's bodies. Just remember that you must never laugh at another person's body: everyone is different!

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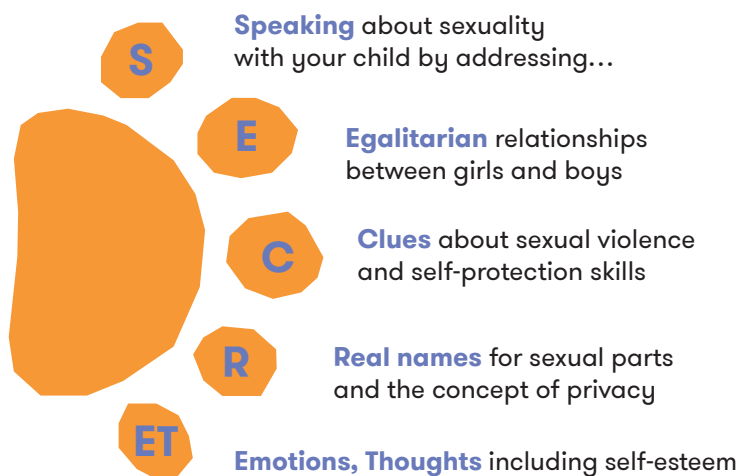
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Child objectives

Learn about your interest areas, your strengths and abilities. Understand that every person is unique.

Parent objectives

Improve your child's self-knowledge. Encourage your child's self-esteem.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- ET** Emotions, Thoughts, including self-esteem

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Québec

Self-knowledge and self-esteem

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Section: Me

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Let's try to understand what it means.



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1 Did you know that **there's nobody else like you?**

2 **You have lots of things in common with the other kids, and also lots of things that are different.**

3 **There are things you like, but that other kids don't like.** There are things other kids like, but that you don't like.

→ Tell me about you. Do you like playing in the park? Eating vegetables? Playing with bugs? Swimming in a pool? Tell me about a kid who doesn't like the same things as you.

Show me on the picture what the kids are playing. Are they all in a good mood? Do they all like hugs?

The kids are all different, they all have qualities and strengths.

- What I like best about you is...
- What I like doing with you is...

Do you know what a trusted adult is?

A trusted adult is someone you feel good with. It's someone you like seeing and who can help you when you have problems. I am a trusted adult for you. I am always here to listen to you. I can help you when you have problems and answer your questions.

4 **There are things you succeed at easily, and other things you find harder to do.** When things are harder for you, you can ask others to come help you, and they can ask for your help in return. At daycare, who do you ask for help when you need it? And who asks you for help? How about at home?

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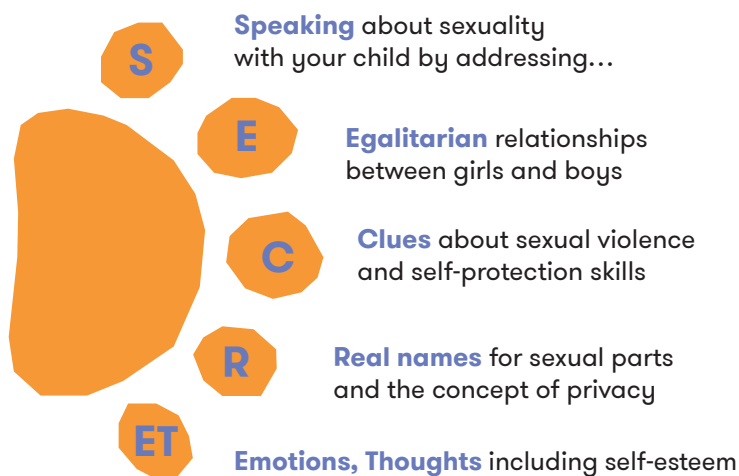
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Today's parent-child sheet

Child objective

Understand the differences between family love, friendship, falling in love and the affection of a grown-up.

Parent objective

Clarify different interpersonal relationships with the child.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- R** Real names for sexual parts and the concept of privacy
- ET** Emotions, Thoughts, including self-esteem

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Interpersonal relationships

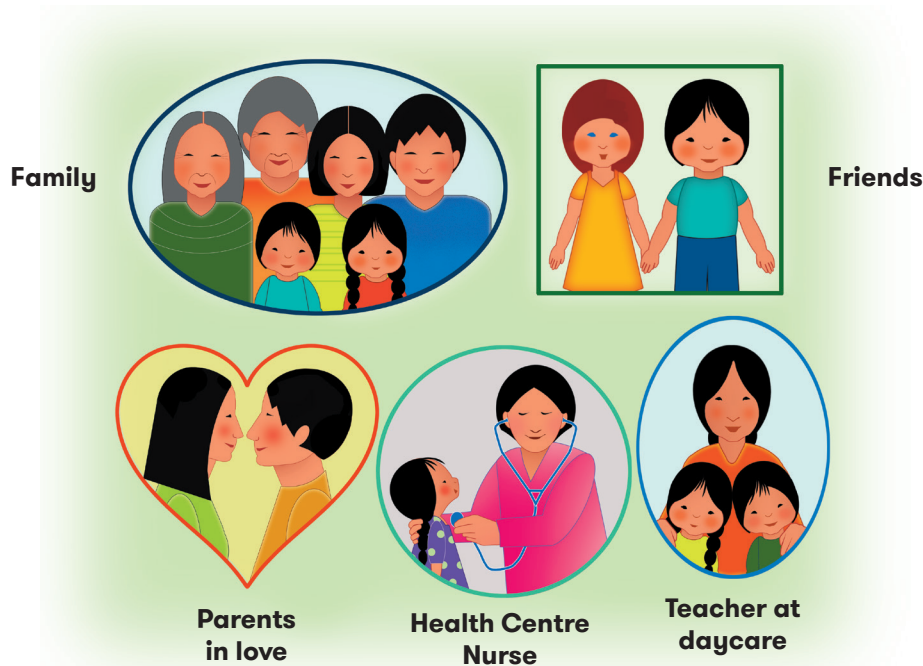
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Section: You and me



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.

Let's look together at the picture.
Let's try to understand what it means.



- 1 Show me what pictures are of the family, friends, lovers, the nurse at the health centre, and teachers. When we're babies, we like to be with the people we know well and see often, like our parents, brothers, sisters, grandparents, and so on. **That's family love.**

→ Tell me what you like doing with your family.

- 2 As we get older, we become interested in the other people around us. We like to spend time with kids our age and in places other than at home.

We like to play, talk, laugh, and do things with these people. It makes us feel happy inside.

That's friendship.

→ Tell me about your friends. What do you like to do with your friends?

- 3 When we become teenagers, and then adults, we may feel a very strong feeling about another person. Our heart, our head and our body want to be close to that person. **That's falling in love. Remember, a grown-up can't fall in love with a kid.**

- 4 Beyond family, friends and love, you're also in relationships with other people you see often and who take care of you. All these people like teaching you new things and taking care of you. **That's the affection of a grown-up.**

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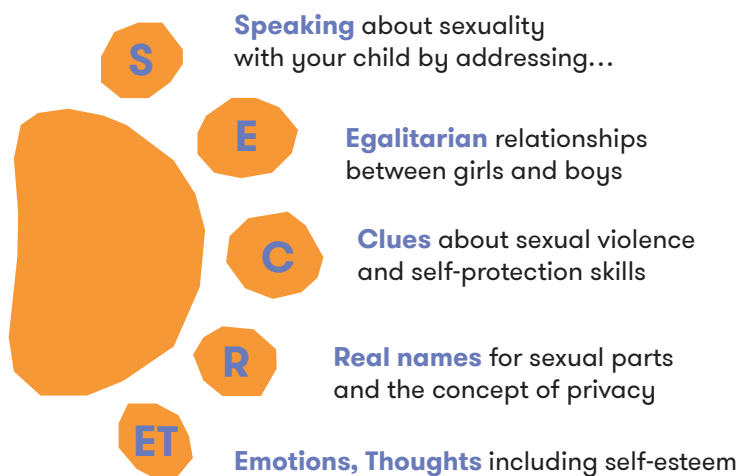
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Child objective

Understand the boundaries to respect based on the type of relationship.

Parent objective

Help the child understand interpersonal boundaries.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- C** Clues about sexual violence and self-protection skills
- R** Real names for sexual parts and the concept of privacy

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Boundaries

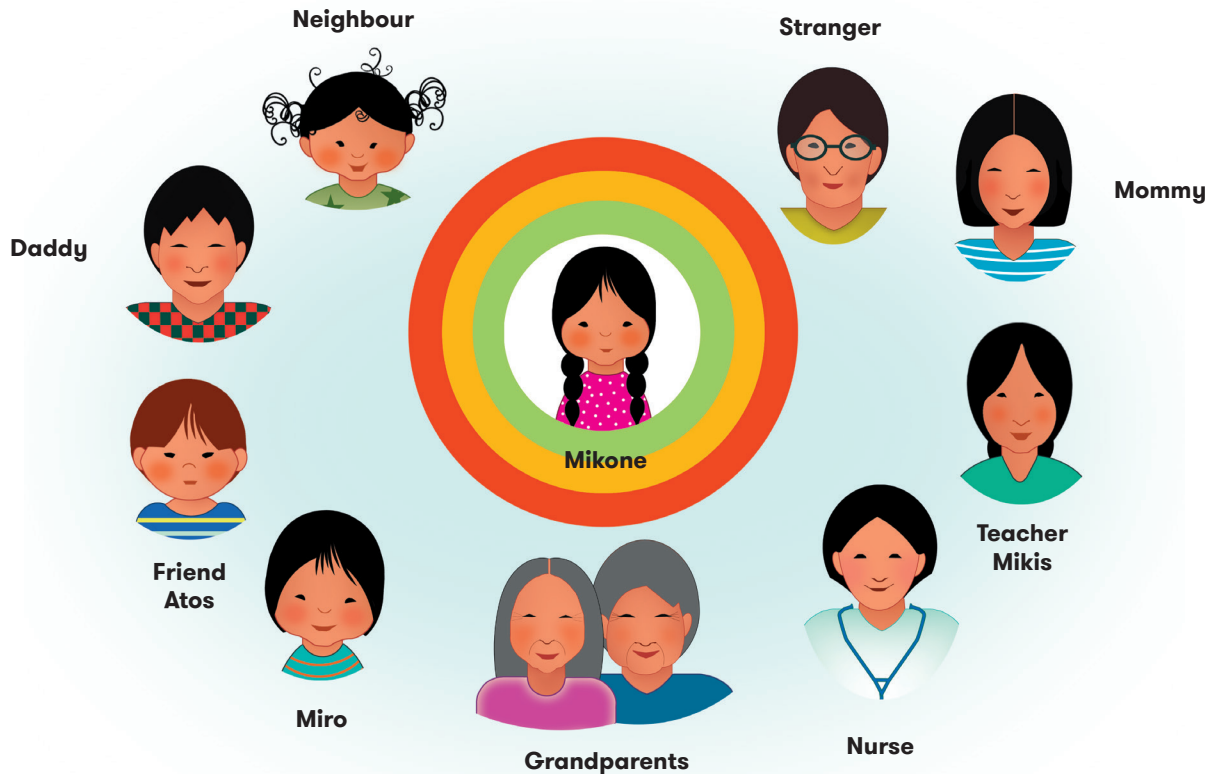
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I'll Take Over !

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Let's look together at the picture.
Let's try to understand what it means.



- 1 There are people **we know very well**, people **we know a little** and people **we don't know at all**. The people we don't know at all are called "strangers."

→ Let's look together at the picture of the people around Mikone. Let's try to classify them in different coloured circles. Yellow is for the people very close to Mikone and red is for the people Mikone doesn't know.

- Does Mikone know her mom well? Is that a person close to her? Is that a person close to her?
- OK, she goes in the yellow circle, the one closest to Mikone. The man with the glasses is a stranger. What circle do you think he goes in?

- 2 Did you notice that **the better you know a person and the closer they are to you**, the closer their circle is to yours ? And that **the more someone is a stranger and far away from you**, the further their circle is from yours ?

- 3 Did you know that we can do some things with people we know really well, but we can't do those things with people we don't know so well or with strangers? For example, do you think we can hug with someone we don't know? Is the neighbour allowed to tickle you? Can you hold hands with your teacher? Can you go somewhere alone with your parent?

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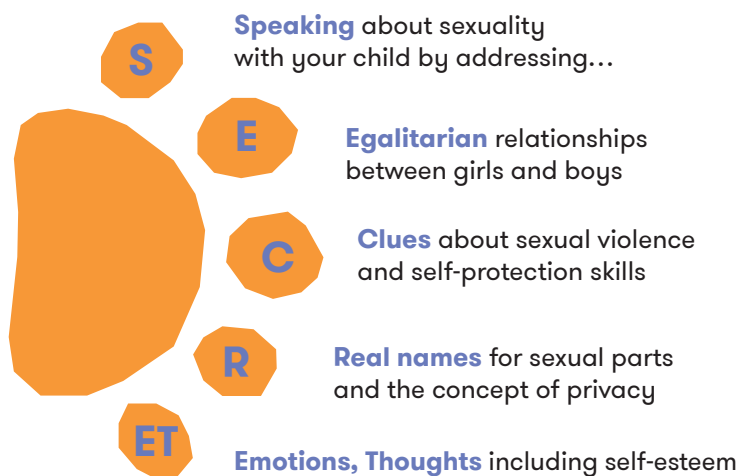
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Child objectives

Understand the concepts of the "personal space" and "privacy."
Learn to ask others to respect your personal space.

Parent objectives

Explain to the child the concepts of the "personal space" and "privacy."
Support your child in affirming their need for space and encourage them to respect privacy.

SECRET topics

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- C** Clues about sexual violence and self-protection skills
- R** Real names for sexual parts and the concept of privacy
- ET** Emotions, Thoughts, including self-esteem

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Québec 

Personal space and privacy

Reference: Lantern Awacic discussion handbook
Section: You and me



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Let's look together at the picture.
Let's try to understand what it means.



- 1 Some kids **like** to get hugs or be tickled, and others **don't like** that. Do you like to be hugged?
- 2 Did you know that it's important to **always ask the other person** if they want to be hugged before giving them one? **If the person says no**, it's not because they don't like you, **they just need some space**. It's important to listen to the person when they say no. We call this "**respecting their personal space**."

Your personal space is the space around you that you need in order to feel good. Your personal space can be big or small, it depends on each person.

Do you know what a trusted adult is?

A trusted adult is someone you feel good with. It's someone you like seeing and who can help you when you have problems. I am a trusted adult for you. I am always here to listen to you. I can help you when you have problems and answer your questions.

→ Show me on the picture the times when people intrude on Miro's personal space.
Does Miro have the right to refuse a hug from a friend even if the friend likes him a lot? Does he have the right to say no when a grown-up wants to give him a kiss? How do you know if someone really wants to be hugged?

- 3 Did you know we always need to **knock on the door or ask if we can come in** before going into the bathroom, the bedroom or any other place a person is changing their clothes? These places are private, and it's important to wait for the person to say it's OK to come in before going in.
- 5 A private space is a space where you can be alone, with nobody else with you. When you wait before going into a private place, we call that "**respecting privacy**."
- 6 You can always ask to be left alone when you're getting changed or when you're going to the bathroom. Nobody has the right to see your private parts or your underwear.

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Lantern Awacic program

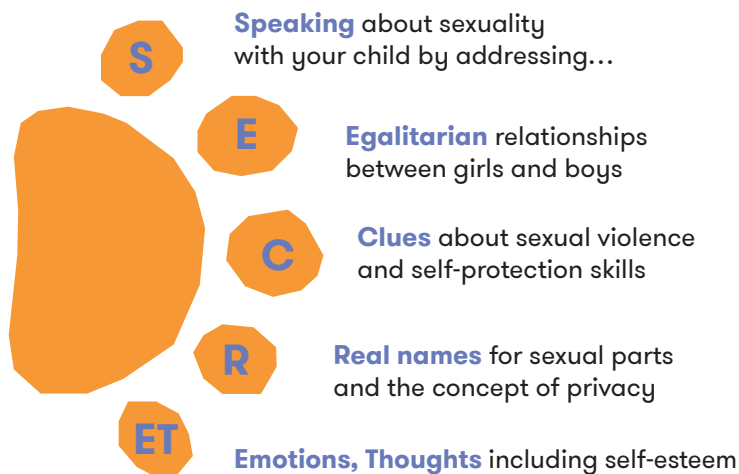
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marie-vincent.org

The five keys to sexual violence prevention summed up in a single word: SECRET

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Today's parent-child sheet

Child objective

Put self-affirmation skills into practice.

Parent objectives

Legitimize your child's need to self-affirm. Support your child in putting their self-affirmation skills into practice.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- E** Egalitarian relationships between girls and boys
- C** Clues about sexual violence and self-protection skills
- ET** Emotions, Thoughts, including self-esteem

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Québec

Self-affirmation

Reference: Lantern Awacic discussion handbook
Section: You and me



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.

Let's look together at the picture.
Let's try to understand what it means.



- 1 **What does it mean to self-affirm ?** Self-affirming means being able to tell other people what you like and don't like. It also means deciding what you want and don't want.

→ Let's look together at the picture of Mikone self-affirming. Tell me about some times when, like Mikone, you can self-affirm. For example:

- when a kid makes a face at you
- when someone pushes you
- when someone hurts you
- when someone laughs at you...

Do you know what a trusted adult is?

A trusted adult is someone you feel good with. It's someone you like seeing and who can help you when you have problems. I am a trusted adult for you. I am always here to listen to you. I can help you when you have problems and answer your questions.

- 2 Did you know that **nobody** can know what **you're thinking in your head or feeling in your heart** if you don't say it clearly using words and with your body ?
- 3 **If you want to say something clearly to someone, you have to:**
- Stand up straight, one foot forward planted on the ground, and put your hands on your hips Look the person in the eye
 - Fill your lungs, speak loudly and slowly so the person understands your message
- 4 We're going to practise self-affirming together. Let's get up and practise the following sentences:
- Back off! You're bothering me!;
 - Stop! I don't like that!;
 - No! I don't want to play that game!

Parent-child sheets

I'll Take Over !



About

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Lantern Awacic program

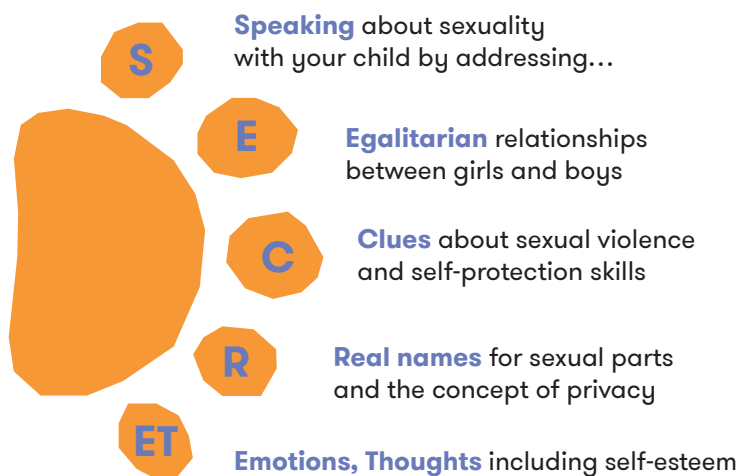
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S **Speaking** about sexuality with your child by addressing...

E **Egalitarian** relationships between girls and boys

C **Clues** about sexual violence and self-protection skills

R **Real names** for sexual parts and the concept of privacy

ET **Emotions, Thoughts** including self-esteem

Today's parent-child sheet

Child objective

Recognize basic emotions.

Parent objectives

Help your child recognize their emotions.

SECRET topics

S Speaking about sexuality with your child by addressing...

E Egalitarian relationships between girls and boys

ET Emotions, Thoughts, including self-esteem

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Québec 

Basic emotions

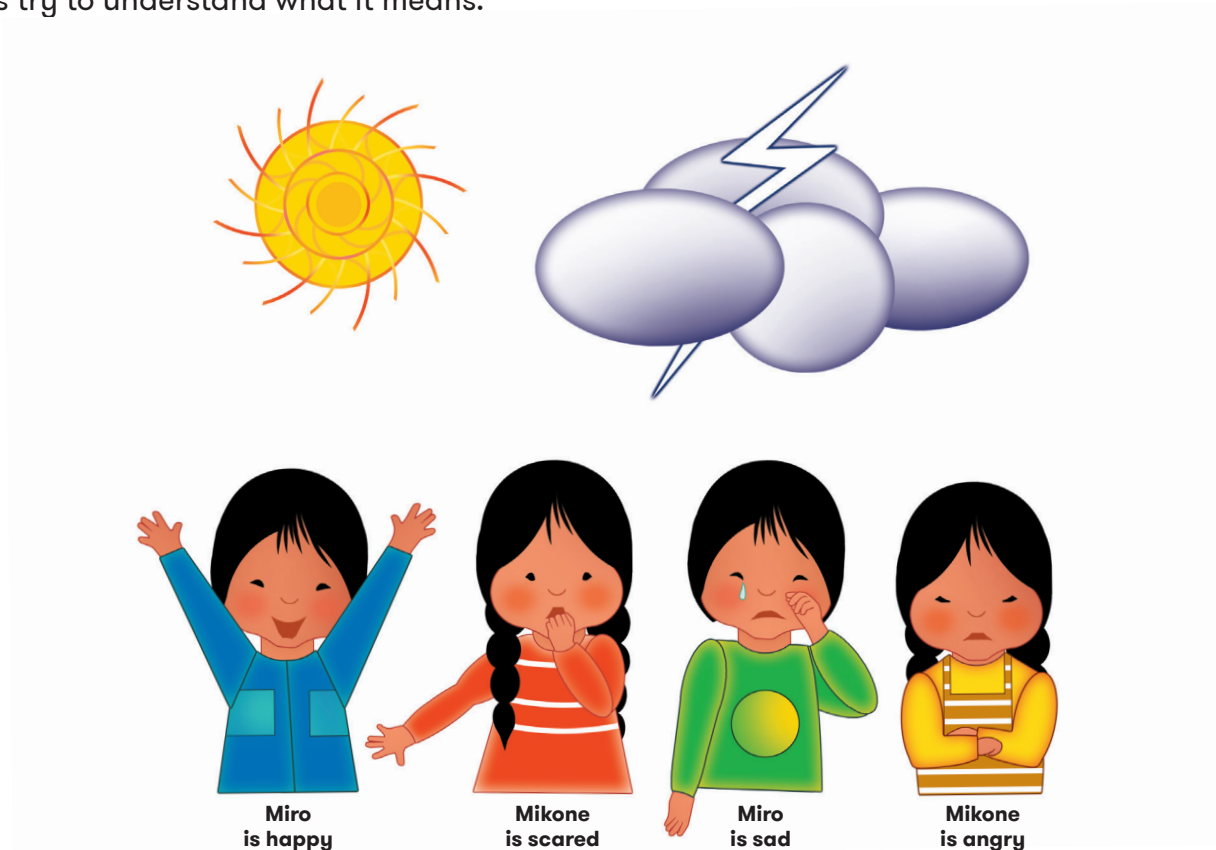
Reference: Lantern Awacic discussion handbook
Section: My heart, my head



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.

Let's look together at the picture.
Let's try to understand what it means.



- 1 Did you know that **everyone feels emotions** in their hearts ? **What emotions do you know** ?
- 2 Show me the emotions of the characters in the picture: joy, anger, fear and sadness. Why are the kids in the picture feeling this way in their hearts?
- 3 Have you noticed there are pleasant emotions, like joy, calm, excitement and surprise? These are "sunny emotions." There are also less pleasant

emotions, like sadness, fear and anger. These are "cloud emotions."

- 4 All kids have emotions, and they express them using words or with their bodies.
- 5 Together, let's mime the emotions using our bodies.
 - Let's pretend to be sad...
 - Let's pretend to be angry...
 - Let's pretend to be scared...
 - Let's pretend to be happy...

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Parent-child sheets

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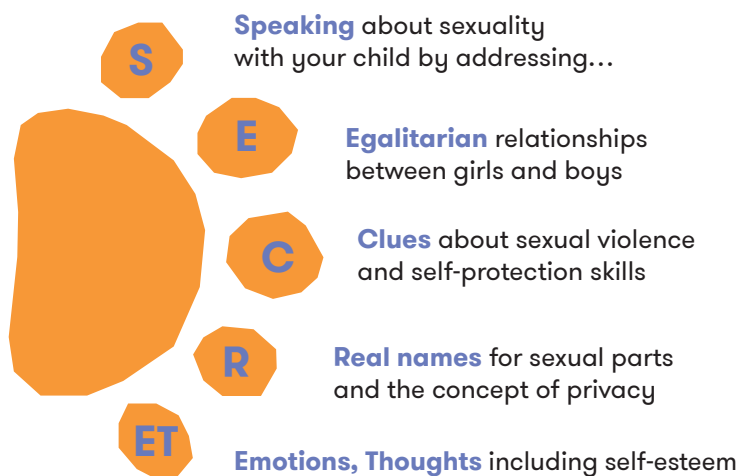
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Today's parent-child sheet

Child objective

Develop ways to manage emotions.

Parent objectives

Help your child express their emotions. Know and put into practice ways to manage emotions.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- E** Egalitarian relationships between girls and boys
- ET** Emotions, Thoughts, including self-esteem

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Québec 

Managing emotions

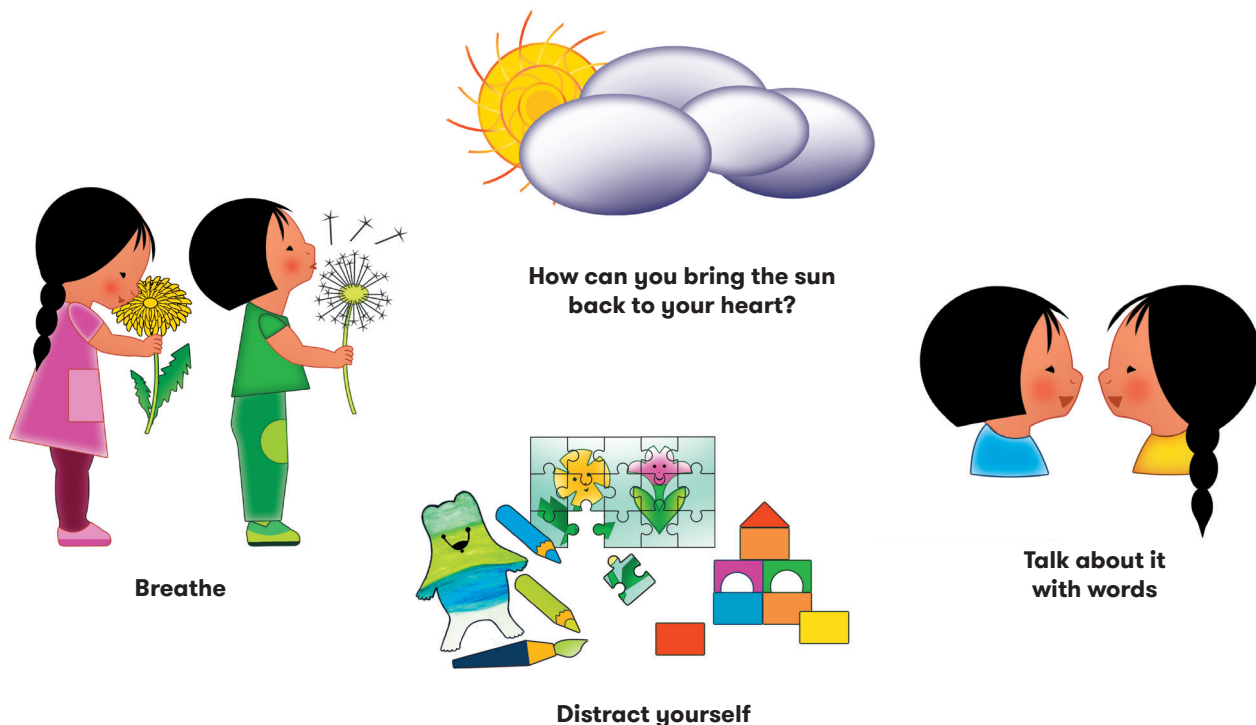
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Section: My heart, my head



I'll Take Over !

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Let's look together at the picture.
Let's try to understand what it means.



Breathe

How can you bring the sun back to your heart?

Talk about it with words

Distract yourself

1 It's normal to have "cloud emotions" in your heart, but it doesn't feel good. Luckily, there are lots of ways to bring the sun back to your heart, such as:

- **Breathing** gently. To help, you can imagine that you're smelling a flower, and then that you're blowing out a candle.
 - Invite your child to pretend they're picking a flower in one hand and picking up a candle from a birthday cake with the other hand. Show them how to smell the flower **slowly** and to blow out the candle **slowly**, until they feel calmer.

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- **Changing your mood** by making movements or doing activities that feel good.

→ Tell me about the hobbies that help you calm down or come out of a bad mood. For example, drawing, playing with clay, playing outside, jumping in place, etc.

2 Did you know the best way to find out what someone else is feeling in their heart is to ask them, "**How are you feeling in your heart?**"

→ How are you feeling in your heart right now?

3 **Say with words how you feel** to the person who put a cloud in your heart or to another person you trust who can help you feel better.

→ For example, you could say "I feel sad when you won't let me play with you."

Parent-child sheets

I'll Take Over !



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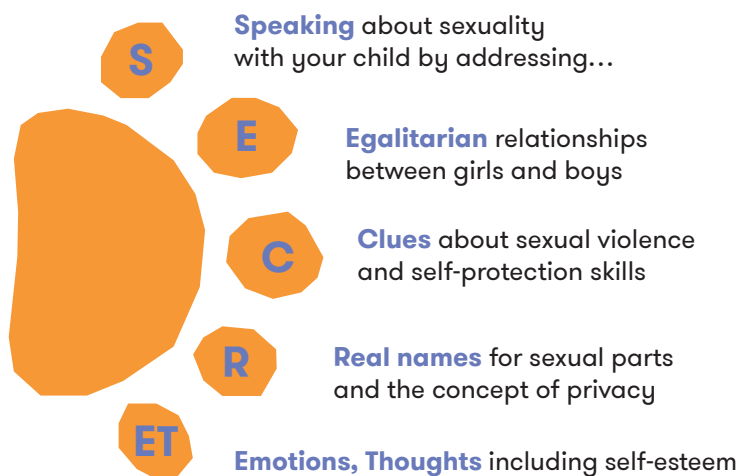
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Today's parent-child sheet

Child objectives

Talk about your emotions. Understand that all emotions are normal.

Parent objectives

Normalize emotions, regardless of the person's sex or age. Encourage parent-child dialogue about emotional experiences.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- E** Egalitarian relationships between girls and boys
- ET** Emotions, Thoughts, including self-esteem

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Québec 

Normalizing emotions

Reference: Lantern Awacic discussion handbook
Section: My heart, my head



I'll Take Over !

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Let's look together at the picture.
Let's try to understand what it means.



- 1 Did you know that **you're allowed to be angry** ? It doesn't mean you're not nice. Everyone feels angry— girls and boys, adults and kids.

→ Girls can also feel angry, like Mikone in the picture. Tell me about the last time you felt angry.

- 2 Did you know that **you're allowed to cry when you're sad** ? It doesn't mean you're a baby. Everyone feels sad from time to time— girls and boys, adults and kids.

→ Boys can also be sad and cry, like Miro in the picture. Tell me about the last time you were sad.

- 3 Did you know that **you're allowed to be scared**? It doesn't mean you're not brave. Everyone feels afraid— girls and boys, adults and kids.

→ Tell me about the last time you were scared.

- 4 Did you know that **every person around you has a heart full of emotions**, like Mikone and Miro's dad in the picture? Did you know that emotions are changing all the time? They show up, stay for a moment and leave depending on what happens during your day.

→ How did you feel in your heart this morning? And now?

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Parent-child sheets

I'll Take Over !



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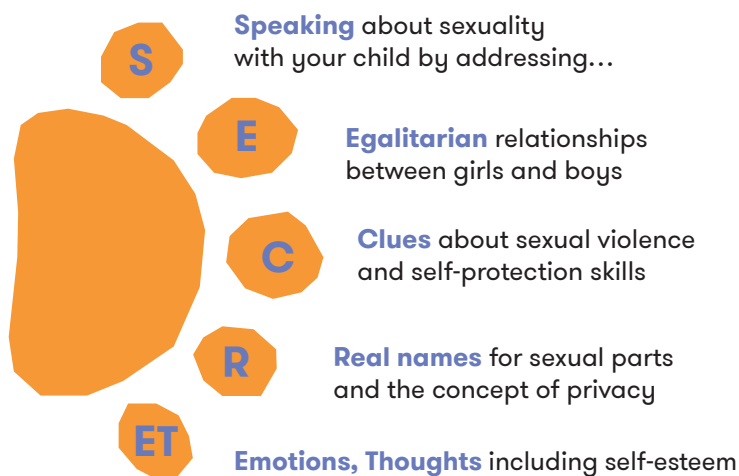
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Today's parent-child sheet

Child objective

Understand the concept of "thought" and associate it with everyday situations.

Parent objective

Help your child recognize their pleasant and less pleasant thoughts.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- ET** Emotions, Thoughts, including self-esteem

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Québec

Helpful and harmful thoughts

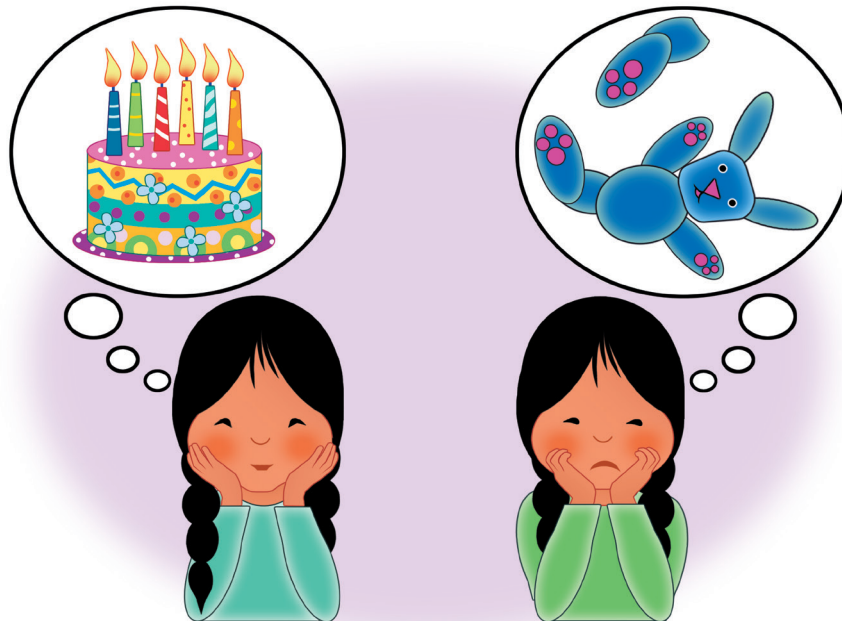
Reference: Lantern Awacic discussion handbook
Section: My heart, my head

Let's look together at the picture.
Let's try to understand what it means.



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.



SECTION RESERVED
FOR
KIDS AGE
4-5

- 1 Did you know that **all kids and adults think about things in their heads** all day long ?

→ What's Mikone thinking about in the first picture?
What is she thinking about in the second picture?

- 2 When we think about something, we might say words in our heads. Like, Mikone is surely saying to herself :

- "I can't wait for my birthday and to blow out the candles on my cake!"
- "Oh no! I broke my toy!"

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- 3 **These words we say in our heads are called thoughts.** We say them in our heads, but we don't say them with our mouths.

→ For example:

- When you taste something you don't like, do you think in your head, "Ew! I don't like this!"?
- When you need to pee and it's getting urgent, do you think, "I need to go to the bathroom quick, quick!"?

- 4 The **thoughts** are always there, in our heads. At night, they turn into dreams.

- 5 Did you know that I can't know what you're thinking in your head ?

- 6 **The only way to know what someone is thinking is to ask them:** "What are you thinking about?"

Parent-child sheets

I'll Take Over !



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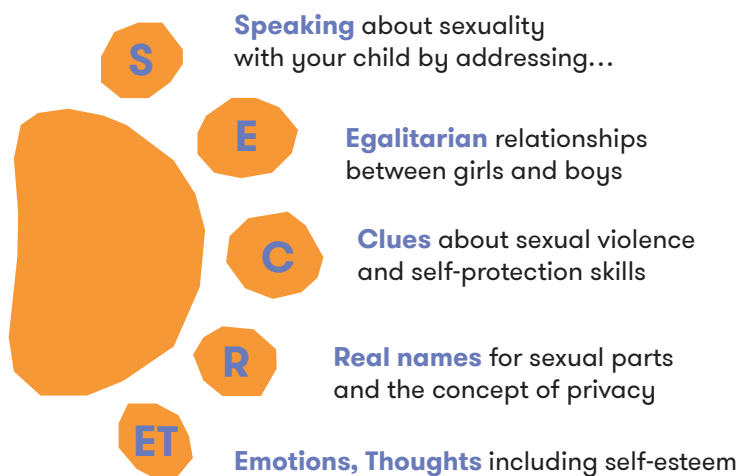
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Today's parent-child sheet

Child objective

Recognize pleasant and unpleasant situations and know how to react to them.

Parent objectives

Encourage the child to recognize their internal signals indicating when a situation is pleasant or unpleasant. Put self-affirmation skills into practice.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- C** Clues about sexual violence and self-protection skills
- R** Real names for sexual parts and the concept of privacy
- ET** Emotions, Thoughts, including self-esteem

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Québec

Listening to your head, your heart and your body



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.

Reference: Lantern Awacic discussion handbook
Section: I take care of myself

Let's look together at the picture.
Let's try to understand what it means.



1 Your head, your heart and your body send you messages all day long.

- 2 Like in the picture of Mikone, who seems happy, **there are acts that bring sun into our hearts and our bodies.** They make us feel calm, happy, joyful, comforted, and so on. **These acts also often bring sun into our thoughts,** like when we say in our heads, “I feel good,” “I want to stay here,” “My heart is happy,” and so on

→ Tell me about acts that make you feel good in your heart, in your head and in your body

Do you know what a trusted adult is?

A trusted adult is someone you feel good with. It's someone you like seeing and who can help you when you have problems. I am a trusted adult for you. I am always here to listen to you. I can help you when you have problems and answer your questions.

{for example, a hug from someone you love to comfort you when you're feeling sad; a high-five from a friend when you've done something well; when your parents stroke your head or your back before you fall asleep}.

- 3 Like in the picture of Mikone, who seems afraid **there are acts that bring clouds into our hearts and our bodies,** like when we feel angry, sad or scared. **These acts often bring clouds into our thoughts, too,** like when we say in our heads, “I don't like that,” “I want to leave,” “My heart is angry,” and so on.

→ Tell me about acts that make you feel BAD in your heart, in your head or in your body {for example, if someone pushes you, if you get a hug from someone when you don't want it}.

- 4 Trust yourself. If an act brings clouds into your heart, your head or your body, it's because something's not right, and you need to self-affirm and say: “Stop it, I **don't** want this!”

Parent-child sheets

I'll Take Over !



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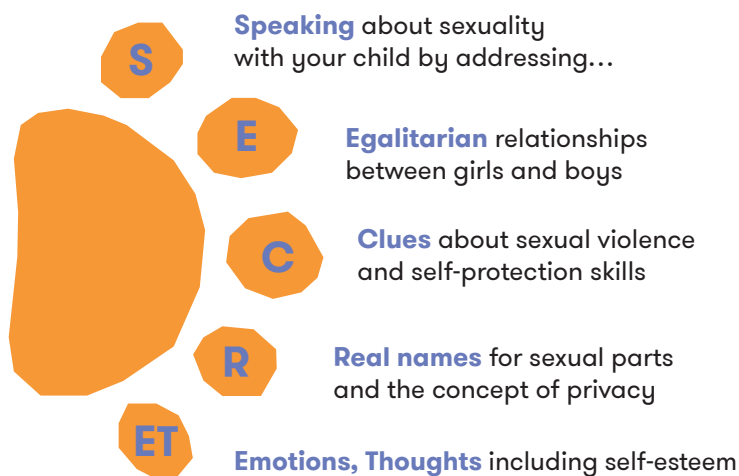
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Today's parent-child sheet

Child objective

Recognize situations with a risk of sexual violence.

Parent objective

Position yourself as a trusted adult in regard to sexual violence.

SECRET topics addressed in this sheet

- S** Speaking about sexuality with your child by addressing...
- C** Clues about sexual violence and self-protection skills
- R** Real names for sexual parts and the concept of privacy
- ET** Emotions, Thoughts, including self-esteem

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Québec 

Risky situations

Reference: Lantern Awacic discussion handbook
Section: I take care of myself



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.

Let's look together at the picture.
Let's try to understand what it means.



1 Did you know that there are some acts grown-ups **are not allowed** to do to children? What are they?

2 It is very important for you to remember that:

- **Nobody** is allowed to **touch** your private parts
- **Nobody** is allowed to **look at** your private parts
- **Nobody** is allowed to **kiss** your private parts
- **Nobody** is allowed to **take pictures of** your private parts

Do you know what a trusted adult is?

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3 **Nobody** is allowed to **ask you** to touch, look at, kiss or take pictures of **their private parts**.

Nobody is allowed, **even if**:

- You find it funny
- You are told it's a secret or that you can't talk about it
- It's with someone you love
- You are told it is a game

4 The **only** times where a grown-up **can** touch and look at your private parts is when:

- You go to the doctor and your parent is with you
- You need help to wipe yourself in the bathroom
- You need help washing in the bathtub
- Your parent needs to look when your private parts are itchy or sore
- You seem to have a fever and your parent needs to take your temperature

Parent-child sheets

I'll Take Over !



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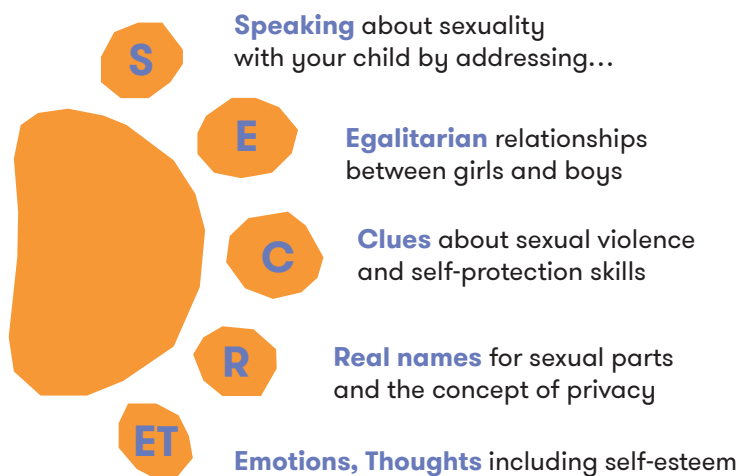
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Today's parent-child sheet

Child objective

Put self-protection skills into practice.

Parent objective

Encourage your child to recognize situations with a risk of sexual violence and to protect themselves.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- C** Clues about sexual violence and self-protection skills
- R** Real names for sexual parts and the concept of privacy
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Québec 

Learning to protect yourself

Reference: Lantern Awacic discussion handbook
Section: I take care of myself

Let's look together at the picture.
Let's try to understand what it means.



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.

**NO!
STOP!**



It is **very important** to know **what to do** if:

- A person does something or asks you to do something they are not allowed to do.
- Your heart, your head or your body say: "Uh-oh, that's not right."

1 You need to self-affirm.

With your **body**

- Stand up straight, one foot forward planted on the ground, and put your hands on your hips.
- Look the person in the eyes.
- Inhale deeply and yell so they understand your message.

Do you know what a trusted adult is?

A trusted adult is someone you feel good with. It's someone you like seeing and who can help you when you have problems. I am a trusted adult for you. I am always here to listen to you. I can help you when you have problems and answer your questions.

With your words

- Yell: "NO!"
- Yell: "STOP!"

2 You need to leave and...

- get out of the room;
- go to a place where there are other people;
- go find your parent, your teacher or any other trusted adult.

3 You need to talk about what happened with a trusted adult.

It can happen that you weren't able to say "NO!" or "STOP!", or that you weren't able to leave the room. If that happens, it is **not** your fault. You need to talk about it so that it doesn't happen again. You are brave for being able to talk about it.

→ Practise each step with your child to help them integrate the self-protection skills.

Parent-child sheets

I'll Take Over !



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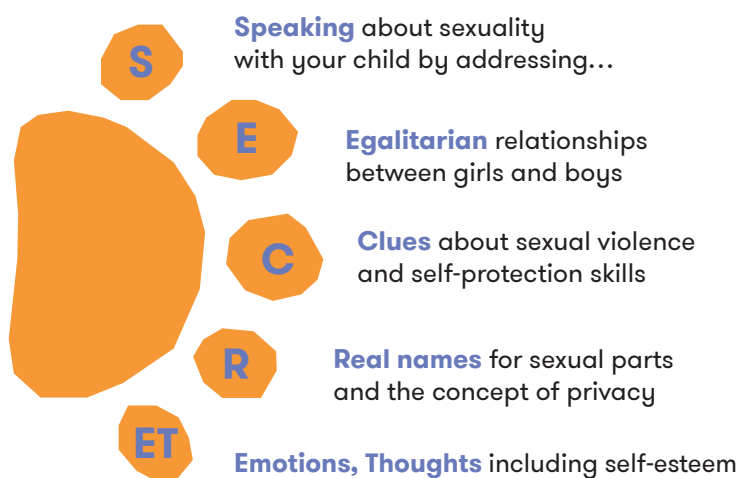
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Today's parent-child sheet

Child objective

Know what a trusted adult is and when to confide in one.

Parent objectives

Help your child identify trusted adults around them and position yourself as a trusted adult for your child in the case of a problematic situation.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- C** Clues about sexual violence and self-protection skills
- R** Real names for sexual parts and the concept of privacy
- ET** Emotions, Thoughts, including self-esteem

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Québec 

Adults you trust

Reference: Lantern Awacic discussion handbook
Section: I take care of myself

Let's look together at the picture.
Let's try to understand what it means.



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.



An adult who can help you when you have a problem



An adult you feel good with

- 1 A trusted adult is someone **you feel good with**. It's someone you **like seeing**, who **makes you smile** and who can **help you when you have problems**. It's also someone who **respects your personal space**.

→ The personal space is the space around you that you need in order to feel good. Your personal space can be big or small, it depends on the person.

- 2 You need to talk to a trusted adult when:
- A person does something or asks you to do a thing they are **not allowed** to do.
 - Your heart, your head or your body say: "Uh-oh, this isn't right."

Do you know what a trusted adult is?

A trusted adult is someone you feel good with. It's someone you like seeing and who can help you when you have problems. I am a trusted adult for you. I am always here to listen to you. I can help you when you have problems and answer your questions.

- Your head says, "I don't like this," "I'm not sure this is OK," "I want to leave."
- You are scared of a person or don't want to be near them.
- A grown-up you don't know asks you to come with them or go somewhere with them.
- You have a problem, even if the problem happens in your family or with a person you love.

- 3 Did you know that when you speak with a trusted adult about what's wrong, **they have to help you**? If they don't help, **talk to another adult**, until one adult you trust believes you and helps you.

- 4 As your parent, I am a trusted adult for you. I am always here to listen to you. You can talk to me about how you feel in your heart. I can help you when you have problems and answer your questions.

You can talk to **people other than your parents**. Who are the adults you trust, other than your mom and dad?

→ **Possible answers:** Other family members, police officers, nurses, teachers, etc.

Parent-child sheets

I'll Take Over !



About

This parent-child sheet was designed to help you revisit the content taught to your child recently through the Lantern program.

As a parent or family member, you are the key player in the education of your young child, particularly when it comes to sexuality. You act as a model by conveying your values and sharing their everyday lives. By talking about the various topics addressed in the *I'll Take Over!* sheets, you will build a trusting relationship with your child regarding sexuality, and you will help protect them from sexual violence.

Lantern Awacic program

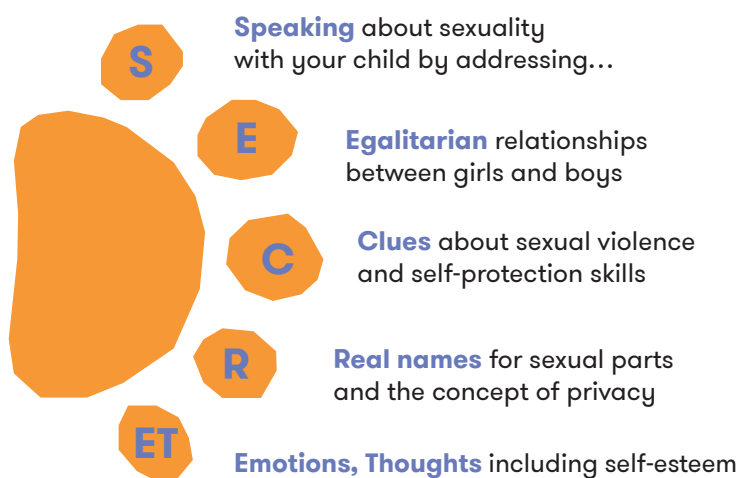
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Marie-Vincent Foundation dreams of a world free of sexual violence. We help children and adolescents who are victims, as well as their families.

marie-vincent.org

The five keys to sexual violence prevention summed up in a single word: SECRET

To remember this, the toes on a bear's paw summarizes five key messages.



Today's parent-child sheet

Child objective

Understand that all children are equal, regardless of their sex.

Parent objectives

Help your child deconstruct certain gender stereotypes and foster egalitarian relationships.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- E** Egalitarian relationships between girls and boys
- ET** Emotions, Thoughts, including self-esteem

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Québec 

Girls and boys

Reference: Lantern Awacic discussion handbook
Section: Me and the world



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.

Let's look together at the picture.
Let's try to understand what it means.



- 1 Did you know that the only difference between a little girl and a little boy is their **private parts**?
- 2 [LOOK AT THE PICTURE!! MIKONE HAS A BLUE HOCKEY JERSEY.]
There are no girl colours or boy colours. Boys can like purple and pink, and girls can like blue, red and green.
- 3 [LOOK AT THE PICTURE! MIKONE HAS A SUPERHEROINE CAPE.]
Girls and boys are all strong, they run fast and can want to be heroines and heroes.
 - Tell me about a time you felt brave.
 - Tell me about a heroine you like.
- 4 [LOOK AT THE PICTURE! MIRO IS FEEDING THE BABY.]
Boys are allowed to play kitchen and to play with dolls just as much as girls are. Lots of dads cook food at home and take care of babies, just as much as moms do. Everyone can cook and take care of children, it doesn't matter if you're a boy or a girl.
- 5 [LOOK AT THE PICTURE! MIKONE IS PLAYING WITH AN AIRPLANE.]
Girls are allowed to play with tiny cars and airplanes just as much as boys are. Everyone can drive a car, a boat or a truck if they want to. It doesn't matter if you're a girl or a boy.
- 6 [LOOK AT THE PICTURE! MIKONE IS ANGRY, AND MIRO IS SAD.]
There are no girl emotions or boy emotions. Girls are allowed to be angry, and boys are allowed to cry.
- 7 **Girls and boys can become whatever they want to:** teachers, police officers, cooks, scientists, dinosaur researchers, ballet dancers... there are no girl jobs or boy jobs.

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Lantern Awacic program

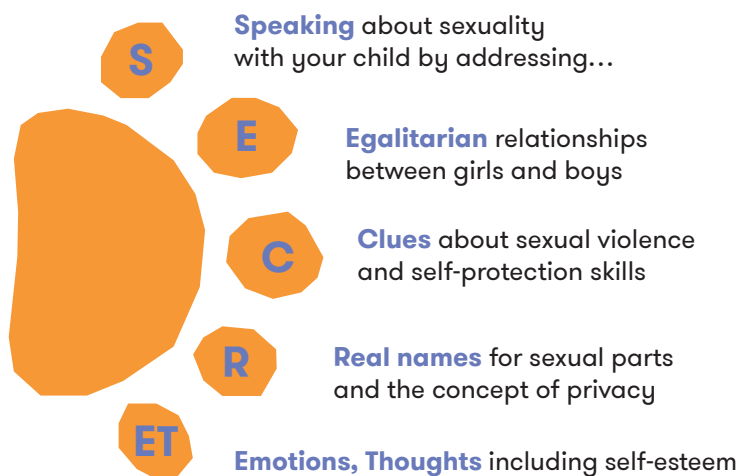
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Today's parent-child sheet

Child objective

Understand that you can make choices based on your preferences regardless of biological sex.

Parent objectives

Encourage your child's full potential. Deconstruct certain gender stereotypes with your child.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- E** Egalitarian relationships between girls and boys
- ET** Emotions, Thoughts, including self-esteem

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Québec 

Diversifying your activities

Reference: Lantern Awacic discussion handbook
Section: Me and the world

Let's look together at the picture.
Let's try to understand what it means.



I'll Take Over !

Revisit the content taught to your child using your own words, respecting your own pace and spending a precious parent-child moment together.



- 1 **Girls and boys are human beings who need one another.** They are born into the same families and grow up side by side. They are able to do the same things and may be interested in the same activities. There is no reason not to play together because one person is a girl and the other is a boy.

→ Invite your child to name a child of the other sex they like playing with. What do they play? Why do they like playing together?

- 2 Did you know that boys are allowed to do things like dance, drawing, gymnastics, music, even if

the other boys aren't doing those things? Did you know that girls are allowed to do things like play hockey, play construction games, play soccer, even if the other girls aren't doing those things?

→ Let's look at the picture together. Is there an activity you don't do often and that you'd like to try?

- 3 **When you try something new, you can find out if you like it.** Often, we can be surprised! Like when your parent serves a new food for dinner! You need to taste it before saying, "No, I don't want it!" It's the same thing for activities, TV shows, toys... You need to try it before you say, "No, that's for girls!" or "No, that's for boys!"

→ Tell me about a time you played with a new person or tried a new activity.

- 4 When you taste things, try things, take a chance, you discover who you are!

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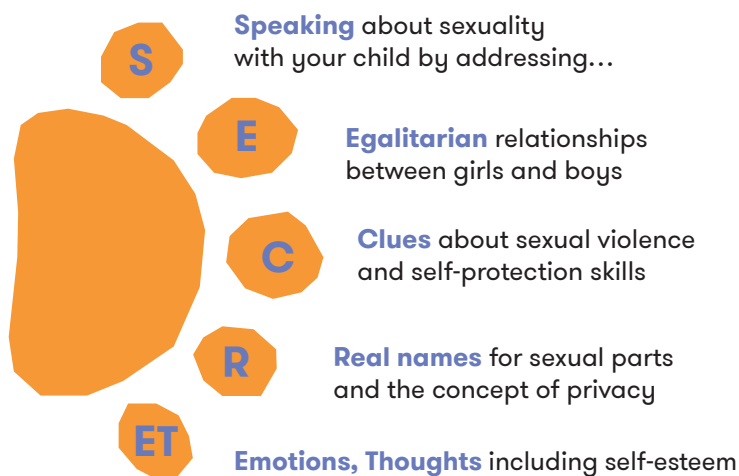
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Today's parent-child sheet

Child objective

Develop your open-mindedness toward diversity.

Parent objective

Communicate the values of respect and tolerance to your child.

SECRET topics

- S** Speaking about sexuality with your child by addressing...
- E** Egalitarian relationships between girls and boys
- ET** Emotions, Thoughts, including self-esteem

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