

BLUEPRINT

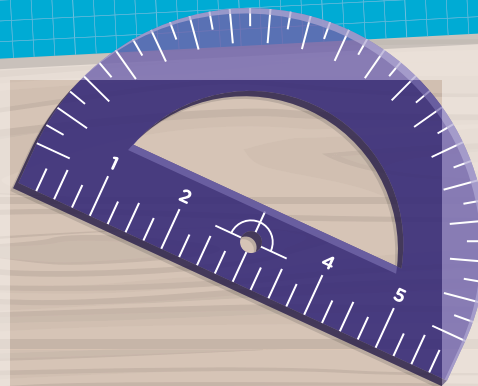
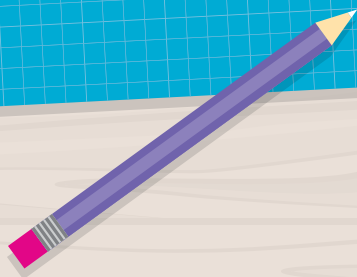
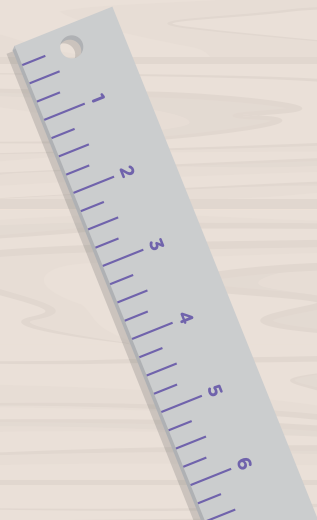
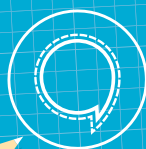
FOR BUILDING SAFER, SMARTER FAMILIES

Safety Stop Sign

Building Safe Communication

Think, Feel, Act

Guiding Voice



Safer, Smarter
FAMILIES



LAUREN'S KIDS

The Building Blocks of Family Safety

GROUNDWORK

These activities will provide you and your older elementary school child (3-5) with the background knowledge you need to understand the safety strategies at the core of the Lauren's Kids lessons. Once, completed, move forward with the additional activities in the pack.

3RD-5TH GRADE ELEMENTARY SCHOOL-AGED CHILDREN

GUIDING VOICE

As your child progresses through elementary school, their world and peer group begins to expand. They will encounter many situations that require them to listen to their Guiding Voice.

- Your child's Guiding Voice is an important safety tool to develop. When your child encounters a person that makes them feel uncomfortable or a situation that is just not quite right, their Guiding Voice acts as an internal warning for them.
- This internal warning system, or Guiding Voice, will alert them to a possible unsafe situation. Help your child to understand the importance of paying attention to their Guiding Voice, and seeking help when something doesn't feel quite right.

THINK, FEEL, ACT

With your child's understanding of the importance of listening to their Guiding Voice, help them to learn the safety strategy of Think, Feel, Act when they encounter any confusing or unsafe situation.

- Discuss Think, Feel, Act (TFA) as a process in which your child will evaluate an unsafe or confusing situation – what do they **Think** in any unsafe or confusing situation, how does that situation make them **Feel**, and what action they would take – how would they **Act**.
- TFA encourages your child to take steps to tell someone when a situation makes them feel confused, scared, uncomfortable, or icky.
- Remind your child that if they feel unsafe or uncomfortable, they must keep telling a trusted adult until they get the 2 H's: Heard and Helped.

Involving your child in routine conversations where you ask them what they might think about possible unsafe situations helps them to think about what they might do if a situation like that ever happened to them. This is especially important for your pre-adolescent child. Peer pressure becomes particularly strong and influential at this age. Asking your child what they

think and feel about something before and after the situation lets them know that they can talk with you about anything, and that you're there to help them figure out what to do. Engaging in such conversations regularly keeps the lines of communication open. Your child is more likely to come to you with real-life situations that occur, ask more questions, and gain your input.

- In various situations, ask your child what they are thinking and feeling – whether at the grocery store, at home, or during extracurricular activities; and especially situations that occur with their friends. Ask your child, based upon their feelings, how they should act.
- Whenever your child asks, “Mom, what about...” ask them what they think and feel about it first, before you give them your answer. When you share your insight with your child, make sure you always include the “Why.” Why did you think what you thought... Why it made you feel they way it did... Why you chose to act in the manner you did. Also, ask if their Guiding Voice has told them anything lately and if they listened to it.

VOICE

Introduce your child to the concept that they have the right to use their voice. Voice is defined as the ability to speak up about thoughts, feelings, hopes, fears, and if something is making us feel unsafe or uncomfortable. Your child needs to understand their voice has power: the power to make someone stop and listen. If your child doesn't feel safe, then they have the right to use their voice and let others know if something is wrong. Your child not only has the right to use their voice, they may have to exercise that right repeatedly until they are both heard and helped (the 2 H's). It is also important for your child to use their voice responsibly and to lend their voice to help others when needed.

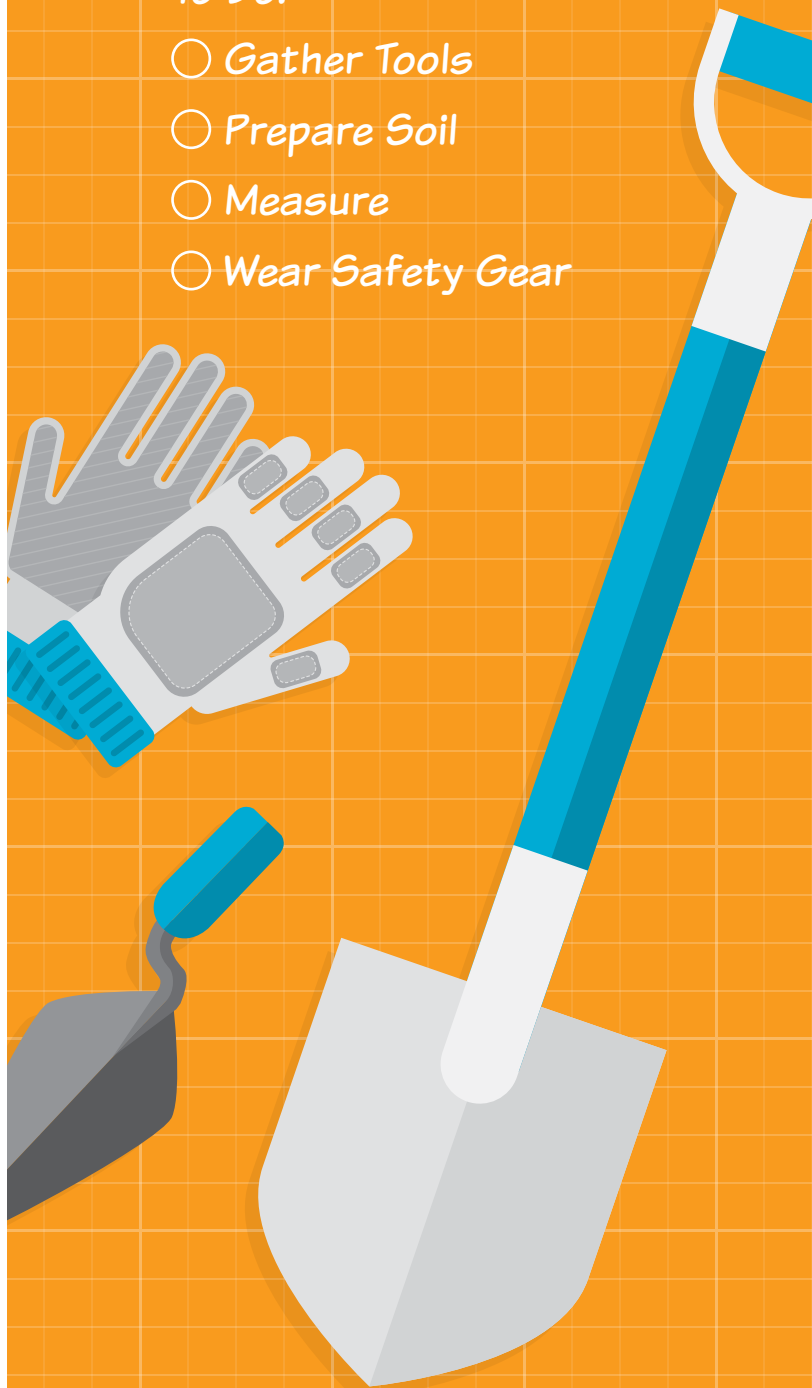
Review the concept of using an I Mean Business Voice – a voice you use to speak with authority and conviction, louder than your normal voice, to let someone know you are serious and mean business. This is a loud, clear voice – not a whiney voice – and is an important safety tool for children to use in times that they may feel unsafe. Learn more about the I Mean Business Voice on pages 2 and 3.

DID YOU KNOW?

Approximately 20% of the victims of sexual abuse are under age eight.

To Do:

- ☐ Gather Tools
- ☐ Prepare Soil
- ☐ Measure
- ☐ Wear Safety Gear



The Building Blocks of Family Safety

LAYING THE FOUNDATION

KINDERGARTEN-5TH GRADE ELEMENTARY SCHOOL-AGED CHILDREN

In Laying the Foundation, we develop key safety concepts that will continue to be built upon throughout this activity pack. These concepts have been introduced through the Groundwork activities.

Involving your child in the activities in this activity pack is very important. Reinforcing the strategies and tools your child has learned will help them make safe choices and decisions. Initiate discussions with your child and help them understand that they can develop the personal power within themselves to make choices and decisions that keep them safe. Children can use that power by recognizing warning signs that alert them to unsafe situations. Keeping the lines of communication open with your child is an important step in being one of the trusted adults to whom he or she can turn.

HANDS-ON ACTIVITY: PLAY THE GUIDING VOICE GAME

Read each scenario to your child and encourage them to use their Guiding Voice to make a safe choice. Remind your child to always use their I Mean Business Voice. If your child is having a hard time considering what to do, remind them about TFA: What do they Think about a situation, how does it make them Feel, and how will they choose to Act? After going through the scenarios, ask your child to tell you why their Guiding Voice is an important safety tool. ***K-2:** Use the Safety Stop Sign your child completed in school or in the Groundwork activity to help them remember to use their I Mean Business Voice.

Q. Your friend is practicing his new karate moves on you and it really hurts. What should you do?

A: Use your Guiding Voice, along with your I Mean Business Voice (“Stop! That’s not safe!”), to tell him to stop.

Q. You and your friend are playing at the park. Your friend wants you to join her on a secret adventure and asks you to leave the adults to go exploring. What should you do?

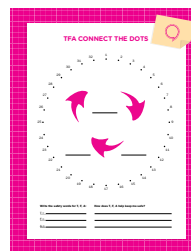
A: Use your Guiding Voice, along with your I Mean Business Voice (“Stop! That’s not safe!”), to tell your friend no.

Q. Your neighbor wants to show you a new video game in his house. Your parents have told you not to go into anyone’s house without their permission. Your neighbor says that it is okay because your mom told him that it would be okay. He does not know your family password. What should you do?

A: Use your Guiding Voice, along with your I Mean Business Voice (“Stop! That’s not safe!”), to tell your neighbor to stop.

Q. You and a friend are playing soccer in your yard. The soccer ball rolls into the street and your friend starts to run into the street without looking to get it. What should you do?

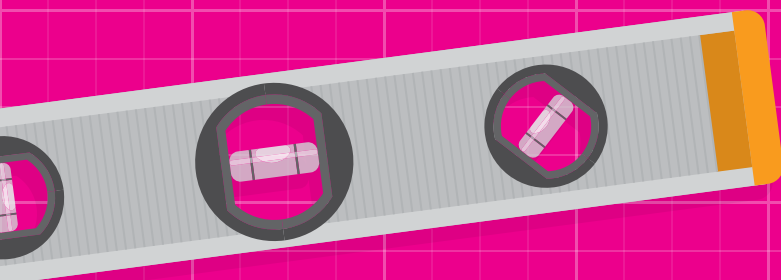
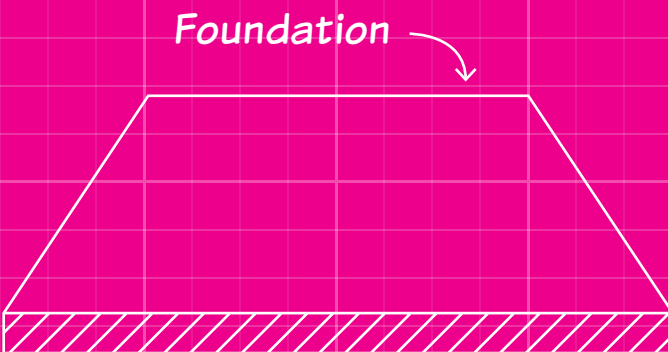
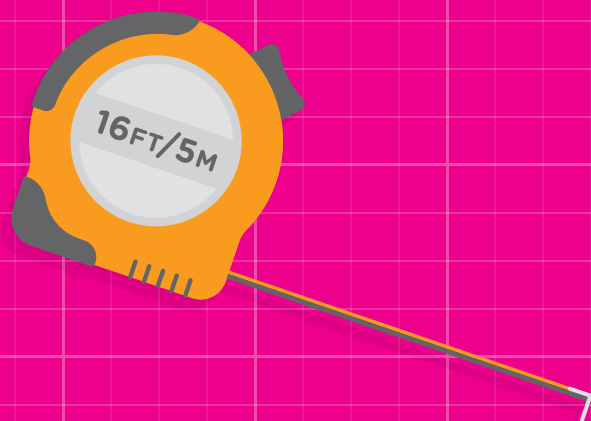
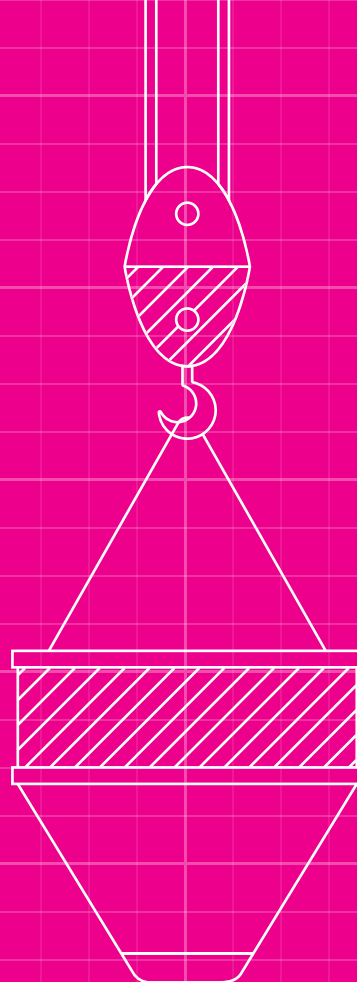
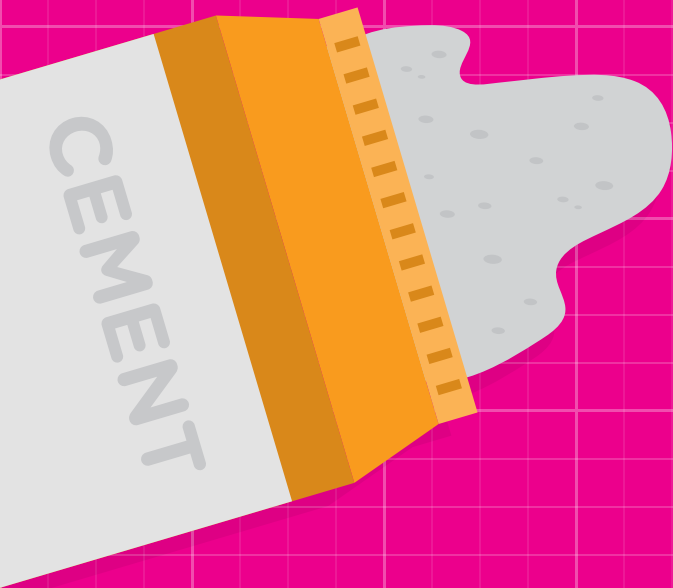
A: Use your Guiding Voice, along with your I Mean Business Voice (“Stop! That’s not safe!”), to tell him to stop.



HANDS-ON ACTIVITY: TFA CONNECT THE DOTS

Locate the **TFA Connect the Dots** activity sheet in your child’s Activity Book and connect the dots and fill in the letters T, F, A to show the

safety tool. Help your child reflect on how the TFA tool helps them to stay safe.



The Building Blocks of Family Safety

POWER TOOLS

3RD-5TH GRADE ELEMENTARY SCHOOL-AGED CHILDREN

In Power Tools, you will find strategies to reinforce and apply safety lessons your 3rd–5th grade child learned through previous activities. As your child becomes more independent in school and after-school activities, they will use their Power Tools to ensure their safety. You can help your child to internalize these important safety strategies.



HANDS-ON ACTIVITY: TFA SCENARIOS

Locate the **TFA Scenarios** activity sheets in your child's Activity Book. Use the pictures to present each scenario to your child. Brainstorm each step of Think, Feel, Act as you discuss each part of the scenario. Your child will write how they will ACT next to each picture. It is important for you to help your child to develop their confidence and help build their self-reliance on this important safety tool.

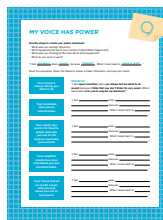
Possible responses are provided on the last page of this booklet to help you model each step of TFA if you need to prompt your child.

VOICE: YOUR RIGHT TO BE HEARD

Help your child understand the concept of having a voice and the right to be heard by explaining the importance of each of the following principles:

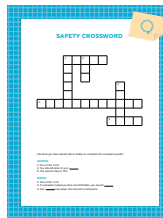
- Voice is defined as the ability to speak up about thoughts, feelings, hopes, fears, especially if something is making you feel unsafe or uncomfortable.

- Your voice has power: the power to make someone stop and listen.
- Your right to be safe and feel comfortable in your surroundings is reinforced by your right to be heard.
- If you don't feel safe, then you have the right to use your voice and let others know if something is wrong. That doesn't mean you only use your voice once. You not only have the right to a voice, you may have to exercise that right repeatedly until you get the 2 H's: Heard and Helped.



HANDS-ON ACTIVITY: MY VOICE HAS POWER

Locate the **My Voice Has Power** activity in your child's Activity Book. Remind your child to use their voice to express their personal power. Remind your child that if they are in an unsafe situation or if they feel unsafe, confused, or just not quite right, they should use their voice.



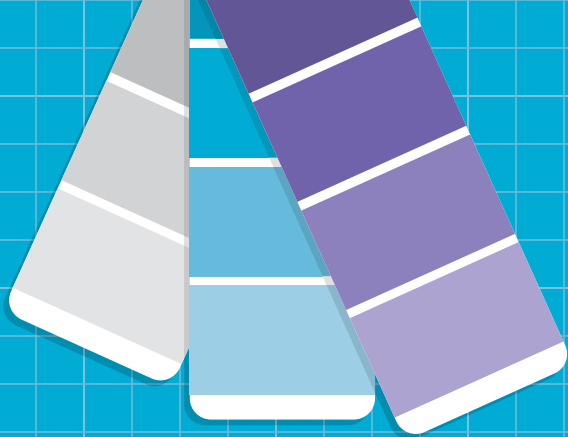
HANDS-ON ACTIVITY: SAFETY CROSSWORD

Provide your child with the **Safety Crossword Puzzle** activity from your child's Activity Book to help reinforce safety concepts. Answers are provided on the last page.

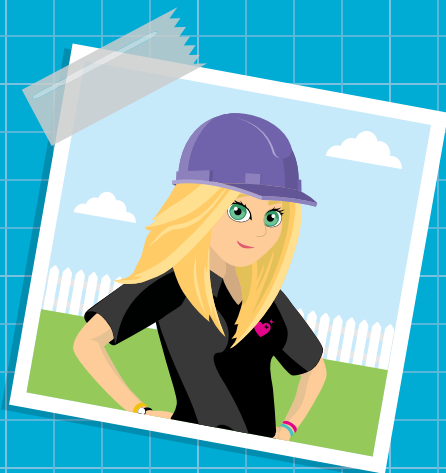


HANDS-ON ACTIVITY: WHAT THIS MEANS TO ME

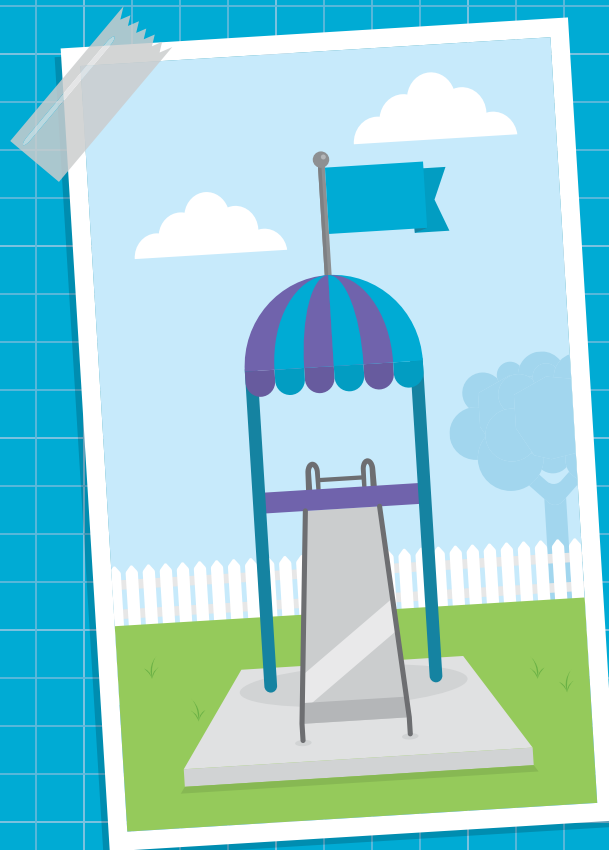
Locate the **What This Means to Me** activity in your child's Activity Book. Answers to the Safety Check-Up section are located on the last page of this booklet.



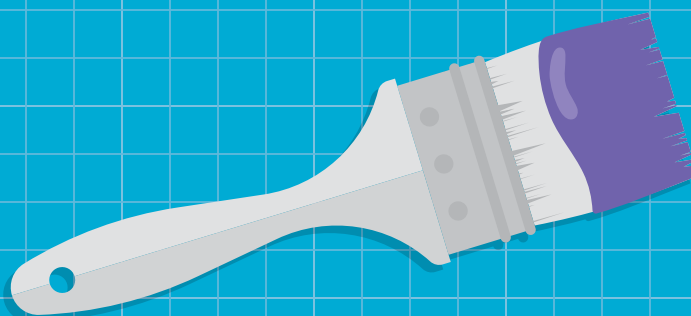
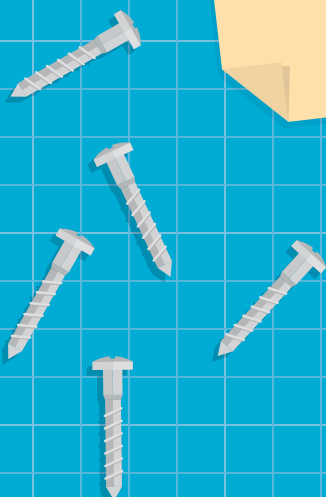
DID YOU KNOW?
A typical pedophile will
commit 117 sexual
crimes in a lifetime.



Finished
Playhouse! →



 Remind your
child to use
their voice
to express
their personal
power.





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