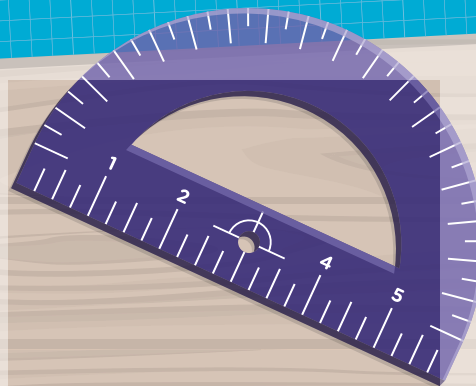
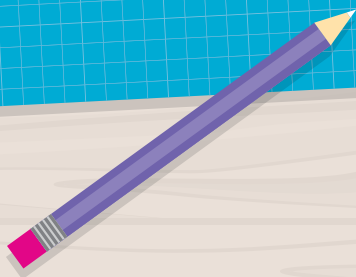
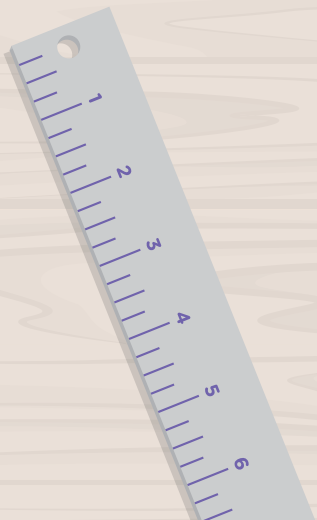


# BLUEPRINT

FOR BUILDING SAFER, SMARTER FAMILIES



Safer, Smarter  
FAMILIES



LAUREN'S KIDS

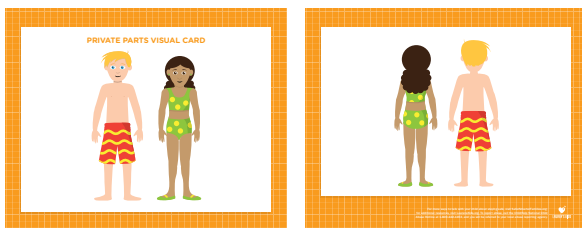
# The Building Blocks of Family Safety

## GROUNDWORK

### 3RD-5TH GRADE ELEMENTARY SCHOOL-AGED CHILDREN

#### RESPECTING BODY BOUNDARIES

Your child's body boundary is the space that surrounds them and includes the private parts of their body. When someone makes your child feel uncomfortable, unsafe, threatened, or is just too close to them, that person has violated and not respected your child's body boundary.



- Use the **Private Parts Visual Card** located at the end of this section in your parent pack to teach your child that the private parts of their body are the parts covered by their bathing suits and their mouth. Teach your child the proper names for their private parts.
- Stress to your child that no one should touch or look at their private parts except a parent or a doctor when they are in pain or feel that something may be wrong.
- Encourage your child to tell you or a trusted adult about any touch that makes them feel

unsafe and to keep telling until they get the 2 H's: Heard and Helped.

- Explain the difference between a safe touch and an unsafe touch to your child (see below).

#### SAFE AND UNSAFE TOUCHES

Help your child understand that an unsafe touch is a touch that makes them feel icky, uncomfortable, or confused. Share the characteristics of safe and unsafe touches with your child:

- Safe touches make us feel: loved, encouraged, happy, safe
- Unsafe touches make us feel: icky, confused, scared, uncomfortable

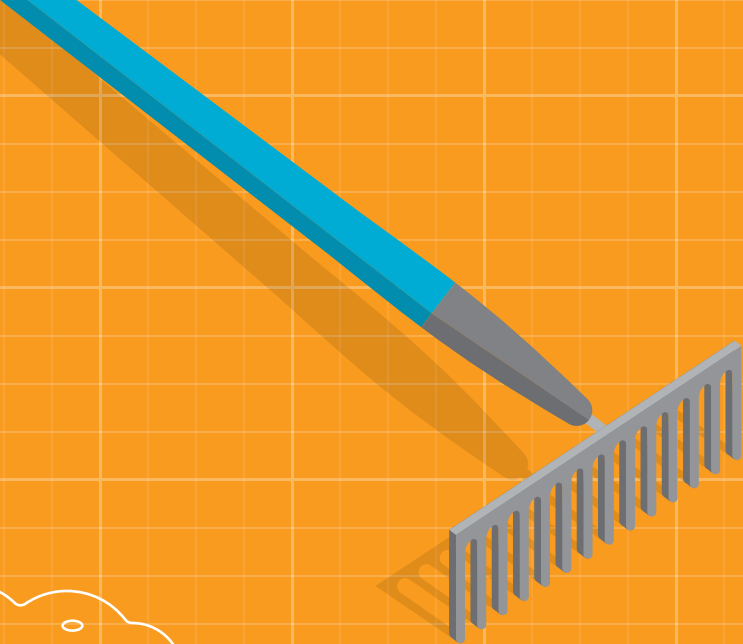
Children should not be forced to kiss or hug family members if they don't feel like it, even though these may be harmless touches. Forcing a child to kiss and hug people when they don't want to sends a subtle and dangerous message that they are not in control of their own bodies and that adults hold all the power.

Remind your child that no one should touch or look at their private parts, except you or a doctor only when they are in pain or feel that something may be wrong. Encourage your child to tell you or a trusted adult about any touch that makes them feel unsafe and to keep telling until they are both heard and helped.

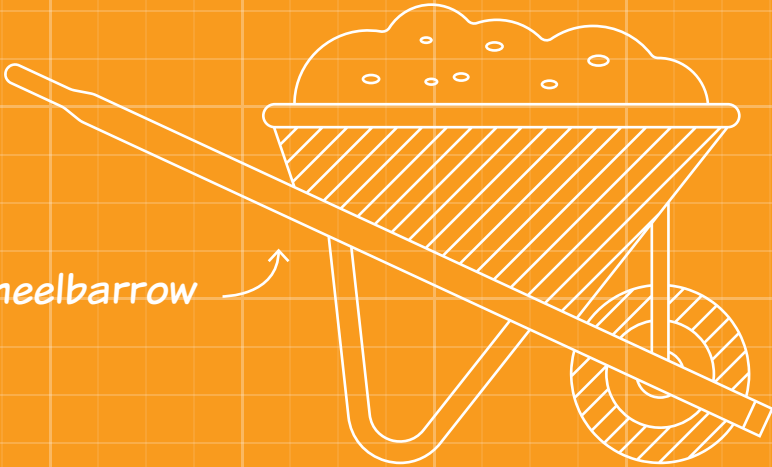




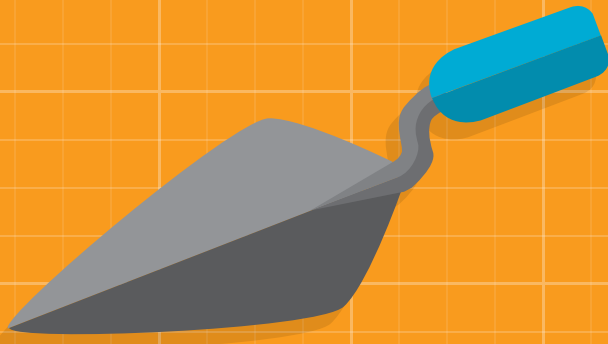
Children should not be forced to kiss or hug family members if they don't feel like it.



Wheelbarrow



**DID YOU KNOW?**  
Child sexual abuse can happen anywhere, in any neighborhood, religion or church group, in any racial or ethnic group and among both the rich and the poor.



Shovel



Soil



Help your child understand the private parts of their bodies are part of their personal space.

## ***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.

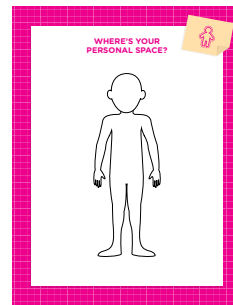
Involving your child in the activities in this activity pack is very important. Reinforcing the strategies and tools your child has learned will help them make safe choices and decisions. Initiate discussions with your child and help them understand that they can develop the personal power within themselves 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.

Remember to model this lesson in daily life – allow children to politely decline to give a hug, kiss, or other touch to a family member or friend. Forcing a child to receive a touch when they don't want to sends a subtle and dangerous message that they are not in control of their own bodies and that adults hold all the power. Instead, allow your child to give a handshake, fist bump or high five – whatever touch they feel comfortable giving/receiving.

### **HANDS-ON ACTIVITY: WHERE'S YOUR PERSONAL SPACE?**

Your child has learned about the importance of understanding the boundary of their personal space. The area around their body is their personal space. It is the space where they feel safe and protected. Your child is learning they have the right to have their personal space and that in turn, they must not infringe

upon others' personal space. Your child should know that they have the right to be safe from an unwanted touch, or even someone standing too close to them. If a touch or someone's presence makes your child feel uncomfortable, reinforce the practice of using their I Mean Business Voice and then telling a trusted adult.



Locate the **Where's Your Personal Space?** sheet in your child's Activity Book. Tell your child that this is a picture of them! Allow them time to personalize this picture by adding their hair, glasses, freckles – whatever makes your child who they are! Ask your child to draw a circle showing where they feel their body boundaries are.

Brainstorm the following scenarios with your child to help them process why their boundaries are where they are:

- Your best friend is sitting by you on the floor of the library during story time. Put a blue X on the page to show how close to you they could be without making you feel unsafe.
- One of your neighbors you don't know well asks you to come into their yard. Put a red X on the page to show how close your neighbor could be to you without making you feel unsafe.
- Your little brother or little sister snuggles up with you to watch a movie at home. Put a green X on the page to show how close your brother or sister could be to you without making you feel unsafe.
- You are sitting in the bleachers at your friend's soccer game and an adult you don't know comes and sits by you. Put a yellow X on the page to show

how close to you they could be without making you feel unsafe.

Follow up this activity by asking your child what they would do if a person was too close to them and made them feel unsafe.

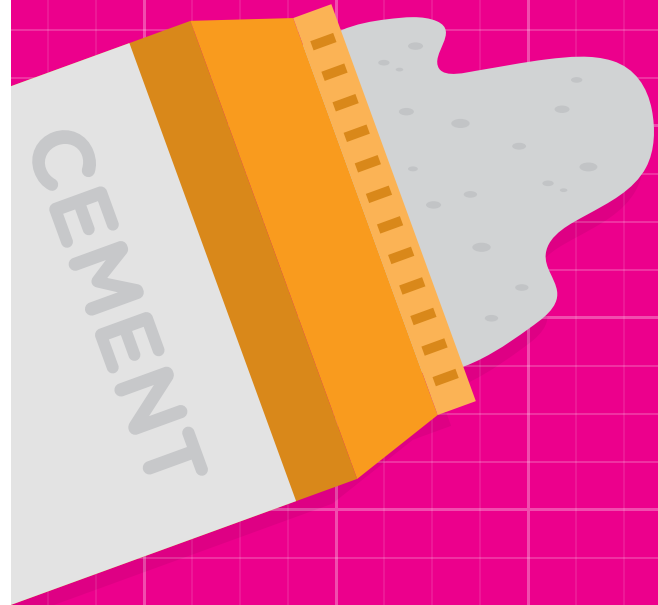
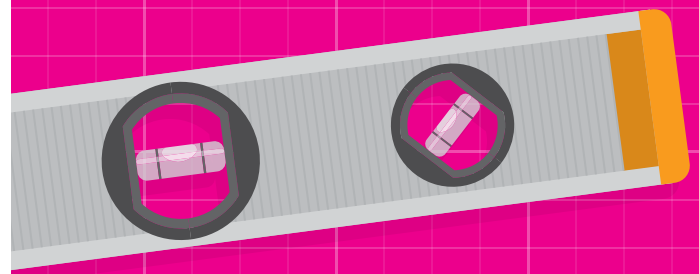
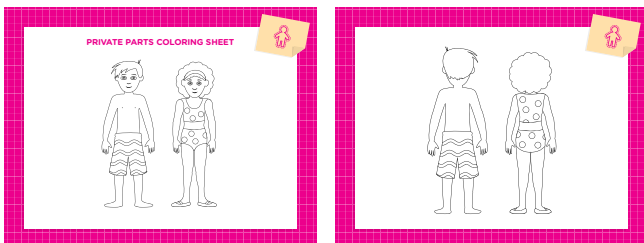
- Brainstorm with your child ways that he or she can ask someone to respect their personal space if they've gotten too close.
- Write some of these phrases on the personal space worksheet.
- Remind your child that if someone does not respect their space even after they have verbalized discomfort, they need to seek out a trusted adult and tell immediately.

You may notice that in some scenarios, your child put an X inside of their circle. Ask them why? Do they feel so comfortable with a brother, sister, or friend that being very close to them does not make your child feel uncomfortable?

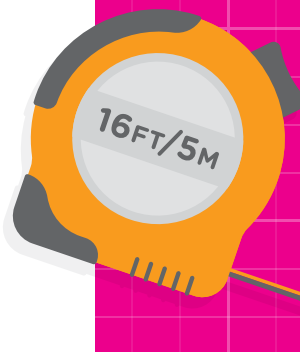
### HANDS-ON ACTIVITY: PRIVATE PARTS

Locate the **Private Parts Coloring Sheet** in your child's Activity Book. Have your child identify and circle or color the private parts of their body. The private parts of their body are covered by their bathing suit. Their mouth is also a private part.

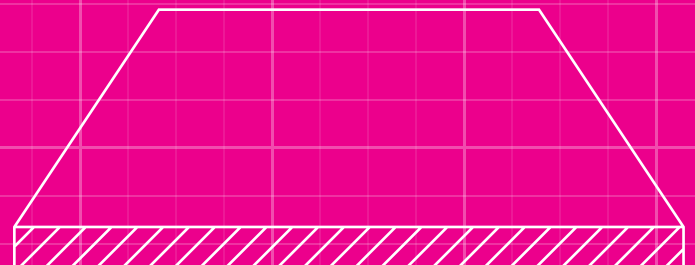
Help remind your child that the private parts of their bodies belong to them and should not be touched or seen unless they are hurt or are at the doctor's office. In order for your child to be able to articulate abuse or inappropriate touches, you need to refer to their private parts in anatomically correct ways.



LAYING THE FOUNDATION



Foundation



## *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.

Your child is becoming equipped with the tools to communicate the severity of a situation at the time of an incident if they experience a body boundary violation. They have learned about using a strong, authoritative voice – their I Mean Business Voice – to communicate that the incident is not safe, not appropriate, and is not going to be permitted to continue. This is a critical safety tool that your child needs to practice, so it becomes an automatic response. We know that children who recognize unsafe situations and are able to respond in a strong, authoritative manner can prevent an unsafe situation from continuing.

While responding appropriately is important, it is only the first step. Help your child understand that they

must also report body boundary violations to a trusted adult when your child feels unsafe. Use the steps below to begin the discussion with your child on how to report body boundary violations and why it is important to do so.

### **HELPING YOUR CHILD UNDERSTAND REPORTING BODY BOUNDARY VIOLATIONS**

#### **Step 1:**

Help your child to understand that any time someone makes them feel uncomfortable, unsafe, threatened, or is too close to them, that is a body boundary violation.

#### **Step 2:**

Talk with your child about the difference between tattling and reporting.

- Tattling: a complaint about someone that does not involve safety
- Reporting: telling about something that involves safety

#### **Step 3:**

Communicate the importance of reporting any body boundary violation to a trusted adult in their Safety NETwork. Ensure that your child understands that any body boundary violation threatens their safety. Any time

your child's safety is threatened, they need to report that to a trusted adult and they need to keep reporting until they get the 2 H's: Heard and Helped.

**Step 4:**

Believe and support your child if they report a body boundary violation to you. You are their trusted adult and they are depending on you to hear and help them.

**USE YOUR VOICE!**

Read each body boundary violation situation. Write what you would say to a trusted adult to be heard and helped!

You're watching TV at your friend's house and her legs are touching you. This is a violation because she doesn't know what you don't know well and who is touching her. Write what you would say to the adult and what you would do to make sure you feel comfortable.

A big kid on the bus stops you and your friend and asks you to get on the bus with them. This is a violation because you don't know what you don't know well and who is touching you. Write what you would say to the adult and what you would do to make sure you feel comfortable.

Someone you don't know is touching you in the area of your body that is private. This is a violation because you don't know who is touching you and who is touching you. Write what you would say to the adult and what you would do to make sure you feel comfortable.

**HANDS-ON ACTIVITY: VOICE**

Provide your child with the **Use Your Voice!** activity sheet. Have your child read each body boundary violation situation and write down what they would say to a trusted adult to be heard and helped.

**SAFETY CROSSWORD**

Use what you have learned about safety to complete the crossword puzzle!

**ACROSS**

2. What should you do if you get these 3 H's?

5. What you report a body boundary violation to.

**DOWN**

1. The area that surrounds you and includes the private parts of your body; no one should touch this private area.

3. The parts of your body covered by your clothing and your mouth, but not your face.

4. A person you trust and who you feel heard, safe, and happy.

6. An \_\_\_\_\_ touch makes you feel confused, shy, scared, or uncomfortable.

**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 of this booklet.

**WHAT THIS MEANS TO ME**

To feel safe, you must know that others respect your body boundaries. Think about how you would communicate to someone that their actions are body boundary violations. What steps would you take if someone in your body boundaries creates an unsafe situation for you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SAFETY CHECK-UP**

See what you learned about your physical safety!

1. Each person should respect the personal space and body boundaries of everyone. True or False?

2. A \_\_\_\_\_ is welcomed and makes you feel heard, safe, and happy.

3. What should you do if you feel that a touch is not safe and makes you feel uncomfortable?

\_\_\_\_\_

\_\_\_\_\_

4. A hand, angry slap on the back is a safe touch. True or False?

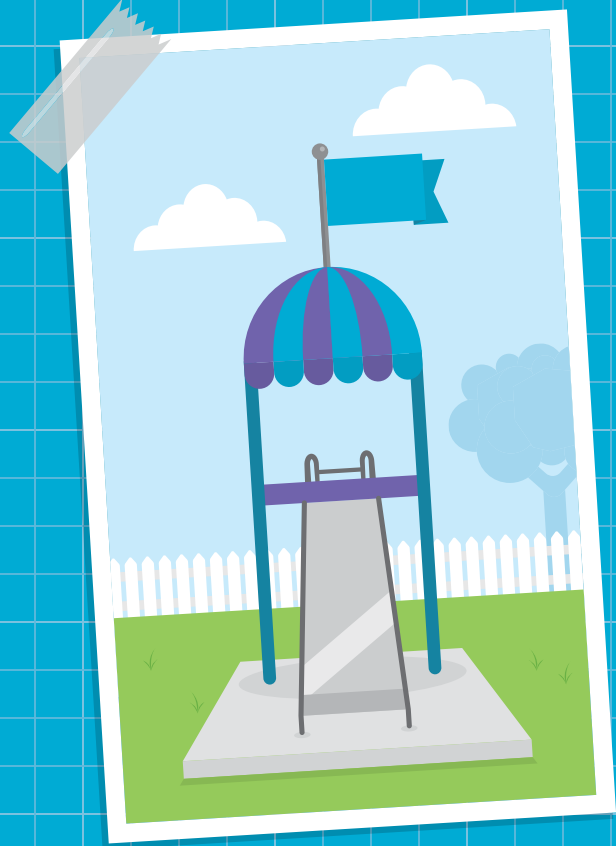
5. I \_\_\_\_\_ should always be reported to a trusted adult.

**HANDS-ON ACTIVITY: WHAT THIS MEANS TO ME**

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



Finished Playhouse!



POWER TOOLS

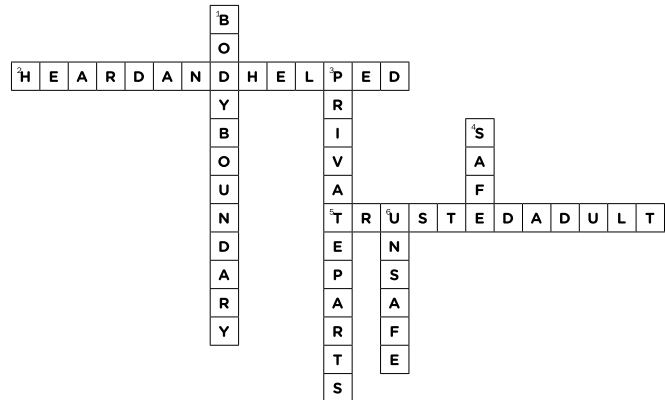


# HANDS-ON ACTIVITIES ANSWER KEY

## SAFETY WORDS

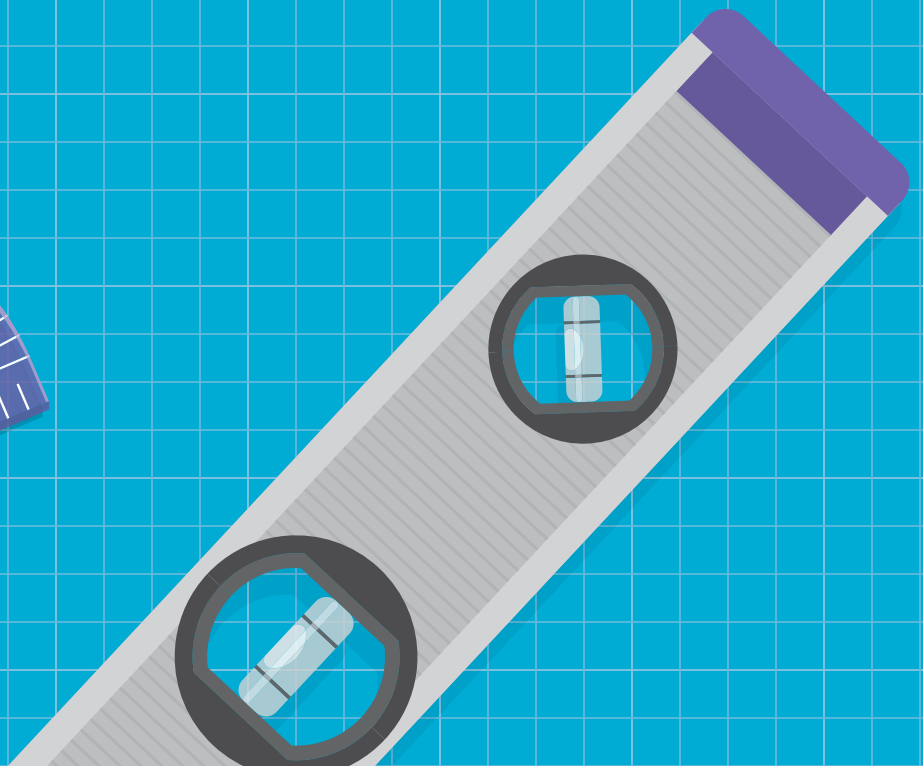
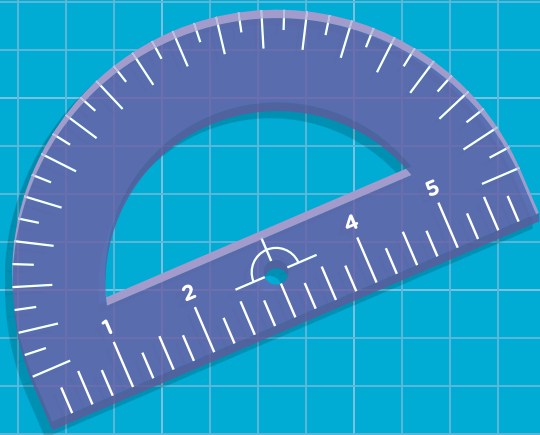
U O Z L Y U Y L P H Q N B  
 E J V Q O P B G E C A S O  
 L Z U L A R A D R P D A U  
 T W N E Z I T L S M S F N  
 I V S C X V H R O M A E D  
 W D A E N A I N N U F T A  
 C E F D O T N F A V E O R  
 Q X E T V E G C L X T U I  
 H E T X C P S P S L Y C E  
 R Z O E P A U I P B C H S  
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## SAFETY CROSSWORD



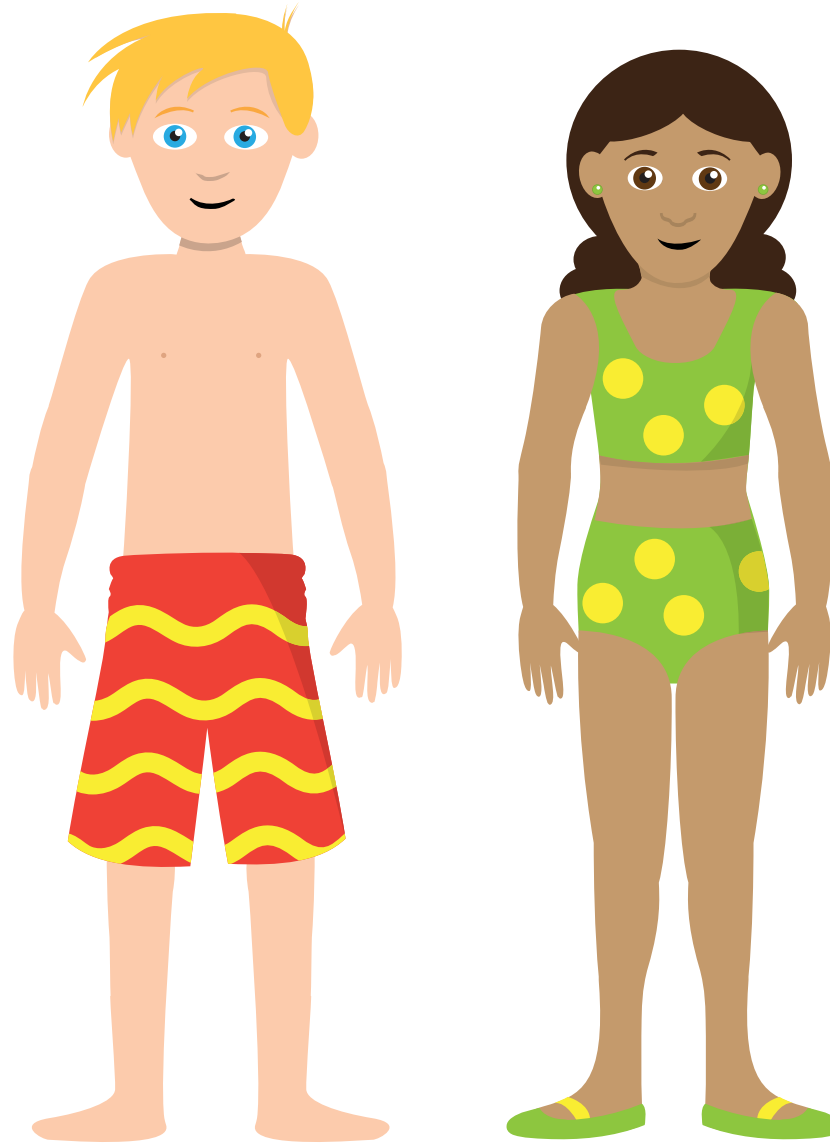
## WHAT THIS MEANS TO ME

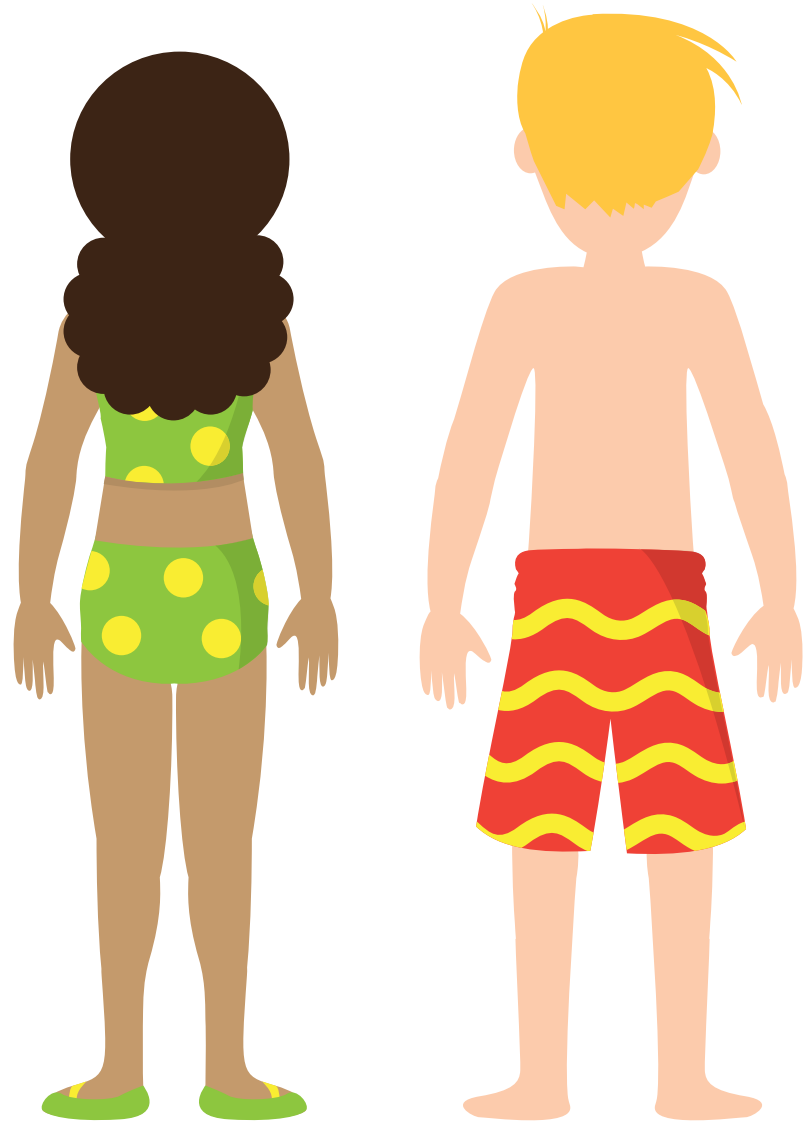
1. True
2. Safe touch
3. Tell a Grown-Up Buddy or trusted adult and keep telling until you are heard and helped!
4. False. Any touch that is unwelcome is unsafe.
5. Body boundary violation





## PRIVATE PARTS VISUAL CARD





For more ways to talk with your child about staying safe, visit [SaferSmarterFamilies.org](https://www.SaferSmarterFamilies.org); for additional resources, visit [LaurensKids.org](https://www.LaurensKids.org). To report abuse, call the ChildHelp National Child Abuse Hotline at 1-800-422-4453, and you will be referred to your local abuse reporting agency.





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