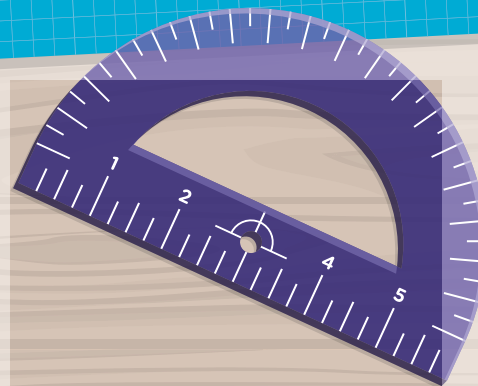
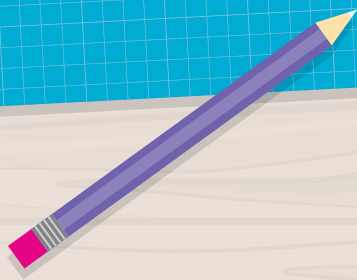
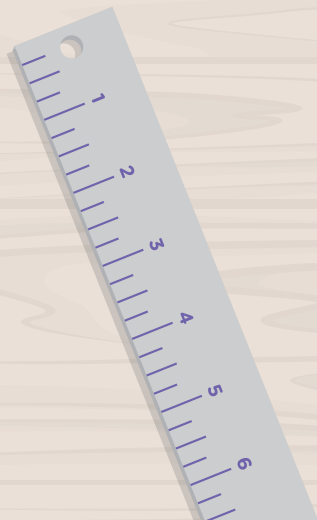


BLUEPRINT

FOR BUILDING SAFER, SMARTER FAMILIES



Safer, Smarter
FAMILIES



LAUREN'S KIDS

The Building Blocks of Family Safety

GROUNDWORK

These activities will provide you and your younger elementary school child (K-2) 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.

KINDERGARTEN-2ND GRADE ELEMENTARY SCHOOL-AGED CHILDREN

PERSONAL SPACE

Everyone has the area around their body that is their own personal space. It is the space where we feel safe and protected. At the core of learning about personal safety is the importance of helping your child understand that they have the right to have their personal space free from being infringed upon by others. Help your child to understand 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 Grown-Up Buddy.

DEFINING YOUR CHILD'S PERSONAL SPACE

Have your child stand up and stretch their arms horizontally from their body. Now, have them imagine there is a big bubble that starts above their head, extends beyond their fingertips, and includes the bottom of their feet. This bubble shows the boundaries of their personal space for some children. However, it is important to consider that some children require their body boundaries to be much wider for them to feel safe. These children may have suffered a trauma, have sensory issues, or just need their bubble to be larger. If that is the case for your child, that's perfectly fine.

- Let your child show you the boundaries of their personal space.

- Begin a conversation by asking your child why someone standing too close to them could make them uncomfortable. Support your child's need for the space they require to feel safe.
- Empower your child to use the safety tools they are learning to ensure they are communicating to a Grown-Up Buddy when they feel uncomfortable or unsafe.

SAFE AND UNSAFE TOUCHES

Introduce the concept of safe touch and unsafe touch to your child. Make sure that they understand that a safe touch is welcomed and respects their personal space. Explain to your child that no one but they can decide if a touch is safe or unsafe, based on how the touch makes them feel (not just physically – but emotionally).

Safe Touch: A safe touch is one that respects your personal space and body boundary. They are friendly, welcomed, make you feel safe and happy...a handshake or pat on the back.

Unsafe Touch: An unsafe touch is one that makes you feel icky, scared, or unsafe. Unsafe touches are not welcomed and are scary or confusing... a body boundary violation.

- Ask your child to show you some types of safe touches like handshakes, pats on the back, fist bumps, or high fives. Ask your child to tell you how those touches make them feel.
- Discuss unsafe touches with your child. An unsafe touch can be a hard shove, a slap, or a touch in their mouth or on a part of their body that is covered by a bathing suit. Emphasize that an unsafe touch is one that is unwelcome and makes them feel icky, scared, unsafe, or confused. An unsafe touch must always be reported to a Grown-Up Buddy.

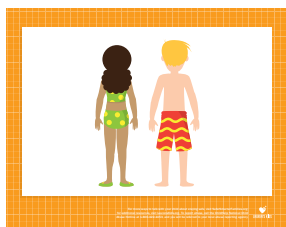
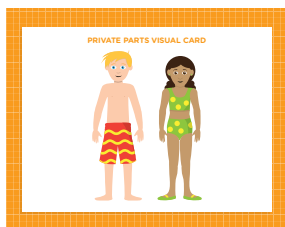


HANDS-ON ACTIVITY: SAFE & UNSAFE TOUCHES

Locate the **Safe & Unsafe Touches** activity in your child's Activity Book. Have your child identify whether each touch is safe or unsafe and why.

Reinforce and model the concept that children are in charge of their own bodies: do not force your child to hug or sit on the lap of a friend, relative or other adult if they do not want to – even grandma or grandpa. Children must learn that their bodies are their own. If your child does not want to give a hug or kiss to a loved one, let them know about respectful alternatives, such as a high five or handshake.

PRIVATE PARTS OF THE BODY



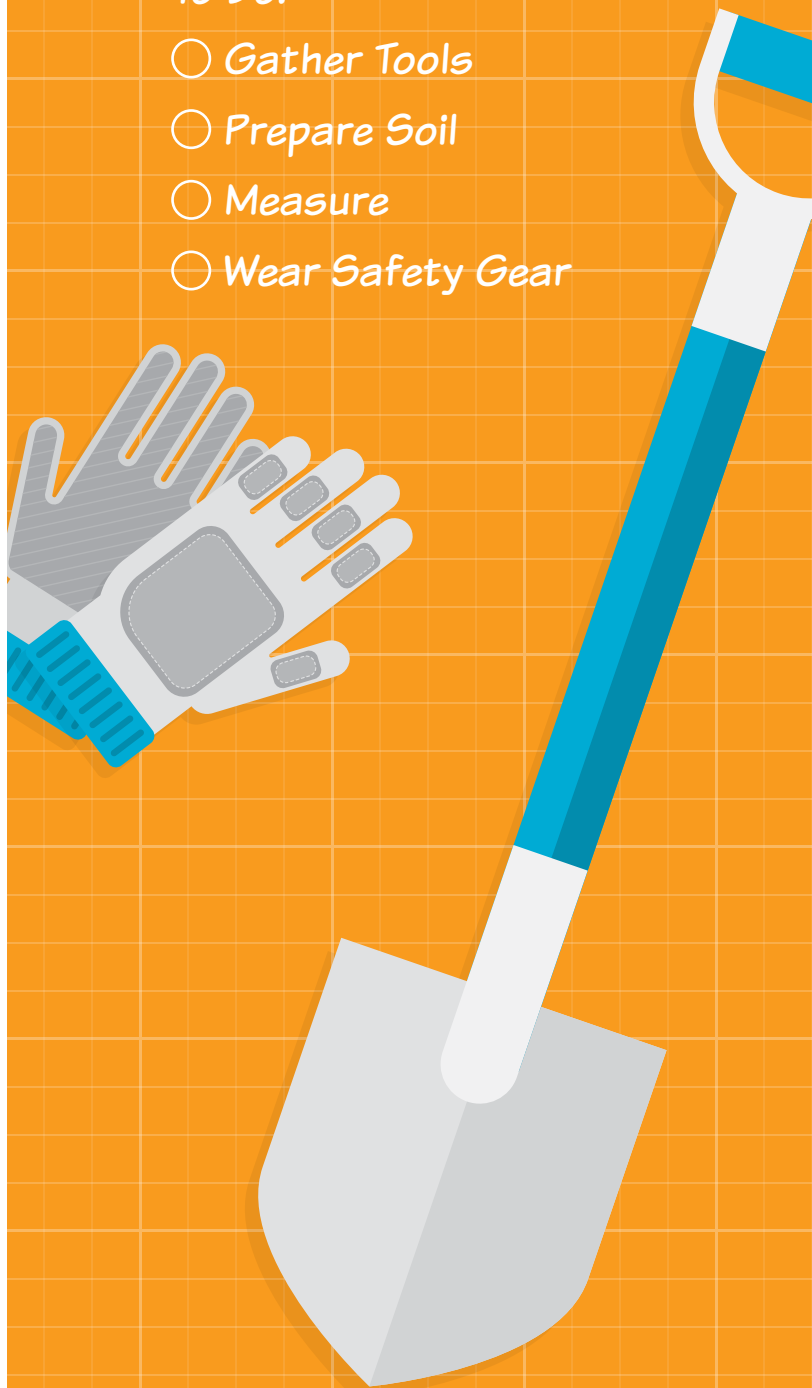
Help your child understand the private parts of their bodies are part of their personal space. No one should see or touch the private parts of their body unless they are hurt, need help, or are at the doctor's office. Use the **Private Parts Visual Card** located at the end of this section in your parent pack to teach your child that the private parts of their body are the parts that are covered by their bathing suit. Their mouth is also a private part of their body. When discussing the private parts of the body, it is important to teach your child the proper names of these body parts and to use the proper names in conversation. Sometimes adults who may have a harmful intent will use made up names for the private parts of the body. When a child discloses they are in an unsafe situation using the made up name, it may be not taken seriously or be misunderstood by their Grown-Up Buddy.

DID YOU KNOW?

Only 3% of sexual abuse cases involving people with developmental disabilities are ever reported.

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.

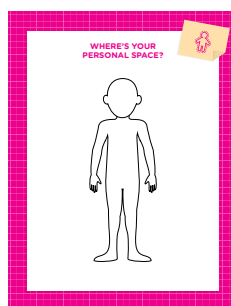
Involving your child in the activities in this activity pack is very important. Reinforcing the strategies and tools your child has learned will help them make safe choices and decisions. Initiate discussions with your child and help them understand that they can develop the personal power within themselves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

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.

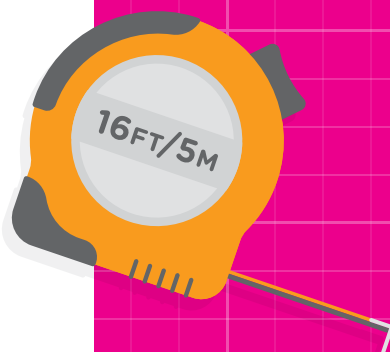
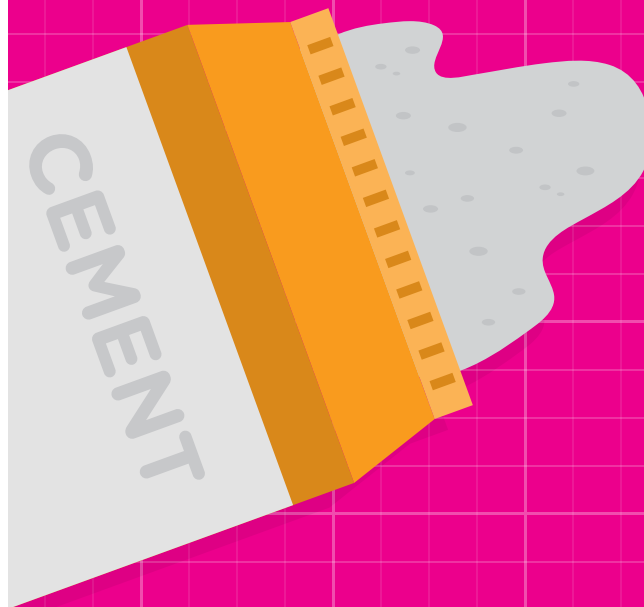
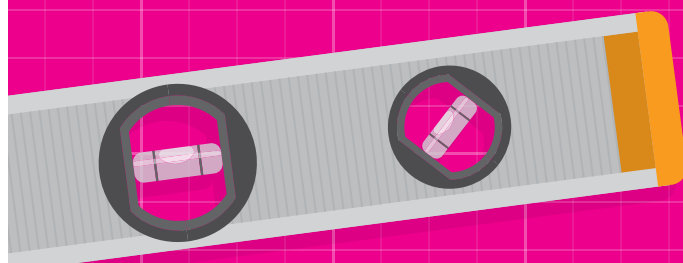
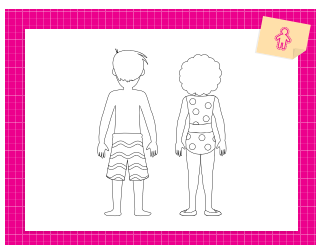
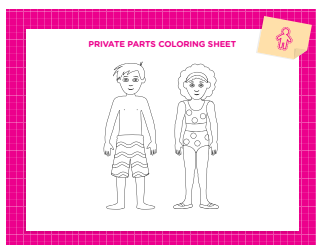
- Brainstorm with your child ways that he or she can ask someone to respect their personal space if they've gotten too close.
- Write some of these phrases on the personal space worksheet.
- Remind your child that if someone does not respect their space even after they have verbalized discomfort, they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

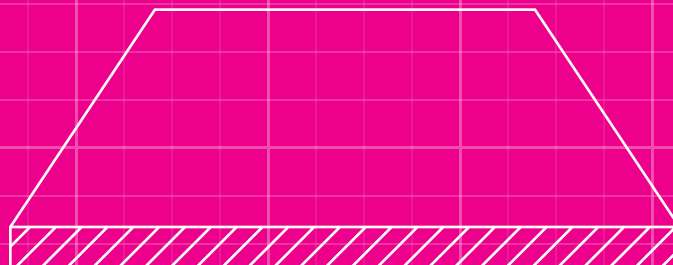
HANDS-ON ACTIVITY: PRIVATE PARTS

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.



Foundation



LAYING THE FOUNDATION

The Building Blocks of Family Safety

SCAFFOLDING YOUR CHILD'S SAFETY

KINDERGARTEN-2ND GRADE ELEMENTARY SCHOOL-AGED CHILDREN

In *Scaffolding Your Child's Safety*, you will find strategies to reinforce and apply safety lessons your younger elementary school child learned through previous activities.

WARNING SIGNS FOR BODY BOUNDARY VIOLATIONS

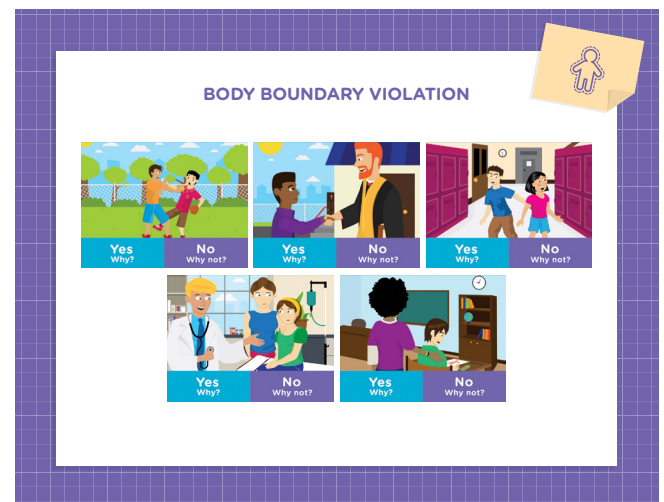
Review the following information about body boundary violations with your child:

- Done with hurtful intent
- Usually done in secret or when “nobody’s looking”
- Makes you feel hurt, uncomfortable, confused, or icky
- Involves the private parts of the body
- Makes you feel embarrassed or ashamed
- You are told not to tell

HANDS-ON ACTIVITY: BODY BOUNDARY VIOLATION SCENARIOS

Locate the **Body Boundary Violation** scenarios in your child's Activity Book. Examine the picture of each scenario and discuss each of these situations with your child. Using what they have learned about body boundary violations, ask your child to examine each situation and decide if that situation is a violation or not. Use the warning signs to guide your child through this process. Have your child circle their answer and explain to you why they think it's a body boundary violation or why it's not a body boundary violation. Discuss your child's answer with them. Reinforce the concept with your child that any touch that makes

them feel hurt, uncomfortable, confused, or icky is a violation of their body boundaries and should be reported to a trusted adult.



Scenarios:

1. A kid on the playground pushes you really hard, takes the ball from you, and tells you that you better not tell the teacher.
2. The new pastor at church introduces himself and shakes your hand.
3. A big kid pulls the back of your shirt as you are walking in the hallway at school and makes a comment that embarrasses you.
4. The doctor asks you to take your shirt off when your mother takes you to the clinic.
5. Your teacher pats you on the back when you get an A on your paper.

Body Boundary Violations Answer Key

1. This is a violation because this person told you not to tell anyone and their touch was done to hurt you.
2. This is a not violation because none of the warning signs apply in this situation.
3. This is a violation because this person's touch and comment makes you feel embarrassed and uncomfortable.
4. This is a not violation because none of the warning signs apply in this situation.
5. This is a not violation because none of the warning signs apply in this situation.

HANDS-ON ACTIVITY: SAFETY WORDS

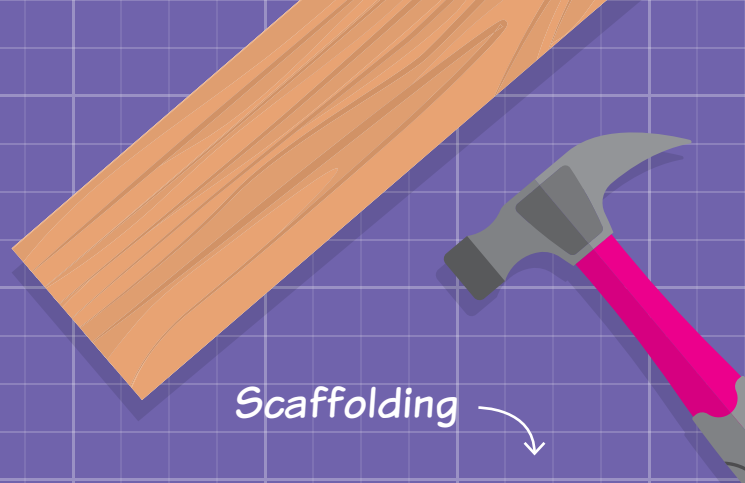
Locate the **Safety Words** activity from your child's Activity Book to help reinforce safety vocabulary. Answers are provided on the last page of this booklet.

SAFETY WORDS

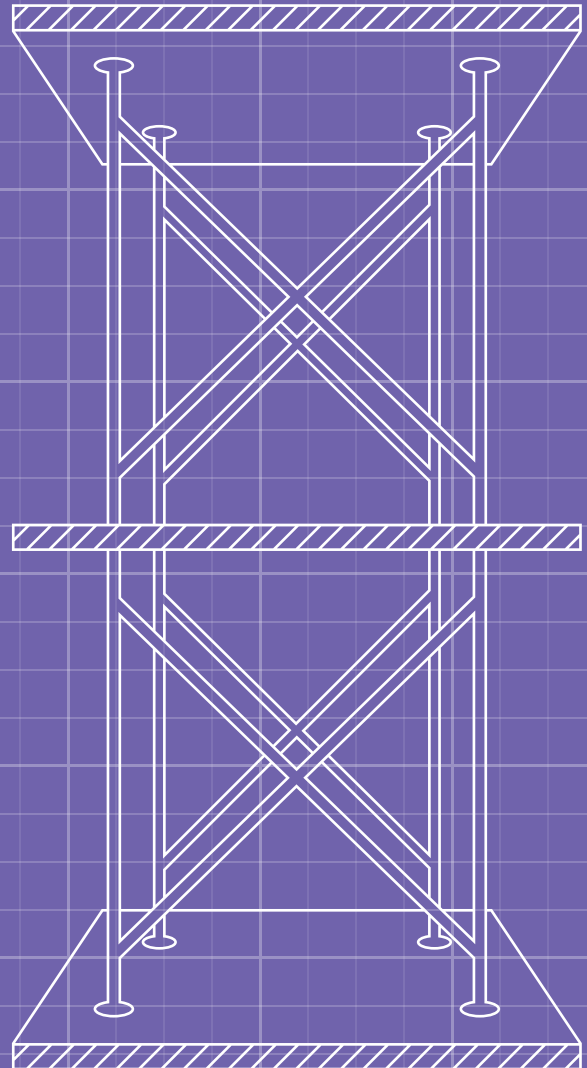
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E	J	V	Q	O	P	B	G	E	C	A	S	O
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C	E	F	D	O	T	N	F	A	V	E	O	R
Q	X	E	T	V	E	G	C	L	X	T	U	I
H	E	T	X	C	P	S	P	S	L	Y	C	E
R	Z	O	E	P	A	U	I	P	B	C	H	S
P	S	U	J	A	R	I	M	A	W	O	U	V
K	S	C	Z	T	T	T	U	C	C	F	D	D
I	Q	H	A	N	S	W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

FIND THE SAFETY WORDS
Words can go horizontally, vertically and diagonally in all eight directions. Words may overlap.

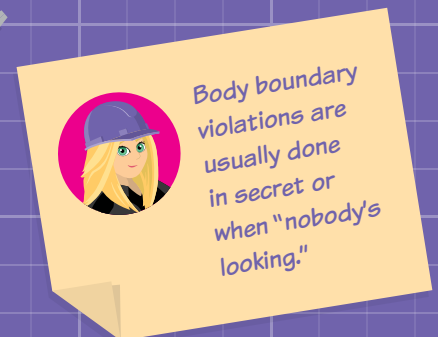
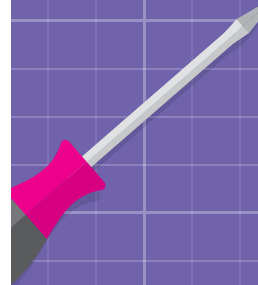
Bathing Suit
 Boundaries
 Personal Space
 Private Parts
 Safe Touch
 Safety
 Unsafe Touch



Scaffolding



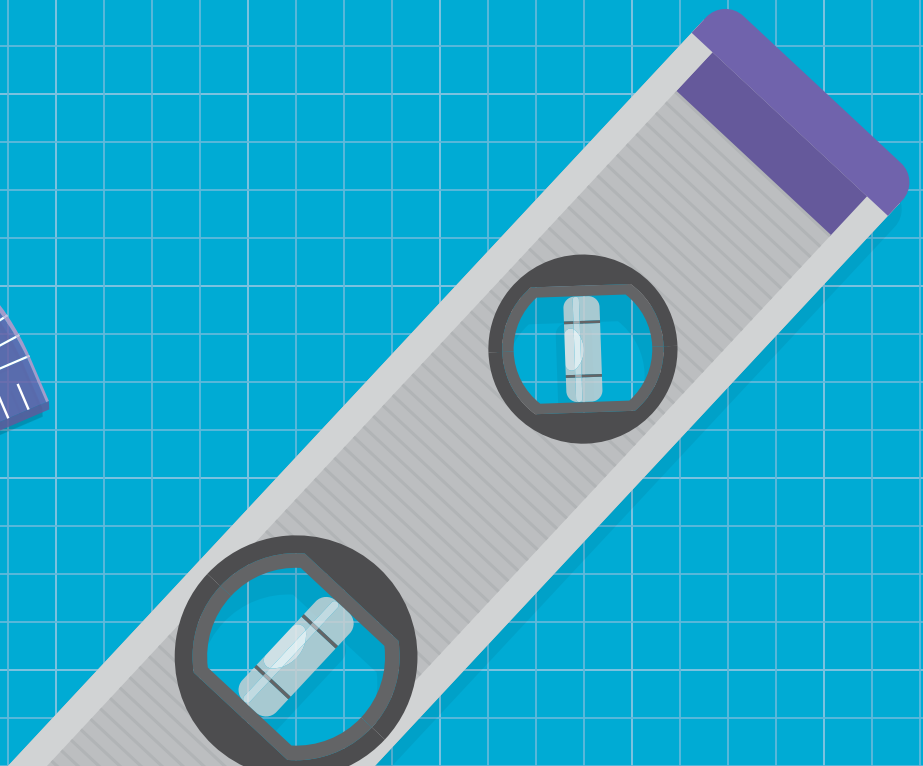
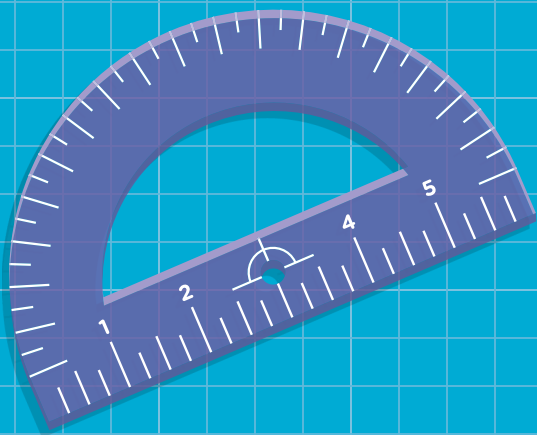
SCAFFOLDING YOUR CHILD'S SAFETY



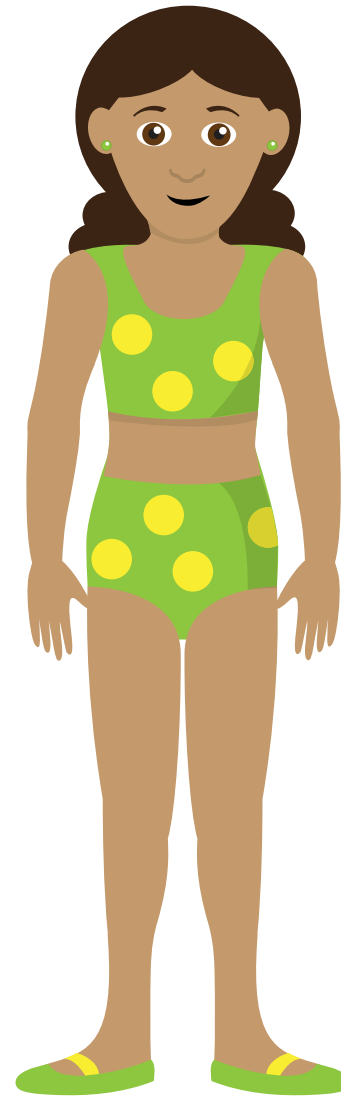
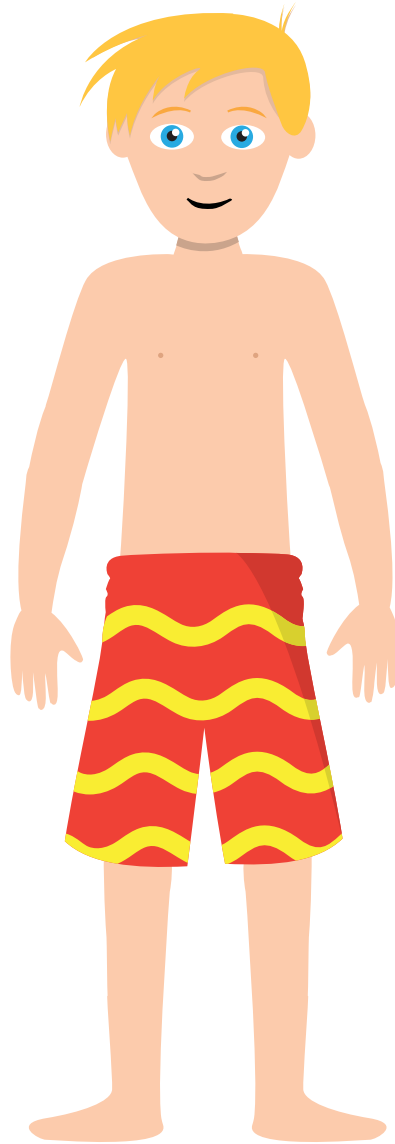
HANDS-ON ACTIVITIES ANSWER KEY

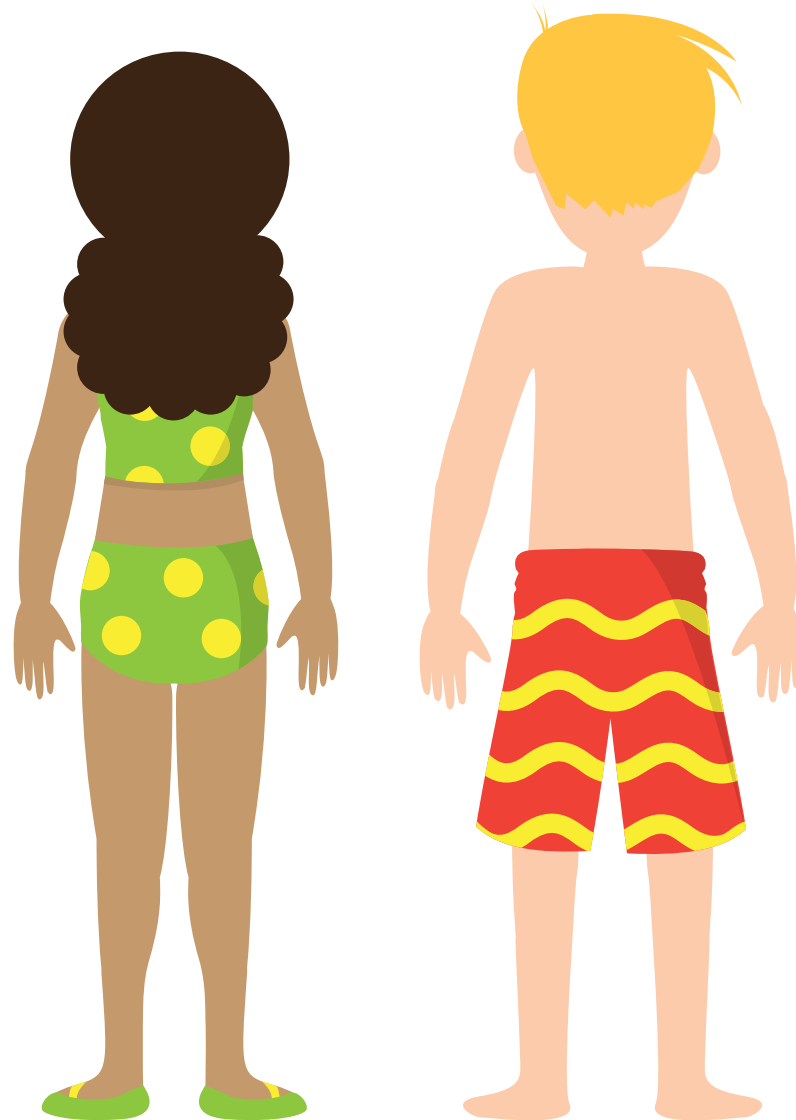
SAFETY WORDS

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
P	S	U	J	A	R	I	M	A	W	O	U	V
K	S	C	Z	T	T	T	U	C	C	F	D	D
I	Q	H	A	N	S	W	Y	E	Q	F	S	Y



PRIVATE PARTS VISUAL CARD





For more ways to talk with your child about staying safe, visit SaferSmarterFamilies.org; for additional resources, visit 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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