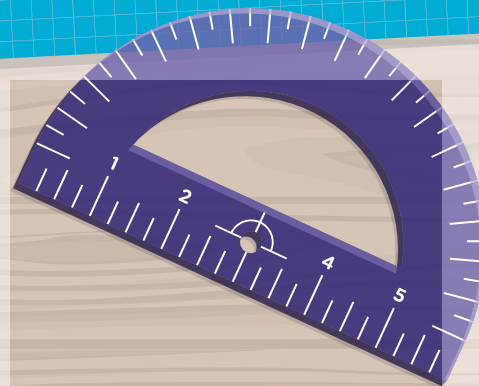
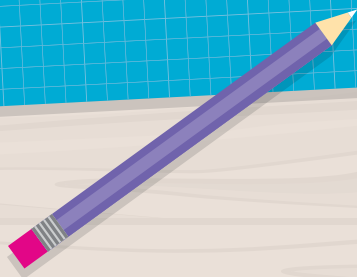
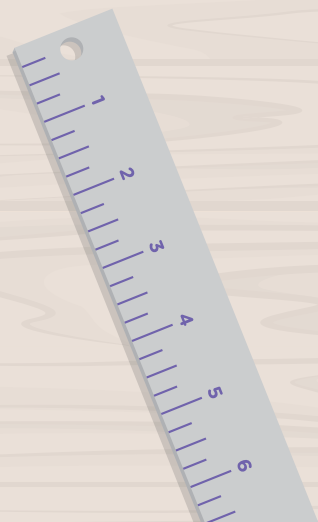


# BLUEPRINT

## 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 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**

As your older children begin to stretch their wings and become more independent, awareness of their surroundings is critical. Your child must always know where they are and how to get home. So, knowing information such as their address, phone number, and basic directions to your home is safety knowledge they must always know.

P.L.A.N. stands for Permission, Location, Activity, Names and Numbers. You must always know where they are, what they are doing, with whom, and how to contact the adult in charge. Your child must understand that they must always have your permission as a first step to leaving your supervision or the supervision of the trusted adult in charge of them. Therefore, they must have a P.L.A.N.

### **HANDS-ON ACTIVITY: P.L.A.N.**



Help your child to understand that each step of the P.L.A.N. helps keep them safe. Locate the **P.L.A.N.** activity sheet in your child's Activity Book and go over the following with your child:

**P = Permission** from the grown-up that is in charge before your child goes anywhere or does anything.

**L = Location** lets the grown-up in charge know the Location where your child will be. This is a very important step because if it changes, your child must begin the P.L.A.N. process again.

**A = Activity** lets the grown-up that is in charge know about the Activity your child will engage in while they are away from your supervision

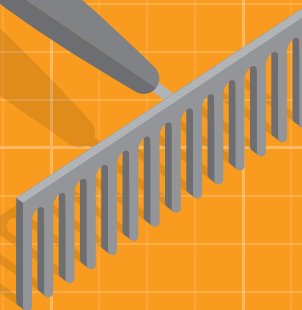
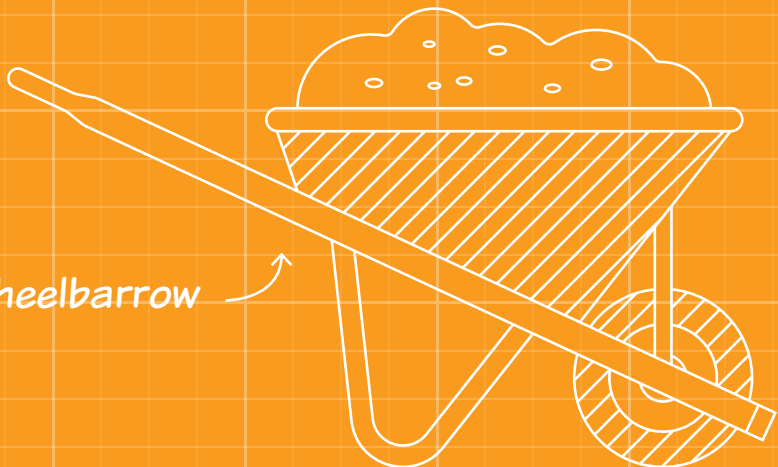
**N = the Name and Phone Number** of the person(s) your child is with.





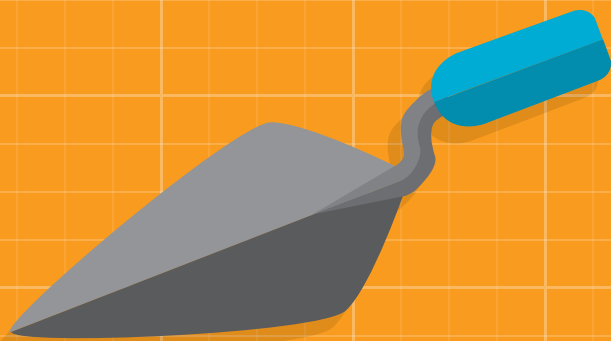
Your child must learn their address, phone number, and emergency numbers such as 911.

Wheelbarrow



### DID YOU KNOW?

There is NO sex offender profile. Abusers can be anyone: family members, neighbors, friends, doctors, coaches, youth leaders, or clergy members.



Shovel



Soil



Your child must always have your permission as a first step to leaving your supervision.

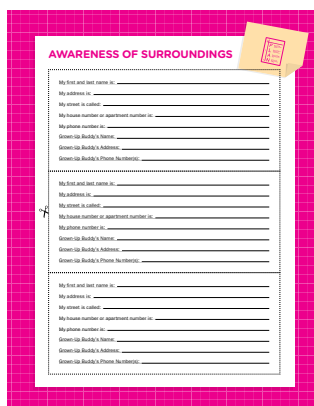
## *The Building Blocks of Family Safety*

# 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: AWARENESS OF SURROUNDINGS

Building your child's awareness of their surroundings is an important safety strategy. Most of the time your child will be accompanied by you

or another trusted adult, but sometimes they may not. Your child must learn how to navigate their world with the personal knowledge of their address, phone number, and other contact information.

Locate the **Awareness of Surroundings** activity in your child's Activity Book. Help your child complete the information. Take this card with you and practice with your child as they memorize their important contact information. Consider putting this card in your child's backpack in case of an emergency. It is also important for your child to include the name and contact information of a trusted adult on this card. This trusted adult knows that they are available to help your child when needed.

Be sure that your child has memorized their address and phone number. If that information changes frequently, make sure that they know the address and phone number of a trusted adult whose address is more permanent.

### HANDS-ON ACTIVITY: MAKE YOUR OWN SAFETY SUNGLASSES

Locate the **Safety Sunglasses** sheet in your child's Activity Book and help your child decorate and cut out their Safety Sunglasses.

#### Materials:

- Safety Sunglasses template (sheet is located in your child's Activity Book)
- Tape

- Scissors
- Crayons, markers, glitter, stickers (optional)

#### Directions:

- Cut out Safety Sunglasses along dotted lines
- Cut out area in the lenses along the dotted lines
- Tape side pieces to front of frame
- Bend to fit side pieces over ears
- Decorate by coloring, adding glitter, and any other desired decorations

### USE YOUR SAFETY SUNGLASSES TO PLAY THE “I SPY GAME”

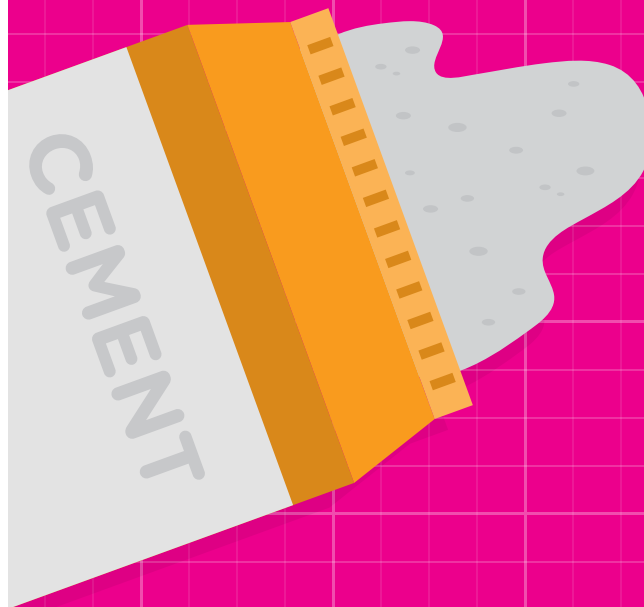
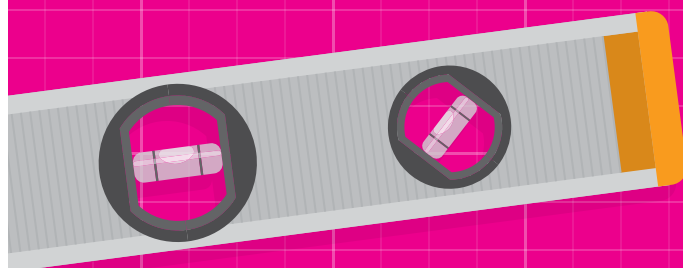


Play the “I Spy Game” with your child to reinforce the concept of using their Safety Sunglasses to assess the safety of their surroundings

and the safety of the situation. Have your child tell you if these are unsafe surroundings and situations, and what they would do to keep themselves safe.

Here are some examples of scenarios:

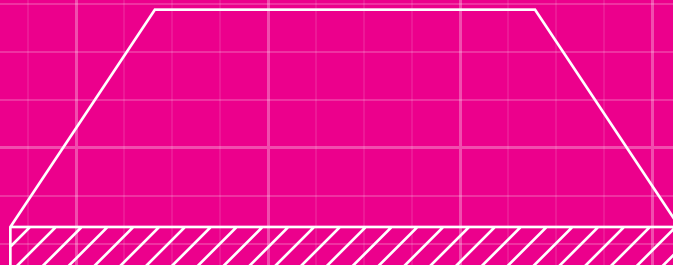
- You are at home alone while your mom runs to the grocery store and someone rings the doorbell. What do you do?
- You need to cross a very busy street by yourself without your Grown-Up Buddy or trusted adult. What do you see that could be unsafe? What do you do?
- You get separated from your parents in the mall. What do you see that could be unsafe? What do you do?
- You get off the bus at the wrong bus stop. What do you see that could be unsafe? What do you do?
- You are walking to your grandmother’s house and someone you don’t know offers to give you a ride. What do you see that could be unsafe? What do you do?



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.

### CREATING A P.L.A.N. FOR SAFETY

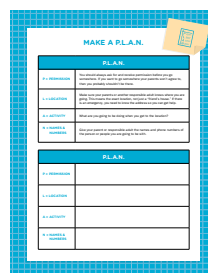
Review how each step of P.L.A.N. helps keep your child safe.

**P: Permission** – Teach your child that they should always have Permission from the trusted adult who is in charge before they go anywhere or do anything.

**L: Location** – Before going anywhere, it is important for a child to tell their trusted adult the Location where they will be. This is a very important step, because if the Location changes, your child must begin the P.L.A.N. process again.

**A: Activity** – More specific than Location, “A” in P.L.A.N. tells the trusted adult about the Activity your child will engage in while they are gone.

**N: Names & Numbers** – It is important to have the Name and Phone Number of the person(s) with your child.

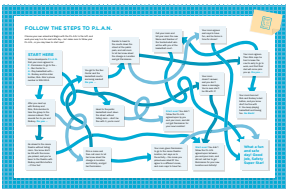


### HANDS-ON ACTIVITY: MAKE A P.L.A.N. WITH YOUR CHILD

Locate the **Make a P.L.A.N.** activity in your child's Activity Book, and work through the steps below to help your child understand how to apply the P.L.A.N. safety strategy in daily life.


- Using the P.L.A.N. worksheet, help your child complete a P.L.A.N. for an everyday situation, such as going to the movies with a friend, a sleepover, or riding bikes to the park. Reinforce the importance of each step of P.L.A.N. and emphasize how each step helps to keep your child safe and that they should never skip any of the steps.
- Play the “What If?” game to help your child understand that sometimes situations arise that put them in a position in which they may be tempted to change their P.L.A.N., or that their P.L.A.N. must change. In the event that your child wants to change their P.L.A.N., model the appropriate way to do that by repeating the process, beginning with getting Permission.
- Reinforce the learning by asking your child what they would do in possible situations that would cause their P.L.A.N. to change. Continue to play the “What If?” game. For example, what if your child is in a situation in which a friend changes the P.L.A.N. and tells your child that it will be okay, or tells your child not to tell you? What if an adult changes the agreed-upon

- Use P.L.A.N. regularly in your home. Consider placing a whiteboard in your kitchen with the letters P.L.A.N. written on it, and require that your child(ren) complete their P.L.A.N. each time they leave the house without you.



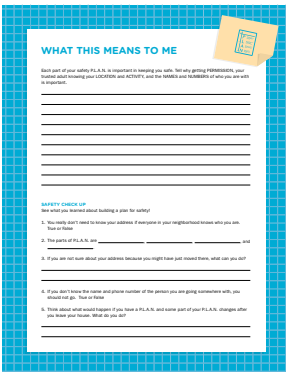
Provide your child with the  
**Follow the Steps to**

## SAFETY CROSSWORD



Worksheet

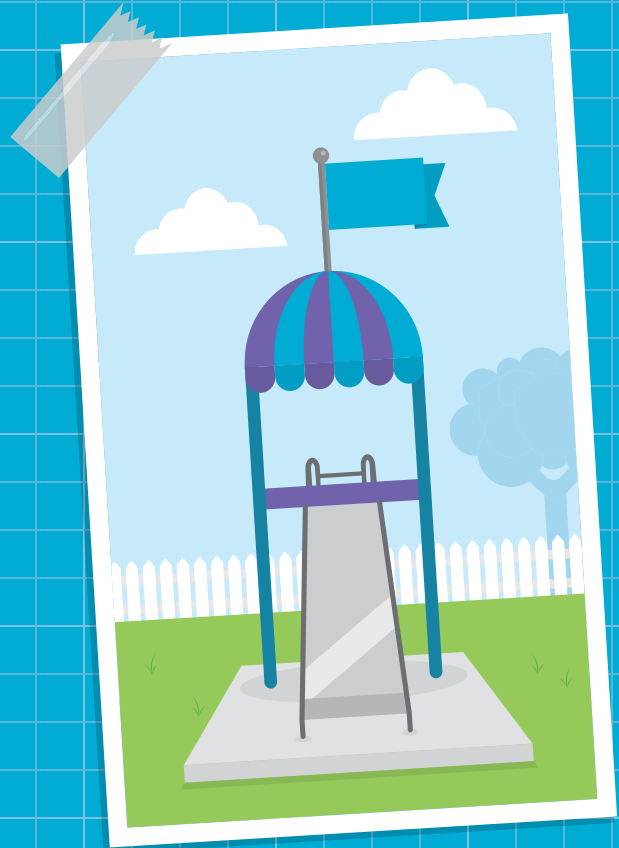
Provide your child with the **Safety Crossword Puzzle** activity from your child's Activity Book to help reinforce safety concepts. Answers to the crossword puzzle are provided on the last page of this booklet.



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

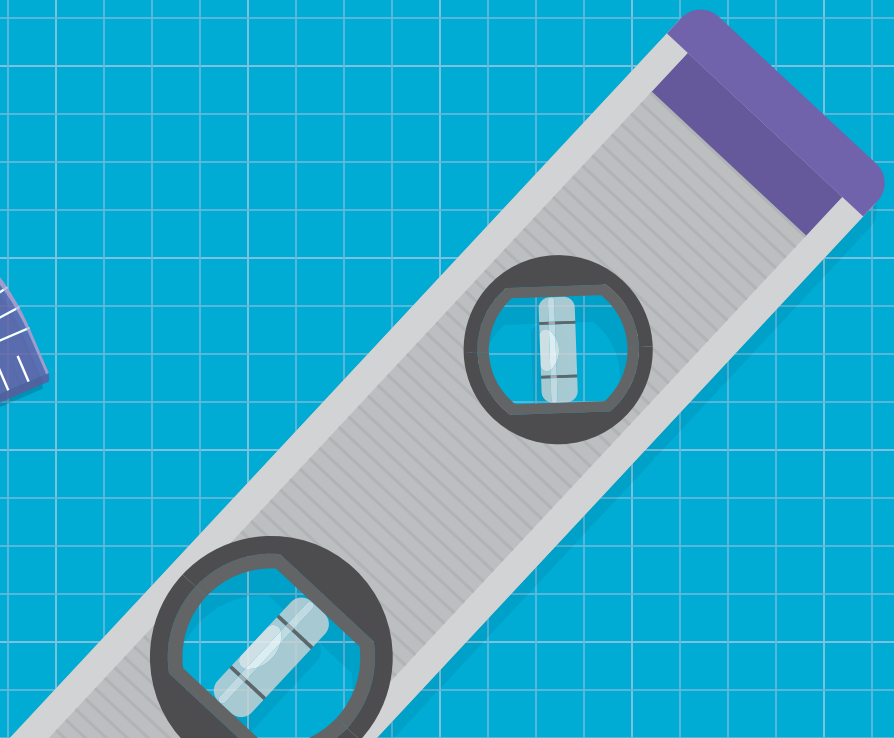
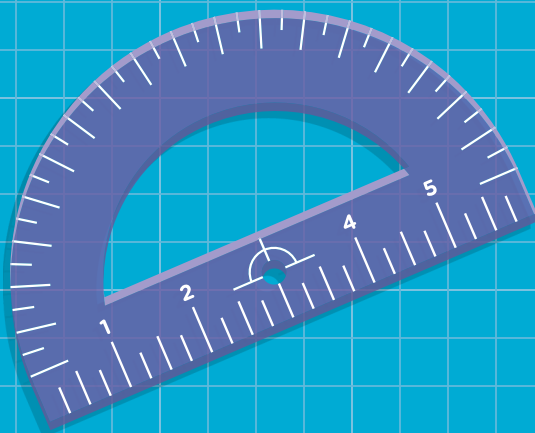
F P M S A D D R E S S Q W U Q  
 Y E N S J O Q G R A C Z W C V  
 A R Y U R Q N U M B E R T A T  
 C M K R H N K Y H L R R B Z S  
 T I V R N Q A A V G Y Q V K W  
 I S E O I I F M E I W J M B S  
 V S U U P H O N E N U M B E R  
 I I O N L A W A R E N E S S E  
 T O J D A R Q K A D R U F F I  
 Y N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

## SAFETY CROSSWORD

<sup>1</sup> P		<sup>2</sup> P	
E	<sup>3</sup> A	W	A
R		R	
M		M	
I		I	
S		S	
S		S	
I	<sup>6</sup> A	C	T
O		I	V
<sup>7</sup> N	A	M	E
	S	A	N
	D	N	U
	M	B	E
	R	S	

## WHAT THIS MEANS TO ME

1. False
2. Permission, Location, Activity, Names and Numbers
3. Learn the address and phone number of a trusted adult who has lived in their house for a long time.
4. True
5. The steps of P.L.A.N. begin again. You must get Permission from the trusted adult in charge of you, let them know what your Location and Activity will be, and make sure that they have the Names and Numbers of who you are with if that has changed.







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