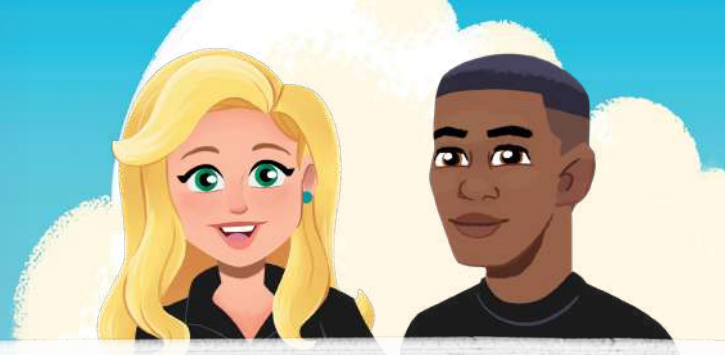




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AWARENESS OF SURROUNDINGS

Directions: Knowing your address and phone number helps keep you safe. Write your address with your street name and house number or apartment number, and your phone number. Take time to learn this important information.

My first and last name is:

My address number is:

My street is called:

My house number or apartment number is:

My phone number is:

Sometimes you need to know the address of a trusted adult, especially if you have just moved and cannot remember your new address. It is important to always know the address of someone who can help keep you safe.

My trusted adult's name is:

Their address is:

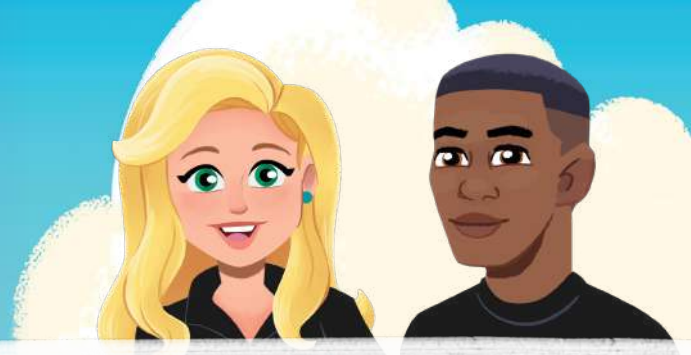
Their phone number is:



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BODY BOUNDARIES

Directions: Discuss each of these situations with your child. Using what they have learned about body boundary violations, ask your child to put themselves in each situation and decide if that situation is a violation or not. Have your child circle their answer and discuss why this scenario is a violation or why it is not. 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.



YES. WHY? NO. WHY NOT?



YES. WHY? NO. WHY NOT?



YES. WHY? NO. WHY NOT?



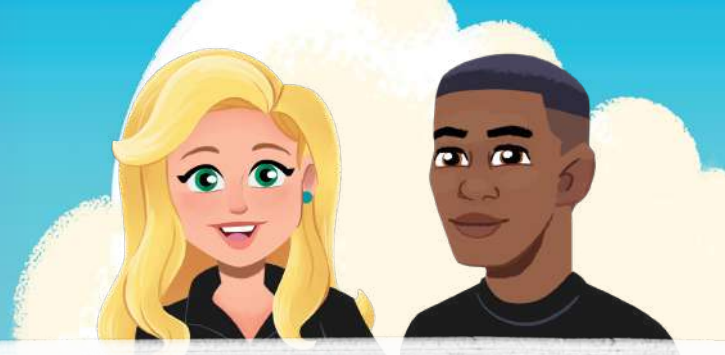
YES. WHY? NO. WHY NOT?



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WARNING SIGNS FOR BODY BOUNDARY VIOLATIONS

Discuss each of these following **body boundary violations** with your child and reinforce the idea that your child has the right to safety and that they should report any violation involving their body to an adult in their Safety NETWORK.

Warning Signs for Body Boundary Violations

- 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

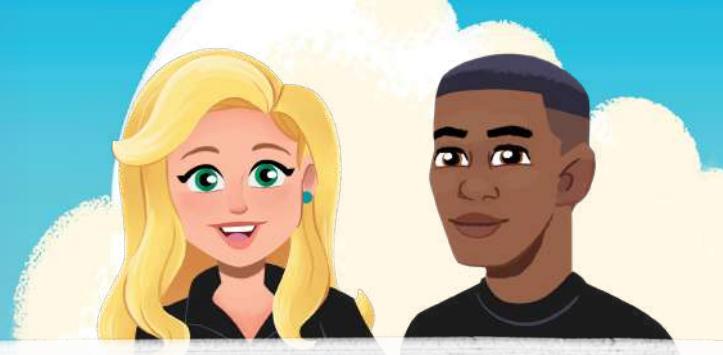




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CYBER P.L.A.N.

Directions: Cut along the dotted lines and place either on or near your device(s).

CYBER P.L.A.N.

Each step of my Cyber P.L.A.N.
helps keep me safe on the Internet.



P - is important because I should always have **PERMISSION** from a trusted adult to go online. I have the responsibility to protect my password.

L - LOCATION - a trusted adult has approved the website or game site I will be visiting online.

A - a permitted **ACTIVITY** of a game, site, or app that is allowed by a trusted adult.

N - is the **NAME** of the person(s) I am communicating with online. I understand that anyone can say they are anyone online. I will not ever give personal information online or ever agree to meet in person with anyone I have met online.



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CYBER P.L.A.N.

Directions: Cut along the dotted lines and place either on or near your device(s).



EACH TIME I GO ONLINE, I WILL
ASK MYSELF THESE QUESTIONS:

P - PERMISSION
Am I allowed to be online?

L - LOCATION
Am I going to an approved site?

A - ACTIVITY
Am I using my devices for an
allowed activity?

N - NAME
Do I know who I am interacting
with on the Internet?

EACH TIME I GO ONLINE, I WILL
ASK MYSELF THESE QUESTIONS:

P - PERMISSION
Am I allowed to be online?

L - LOCATION
Am I going to an approved site?

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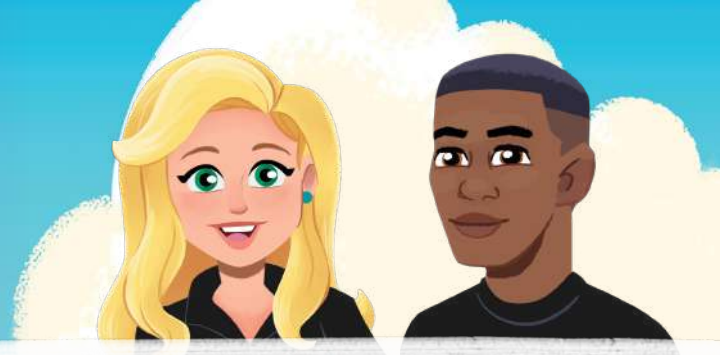
N - NAME
Do I know who I am interacting
with on the Internet?



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HOW TO HELP YOUR CHILD MAKE A CYBER P.L.A.N.



Discuss the importance of each step of the Cyber P.L.A.N. with your child:

Step 1: P stands for Permission – Your child needs to have your **permission** each time they go online or use a digital device. Stress the importance of protecting passwords for their computer and their phone.

Step 2: L stands for Location – Your child needs permission from you or another trusted adult to visit an approved **location** – websites, apps, and gaming sites. They should never visit a site unless it has been approved by you or another trusted adult, and they should never go to chat rooms.

Step 3: A stands for Activity – Your child needs to understand that they should only use their devices for the permitted activity of a game, site, or app that is allowed by a trusted adult.

Step 4: N stands for Name – If your child is interacting with someone on a digital device, they must be a real person whose **name** your child knows and who they have met in real life. People online can say anything and pretend to be anyone; adults seeking to harm children often pretend to be kids online. Stress the idea that your child should not chat or reply to a stranger online, just like they should not talk and give personal information to strangers alone in person.

Discuss that making safe choices on digital devices is a condition of having access to those devices. Assure your child that they can talk to you anytime they have a question about anything they encounter on the Internet that is confusing or makes them feel uncomfortable.

While it is important to respect your child's privacy, you have a responsibility as the owner and account holder of those devices to monitor the way they are used. Your child should understand that it is a privilege to use these devices.



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RULES FOR THE DIGITAL WORLD

Directions: Cut along the dotted lines and place on or near your digital device(s).



RULES FOR THE DIGITAL WORLD

- ✦ Always ask for permission from a trusted adult before going online.
- ✦ Never send personal information or any pictures online, in a text, or in an email to anyone you don't know.
- ✦ Chat rooms are not safe. Never accept an invitation to chat with anyone online.
- ✦ Always tell a trusted adult if you find an unsafe website.
- ✦ Ask a trusted adult to log you on to a digital device, game, or app.

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RULES FOR THE DIGITAL WORLD

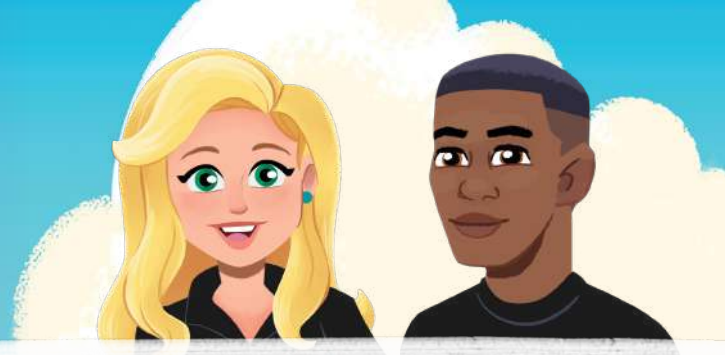
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- ✦ Ask a trusted adult to log you on to a digital device, game, or app.



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CREATE A FAMILY PASSWORD



A Family Password is designed to increase your child's safety and empowers them with the ability to make safe choices with confidence. A Family Password can be one word or a short phrase that has meaning to your family and is known within the immediate family. Use of the Family Password communicates to your child that they are safe and that you have knowledge of the word being used.

CREATE A PICKUP PASSWORD

It's important to have a system for pickup after school or after extracurricular activities. Your child's safety depends on it. Most parents tell their child if someone else will be picking them up. Sometimes the parent might forget, or there may be an emergency that prevents the parent from being able to be there. Creating a Pickup Password enables your child to determine that it is safe to get in the car with someone other than you because that word has been shared by you with the person who is authorized to pick up your child.

You can have confidence that your child will know not get into a car, on a bus, etc. with anyone unless that person has the Pickup Password.

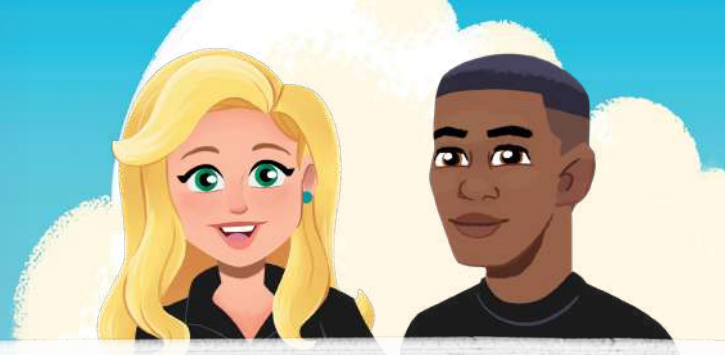
Empower your child with the tools to tell if someone is trying to get access to them without your approval. It is important that your child understand that if someone does not have the password, they are not to go with them without your approval, or share information with them, and that they need to tell an adult immediately.



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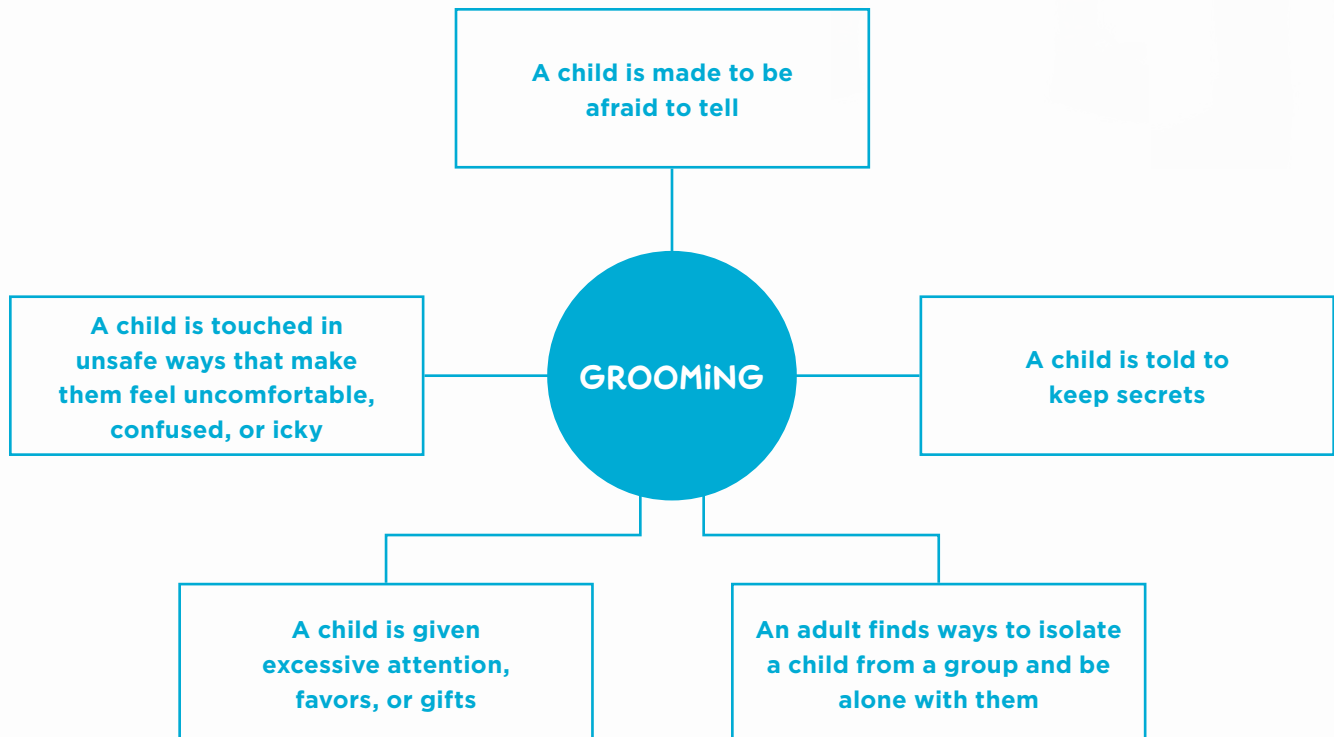


GROOMING

Your child knows about the danger of strangers and that they are never to talk to, go anywhere with, or meet with a stranger. But, there is a much greater chance of your child being harmed by someone they know. It is very important that your child know that there are behaviors predators use to groom a child and gain their family's trust.

Explain to your child that it is very important that they learn to recognize the warning signs of grooming. They should tell a trusted adult in their Safety NETwork about any attention that makes them feel confused, or uncomfortable, or just doesn't seem right.

Grooming: An adult giving a child attention that isn't normal, healthy, or appropriate in order to gain the child's trust.

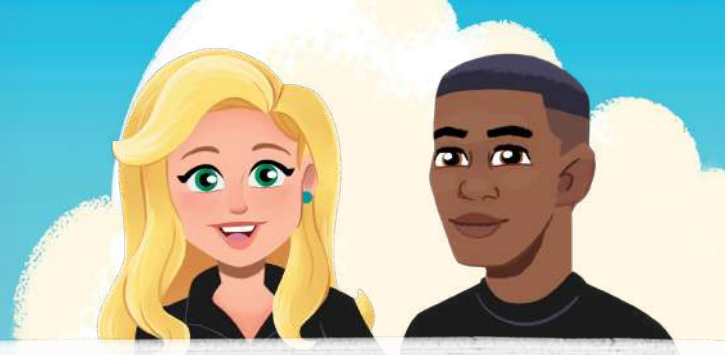




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INTERNET CODE OF CONDUCT

WE USE THE
INTERNET
RESPONSIBLY!



I understand the use of Internet devices is a privilege. I understand I must take responsibility for my actions on the Internet and on social media. My use of the Internet and social media will never involve hurting another person. I will never participate in hurting another person. I will never be a bystander and do nothing when I know that someone is being cyberbullied.

I WILL NOT:

- Tease or frighten someone online or on social media
- Tell anyone I am someone else online
- Forward a private conversation or email without the permission of the other person
- Post pictures or information about someone without their consent
- Use information to follow, tease, embarrass, or harass someone online or on social media
- Send or post rude or scary things to someone, even if I'm "just joking"
- Use someone else's password for any reason
- Send or post rude things or lies about someone online or on social media
- Sign on with someone else's screen name
- Send an email from someone else's account

Name: _____

Date: _____



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PEER PRESSURE

Peer pressure can be a very powerful influence on your child and can sometimes cause your child to make a decision that is not safe. Take the time to talk with your child about what and who influences their decisions. Help them to understand that if a decision is not safe, it is not a responsible decision for them to make. Read the following scenarios with your child and then discuss the questions below.

Maria is feeling pressure from her friends to not invite Franklin to her birthday party. Franklin has been Maria's next-door neighbor and her friend for her whole life, but her friends don't like him. They don't want her to invite him to her party. She does not want to hurt Franklin's feelings, but she is afraid that her friends will not come to her party if she does invite him.

What should Maria do? What would you do? Why?

Jason is a new student at school. He is a good student, helpful but very quiet. He has a hard time meeting people, so he doesn't have any friends. He starts playing with a group of popular boys during recess and is so excited because they are fun and he finally has some friends. On the way home from school one day, they stop at a convenience store. When they go inside, one of Jason's new friends tells him to go ask the clerk a question and distract him, so they can sneak out with some candy. Jason doesn't want to lose his new friends, but he doesn't want to steal to fit in.

What should Jason do? What would you do? Why?

Denise's best friend, Ann, is a very kind girl who has lots of friends. She comes from a large family and wears clothes that her older sisters used to wear, but she always looks nice. She doesn't really care too much about what other people wear. Some of Denise's other friends really like clothes and are always commenting about what the other girls wear to school. Lately their comments have become very mean and hurtful. They have even nicknamed Ann "Raggedy Ann." Denise's friends have begun to pressure her to stop inviting Ann to go places with them because they say Ann's clothes embarrass them.

What should Denise do? What would you do? Why?



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P.L.A.N.

We make a P.L.A.N. before we go places so that the grown up who is in charge knows where we are going and what we are doing. It's important to make a plan - and stick to it - to stay safe.

EACH STEP OF P.L.A.N. HELPS KEEP ME SAFE.

P - is important because I should always have **Permission** from the grown up who is in charge before I go anywhere or do anything.

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

A - tells the grown up who is in charge about the **Activity** I will engage in while I am gone.

N - is the **Name** and **Phone Number** of the person(s) I am with.

P: PERMISSION

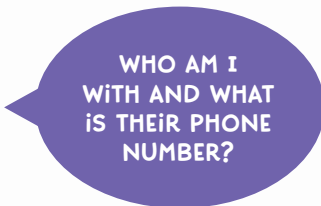


L: LOCATION



A: ACTIVITY





N: NAME & NUMBER

Name: _____

Phone Number: _____



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PRiVACY

In this age of instant information and 24-hour news shows, children are inundated with information. Some of the information that is made public is actually very private information that should not ever be shared. Children can be very confused about what information to share and what information is to be kept private.

Directions:

On the following page, you and your child will solve the Privacy Activity.

Talk with your child about the different types of information:

Discuss that some information should stay private, and sometimes it is ok for your child to share. For example, your child should share the password for their digital device with a parent or caregiver, but they should never share that password with a stranger. Let your child know that some of the choices in the activity below may be safe to share with everyone, while other choices should only be shared with certain people.

Talk about what information your child should share and what information should only be shared with you as a parent/caregiver.

What information would you:

- Only share with parents/caregivers
- Maybe share with others

Help your child to understand that they are entitled to privacy. Your child decides what they share with others and what they don't based upon how that information makes them feel. Of course, there is information that should never be shared (like family passwords), and there is some information you as a parent/caregiver must be told to help keep them safe (like the password to your child's digital device). *It is very important for your child to understand that an unsafe secret or unsafe touch should ALWAYS be reported to you or another trusted adult. Unsafe secrets are secrets that involve touching, or ones that make your child feel uncomfortable, afraid, threatened, or ones that they are told not to tell.*

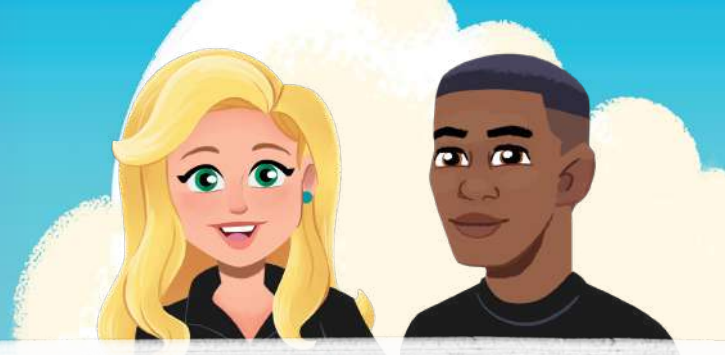




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PRIVACY ACTIVITY

Should you share it? Review the choices to share and write **yes** or **no** if it is something you would share with a parent/caregiver, other trusted adult, a friend, or a stranger. In many cases, some information can be shared with more than one option. This first row is completed for you.

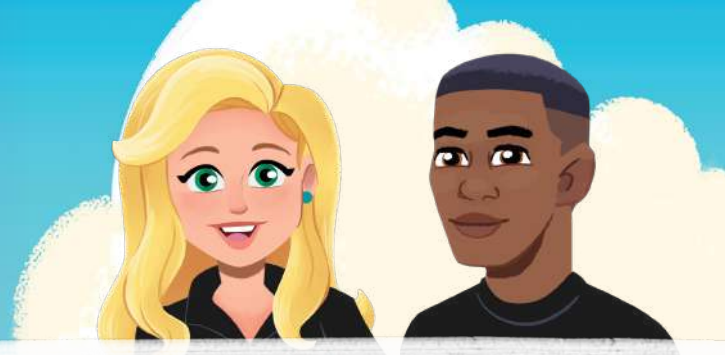
CHOICES TO SHARE	PARENT/ CAREGIVER	OTHER TRUSTED ADULT	FRIEND	STRANGER
EMAIL/PHONE PASSWORD	Yes	No	No	No
HOME ADDRESS				
WEATHER REPORT				
TEST ANSWERS				
PERSONAL PHONE NUMBER				
TIME OF DAY				
DIRECTIONS				
UNSAFE TOUCHES				
BIRTHDATE				
EMAIL ADDRESS				
COMPLIMENTS				
THREATS				



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RiGHTS AND RESPONSiBiLiTiES

Directions: Define **right** and **responsibility** with your child:

Right - an individual freedom that we are entitled to

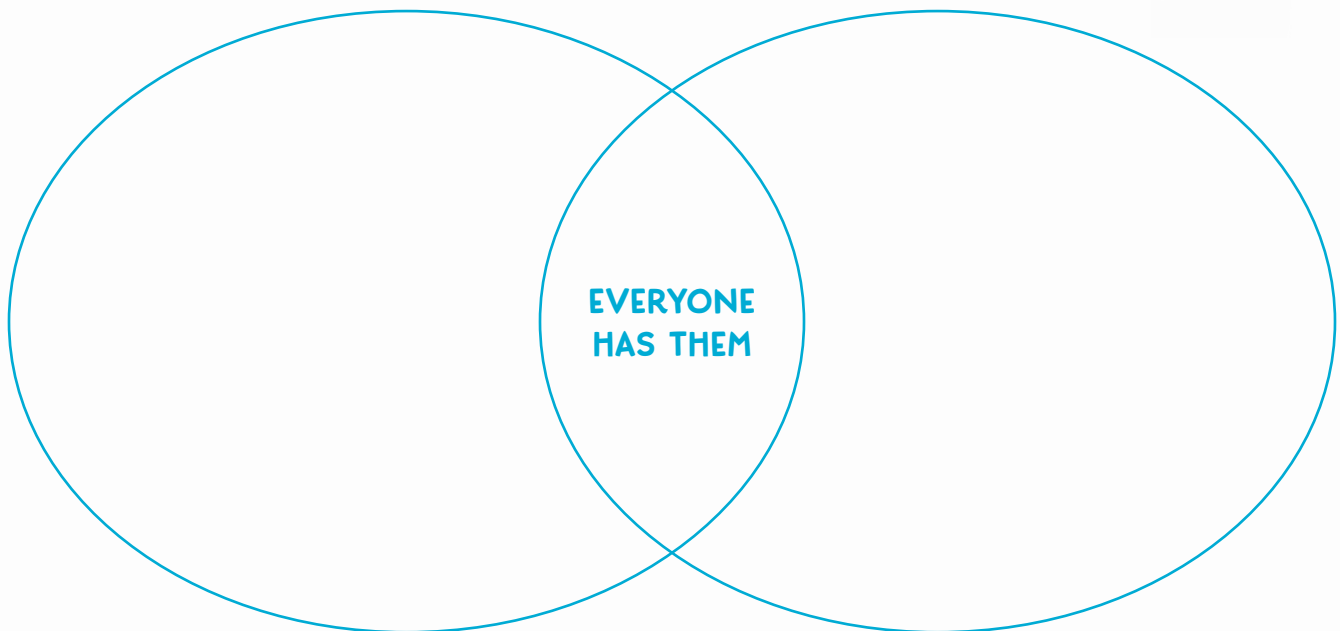
Responsibility - a duty or a job that comes with that right

Enter the following words into the correct circle on the Venn Diagram:

- Something we are entitled to
- A duty
- Individual freedom
- Respect
- Respect others
- Something you must do
- Be who you are and let others be who they are
- Voice
- Stay away from unsafe situations
- Use your voice until you are heard and helped
- Be yourself
- Safety

RESPONSiBiLiTY

RiGHT





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RiGHTS AND RESPONSiBiLiTiES SCENARiOS

Our Kids Bill of Rights says your child has the following rights:

- **The right to Safety.** No one has the right to hurt them or make them feel afraid or do something wrong, dangerous, or scary to them. They have the right to feel comfortable and secure in their surroundings.
- **The right to a Voice.** Their voice means that they have a say; the right to be heard; to voice their opinions, their hopes, and their fears. They have the right to let others know if something is not okay. Their voice has power.
- **The right to Respect.** They should be treated like they are important and valuable. They have the right to have their body boundaries respected.
- **The right to Be Yourself.** They have the right to express all of their ideas, beliefs, and the other things that make them who they are. Their likes and dislikes, and even their faults, make them unique.
- **The right to a Childhood.** Your child's entitlement to each of these rights protects their childhood and enables them to play, go to school, have friends, and be safe.

Review the rights above with your child and what each right means to them. Then, discuss with your child that rights come with responsibilities. Review the following:

- With the right to safety comes the responsibility to make safe choices. (Your child should also understand that they can always come to you even if they make an unsafe choice and that you will help them no matter what.)
- Your child's right to have a voice comes with the responsibility to use that voice to tell a trusted adult when they need help, and to keep telling until they receive it.
- Their right to respect means that they have the right to be treated like they are important and valuable, and to have their body boundaries and privacy respected. They also have a responsibility to respect the body boundaries and privacy of others.
- Your child's right to be themselves means that they can be who they are, and comes with a responsibility to stand up to peer pressure.

Read each statement below, then ask your child which right is being described. Discuss with your child what responsibility goes with that right. The answers are printed at the bottom of the next page.

1. "I have an idea. You ride your bike as fast as you can down the hill and pull me on my skateboard. I don't care if it is dark, and besides, they build sidewalks to keep us safe."

What is this child's right? _____

What is this child's responsibility? _____

2. "I would much rather be playing softball than going to dance class, but both of my sisters are dancers and everyone thinks I should be one, too."

What is this child's right? _____

What is this child's responsibility? _____

3. "Those guys on the bus keep taking stuff from my backpack. Probably nothing will happen if I tell, so I will just keep quiet."

What is this child's right? _____

What is this child's responsibility? _____

4. "All my so-called friends are being mean to me just because I was making fun of their shoes."

What is this child's right? _____

What is this child's responsibility? _____



Answers

1. Right to safety - The responsibility to make safe decisions. 2. The right to be yourself - The responsibility to be true to yourself. 3. Right to a voice - The responsibility to speak up and be heard and helped. 4. Right to respect - The responsibility to treat others with respect.



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MY SAFETY NETWORK

Directions: Think about the people you want to be a part of your **Safety NETWORK**, and write their names in the orange boxes. Write Yes, No, or DK (for Don't Know) in the box and decide if that person should be in your Safety NETWORK. You may add more characteristics that are important to you in the blank boxes below.

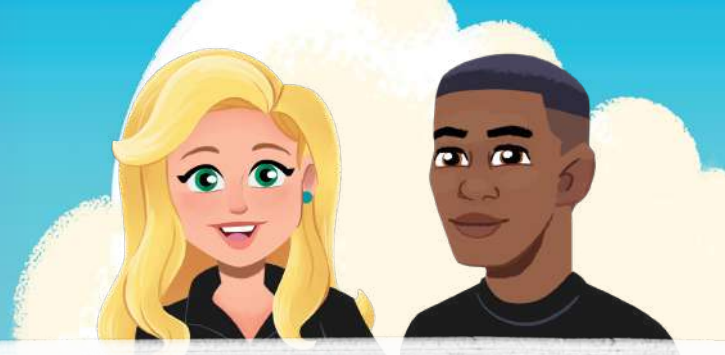
THIS PERSON	NAME	NAME	NAME	NAME	NAME	NAME
CARES ABOUT ME						
LISTENS TO ME						
WILL HELP ME						
CAN BE TRUSTED						
DRIVES A CAR						
IS NOT A FAMILY MEMBER						



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MAKE A SECRET GAUGE

Directions: Practice using the Secret Gauge with the safe and unsafe secrets scenarios.

MATERIALS:

- Paper plate
- Black marker
- Metal brad
- Green and red markers or crayons
- Black construction paper
- Scissors

HOW TO:

1. Provide a paper plate for your child to draw half of a circle. Color a quarter of the circle green and a quarter of the circle red.
2. Cut an arrow from the black construction paper and poke a small hole in the middle of the plate and at the bottom of the arrow.
3. Attach the arrow to the plate with the brad, inserting it through the hole in the arrow and the hole in the plate.
4. Use the black marker to write "Safe" at the bottom of the green quarter and "Unsafe" at the bottom of the red quarter. Write "Secret Gauge" on the paper plate.

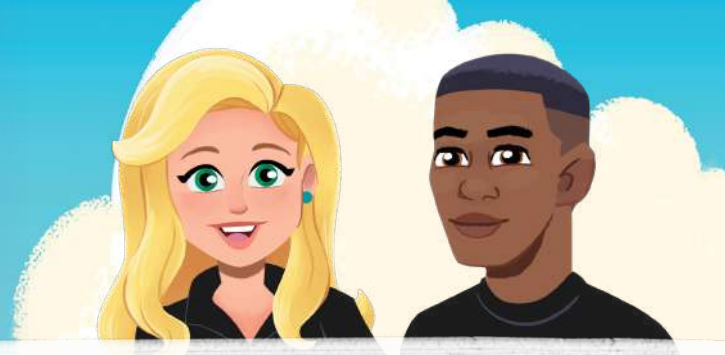




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SAFE AND UNSAFE SECRETS

TEST YOUR CHILD'S KNOWLEDGE OF SAFE SECRETS AND UNSAFE SECRETS.

1: Your brother is using the stove while your parents are not home, and he tells you not to tell.

Answer: Unsafe

2: Your family has a secret Family Password that you are told not to share with anyone.

Answer: Safe

3: Someone takes a picture of you and asks you not to tell.

Answer: Unsafe

4: Your mom is planning a surprise birthday party for your sister, and she asks you not to tell.

Answer: Safe

5: Someone hit you on the playground and told you not to tell the teacher.

Answer: Unsafe

6: You have a favorite hiding place when you play Hide and Seek, and you don't want to tell anyone.

Answer: Safe





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STEPS TO SAFETY: RESPECTING BODY BOUNDARIES

Your child's **personal space** is the space that surrounds them. Their **body boundaries** are the rules they have for the touches that feel safe and unsafe to them. If someone is too close to your child, that person is invading your child's personal space. If someone touches your child in a way that makes them feel unsafe, uncomfortable, icky, threatened, or in a way that involves the private parts of their body, that is a body boundary violation.

HELPING YOUR CHILD UNDERSTAND REPORTING BODY BOUNDARY VIOLATIONS

Step 1: Help your child understand that their body is special and belongs to them. If someone is too close, it is a personal space violation. If someone touches them in a way that makes them feel uncomfortable, icky, or not quite right, it is a body boundary violation. If someone touches the private parts of their body, it is also 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 your safety

Reporting - telling about something that involves your safety

Step 3: Teach your child that they have the power to say, "Stop, you're in my personal space" any time someone is too close to them. If that person does not listen, your child should go tell an adult and make a report. 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. Anytime your child's safety is threatened, they need to report that to a trusted adult, and they need to keep reporting until they are 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 them and help them.





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STEPS TO SAFETY: CYBERBULLYING

Appropriate use of the Internet and all digital devices is essential for preventing cyberbullying. While there are legal implications for one's use of the Internet to do harm to another person, it is important for children to understand that it is also a character issue. As members of society, children must understand that they are accountable for behaving in a responsible manner on the Internet and while using digital devices. As a parent, it is your responsibility to consistently monitor your child's use of the computer, tablet, phone, gaming system, etc. as well as their behavior on all digital devices.

WHAT ARE THE RULES FOR THE USE OF THE INTERNET IN YOUR HOME?

- Where is your computer located in your home? Is it in a public place in your home? What spam filters and safety settings are enabled on your computer and other devices?
- Create a list of Internet safety rules and expected behaviors on social media for your household. Post them in a conspicuous place, next to a computer, tablet, or a phone charging station. Review these rules with your child and allow your child to explain to you why each rule is important in helping them to make safe and appropriate choices.
- Talk to your child about their use of the Internet and social media. Help them to understand that once something is posted, it can never really be deleted, so it is important to always make safe and responsible choices.

PROTECTING YOUR CHILD FROM CYBERBULLYING

Step 1: Help your child to understand that cyberbullying is different from other types of bullying.

- Can be anonymous
- Has ability to reach a large number of people
- Both unkind comments and inappropriate, embarrassing pictures are shared
- Can't always confront the bully
- Anyone can be a cyberbully

Step 2: Discuss the ways that cyberbullying can be hurtful to others:

- Information travels instantly
- Information and pictures that are posted, emailed, or texted are permanent and never go away completely — even if deleted
- It can cause great emotional harm

Step 3: Talk with your child about the ways that cyberbullies harass and intimidate others:

- Spreading rumors
- Telling lies
- Sending embarrassing pictures
- Distributing private information to others about someone
- Targeting a person and sending threatening messages by a group

Step 4: Communicate with your child your expectations for their conduct on the Internet or social media. Use the Internet Code of Conduct to help your child agree to responsible and appropriate use of the Internet and social media. Ask your child if they have participated in using the Internet or social media to bully someone. If they have, help them to correct that situation by taking down anything that has been hurtful, by no longer participating in the bullying, and by reaching out to that person and apologizing. This will take courage on the part of your child and will possibly open them up to bullying, but it is the right thing for your child to do.

Step 5: Ask your child if they are being bullied on the Internet and social media. Your child may be reluctant to tell you because they are afraid or embarrassed and may feel like it will just get worse. It is very important that you know if your child is being cyberbullied as there are many avenues for help.

If you find that your child is a victim of cyberbullying, you must intervene. Talk with your child's principal and teacher and let them know what is happening. Sometimes schools are hesitant to get involved because the bullying happens off school grounds, but schools are in a unique position to help, as usually the bullies are on that campus. Help your school officials to understand the need for an aggressive and proactive approach in helping to curb this behavior. Talk with the parents of the bullies and work together to resolve the issue. Make sure to have copies of the postings, texts, pictures, etc.

Most parents will not condone such behavior on the part of their children and will work to ensure that your child will no longer be targeted. Contact law enforcement. Some of the cyberbullying rises to the level of a misdemeanor or, in some cases, a felony. Cyberbullying is a growing problem, and there are many laws in place now to protect victims

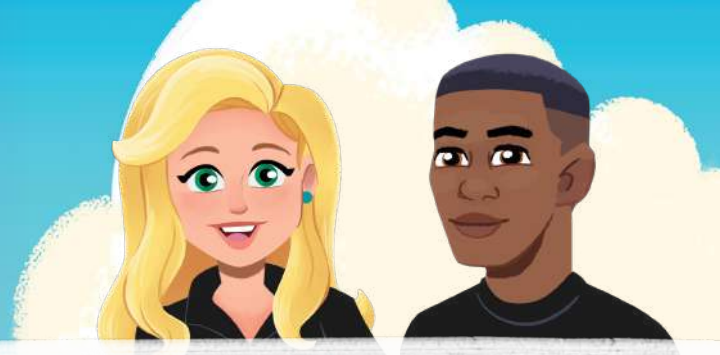




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GRADES 3-5

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STEPS TO SAFETY: CREATING A CYBER P.L.A.N

Technology changes daily, and new sites and apps are launched all the time, so it is vital that children understand safe uses for the Internet and that parents consistently monitor their children's use of the computer, tablet, phone, and all digital devices.

- What are the rules for the use of the Internet in your home?
- Where is your computer located in your home? Is it in a public place in your home? What spam filters and safety settings are enabled on your computer and other devices?
- Create a list of Internet safety rules for your household. Post them in a conspicuous place, next to a computer, tablet, or a phone charging station. Review these rules with your child and allow your child to explain to you why each rule is important in helping them to make safe choices.
- Talk to your child about their use of the Internet. Help them to understand that there are some people on the Internet who are not who they say they are. We really never know who we are communicating with on the Internet, so it is always important to make safe choices.
- Because the online community is much larger than our world, it is important that your child understands that there are certain behaviors that are unsafe:
 - Communicating with someone they don't know
 - Posting personal information on the Internet
 - Posting pictures online or sending a picture to someone they don't know without a parent's permission
 - Entering a chat room and engaging in a conversation
 - Visiting inappropriate sites

HOW TO HELP YOUR CHILD MAKE A CYBER P.L.A.N.

Step 1: P stands for Permission – Your child needs to have your permission each time they go online. Stress the importance of protecting passwords for their computer and their phone.

Step 2: L stands for Location – Your child needs permission from you or another trusted adult to visit an approved location — websites, apps, and game sites. They should never visit a site unless it has been approved by you or another trusted adult, and they should never go to chat rooms.

Step 3: A stands for Activity – Your child needs to understand that they should only use their devices for the permitted activity of a game, site, or app that is allowed by you or another trusted adult.

Step 4: N stands for Name – If your child is interacting with someone on a digital device, they must be a real person whose Name your child knows and who they have met in real life. People online can say anything and pretend to be anyone; adults seeking to harm children often pretend to be kids online. Stress the idea that your child should not chat or reply to a stranger online, just like they should not talk and give personal information to strangers alone in person.

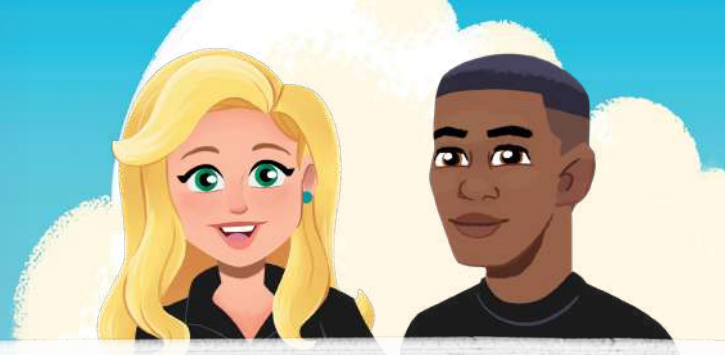
Discuss how making safe choices on Internet devices is a condition of having access to those devices. Assure your child that they can talk to you anytime they have a question about anything they encounter on the Internet that is confusing or makes them feel uncomfortable. While it is important to respect your child's privacy, you have a responsibility as the owner and account holder of those devices to monitor the way they are used. Your child should understand that it is a privilege to use these devices.



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STEPS TO SAFETY: UNDERSTANDING GROOMING

Your child should always be aware of strangers, but 90% of the time a child is harmed, it's by someone they know well and trust. Help your child understand that they have **personal space** that space that surrounds them. They also have **body boundaries**, which are the rules they have for the touches that feel safe and unsafe to them. If someone is too close to your child, that person is invading your child's personal space. If someone touches your child in a way that makes them feel unsafe, uncomfortable, icky, threatened, or in a way that involves the private parts of their body, that is a body boundary violation. It is important that your child is able to recognize if a relationship is just not right, could become harmful, or could be the process of grooming. **Grooming** is when an adult gives a child extra attention that isn't normal, healthy, or appropriate in an effort to gain their trust and the trust of their family. This kind of inappropriate behavior can lead to that adult harming the child. Your child may think that everyone enjoys attention and that the attention makes them feel special. If that attention begins to make them feel uncomfortable, or if their body boundary becomes violated with unwanted and inappropriate touches, your child should immediately report to someone in their Safety NETWORK.

PROTECTING YOUR CHILD FROM GROOMING

Step 1: Your child knows about the danger of strangers and that they are never to talk to, go anywhere with, or meet with a stranger. But there is a much greater chance of your child being harmed by someone they know. It is very important that you and your child know that there are behaviors that predators use to groom a child and gain their family's trust.

Step 2: Know the warning signs of grooming:

- Someone spends too much time with your child
- Someone wants to be alone with your child
- Someone isolates your child from a group
- Your child receives gifts that you don't know about
- Your child is being asked to keep secrets from you by another adult
- Someone seems too eager to gain access to your family by doing favors, offering to babysit, etc.

Step 3: Keep the lines of communication open with your child. Talk to them about the interactions they have with other adults. Remember that children who feel like they can talk to their parents or caregivers about anything are much less susceptible to being victimized by a sexual predator.

Step 4: Monitor the time and frequency that other adults spend with your child. Make sure that any other adult who is spending time with your child knows that you are aware, involved, and in communication with your child. If at any time that you feel as though some of the grooming behaviors are becoming apparent, remove your child from the situation immediately. Inform other parents of your concerns if their child is involved with this adult.

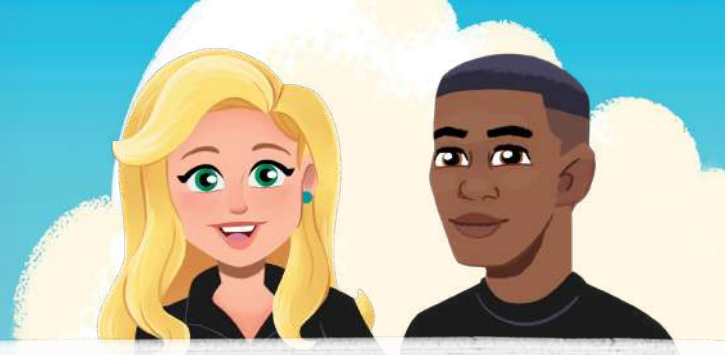
Step 5: Report suspicious behavior on the part of any adult interacting with children to the agency or organization employing the individual, and follow up with law enforcement. Be aware of predators who may be living in your area.



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STEPS TO SAFETY: PEER PRESSURE



As your child gets older, acceptance into their peer groups is becoming more important. The desire to be accepted can sometimes lead them into situations where they are faced with difficult choices. Sometimes they can feel the pressure to make a decision that is not right for them. Finding courage to face their fears, confront something that is intimidating, or makes them feel unsafe or uncomfortable is an important skill for your child to develop. It is important for parents to know how peer pressure impacts their child's ability to make decisions that are not only right for them, but are the right thing to do. Children who know the strategies to withstand pressure from their peers or from others will be in a better position to make safer, smarter choices.

HELPING YOUR CHILD DEAL WITH PEER PRESSURE

Step 1: Help your child understand that the right to be yourself is important. This makes up who they are and makes them unique. Children who are confident in being themselves can more easily resist negative pressure from their peers.

Step 2: Help your child find their voice. Your child has the right to use their voice. Their voice means that they have a say, the right to be heard, and the right to voice their opinions. They have the right to let others know if something is not okay. Their voice has power.

Step 3: Help your child understand that they have a right to respect. Your child should be treated like they have importance and value by their peers. If they are not treated with respect, it is not the right peer group for your child.

Step 4: Help your child find their courage. Everyone has the courage inside of them to make safe choices, to stand up for themselves and others, and to treat others as they want to be treated.



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STEPS TO SAFETY: CREATING A SAFETY P.L.A.N.

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 Grown-Up Buddy 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 Grown-Up Buddy the **Location** where they will be. 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 Grown-Up Buddy about the **Activity** your child will engage in while they are gone.
- N Names and Numbers:** It is important to have the **Name** and **Phone Number** of the person(s) with your child.

HOW TO MAKE A P.L.A.N. WITH YOUR CHILD

Step 1: 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.

Step 2: Help your child understand that sometimes situations arise that put them in a position in which they might be tempted to change their P.L.A.N. Talk with your child about the importance of sticking with their P.L.A.N. and how that will keep them safe. 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.

Step 3: Reinforce the learning by asking your child what they would do in possible situations that would cause their P.L.A.N. to change. 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 P.L.A.N. and tells your child that it is OK with you? Asking your child what they think or feel about something before the situation occurs allows your child to practice what to do. It also lets them know that they can talk with you about anything and that you are there to help them figure out what to do. By regularly engaging your child in such conversations, your child is more likely to come to you with real-life situations that occur, ask more questions, and gain your input.

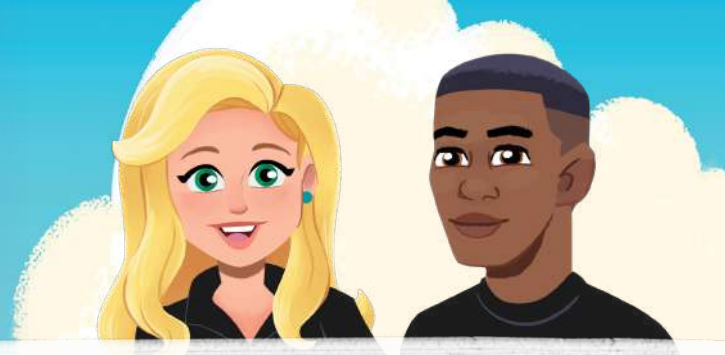
Step 4: Use P.L.A.N. regularly in your home. Place a whiteboard in your kitchen with the letters P.L.A.N. written on it, and require that your child(ren) complete their P.L.A.N. each time they leave the house without you.



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STEPS TO SAFETY: THE RESPONSIBILITY OF YOUR RIGHTS

Help your child understand that everyone has rights – even kids! – and that there are certain responsibilities that come with their rights.

According to the Kids Bill of Rights, your child has the following rights:

Your child has the right to be safe.

- Your child has the responsibility to stay out of unsafe situations and report any situation that makes them feel unsafe or uncomfortable.
- Your child has the responsibility to follow the rules so that others are safe.

Your child has the right to their voice.

- Your child has the responsibility to use their voice to tell someone in their Safety NETWORK until they get the 2 H's: heard and helped.
- Your child has the responsibility to listen to others.

Your child has the right to be yourself.

- Your child has the responsibility not to compromise who they are just to please others.
- Your child has the responsibility to let others be who they are.

Your child has the right to respect and for their body boundaries to be respected.

- Your child has the responsibility to tell a trusted adult in their Safety NETWORK if they are being disrespected or if their body boundaries are not being respected.
- Your child has the responsibility to respect the personal boundaries of others.

HELPING YOUR CHILD TO UNDERSTAND THEIR RIGHTS

Step 1: Discuss each of your child's rights with them and define what each right means to them.

Step 2: Help your child to understand how each of these rights helps to keep them safe and enables them to make safe choices. Show your child that they have the responsibility to exercise these rights.

Step 3: Discuss that rights come with responsibilities – as explained in the list above.

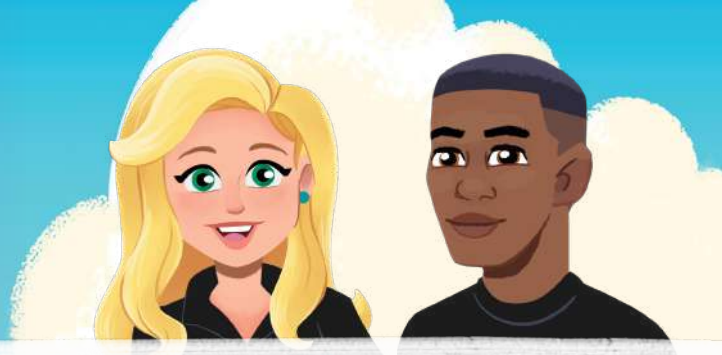
Step 4: Brainstorm some situations with your child in which they can exercise their rights. Help them apply these rights and responsibilities to each of the situations.



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STEPS TO SAFETY: CREATING A SAFETY NETWORK

A child's **Safety NETWORK** is made up of three or more trusted adults and peers to whom the child can tell anything. The adults in a child's Safety NETWORK must be old enough to drive a car. The peers must understand that anything told to them involving safety must be reported to a trusted adult. One person in a child's Safety NETWORK should be a person not in their family unit.

HOW TO HELP YOUR CHILD BUILD THEIR SAFETY NETWORK

Step 1: Make sure your child understands the importance of trusted adults. Trusted adults are adults who are old enough to drive a car and can help your child to be safe. Your child needs to know that they can tell their trusted adults anything and that they can expect their help. Your child also needs to understand that anything told to a peer that involves their safety will be reported to a trusted adult, even if they ask that peer to keep it a secret.

Step 2: Make sure your child includes one trusted adult outside of their family unit. Ninety percent of the time children are abused, it is at the hands of someone within the family, or is someone the family knows and trusts. A trusted adult who is outside of that group is an important part of your child's Safety NETWORK. Provide your child with some possibilities of trusted adults who are not in their family, like a teacher, faith leader, parent of a friend, coach, or scout leader.

Step 3: Help your child understand that an unsafe touch or an unsafe secret should ALWAYS be shared with a trusted adult in their Safety NETWORK.

Step 4: Encourage your child to never give up when trying to tell and receive help with an unsafe touch or unsafe secret that is happening to them or to a friend. Your child should expect to get the 2 H's: Heard and Helped. If they are not heard and immediately helped, they must tell another person in their Safety NETWORK.

Step 5: Members of your child's Safety NETWORK must understand their moral - and in many cases, legal - obligation to report suspected child abuse. In states like Florida, ALL adults are mandatory reporters of suspected abuse. That means that knowing about suspecting that a child is in an unsafe situation requires the abuse or suspected abuse be reported to authorities, and failure to report can result in criminal charges. To learn more about signs of abuse, your legal obligations, and how to make a report, visit LaurensKids.org.

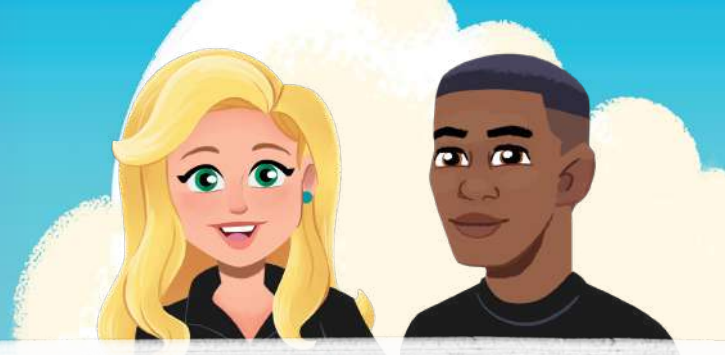
Step 6: Help your child complete the "Trusted Adults in My Safety NETWORK" letters. After your child has completed the letters, mail them to the trusted adults in their Safety NETWORK so your child will know that these adults will help them, and these adults will understand the special and unique role they play in your child's life.



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STEPS TO SAFETY: TFA: THINK, FEEL, ACT

A **Guiding Voice** is the little voice inside each person that helps us decide if something is safe or unsafe. **Think, Feel, Act (TFA)** is the process we use to help us Think about a situation we face, decide how we Feel about that situation, and determine how we will Act in that situation to make sure that we are safe. Your child should be encouraged to always tell you about any situation makes them feel unsafe, not quite right, icky, or confused.

HOW TO USE THINK, FEEL, ACT WITH YOUR CHILD

Step 1: Help your child understand each step of TFA and why it is important for them to Act by telling a trusted adult about any situation that makes them Feel confused, threatened, icky, or unsafe.

Step 2: Play the TFA “what if?” game with your child by reading the following situations to them and asking them what they Think about that situation, how the situation makes them Feel, and how they would Act to stay safe.

Situation 1 - You are trying to cross the monkey bars, but your classmate keeps pulling on your legs and making you fall. You asked him to stop, but now he is doing it to your friend. What does your Guiding Voice tell you? For example:

Think: I think this is not safe, and I don't like it.

Feel: I feel scared, mad, frustrated.

Act: I should go find my teacher and tell her what is happening.

Situation 2 - You are at the mall with your friend, and her mom says that the two of you can look around in the store across the way without her. However, she says that you cannot tell your parents that she let you be in the store on your own. What does your Guiding Voice tell you?

Think: _____ Feel: _____ Act: _____

Situation 3 - After your baseball game, your coach pulls you aside and gives only you a piece of candy. He says he's giving you candy because he is proud of how you played, but he said not to tell anyone - not even your parents. What does your Guiding Voice tell you?

Think: _____ Feel: _____ Act: _____

Step 3: Ask your child what they Think and how they Feel about situations that may arise, whether at the grocery store, home, or during extracurricular activities. Ask your child how they, and how you, should Act based upon the thinking and feeling answers.

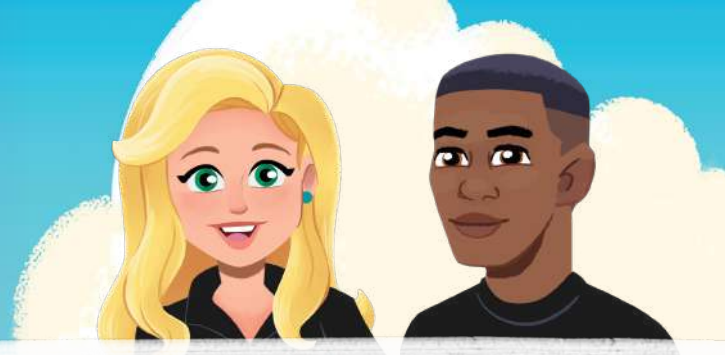
Step 4: Whenever your child asks, “Mom, Dad, what about...?” ask them what they Think and how the situation makes them Feel first, before you give an answer. Allowing your child to tell you how they would Act gives you insight into how they are processing situations and making safe decisions. Also, ask if their Guiding Voice has told them anything lately and ask if they have listened to it.



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THINK, FEEL, ACT

Directions: Help your child practice their TFA tool using the following scenarios. Ask your child what they **Think** about each situation, how the situation makes them **Feel**, and how they would **Act**.



Scenario 1: You are at the movies with your older brother. You have to go to the bathroom. Your brother tells you that he will wait in the theater while you go to the bathroom by yourself.

Possible Answers:

Think: "Great! I'll go to the bathroom by myself like a big kid."

"I'm really not supposed to go to the bathroom by myself."

Feel: Nervous, excited, confused.

Act: Safety Stop Sign: "No, that's not safe. You need to come with me to the bathroom."



Scenario 2: Your favorite aunt takes you to the toy store but says she is too tired to walk around with you. She tells you to look around and pick out a toy you want while she waits at the front of the store.

Possible Answers:

Think: "Yes, I get a toy. Awesome!" "I'm not supposed to walk around by myself."

Feel: Excited, happy, confused.

Act: Safety Stop Sign: "Stop, that's not safe. I cannot go anywhere without my trusted adult."



Scenario 3: You are at a friend's birthday party. Another friend says, "Let's go exploring and have a secret adventure."

Possible Answers:

Think: "This is going to be great because I love secret adventures and want to find treasure." "I don't know about that. I'm supposed to stay with my trusted adult."

Feel: Confused, concerned, excited.

Act: Safety Stop Sign: "Stop, that's not safe. I need to ask my trusted adult first."



Scenario 4: As you are walking home from school, you pass a woman standing next to her car. She stops you and says, “I dropped something under my car. Can you help me get it? You are so much smaller than I am and can reach it. I am just too big.”

Possible Answers:

Think: “It’s nice to help people.” “She is nice, so I should help.” “She is weird.” “It is weird that she is asking for my help.”
Feel: Worried, concerned, confused, happy. (Remember, feeling words should relate to emotions, such as fear, sadness, happiness, or anger.)
Act: Safety Stop Sign: “Stop, that’s not safe. I need to ask my trusted adult.”



Scenario 5: You are playing at the park with your friends and a trusted adult. Someone kicks the ball too far. When you go to get the ball, you see a nice-looking man who says he lost his cute little dog and asks if you will help him search for it. He is very upset.

Possible Answers:

Think: “I have to help him because his dog is lost and I love dogs.” “I shouldn’t leave my trusted adult.”
Feel: Confused, icky, excited.
Act: Safety Stop Sign: “Stop, that’s not safe. I need to ask my trusted adult.” (Remind your child that adults who they don’t know well should never ask them for help. They should ask their trusted adult for permission.)



Scenario 6: You are at your school. A neighbor who just moved into the neighborhood says she needs to take you home because there is an emergency and your mom needs her to drive you. She doesn’t know your secret family password.

Possible Answers:

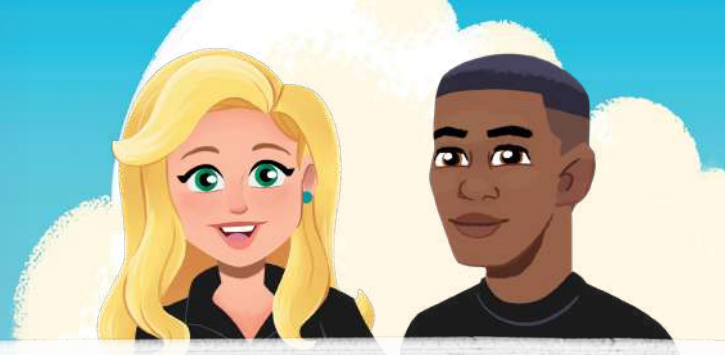
Think: “I hope that my mom is okay.” “I should probably go because I don’t want to get in trouble.” “This woman doesn’t know my secret password.”
Feel: Confused, worried, nervous.
Act: Safety Stop Sign: “Stop, that’s not safe.” Ask your trusted adult who is in charge if you can/should go. Family Password: It is important for each family to have a password that only the child and their parents know. If a parent needs someone to pick up the child, then they can tell the person the password and the child will be able to verify that they are in a safe situation and with a trusted adult.



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DEAR _____ ,

I have chosen you as a Trusted Adult in my Safety NETWORK. Being in my Safety NETWORK is an important and special job, because you are responsible for helping me to stay safe. I chose to put you in my Safety NETWORK because I trust you. I can tell you anything, and I know you will help me. I promise to tell you about anything that makes me feel afraid, threatened, or uncomfortable. Please promise me that you will both hear me and help me when I need you.

THANK YOU,

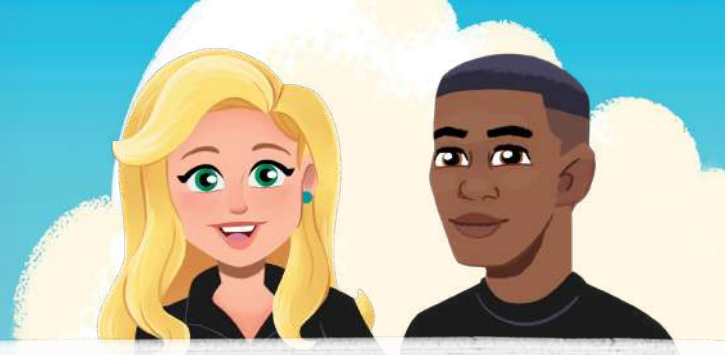




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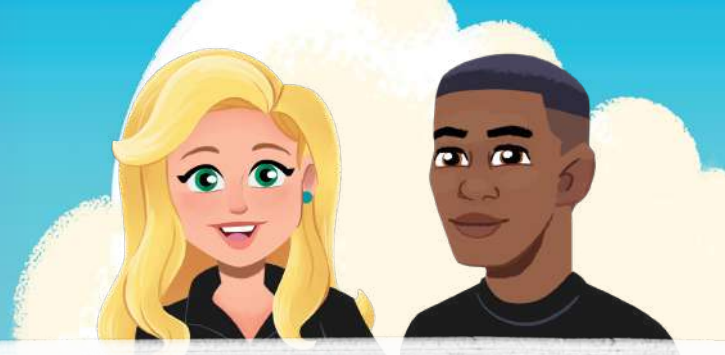




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THANK YOU,





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WHO I AM



Your child has the right to be themselves. Their feelings, thoughts, opinions, ideas and beliefs, their likes and dislikes, and even their strengths and weaknesses are all part of your child's personality and are what makes them unique.

Sometimes when trying to fit into a group your child can compromise who they are. As children are growing up, it may be challenging for them to be true to who they really are because they are worried that they might not be accepted into a peer group. It is important for your child to understand that if they sacrifice who they really are, what they really enjoy, or the things they really like just to fit in, they lose what makes them unique and who they are.

Directions:

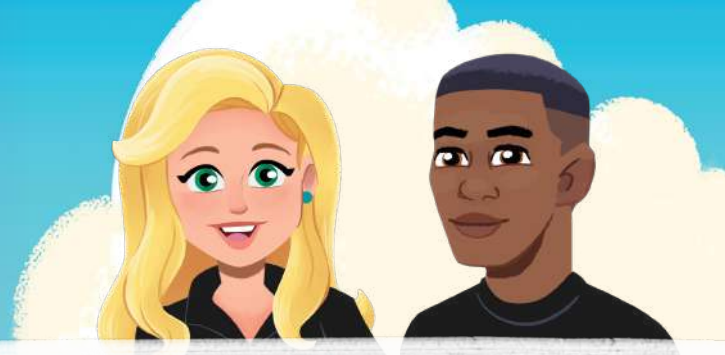
- Ask your child to think about how people see them on the outside — maybe your child plays sports, dances, or volunteers at the local community garden; people may see them as athletic, artistic, or philanthropic. Have your child write those visible characteristics on the lines outside the figure on the following page.
- Now have your child think about what is on the inside — what people don't see — their hopes, talents, dreams, interests, fears, or even things that your child may not share with others. Your child may have a dream of performing onstage one day, may love to draw, or may be nervous when they meet new people. Have your child write those invisible characteristics on the inside of the figure.
- Talk with your child about the things that people see and the things they don't see. Let your child know that who they are is important.



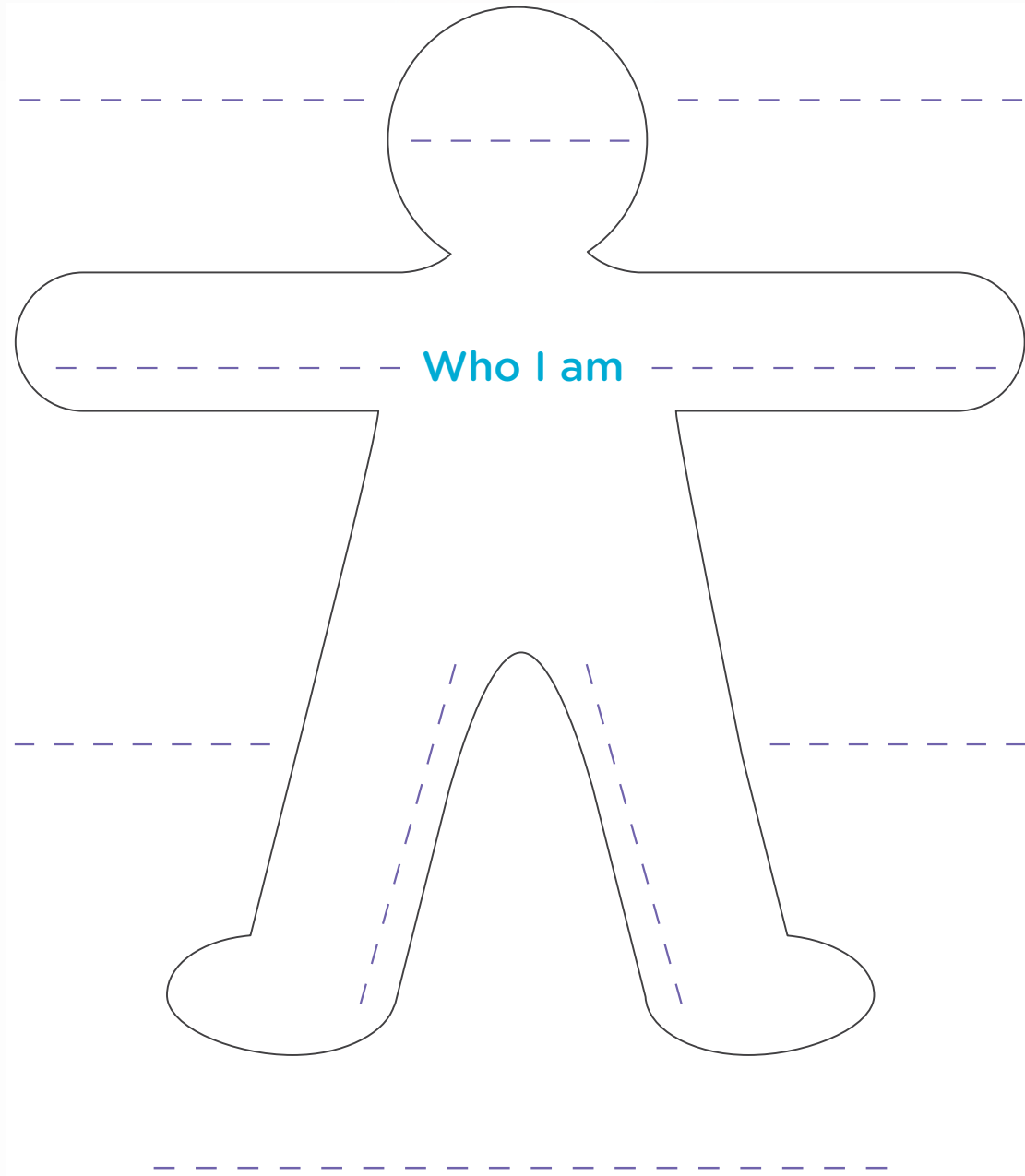
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WHO I AM



Who I am