



Safer, Smarter
FAMILIES

GRADES K-2

PRESENTED BY:  LAUREN'S KIDS



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 Grown-Up Buddy, 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 Grown-Up Buddy's name is:

Their address is:

Their phone number is:



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MY GROWN-UP
BUDDY HELPS
KEEP ME SAFE!





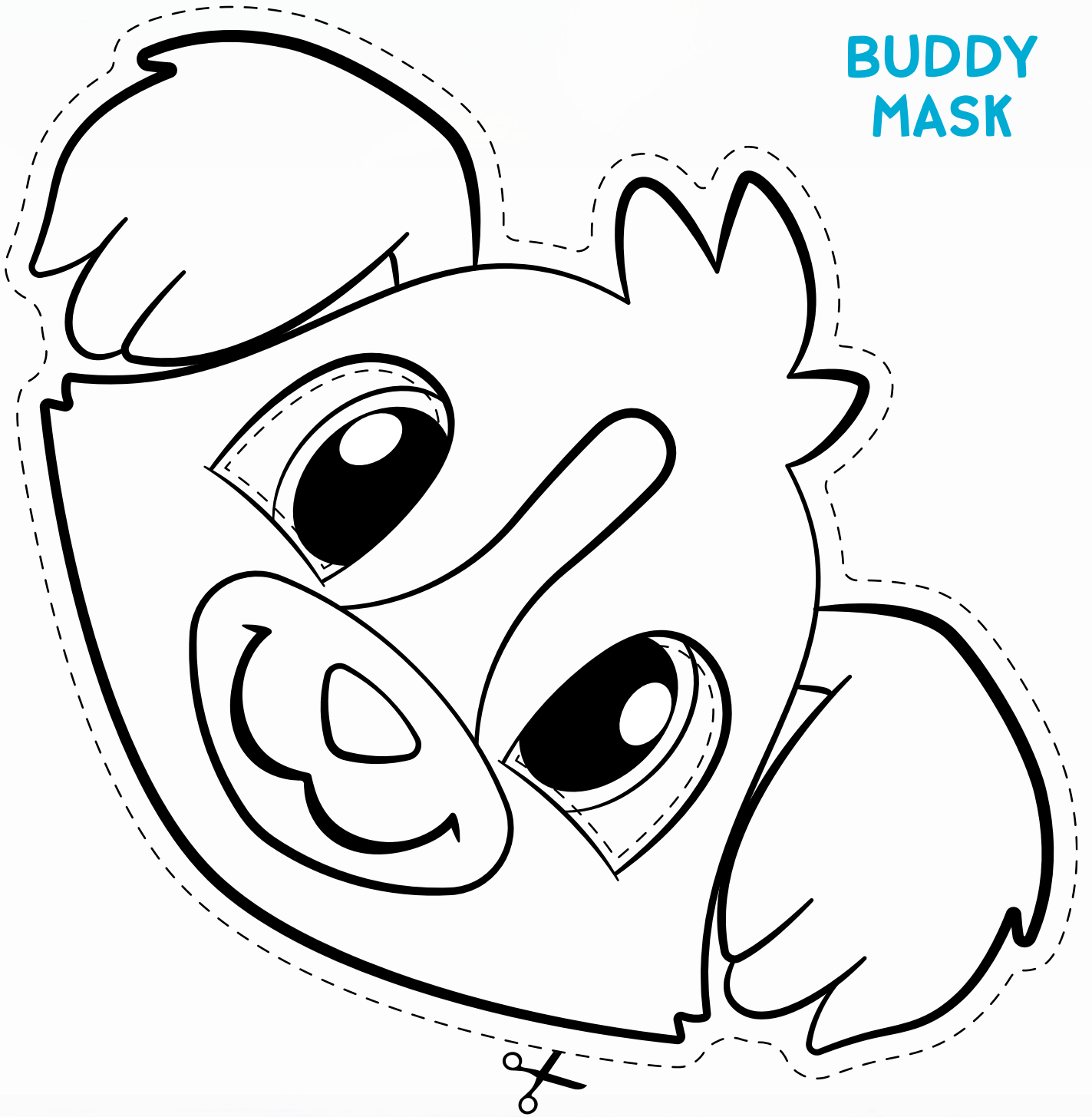
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BUDDY MASK





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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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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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DEAR _____ ,

You have been chosen as a Grown-Up Buddy in my Trusted Triangle. Being in my Trusted Triangle is an important and special job because you are responsible for helping me stay safe. I chose to put you in my Trusted Triangle because you are a trusted adult in my life. 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 icky. Please promise me that you will both hear me and help me when I need you.

THANK YOU,





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PRACTICE USING YOUR “I MEAN BUSINESS” VOICE

Directions: Help your child practice their “I Mean Business” Voice using the following scenarios:

1. Your friend is practicing his new karate moves on you and it really hurts.

What should you do?

Use your “I Mean Business” Voice (“Stop! That’s not safe!”) to tell him to stop.

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

What should you do?

Use your “I Mean Business” Voice (“Stop! That’s not safe!”) to tell her no.

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

What should you do?

Use your “I Mean Business” Voice (“Stop! That’s not safe!”) to tell him no.

4. You and a friend are playing soccer in your yard. The soccer ball rolls into the street and your friend starts to run into the street without looking to get it.

What should you do?

Use your “I Mean Business” Voice (“Stop! That’s not safe!”) to tell him to stop.





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INTERNET SAFETY CHECKLIST FOR PARENTS

- Computers, tablets, and phones should always be used under your supervision, with your permission, and in a public place in your home.
- Spam settings and parental controls should be enabled on your family computer to block unsafe images and websites.
- Your children should only have access to computer passwords when they are old enough to understand that they should never be shared.
- Your child should understand that anytime they are confused by something they have viewed on the Internet, or if they have an interaction online that makes them uncomfortable, you want to know and you will help them.





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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

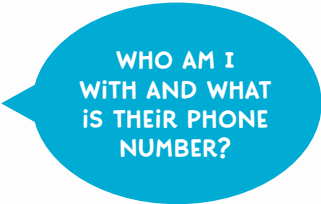


L: LOCATION



A: ACTIVITY





N: NAME & NUMBER

Name: _____

Phone Number: _____



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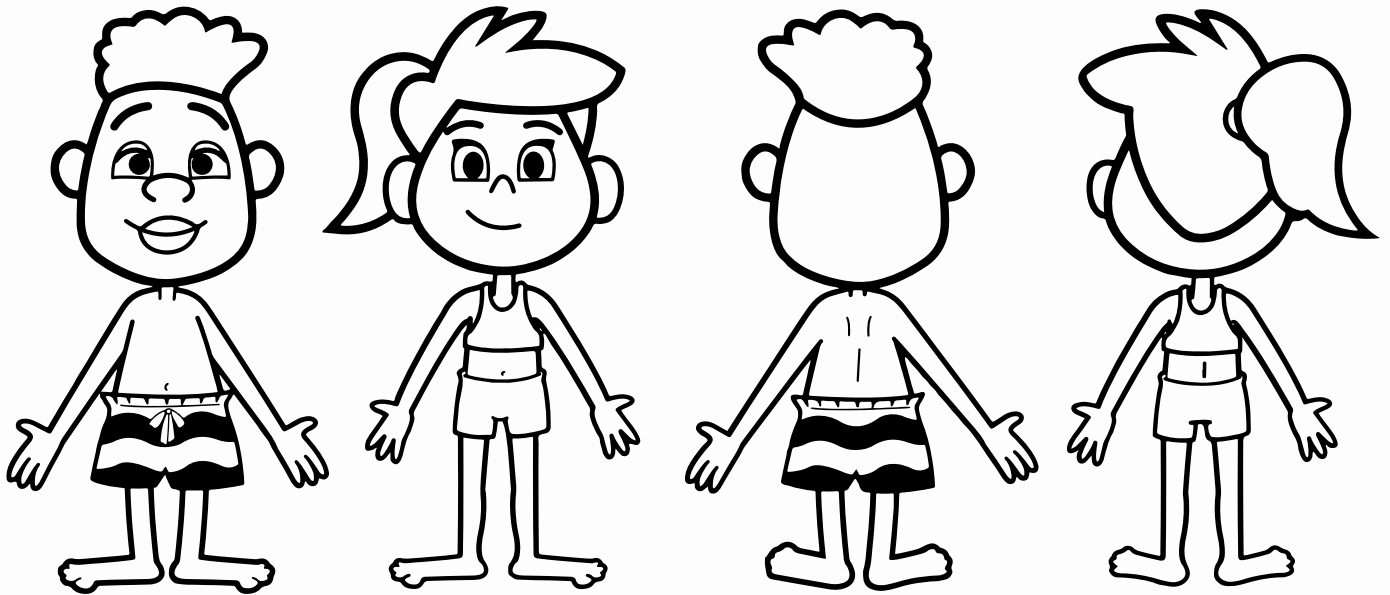
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PRIVATE PARTS

Directions: 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.





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MAKE SAFETY GOGGLES

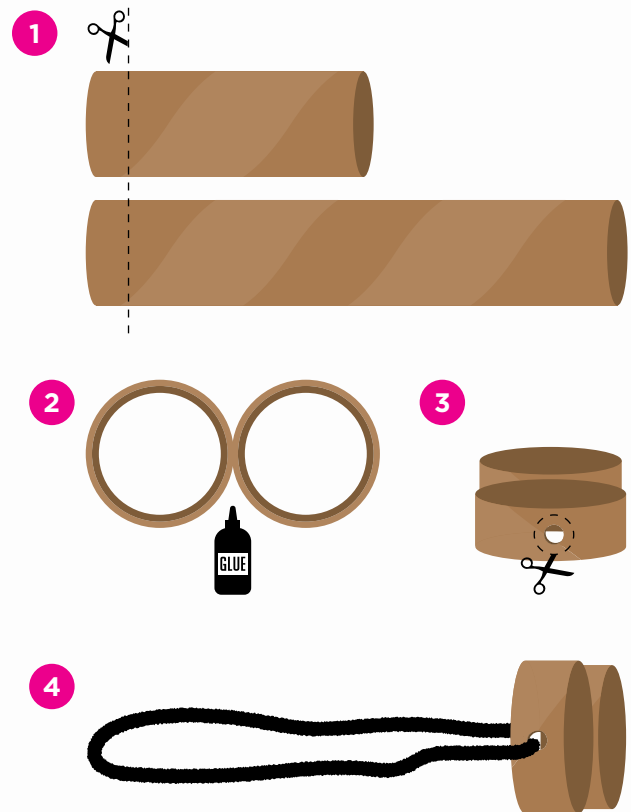
Directions: Use your Safety Goggles to look for safe and unsafe situations.

MATERIALS:

- Toilet paper rolls, paper towel rolls
- Crayons
- Markers
- Sequins
- Feathers
- Pipe cleaners, elastic, or ribbon
- Hole puncher
- Glue
- Scissors

HOW TO:

1. Find your empty toilet paper or paper towel rolls and cut into 1-inch rings.
2. Glue the two rings together.
3. Punch a hole on the outside of each ring.
4. Attach a pipe cleaner, elastic, or ribbon long enough to go behind your child's ears or head. Decorate as desired.





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MAKE A SAFETY STOP SIGN

Directions: Encourage your child to decorate the **Safety Stop Sign** with crayons and markers. Cut out the Safety Stop Sign and glue it to a popsicle stick. Keep your child's Safety Stop Sign in an important place in your home so your child will be reminded of their ability to say "Stop!"





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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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SAFE AND UNSAFE TOUCH

Directions: Read each situation to your child and ask them what they might **think** and **feel**, and how they might **act**. Remember, this is a great opportunity to reinforce that your child's body is their own and that they don't need to accept touches that make them feel uncomfortable.

SITUATION #1

You and your parents are visiting your relatives. You always get nervous when you go to see them because your uncle is there and he puts his arm around you and leaves it there for a long time. You don't like when he does that, but you don't want to hurt his feelings or make anyone mad. What do you think and feel, and how will you act?

Think:

Feel:

Act:



SITUATION #2

Your older brother is tickling you. It was fun at first, but now you can't catch your breath and you start to feel scared. What do you think and feel, and how will you act?

Think:

Feel:

Act:





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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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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 Grown-Up Buddy in their Trusted Triangle. 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: CYBER SAFETY

Technology changes daily and new sites and apps are launched all the time, so it is vital 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.

HOW TO HELP YOUR CHILD MAKE SAFE CHOICES IN THE DIGITAL WORLD

Step 1: What are the rules for the use of Internet in your home? Where is your computer located? Is it in a public place in your home? What spam filters and safety settings are enabled on your computer and other devices?

Step 2: 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 make safe choices.

Step 3: 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's important that your child understands 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
- Entering a chat room and engaging in a conversation
- Visiting inappropriate sites

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

Step 4: 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 use and activity of them. Your child should also understand that it is a privilege to use these devices.



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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: SAFE AND UNSAFE



Safe touches and safe secrets make you feel:

- Loved
- Encouraged
- Happy
- Safe



Unsafe touches and unsafe secrets make you feel:

- Icky
- Confused
- Scared
- Threatened

HOW TO TALK WITH YOUR CHILD ABOUT SAFETY

Step 1: Make sure your child knows the difference between a safe touch and an unsafe touch. A safe touch can be a welcoming hug or an encouraging pat on the back. An unsafe touch is a touch that is confusing or that hurts.

Step 2: Make sure your child knows the difference between a safe secret and an unsafe secret. A safe secret is one that will eventually be told, and when it is, it will make everyone smile, like a surprise party or a secret handshake with your best friend. An unsafe secret is one that is confusing and makes your child feel icky, threatened, or scared and your child is told not to tell. Unsafe secrets should ALWAYS be told to a trusted adult.

Step 3: Share the Private Parts sheet with your child. Explain to your child that the private parts of your body are covered by your bathing suit. Your mouth is also a private part. No one should see or look at the private parts of your body except in two instances: if you're hurt and need help, or if you're at the doctor. Remind your child that any touch that makes them feel unsafe, icky, or confused and that involves the private parts of their body is an unsafe touch. An unsafe touch that your child is told not to tell anyone about is an unsafe secret.

Step 4: Make sure your child understands that an unsafe touch or an unsafe secret should always be shared with a trusted adult and that your child needs to keep telling until they get the two H's: heard and helped! Remember, who decides if a touch is safe or unsafe? You do, because your body is special and it belongs to you!



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STEPS TO SAFETY: SAFE AND UNSAFE

Directions: Help your child decide if the scenarios below are safe or unsafe. Circle the correct answer.



SAFE UNSAFE



SAFE UNSAFE



SAFE UNSAFE



SAFE UNSAFE



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STEPS TO SAFETY: TATTLING VS. REPORTING



HELPING YOUR CHILD UNDERSTAND THE DIFFERENCE BETWEEN TATTLING AND REPORTING

Reporting involves something that is a threat to your child's safety or the safety of someone else. **Tattling** is a complaint about someone else's behavior that does not involve a threat to safety.

HOW TO TALK TO YOUR CHILD ABOUT THE DIFFERENCE BETWEEN TATTLING AND REPORTING

Step 1: An essential step in your child's development is knowing when to report to an adult. While no one likes tattling, the determination of when and what to report is rarely discussed. This leads to confusion, especially as children struggle with moral development. Ask your child to explain the difference between tattling and reporting to you. Help them to understand that how they feel about their own safety or the safety of others will help them decide if they are tattling or reporting.

Step 2: Ask your child which voice they would use when reporting to a Grown-Up Buddy or you. Ask them if they would use the same voice if they were tattling. Remind your child that using their "I Mean Business" Voice is very important when reporting something that is a threat to their safety or the safety of others.

Step 3: Explain to your child that they must continue reporting until they are Heard and Helped. Sometimes when a child reports something that is a threat to their safety or the safety of others, they are not heard. While this is devastating to a child, it is important to stress to your child that they must continue to tell the Grown-Up Buddies in their Trusted Triangle or other trusted adults until they are heard. Provide examples of other trusted adults who could help your child, such as teachers, neighbors, parents of your child's friends, a police officer, or a firefighter.





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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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STEPS TO SAFETY: CREATING A TRUSTED TRIANGLE

A child's Trusted Triangle is made up of three or more trusted adults or Grown-Up Buddies who are old enough to drive and to whom the child can tell anything. One person in a child's Trusted Triangle should be a person not in their family unit.

HOW TO HELP YOUR CHILD BUILD THEIR TRUSTED TRIANGLE

Step 1: Make sure your child understands the importance of the **Grown-Up Buddies**. Grown-Up Buddies 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 Grown-Up Buddies anything and that they can expect their help.

Step 2: Make sure your child includes one Grown-Up Buddy outside of their family unit. Ninety percent of the time children are abused, it is at the hands of someone within the family or that the family knows and trusts. A Grown-Up Buddy who is outside of that group is an important part of your child's **Trusted Triangle**. Provide your child with some possibilities of Grown-Up Buddies who are not in their family, like a teacher, pastor, 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 Grown-Up Buddy in their Trusted Triangle and that your child needs to keep telling until they get the two H's: **heard** and **helped**.

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. If they are not heard and immediately helped, they must tell another person in their Trusted Triangle.

Step 5: Members of your child's Trusted Triangle 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 Grown-Up Buddies in My Trusted Triangle Letters. After your child has completed the letters, mail them to the Grown-Up Buddies in their Trusted Triangle so that 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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TATTLING VS. REPORTING

Directions: Use the scenarios below to help your child think about the difference between **tattling** and **reporting**.

1. You are on the playground and you see your friend walking on the top of the swing set!

- Ask your child, "What should you do?"
- Tell your child that they should tell their Grown-Up Buddy.
- Ask them, "Who is your Grown-Up Buddy on the playground?" **Answer:** "Right, your teacher!"
- Ask your child, "Is this tattling or reporting?" **Answer:** "Reporting, because it is dealing with your friend's safety."

2. You have free classroom time to color and your friend won't share the green crayon, but you need to finish coloring the grass in your picture!

- Ask your child, "Is this a safety situation?" **Answer:** "That's right, this situation does not involve safety."
- Ask your child how they would try to handle the situation on their own by using their words; e.g., ask their friend to share.
- If the friend still will not share, tell your child to ask their Grown-Up Buddy for help.

3. You are at the baseball field and a ball goes over the fence. Your friend jumps over the fence and leaves the group to go get the lost ball.

- Ask your child, "What should you do?"
- Remind your child to tell their Grown-Up Buddy.
- Ask your child, "Is this tattling or reporting?" **Answer:** "Reporting, because it is dealing with your friend's safety."

4. You are working in class and your friend keeps touching your paper. It is really bothering you.

- Ask your child, "What should you do?"
- Tell them that they should ask their friend to stop.

- Ask your child, "Should you tell your teacher?" **Answer:** "No, because your safety is not in danger."
- Encourage your child to try to handle the situation on their own by using their words; e.g., ask their friend to stop. If the friend still will not stop, tell your child to ask their Grown-Up Buddy for help.

5. You are trying to cross the monkey bars, but your classmate keeps pulling your legs and making you fall. You asked him to stop, but now he is doing it to your friend.

- Ask your child, "Is this a safe or an unsafe touch?" **Answer:** "It is an unsafe touch, because your safety is in danger."
- Ask your child, "What do you do when you have an unsafe touch?" **Answer:** "That's right, you immediately go tell your Grown-Up Buddy."
- Ask your child, "Is this tattling or reporting?" **Answer:** "Reporting, because it is dealing with your friend's safety."

6. Your babysitter plays what she calls a "special game" with you and has touched you in a way that has made you feel icky. The babysitter told you not to tell your mother about this special game that you are playing and that all kids play this game.

- Ask your child, "Is this an unsafe touch?" **Answer:** "It is an unsafe touch because your safety is in danger."
- Ask your child, "Is this an unsafe secret?" **Answer:** "It is an unsafe secret because it makes you feel icky and you have been told not to tell."
- Ask your child, "What should you do?" **Answer:** "Tell a parent or a Grown-Up Buddy immediately."
- Ask your child, "Is this tattling or reporting?" **Answer:** "Reporting, because it is dealing with your safety."



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GRADES K-2

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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 Grown-Up Buddy."



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 Grown-Up Buddy."

Feel: Confused, concerned, excited.

Act: Safety Stop Sign: "Stop, that's not safe. I need to ask my Grown-Up Buddy 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 Grown-Up Buddy.”



Scenario 5: You are playing at the park with your friends and Grown-Up Buddy. 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 Grown-Up Buddy.”
Feel: Confused, icky, excited.
Act: Safety Stop Sign: “Stop, that’s not safe. I need to ask my Grown-Up Buddy.” (Remind your child that adults who they don’t know well should never ask them for help. They should ask their Grown-Up Buddy 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 Grown-Up Buddy 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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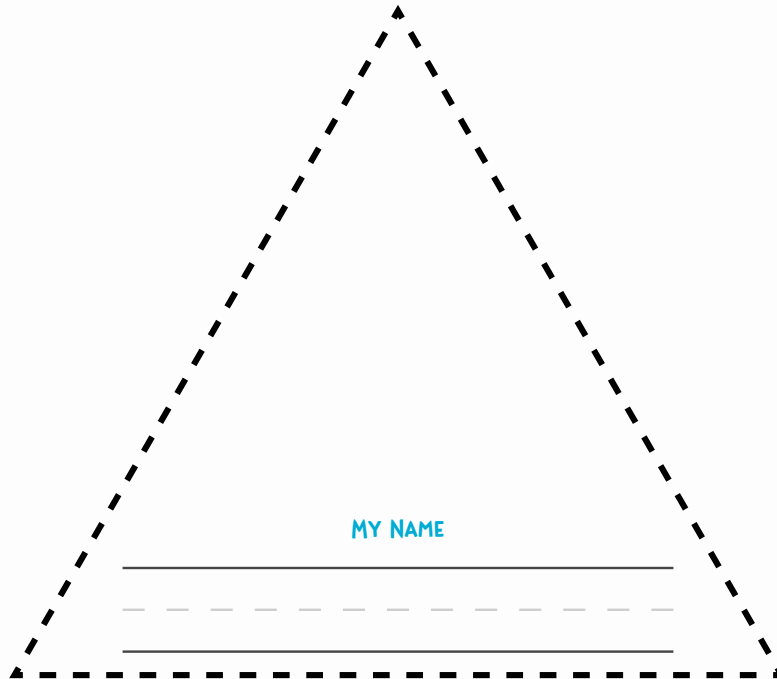
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MY TRUSTED TRIANGLE

Directions: Use the **Trusted Triangle** below to help your child identify three or more **Grown-Up Buddies** who they can talk to about anything - whether it's a bad dream, a fight with a friend, or a touch that makes them feel not quite right. Be sure your child's Grown-Up Buddies are old enough to drive a car, and that you include at least one person in the Trusted Triangle who is not a family member. If something or someone makes your child feel unsafe or not quite right, your child must tell someone in their Trusted Triangle of Grown-Up Buddies. It's important for your child to remember to keep telling someone how they feel until they get the **two "H's": heard and helped.**

GROWN-UP BUDDY #1



GROWN-UP BUDDY #3

GROWN-UP BUDDY #2

