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## ***RELATE Workshop 5: Keeping Myself Safe***

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SUBUNITS: BODY SAFETY, STRANGERS, FEELING UNCOMFORTABLE AND UNSURE



## Materials

### **Provided:**

- Coloring Sheets (Safety)
- Safety Steps Worksheet
- Safe Adults Flashcards
- “My List of Grown-Ups I Can Trust” Worksheet

### **Not Provided:**

- Crayons
- Boiled Eggs (one per child)
- Materials to protect eggs (cloth, pillows, egg cartons, Styrofoam cups, cotton balls)
- Packaging Tape
- Chair
- The Swimsuit Lesson by Jon Holsten

### **Book Suggestions:**

- The Swimsuit Lesson by Jon Holsten
- Busy Places: A Child Safety by Caroline Hardy
- The Big Book of Safety for Young Children by Cindy Barden
- It’s My Body (Children’s Safety and Abuse Prevention) by Lori Freeman

## **Focus**

This workshop will teach children the important ways to keep themselves safe in a variety of situations.

## **Agenda**

- ❖ Activity 1: Small Group- Getting to Know You
- ❖ Activity 2: Small Group- Safety Steps Discussion
- ❖ Activity 3: Small & Large Group- Egg Drop
- ❖ Activity 4: Large Group- Safe Bodies Discussion
- ❖ Activity 5: Large Group- Story: “The Swimsuit Lesson” by Jon Holsten
- ❖ Activity 6: Small Group- Finding Safe Adults
- ❖ Activity 7: Small Group- Internet Safety Discussion
- ❖ Activity 8: Small Group- Safety Coloring Sheets

### **Note:** Small Group/Large Group-

For some activities children are divided into small groups in order to receive more one-on-one attention. It is recommended that small groups be organized according to age/development of the children (Example: Children ages 5-6 should be placed in the same small group). Other activities require the small groups to come together and form one large group. If facilitators find their small groups to be moving at a different pace than other groups, it is ok to do large group activities within individual small groups, but keep in mind that extra materials—such as books and coloring sheets—may be needed.

### **Activity 1: Small Group- Getting to Know You**

**Time:**

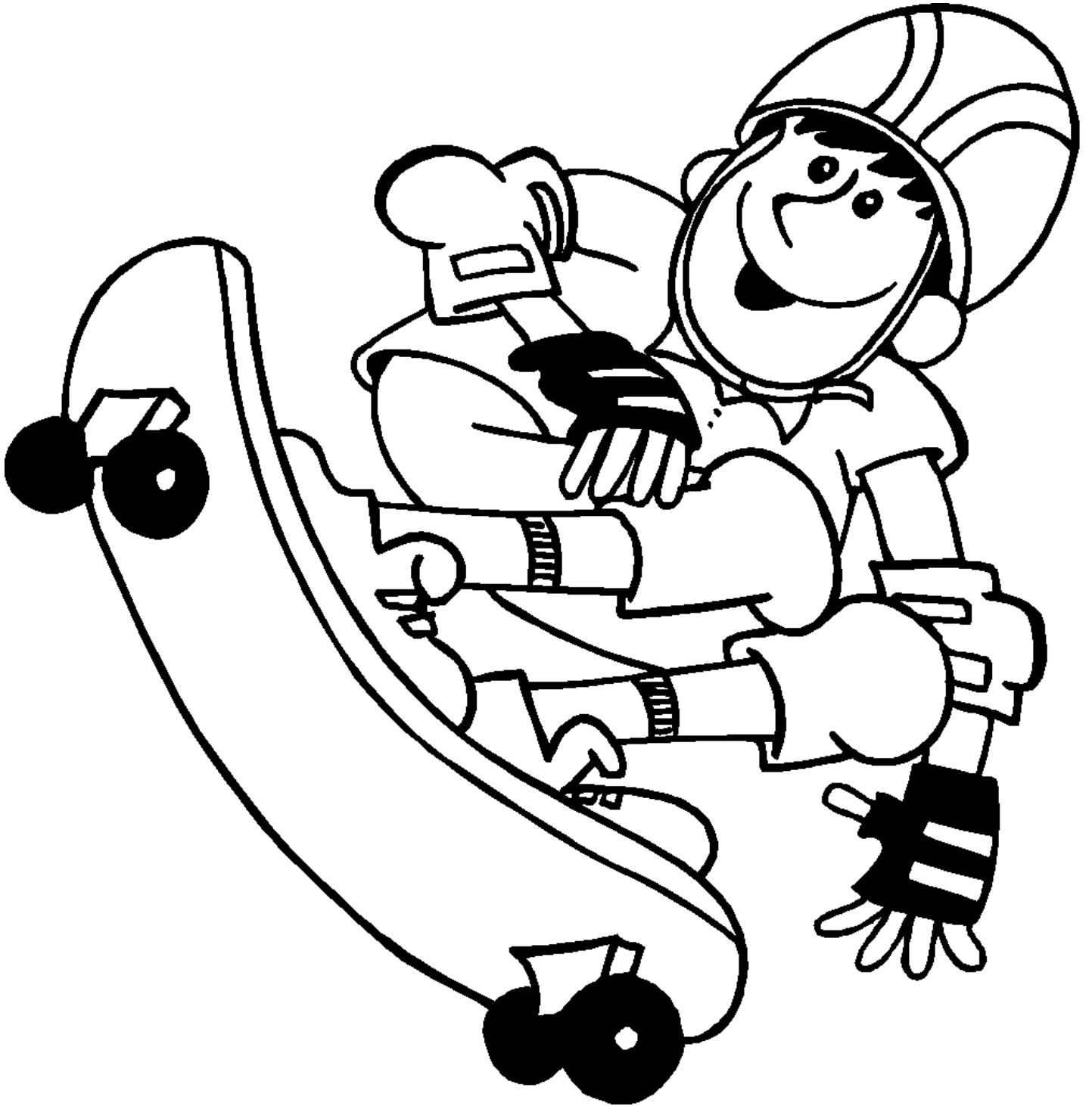
15 Minutes

**Materials:**

- Coloring Sheets (Safety)
- Crayons

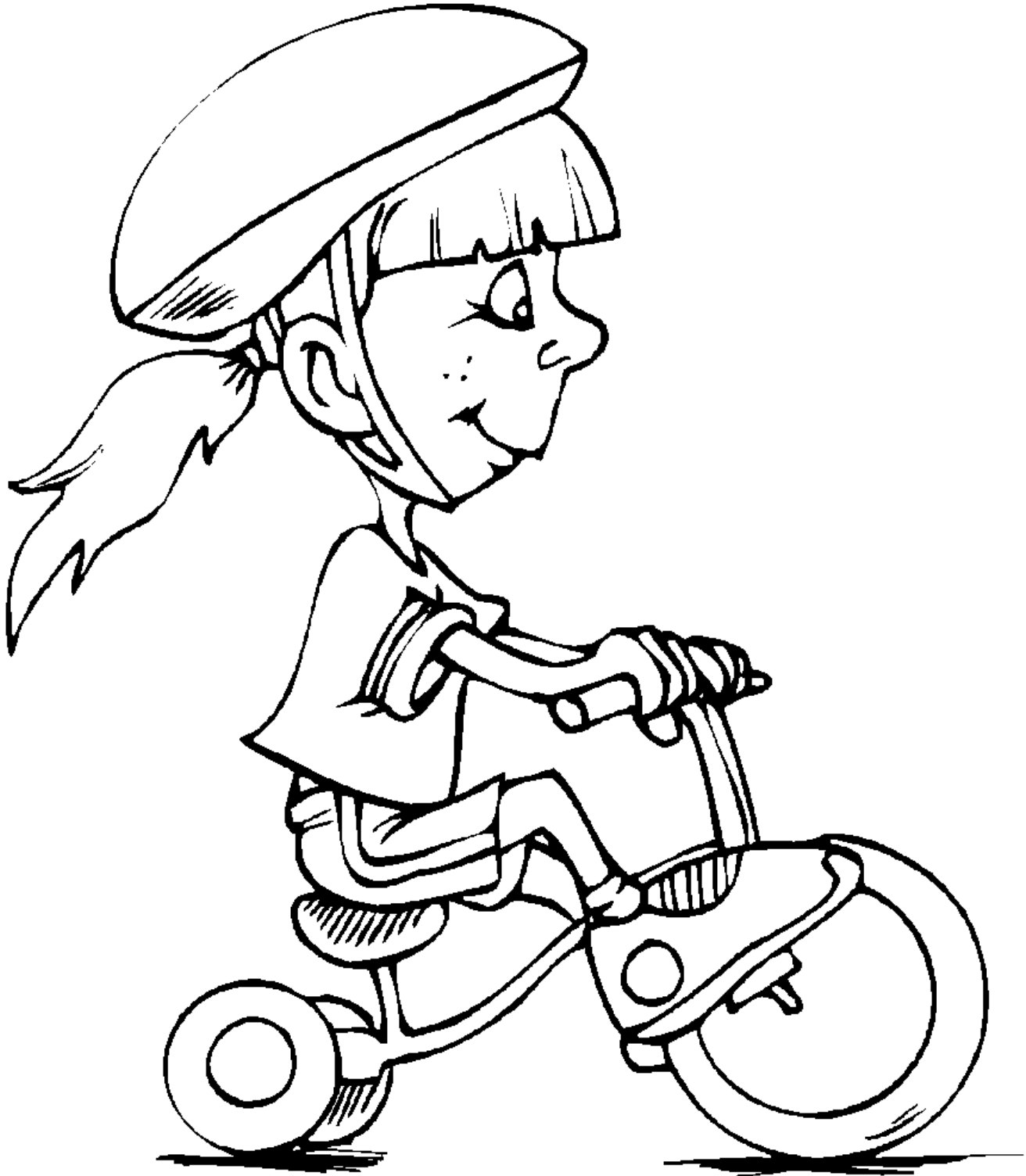
**Instructions:**

- 1) While children are arriving, ask them to sit at the table and color with you until the entire group arrives.
- 2) During this time, ask questions to get to know them and to make them comfortable with you. Make sure to talk about safety because of the safety coloring pages. Examples of questions are:
  - a. How old are you?
  - b. Do you have any siblings?
  - c. What is your favorite game to play with your family?
  - d. Do you have any pets?
  - e. What is your favorite movie/ TV show?
  - f. Can you tell me about your picture?
  - g. Do you think the children in this picture are being safe?
  - h. What does being safe mean?
  - i. What kind of things do you do to be safe?
    - i. At home?
    - ii. In the car?
    - iii. At school?
    - iv. With friends?
    - v. With strangers?

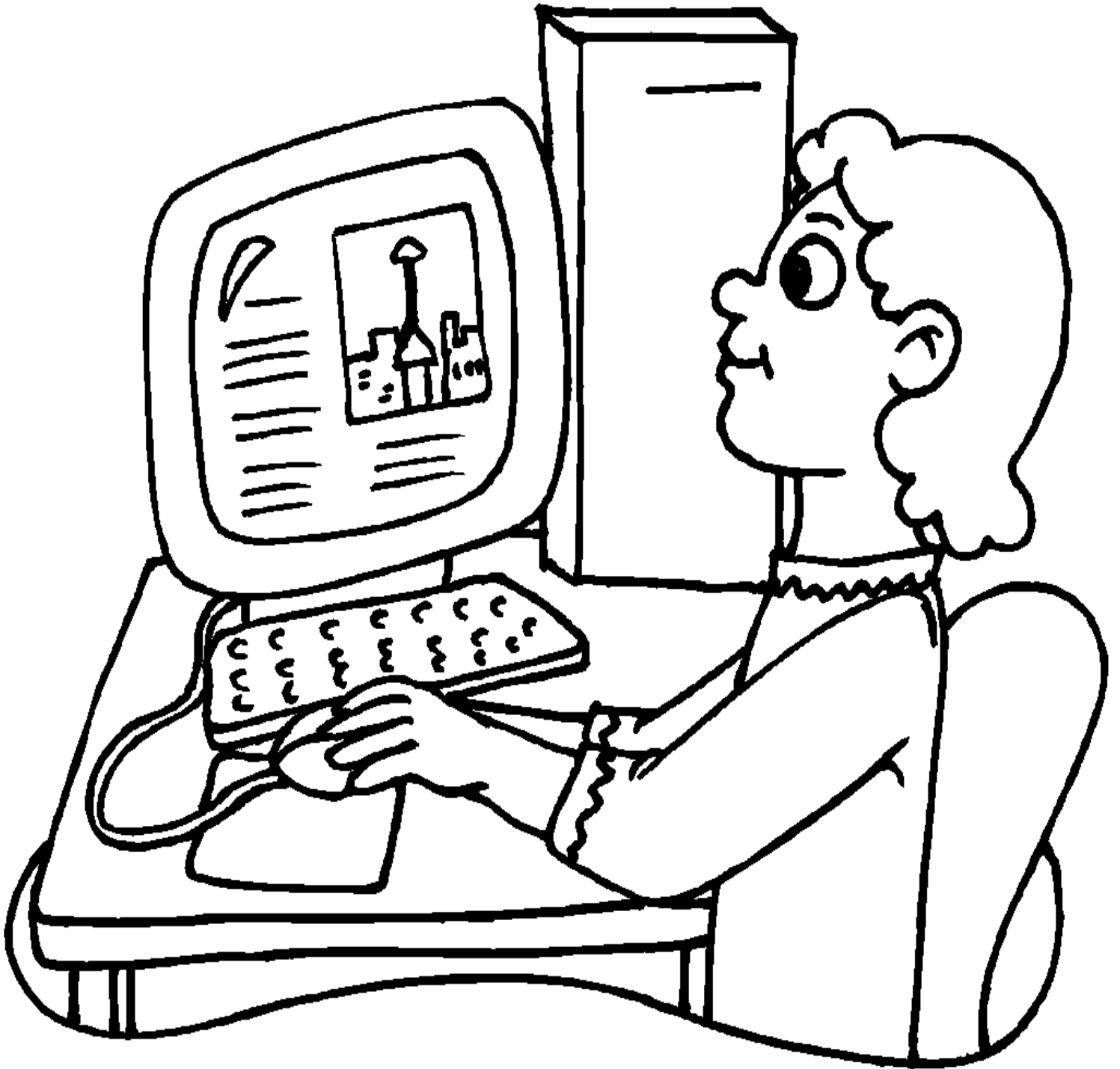














## Activity 2: Small Group- Safety Steps Discussion

### Time:

10 Minutes

### Materials:

- Safety Step Worksheets

### Instructions:

- 1) Facilitators will discuss the five safety steps with the children.
  - a. Know
    - Facilitators will stress the importance of knowing important information so trusted adults can help them.
      - Example: Knowing their full name, their parent's full names (noting that parents may have different last names), their home and cell phone numbers (including area code), their home address (including zip code), and any emergency contact information.
  - b. Ask
    - Facilitators will tell the children that if they are ever unsure of what to do they should ask an adult in charge.
      - Example: It would be appropriate to mention here that if a stranger ever asks a child to get into the car with them, help them look for a lost pet, or offers them candy they should always ask their parents first.
  - c. Take a Friend
    - Facilitators will tell the children that it is always safer to walk in a group or with a friend.
      - Example: When walking to school or the bus, find some neighborhood friends to walk together. When playing outside, you should play in a place where adults can see you and play with your friends.
  - d. Say "No!"
    - If a child feels **uncomfortable** or **unsure** they should say no and find a trusted adult right away.
      - Example: A friend asks you to play in the garage at his house. You remember his parents telling you not to last week. You can tell your friend, "no thanks," offer to do something else, head home or find his mom or dad.
  - e. Tell an Adult
    - Facilitators should tell the children to tell an adult if they are ever **uncomfortable** or **unsure** if a situation is safe or not.
      - Example: A neighbor says they have just made cookies and ask you to come inside. If you are unsure, just ask your parents whether that would be okay or not.

## Safety Steps

### 1. Know

- Your Name

◆ \_\_\_\_\_

- Your Parents' Names

◆ \_\_\_\_\_

◆ \_\_\_\_\_

- Important Phone Numbers

◆ Home: \_\_\_\_\_

◆ Mom Work: \_\_\_\_\_

◆ Dad Work: \_\_\_\_\_

◆ Neighbor: \_\_\_\_\_

- Your Address

◆ \_\_\_\_\_

◆ \_\_\_\_\_

### 2. Ask

- Ask the adult in charge if you are unsure

### 3. Take a Friend

- Walk with a group of people to stay safe

### 4. Say "No!"

- If you are being asked to do something you aren't comfortable with, just say "No"

### 5. Tell an Adult

- Be sure to talk to your parents about anything or anyone that makes you uncomfortable. They will be proud of you for talking to them

### Activity 3: Small and Large Group- Egg Drop

**Time:**

30 Minutes

**Materials:**

- Boiled Eggs (one per child)
- Materials to wrap eggs in (cloth, pillows, egg cartons, Styrofoam cups, cotton balls)
- Packaging Tape
- Chair

**Instructions:**

- 1) The purpose of this activity is to understand the importance of wearing protective clothing such as helmets, pads, coats in the winter, and lifejackets on boats.
- 2) Each child will receive one boiled egg to protect.
- 3) Facilitators will assist the children in covering their eggs in protective materials.
- 4) After each child feels they have sufficiently protected their eggs, they will go outside to test it.
- 5) Facilitators will lift each child's egg above their head and drop it.
- 6) Facilitators should encourage the other children to watch as each child drops an egg.
- 7) After all the eggs have been dropped and inspected for damage, the children can help clean up and come inside for a large group discussion.

### **Activity 4: Large Group- Safe Bodies Discussion**

**Time:**

5 Minutes

**Materials:**

- None

**Instructions:**

- 1) Facilitators will ask the children what kept the eggs safe and what did not.
- 2) Facilitators will then ask the children what keeps them safe (bicycle helmets, pads, lifejackets, clothing, shoes, good food, sleep, their house, their parents, etc.)
- 3) Facilitators should stress the importance of using equipment to keep our bodies safe but also listening to intuition. Listening to the voice inside can be a powerful tool, especially for young children who are discovering the line between right and wrong.

**Activity 5: Large Group-** Story: The Swimsuit Lesson by Jon Holsten**Time:**

15 Minutes

**Materials:**

- The Swimsuit Lesson by Jon Holsten

**Instructions:**

- 1) A facilitator will read The Swimsuit Lesson by Jon Holsten to the children.
- 2) After reading the story the facilitator will ask the children if they have any questions or to share their feelings about the book.
- 3) The facilitator should emphasize that the children will not be in trouble for telling their parents when they are uncomfortable. Their parents will be proud of them for talking to them.
- 4) It is appropriate to keep this activity short and casual. Facilitators should simply make children aware of possible dangers and present solutions.
- 5) A facilitator will then discuss the difference between tattling and telling.
  - a. Tattling
    - Telling on someone because you are mad at them or want to get them in trouble.
  - b. Telling
    - Telling on someone because you are afraid they might be in danger.

### Activity 6: Small Group- Finding Safe Adults

**Time:**

10 Minutes

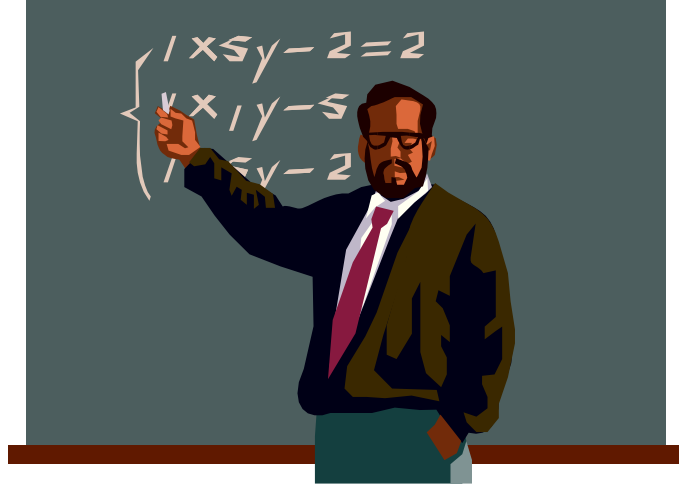
**Materials:**

- Safe Adults Flashcards
- “My List of Grown-Ups I Can Trust” Worksheet

**Instructions:**

- 1) Facilitators will begin the group time by telling the children, “Most people are nice people but some are not. It is okay to use our Safety Steps in order to protect ourselves.”
- 2) Facilitators will use the flashcards to show the children the type of people we can trust.
  - Police officers, firefighters, doctors, and teachers are people we can trust.
- 3) Facilitators should tell the children that even though these are people we can trust, if they make us feel **uncomfortable** or **unsure**, we should use their Safety Steps.
- 4) Children will take home their “My List of Grown-Ups I Can Trust” Worksheet to discuss with their parents who they can count on in their lives.





## My List of Grown-Ups I Can Trust

Parents,

Please take a few minutes to discuss with your child who the adults in their life are that they can trust. This includes family members, teachers, friends, neighbors, and emergency contacts. It is important to discuss this list of people often with your child in order to keep it up-to-date and to remind them of their trustworthy adult role models.

### Family

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### Friends

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### Adults at School

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### Adults in the Neighborhood

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### Emergency Contacts

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### Activity 7: Small Group- Internet Safety Discussion

**Time:**

5 Minutes

**Materials:**

- None

**Instructions:**

- 1) Facilitators will tell the children that we should use our Safety Steps even on the computer.
- 2) When using the computer we should:
  - a. Ask parent's permission
  - b. Follow your family computer rules
  - c. If you feel **uncomfortable** or **unsure** tell an adult or make sure the website is safe for you

### Activity 8: Small Group- Safety Coloring Sheets

**Time:**

10 Minutes

**Materials:**

- Coloring Sheets (Safety)
- Crayons

**Instructions:**

- 1) Facilitators will use this time to continue discussion and to answer any questions.
- 2) Facilitators can ask children what their plan would be in different situations. The Safety Steps and information discussed during the workshop will be much more effective if the children can verbalize their plan of action back to you.
  - a. A grandpa approaches you while you are playing at the park. He says he has lost his dog and asks if you have seen it. You haven't seen a dog today. He then asks if you will help him look for it. What should you do?
  - b. Your babysitter says you can play outside after dinner. After you finish eating you run outside and hop on your scooter. Your babysitter says, "Hold it! I don't want you to get hurt." What should you put on before you ride your scooter?
  - c. Your dad takes you and your friend to the pool for the afternoon. He tells you and your friend to stay on your beach towels and dry off while he refills the water bottle. After he leaves, your friend stands up and says, "Tag! You're it!" and starts running away. What should you tell your friend?