

My First Safety Book

*Safety Planning Information for Parents
of Children Ages 4 - 7*



CANADIAN CENTRE for CHILD PROTECTION®
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The Canadian Centre for Child Protection is a national charity dedicated to the personal safety of all children. Our goal is to reduce child victimization by providing programs and services to Canadians.

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Kids in the Know is the Canadian Centre for Child Protection's interactive safety education program designed for students from kindergarten to high school.

kidsintheknow.ca

The safety strategies and other information provided in this book are intended as general information only, not as legal or other advice. My First Safety Book is primarily designed for use by parents with young children in a facilitated context. See "Background Information for Parents" for more information about how to use this book.

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Background Information for Parents

This activity book has been developed for parents to work on with their children to build their children's safety competence with age-appropriate activities. At this age, repetition is an important element in learning. Concepts practiced and rehearsed over a period of time increase personal safety in real-life situations.

The discussion information about the lessons outlines how the activities are directly connected to personal safety education.

Topics for Discussion with 4- to 7-year-olds

Safe Grown-ups

Help children name the grown-ups in their lives who they can go to for help and support. The term *grown-up* is used with this age group, rather than *adult*, because children at this age find the word *grown-up* less abstract than the term *adult*.

Identifying and Labelling Feelings

Learning about feelings helps children develop self-awareness. This includes identifying and labelling feelings, as well as recognizing feelings of others (Greenberg, 2004).

Teaching about feelings promotes talking about emotions as a means to solve problems. People naturally try to avoid negative feelings. Although adults typically try to protect children from negative feelings, such feelings are important as they let us know something is wrong and possibly dangerous. Fear, sadness and anger carry messages of pain that motivate people to act to remove any threats that they might encounter. **These types of feelings are often the first line of defence against danger** (Seligman, 1995).

Greenberg, M. (2004). *Destructive emotions: How can we overcome them?* New York: Bantam Books.

Seligman, M. (1995). *The optimistic child: A proven program to safeguard children against depression and build lifelong resilience.* New York: HarperCollins Publisher.

Naming Body Parts

Teaching children the correct terms for their body parts is an important aspect of personal safety. Use the correct anatomical terms to describe private areas so that children have the proper terminology. This is especially helpful if a child discloses sexual abuse so the adult receiving the information is clear about what the child is telling her/him. If the child knows the correct terms, it will enhance communication between the adult and the child.

Developing Healthy Boundaries

Learning about boundaries from a young age is an important part of personal safety. Boundaries help define appropriate limits between individuals. Individuals who sexually offend against children often break boundaries and try to normalize inappropriate behaviour. Teaching children about boundaries provides them with a standard of measure for safe behaviour and helps them notice when someone is behaving inappropriately.

OKAY and NOT OKAY Secrets

Prior to age 6, the concept of secrets is very abstract for children. The focus is more on teaching about safe vs. unsafe behaviour and situations. At age 6 and 7 the concept of secrets can be introduced. Safe secrets have an ending and will eventually be told to someone, such as a surprise party or a present. Unsafe secrets are those that children are told never to tell and that do not have an ending. Stress that **secrets about touching are unsafe/NOT OKAY**. It is also important to include the importance of telling an adult they can go to for help about picture taking that is secretive. Stress that **secrets about picture taking are unsafe/NOT OKAY**. The focus should be on the **secretive** nature of such activities as being potentially unsafe.

How Do I Avoid Scaring My Child?

Have safety conversations in a calm manner. Take a matter-of-fact approach that is age appropriate, just as you would when teaching other types of safety information to children, such as bike safety, boat safety, car safety or fire safety. Remember to revisit these concepts regularly to develop safety habits for everyday life.

Safe Grown-ups in My Life

THE ROLE OF GROWN-UPS: DISCUSSION

Explain to your child that a grown-up's job is to take care of kids and keep them safe. Let them know that grown-ups who protect and make sure kids are safe are grown-ups they can go to for help.

Ask your child the following questions:

- Who is a grown-up?
Answers: mom, dad, grandma, grandpa, teacher, etc.
- What is a grown-up's job?
Answers: take care of kids, keep kids safe, etc.
- What is a child's job?
Answers: to have fun, etc.
- Who are the grown-ups who take care of you?
Answers: my mom, dad, teacher, etc.
- How do grown-ups show they care about you?
Answers: they make me healthy snacks, protect me, love me, etc.

SAFE GROWN-UPS I WOULD GO TO FOR HELP (LOCATIONS): DISCUSSION

Help your child think of examples of grown-ups that kids can go to for help.

- Who are grown-ups you can go to for help at *school*?
- Who are grown-ups you can go to for help at *home*?
- Who are grown-ups you can go to for help at *daycare*?
- Who are some grown-ups you can go to for help *somewhere else*?

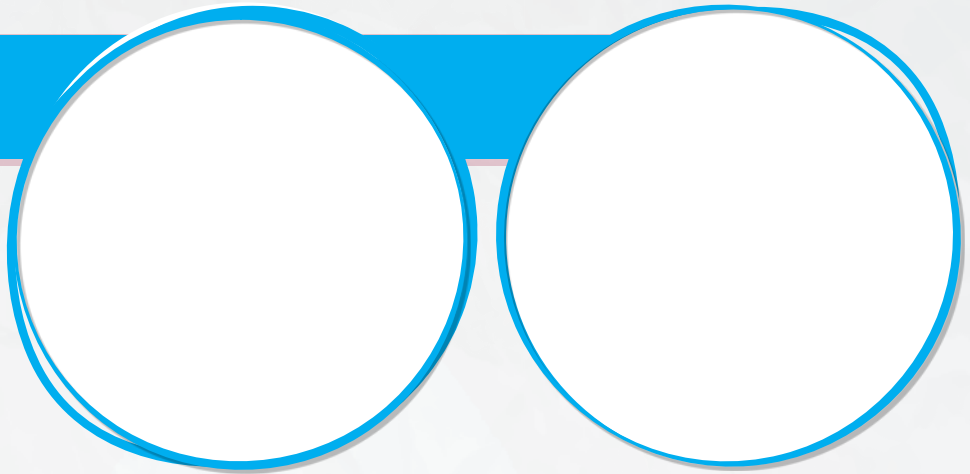




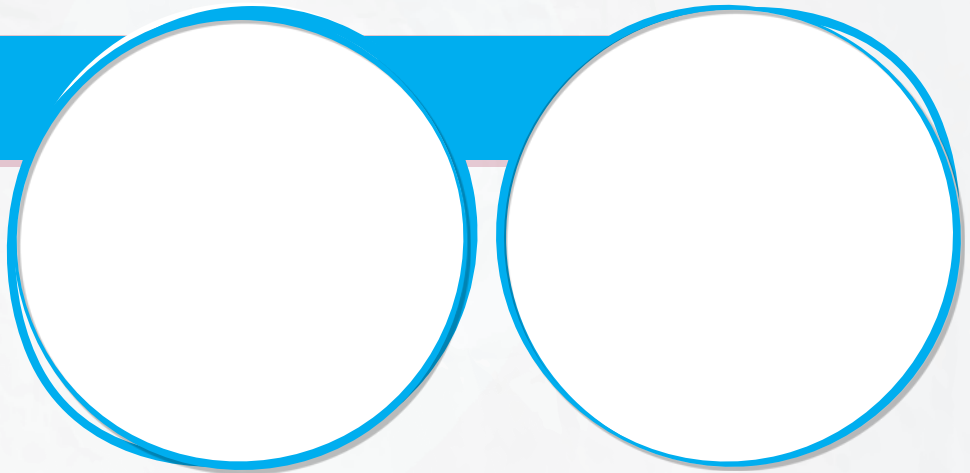
MY SAFE GROWN-UPS: ACTIVITY

Ask your child to draw the grown-ups they go to when they feel:

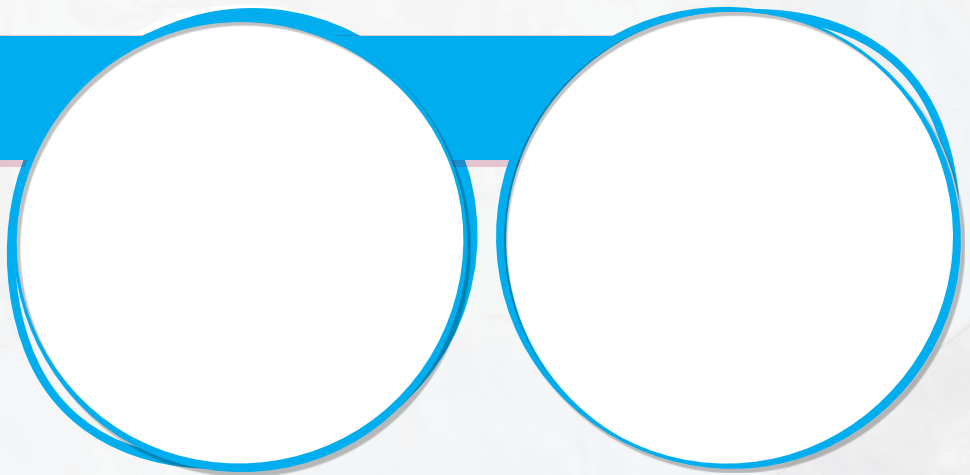
SAD



SCARED



HAPPY



Feelings

UNDERSTANDING FEELINGS: DISCUSSION

Explain to your child that we have many different feelings. Sometimes we feel happy, sad, mad, scared or surprised. Our bodies help show others how we feel.

Share an experience that made you feel happy. Explain to your child that you felt happy on the inside and your body showed it on the outside. Ask your child how her/his face looks when s/he is happy.

Identifying and Labelling Feelings

Show your child the *Facial Expressions* pictures on the opposite page and point out the different expressions for each feeling (e.g. eyes, mouth, eyebrows, forehead, shoulders).

TEATREE THE TURTLE'S FEELINGS: ACTIVITY

Show your child this picture of Teatree the Turtle and explain that it's her birthday. Ask your child to identify how Teatree is feeling in the following situations and choose the appropriate *Facial Expressions* on the opposite page.



1. Teatree is having her birthday party. How do you think Teatree is feeling?
Find the child's face that is happy.
2. Teatree's brother ate her birthday cake before her party started.
How do you think Teatree is feeling? Find the child's face that is mad.
3. Teatree's cousin can't come to her birthday party. How do you think Teatree is feeling? Find the child's face that is sad.
4. Teatree's mom put sparklers on the birthday cake. Teatree thinks the sparklers will burn her. How do you think Teatree is feeling? Find the child's face that is scared.
5. A frog jumped out of Teatree's present when she opened it. How do you think Teatree is feeling? Find the child's face that is surprised.

SHOWING FEELINGS: ACTIVITY

Together with your child, use your face and body to show each emotion: happy, sad, mad, scared, and surprised.



FACIAL EXPRESSIONS



HAPPY



MAD



SCARED



SURPRISED



SAD



MUSICAL FEELINGS: ACTIVITY

Choose music that is fast, slow, loud and quiet, then ask your child to move to the music and show how the music makes them feel with their movements. They might use their facial expressions, body movements and the pace of their movements to express themselves.



IDENTIFYING FEELINGS: ACTIVITY

Using the faces below, ask your child to:

- Put a **circle** around the face that is sad.
- Put a **square** around the face that is happy.
- Put a **heart** around the face that is mad.
- Put an **"X"** through the face that is scared.
- Put a **line** through the face that is surprised.





DRAW FACES: ACTIVITY

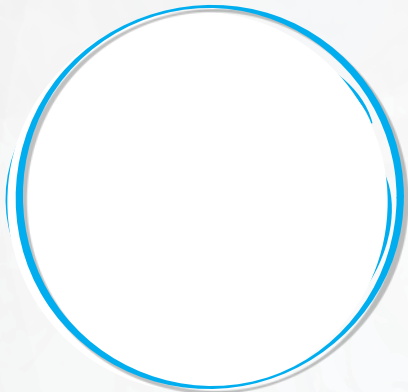
Ask your child to draw the appropriate faces in the circles. For the last circle, help them think of another feeling to draw and label it.



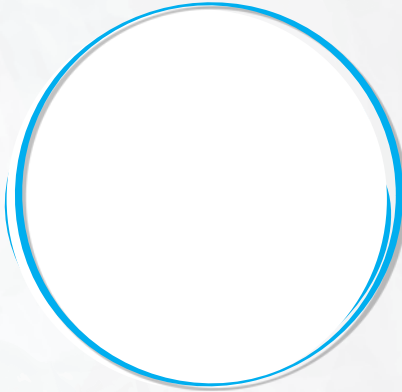
HAPPY



MAD



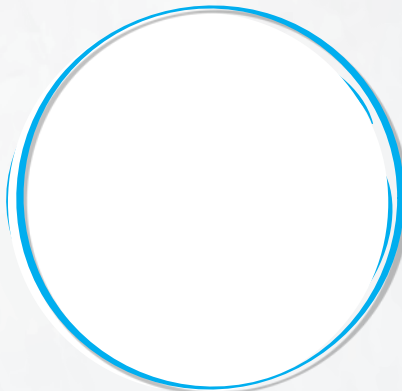
SCARED



SURPRISED



SAD



Naming Body Parts



OUR BODY PARTS: ACTIVITY

Teach your child the proper names for the parts of the body. Show your child the *Body Parts* pictures on the opposite page and label the parts of the body **from head to toe**. Include the names for private parts of the body.

Ask them to locate the parts of their own body.

Note: Approach this in a matter-of-fact fashion. Using correct terminology, compare the similarities and differences between female and male bodies.

OUR BODY PARTS: DISCUSSION

Explain to your child that their body is special and belongs to them. No one has the right to touch their body. Explain that it's not okay for someone to touch their private parts or for them to touch other people's private parts. Share exceptions such as:

- Going to the doctor and being physically examined with mom or dad in the room
- Being washed by a parent when they are little

Note: Children at this age are getting old enough to wash themselves and to go to the bathroom by themselves. Encourage your child by saying that they are old enough to start doing this on their own.

Explain to your child that if someone touches their private parts — that's not okay. If someone wants them to touch their private parts — that's not okay. If it happens, they should tell you or another grown-up in their life because it is the job of grown-ups to help keep kids safe. **Reassure them that they wouldn't be in trouble.**

TOUCHING: DISCUSSION

Children need to know that touching is important, but that it needs to be healthy. Ask your child to share types of healthy touching that is okay (e.g., hugging, holding hands, piggy back ride from parents, etc.). Any touching that someone isn't comfortable with is not okay.



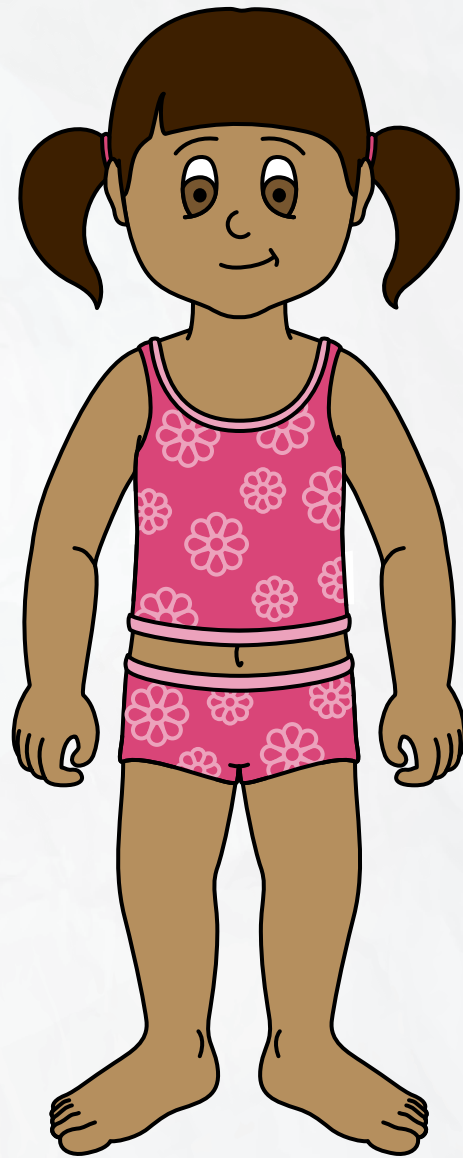
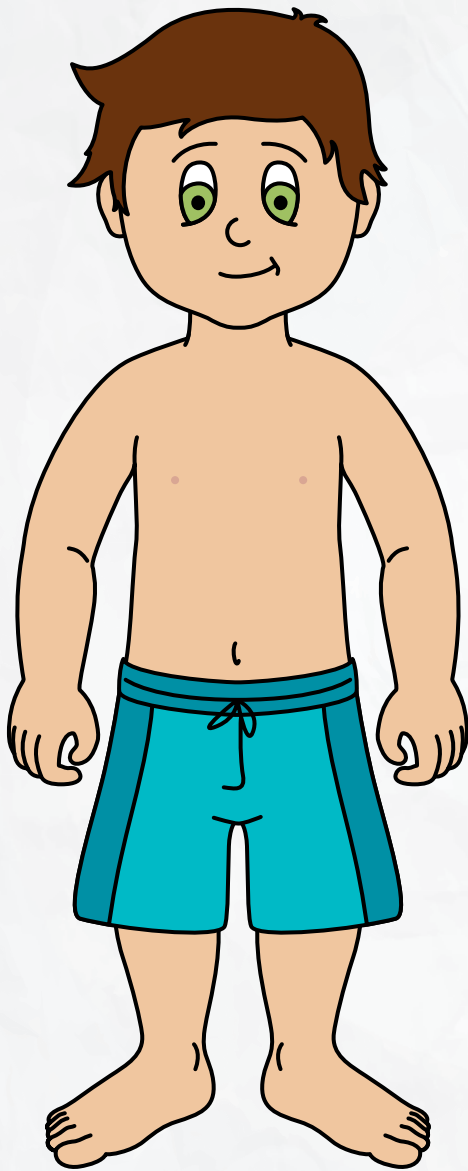
Any touching that they are told not to tell about is NOT OKAY.

Any picture taking (or pictures they are shown) that they are told not to tell about is NOT OKAY.

Explain that it is always okay for a child to tell a grown-up in their life if that happens. It is never a child's fault.



BODY PARTS





TEATREE'S QUESTIONS: DISCUSSION

Show your child the picture of Teatree the Turtle. Explain that Teatree has questions for them.



- Teatree wants to know if it is okay for someone to touch her private parts. What should we tell her?

Answer: No Teatree, it's not okay for someone to touch your private parts. Remember — your private parts belong to you.

- Teatree wants to know, if she tells a grown-up that someone touched her private parts, will she get into trouble? What should we tell her?

Answer: No, Teatree. It is never your fault if someone touches your private parts. It is okay for you to tell a grown-up, so you can be safe.

- Teatree wants to know if it is okay for someone to take a picture of her without her clothes on. What should we tell her?

Answer: No Teatree. It is not okay for someone to take a picture of your body without clothes on. Remember — our private parts belong to us.

- Teatree wants to know, if it is okay for her to tell a safe grown-up if she has a secret about touching. What should we tell her?

Answer: Yes Teatree. It is important to tell a grown-up secrets about touching. Secrets “about touching can be unsafe.”



TEATREE SAYS: GAME

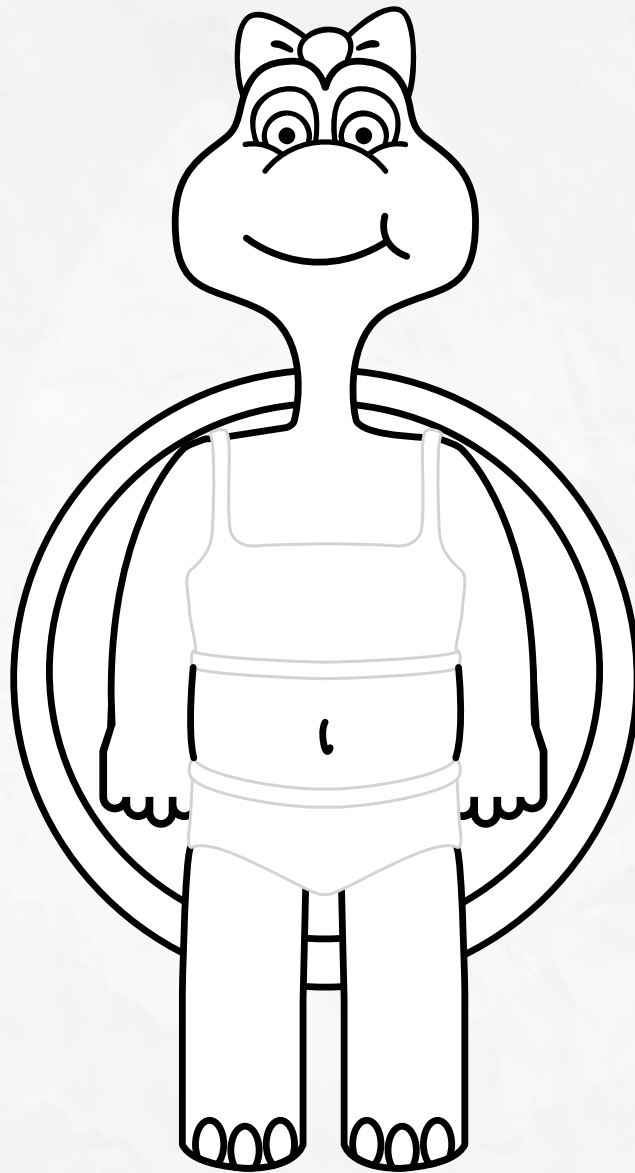
Play Teatree Says (similar to Simon Says, only Teatree) or do the Hokey Pokey with your child. Use the names of body parts for each game.





DRESS TEATREE: ACTIVITY

Ask your child to draw clothes on Teatree and colour them in.
Ask your child to name the body parts on Teatree that are covered by her clothes.





SAFE OR UNSAFE: DISCUSSION

Show your child the pictures on the opposite pages and discuss behaviours and situations that are OKAY or NOT OKAY (safe or unsafe). Write your child's answers below each question.

Show the picture of the swimming pool. Explain to your child that Teatree likes to go swimming.

Ask your child:

Is it okay for Teatree to swim in a pool without a life jacket?
What does she need to do to be safe while swimming?

Your child's answer:

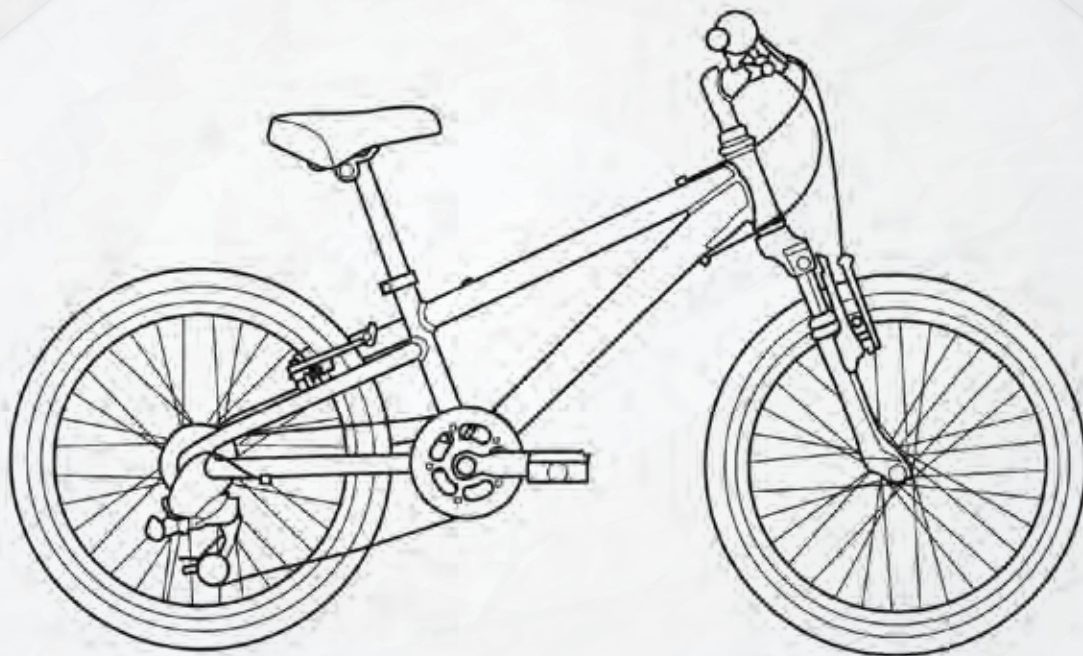
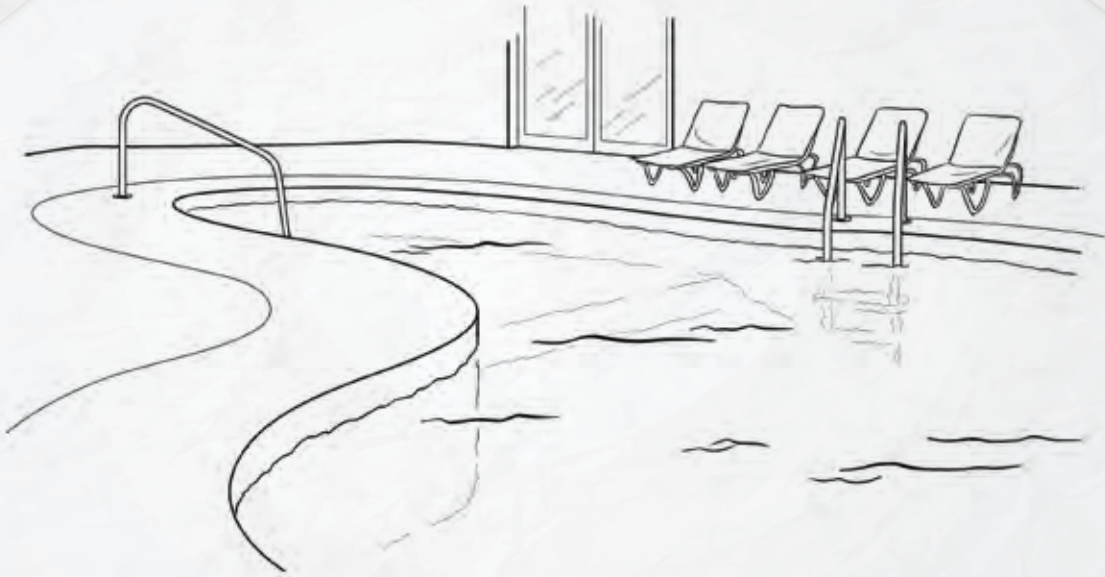
Show the picture of a bicycle. Explain to your child that Teatree likes to ride her bike.

Ask your child:

Is it okay for Teatree to ride her bike without a helmet on?
What does Teatree need to do to be safe on her bike?

Your child's answer:

Colour the Pictures



Show the picture of a car. Explain to your child that Teatree likes to go for car rides.

Ask your child:

Is it okay for Teatree to ride in the car without a seatbelt?
What does Teatree need to do to be safe while riding in the car?

Your child's answer:

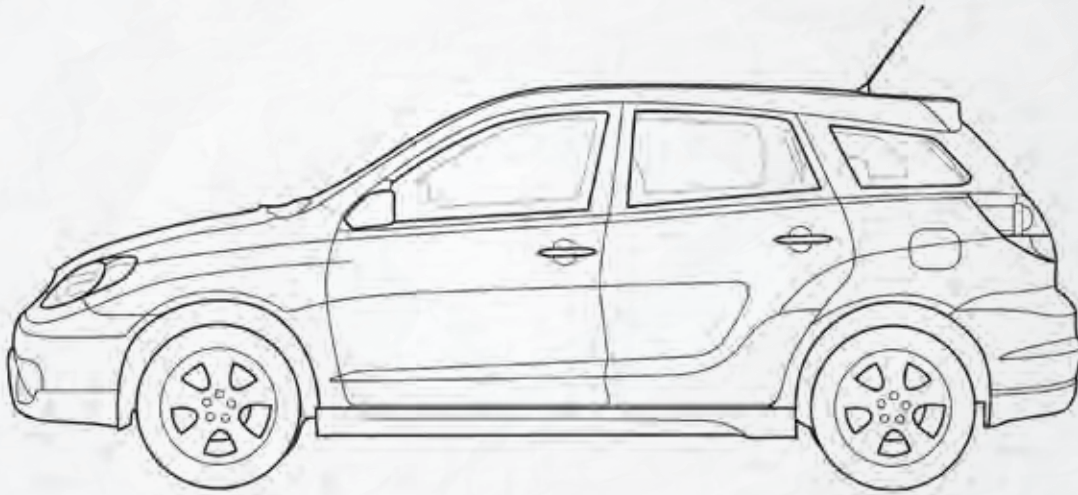
Show the picture of a park. Explain to your child that Teatree likes to play at the park.

Ask your child:

Is it okay for Teatree to play at the park by herself?
What does Teatree need to do to be safe while playing at the park?

Your child's answer:

Colour the Pictures



Show the picture of Teatree laughing. Explain to your child that Teatree likes to be tickled.

Ask your child:

Is it okay for Teatree to be tickled? Where is it okay to tickle Teatree on her body?
If Teatree wanted someone to stop tickling her, what should she do?
If someone does not stop tickling Teatree, who should she tell?

Your child's answer:

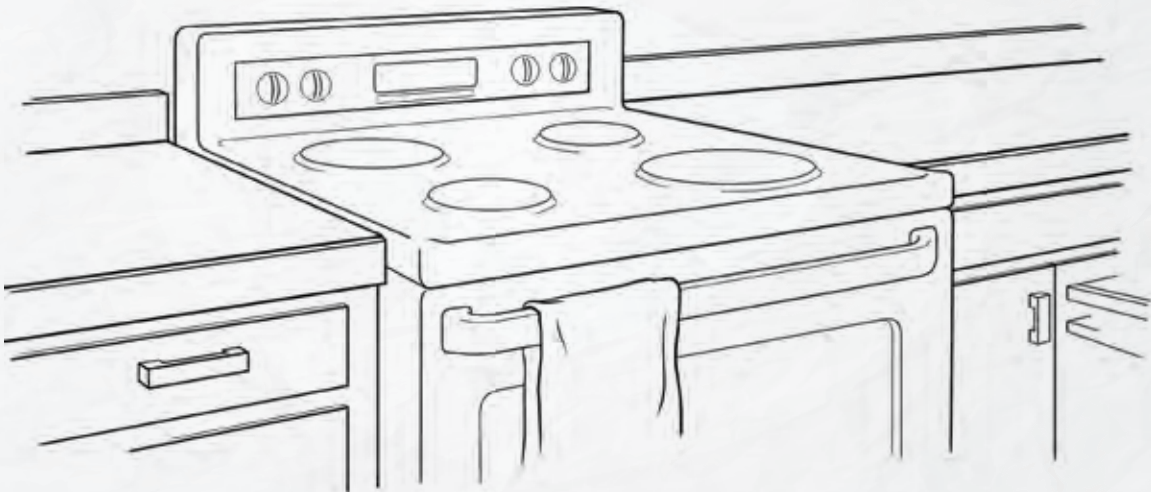
Show the picture of a stove. Explain to your child that Teatree likes to help cook.

Ask your child:

Is it okay for Teatree to touch the stove?
When is it safe for Teatree to be near the stove?

Your child's answer:

Colour the Pictures



Show the picture of a storybook. Explain to your child that Teatree likes storybooks.

Ask your child:

Is it okay for Teatree's dad to read her a story before bed?

Your child's answer:

Show the picture of Teatree getting a hug from her mom. Explain to your child that Teatree likes hugs.

Ask your child:

Is it okay for Teatree's mom to hug her before she goes to school?

Your child's answer:

Remind your child: It's NOT OKAY for someone to touch the private parts of our bodies because they are private (mention exceptions such as when a doctor or parent/guardian is helping them). It's NOT OKAY for someone to ask you to touch their private parts. Always tell if someone touches your private parts. Always tell if someone asks you to touch their private parts.

Ask your child: Who can you tell?

Answers might include: mom, dad, teacher, grandma, etc.

Colour the Pictures





STORYBOOK: ACTIVITY

Read the *Teatree's Keep and Speak Secrets* storybook or *Makoons' Keep and Speak Secrets* storybook (available to order by visiting protectchildren.ca/order).

Explain that Teatree/Makoons is learning how to be safe. S/he is learning about what is OKAY and NOT OKAY to do.

SAFETY PLAN: DISCUSSION

Ask your child:

- Who can Teatree tell about touching that is NOT OKAY?

Answers: mom and dad, teacher, principal, school counsellor, grandma and grandpa, etc.

(Refer to the grown-ups your child chose as grown-ups they could go to for help in the *Safe Grown-ups* activities)

- Who could you tell about touching that is NOT OKAY?

Answers: mom and dad, teacher, principal, school counsellor, grandma and grandpa, etc.

(Refer to the grown-ups your child chose as grown-ups they could go to for help in the *Safe Grown-ups* activities).

- Is it OKAY for someone to touch Teatree's private parts?

Answer: No.

- What should Teatree do if someone touches her private parts?

Answer: Teatree should tell a grown-up she can go to for help.

- Will Teatree get in trouble if she tells a grown-up that someone touched her private parts?

Answer: No. It is never Teatree's fault if someone touches her private parts.

- Is it OKAY for someone to touch your private parts?

Answer: No.

- What should you do if someone touches your private parts?

Answer: You should tell a grown-up you can go to for help.

- Will you get in trouble if you tell a grown-up that someone touched your private parts?

Answer: No. It is never your fault if someone touches your private parts.





DRAW A PICTURE: ACTIVITY

Ask your child to think of a place or time when they feel happy and safe. Ask them to draw a picture of it below.

I feel _____

when I :



LET'S CELEBRATE! HOORAY!!

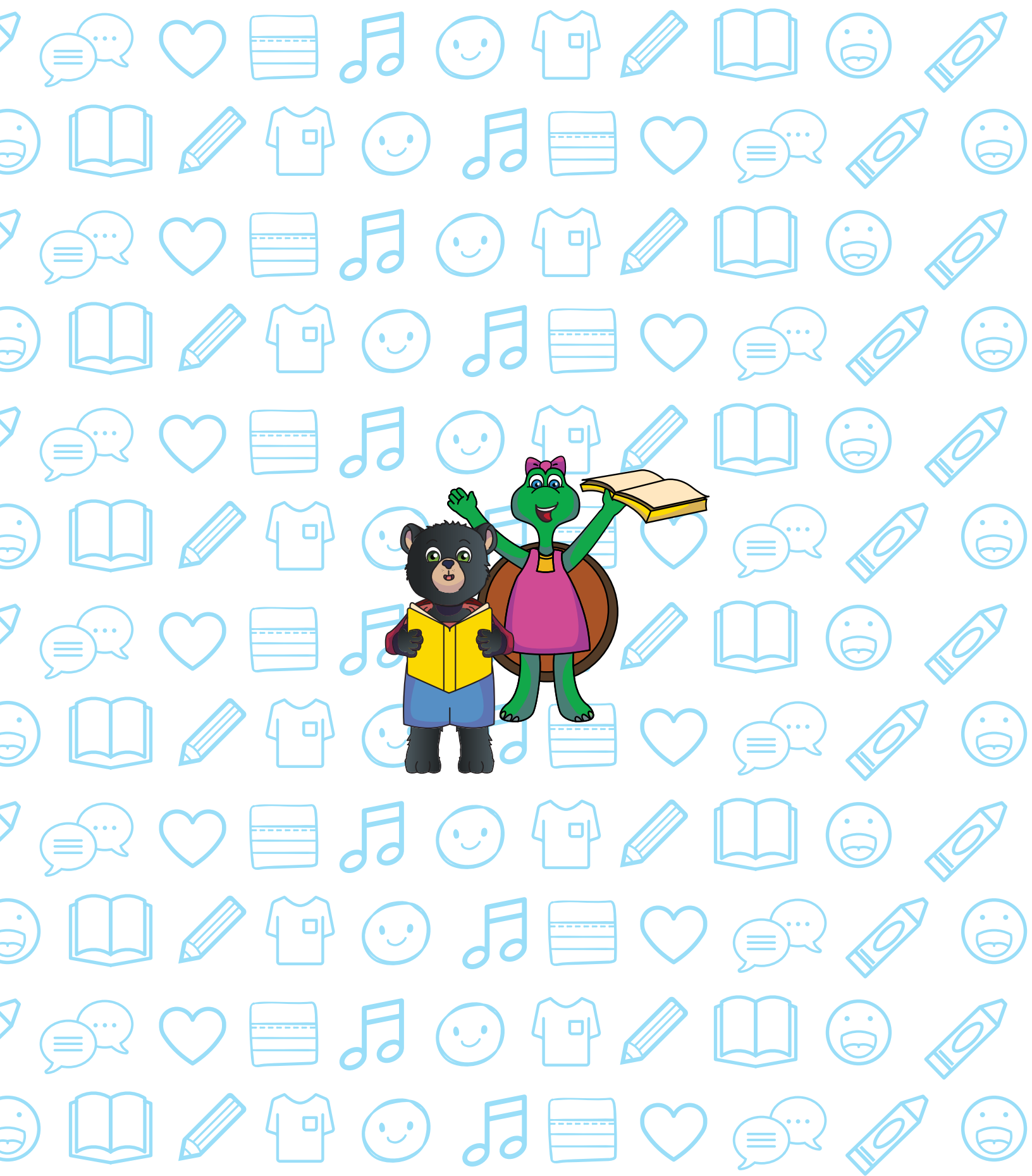
Plan snacks for your safety party:

Ask your child to draw a picture of themselves at the safety party on the opposite page. Include all the people they would like to be at the party.



Safety Party





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