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INTRODUCTION

The Center for Prevention of Abuse is excited to offer this toolkit of additional activities and resources to continue the important conversation about body safety and boundaries for children.

There are many ways we teach our children to stay safe. We buckle our seatbelt while riding in a car, wear a helmet while riding a bicycle, and learn to “stop, drop, and roll,” if our clothes catch on fire. The Body Safety Rules are essential for every child to know how to keep their body safe from unwanted and unsafe touches. In addition, understanding the importance of boundary-setting and giving and obtaining consent are vital in helping children establish healthy interpersonal relationships.

We hope you find this toolkit to be a fun, as well as educational, way to continue to experience Sis & Me: Down by the Sea at home!
Supplies: My Personal Boundary Bubble worksheet, writing utensil

Activity:
Help your child(ren) visualize and talk about personal boundaries by creating their own personal boundary bubbles.

Directions:
Start by writing your child’s name in the largest circle on the “My Personal Boundary Bubble” worksheet. Then ask your child(ren) to think of people who they are closest with or who they wouldn’t mind being closer to their personal boundary bubbles. These would include people they wouldn’t mind giving a hug to, people they feel safe with and/or people they know and love. Ask your child(ren) to write those names in the circles closest to the one with their name written in it.

Bubbles further away from their own personal boundary bubble would be people they aren’t as close to or don’t know/trust as much. Help your child(ren) think of people who would belong in these bubbles and write their names in.

Those bubbles furthest away would be for people they may not know at all and/or people they would not want to be close to. These could be people they are just getting to know or even strangers.

Add more circles as needed to continue the conversation.

This activity could also be done outside with chalk.

Discuss with your child(ren):

- Why do we need to ask permission before we go into someone else’s personal boundary bubble?
- What should we do if someone comes into our personal boundary bubble and we don’t like it?
- What kind of voice should we use to let someone know we don’t want them in our personal boundary bubble?
- What should you do if someone expresses that you have crossed their personal boundary bubble or they don’t give you permission to go into their personal bubble?

Source: https://www.thoughtco.com/teaching-personal-space-3110387
Supplies: attached map, coloring utensil or “game piece” to follow the path

Activity:

Turtle is trying to get to the sea to swim, but they have to walk across the whole beach! There are a lot of problems that Turtle encounters on their way to the sea. Can you help Turtle make the right decision to get them to the sea safely?

Directions:

Give your child(ren) a copy of the attached map of the journey Turtle takes to the sea. Draw a line following the path, stopping at each obstacle blocking the path, or use a game piece/marker to follow the path. As you come to the obstacle blocking the path, read the scenario. Each scenario has two options to solve the problem. Only one scenario is the appropriate answer. If the incorrect option is chosen, ask more discussion questions to make it known that the other option was the best choice. When the correct option is chosen, follow the map to the next obstacle and read the next scenario. Continue doing this until Turtle reaches the sea!

Scenario 1:

Turtle started walking from the beach to the sea. After a few minutes, they heard someone walking right behind them and that person started tapping on Turtle’s shell! Turtle stopped and saw it was Brother. Brother was laughing and said what he was doing was fun. Turtle did not like that Brother was touching their shell and would not stop walking behind them. What should Turtle do to get Brother to stop?

• Option 1: Ask Brother to please stop following them and touching their shell. Tell Brother they do not like what he is doing and that it is making it hard for them to get to the sea.
• Option 2: Yell at Brother, tell him that he’s being mean, and run away.

Questions:

1. Why is option 1 a better way to handle the problem with Brother?
2. In option 2, what could Turtle say to Brother instead of yelling at him and calling him names?

Scenario 2:

Brother apologized for bothering and upsetting Turtle. Turtle set out towards the sea again. Now Sis is in Turtle’s path. Oh no, Turtle thought, Sis is so nice, but she always wants to hug me, I don’t want a hug right now because I just want to go to the sea to swim. When Sis sees Turtle, she begins running to give Turtle a big hug like she always does. What should Turtle do?
• Option 1: Let Sis hug Turtle even though Turtle doesn’t want a hug.
• Option 2: Say, “Hi Sis, high-five! I am on my way to the sea for a swim.”

Questions:

1. Do you like to hug?
2. Is it okay to not always want to hug? Yes! Sometimes we feel like hugging and sometimes we don’t. Maybe it depends on the person who wants to give us a hug.
3. What could Sis do to make sure Turtle wants to hug her? (Ask for permission)
4. Should Turtle have to feel uncomfortable hugging Sis, just to make Sis happy? No! Sis should respect Turtle’s boundaries and be okay with giving Turtle a high-five instead of a hug.

Scenario 3:

Sis and Turtle high-fived and Sis wished for Turtle to have fun swimming in the sea. Turtle was getting closer to the sea, and they hoped there would be no more problems delaying them. As Turtle was walking, they felt water drop onto their head. “That’s odd, it’s not raining,” said Turtle. As they looked up, they saw Pelican flying above spraying water from their beak. Turtle called to Pelican, “What are you doing, Pelican?” “I like to pretend I am a rain cloud and make rain fall!” Pelican squawked. What should Turtle do?

• Option 1: Ignore Pelican because Turtle is going to get wet when swimming in the sea anyway.
• Option 2: Say to Pelican, “Pelican, could you please not be a rain cloud right above me? I don’t like the water dropping on me.”

Questions:

1. Is ignoring someone a good way to solve our problems? Why or why not? If we ignore our problems with someone and refuse talk to them about it, our boundaries will not be communicated. If we communicate our boundaries and talk through our problems with someone, it will help stop those problems from happening in the future.
2. How should Pelican respond to Turtle asking them nicely to stop spraying water on them?
3. How would you feel if you were Turtle and Pelican didn’t listen when you asked them to stop?
Scenario 4:

“Have fun swimming!” called Pelican to Turtle as they flew to a different spot on the beach to play. Turtle was so close to the sea now, their journey almost complete. But right in front of them on the shore laid Whale. Whale was a lot bigger than Turtle and was blocking Turtle’s path into the sea. “Hi Turtle, I’m working on my tan today!” said Whale. “That’s great Whale, I am trying to get to the sea to swim. It seems you are blocking my path to the sea,” said Turtle. What should Turtle do?

- Option 1: Turtle says, “Whale, could you please let me by you so I could swim in the sea?”
- Option 2: Turtle says, “Move, Whale! I just want to swim and you are in my way!”

Questions:

1. How would you feel if you were Whale and Turtle yelled at you to move?
2. Is yelling at someone a good way to solve your problems?

Whale had no problem letting Turtle by so they could swim in the sea. “Yay! I made it to the sea!” Turtle exclaimed. “Thank you for helping me!”
Supplies: *Sis & Me: Down by the Sea*

Activity:

Boundaries are rules or limits we set to help keep us safe. Boundaries can be physical or emotional and are an invisible line that separates our comfort levels.

Directions:

Before reading *Sis & Me: Down by the Sea*, introduce the topic of boundaries and discuss everyday objects or things that represent boundaries. For example, a door or wall forms the boundary between rooms or the boundary between indoors and outdoors. The lines on a road define where cars belong and how multiple cars can safely travel on the same road. Ask your child(ren) to explain the reason for fences, house walls, and other common boundaries. Compare these boundaries to personal boundaries, such as not touching without permission, social etiquette rules, and other invisible boundaries.

To help understand boundaries, use these visual aides to discuss:

Practice saying, “I spy boundaries” and encourage your child(ren) to say out loud, “I spy boundaries” when a character in *Sis & Me: Down by the Sea* creates or enforces a boundary with another character.
I SPY BOUNDARIES

Discuss with your child(ren):

After reading Sis & Me: Down by the Sea and identifying the boundaries used within the story, use the following questions to continue the conversation.

• What boundaries did you see in the story?
• What did the characters do to make their boundaries known to someone else? *(Saying no or stop, etc.)*
• What are some boundaries you have with friends?
• How can you let someone know about your boundaries?

Source: Adapted from ourpasttimes.com
**Supplies:** flowchart worksheets, writing utensil

**Activity:**

Setting boundaries happens when we make decisions about what we are and are not comfortable with when it comes to being touched or touching someone. Our boundaries belong to us and we get to decide what they are.

**Directions:**

Follow the flowchart with your child(ren) and help them with these questions as you go, discussing with them that everyone gets to decide their own boundaries.

Who are 3 SAFE, TRUSTED ADULTS you could tell if someone hurt you or made you feel unsafe?

1. 
2. 
3. 

What if you were in a place that you were too scared to say “STOP, NO!” Where could you go for help?

1. 
2. 

What are 4 examples of safe touches? *(Hint: Sis & Brother used some safe touches at the beach!)*

1. 
2. 
3. 
4. 

What is your FAVORITE type of safe touch above?
BOUNDARIES WORKSHEET

Who is someone you like sharing that safe touch with?

How do you know they want to share that safe touch?

What if you weren’t sure if someone wanted to give you a hug or high-five? How could you find out?

What if our best friend in the whole world doesn’t want to give us a hug one time when we see them? What should we do?
Boundaries – Safe Touch
follow along with the worksheet on the next page!

Unsafe Touch: makes you feel unsafe or uncomfortable

- SAY NO
- Tell A Trusted Adult

That is okay! Tell them no – you don’t want to be touched.

What type of touch?

- Stranger
- Teachers/Coaches
- Family Members
- Friends

What type of relationship do you have with that person?

Are you someone who enjoys safe touches?

Are you in the mood for a safe touch from/with that person?

Yes, but a different one than they want

Talk to them – maybe you can find one that works for both of you!

No

Yes

Awesome! As long as both people are okay with it, a safe touch can make you feel loved and safe!
If someone gives me a ____________________________

Am I comfortable with this touch?

No

Do I want to share that safe touch with that person?

Yes

Yes

No

Yes, but not that kind

Hooray for a comfortable, safe touch! You know it is safe because it makes you feel: ____________________________

In the red box, write in a plan for how your child can prepare to handle this situation. ex. “No, I don’t want a hug right now.”

In the yellow box, write in 2 ways your child could handle this. ex. “No.” ex. “I don’t want to.”

In the pink box, brainstorm and write in 3 ways your child could suggest something else. ex. “What about ___________?”

In the green box, write in how your child knows something is a safe touch—how it makes them feel! Hint: Sis & Brother talk about this in the story.
A-MAZE-ING WAYS TO SAY NO

Supplies: maze worksheet, prompts/questions below

Activity:

After reading Sis & Me: Down by the Sea, use this activity to talk about and build boundaries with your child(ren).

Directions:

Have your child start and complete the maze. Whenever they come upon a character, ask them the prompt from this page that matches that character.

Stingray: How do you know when something doesn’t feel right? Answers: My tummy hurts; my brain says “Uh-Oh”; I get an icky feeling.

Whale: If someone asks you to keep a secret and that secret makes you feel bad inside, what should you say? Answers: No, I won’t keep that secret; thanks for telling me, but this doesn’t feel right.

Turtle: If Turtle asked, “Hey, do you want to come to the other side of the beach with me?” and you know that your parents or guardians told you to stay close, how can you respond? Answers: I would love to, but I have to stay here; my mom said I have to stay close; I wish I could, but I’m sorry I can’t come; No, thank you!

Dolphin: If someone keeps hugging you or touching you in a way that feels uncomfortable, what body safety rules can you use? Answer: Say No! (Building boundaries) Get Away (Staying there isn’t safe) Tell Someone (Who are our trusted adults?) Be Believed (How do we know they believe us?)

Pelican: If Pelican said “Would you like to explore in the shallow water with me?” and that is something you would like to do and your parent or guardian gave you permission, what can you say to Pelican? Answers: Absolutely Pelican; that sounds like fun; thank you for asking; I would love to!

Discuss with your child(ren):

• Is it always easy to say ‘no’ to our friends? Sometimes saying ‘no’ or drawing a boundary doesn’t make us feel good, but it does always help keep us safe.

• When communicating our boundaries, it’s important to use an assertive voice. Have your child(ren) practice saying, “No, I don’t want to!” in a strong, respectful – assertive – voice.

• Share with your child(ren) that they have the right to refuse whenever they feel unsafe no matter how it makes the other person feel.
A-MAZE-ING WAYS TO SAY NO
Supplies: “Simon Says: Always Ask” callouts (list below)

Activity:

Use this version of Simon Says to practice, in a fun way, the importance of asking permission. The discussion questions can be used to continue the conversation once the game is over.

For more fun, make your own lists and/or add new items to the lists below!

Directions:

Ask children to listen carefully to the prompts and do them only if Simon says! Children who perform the prompt without Simon’s permission sit out for the rest of the game. The last child standing is the winner!

• Simon says do 5 jumping jacks
• Simon says touch your head
• Simon says put your hands down
• Simon says ask someone, “Would you like a hug?”
• Simon says give them a hug if they said, “Yes!”
• Meow like a cat
• Simon says sit on the ground
• Simon says stand up
• Simon says ask someone, “Would you like a high-five?”
• Give them a high-five if they said, “Yes!”
• Simon says give them a high-five if they said, “Yes!”
• Touch your elbows
• Simon says stand on one foot
• Put your foot down
• Simon says put your foot down
• Try to whistle
• Simon says ask someone, “Would you like a handshake?”
• Simon says give them a handshake if they said, “Yes!”
• Simon says close your eyes
• Open your eyes
• Simon says open your eyes
• Yawn
• Simon says hop like a frog
SIMON SAYS: ALWAYS ASK

• Stop hopping like a frog
• Simon says stop hopping like a frog
• Simon says do a dance
• Simon says freeze
• Simon says ask someone, “Would you like to dance with me?”
• Simon says dance with them if they said, “Yes!”
• Simon says stop dancing
• Simon says give everyone some personal space
• Pretend to read a book
• Simon says raise your right hand
• Simon says raise your left hand
• Put both hands down
• Simon says put both hands down
• Pretend to be asleep
• Put your hand on someone’s shoulder
• Simon says ask someone, “Can I put my hand on your shoulder?”
• Simon says put your hand on their shoulder if they said, “Yes!”
• Simon says put your hands on your hips
• Jump up and down
• Touch your toes
• Simon says wave at someone
• Simon says smile
• Simon says jump up and down ten times
• Simon says take a deep breath in
• Simon says sit down quietly

Discuss with your child(ren):

• Why should we ask someone permission before we try to give them a hug, high-five, etc.?
• What should we do if someone says they don’t want a hug, high-five, etc.?
• What can you do if you don’t want a hug, high-five, etc. from someone else?
Supplies: none

Activity:

The old saying “practice makes perfect” applies to learning how to be assertive as well. The more a child practices being assertive, the easier it will be when they are placed into a situation where they need to be assertive.

Directions:

Use the illustration below to help your child(ren) practice being assertive.

Discuss with your child(ren):

• What are some situations when you should be assertive? Saying no, reporting or refusing bullying, someone crosses our boundaries, etc.
• Why is it important to be assertive? Others know you are serious, others understand how you feel, etc.

BE ASSERTIVE!

EYE CONTACT
SERIOUS FACE
SHOULDERS BACK
STAND TALL
STRONG/RESPECTFUL WORDS

“No, thank you. I would rather play tag.”
“Please stop! I do not like that!”
“No, I will not skip class with you.”
“Please stop bullying my friend. It’s not cool!”
**SIS & ME THEATRE**

**Supplies:** Sis & Me paper puppets

**Activity:**

Have fun using the Sis & Me finger puppets to act out the different scenes listed below.

**Directions:**

Cut out the Sis & Me character puppets and use tape to wrap them around your child’s fingers. Read the scenes below and, using the finger puppets, ask your child to act out the situation however they like. Encourage your child to get as creative as they wish. They are in control of how each scene is acted out.

1. Sis loses her favorite toy
2. Brother is nervous about the first day of school
3. Whale cannot find anyone to play with at ocean school
4. Pelican hurt their wing
5. Sis really wants to go to the beach
6. Brother is at a friend’s house and the dog will not leave him alone
7. Turtle and Pelican disagree about what to play
8. Brother is trying out for the swim team
9. Sis wants a pet cat
10. Brother is teaching his friends about safe touches
11. Pelican is planning a surprise party for whale
12. Stingray hurt Sis’s feelings

**Discuss with your child(ren):**

1. Which situation was the easiest to act out?
2. Which situation was the hardest to act out?
3. Was there a situation you could see ending in many ways?
4. Is it always easy to know what to do?
5. Does everyone always feel the same way about things that happen to them?
SEARCHIN’ FOR SAFETY

Supplies: writing utensil, copy of word search for each child

Activity:

In the story *Sis & Me: Down by the Sea*, there are items, people, and creatures that help keep Sis & Brother safe. There are also things we can say or do when we feel unsafe. Can you find them in the word search below?

Directions: Circle the words listed below as you find them. Challenge children to be the first to find all of the words!

friends • get away • lifeguard • mother • safe • say no • sunscreen
tell someone • water wings • whale

Discuss with your child(ren):

• How do these things keep Sis & Brother safe?
• Who helps us stay safe?
• What rules can we follow to stay safe when we go on an outing or adventure?
HAVE A BALL WITH SIS & ME

Supplies:

- scissors, glue stick, tape
- (1) shoe box lid (preferred) or medium piece of sturdy cardboard to secure spinner
- (1) brass brad
- (1) large paper clip
- (1) beach ball spinner template - attached
- (18) Sis & Me color-coded character cards – attached
- (20) Sis & Me question cards - attached

Activity:

This activity is designed for 1–3 players. Some players may need assistance as reading is necessary for game play.

Start the conversation and test your knowledge of Sis & Me: Down by the Sea!

This interactive game will challenge young minds to recall important elements of Sis & Me: Down by the Sea about boundaries and consent while encouraging kindness and respect along with competitive sportsmanship. After cutting out all necessary pieces and creating your spinner board, let the game begin!

Directions:

Youngest player spins first.

Each character card is bordered by a color that matches a slice of the beach ball spinner. When a player lands on a particular color, they are eligible to win that character card with a correct answer to a question about Sis & Me: Down by the Sea.

When a player lands on a space, another player draws the top card from the Question Card deck and reads the question.

If the question is answered correctly, the player receives the character card corresponding with the color slice.

Once a player has taken a turn, correctly or incorrectly, it is now the next player’s turn.

The card should then be shuffled back into the bottom of the Question Card deck to be used for future players.

In the event that a player lands on a color slice they already have, players are encouraged to pay a compliment to another player in order to spin again.

The winner is the first player to answer enough questions correctly to acquire all six character cards.
HAVE A BALL WITH SIS & ME
## HAVE A BALL WITH SIS & ME

### Questions and Answers

<table>
<thead>
<tr>
<th>What did Sis &amp; Brother ask Dolphin before grabbing their fin for a ride?</th>
<th>When Pelican hurt Turtle, how did they try to make it better?</th>
<th>Which character told Sis &amp; Brother that kicking friends is not okay?</th>
<th>How did Brother feel when something brushed his leg underwater?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Is it okay with you?</td>
<td>A: Said they were sorry</td>
<td>A: Stingray</td>
<td>A: “Icky”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What safe adult looks out for Sis &amp; Brother at the beach?</th>
<th>Name 2 trusted grown-ups Mother talks about?</th>
<th>How do Sis &amp; Brother know Mother is okay to touch their body?</th>
<th>What can we say if we are not okay with something?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Lifeguard/Mother</td>
<td>A: Daddy/Grandma/Teacher</td>
<td>A: She is not a stranger</td>
<td>A: Stop/No/I don’t like that</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who said it was okay for Sis &amp; Brother to get a ride from Dolphin?</th>
<th>How did Sis &amp; Brother know Turtle needed help?</th>
<th>What did Sis &amp; Brother do to help Turtle?</th>
<th>When riding in the car, how did Sis &amp; Brother keep their body safe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Dolphin, they said, “yes”</td>
<td>A: They were crying/saying, “No/Stop/Get Away”</td>
<td>A: Asked Pelican to stop/told them they were hurting Turtle</td>
<td>A: Seatbelts (buckled in tight)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do we wear to the beach/pool?</th>
<th>How did Dolphin know Whale would be a good helper?</th>
<th>What safe touch did Sis &amp; Brother give Dolphin when they said goodbye?</th>
<th>Mother helped keep Sis &amp; Brother healthy. Who else helps us stay healthy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Swimsuits/Sunscreen – they cover our bodies and keep us safe</td>
<td>A: They are a trusted friend</td>
<td>A: A high-five</td>
<td>A: Doctor/Trusted Adult</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name 2 safe touches.</th>
<th>Name 2 unsafe touches.</th>
<th>Before we touch someone, what should we do first?</th>
<th>If we hurt someone or make them sad, what should we do to let them know it was an accident?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Hand shake/High-five/Fist bump/Hugs from someone we know and trust</td>
<td>A: Kicking/Hitting/Pushing/Anything that doesn’t make us feel safe</td>
<td>A: Ask if it’s okay</td>
<td>A: Apologize/Say sorry</td>
</tr>
</tbody>
</table>
Creating your Beach Ball Spinner:
For best results, use the lid of a shoe box or similar cardboard for your base.

1. Cut out beach ball template.
2. Use glue stick or tape to adhere to desired base.
3. Puncture center of ball with brass brad, making sure to go through both the template and the base.
4. Fold the back of the brass brad in the middle of the brad, not at the top, so that the brad is sticking up from the paper about half an inch.
5. Tape the back of the brass brad to the base to best secure it.
6. Slip paper clip over the brass brad to create a spinning selector.
IS YOUR SECRET SAFE WITH ME?

Supplies: scenario cards

Activity:

Print and cut out the scenario cards. Draw a card and take turns identifying safe or unsafe secrets. If the secret is safe to keep, with your finger on your lips, say “Shhhh, don’t tell!” If the secret is unsafe to keep, say, “Uh oh! Tell a safe, trusted grown-up right away!”

Discuss with your child(ren):

• Who are your safe, trusted grown-ups?
• When is it okay to keep a secret? When we know it will make someone happy or feel good when they do find out/has an end date of when the secret can be shared. (i.e. Christmas present, surprise party, etc.)
• When is a secret not okay to keep? If it hurts you or someone else or if you’re not supposed to tell anyone the secret with no end date.
<table>
<thead>
<tr>
<th>Your family is planning a surprise party for your grandparents’ wedding anniversary.</th>
<th>Your cousin kicked you really hard and said not to tell anyone or they would do it again.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your friend drew a picture for another friend to cheer them up and doesn’t want you to tell the friend who drew it.</td>
<td>Your babysitter asks to see your private body parts.</td>
</tr>
<tr>
<td>You bought the perfect gift for your mom for Mother’s Day.</td>
<td>You and your friend have a secret handshake.</td>
</tr>
<tr>
<td>Your sister tickles you in a way that makes you feel uncomfortable.</td>
<td>A neighbor wants to show you a secret spot in his yard, but you get an “oh no” feeling in your stomach.</td>
</tr>
<tr>
<td>Your friend accidentally broke your mom’s favorite picture when you were playing, but they don’t want to get in trouble.</td>
<td>You write a kind note for your neighbor and leave cookies on their doorstep as a random act of kindness.</td>
</tr>
</tbody>
</table>
**Supplies:** attached worksheet

**Activity:**

Safe, trusted adults are those people your child knows and with whom they feel safe. They are over the age of 16 and can help a child immediately. Identifying safe, trusted adults in a child’s life will help if they need to report any behaviors that make them feel uncomfortable.

Discussing the characteristics of a safe, trusted adult will help your child identify others who are willing to help, depending on the situation they are facing. Safe, trusted adults may not be the same for everyone, so it is important your child(ren) knows who they are for your family.

**Directions:**

Using the attached worksheet to discuss who safe, trusted adults are in your child’s life.

**Discuss with your child(ren):**

- Who they chose and why?
- What makes an adult safe and trusted? *Know them well, cares for them, is helpful, they feel comfortable with them.*
- Who didn’t they choose and why?
- Can anyone else be added to the list?
**CAN YOU SPOT THE SAFE, TRUSTED ADULTS?**

<table>
<thead>
<tr>
<th>Mom</th>
<th>Neighbor</th>
<th>Dad</th>
<th>Mail Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Grandpa</td>
<td>Principal</td>
<td>Grandma</td>
<td>Garbage Person</td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>Teacher</td>
<td>Pets</td>
<td>Aunt/Uncle</td>
<td>Siblings</td>
</tr>
<tr>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
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</table>
**Supplies:** dice (one)

**Activity:**

Practice the body safety rules by rolling the dice to see which skill your child(ren) can demonstrate.

**Directions:**

Take turns rolling the die and complete the action corresponding to the number rolled.

1 = Name a trusted grown-up you can talk to when you feel upset or uncomfortable.
2 = Practice using your strong, respectful voice (assertive) to tell someone, “Stop, I don’t like that.”
3 = Practice asking someone if they’d like a safe touch. e.g. “Can I give you a hug?” “Let’s fist bump, okay?”
4 = Say the Body Safety Rules: 1. Say, “Stop! I don’t like that!” 2. Get away to a safe place 3. Tell someone, like one of your trusted grown-ups 4. Be believed! Make sure that trusted grown up makes sure you are safe and gets you the help you need.
5 = Give an example of a safe touch
6 = Give an example of an unsafe touch

**Discuss with your child(ren):**

- Who are your safe, trusted grown-ups?
- When might it be difficult to say, “Stop,” or “No, I don’t like that”? What can you do instead if you are having a hard time using an assertive voice to let someone know your boundaries?
- Regularly reinforce with your child(ren) the Body Safety Rules by discussing situations in daily interactions and/or in books or movies in which they would be helpful.
I KNOW MY BODY SAFETY RULES

SAY NO
List 3 situations to which you can say NO.

GET AWAY
List 3 safe places for you to go when someone makes you feel uncomfortable.

TELL SOMEONE
List 3 safe trusted adults.

BE BELIEVED
List 3 ways you know an adult believes you!