

LESSON 3

GUIDING VOICE & THINK, FEEL, ACT



Today's Lesson: Lesson 3

In today's lesson, the children were introduced to the concept of a **Guiding Voice** – the little voice inside them that helps them decide if a situation is safe or unsafe. Your child was encouraged to pay attention to what their **guiding voice** says in any situation. Your child also learned the safety process of **Think, Feel, Act (TFA)**. The children were presented with various scenarios and asked what they would **Think** in that situation, how they would **Feel**, and how they would **Act**. This lesson encourages children to take steps to tell someone when a situation makes them feel confused, scared, icky, or uncomfortable by:

- Using their **Safety Stop Sign**
- Telling their **Grown-Up Buddy**
- Telling someone until they get the **2 H's: Heard and Helped**

We encourage you to use the following example to practice “**Think, Feel, Act**” with your child at home:

“You are playing at the park, and you run off to get your ball. A nice-looking man says he lost his cute little dog and asks if you will help him search for it. What would you **Think** in this situation? How would you **Feel** in this situation? Should you use a **Safety Stop Sign**? How would you **Act**?”



Human Trafficking Prevention

Students are introduced to the concepts of their **guiding voice** and **Think, Feel, Act**. Both of these important safety tools encouraged students to take steps to tell someone when a situation makes them feel confused or “icky.” To reinforce human trafficking prevention, students will continue using their **guiding voice** and **Think, Feel, Act** as they apply these safety tools to unsafe situations.



Caregiver Connection

Asking children what they think about possible situations helps them envision what they might do if a situation like that ever happened to them. By asking them what they think or feel about something before and after the situation, it 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.

Activities to Try at Home

You are encouraged to use the following resources with your child at home. Each may be downloaded and printed.

- [Steps-to-Safety: T.F.A. at Home](#)



Tips to Further Today's Lesson

- In various situations that come up, ask your child what they **Think** and **Feel**—whether at the grocery store, at home, or during extracurricular activities. Then, ask, based on these feelings, how they and you—depending on the situation—should **Act**.
- Whenever your child asks, "Mom, what about...," ask what they think and feel about it first before you give your answer. Also, ask if your child's **guiding voice** has told them anything lately and ask if they have listened to it.

For more ways to talk to your child about staying safe, visit [Safer, Smarter Families](#). For additional resources, visit [Lauren's Kids](#). To report abuse, call the [ChildHelp National Child Abuse Hotline](#) at 1-800-422-4453, and you will be referred to your local reporting agency.

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