

# LESSON 1

## SAFETY SUPERSTAR TOOLS



### Today's Lesson: Lesson 1

In today's lesson, we reviewed the **Safety Superstar Tools** introduced in the **Safer, Smarter Kids** first-grade curriculum and introduced these concepts to students new to the program. We use these **Safety Superstar Tools** to help us stay safe; these items are conceptually kept in a "**Safety Toolbelt**," but students learn that these tools are actually within each of us all of the time. To stay safe, students are taught to use safety tools and to identify trusted adults called **Grown-Up Buddies**. Three or more of the students' most-trusted **Grown-Up Buddies** make up a safety network called a **Trusted Triangle**; these are adults children can turn to for help in any situation. If one member of your **Trusted Triangle** isn't willing or able to help, children are taught to keep seeking assistance until they get the **2 H's: Heard and Helped**. Children will learn to use the **Safety Stop Sign** when something feels unsafe and use their "**I Mean Business Voice**" to help assert themselves. In this lesson, children will learn to use their **Think, Feel, Act (TFA)** tool to analyze what they **Think** about a situation, how it makes them **Feel**, and how they should **Act**. If a child feels unsafe or uncomfortable about a situation, they should seek help from a **Grown-Up Buddy** from their **Trusted Triangle** immediately. A new tool called the **Safety Barometer** was introduced to help children figure out whether a situation is safe or unsafe.



### Human Trafficking Prevention

Did you know that each year, more than 300,000 school-aged children are lured into a type of exploitation called human trafficking? Human trafficking occurs when someone is recruited, hidden, or transported against their will for services and the financial gain of another person. Though you may think of trafficking as a danger that only threatens children in other countries, it is a real problem in all 50 states, and any child can become a victim – no matter their location, socioeconomic status, race, or religion.

Children are inherently vulnerable, and traffickers are skilled at targeting kids in person and online. That's why schools around the country choose to include developmentally appropriate human trafficking prevention in a comprehensive personal safety education curriculum. Human traffickers use psychological manipulation to gain and maintain control by identifying children's vulnerabilities and working to fill whatever need they may have. This could be a need for belonging, material items, or basic necessities like protection, food, or shelter.

To help your child avoid exploitation and the traps traffickers set, we have extended the safety concepts they are learning in each lesson of the **Second Grade Safer, Smarter Kids** curriculum to encompass protective principles specific to trafficking prevention – while continuing our commitment to present information in a manner that is age-appropriate for your 2nd grader.

In lesson 1, the human trafficking prevention components are understanding the characteristics of safe adults, both people they know and **strangers**. This knowledge will help them make safe decisions with adults outside their **Trusted Triangle**.

## Know The Signs

Parents and community members must pay close attention and stay alert to the signs of human trafficking. A few warning signs that are indicators of human trafficking are listed below.

Does the child:

- Have unexplained absences from school?
- Suddenly change in usual attire, behavior, or relationships?
- Suddenly have more (and/ or more expensive) material possessions?
- Chronically run away from home?
- Act fearful, anxious, depressed, submissive, tense or nervous, and paranoid?
- Defer to another person?
- Describe an adult as a friend or boyfriend/girlfriend?
- Show signs of physical and/ or sexual abuse, physical restraint, or other serious pain or suffering?
- Have new branding/tattoos?
- Appear to have been deprived of food, water, sleep, medical care, or other life necessities?



## Student Disclosure

### How to Respond to Disclosure of Abuse

An adult's reaction to disclosure plays an important role in the beginning of the healing process for the child. Resist the urge to react strongly to the news or display anger toward the abuser. Instead, consider the following:

#### What to Say

- "I believe you."
- "I'm really glad that you told me. It took a lot of courage to tell me."
- "It's not your fault."
- "We will work together to get you help. I will need to tell some other people who help protect children."
- Be cautious with telling a child who has disclosed that "everything will be all right." There are many uncertainties that surround disclosure, emotions, and steps to recovery. Consider, instead, telling a child that they are important, people care about them and their safety, and that people will work to be with and support them moving forward.

#### Action Steps

- If you know or suspect a child has become the victim of sexual abuse, you must should make a report immediately. Find your [local reporting agency](#) or call **1-800-4-A-CHILD** (224453).
  - Access and share [The Guide to Hope and Healing](#) for guidance to recognize, report and respond to a child who discloses.
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## Caregiver Connection

Open and honest communication between parents/caregivers and children is crucial for abuse prevention. While we may assume that our children know we are always there for them, it's essential to provide them with dedicated individual attention. This attention offers them support, guidance, and a safe space to share anything with us. By fostering this open forum, we not only build trust but also boost their self-confidence and self-worth and provide an outlet for them to disclose any concerns they may have.

### Extension Activity

Please assist your child in completing the **Trusted Triangle** extension activity provided below. Together, brainstorm the names of individuals who can be considered "**Grown-Up Buddies**." Your child should write down these names or draw pictures of at least three or more adults they feel safe to go to when they are scared or confused. While engaging in this activity, ensure that the names you write down are individuals with whom you feel your child is safe. It is important that at least one person in the **Trusted Triangle** is someone outside the family, and all chosen individuals should be old enough to drive a car, allowing them to seek help for your child if needed. Additionally, discuss with your child other adults they can turn to for support in situations where their **Trusted Triangle** members are unavailable.

Please display the **Trusted Triangle** in a prominent location within your home, such as the refrigerator. By doing so, you reinforce the concept of **Grown-Up Buddies** with your child, and it signals to others that your child has a system in place to report unsafe behavior. Remember to periodically review and update your child's **Trusted Triangle** together to ensure it remains current.

**Trusted Triangle Extension Activity** - may be downloaded and printed

- [Steps-to-Safety: How to Help Your Child Make a Trusted Triangle](#)

Next, assist your child in sending a letter to each member of their **Trusted Triangle**. This letter explains how important each member of their **Trusted Triangle** is in their life because they are a safe person for your child to go to in any situation where they may need help. It is crucial to deliver these letters to the people in your child's **Trusted Triangle**, ensuring they understand the important role they hold in your child's life. Below, you will find two options for sharing these letters with your child's **Grown-Up Buddies**.

### Send Your Grown-Up Buddy a Letter - pdf

1. Download and print a copy for each **Grown-Up Buddy**. Click the link to view the letter and download the letter: [Grown-Up Buddy a Letter](#)
2. Have your child type or write the name of the **Grown-Up Buddy** on each letter and sign their name at the bottom
3. Mail or give the letters to your child's **Grown-Up Buddies** in person.

### Grown-Up Buddy Letter - email template

1. Click the link to "**Make a copy:**" [Grown-Up Buddy Letter - email template](#)
2. Replace the text in the template with the **Grown-Up Buddy's** name and your child's name.

3. Select all the text on the page and select **“copy.”**
4. Go to your email account and compose a new email.
5. Go to the body of your email to **“paste”** the text you copied from the template.
6. Add the email address of your child’s **Grown-Up Buddy**.
7. Add a **“subject”** (Suggested subject title: “You are a Grown-Up Buddy in My Trusted Triangle.”)
8. Send
9. Repeat this process for each **Grown-Up Buddy** in your child’s **Trusted Triangle**.

### Activities to Try at Home

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

- [Make a Buddy Mask Activity](#)
- [Steps-to-Safety: T.F.A.: Think, Feel, Act](#)



### Tips to Further Today's Lesson

Throughout this curriculum, your child will understand the importance of identifying trusted adults called **Grown-Up Buddies**, who your child can go to in any situation that makes them feel unsafe or confused. Help your child create their **Trusted Triangle of Grown-Up Buddies**. Remind your child that members of their **Trusted Triangle** must be old enough to drive a car, and at least one must be outside your family. Be sure the people they select are individuals you trust with your child’s safety. You may download and print the **Trusted Triangle** and place it in a prominent place in your home, and help others see that your family has a system to report anything that makes your child feel unsafe or not quite right. Be sure to update your child’s **Trusted Triangle** with them periodically.

### To help reinforce the concepts from today’s lesson:

- Ask your child to demonstrate their **I Mean Business Voice**, and ask when they might need to use this safety tool. (**Answer:** In any safety situation where they need to assert themselves, to show that they mean business!)
- Ask your child what they should do after using their **Safety Stop Sign**. (**Answer:** Talk to a **Grown-Up Buddy**)
- Encourage your child to share feelings with you, and when they do, be sure to support and validate their feelings. Encourage your child to trust those feelings when encountering a situation that makes them **Think, Feel, Act**. Remind them that any situation that makes them feel icky or confused requires them to act – tell someone in their **Trusted Triangle**, use the **Safety Stop Sign**, and use their **I Mean Business Voice**.
- Reinforce the concept of the **Safety Barometer**. The **Safety Barometer** is the tool that helps children figure out whether a situation is safe or unsafe. It is an important tool for your child because it helps build a level of confidence within your child and an awareness that all children always need to assess the safety of any situation.

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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