



Today's Lesson: Lesson 4

In the video portion of today's lesson, your child saw a group of friends notice a change in a peer's disposition and appearance. These changes signaled that something was wrong, and students learned to seek help if their friends exhibited behavioral or appearance changes. Students were reminded of their **Guiding Voice** – the voice inside each one of us that tells us when something isn't quite right. In today's video, the children listened to their **Guiding Voice**, which signaled that something was wrong with their friend and that an adult needed to be told and involved. Your child learned that they have the personal power to make safe decisions that help themselves and others. Your child saw what happened when it was disclosed that someone was being hurt and how she was heard and helped by a **trusted adult**.



Human Trafficking Prevention

The human trafficking prevention components will build upon the concept of **body boundaries** from a previous lesson and introduce the concept of **personal boundaries**. A student's **personal boundaries** encompass their right to **privacy** – the right to keep their personal thoughts, personal information, and the **private parts** of their body private – and include the right for the **private parts** of their body not to be photographed or seen by others without a medical reason. A person's **personal boundaries** also include how much **personal space** they need to feel safe. Students have learned that they may feel that their **personal space** has been infringed upon by someone standing too close to them.



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. Playing the “What if?” game and asking them what they think or feel about something before and after the situation lets children know that they can talk with you about anything, and you are there to help them figure out what to do. By regularly engaging your child in such conversations, you ensure that 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.

- [Think, Feel, Act \(TFA\) Scenarios](#)

Try out this interactive web-based activity to learn the vocabulary words for Lesson 4.

- [Let's Practice: Lesson 4 Vocabulary](#)

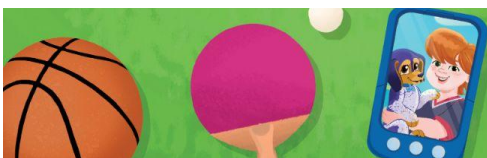


Tips to Further Today's Lesson

Statistically, it is possible that a friend or acquaintance of your child is living in an unsafe situation. At some point, that friend or acquaintance could disclose to your child that they are being hurt or give the appearance or behavioral clues that something is wrong. In each video, your child has seen how trusted adults listen to children and take action to help. Keeping the lines of communication open with your child will put you in the best position to provide help should your child find themselves in an unsafe situation or be faced with a friend who is.

For more ways to talk to your students about staying safe, visit [Safer Smarter Schools](#). 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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