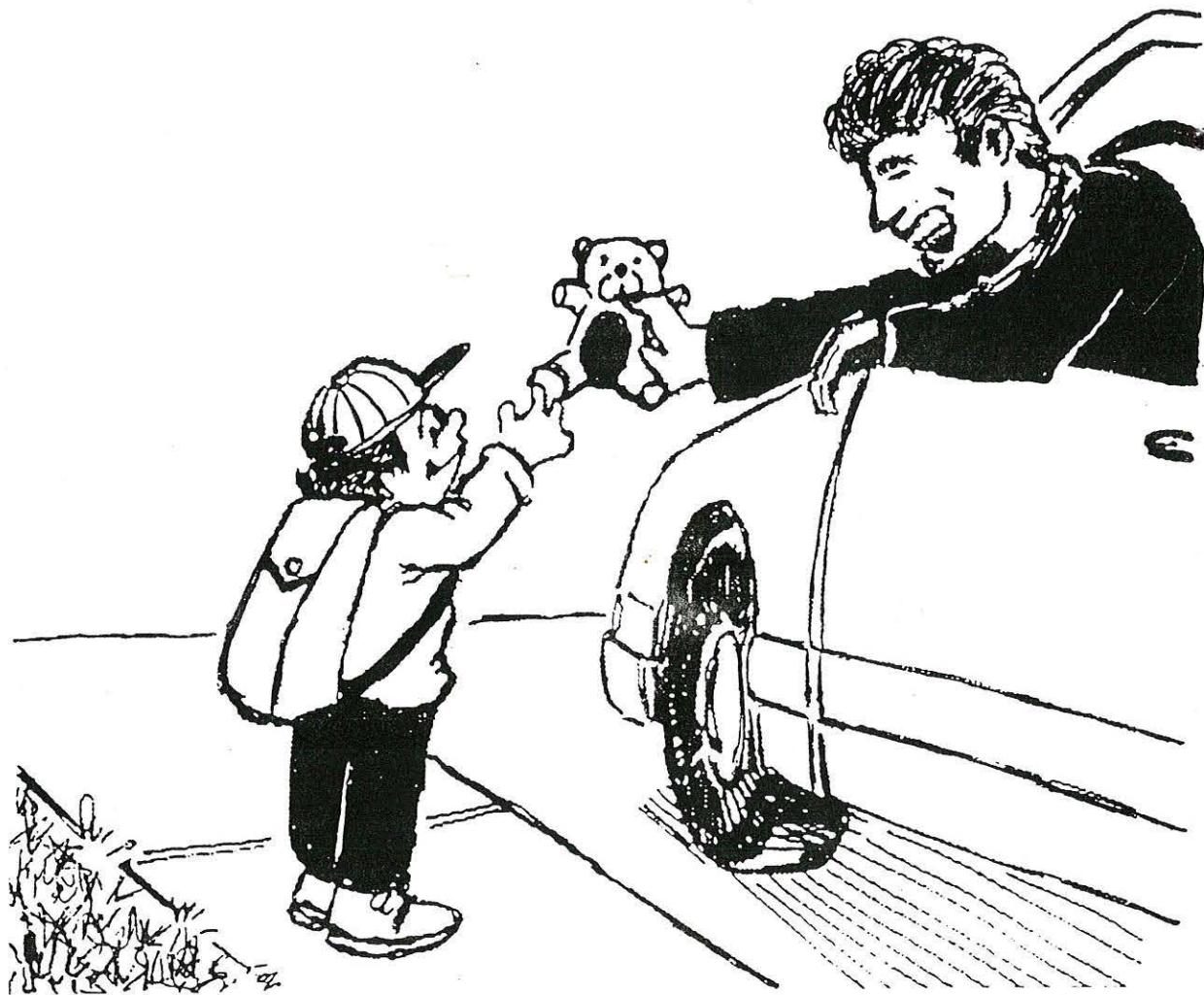


STREET SAFE KIDS

Protecting children from sexual predators – a street-proofing manual



"Street Safe Kids is one of the most comprehensive self-defense and street-proofing courses available. We strongly recommend that parents enroll their children in this 'hands-on' program."

*Mabyn Armstrong, director of prevention
The Missing Children's Network Canada*

George J. Manoli

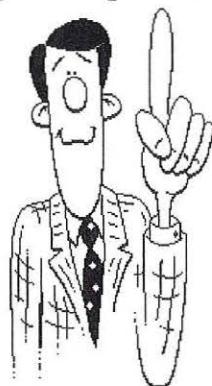
Grades K - 3 : Assignment #4

Theme : Good and bad touches, special people.

1. In the following two pictures complete the bottom portion of both drawings (legs, feet, etc.). Place an 'X' on the private parts of each individual below. Remember that your body is yours and no one has the right to touch your 'private parts' or force you to touch their private parts.

Boys' private parts: _____

Girls' private parts: _____



2. Draw or paste a picture of one or two people you would go to if you had a problem and needed help. Do you know their phone number?

A large, empty rectangular box with a black border, intended for the student to draw or paste a picture of people they would go to for help.

Grades K - 3 : Student assignment #4

3. Cut out magazine pictures or make several drawings showing a variety of ways that good and bad touches make you feel.

<u>Good touches make me feel...</u>	<u>Bad touches make me feel ...</u>
-------------------------------------	-------------------------------------

4. What are the 2 emergency  numbers you can call if you need help?

(a) _____ (b) _____

5. Make a drawing or paste a picture of a person who is very special to you. (Suggestions : a picture of you, a trusted adult, mom or dad, your brother or sister, etc.) Why is that person special to you? That person is special because...

Grades 4 - 6 : Assignment #4

Theme : While walking & being followed



1. Walk tall and be aware of your surroundings at all times :

- a. Whenever possible, walk with a friend - there is safety in numbers. You can reduce your chances of being attacked by nearly 70% if you walk with another person, and by 90% if you're with two others.
- b. Let someone know where you are going and what time you expect to be home. As stated earlier in this manual, I recommend that once you get to your destination, call the trusted adult to inform them that you have arrived. The same procedure should take place when you decide to head to your next destination.
- c. Present yourself in a manner that discourages would be assailants. Walk assertively, maintain a brisk and steady pace, don't stroll. Look as if you've got somewhere to go and are very determined to get there soon, head up, eyes focused.
- d. You must show yourself as someone with self worth, someone who cares what happens and will mount a vigorous defense if attacked.
- e. Know exactly where you are going. Know the safe and the unfamiliar places along your route. Plan your route ahead of time. If in need of directions, seek help from a police officer, a store clerk, or a gas station attendant.
- f. Avoid taking shortcuts through alleys, parks and isolated areas. Use the same route home if possible.
- g. Carry some spending money on you. Avoid carrying all your money in one pocket. Spread it around placing it in several pockets, shoes, etc. This money should only be used for emergencies. Dialing 9-1-1 in a pay phone is free.
- h. Walking with a dog, even a small dog, can deter an assailant since the dog is an unknown factor. Inform people wanting to pet the animal that it is a friendly dog trained to attack on command.
- i. Add one of your own suggestions which you will share with us in class.



2. Dress with crime prevention in mind

- a. Dress to avoid problems and for freedom of movement (in case you need to defend yourself or suddenly run away). Up to 90% of all muggings occur spontaneously. The way you look and the way you present yourself is another basic way of saying who you are.
- b. Avoid carrying lots of things - keep your hands free, dress with attack prevention in mind.

3. Walk on the curb side of the sidewalk

- a. Walk on the side of the road where you will be facing oncoming traffic. This makes it difficult for a car to follow you closely.
- b. Walk in the middle or on the curb side of the sidewalk, keeping maximum distance between yourself and alleyways, door entrances, trees and shrubs, etc.
- c. At night, if you have to be where there are no other people or cars around, walk in the middle of the street or in open places. Avoid walking alone at night in poorly lit, isolated streets. While walking, take note of open stores, lighted houses, etc.
- d. Limit your contact with people you do not know on the street - cut the dialogue.

4. If asked for assistance

- 
- a. If you are asked for directions by someone in a car, keep walking, maintain a safe distance from the car (at least 3 big steps away), stay clear of the doors, keep your answer short (if you choose to answer) and move on. If they follow, simply reverse your direction, running and seeking assistance or a safe place.

5. Add two of your own suggestions which you will share with us in class.

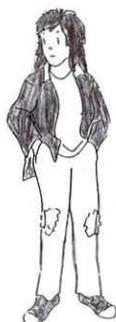
- a. _____
- b. _____



You can't tell by peoples faces or the way they dress if they are good or bad.

Do you have a secret family code word? Do you know its purpose?

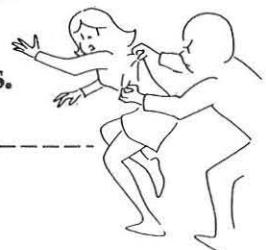
Do you know the difference between good and bad touching?



6. If followed



- Followed, check it out. Change your walking pace, walk faster than you have been. Cross the street at a 90 degree angle, keeping your pursuer in sight while you try to walk to safety.
- Upon recognizing danger, keep calm, keep breathing, move quickly, think. Look for places and people to run to for assistance or a location to effectively hide. A good tactic is to pretend to see a friend - wave or call out to the imaginary buddy, then run towards them.
- When seeking help, persistence may be necessary. Do not expect help right away from strangers. Stop a policeman, a store clerk, or any other person who happens to be handy and quietly ask for directions.
- Once you stop someone, you can also explain that you think you are being followed and in need of assistance. Ask if they would mind talking to you for a few minutes or walking you to safety.
- If you run to a house screaming and the people are inside their home, simple try to open their front door and walk in, asking for assistance.
- If the front door of the residence you have run to is locked, scream, yell, cause a commotion, etc. If the people inside the house do not want to help you, you might have to force their involvement by breaking their residential window (with a rock or flower pot), booting their door in, etc. This will force them to call the police and get involved in your problem.
- If help does not seem near, determine if you can outrun your assailant to a safe place (a store or a public area, etc.). Run in a straight line then alter to zig-zag if they are gaining on you. Scream "Fire, Police!" while running to your targeted location. If people are not around, run to an open area. Avoid isolated places. Exposure is your ally.
- Throw at the person your books or back pack or drop the items, allowing you to get away quickly and at the same time freeing your hands in case you might need them to defend yourself. If grabbed and dragged, remember to drop to the floor, screaming "This is not my dad/mom!" biting, kicking, etc.
- As you are running, look back every so often to know whether they are gaining on you or not. If they are gaining on you, try placing large items between you and the pursuer (parked car, garbage bin, etc.).
- Add one of your own suggestions which you will share with us in class.



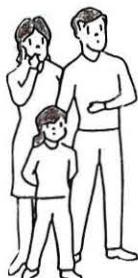
Parent/child activities - Assignment #4



Parent/child activity #1 - Learning different ways to say 'No!' : Teach your child a variety of expressions they can use instead of 'No!' in order to help them disconnect and assert themselves from an engaging stranger. The variety of expressions you select must be age appropriate and match your child's character and personality. "Remind them to speak in short, sharp commands. A person who is in crisis, in an emotional unbalanced state, angry, or on an adrenaline high can only understand and remember sentences that contain about five simple words. Teach your child the rule of five - to use short sentences with only about five words and words with no more than five or six letters - for example, "I want you to stop." "you should stop right now." "Stop doing that." "Don't come any closer." These sentences clearly state the child's desires in relationship to the assailant."



Parent/child activity #2 - Check first : Ask your child to identify a variety of situations where it is important for them to check with you first before going anywhere or do anything. Create situations by using the 'What if...?' game' (see p. 106-110 for 'What if...?' suggestions), or unplug the real phone and role play such situations with your child (see p. 133 for phone activity suggestions). In the 'check first' scenarios, require specific information from your child: Where? With whom? When to be expected?, etc.



Parent/child activity #3 - Pointing out safe strangers : Take the opportunity when you are out, to point out helpful people in the community to your child (safe strangers). When starting this process, begin with people the child knows or who know the child, then proceed to people the child does not know at all, like a security guard, a family walking, a mailman, a movie usher, a store clerk, a parking attendant, a police officer, a Block parent, etc. The fact of pointing out some safe strangers who can help children means that you are not training your child to be distrustful and paranoid of people at all times. Your goal is to help develop judgment, which of course is a lifelong process.

Parent/child activity #4 - Landmarks : While out and about with your child(ren), practice the awareness of landmarks, buildings, monuments and other notable structures that could help orient your child to their location if lost.



*Do you listen and communicate with your child? Can they depend on you anytime?
In order for both you & your child to be street safe, you must understand the dangers in our society.
Have you established a lost and found plan with your family members? If no, get it done today.*

Parent Assignment #4

1. Parent reading assignment : Pages 67 - 87.

2. Children assignment :

Gr. K - 3 ➔ p. 145 ➔ Theme : Good & bad touches - Special people.

* Task #1: Drawings & collages.

* Task #2: Practice the physical skills covered in class.

* Task #3: Do the parent/ child activities if applicable (p. 150).

Gr. 4 - 6 ➔ p. 147 ➔ Theme : While walking & being followed.

* Task #1: Read tips; add suggestions;

* Task #2: Practice the physical skills covered in class;

* Task #3: Do the parent/ child activities : p. 150.

3. Parent verification - please check off what was done at home :

Homework done Parent/ child activities done Physical skills done / reviewed

Parent signature : _____ Comments, suggestions or questions: _____



DOES YOUR CHILD KNOW ?

If your child is not sure what to do in any given situation, they should ALWAYS ask themselves the following 3 street safe questions :

1. Do I get a "Yes" or "No" feeling about the situation or person?
2. Will an adult I trust know where I am and what I'm doing?
3. If I go with the person or do what I'm asked, can I get help if I need it?

If the child answers "No" to even one of the questions above, then the child must decline (say "No!") to whatever is being asked of them to do, even if they have a "Yes" feeling. (National Film Board of Canada - Feeling Yes, Feeling No - A Sexual Assault Prevention Program For Young Children)