

## BRAVE SKILL-BUILDING ACTIVITIES FOR ELEMENTARY SCHOOL LEARNERS

Be Brave-Be Safe is a positive, proactive prevention program that nurtures self-value, confidence, resiliency, and awareness of personal safety while providing opportunities to practice skills that may help avoid and/or escape from danger. The goal of The Joyful Child's Be Brave – Be Safe Program is to cultivate students' natural abilities to reduce the risk of victimization by providing age-appropriate knowledge and tactile skill-building activities to improve their competence and confidence asserting their boundaries to protect their joy. You know your child, so if the ideas expressed for this age do not appear to fit their needs, please refer to the activities shared for younger or older students. Additional resources are also available at [www.thejoyfulchild.org](http://www.thejoyfulchild.org) in Adult Programs.

### Top 5 Tips for Elementary School Learners (ages 5-12)

1. No one has the right to hurt me!
2. If anyone makes me uncomfortable or tries to hurt me, it's not okay and it's not my fault, so I can yell, get away, and tell Safe Adults until I am safe.
3. It is brave to talk to Safe Adults about upsetting feelings and ask for help.
4. My private parts are covered by my bathing suit. No one should look at me without clothes unless I have a parent with me, like at the doctor's office. If anyone tries to look at or touch private parts, I know it is not okay and so do they, so I will get away and tell a Safe Adult I trust.
5. Safe Adults don't ask kids they don't know for help. If an older person I don't know asks me for help, I will RUN, YELL, and TELL a Safe Adult. If I don't see an adult I know, I can ask a police officer, teacher, cashier/clerk, or a mother/parent with young children.

### Traffic Light

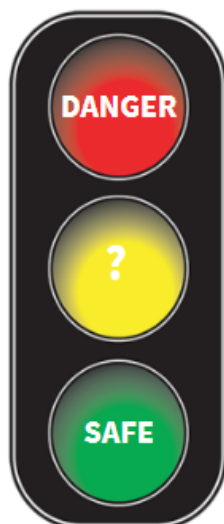
The traffic light image is a metaphor used to quickly assess if a situation is safe, questionable, or dangerous and determine a BRAVE Plan to be safe. Discuss the scenarios and ask your child what they would do. Have your student use the Traffic Light Activity Sheet below to brainstorm additional scenarios and use the following Activity Sheets to guide conversations that will teach them how to develop their own BRAVE Plans to be safe.



#### Key Definition

##### EMERGENCY:

When something happens and someone needs help right now.



A red light is an emergency!

Get to a safe place and get help fast.

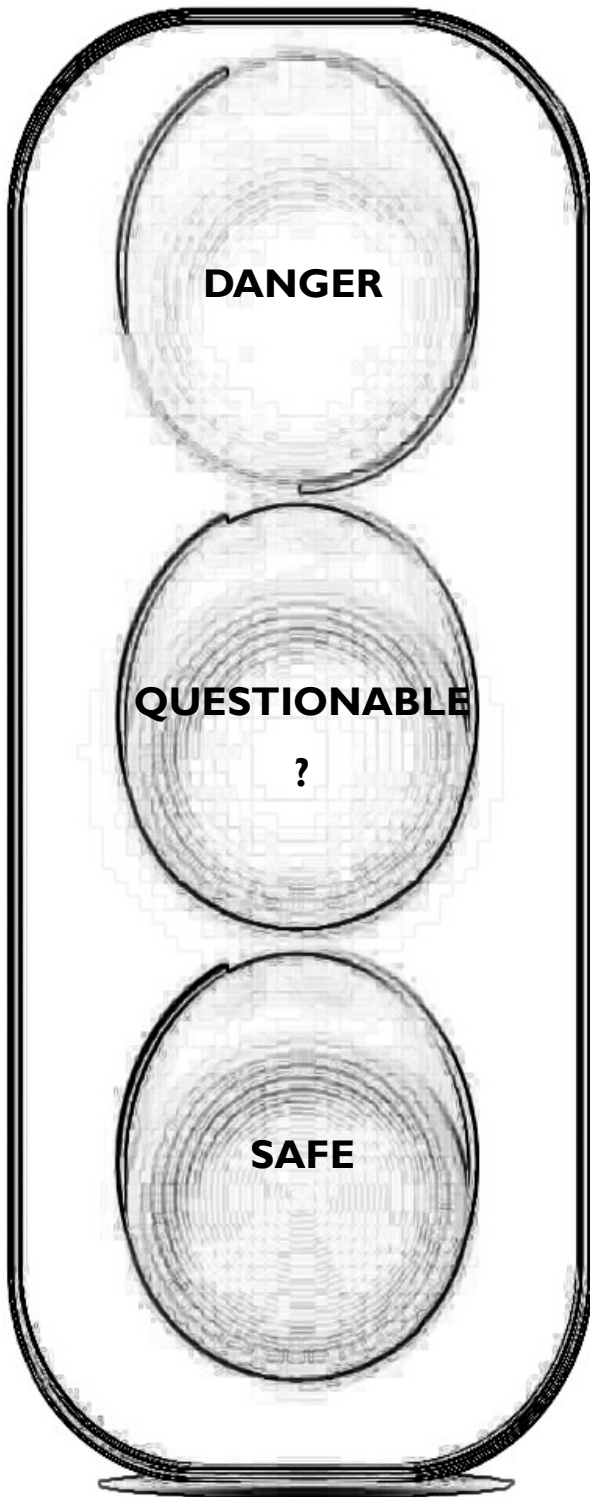
If there is no adult, call 9-1-1.

A yellow light means something doesn't feel right, and I need to tell at least 2 Safe Adults.

A green light means no one is in danger.

## Traffic Light for Safety

Write or draw 3 examples in each box of situations that may be emergencies, questionable, and safe.



RED - It's an emergency! Get away and call 9-1-1.

YELLOW - Something isn't right. Tell two adults.

GREEN - I feel safe and comfortable.

## BRAVE SKILL-BUILDING ACTIVITIES FOR ELEMENTARY SCHOOL LEARNERS

### **BRAVE Plans**



Explain to your child that keeping them safe is the most important thing because you want them to be happy and healthy to discover and enjoy their full potential. Accidents happen, but the more we know and practice being safe, the less likely we are to get hurt. You will use this program to help your child develop their own plan for what they will do to keep themselves safe in a variety of situations. These action plans are called Brave Plans.

**Ask your child:** *What is your BRAVE Plan if you do not want to tell me out loud that you feel uncomfortable, worried, or unsafe?*

**Choose a BRAVE Word and a Safe Signal** (sign-language) that are unique (not something they say or do often) and are easy for you both to remember and use in situations where your child feels anxious or afraid. Be sure their Safe Signal is big enough that you will notice it in a busy or crowded situation. The BRAVE Word can be especially useful if your child is visiting someone and wants you to make up an excuse to come and get them to avoid a dangerous or uncomfortable situation. You may want to add a scale of 1-3 if you are concerned your child will overuse the opportunity to avoid challenging situations that pose no risk of harm.

**Role-play calling 9-1-1.** Pretend to be the 9-1-1 Operator and have your child use a Red-Light scenario at home to talk through how they would handle having to call 9-1-1 in an emergency. Tell your child to pretend to dial while practicing calm breathing (count to 4 on the inhale and exhale). Ask ‘what is your emergency?’ After they answer briefly, ask their name, age, and location (your child should be able to recite their address quickly because in an actual emergency, it is almost impossible to think about things that are not happening in the moment). If this comes too easily, give your child various locations that they are familiar with to give them practice describing nearby landmarks to help the Operator direct emergency responders to their exact location. Have your child practice reciting their address and at least one cell-phone number for a parent/guardian.

## BE BRAVE - BE SAFE

My BRAVE Plan if I feel uncomfortable or afraid:

1. I will say out loud: “I do not feel comfortable.” I will move away or run toward people and look for a Safe Adult to tell.
2. I will tell Safe Adults until I feel safe.
3. If there is no Safe Adult to help me and I am afraid, I will call 9-1-1 because *my safety is 1st!*

## BRAVE SKILL-BUILDING ACTIVITIES FOR ELEMENTARY SCHOOL LEARNERS

### Safe Adults



**Ask your child to list their Safe Adults.** Use the space below to guide you and your child in agreeing on 3 Safe Adults. It is important to explain that your child gets to choose who their Safe Adults are because only they know who makes them feel the most comfortable and safe. That being said, if you don't feel comfortable with a choice, your job is to keep them safe and it is important for you to demonstrate trusting your feelings as well. Also discuss which adults are safest to approach for help in a public place if they are alone and don't see a Safe Adult they know. It is safest for your child to approach a cashier for help in a store or a mother with children.

**Explain to your child** that most people want young people to be safe and to feel comfortable at all times, but we can't know how other people feel inside. We know how other people behave (what they do) and what they say, but we don't know what they are feeling. That's why it is important to pay attention to how we feel around different people. Tell your child that if someone ever makes them feel uncomfortable, weird, nervous, or scared, you want them to tell you (no matter who it is!) because you do not want to accidentally leave them alone with someone who does not make them feel safe.

**Role-play an example** to demonstrate how someone may act one way and feel another way. Explain that you're going to pretend to be an older child at the park and you're going to try to get them to give you something. Tell your child that you want them to see what happens when they say "no" and do not share.

Pretend to be a teenager acting nice because your child has a cool phone or bag and you want it. Tell your child how nice they look and/or how you like something else about him/her. Ask if you can have the object. When they say no, try to bargain with something you have. When they say no again, try to take the object (gently). When your child resists, pretend you're upset and stomp away.

## BE BRAVE - BE SAFE

My BRAVE Plan for Safe Adults:

My family and I talked about which adults make me feel the most comfortable and safe.

We agreed that the following 3 Safe Adults are the only people allowed to pick me up from school or take me anywhere without checking with my parent/guardian first:

- |    |               |
|----|---------------|
| 1) | Phone number: |
| 2) | Phone number: |
| 3) | Phone number: |

If someone else has to pick me up and I am not expecting them, it is okay for me to call my family to make sure it is okay. We also have a special BRAVE Word that my family can share with someone if there is an emergency so that I will know my parent/guardian gave them permission. Of course, I don't have to go anywhere with anyone if I don't feel safe.

## Your BRAVE Plan

Discuss the Elements of a BRAVE Plan listed below and how they may apply to different situations. What would you say or yell to be brave? Where you would go to be safe? Who would you tell to help and make sure everything is okay?

### Elements of a BRAVE Plan:

- 1) Use your voice first (BRAVE Verbal Defense) to let people know that you are uncomfortable or afraid.
- 2) Decide which way to move to get away from the danger and toward Safe Adults or other people for help.
- 3) If there is no Safe Adult or other people to help nearby and you are in danger, call 9-1-1. *Your safety is 1st!*
- 4) Keep telling until you feel safe because no one has the right to hurt you and **IT IS NEVER YOUR FAULT** if someone tries to hurt or trick you into a dangerous situation. **You are brave to Yell, Run, and Tell!**

Choose at least 1 of the Red Traffic Light scenarios you described on the Traffic Light Activity Sheet and write your own BRAVE Plan below.

BE BRAVE - BE SAFE