

# SAFE *at* PLAY

*By Shirley Steele*



*Wong 93*





*“SAFE at PLAY” was designed as a resource guide for parents and guardians so they may help their children become more safety conscious.*

This colouring book is the property of:

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### CREDITS:

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## A police officer is your friend

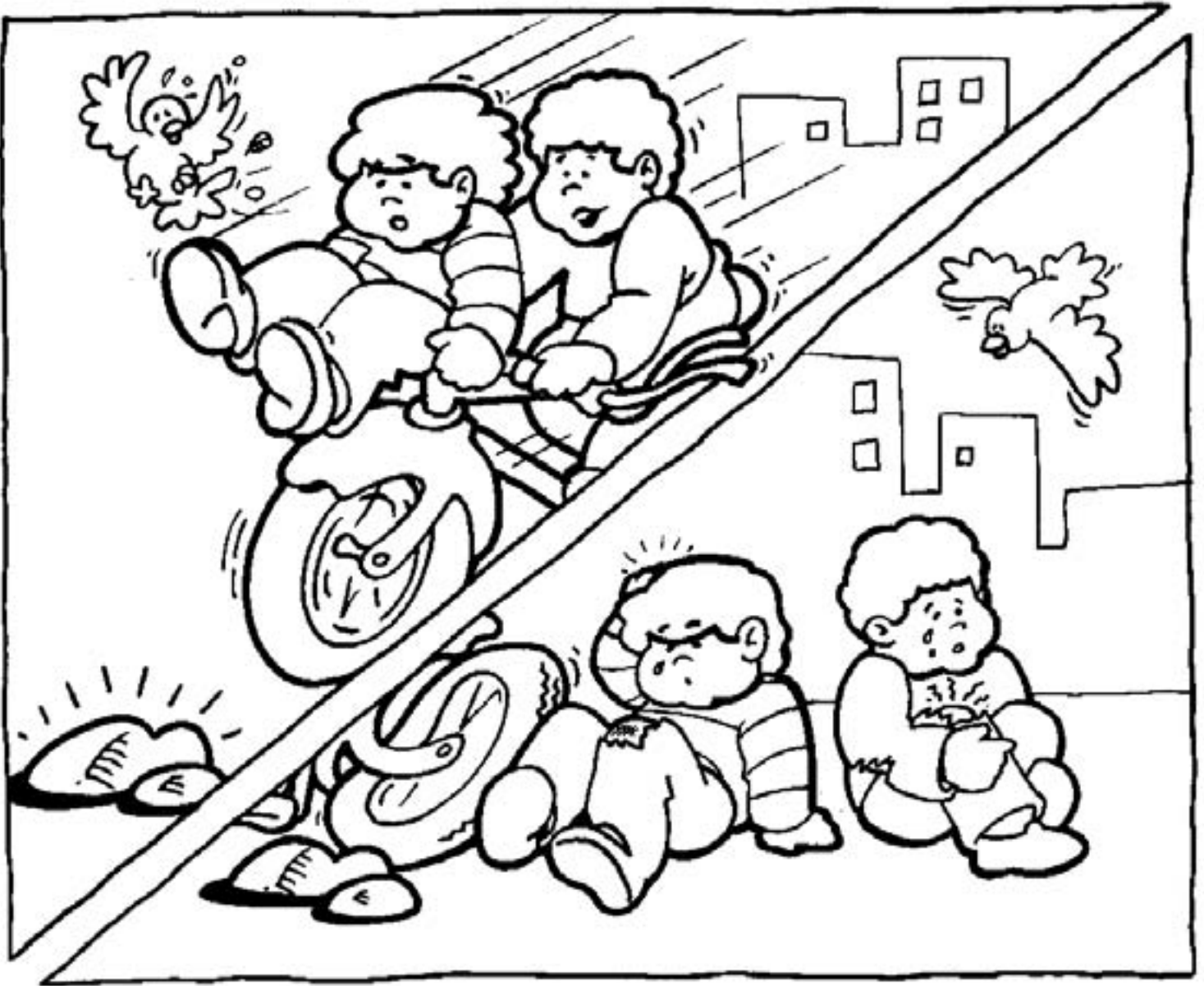


### ***TO PARENT:***

- *Display a positive attitude toward the police and the law in the presence of your child.*
- *Encourage your child to think of the police as a friend and to call the police whenever help is needed.*



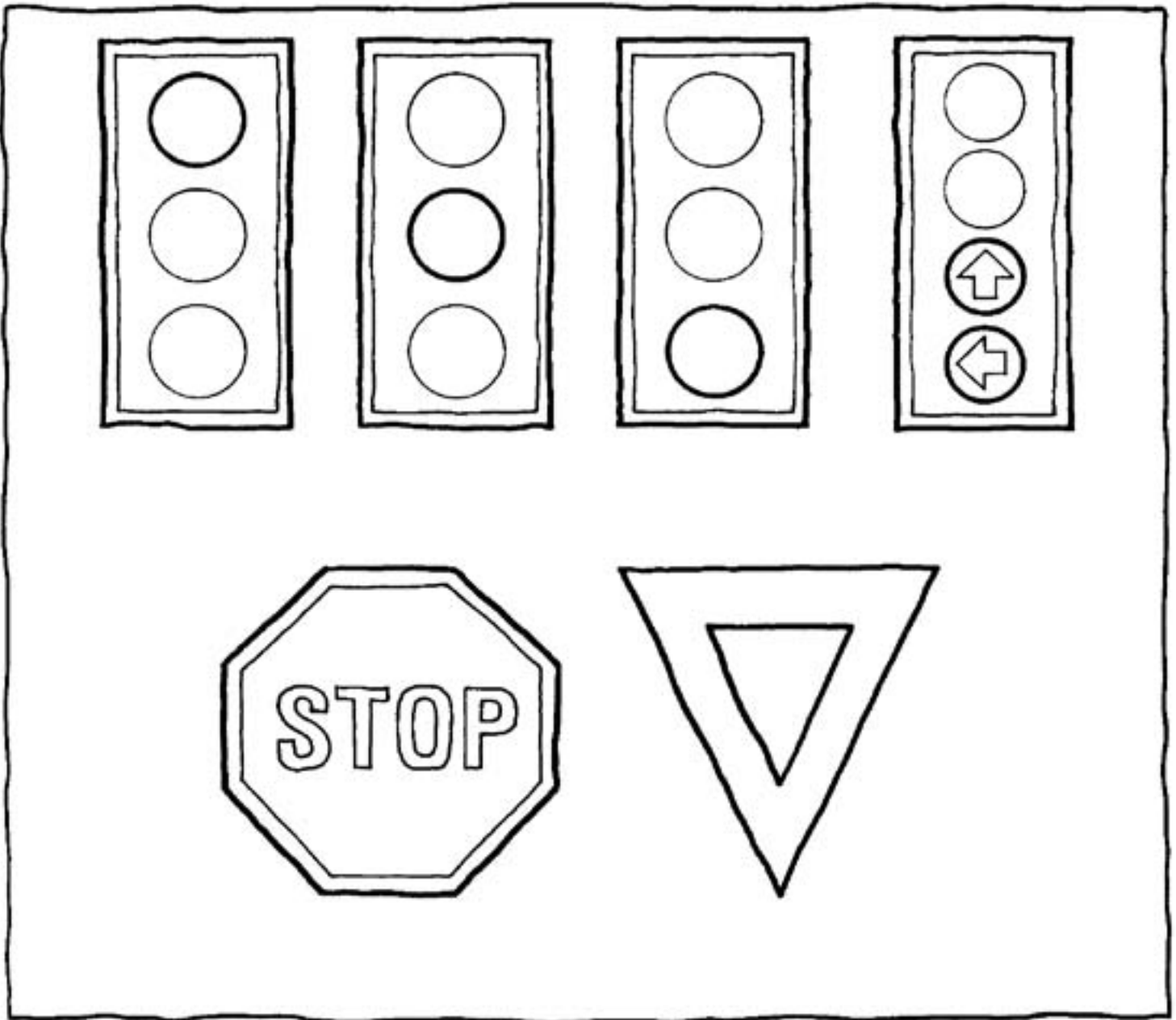
## Laws and rules help to protect people and property from injury or damage.



### ***TO PARENT:***

- *Discuss with your child why laws and rules are made and what happens when they are not obeyed; e.g., at home, at school, during sports and in the community.*

**Learn and obey all traffic rules.  
Learn the meaning of traffic lights and signs.**

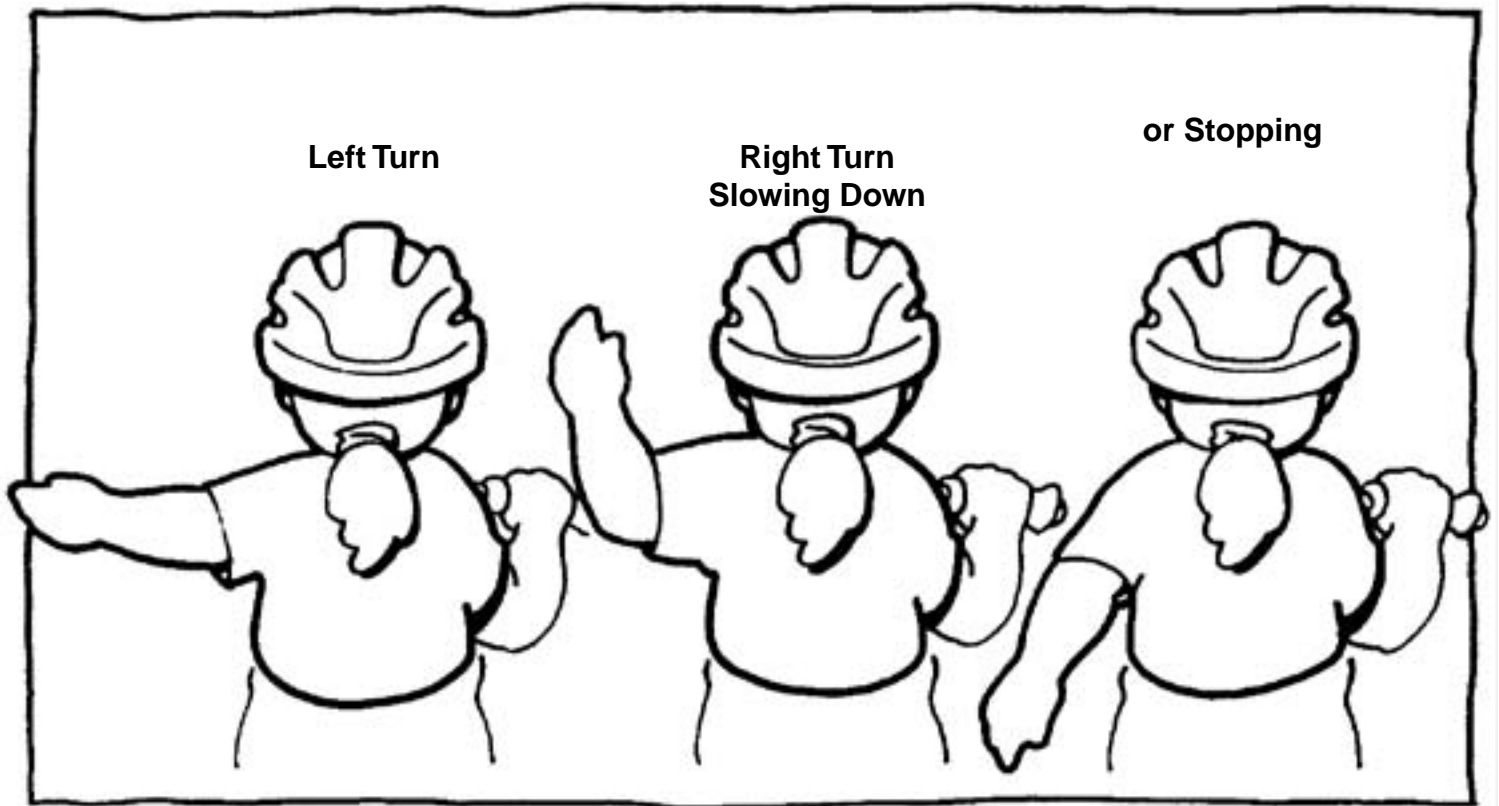


***TO PARENT:***

***Ensure that your child knows the meaning of traffic lights and signs:***

- *A red light means you must come to a full stop.*
- *A yellow light means you must come to a full stop if you can because the red light is about to appear.*
- *A green light means you may move ahead if the intersection is clear.*
- *Green arrows mean you may enter the intersection to move only in the direction shown by the arrow.*
- *A stop sign means you must come to a full stop.*
- *A yield sign means slow down, watch for traffic, be prepared to stop, look both ways, then proceed if traffic is clear.*

## Use proper hand signals when turning or stopping.



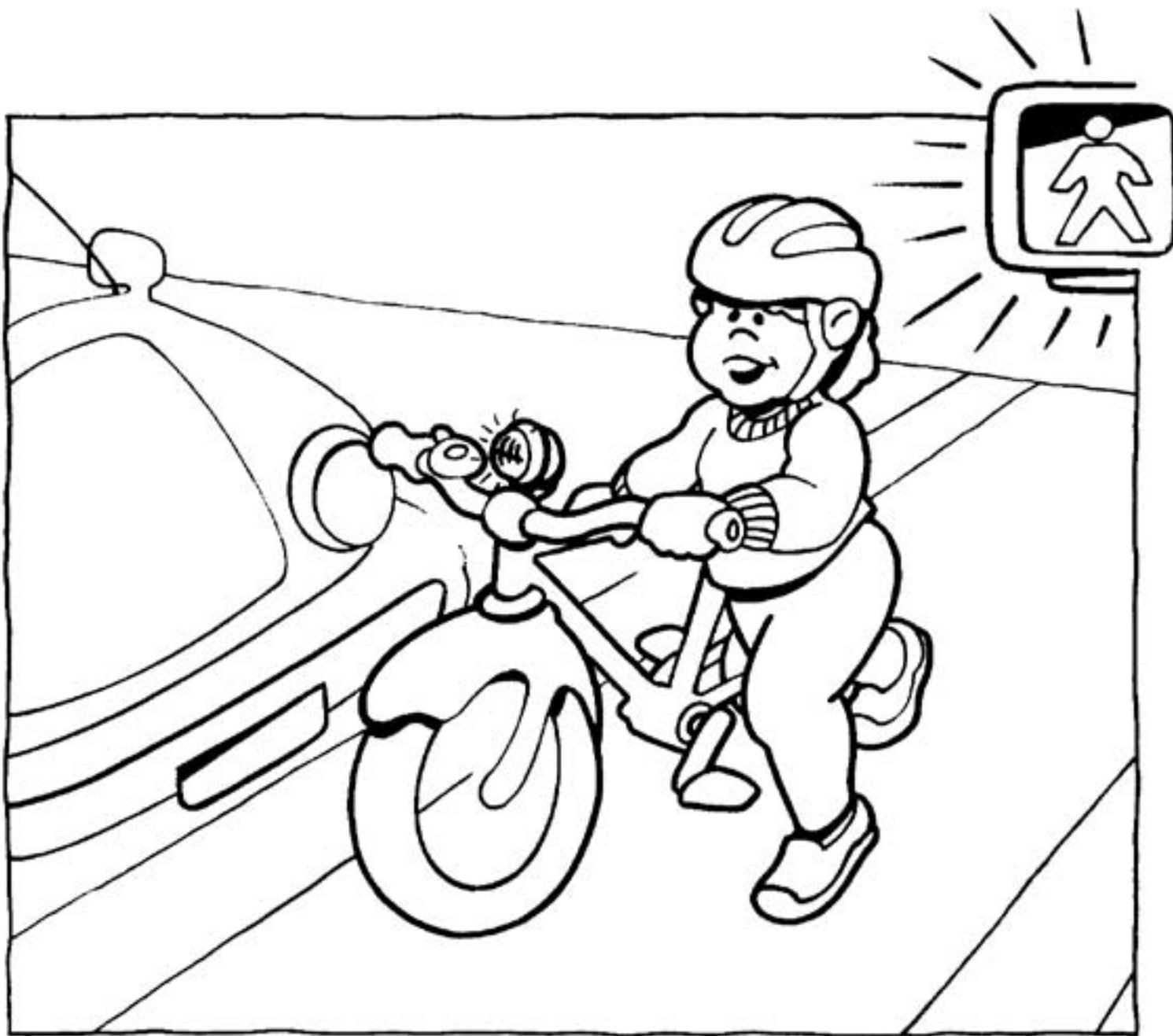
### ***TO PARENT:***

- *The operation of a bicycle is not easily mastered by a child. Ensure that your child is an accomplished cyclist before he/she rides without supervision.*
- *The operator of a bicycle has the same rights and duties as the driver of a vehicle.*

*Teach your child to:*

- *ride with traffic as near to the right side of the road as practical;*
- *keep at least one hand on the handle bars;*
- *use proper hand signals for turning and stopping,*
- *ride in singlefile behind, or in front of, other cyclists, not side by side,*
- *never ride on a sidewalk;*
- *never ride on a crosswalk.*

**Walk your bike across busy streets.**

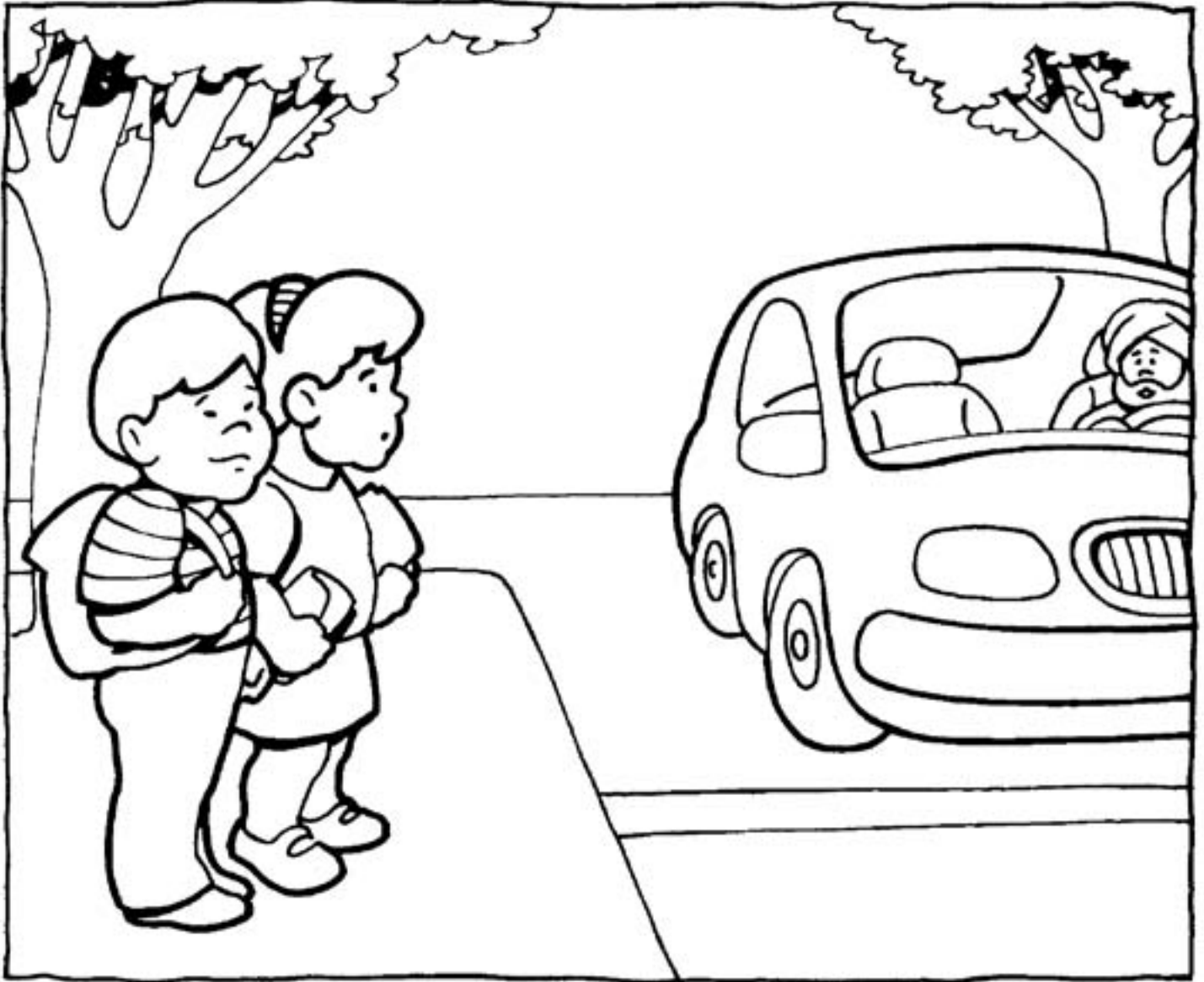


***TO PARENT:***

***Safety tips for safe cycling:***

- *Always wear a helmet.*
- *Avoid cycling at night.*
- *Wear light coloured clothing.*
- *Carry things in a bike rack.*

**Look left, right, then left again, before you start to walk across the street.**



***TO PARENT:***

- *Instruct your child not only to look in every direction before he/she starts to walk across the street but to continue to look until he/she reaches the other side.*
- *Explain to your child that the driver of the car may not see him/her so he/she should not take it for granted that the car is going to stop.*
- *Explain that drivers of cars do not always obey the rules of the road.*



**Always travel with a friend when going to school,  
to the playground, or to your friend's home.**



***TO PARENT:***

- *Always keep an updated list of names, phone numbers and addresses of your child's friends.*
- *Know your child's whereabouts at all times.*
- *Explain to your child why it is safer to walk with a buddy.*

**Always ask Mom or Dad for permission to go out.**



***TO PARENT:***

- *Always have your child ask for permission to go out.*
- *Make sure that you know with whom your child will be playing.*
- *Be aware that the places where your child plays are safe.*
- *Check on your child periodically*

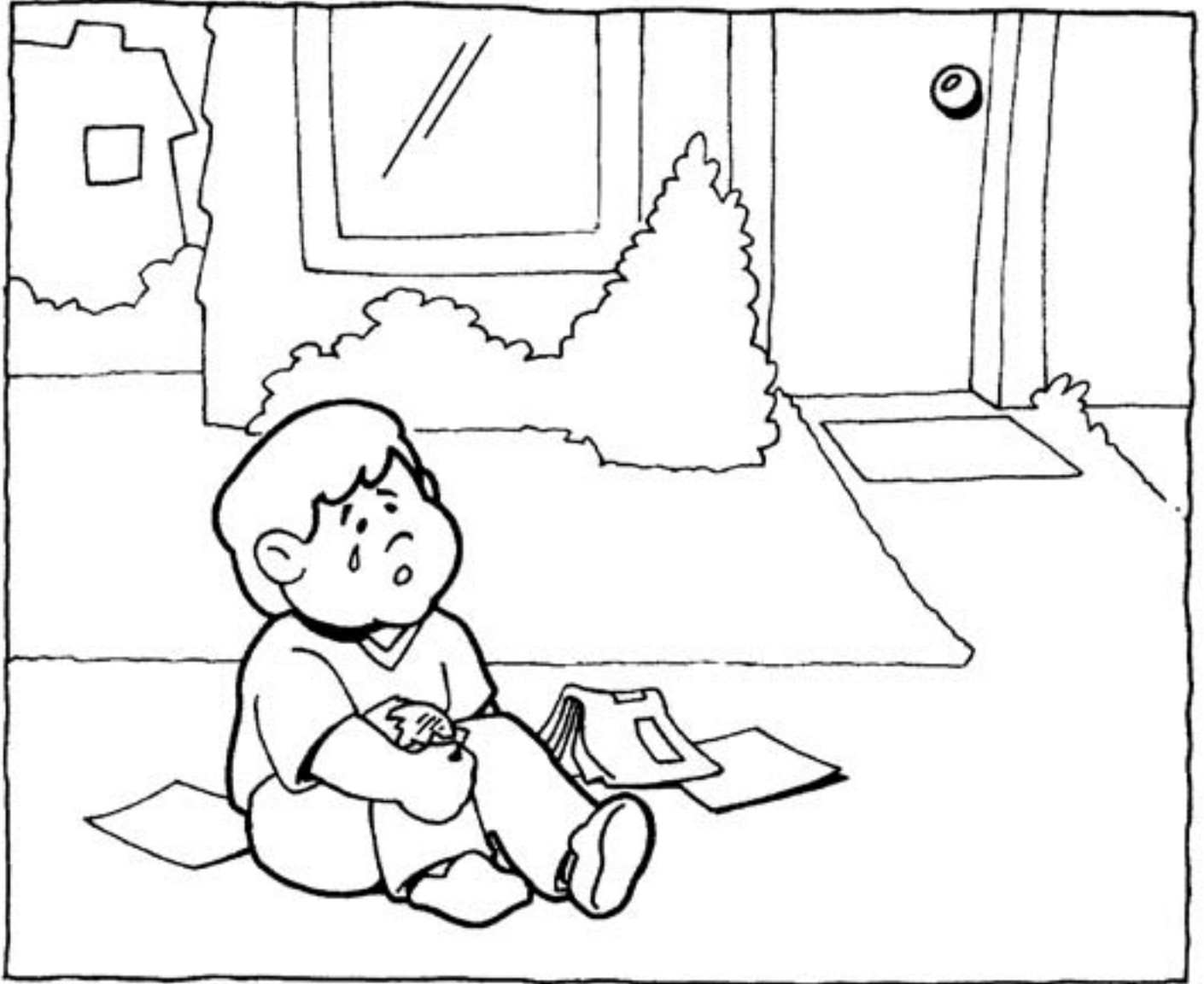
**If someone is following you, or wants to know your name and where you live, run away.**



***TO PARENT:***

- *Teach your child not to engage in any conversation with someone who approaches him/her.*
- *Discuss with your child where he/she could run if he/she needed help; e.g., home, Block Parent® home, school, etc.*
- *Children should not wear clothing with their name on it as it makes it easier for someone to gain their trust by calling them by name.*

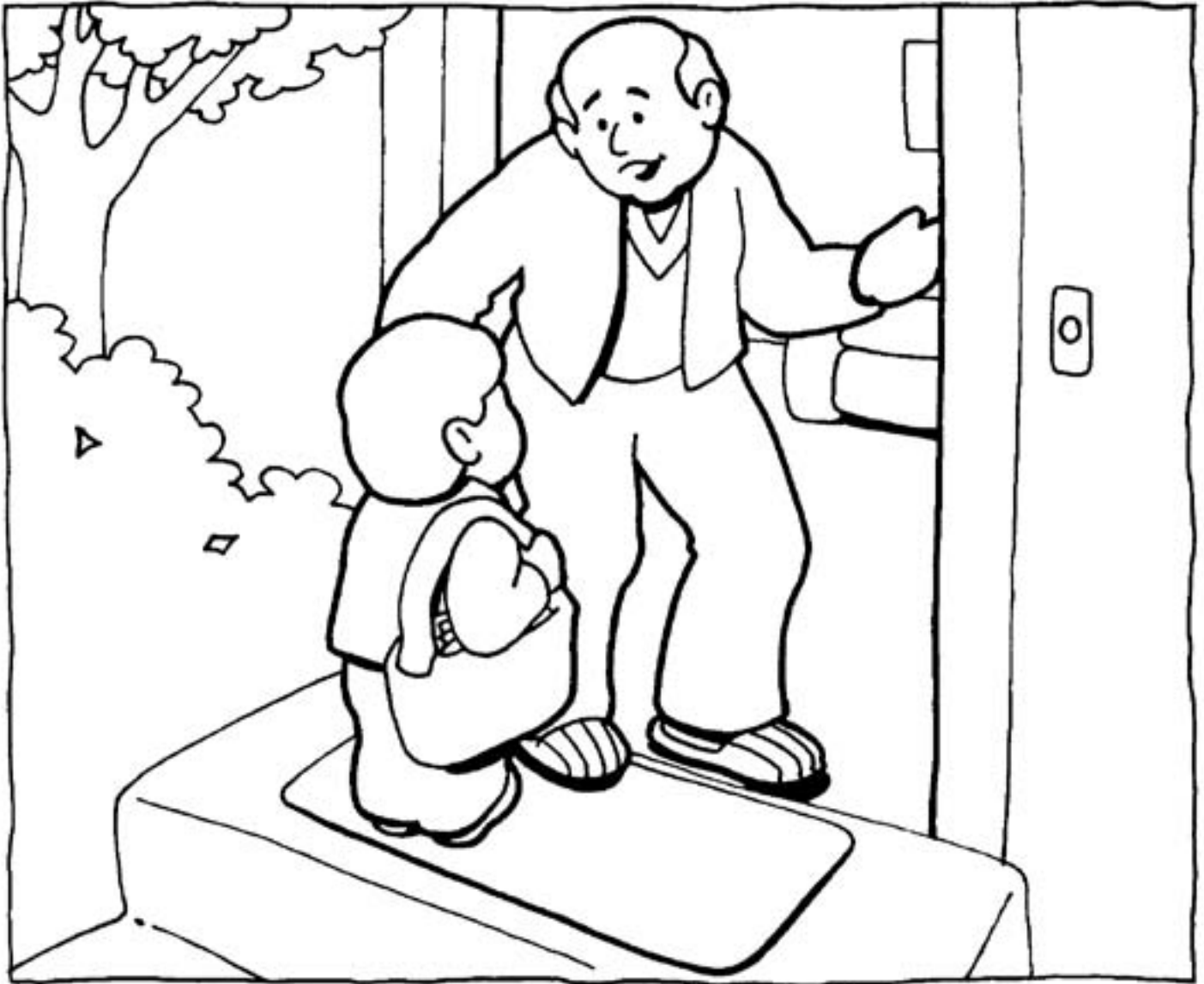
# What would you do if you were lost, sick or hurt?



## ***TO PARENT:***

- *Discuss places where your child could go for help, e.g. corner store, library, school, trusted neighbour.*
- *Play ‘what if’ games with your child and explore solutions, e.g.*
  - “What if we got separated in the mall?”*
  - “What if you were bullied on the way home from school?”*

**Never go into anyone's home without Mom's or Dad's permission.**

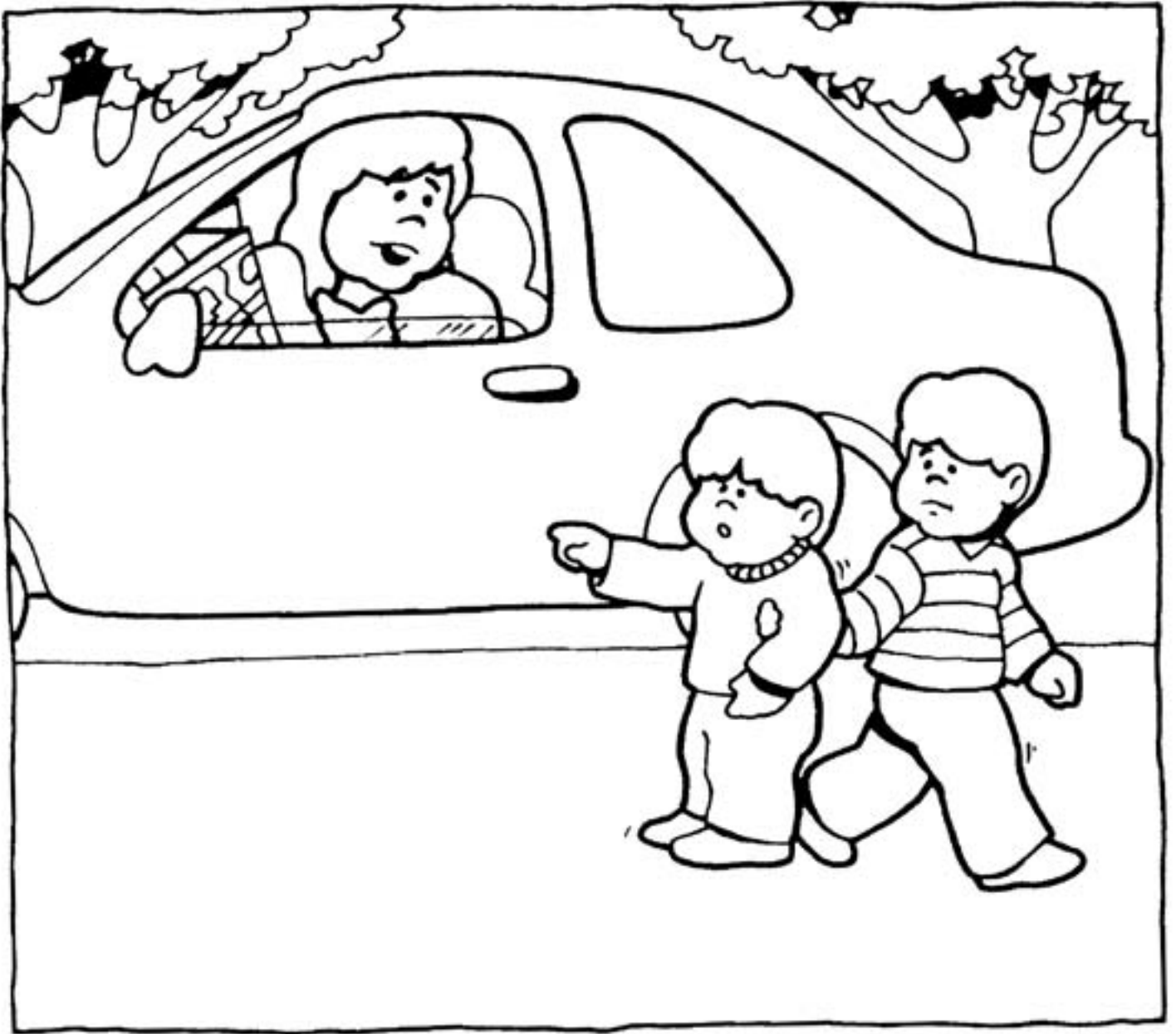


***TO PARENT:***

- *Encourage your child to “Check-in” to let you know where he/she will be.*
- *Let your child know that he/she needs to get your permission before going into another person's home.*



**Keep a safe distance from someone you don't know.**



***TO PARENT:***

- *Instruct your child to stay a safe distance from someone who stops to talk to him/her.*
- *Demonstrate how easy it is to grab a child.*

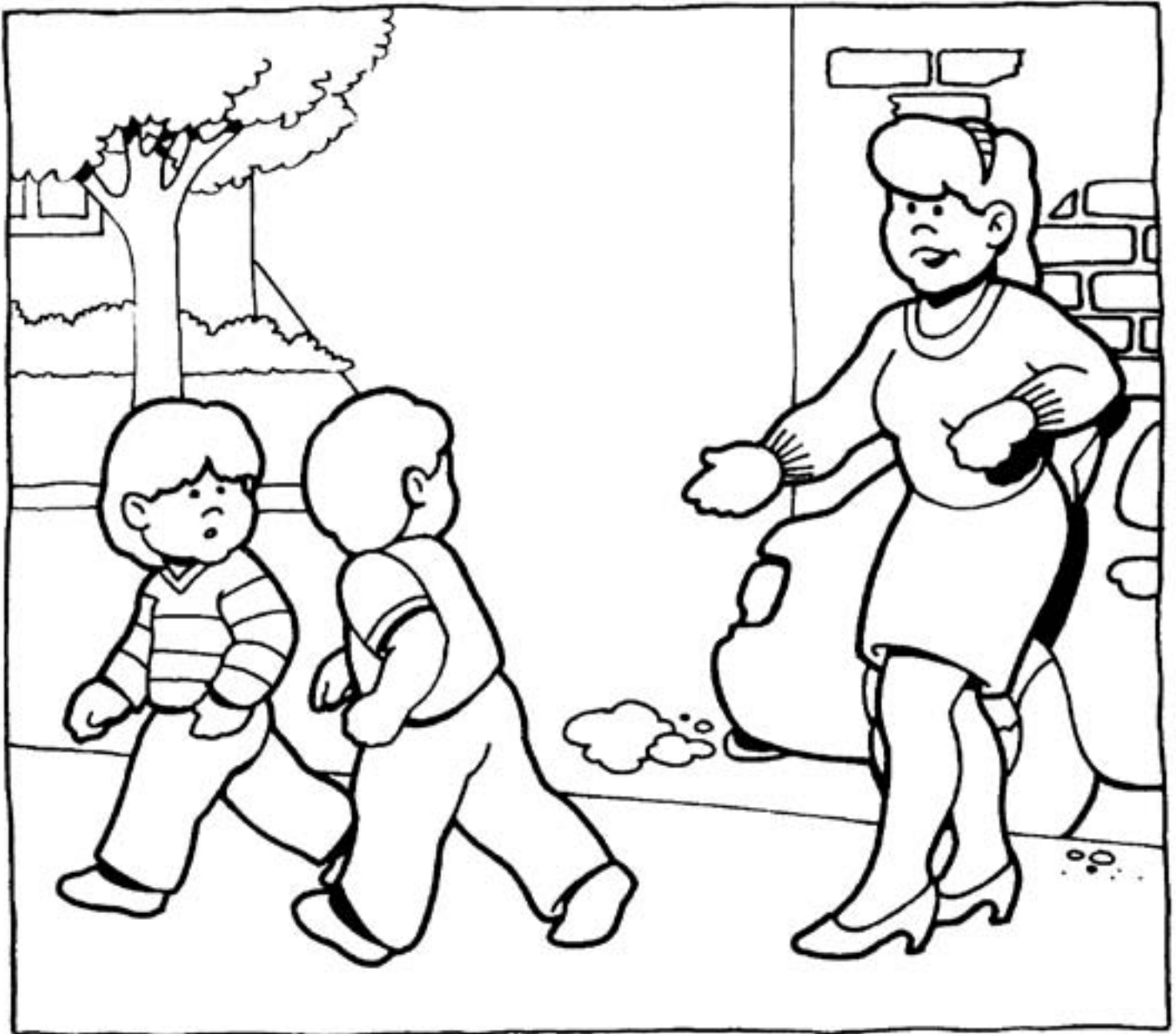
**If someone you don't know tries to be friendly,  
and wants to give or show you something, step  
back and say "NO" and leave.**



***TO PARENT:***

- *Explain to your child that it is more important to move away from someone who approaches him/her than to say "NO".*
- *Explain to your child that it is not safe to accept things from a male or female whom he/she doesn't know.*

**Always say “NO” to people you don’t know when they ask you to go for a ride, to look for a pet, or to go somewhere with them.**



***TO PARENT:***

- *Explain to your child that strangers can drive any type of vehicle, can be male or female, can be young or old, and can look shabby or be well dressed.*
- *Explain that most strangers are good people but, because you just can't tell if they are good, it's better not to take any chances with people you don't know.*

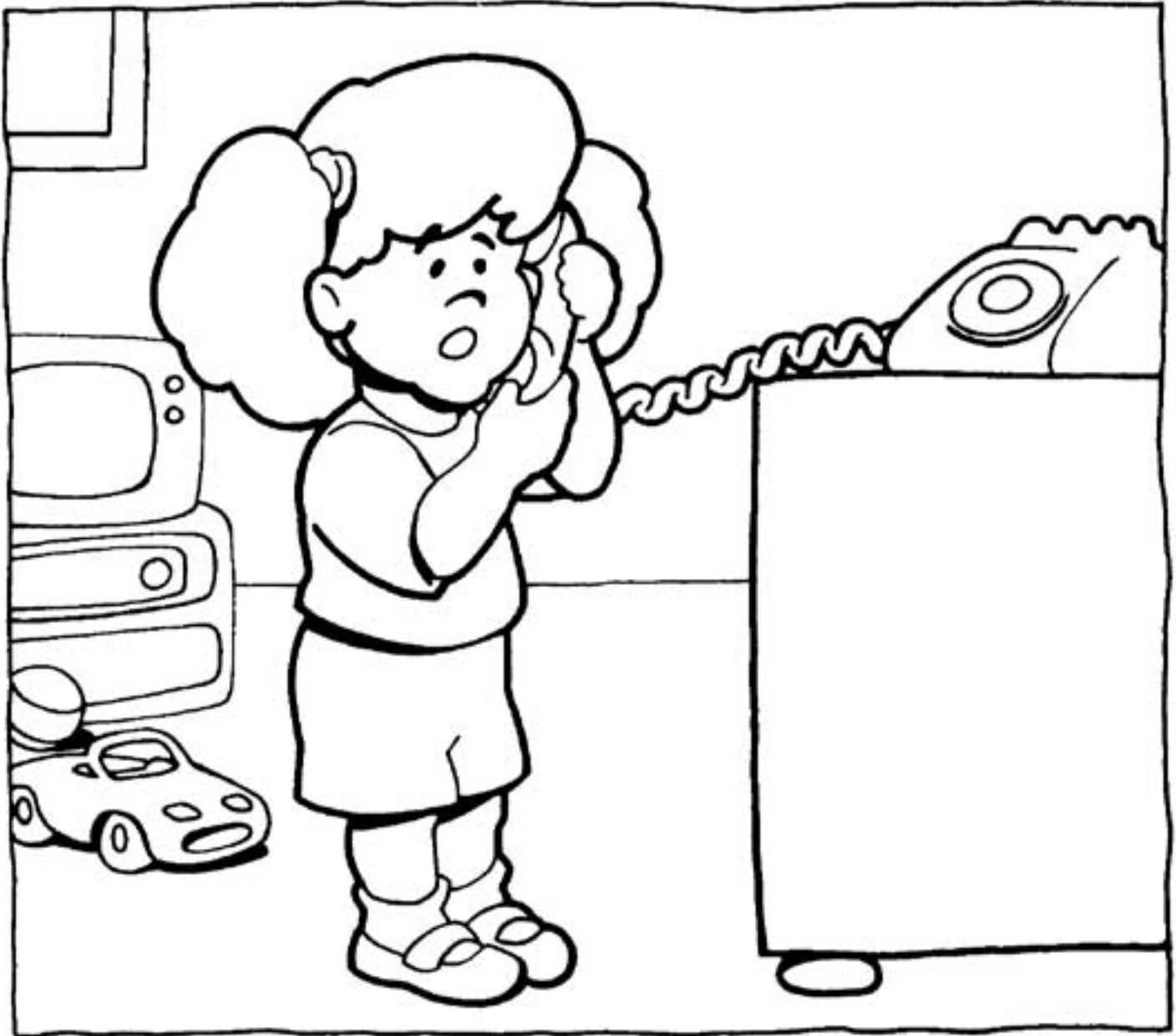
**If someone you don't know grabs you, yell "I don't know this person," "Help," "You are not my dad." Turn, twist, drop, do anything to get away from this person.**



***TO PARENT:***

- *Yelling "She is not my Mom," etc., will get people's attention and signal them to help, whereas just screaming may be misconceived as a child throwing a tantrum, thus the cry for help may be ignored.*

**When answering the phone, do not say that you are alone.**

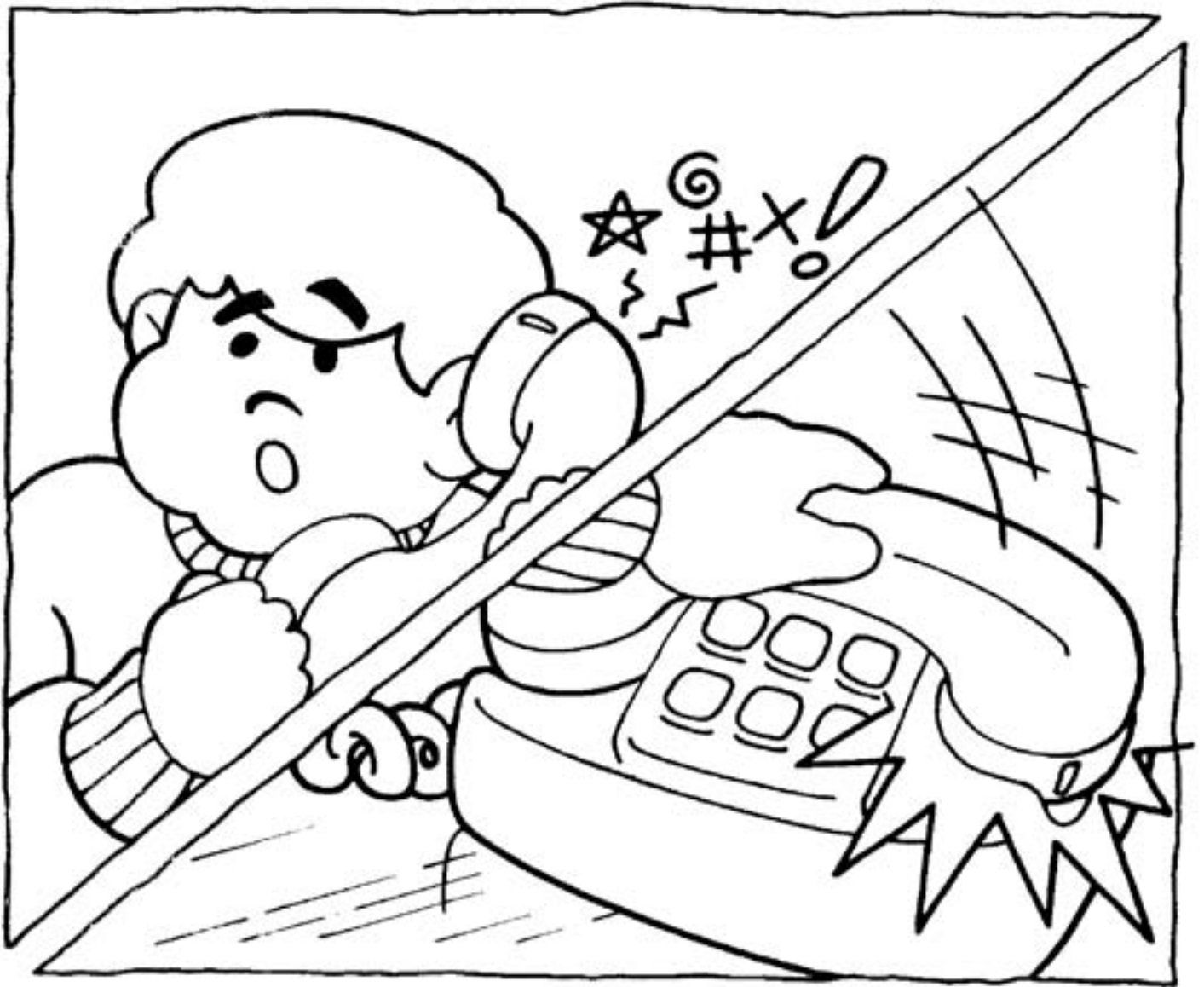


***TO PARENT:***

- *If it is necessary for your child to answer the phone, practice “SAFE” statements that are practical and probable; e.g., “My mother is busy and can’t come to the phone, may I take a message?”*
- *A telephone recorder can be used to screen incoming calls so that your child will recognize your voice and know that it’s safe to answer the phone.*



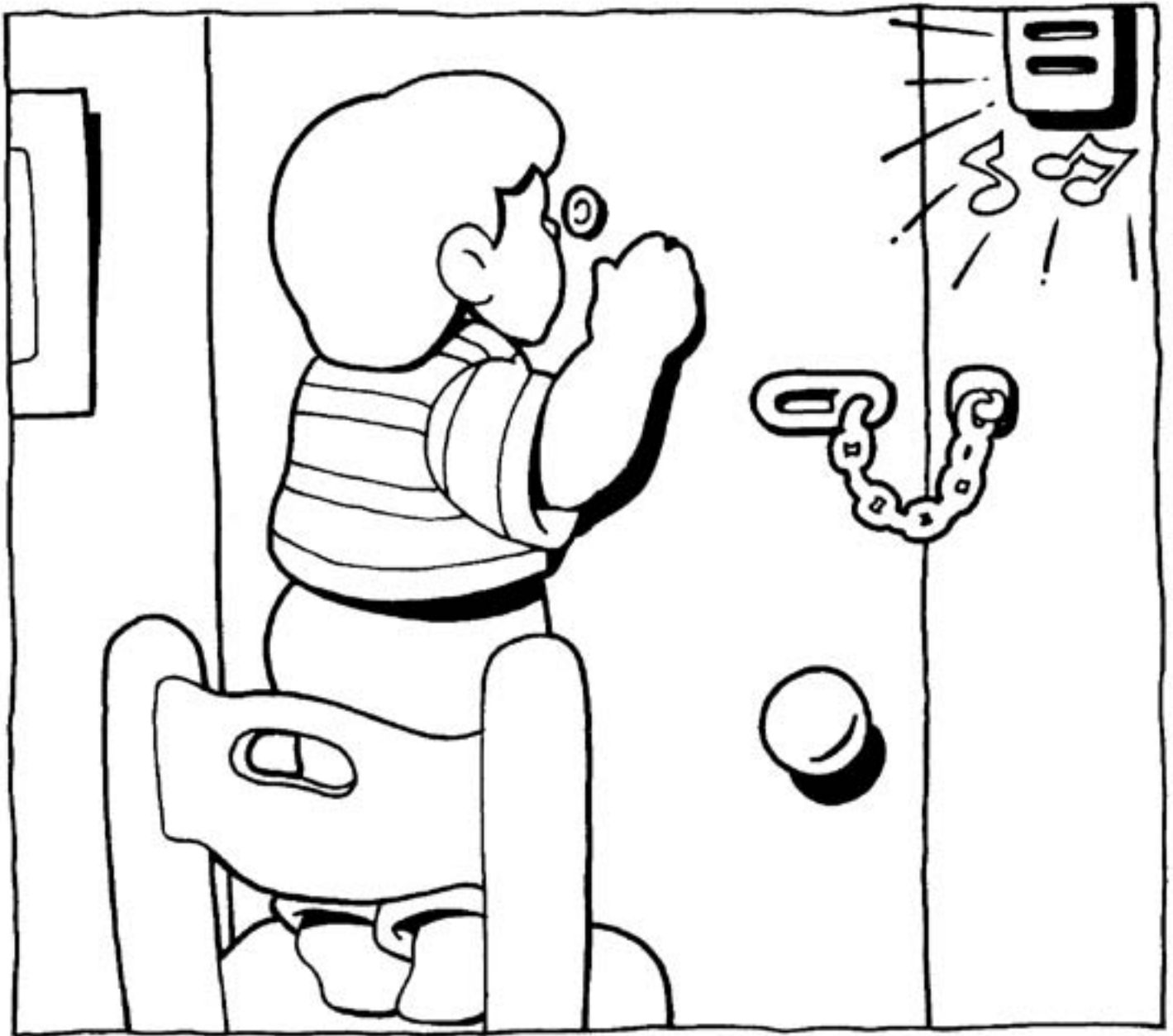
**If you answer the phone and the caller says nasty things, or says nothing at all, hang up.**



***TO PARENT:***

- *Teach your child what to say when he/she answers the phone.*
- *Explain to your child that he/she is not to give out any personal information when answering the phone.*
- *Instruct your child to ask who is calling and to hang up if the caller refuses to say who it is.*

**It is important for your safety not to open the door.**



***TO PARENT:***

- *Instruct your child never to open the door when he/she is home alone. For older children who at times are alone, make a list of persons allowed in your home and put it on the door. Show your child how to look out to see who's at the door without opening it and without being seen. If the person is not on the list of allowed people, instruct your child not to open the door no matter what .*

**Your body belongs to you. You have the right to decide when and who touches you, even with handshakes, pats on the back, or with hugs and kisses.**



***TO PARENT:***

- *Explain that no one should touch your private parts except your Mom, Dad, Doctor or Nurse and then only when you are in need of care.*

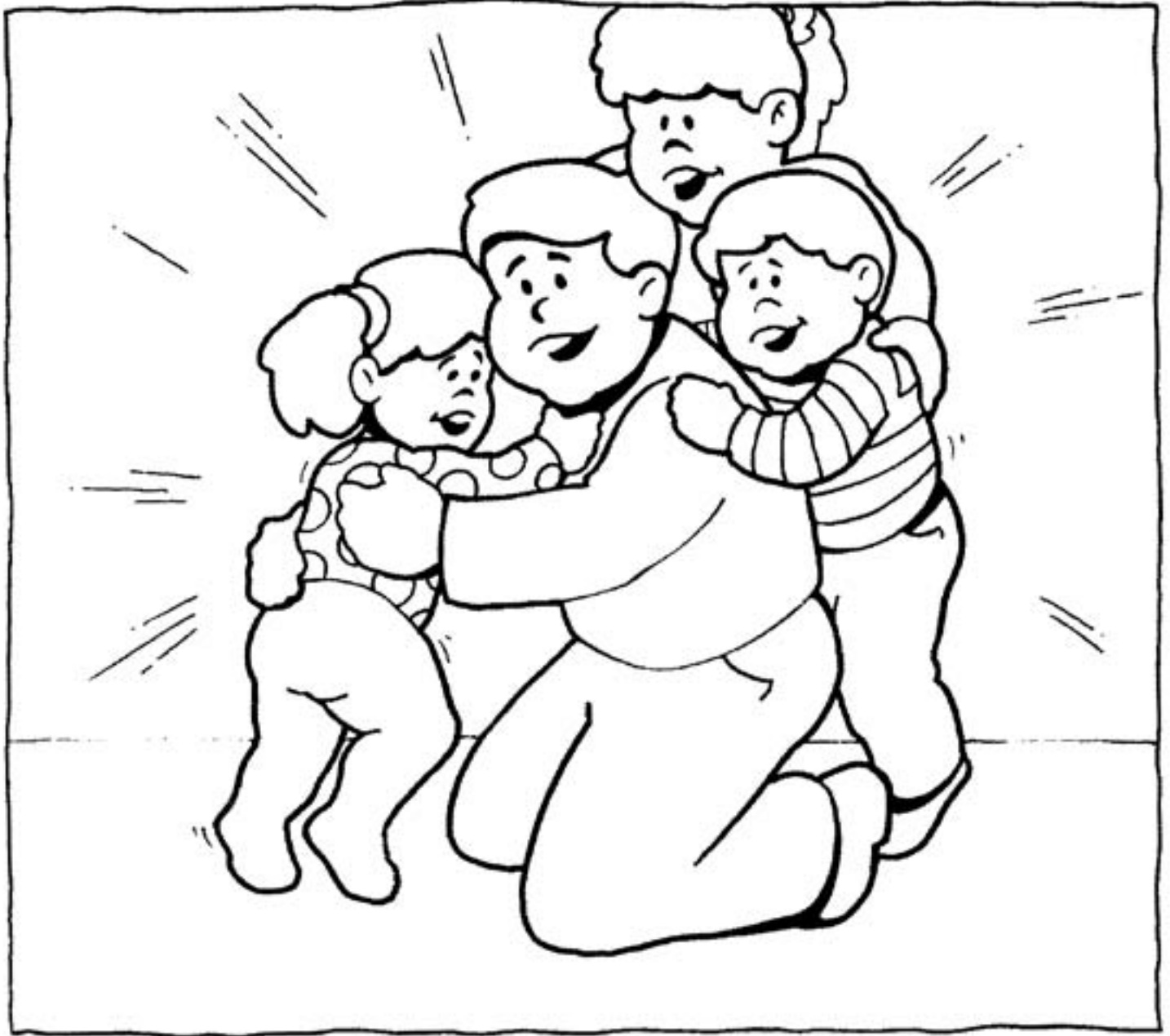
**Your private parts are the parts of your body that are covered by your bathing suit.**



***TO PARENT:***

- *Discuss with your child the different parts of the body including the private parts.*

**Good touching can make you feel happy, loved,  
safe, or comforted.**



***TO PARENT:***

- *Discuss when hugs, holding hands, a pat on the head, etc., feel like good touches.*



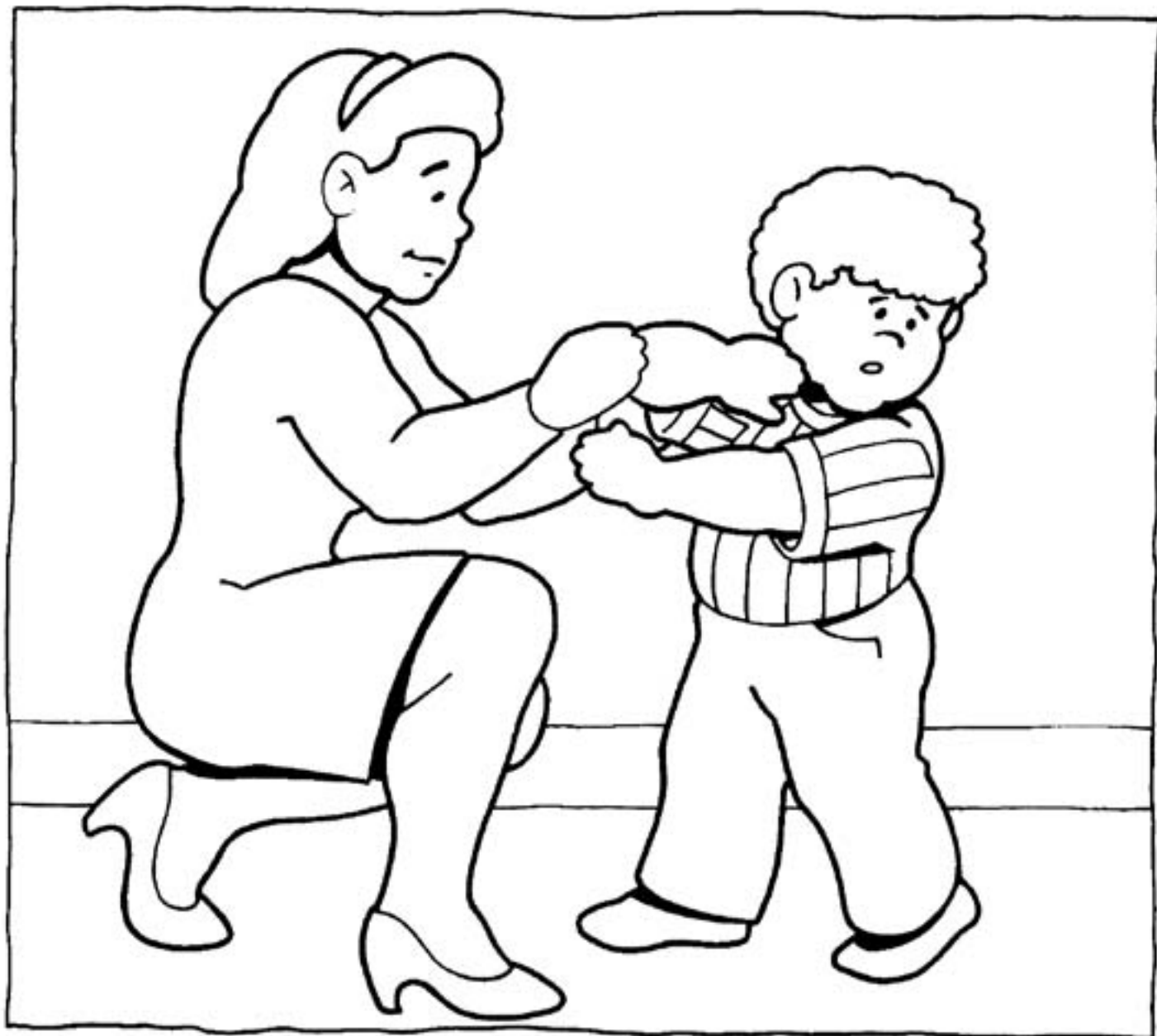
**Some touches can make you feel scared, hurt, sad, angry, upset, or confused.**



***TO PARENT:***

- *Discuss how touching sometimes starts out feeling good but ends up feeling uncomfortable; eg., tickling and wrestling..*

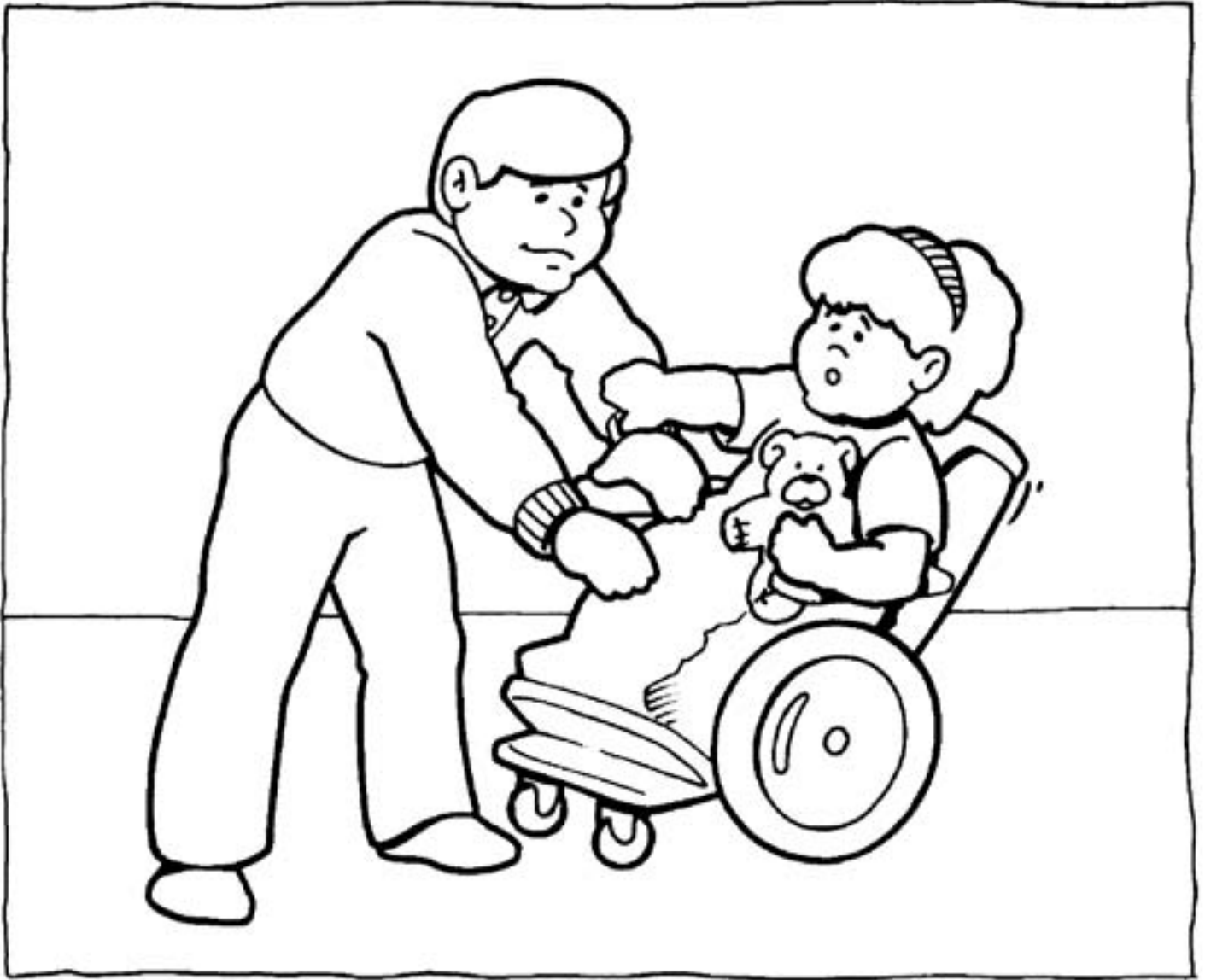
**If someone tries to touch you in ways that make you feel uncomfortable or worried, say “NO,” then leave and tell someone you trust.**



***TO PARENT:***

- *It is not only important to believe and support a child who tells you of abuse, but to stop the abuse by reporting it to the authorities.*

**If someone you don't know, or even someone you do know, touches you in a way that makes you feel sad, scared, hurt, angry, or confused, say "NO," get away, and tell someone. Keep telling until someone believes you and helps it stop.**



***TO PARENT:***

- *Discuss and give examples of feeling sad, scared, hurt, angry and confused.*
- *Explain to your child that if it is not safe for him/her to say "NO", or to get away, it is important that he/she tell someone as soon as it is safe to do so.*

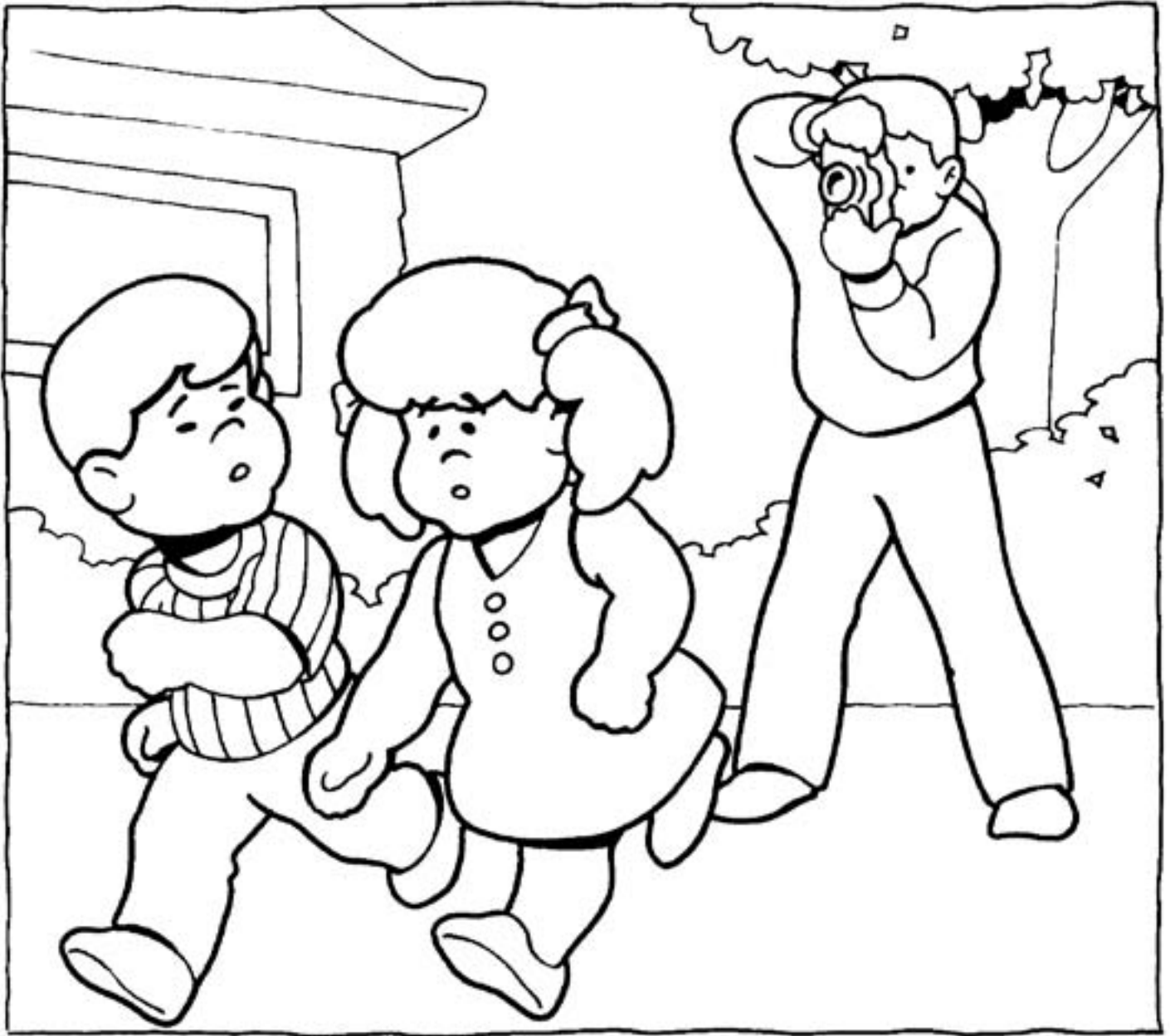
## Not all secrets are good to keep.



### **TO PARENT:**

- *Topics about “keeping secrets” to discuss with your child:*
  - *when is a secret good to keep; e.g., surprise birthday party etc.*
  - *how he/she feels when a good secret is kept; e.g., excited, happy, etc.*
  - *when is a secret not good to keep; e.g., someone touching your private parts.*
  - *how he/she might feel when someone asks him/her to keep a secret that is not good; e.g., unhappy, confused, scared, etc,*
- *Reassure your child that he/she will not get in trouble for telling a secret that should not be kept; e.g., playing with matches.*

**If someone you don't know wants to take your picture, or to show you pictures, say "NO," and leave.**



***TO PARENT:***

- *If someone offers your child a chance to be on T.V., or in a magazine, check the legitimacy of the offer and then go with your child to any appointments.*



## Know your:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

## Know how to call the emergency number.



### ***TO PARENT:***

- *It is never too early to teach your child his/her full name, address and phone number.*
- *Instruct your child how to call for help by using a push button, a rotary dial, or a pay phone.*
- *Instruct your child how to phone home collect and assure him/her that he/she doesn't need money to call an emergency number or an operator.*




**POLICE** \_\_\_\_\_



**FIRE** \_\_\_\_\_



**AMBULANCE** \_\_\_\_\_

**Mom's Work:** \_\_\_\_\_

**Dad's Work:** \_\_\_\_\_

**Grownups I can call for help:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My Address is:** \_\_\_\_\_

\_\_\_\_\_

**My Phone Number is:** \_\_\_\_\_



***TO PARENT:***

- *Discuss with your child where he/she should go for help.*
- *Ask permission from reliable adults whom your child may call in case he/she needs help, then provide them with the above information.*
- *Go over situations with your child so he/she understands what is and what is not an emergency.*

## PARENTING...

takes perseverance and patience.

### No one is born knowing how to parent!

Your only task is to offer a safe environment, and help move your children toward responsible independence. Don't forget your own needs. Parents need privacy too - make time for yourself and your relationships.

### Communicate.

Share your thoughts and ideas and be available to listen with undivided attention. Your values are communicated to your children through your actions as well as your words.

### Get involved.

Do things with your children. Building memories is more important than you think.

### Be vulnerable.

Admit you are wrong when you make mistakes.

### Provide guidelines.

Be consistent when setting rules and disciplining to ensure that the discipline fits the action.

### Give praise and encouragement.

Encouragement is MOST important for a child to learn to value him/herself rather than counting on external sources for approval.

## YOUR CHILD'S NEEDS...

**Self Value.** Self confidence comes with a feeling of value. Children need acceptance as an *individual*.

**Security.** Children need love, lots of hugs *and space*.

**Genuine praise.**

**Stimulation.** Challenge and encourage them to try and learn new things. *Dare them to do so*, rather than "commanding" them!

**Guidelines.** Children need structure and limits.

## FAMILY NEEDS...

The family is a system of interdependent relationships. Energy is derived from **unqualified** love. Each family member needs

to be accepted, valued and praised for their individual contributions and differences.

Healthy families are always in motion - they are open and flexible.

**Conflicts and problems are plenty...** how they are dealt with is the *only* concern.

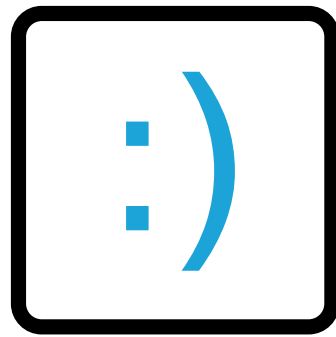
Kids learn to love themselves by feeling the love parents have for themselves (and each other).

Good families need **disciplined disciplinarians**.

### PARENTING CHECK LIST...

- ☐ I **really** listen.
- ☐ I practice **patience and consistency**.
- ☐ I'm **considerate** of their feelings.
- ☐ I'm **honest** with my children.
- ☐ I **keep my promises**.
- ☐ I communicate appropriate values through my words **and my actions**.
- ☐ I set **appropriate limits**.
- ☐ I **enforce** appropriate consequences.
- ☐ I **trust, encourage and praise**.
- ☐ I give reasonable **choices**.
- ☐ I treat my children as **individuals**.

***"Children learn what they live."***



**INTERNET101**

***Keeping children safe on the Internet...***

[www.bewebaware.ca](http://www.bewebaware.ca)

[www.cybertip.ca](http://www.cybertip.ca)

[www.deal.org](http://www.deal.org)

[www.internet101.ca](http://www.internet101.ca)