

THE
R.A.I.S.E.
P R O J E C T

Real Action Inspiring Self Empowerment
by
TAARA

Superheroes in Training—Stay Safe and Strong!

Elementary School



www.taara.org

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Elementary School Curriculum

At TAARA, we provide in-school programs designed to support students through the collaborative efforts of our staff, counselors, and educators.

Our programs are built around engaging, interactive methods such as discussions, videos, and role-playing to help students navigate and understand complex scenarios.

We empower students by fostering critical thinking and decision-making skills, giving them the tools they need to make informed and safe choices.

Additionally, we equip educators with practical resources to identify warning signs of trafficking, effectively support vulnerable students, and build safe learning environments.

Our elementary school curriculum is designed for young learners; however, we recognize that every child matures at their own pace.

We encourage you to preview the content and determine the best fit for your child—some students may benefit from our middle school curriculum instead.

Our program extends to families by providing parents and guardians with resources and training to complement the school-based curriculum, creating a unified approach to student safety and well-being.

Recognizing the diverse needs of school communities, our programs are available in English, Spanish, and Hindi. If needed, we can translate materials into additional languages, ensuring accessibility for all teachers, counselors, and guardians.

Together, we can create a safe, informed, and supportive environment for students and the communities that care for them.

National Human Trafficking Hotline:
1-888-373-7888



What Do They Know?

A Quick Safety Assessment for Kids

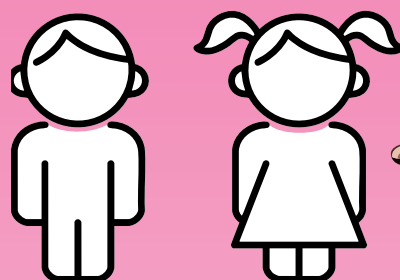
Prompts and questions designed to open discussions around safety, boundaries, and trust. These questions and prompts can be asked at a later stage as well:

- What does 'safe touch' mean to you?
- Can you think of a time when you felt uncomfortable? What did you do?
- Who are the trusted adults you can go to if something doesn't feel right?
- Can you name three people you trust if you ever need help?
- How can you tell when someone makes you feel happy or comfortable?
- What should you do if someone makes you feel scared or uncomfortable?
- What is a safe touch, like a high five or a hug from someone you love?
- Can you think of an example of an unsafe touch?
- Who can you talk to if you feel sad, scared, or unsure?
- What do you do if someone asks you to keep a secret that makes you uncomfortable?
- How does it feel when someone respects your 'no' or 'stop'?
- What would you do if someone tries to touch you in a way that feels wrong?
- Why is it important to tell a trusted adult if you're upset?
- How can you let someone know if they're too close and you need space?
- What are some ways you can show respect for other people's boundaries?
- How do you feel when someone listens to you?
- If you're in a situation where you feel scared, what's the first thing you can do?
- What does the word 'boundary' mean to you?
- What should you do if someone doesn't stop when you say 'no'?
- Why is it important to listen to your feelings when something doesn't feel right?
- Can you think of a time when you helped a friend feel safe?
- How can you remind yourself that it's okay to ask for help?

Understanding Personal Boundaries

Teach children about “private” areas of the body (using simple language: areas covered by a swimsuit).

- Explain that private parts are not to be touched or seen by others unless it’s a trusted adult (e.g., parent, doctor) and only in a health or hygiene situation.



- Ask children to circle the parts they think are private on the diagram provided.

- Reassure children that their body is their own, and no one has the right to touch or see it without their permission.



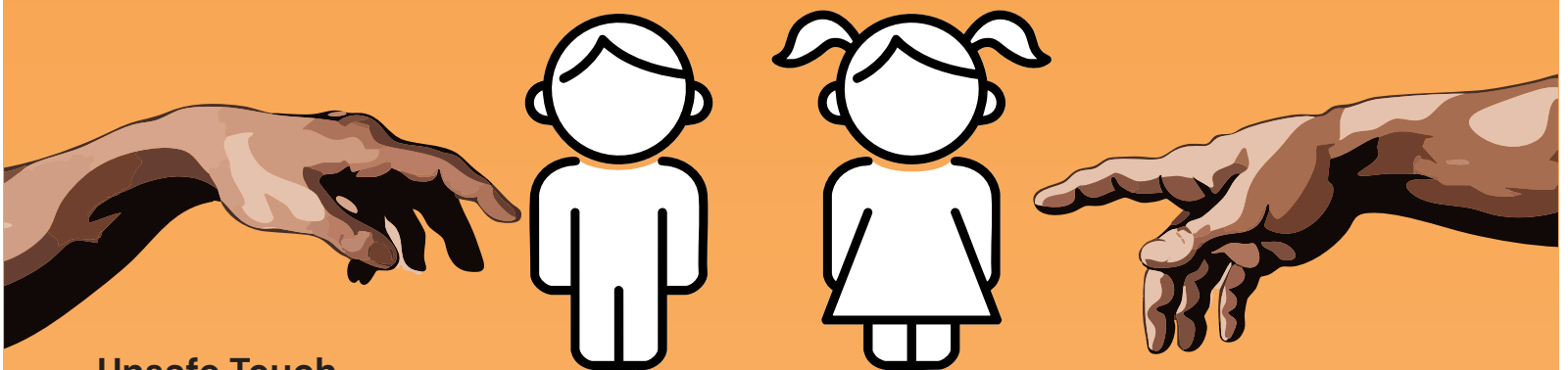
Safe and Unsafe Touch

Safe Touch

Safe touch refers to any physical contact that is respectful, appropriate, and helps a child feel safe, secure, loved, and cared for. It is a type of touch that respects personal boundaries, is non-invasive, and is always done with consent and understanding.

Examples of Safe Touch:

- A hug from a parent or caregiver when the child is feeling sad or happy (with consent).
- Holding hands with a parent while crossing the street.
- A doctor checking their health during a medical examination (with a parent/guardian present and explaining why it's happening).
- High-fives or fist bumps with friends, teachers, or family.
- Patting a child's back to comfort them or say "good job" when they've achieved something.
- Helping a child get dressed or bathe (for younger children, when necessary, and always with explanation and respect for privacy).



Unsafe Touch

Unsafe touches are those that make children feel uncomfortable, scared, hurt, or confused. These touches can violate boundaries or be inappropriate and are often warning signs of exploitation or abuse.

Examples of Unsafe Touch:

- Touching private parts (the areas covered by underwear or a bathing suit) without a medical or hygiene-related reason.
- Hitting, slapping, or any kind of physical harm intended to cause pain.
- Kissing or hugging that feels uncomfortable or forced.
- Tickling that goes on after the child says "stop" or makes them feel scared.
- An adult or older child asking the child to touch their private parts.
- Any kind of touch that is meant to be a secret or that makes the child feel uneasy.



Empowering Children to Respond to Unsafe Touch

- Teach them to say **“NO!”** or **“STOP!”** loudly and confidently if they experience unsafe touch.
- Encourage them to get away from the person immediately and go to a safe adult they trust.
- Reinforce that it’s never their fault and that they should always tell a trusted adult, even if someone told them to keep it a secret.
- Teach this rhyme to further facilitate learning:
Say STOP, run away,
Tell a trusted adult right away,
They’ll make sure you’re ok!
- Teach children phrases they can use to express their discomfort:
 - “Don’t touch me!”
 - “I don’t like that!”
 - “That’s not okay!”
 - “Stop right now!”
- Show them how to stand tall with their feet apart, hands on their hips, and chin up to look and feel confident.
 - “Help! This person is not my parent!”
 - “Someone help me!”
- Encourage them to use a loud, confident tone to show they mean it.





Understanding Friendship and Trust

Understanding friendship and trust means knowing what makes a good friend and how to feel safe with them. A good friend is kind, shares, listens, and keeps promises.

You can trust someone when they treat you nicely and make you feel happy and safe. If a friend does something that makes you feel upset or uncomfortable, it's okay to tell them how you feel or talk to a trusted adult.

Remember, good friends never make you do something that feels wrong, and you should always feel good being yourself around them.



Helping Kids Handle Peer Pressure and Feel Good About Themselves

- Teach kids that it's okay to say "no" when something feels wrong, even if their friends are doing it. Let them know it's cool to be themselves and make their own choices. When they do, cheer them on!
- Encourage them to trust their feelings and remind them that being different is what makes them special.
- Talk about how everyone is unique, and that's a good thing! Show them how to take deep breaths and stay calm when they feel nervous or unsure.
- Remind them that real friends will respect their choices, even if they're not the same as everyone else's. Most importantly, let them know you're always there to listen and help if they need it always feel good being yourself around them.



Online Safety Basics

- Simple rules for staying safe online (e.g., not sharing personal information).
- Introduction to the concept of “stranger danger” in online environments.
- Teach children that personal information, like their name, address, school, or pictures, should never be shared online without a trusted adult’s permission.
- Use simple analogies like “just like you wouldn’t tell a stranger on the street where you live, you don’t share it online either.”
- Encourage them to ask for help before clicking on links, playing new games, or chatting with anyone online.
- Reinforce that even online friends should not know personal details unless a parent or guardian has approved it.





Introduction to the Concept of “Stranger Danger” in Online Environments

Explain that, just like in real life, not everyone online is who they say they are. Some people online may pretend to be friendly or act like a kid, but they could have bad intentions. Use scenarios to help children recognize risky behaviors, like someone asking to meet them in person or offering gifts in exchange for secrets. Make it clear that they should never reply to messages from strangers and always tell a parent if someone online makes them feel uncomfortable.



Recognizing Grooming Tactics

How to Talk About Online Grooming for Young Children:

- Explain Online Safety Simply: Say things like, "When you're on a tablet or computer, only talk to people you know, like your family or friends I've told you about."
- Avoid technical terms like "grooming" and instead focus on basic safety rules.

No Talking to Strangers Online:

- Explain that just like they wouldn't talk to strangers in real life, they shouldn't talk to people they don't know online.
- Use a phrase like, "If someone tries to talk to you in a game or on a video, come and tell me right away."

Recognize Tricks or Gifts Online:

- Teach them that if someone online offers gifts (like game tokens or cool items), it's a trick to get their attention, and they should tell you.
- Say, "If someone you don't know sends you something, it's always okay to say no and tell me."

Set Rules for Internet Use:

- Explain they can only play games or watch videos you've approved, and they should always ask before clicking on anything.
- For example, "If you see something new pop up, don't click it—come get me instead!"

Safe Sharing:

- Teach them not to share personal information like their name, address, or photos online without asking you first.
- Use a phrase like, "Our name, where we live, and pictures of us are special secrets we don't share with anyone online."

Encourage Open Communication:

- Let them know they can always come to you if something online makes them feel confused or uncomfortable.
- Say, "If something online feels weird or you don't like it, it's not your fault—just come tell me so I can help."

Practical Tips for Parents:

- Supervise Their Online Activity: Sit with them while they use devices, or ensure parental controls are in place.
- Use Child-Friendly Platforms: Only allow apps and games that are designed for young children and have strong safety measures.
- Practice Role-Playing: Teach them to say, "I have to ask my parents first!" if someone online asks them for anything.



Suggested Activities

In-Classroom/Recess Activities:

1. Define Boundaries and Personal Space:

Activity:

Introduction: Begin by explaining the concept of personal space as everyone having an invisible “bubble” around them. This space can feel different depending on the person or situation, and it’s important to respect each other’s bubbles.

Partnering Up: Pair children with classmates they don’t usually interact with. This helps emphasize the importance of respecting everyone’s space, not just friends.

The Exercise: – Have the pairs face each other and start about 6–8 feet apart. –Instruct one child to take small steps forward while the other stands still and silently observes how they feel as the distance decreases. – When the stationary child feels the other is “too close” and their personal space is being invaded, they should say, “Stop.” – Pause and have both children note how close they are and discuss how it felt.

Reflection: After both partners have had a turn, gather the group to discuss: – How did it feel when someone came into your personal space? – Were there differences in where you said, “Stop”? – Why is it important to respect each other’s personal space?

Key Takeaway: Reinforce the idea that everyone’s comfort zones are different, and it’s essential to respect boundaries to ensure everyone feels safe.

2. Recognize and Trust Your Gut Feeling:

Discussion: Explain to children that everyone has a special “gut feeling”—a feeling in their stomach or heart that helps them know if something is right or wrong. If something feels uncomfortable, it’s important to listen to it and ask for help from a trusted adult. It’s their superpower!

- **Example:** “Sometimes, when we’re around someone or in a place, we might feel a little nervous or uneasy. That’s your gut feeling trying to tell you something isn’t quite right. It’s a superpower that everyone has to help keep us safe.”

- **Activity:** Scan the QR code below to dive into Max and Taylor’s animation video for recognizing gut feelings.

<QR CODE>



Suggested Activities

In-Classroom/Recess Activities:

3. Building Self-Esteem:

Activity: Self-Esteem Poster: Children can make posters that describe things they like about themselves and affirmations, fostering positive self-image.

The children come up with statements like **"I am strong," "I am kind," "I am unique."**

The poster gets hung in the classroom or at home, and every day they repeat out loud the affirmations.

They can add to it as needed.



4. Identify Trusted Adults:

- Teach them to look for specific "safe adults" in public spaces (e.g., store employees, a police officer, or a parent with children) if they need help.
- Practice mentioning people in their environment who might be safe helpers in case of danger.
- Have each child draw a circle and put names of the safety adults in their life.
- **Craft Project:** My Trusted Circle: On a large sheet of paper, children draw themselves in the center. Around them, they draw or write the names of trusted adults (e.g., parents, teachers, family members). This can be displayed in the classroom.
- **Role-Play:** In pairs, have students practice introducing themselves to a trusted adult, saying things like **"My name is __, I need help with __."**

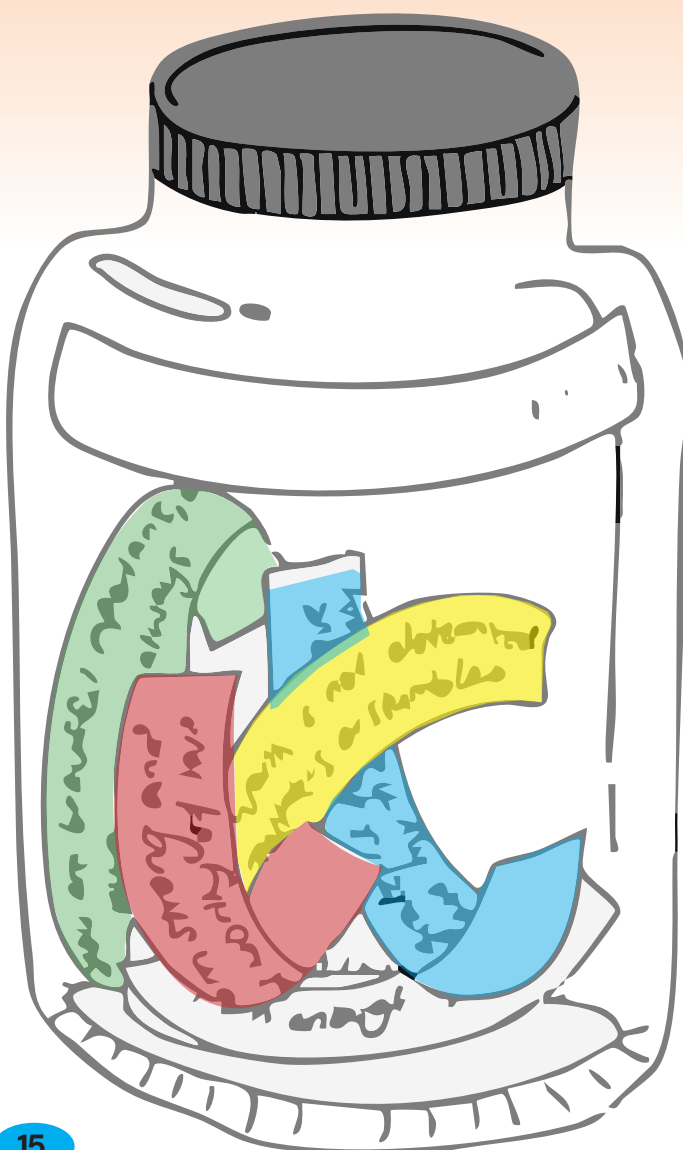
At-Home Activities:

1. Affirmations Jar:

Print and cut out the affirmations and put them in a jar. The child picks an affirmation at the beginning of each day and reads it out loud. This sets the intention for the day.

Examples of Affirmations:

- I am kind and caring.
- I can do hard things.
- I listen and learn from others.
- I am brave and strong.
- I pay attention and stay safe.
- I think before I act.
- I can try new things.
- I am loved.
- I make good choices.
- I am a good friend.
- I can learn from my mistakes.
- I am careful and thoughtful.
- I believe in myself.
- I notice what is around me.
- I can solve problems.
- I take my time to do things right.
- I am growing and learning every day.
- I am creative and smart.
- I can share my feelings.
- I am special just the way I am.





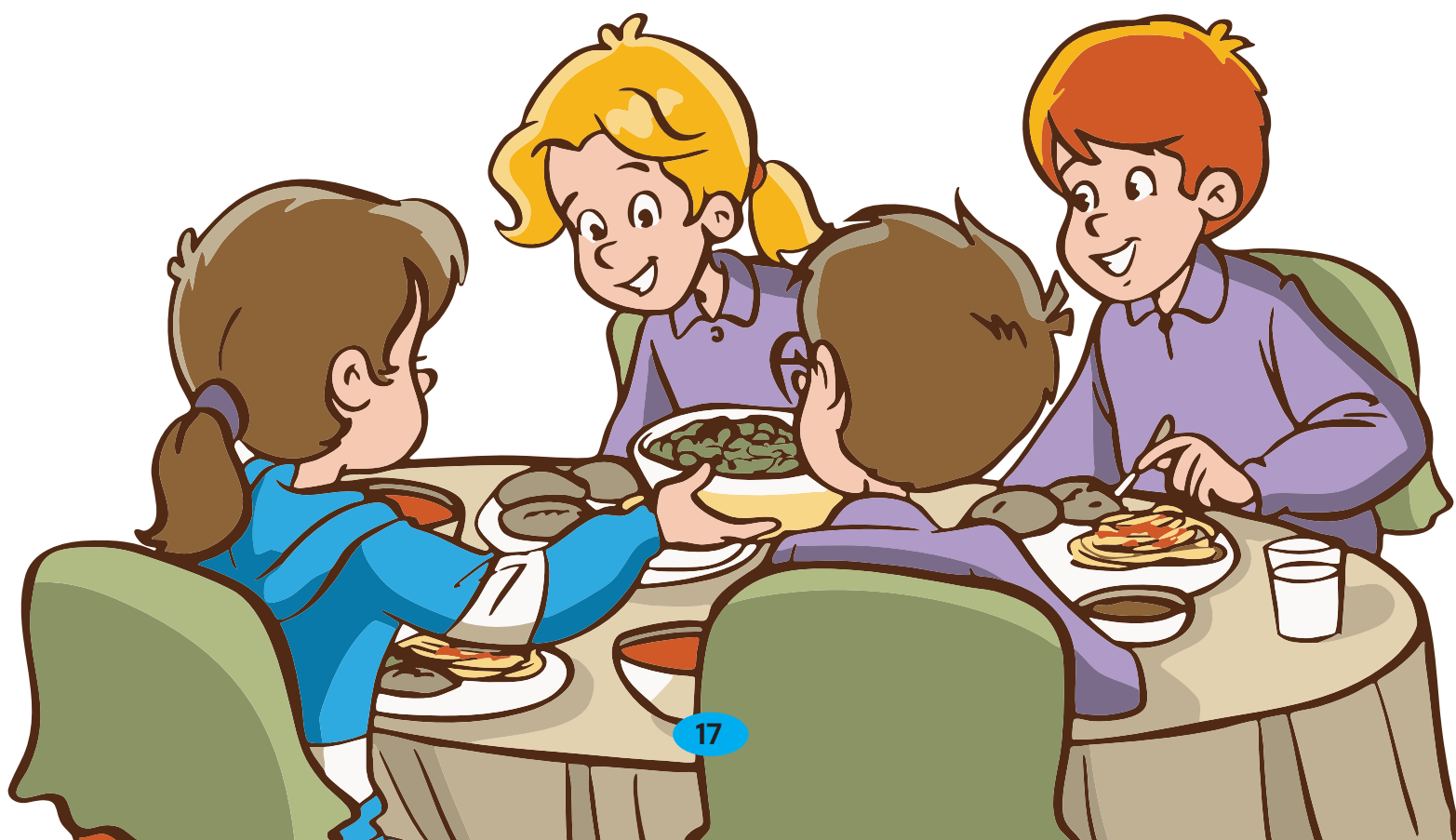
2. Assessing Awareness: Measure What They've Learned!

- How would you respond if someone asks you to keep a secret from your parents?
- What would you do if a person you don't know asks for your address or phone number?
- How would you react if a stranger asks you to go somewhere with them?
- What would you do if a person asks to see or touch your private parts?
- What should you do if you see a crossing guard helping kids safely cross the street?
- How would you respond if a trusted teacher asks if you need help with your homework?
- What would you do if you feel upset or worried and want to tell a teacher or parent?
- How would you react if a person online asks to meet you in person without telling anyone?
- What would you do if an older student or adult insists on touching or hugging you when you don't want to?
- How would you respond if someone asks to borrow your toy but doesn't want to give it back?
- What would you do if someone at school keeps pushing you in line?
- How would you handle it if a friend offers you candy and says not to tell anyone?
- What would you do if someone online asks for your phone number or address?
- How would you react if a sibling or friend takes your favorite toy without asking?
- What should you do if you feel nervous about something but don't know how to talk about it?
- What would you do if a person tries to take you by the hand to go somewhere without your parents knowing?
- How would you handle it if a classmate asks you to do something you know isn't safe?
- What should you do if you see someone doing something unsafe, like crossing the street without looking?
- What would you do if you feel unsure about whether someone is safe to talk to?



3. Dinnertime Fun

Encourage everyone at home to share the high point of their day, the low point of their day and the hope for a better tomorrow.





Emergency Preparedness

- Knowing their full name, parent/guardian's names, and phone numbers.
- Recognizing emergency situations (fire, getting lost, someone hurt).
- Teaching them how to dial emergency services like 911.

Recognizing Silent Signals

Common Warning Signs:

- Behavioral Changes: Sudden withdrawal, excessive fearfulness, or aggressive behavior.
- Physical Indicators: Unexplained injuries, frequent absences, or extreme tiredness.
- Social Changes: Avoiding friends, isolation, or secretive behavior.
- Emotional Distress: Low self-esteem, anxiety, or noticeable sadness.
- Online Activity: Frequent use of devices for secretive conversations or unusual social media behavior.

Tips for Teachers:

- Build trust so students feel safe confiding in you.
- Pay attention to changes in emotional and social behavior, especially if they persist over time.

Responding to Warning Signs: A Step-by-Step Guide

1. Stay Observant:

Quietly document specific behaviors or signs without making assumptions.

2. Create a Safe Space:

Gently check in with the student in a private, non-threatening way.

For example, "I noticed you've seemed upset lately. Do you want to talk?"

3. Listen Without Judgment:

Avoid pushing for details; let the child share what they feel comfortable with.

4. Follow School Protocols:

Report concerns to the designated counselor or safeguarding officer.

5. Involve Trusted Adults:

If appropriate, involve the child's parents or guardians, unless they are the suspected source of harm.



Do's and Don'ts:

- **Do: Stay calm**, reassure the child they're not in trouble, and let them know you're there to help.
- **Don't:** Promise confidentiality if the student's safety is at risk.

Providing Resources:

- **National Human Trafficking Hotline:**
1-888-373-7888 or text "HELP" to 233733.
- Local Child Advocacy Centers: Offer referrals for counseling and legal assistance.
- TAARA Parent Resources: Encourage parents to follow @taara_us on Instagram for tips, updates, and support.

Encourage Community Collaboration:

- Recommend family counseling services for emotional healing.
- Share information about free workshops or safety training programs in the community.



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Website: www.taara.org | Email: info@taara.org.