

Start Smart Stay Safe: Community Safety Matching Activity

Match the activities in the right-hand column with the developmental skills on the left to indicate whether your child(ren) is ready for that activity. (Some activities may have multiple answers)

Activities		Developmental Skills
1. Look after a younger child or sibling		a) Can recite name, phone number, and parents' names & cell phone numbers
2. Answer the door or telephone		b) Demonstrates knowledge of family safety plan
3. Get a job		c) Can identify trusted adults in the community
4. Have a cell phone		d) Knows when and how to dial 9-1-1
5. Learn to use power tools		e) Has had lots of supervised practice
6. Have an email address or Facebook account		f) Demonstrates self-confidence and good judgement
7. Walk home alone		g) Able to explain steps he or she would take to stay safe in different scenarios
8. Go to the mall with friends		h) Able to recall family's "safety code" without prompting
9. Invite over friends of the opposite gender		i) Demonstrates ability to carry out directions
10. Stay at home alone		j) Takes household responsibilities seriously
11. Play unsupervised in the yard		k) Knows when and how to use first aid kit
12. Learn to use kitchen tools and appliances		l) Demonstrates ability to adhere to limits set by parents or caregivers
		m) Demonstrates fine motor skills for handling equipment
		n) Able to concentrate on tasks long enough to complete them alone
		o) Shows understanding of safety rules in place

Family Session Tip Sheet



Our Family Safety Plan: Safety At Home

Responsibilities children have inside our home: (taking care of their room, cleaning, putting dishes away, etc.)

1. _____
2. _____
3. _____

Responsibilities children have outside our home: (in the yard, going to a friend's house, etc.)

1. _____
2. _____
3. _____

Home alone safety:

Children are allowed to answer the door: ☐ Yes ☐ No

Children are allowed to answer the phone: ☐ Yes ☐ No

When we answer the phone we say: _____

Other responsibilities children have when they are home alone:

1. _____
2. _____
3. _____

Roles and responsibilities for being safe when using tools and appliances in the kitchen:

1. _____
2. _____
- _____



If there is an emergency, we can call **9-1-1**.

If we need to call 9-1-1, we will:

- 1) Describe what is happening.
- 2) Tell our address. Our address is: _____
- 3) Tell our phone number. Our phone number is: _____
- 4) Stay on the phone to answer questions.



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Fire Safety:

- ☐ Our family has discussed a fire safety plan.
- ☐ Fire detectors are checked once a month.
- ☐ Fire detector batteries are changed twice a year.
- ☐ We have discussed emergency exit routes for each room in our home.

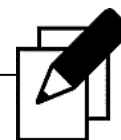
Where we will meet up if we have to evacuate our home: _____



Trusted adults we can talk to or call if there is an emergency:

1. _____ Phone # _____
2. _____ Phone # _____
3. _____ Phone # _____

In addition to these guidelines, some of our own family rules for **safety at home** are:



Family Session Tip Sheet



Our Family Safety Plan: Safety in the Community



Responsibilities children have when in a **public place**:

1. _____
2. _____
3. _____

Children are allowed to go to the washroom alone:

☐ Yes

☐ No

Children are allowed to talk to strangers:

☐ Yes

☐ No

☐ We plan times and places to check-in if children are allowed to walk alone.

☐ We keep our money and valuables out of sight when we are in public.

If we are with a group of friends and one of them decides to make a poor decision, we can:

☐ Call our parents to help us.

☐ Say something to get out of the situation. Some ideas for things we could say are:

1. _____
2. _____
3. _____

In case there is an emergency and another trusted adult needs to pick up the children or give a message, we can ask them for our code word.

Our family's code word is: _____

If we get disorientated, lost, or become anxious because of unexplained changes, we can:

☐ Carry personal identification that we can provide a trusted adult to get assistance (Trusted adults can include employees wearing identification, security, emergency services, information centre employees, etc.)

☐ _____

☐ _____

Children are allowed to play alone at the **playground**:

☐ Yes

☐ No

Plans for staying safe at the playground: _____

Children are allowed to **walk home from the bus stop/school alone**:

☐ Yes

☐ No

Plans for staying safe when walking home: _____



Family Session Tip Sheet



Children use **public transportation**:

☐ Yes

☐ No

Plans for staying safe on public transportation: _____

Other public locations our family attends frequently (ie: swimming pools, team sports, sleep overs, tobogganing, etc.), and our plans for safety in these places:

Location: _____

1. _____

2. _____

Location: _____

1. _____

2. _____

In addition to these guidelines, some of our own family rules for **safety in public spaces** are:



“Stranger Danger” & Community Safety – Safety through Community Involvement

All members of a community can take on the responsibility for keeping their community safe for our children.

Community safety means every person in the community plays a role in keeping it safe. This approach addresses crime prevention as well as other things that may threaten safety, such as discrimination, pollution, and social exclusion.

Parents can teach children how to be safe and how to **recognize and respond to unsettling feelings**.

These skills can **empower children** and help to make them less likely to be targeted.



Scare tactics don't work. Instead of trying to keep children away from all the potential dangers that they might face, we can **teach them skills to keep themselves safe**. It is important for children to know how to protect themselves and listen to their own feelings.

Tools to Empower Children to Explore Their World with Safety & Confidence

- Walking and acting with **awareness, calm, and confidence**
- **Checking first** with adults before changing plans to say where they are going and who they are with
- Checking with adults before letting a **person or an animal they don't know well** get close to them
- Moving **out of reach** if something or someone might be unsafe
- Setting strong, respectful **boundaries** with people they know
- Protecting their **feelings from hurtful words**
- Making a **safety plan** for how to get help everywhere they go
- Being persistent in getting **help from busy adults**
- **Yelling and running** to safety if they are scared

Family Session Tip Sheet



Some things you might say to your child to help him or her stay safe:

"It's okay to talk to someone if I'm with you or when I tell you it's all right."

"Grown-ups who need help should ask other grown-ups, not children, for help. This includes carrying a package or finding a place or a lost puppy."

"Stay near me or the grown-up with you in public places, such as stores or parks."

"If you're not close to us, stay an arm's length or more from someone you don't know. Back up or run for help if an unfamiliar grown-up gets too close. Scream and kick if a stranger grabs you."

"If you get lost, find a police officer, security person, or store clerk. If separated from me or the grown-up you're with in a public place, stay in that spot until someone finds you."

"Listen to your feelings. If you're scared, get away and look for someone to help."

Safety Tips for Children to Know

- A stranger is someone you don't know and can look like anybody
- The rules are different with an adult who is taking care of you and when you are on your own
- If you are old enough to be out without an adult, it is safer to be where there are other people close by to get help if needed
- Do not give personal information to a stranger
- It is OK to get help from strangers if an emergency is happening, and there are no familiar adults nearby



Create a list of family safety rules for children answering the door, and using the phone or Internet.

Not all strangers are dangerous and sometimes familiar adults are. **Children need to have clear safety rules both for strangers and for setting boundaries with people they know.**

Remind Children:

- Touch or other behaviour for health or safety is not always a choice, but should never have to be a secret
- Anything that bothers them should not have to be a secret
- If they have a problem, they need to tell an adult they trust until they get help
- It is never too late to get help

Reinforce that even people we know can make us uncomfortable and **it's okay to say "no" to adults.** Children need to be taught how to respectfully disagree and ask questions, and to say "no" if something doesn't feel right.



Trusting your gut. Help your children learn to identify that **"icky" feeling** that comes when we feel uncomfortable, and let them know that they should **always listen to that feeling.** It's better to overreact and offend someone than to stay in a situation that could possibly be dangerous.

