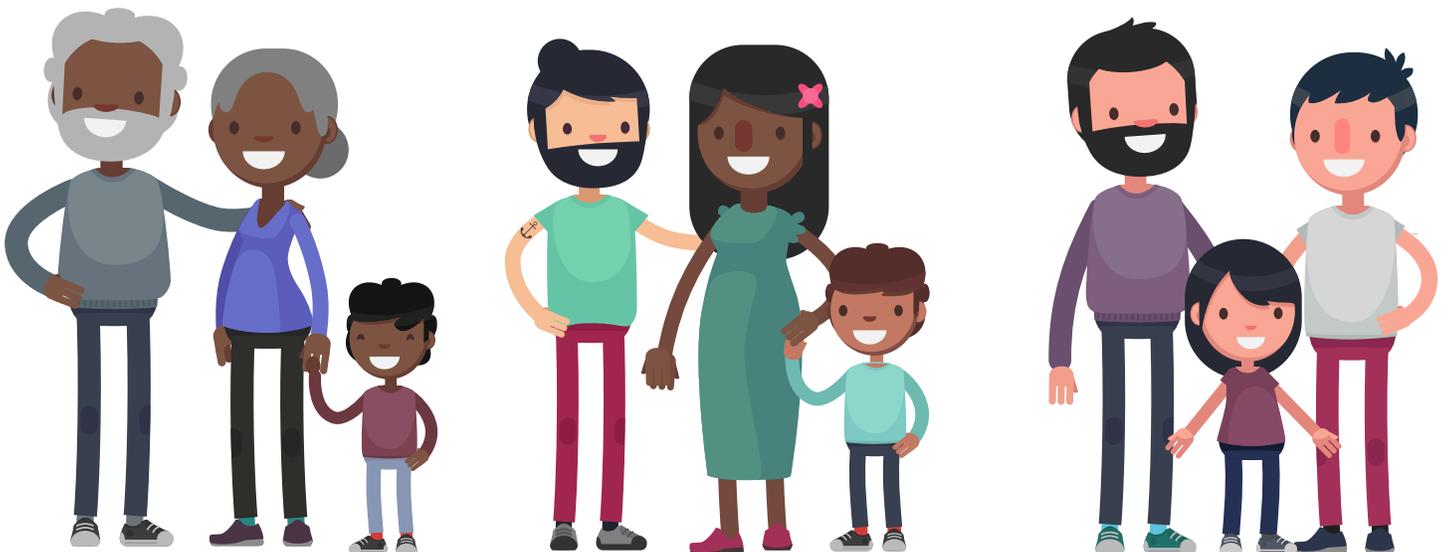




Prevention Starts At Home

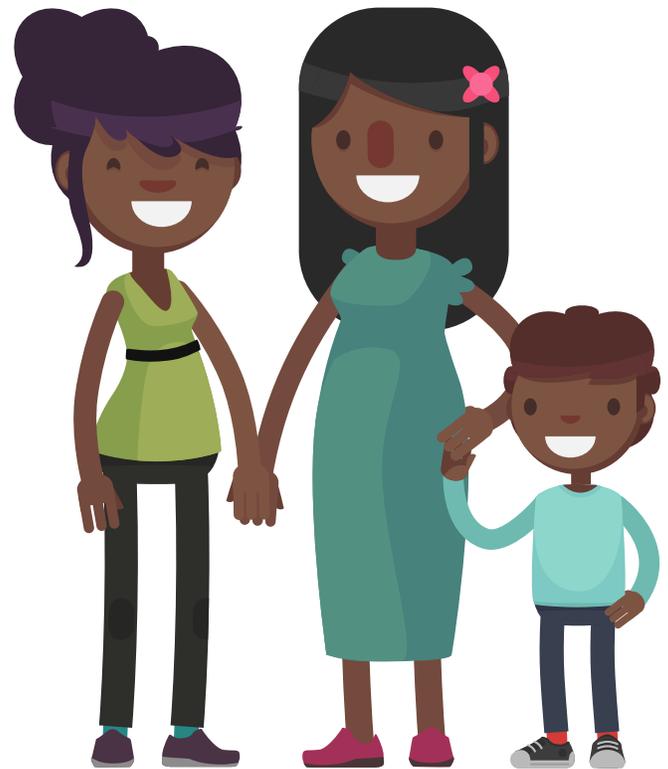
An At-Home Prevention Activity
Pack for Parents/Guardians
During COVID-19



Introduction

As schools close and a lot of summer programming is scaled down or cancelled, many parents/guardians are spending more time with their children at home. Most schools are offering online classes for youth but you may find that you still have many daytime hours to fill. And, as summer approaches, you may find yourself looking for at-home activities that are both educational and fun.

Violence prevention education might seem like a luxury during times of crisis. However, spending time at home with your family can also be an opportunity to practice healthy relationship skills at home.



This activity pack offers fun and simple activities that help youth practice healthy relationship skills and prevent sexual violence in our communities. Most activities can be done easily and simply with few or no supplies. Choose an activity suited to your child's age and maturity or make adjustments to suit your family's needs.

Activities for Young Children

1. Naming Body Parts

Using the accurate name for body parts is an important communication tool for young children. Using your finger to point to your own body, practice accurately naming parts of the body (i.e. eyes, nose, elbow, bottom). As you practice the names, talk to your child about respecting others' bodies and when it is appropriate to touch parts of their body or the bodies of others. Avoid slang words or silly names for body parts to increase clarity.

2. Feelings Charades

Take turns acting out different feelings with your child with no words or sounds. Challenge all players to guess the actor's chosen feeling. When the actor is finished, ask them why they chose to act out the feeling that way. How did you know the feeling was happy, sad, or angry?

3. How to Say "No" and How to Accept "No"

Practice saying "no" and respecting "no" with your child with roleplaying or hypothetical scenarios.

Example: "Let's pretend that you want to give your friend Jake a hug, but Jake says, 'No, I don't want a hug.' What should you do? We don't hug him and we say, 'That's okay that you don't want a hug, Jake!'"

Make paper bag or sock puppets to add a creative element to your practice.

4. Friendship Poems

Together with your child, come up with a short poem about what makes a friendship healthy. They can rhyme (or not!).

Write down a few things that make us good friends and what a healthy friendship looks like. Next, fit those qualities into a short poem and practice reciting your poems aloud.

Healthy Friendship Qualities:

- Play fairly
- Show kindness to one another
- Use kind words
- Listen when friends are feeling sad

Poem example:

Friends can play and share,
Friends are kind and fair.
Friends talk gently to you,
and friends listen when you're
feeling sad and blue.

5. Body Respect Cheerleading

Together with your child, pretend that you are cheerleaders and helping a crowd get excited about respecting others' bodies. Come up with a fun cheer that helps your child remember that they should respect their own bodies and the bodies of others. Shake your pretend pom-poms! Jump in the air or do a cartwheel! Get excited about respecting other peoples' bodies with your very own cheer.

Example 1: "Whose body is this?" [point to own body] "MY BODY!" "Whose body is that?" [point to another person's body] "YOUR BODY!" "MY BODY BELONGS TO ME!"

Example 2: "What do we do when we want to hug our friends?" "WE ASK FIRST!" "What do we do when someone says no?" "WE RESPECT THE ANSWER!"



Hold cheer practice as often as you like and use this cheer to remind your children about consent and respecting others' bodies.

6. Ship and Captain

This game helps young children explore consent, body-care, and decision-making. You will use “ship” and “captain” as an analogy for the body and the how decisions are made about what happens to the body.

Explain that captains are leaders who want to keep the ship up and running. They make important decisions about the direction and care of the ship. Some of those decisions can be easy while others can be more difficult. We are the captains of our own ship, but sometimes there are other captains to help us (i.e. parents/guardians, doctors/nurses). In these cases, the captains are all responsible for taking care of the ship.

Come up with examples and ask your child to determine whose body is the “ship” and who is the “captain” of that “ship.” Make sure you also include people who are **not** allowed to make decisions or touch your child’s body. Make your examples simple for young children and reserve more difficult ones for older children.

Simple Example: Let’s pretend that Tye is playing on a swing set at school. Tye’s friend, Joanna, asks Tye if she can push him on the swing but Tye doesn’t want to be pushed on the swing. Whose body is the “ship” and who is/who are the captain(s) of the ship? Who makes the decision? [i.e. The ship is Tye’s body and the captain of that ship is Tye and Tye decides if he wants a push on the swing. Joanna is not the captain of the ship.]

Complex Example: Let’s pretend that Susie is sick and her parents take her to the doctor. The doctor says that Susie needs a shot to help her feel better. Susie is nervous about getting a shot but her parents tell her that this shot will help her feel better. Whose body is the “ship” and who is/who are the captain(s) of the ship? Who gets to decide if Susie gets the shot or not? [i.e. The ship is Susie’s body and possible co-captains might include Susie, Susie’s parents, Susie’s doctor and they will make the decision together.]

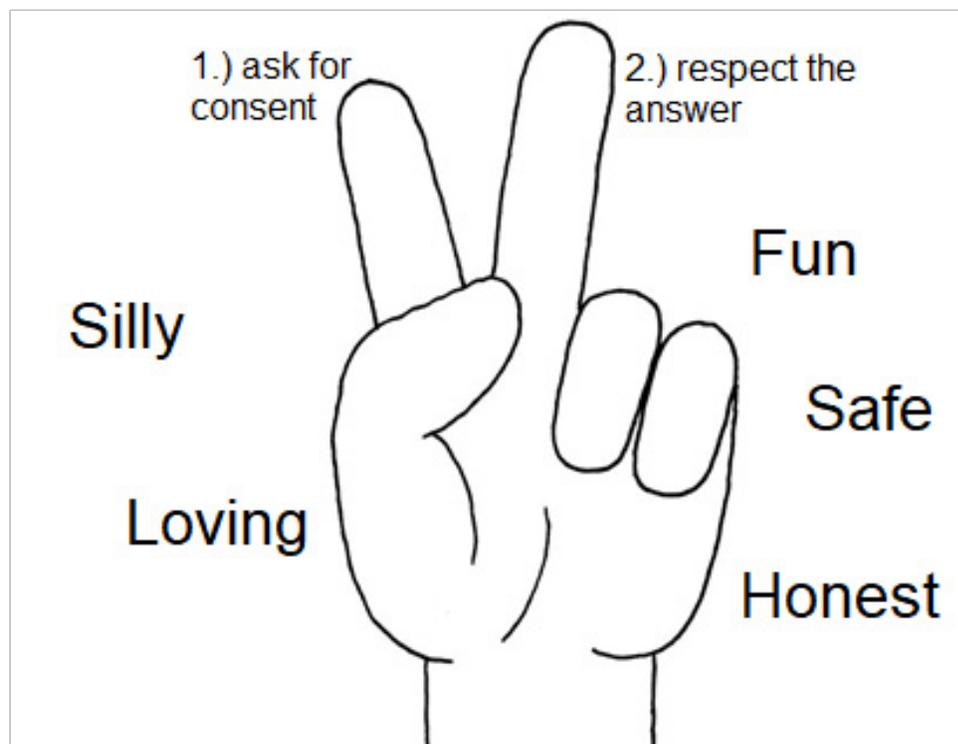
Cut and color
your own
captain’s
hats to
complement
this activity.
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Activities for Older Children

1. Consent Coloring Activity

For this activity, you will need paper, pencils, and markers/crayons. Print off the peace sign below or draw your own on a piece of paper. Talk to your child about what respectful relationships look like: “Respectful relationships have TWO important elements to them: 1.) People in a relationship ask for permission/ask for consent before touching another person’s body (i.e.: ‘Can I give you a hug?’) and 2.) they respect the answer (i.e.: not hugging the person after they said they didn’t want one.)”

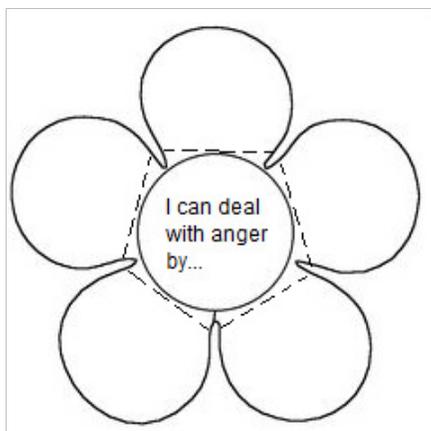
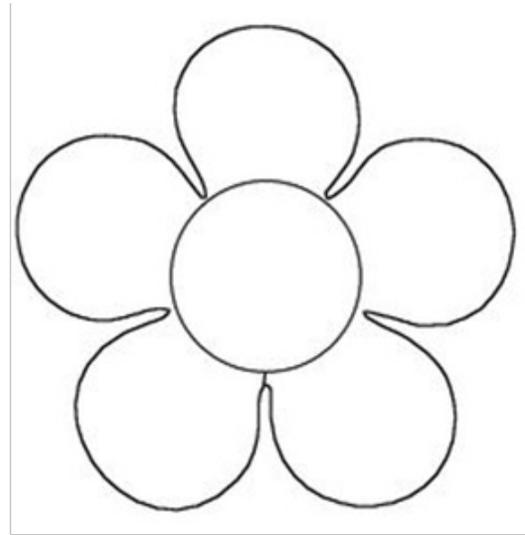
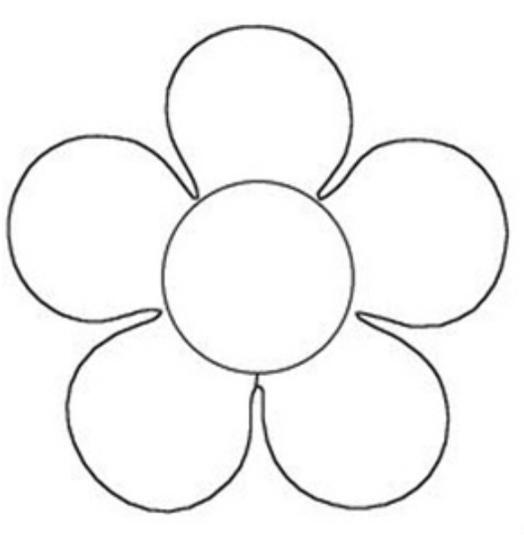
Using crayons/markers, write “ask for consent” on one finger and “respect the answer” on the other. Have your child write words that would describe what a relationship feels like when people practice consent in the white space inside or around the hand. Color the hand and use it to remind your child about practicing consent in your family.



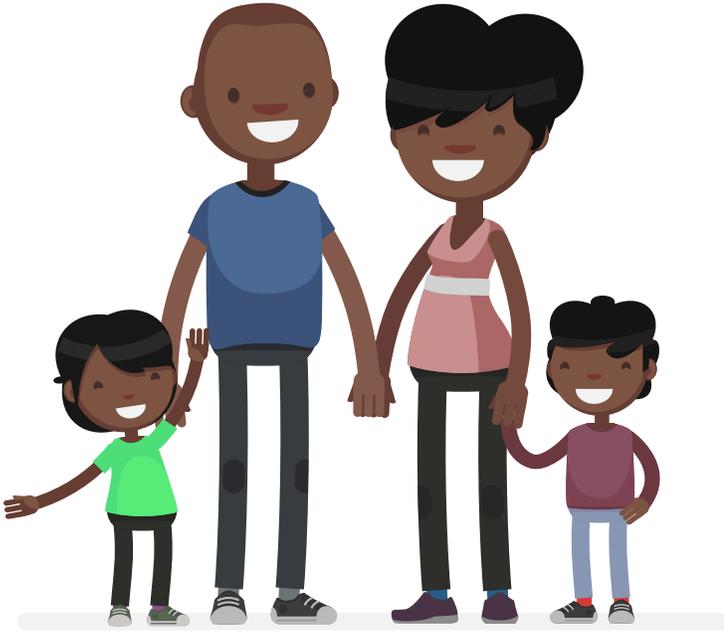
2. Dealing with Difficult Feelings Daisies

You will need scissors, paper, and coloring supplies for this activity. Print off the blank pattern below or draw your own five-petal flower shape on a piece of paper. Cut out the flower pattern and fold the petals in toward the center of the flower. Then, ask your child to identify a difficult feeling (i.e.: anger, jealousy, sadness, fear) and write that feeling in the middle: "I can deal with _____ by..."

Talk about five things your child can do when they are experiencing that feeling. Write a strategy on each petal. Explain that we can be our best selves and "blossom" when we deal with hard feelings in healthy ways. (Open the petals exploring how each strategy helps us to maximize the "blossoming" effect.) Color the front and back of the flower any way you like. Repeat the activity for different feelings and use the daisy as a tool to help your child deal with hard feelings.



3. Empathy Story Telling



Developing empathy is an important healthy relationship skill and you can practice empathy building with a simple story-time exercise. Read or tell your favorite story with at least two characters. Ask your child to consider how another character in the same story would experience or understand the plot. Explore what that character might think or how that character could be feeling.

For example: Tell the story of Cinderella through the perspective of Cinderella’s mice friends. How would the mice tell the story? What were the mice thinking when they decided to make Cinderella a dress?



Activities for Teens

1. Active Listening Doodles

You can practice active listening skills using only pen and paper. For this activity, you'll need at least two players: a speaker and a listener. The speaker's goal is to describe an object without naming it, disclosing what it is used for, or using any sounds or words that give away what that item is. The listener will listen carefully to the speaker's description and try to draw the item based on the speaker's description and guess what that item is.

The listener may ask follow up questions but the listener should not show their drawing to the speaker until they are ready to guess what the object is.

For example: The object is a pencil.

Speaker: This object is long, yellow, and skinny rod, with a soft pink cushion on one end and a pointy black end on the other.

Listener: Okay, how big is the cushion?

Speaker: It is the same width as the rod. Just below the pink cushion is a silver band that holds the cushion onto the long yellow rod.

Listener: I think it is a pencil! [show picture]

Speaker confirms that it was a pencil.



After you play a couple of rounds, discuss why active listening is such an important part of a healthy relationship: "If we're not paying close attention, we may not catch important details and information about what our friends, partners, or neighbors are saying. We want to demonstrate that we care by listening carefully to their words." Ask them to reflect on the activity itself: What was hard about this game? How does listening make us better friends and neighbors?

2. STOP, GO, I DUNNO? A Consent Activity

Explore the concept of consent with your child using this problem solving activity. You will use the scenarios listed below. You can print them out and cut them apart or you can copy them onto scraps of paper. Feel free to write your own scenarios! You will also need a marker and three empty containers (i.e.: jars or small boxes). Label one container “GO,” “STOP,” and “I DUNNO?” using a marker.

Give your child the stack of scenario cards. Ask them to read the scenarios one at a time and decide if the person/people in the scenario has or gives consent. Scenarios that have clear consent should go in the “GO” container. Scenarios that clearly do not give consent go into the “STOP.” For scenarios that are unclear about consent or don’t qualify for either STOP or GO should be sorted into the “I DUNNO?” pile. Scenarios that seem difficult for your child can also go in the “I DUNNO?” container. You’ll have an opportunity to explain why later in the game.

Talk through each decision your child makes using the FRIES consent analogy and discuss why it is important to stop what they’re doing to check in with their friends or datemates.

CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

 Planned Parenthood*

For example: “How do you know that person gave consent?” “Was that ‘yes’ freely given? How do you know?” Make sure to highlight that a “maybe” is not a “yes!”

Once the stack of scenario cards is sorted, pour the “I DUNNO?” cards into the “STOP” container: “If you’re not sure you got consent or you’re not sure if you have permission, you shouldn’t move forward.” Anything that is an “I DUNNO” card should always go in the “NO” container. We shouldn’t move forward if that person seems unsure or if we are unsure about whether or not an activity is okay. Keep in mind that some of these can go in more than one category so talking through each scenario with your child will be important.

Learn about the FRIES consent model by watching Planned Parenthood’s video:
<https://www.plannedparenthood.org/learn/relationships/sexual-consent>

Learn more about No, Yes, and Maybe answers by watching AMAZE.org’s video:
<https://www.youtube.com/watch?v=-olgcmmMlokQ>

Scenario A

James asks Tracy if he can call and text her over the weekend, but Tracy is not sure she wants to give him her cellphone number. “Oh come on, Tracy. It’ll be fun to text each other, don’t you think?” Tracy pauses to think and says: “I’m not so sure...uh, maybe? I guess it’s fine.” Did Tracy give consent?

Scenario B

Julia asks if she can walk Tae home after school. Tae says, “Sure! I like hanging out with you.” Does Julia have consent?

Scenario C

Susie and Jessica are having a sleep over. Jessica opens her diary and reads one entry to Susie about her latest crush. Susie asks if she can read other entries in Jessica’s diary and Jessica says, “No, I want to keep that private.” Does Susie have consent?

Scenario D

Sarah, Kia, and Tasnim are hanging out in Kia’s room after school. Kia leaves the room to grab popcorn and drinks for her friends. While she is away, Sarah opens the drawer to Kia’s desk and picks up a tube of lipstick. Tasnim asks: “Are you sure you should be going through Kia’s drawers and using her lipstick?” Sarah says: “Well, we’re best friends. She won’t mind.” Did Kia give consent?

Scenario E

Last Saturday, Lee and Ramona went on a date to see a movie. Lee and Ramona kissed at the end of the date and agreed to another date next weekend. Fast forward to Saturday night: Lee and Ramona are on another date at the mall. Lee leans in to kiss Ramona, but Ramona turns away and says: “I think I should head home. It’s getting late.” Did Lee have consent?

Scenario F

Harry, Joey, and Brad are at a concert together. Joey asks his friends: “Hey, can I take a picture of you and post it to Instagram?” Harry and Brad both agree and pose for the photo: “Yeah! That would be awesome!” Did Joey have consent?

Scenario G

Joanna and Kim love taking photos and selfies of each other. Joanna is scrolling through her pictures and decides to post a recent picture of Kim to Facebook. The next day, Kim texts Joanna: “Why did you post that picture of us?? I didn’t want that on Facebook.” Joanna responds to Kim, saying: “We’re always taking and posting pictures of each other on Facebook. You were fine with it last week so I thought it was fine this time, too. You look great in the picture so what’s the big deal?” Did Joanna get consent?

Scenario H

Diana and Leah are sisters who love to play together. Diana teases Leah saying: “I’m gonna tickle you!” Leah laughs a little and says, “No! Hehe...” Diana teases a little more: “Oh yeah, I’m gonna tickle you!” Leah isn’t laughing anymore and says, “No, Diana. Don’t tickle me. I don’t like that!” Does Diana have consent?

Scenario I

Jake and Dylan are on a date at the park. Jake asks Dylan if he can hold Dylan’s hand and Dylan agrees. Jake is enjoying holding hands and really wants to kiss Dylan. After walking around the park for a while, Jake asks: “Hey Dylan, I really like you. And, I was wondering if it is okay to kiss you?” Dylan smiles and agrees: “Yeah, I’d like that.” Dylan gives Jake a small kiss on the mouth. Jake leans in for another kiss but Dylan wasn’t expecting another. Dylan pulls back and says: “Hey, can we cool it for a little while? I don’t think I want to do that again right now. Can we just talk instead?” Did Jake get consent?

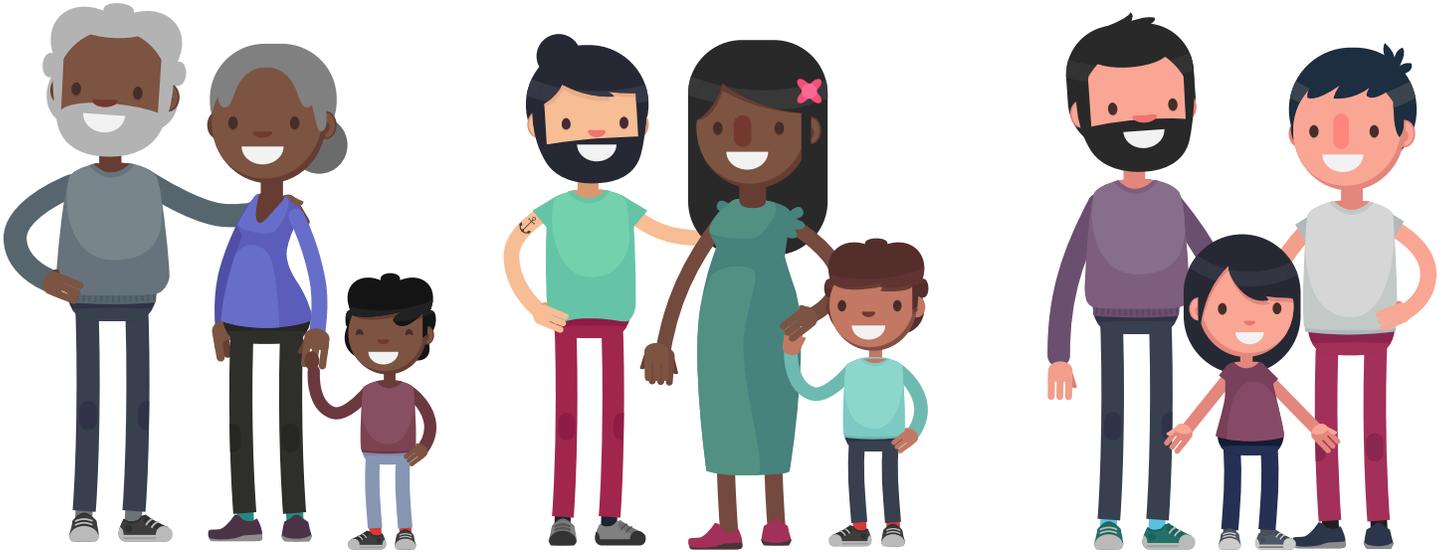
Recommended categories for each scenario:

GO: Scenarios B, F, I

STOP: Scenario C, H

I DUNNO: Scenarios A, D E, G, I

Activities for Communities



Note:

These activities are intended to be enjoyed by the community, not completed with your community. See the Minnesota Department of Health and Centers for Disease Control's guidelines for safety and protective gear recommendations:

- <https://www.health.state.mn.us/diseases/coronavirus/index.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

1. Online Compassionate Listening Circles

During times of crisis, it can be helpful to practice compassionate listening in with friends and neighbors through virtual meeting platforms (i.e. Google Hangouts, Face Time). Compassionate listening is a form of active listening grounded in the principles of empathy and mutual respect. The goal of compassionate listening circles is to give people the opportunity to express themselves fully without interruption and feel heard, not to fix or give advice.

Below are the steps needed to create your own compassionate listening circle.

Group Size: The group should have 2 to 6 participants. If there are more people, divide the larger group into smaller groups. The small group size allows participants to have plenty of time to speak and actively listen.

Ground Rules:

1. What is spoken in the circle is not shared outside the circle unless you have the speaker's explicit consent.
2. No interrupting the speaker.
3. Each speaker talks for no more than ten minutes but may talk about whatever they wish.
4. No fixing or problem-solving during the listening circle. Speakers may solicit advice or ideas after the circle has ended if desired.
5. Full attention from all listeners is expected.
6. You have the right to stop participating at any time.

Add any additional rules participants think would be helpful.

Roles: Speaker, Active Listener, or Quiet Listener. Participants take turns assuming a different role for each round. The exercise ends once everyone had a chance to be a Speaker.



You can choose to speak to anyone in the group about anything you wish. The intention is for you to feel heard to your satisfaction. You have the full attention of the circle. Pause often to give the Active Listener a chance to reflect back what they heard you say. Remember that you are guiding the Listener to hear you to your satisfaction. When you are finished speaking, you can say something like, "I feel fully heard" or "I'm done" to indicate that you are finished and it's someone else's turn to speak.

You want to listen to the Speaker and allow them to talk about whatever they wish. You should not steer or guide them by commenting on the speaker's words. Check your understanding of what the Speaker is saying. You want to check if you are hearing and understanding the Speaker correctly. You can do this by reflecting back, summarizing, paraphrasing, conveying the meaning you get, or using a combination of these options.



Active Listener

“What I’m hearing you say is...”

“You’re feeling...is that right?”

“You said...is that correct?”

“Sounds like you want...is that right?”

Keep your attention on the Speaker's meaning rather than your own interpretations. Refrain from judging, advising, or sympathizing. You are simply trying to make the Speaker feel heard to their satisfaction. If the Speaker does not feel heard to their satisfaction, they can repeat what they said, and you can try again until the Speaker feels heard the way they want.



Quiet Listener

You can listen and be present with the empathic listening between the Speaker and Active Listener. You will soon have a turn to actively listen and speak.

Learn more about how to run a compassionate listening circle here: <https://www.youtube.com/watch?v=wyKW7Jebgck>

Free online platforms for your compassionate listening circle:

<https://hangouts.google.com/>

<https://zoom.us/>

2. Chalk Your Walk

A short walk around your neighborhood with your family can be a great way to break up your daytime routine and can be a great opportunity to let your neighbors know you're thinking of them! Leaving positive messages on the sidewalk is a great way to greet and encourage our neighbors when we can't connect in person. Carry sidewalk chalk with you on your stroll and take little breaks to draw chalk pictures or write messages that promote healthy and happy communities.



Picture source: <https://chalkthewalks.com/>

3. Start a Healthy Relationship Community Art Campaign

Talk to your child about healthy relationships and ask them how they might encourage others to use them in their relationships. Displaying healthy relationship artwork in your windows, on your porch or lawn is a great way to share important messages with the community and engaging others to do the same will help spread your message far and wide. Healthy relationship skills can make a big change when lots of people in the community want to participate! However, connecting with friends and family can be a challenge when we are cautioned to reduce contact with others. We can find creative solutions, and promote healthy relationships anywhere!

1

Learn about and pick a specific healthy relationship skill (i.e. boundary setting, listening, peer pressure, expressing feelings effectively) to focus on for your window campaign.

Optional: Browse AMAZE.org's healthy relationship videos for inspiration: <https://amaze.org/?topic=healthy-relationships>

2

Create a catchy phrase that describes and summarizes the healthy relationship skill (i.e. Yes means Yes and No means No!")

3

Pick a type of art that helps you share your message. Will you paint cardboard or draw paper signs and hang them in your windows? Will you create a porch or lawn display?

4

Create art! Collect your supplies and make art using your message. Try using items that you would normally recycle like cardboard, scratch paper, or tin cans. How will your art encourage people to look at it from their windows or from the street?



5

Connect with friends and family over the phone, by text, FaceTime, email, or other digital means. Ask them to join your campaign by making their own artwork using your campaign slogan. Or, encourage them to create their own!