

## Parent Involvement Project

### PARENT PRE-WORKSHOP SURVEY

Thank you for taking part in these parent workshops. Before we start, we would like to hear **what you think** about some of the things we will be talking about. **There are no right or wrong answers.** Knowing what you think will help us make this a better experience for the group. Your answers will also help us learn what we are doing well and how we can improve the group.

This survey is **anonymous**. Do **not** write your name on it. If you are uncomfortable answering a question, you may skip it.

---

### Create a unique number

To help us learn how we can do better, we will give you another survey at the end of the last workshop. We want to match the answers you are about to give us to the answers you will give us later. To do this, we need each survey to have a unique number on it so we can match your two surveys together.

To make your number, please write down the last four digits of the phone number you use most often.

\_\_\_\_\_

This number will only be used to match surveys. It can **not** be used to identify who you are.

Continue on other side



## How Would You Feel?

Imagine that your child is 8 years old. How comfortable would you feel if the following things happened? Then tell us how likely you would be to take some kind of action with the adult (for example, talk with them, tell them to stop, do something to change what they are doing, etc.)

|   | I would feel...    |                        |              |                      |                  | I would do something...        |                             |  |
|---|--------------------|------------------------|--------------|----------------------|------------------|--------------------------------|-----------------------------|--|
|   | Very Uncomfortable | A Little Uncomfortable | I'm Not Sure | A Little Comfortable | Very Comfortable | I would <u>not</u> do anything | I <u>might</u> do something | I would <u>definitely</u> do something |
| A stranger says "hello" to your child while you are in line at the store. |                    |                        |              |                      |                  |                                |                             |  |
| A coach gives your child a pat on the back after practice.                |                    |                        |              |                      |                  |                                |                             |  |
| Your boy/girlfriend or spouse walks around nude in the house.             |                    |                        |              |                      |                  |                                |                             |  |
| An uncle asks your child to sit on his lap.                               |                    |                        |              |                      |                  |                                |                             |  |
| A babysitter wrestles with and tickles your child.                        |                    |                        |              |                      |                  |                                |                             |  |
| Your boy/girlfriend or spouse takes nude photos of your child.            |                    |                        |              |                      |                  |                                |                             |  |
| A neighbor tells your child about sex in answer to a question.            |                    |                        |              |                      |                  |                                |                             |  |
| Your pastor hugs your child even when your child does not want it.        |                    |                        |              |                      |                  |                                |                             |  |

# Where We Live: A Manual for Engaging Parents

## What Would You Do?

There is a park in your neighborhood where the children like to play. One of your neighbors, a middle-aged man whom you do not know very well, spends a lot of time in the park watching the children and talking with them. He frequently brings candy and other little gifts and hands them out.

In this situation, how likely are you to do the following things?

|   | I would <u>not</u> do this | A little likely to do this | Moderately likely to do this | Very likely to do this | I would <u>definitely</u> do this |
|---|----------------------------|----------------------------|------------------------------|------------------------|-----------------------------------|
| Keep watching the adult.  |                            |                            |                              |                        |                                   |
| Talk with another parent about the situation.   |                            |                            |                              |                        |                                   |
| Notify an authority figure (for example, someone at the school, a city official, etc.). |                            |                            |                              |                        |                                   |
| Call ChildLine.   |                            |                            |                              |                        |                                   |
| Call the police.  |                            |                            |                              |                        |                                   |
| Ask your child what they think about the adult.   |                            |                            |                              |                        |                                   |
| Tell your child to avoid the adult.   |                            |                            |                              |                        |                                   |
| Talk with YOUR CHILD about what to do if they feel uncomfortable with the adult.        |                            |                            |                              |                        |                                   |
| Talk with OTHER CHILDREN about what to do if they feel uncomfortable with the adult.    |                            |                            |                              |                        |                                   |
| Talk with the adult and get to know him better.   |                            |                            |                              |                        |                                   |
| Ask the adult about what he is doing.   |                            |                            |                              |                        |                                   |
| Explain to the adult why you are not comfortable with his behavior.                     |                            |                            |                              |                        |                                   |

# Where We Live: A Manual for Engaging Parents

## What Would You Do?

Your child's basketball coach is showing a lot of interest in your child. He offered to give your child private coaching to get ready for tryouts for an elite team and to drive your child home after practice.

In this situation, how likely are you to do the following things?

|   | I would <u>not</u> do this | A little likely to do this | Moderately likely to do this | Very likely to do this | I would <u>definitely</u> do this |
|---|----------------------------|----------------------------|------------------------------|------------------------|-----------------------------------|
| Keep watching the adult.  |                            |                            |                              |                        |                                   |
| Talk with another parent about the situation.   |                            |                            |                              |                        |                                   |
| Notify an authority figure (for example, someone at the school, a city official, etc.). |                            |                            |                              |                        |                                   |
| Call ChildLine.   |                            |                            |                              |                        |                                   |
| Call the police.  |                            |                            |                              |                        |                                   |
| Ask your child what they think about the adult.   |                            |                            |                              |                        |                                   |
| Tell your child to avoid the adult.   |                            |                            |                              |                        |                                   |
| Talk with YOUR CHILD about what to do if they feel uncomfortable with the adult.        |                            |                            |                              |                        |                                   |
| Talk with OTHER CHILDREN about what to do if they feel uncomfortable with the adult.    |                            |                            |                              |                        |                                   |
| Talk with the adult and get to know him better.   |                            |                            |                              |                        |                                   |
| Ask the adult about what he is doing.   |                            |                            |                              |                        |                                   |
| Explain to the adult why you are not comfortable with his behavior.                     |                            |                            |                              |                        |                                   |

# Where We Live: A Manual for Engaging Parents

## How Would You Decide?

If you think an adult may not be safe for children, there are many things you might think about when deciding what to do.

Please tell us how important each of these thoughts would be to you if you were thinking about doing something (for example, talking with the adult or reporting the situation to an authority).

|  | Not at all important | A little important | Moderately important | Very important |
|--|----------------------|--------------------|----------------------|----------------|
| I can prevent a child from being hurt.   |                      |                    |                      |                |
| It is important for everyone in the community to keep children safe.                       |                      |                    |                      |                |
| Friends will look up to me and admire me if I do something about the situation.            |                      |                    |                      |                |
| My friends or family might be angry with me if I do something about the situation.         |                      |                    |                      |                |
| I could be in danger if I confront the adult.  |                      |                    |                      |                |
| I could be in danger if I tell someone what I suspect.                                     |                      |                    |                      |                |
| I could make the wrong decision and say something when nothing was really wrong.           |                      |                    |                      |                |
| I have to be 100% certain that a child is being abused before I do anything.               |                      |                    |                      |                |
| People might think I am over reacting.   |                      |                    |                      |                |
| I would feel bad if I wrongly accuse someone.  |                      |                    |                      |                |
| It's better to be safe and do something even if I'm not sure that a child is being abused. |                      |                    |                      |                |

# Where We Live: A Manual for Engaging Parents

## What Do You Talk About With Your Children?

How old are your children? \_\_\_\_\_

|  | How <u>confident</u> are you at talking with your child about this? |                    |                  |                | In the <u>past month</u> have you talked with your child about this? |    |
|--|---|--------------------|------------------|----------------|--|----|
|  | Not At All Confident  | A Little Confident | Mostly Confident | Very Confident | Yes  | No |
| What they like to do.  |   |                    |                  |                |  |    |
| Who their friends are.   |   |                    |                  |                |  |    |
| Who their favorite adults are.   |   |                    |                  |                |  |    |
| What your child is good at.  |   |                    |                  |                |  |    |
| Things about your child that make you proud.                           |   |                    |                  |                |  |    |
| Proper names for their penis or vagina.                                |   |                    |                  |                |  |    |
| What body parts are private.   |   |                    |                  |                |  |    |
| What to do if an adult makes them feel uncomfortable.                  |   |                    |                  |                |  |    |
| What to do if an adult touches their private areas.                    |   |                    |                  |                |  |    |
| How babies grow in their mother's belly.                               |   |                    |                  |                |  |    |
| What sex is.   |   |                    |                  |                |  |    |
| How they decide when they are ready for things like kissing on a date. |   |                    |                  |                |  |    |
| How they decide when they are ready for sex.                           |   |                    |                  |                |  |    |
| What to do if they get lost.   |   |                    |                  |                |  |    |
| <b>PRACTICING</b> what to do if they get lost.                         |   |                    |                  |                |  |    |
| <b>PRACTICING</b> what to do if an adult touches their private areas.  |   |                    |                  |                |  |    |

# Where We Live: A Manual for Engaging Parents

## Green Light Behaviors

List "green light" or safe and respectful ways the adults listed below may interact with a child.  
Possible examples: a high five, a hug, a hello, a wave goodbye

| <b>Parent's Significant Other</b> | <b>Troop Leader</b><br>(Boy Scout, Girl Scout, 4-H) | <b>Grandmother</b> |
|-----------------------------------|---|--------------------|
|                                   |   |                    |

## Green Light Behavior Worksheet

List "green light" or safe and respectful ways the adults listed below may interact with a child.  
Possible examples: a high five, a hug, a hello, a wave goodbye

| Coach | Babysitter | Mother |
|-------|------------|--------|
|       |            |        |



## Green Light Behavior Worksheet

List "green light" or safe and respectful ways the adults listed below may interact with a child.  
Possible examples: a high five, a hug, a hello, a wave goodbye

| Teacher | Father | Doctor |
|---------|--------|--------|
|         |        |        |

## Green Light Behavior Worksheet

List "green light" or safe and respectful ways the adults listed below may interact with a child.  
Possible examples: a high five, a hug, a hello, a wave goodbye

| Daycare Staff | Friend's Parent | Aunt |
|---------------|-----------------|------|
|               |                 |      |

## Green Light Behavior Worksheet

List "green light" or safe and respectful ways the adults listed below may interact with a child.

Possible examples: a high five, a hug, a hello, a wave goodbye

| Neighbor | Store Clerk | Brother |
|----------|-------------|---------|
|          |             |         |

## More For You to Know: Yellow Light Behaviors

### PAY ATTENTION TO ADULTS WHO:

Insist on hugging / tickling / wrestling with child, even if the child has said “stop”

•

Spend too much time alone with children

•

Spend most of their spare time with children

•

Regularly offer to babysit many children for free

•

Offer special attention to your child like gifts, money, etc

•

Encourage unhealthy behaviors (e.g. allowing them to drink alcohol, smoke, or look at pornography)

•

Destroy the child’s trust in others (e.g. “No one will believe you if you tell.”)

•

Undermine the way others view the child

•

Isolate the family from the community

# Where We Live: A Manual for Engaging Parents

## Mini-Opp 1A

*Please complete this activity with your child.*

*Discuss each scenario and generate list of safe side adults.*

If you were playing outside in your neighborhood and needed help, three safe side adults you could talk with are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

If you were having trouble with another student at school, three safe side adults you could talk with are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

If someone in your family was making you feel uncomfortable or doing something unsafe, three safe side adults you could talk with are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Where We Live: A Manual for Engaging Parents

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## Mini-Opp 1B

### WHAT AM I DOING?

After completing The Safe Side: Stranger Safety Parent-Child Mini-Opp with your child, please answer the questions below.

### PARENT REFLECTION QUESTIONS:

- How do I model or show my child through actions and words what it means to have respect from others?
- How do I model or show my child through actions and words what it means to have respect for others?
- How do I model or show my child through actions and words what it means to have personal space?
- How do I model or show my child through actions and words what it means to respect the personal space of others?
- What safety rule have I discussed or do I want to discuss with my child?

## Bystander: Steps to Action

1. Notice behavior
2. Interpret as a problem
3. Assume responsibility
4. Choose how to intervene
5. Attempt to help

Don't forget about using a non-confrontational approach to break the tension by finding a way to insert yourself into the situation.

- "Excuse me may I reach for that book/can/magazine/box behind you?"
- "I'm sorry; may I walk around you?"
- "Excuse me, may I get past you?"
- Create confusion through distraction
- Cause a mini-scene by dropping something

## Bystander Role Plays

Give each pair of the participants one of the role plays. Instruct each pair to read their role play and then respond to the following prompts:

What are you, the bystander, thinking and/or feeling?

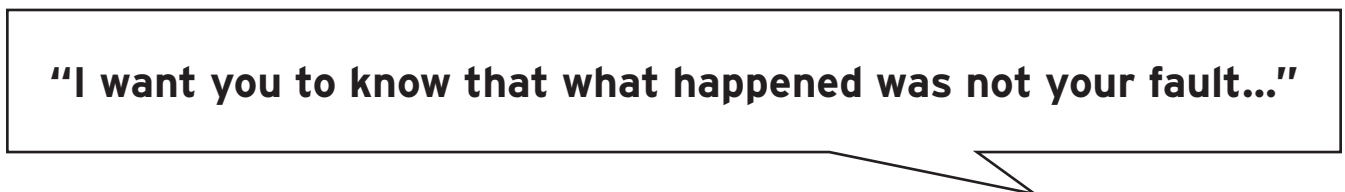
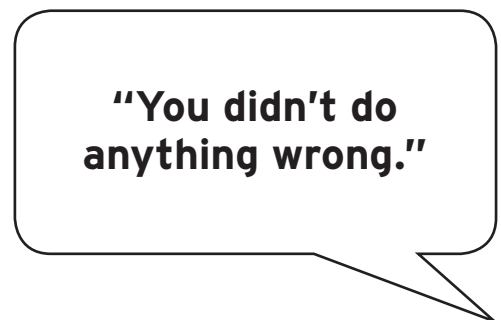
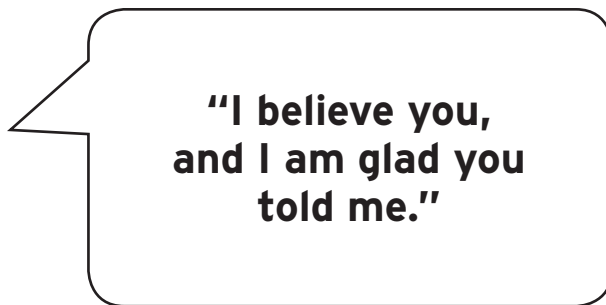
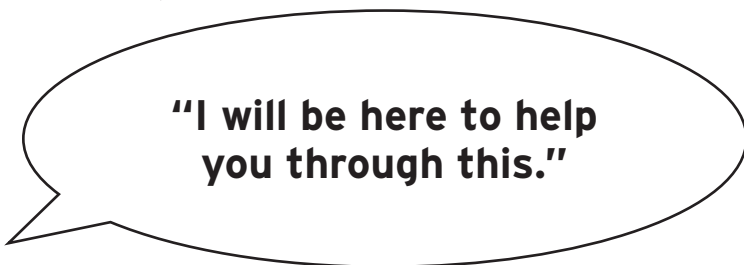
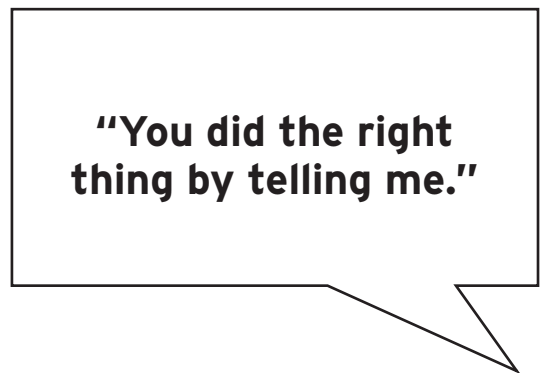
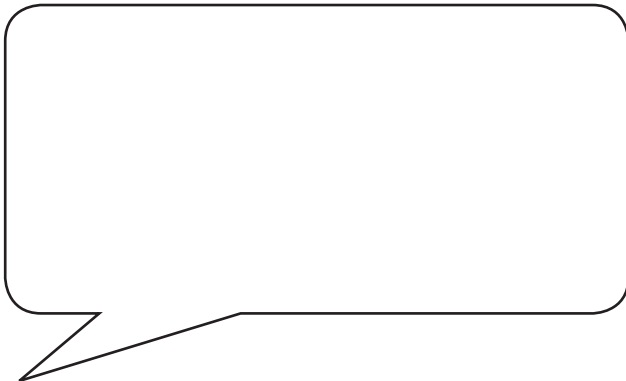
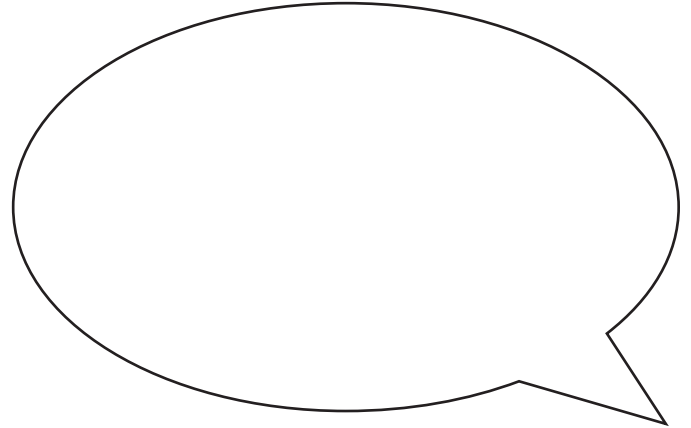
What could you, the bystander, say or do in the situation?

1. You notice Scott, a young man in his 20s, hanging around some of the younger boys in the neighborhood. At first he was playing football with the younger boys, and now you notice that it has become more of a physical wrestling game involving a lot of touching.
2. The bagger at Giant Eagle tries to hug all of the little boys as they exit the check-out line.
3. At Giant Eagle, you see another adult approach a child while his/her parent is distracted.
4. At Chuck E. Cheese's, you notice an employee spending a lot of time talking to children one on one, touching them on the shoulder and back, and handing out tokens. The employee moves away as soon as another adult approaches.
5. While out at an amusement park with your child, you overhear a young man standing beside the line asking some of the children personal questions.
6. At Dairy Queen, you notice a baseball team getting ice cream cones with their coach. You overhear the boys calling another player a "fag" because he's not as good of a player. The coach says nothing.
7. At the peewee football game, there is a man who comes to each game, arriving and leaving without a child. You observe him talking with and hanging around the players as they wait for their parents.
8. At the school soccer game, most of the players are dropped off while their parents run errands. You notice an adult female cheering on the team at every game, but she's not related to any of the players.



## “What Do I Say?!”

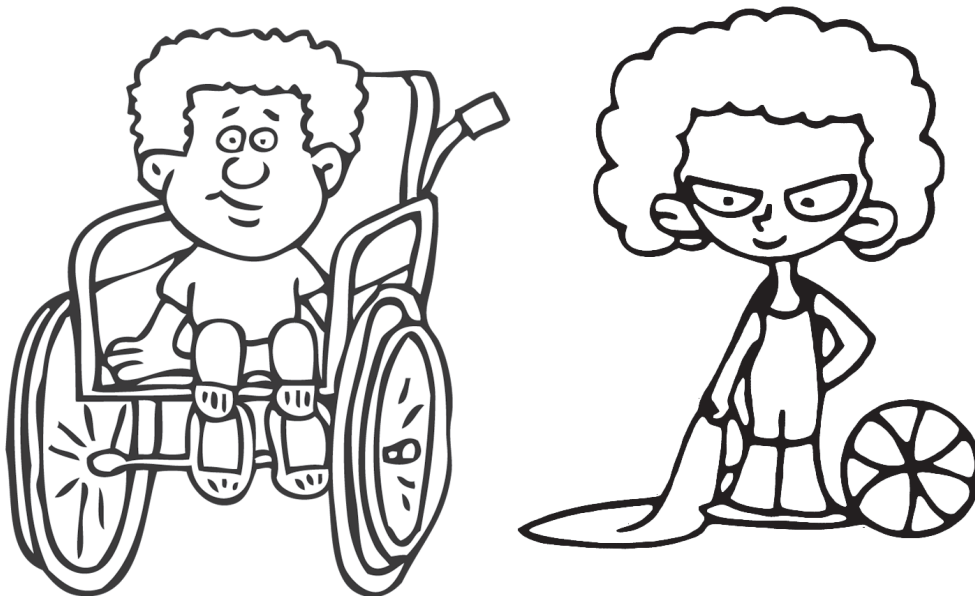
Supportive Responses to Disclosure



## Mini-Opp 2A

# it's all about me activity book

*Illustrated by Scott Wisneski and Rob Stinogle*



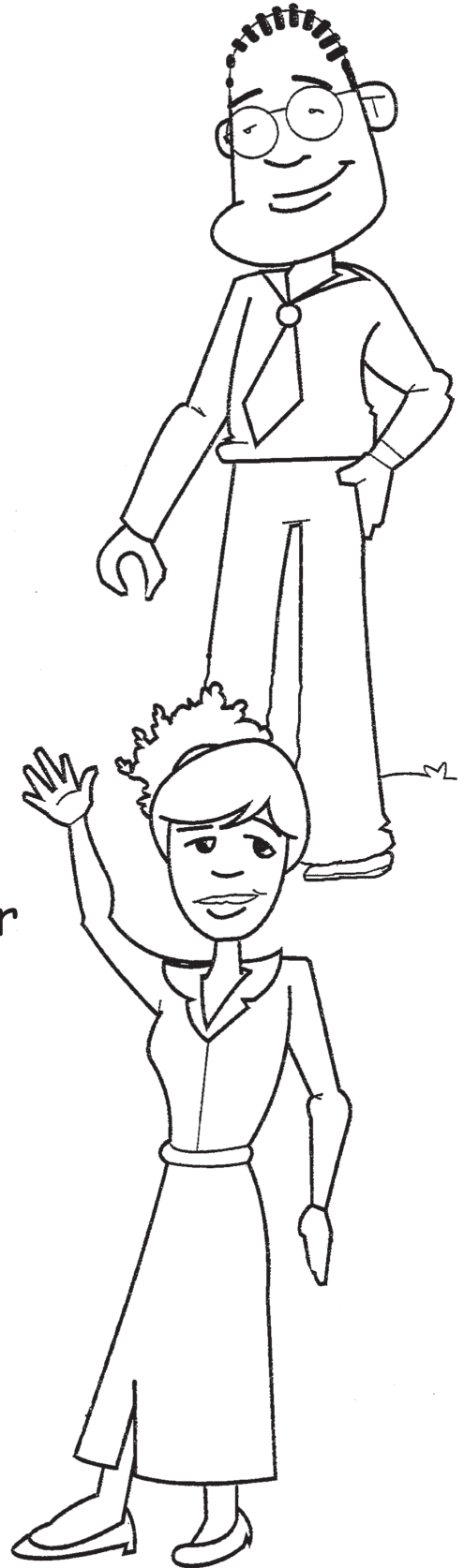
coloring book created by Pittsburgh Action Against Rape  
Education & Training Department  
for Pennsylvania Coalition Against Rape

Supported in part by the Commonwealth of Pennsylvania Department of Public Welfare

# Where We Live: A Manual for Engaging Parents

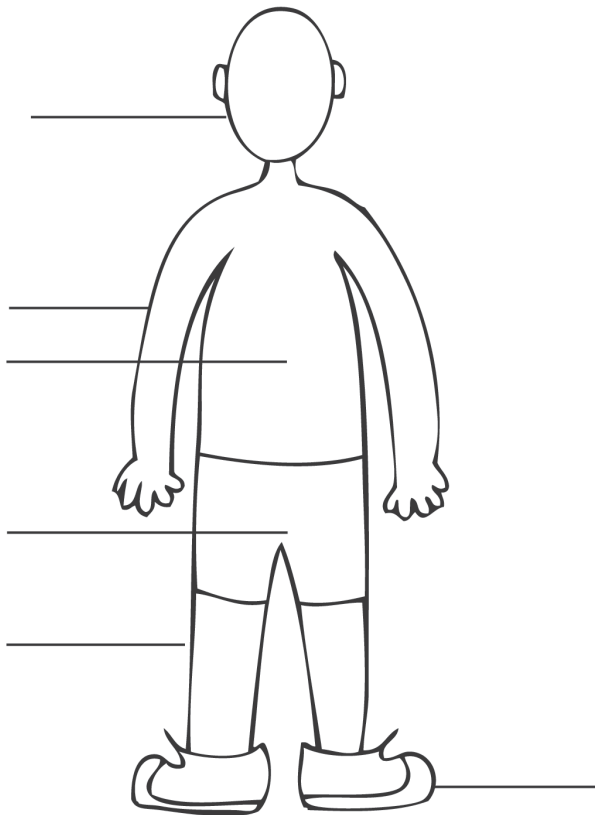
If I feel unsafe I could ask any of these people for help:

- My mom or dad
- My stepparents
- My grandparents
- My brother or sister
- My aunt or uncle
- My teacher
- My neighbor
- My doctor or nurse

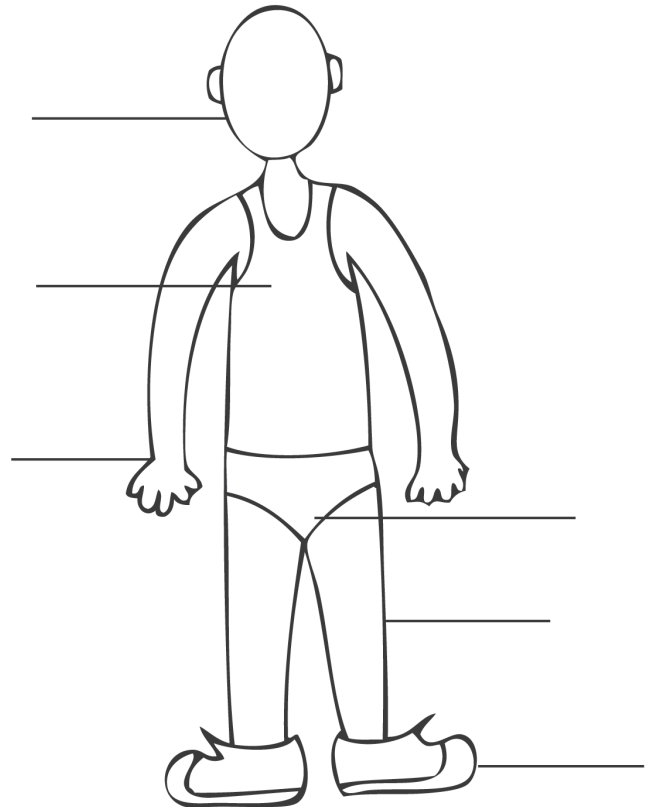


# IT'S OUR BODY

**boy**



**girl**



**Name each body part.**

**Draw your face and color in.**

# Where We Live: A Manual for Engaging Parents

## Word Search



SAFETY

SPECIAL

HEALTHY

FEELINGS

ADULT

FRIEND

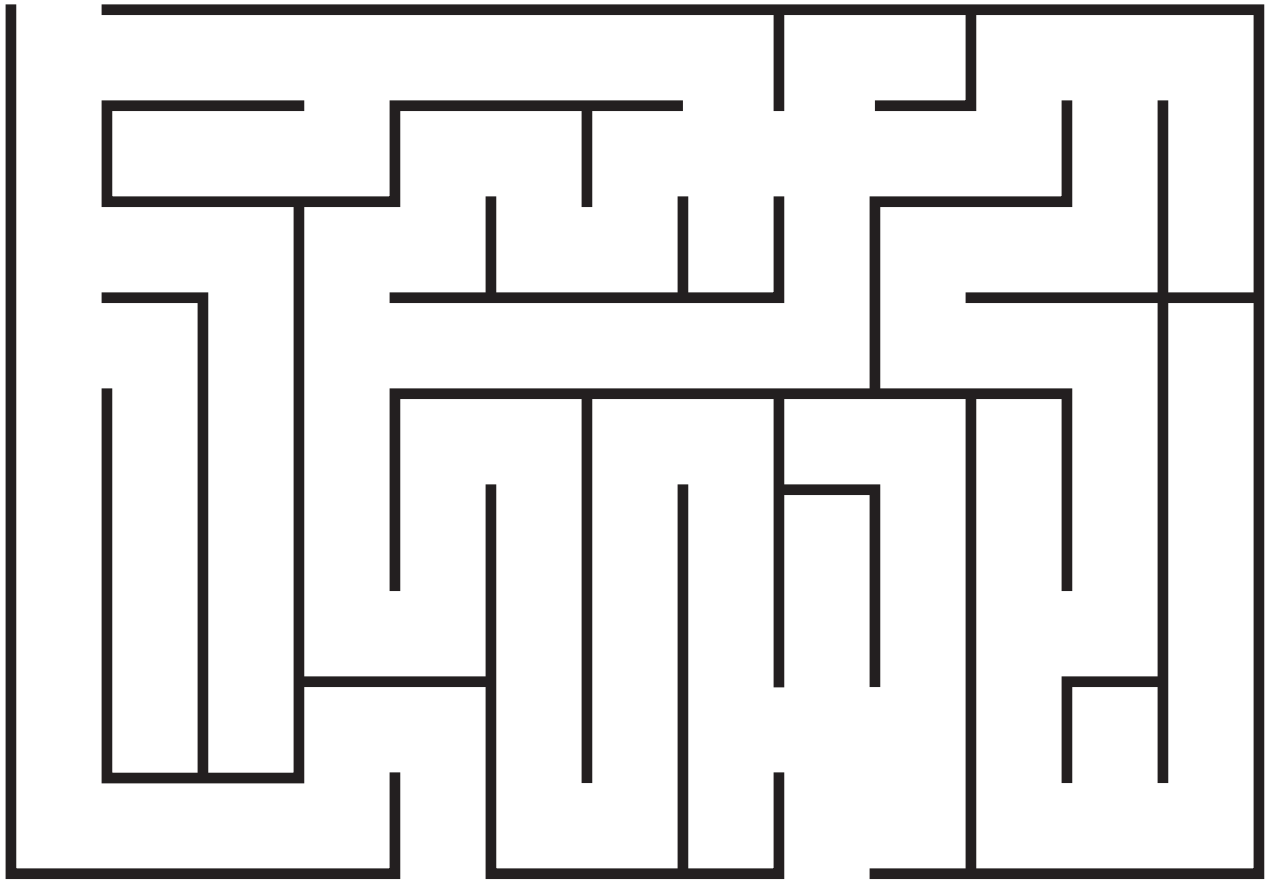
RESPECT

SAFE

# Where We Live: A Manual for Engaging Parents

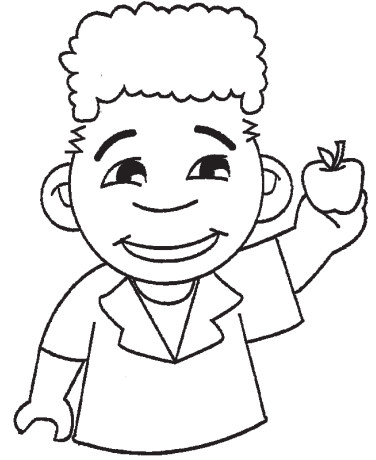
Think of the safe adults you know at home and school. Find your way through the maze to those adults and draw their pictures.

**ENTER**



# Where We Live: A Manual for Engaging Parents

I eat healthy food  
to make my body strong.



My favorite fruit is \_\_\_\_\_.

My favorite vegetable is \_\_\_\_\_.



I play to keep my body moving.

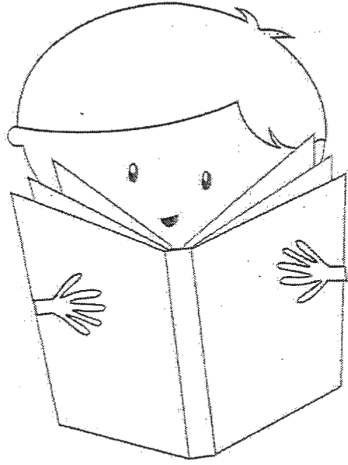
My favorite outside game is

\_\_\_\_\_.

It is okay to have many feelings.

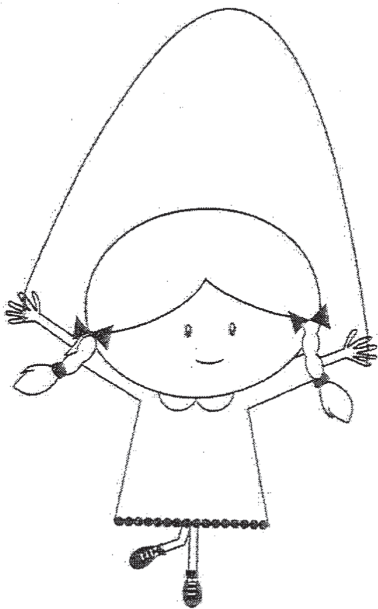
I share my feelings with \_\_\_\_\_.

# Where We Live: A Manual for Engaging Parents



Cameron likes to read.  
What books do you like?

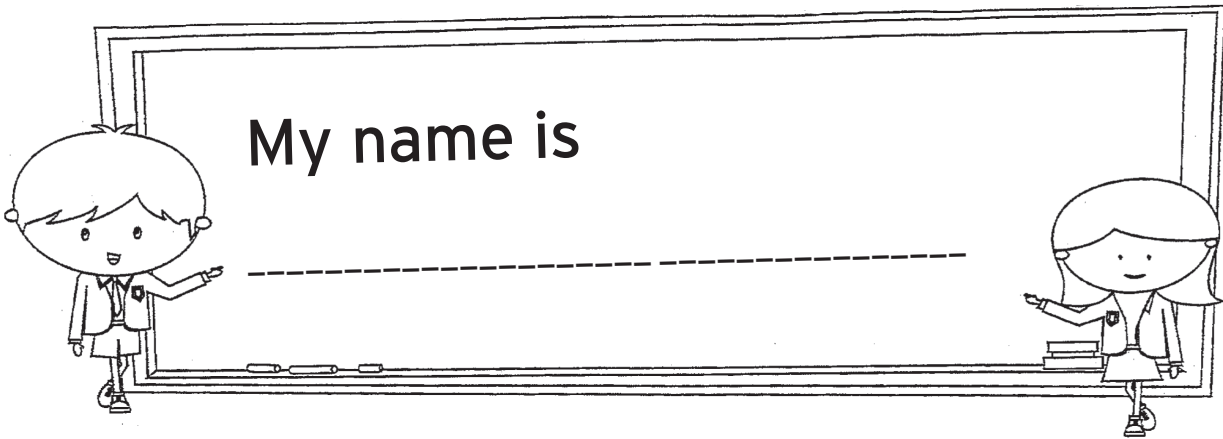
Joe likes to sing.  
What kind of music do you like?



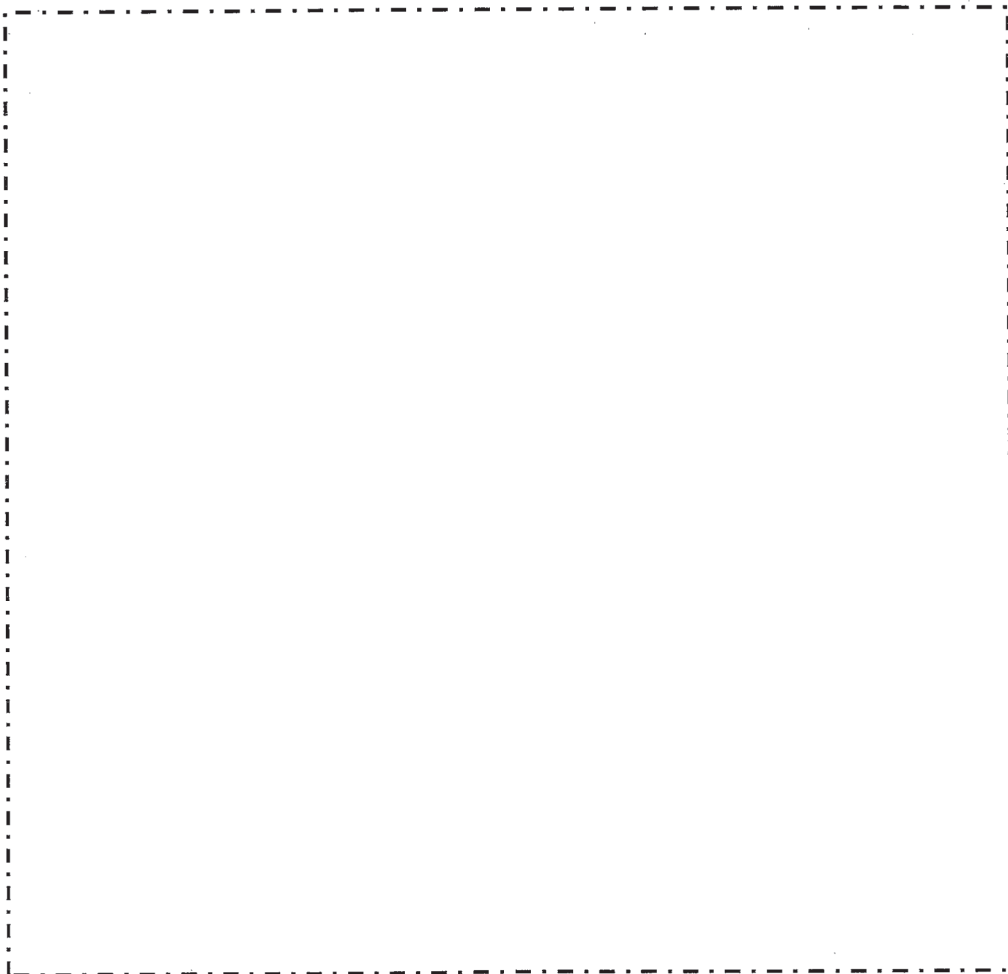
Sarah likes to jump rope  
What is your favorite activity?



# Where We Live: A Manual for Engaging Parents



**Draw a picture of yourself!**

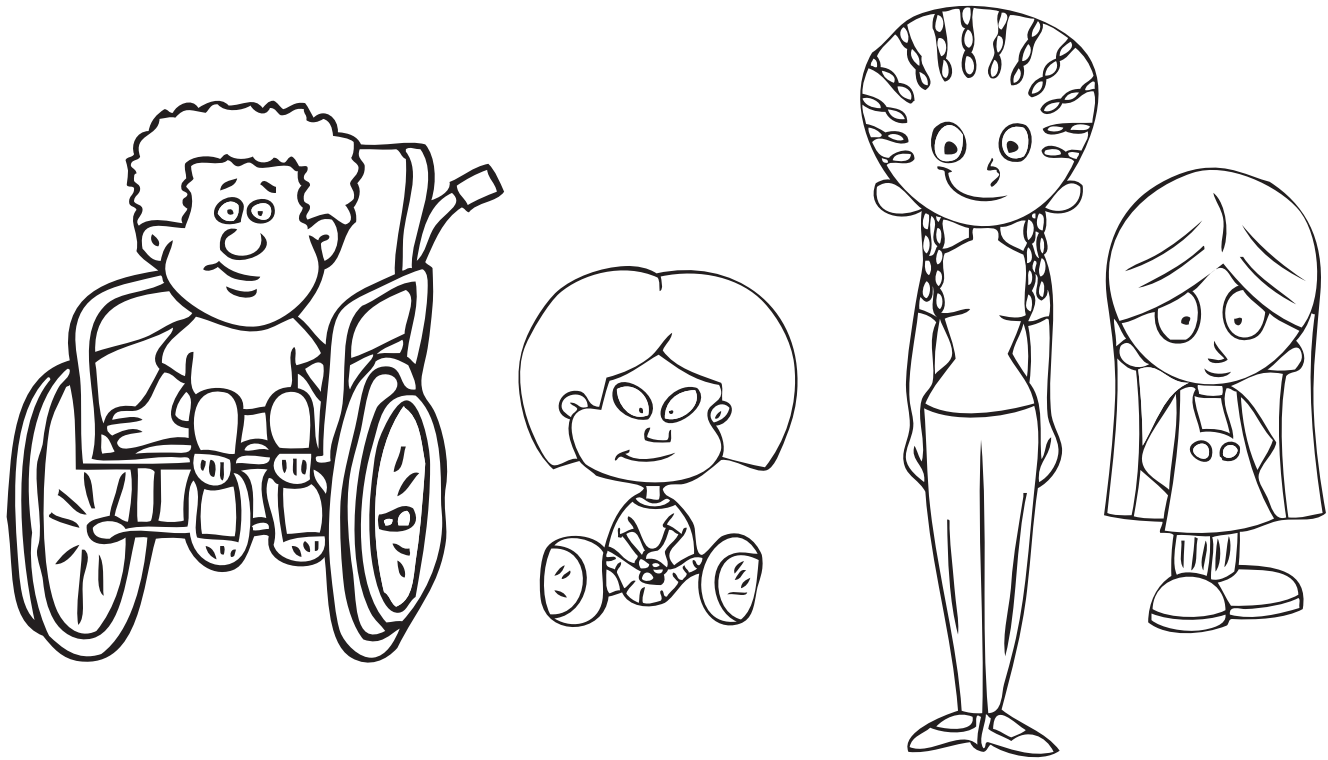


Mini-Opp 2B

# it's all about me

## activity book

*Illustrated by Scott Wisneski*



coloring book created by Pittsburgh Action Against Rape.  
Education & Training Department  
for Pennsylvania Coalition Against Rape

Supported in part by the Commonwealth of Pennsylvania Department of Public Welfare

# IT'S ALL ABOUT

**my** **friends** **are** I am  years old

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



These are adults I can go to for help:

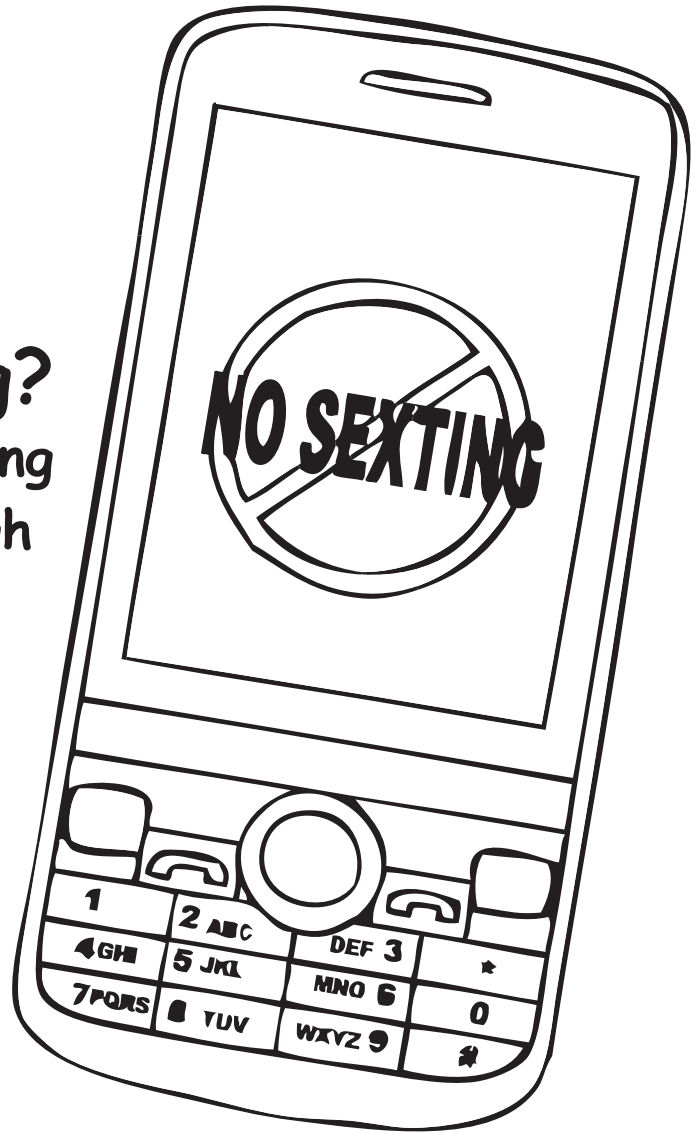
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### My Favorite Things

|              |              |
|--------------|--------------|
| <u>Color</u> | <u>Food</u>  |
| <u>Book</u>  | <u>Music</u> |

## COLOR YOUR NEW CELL PHONE

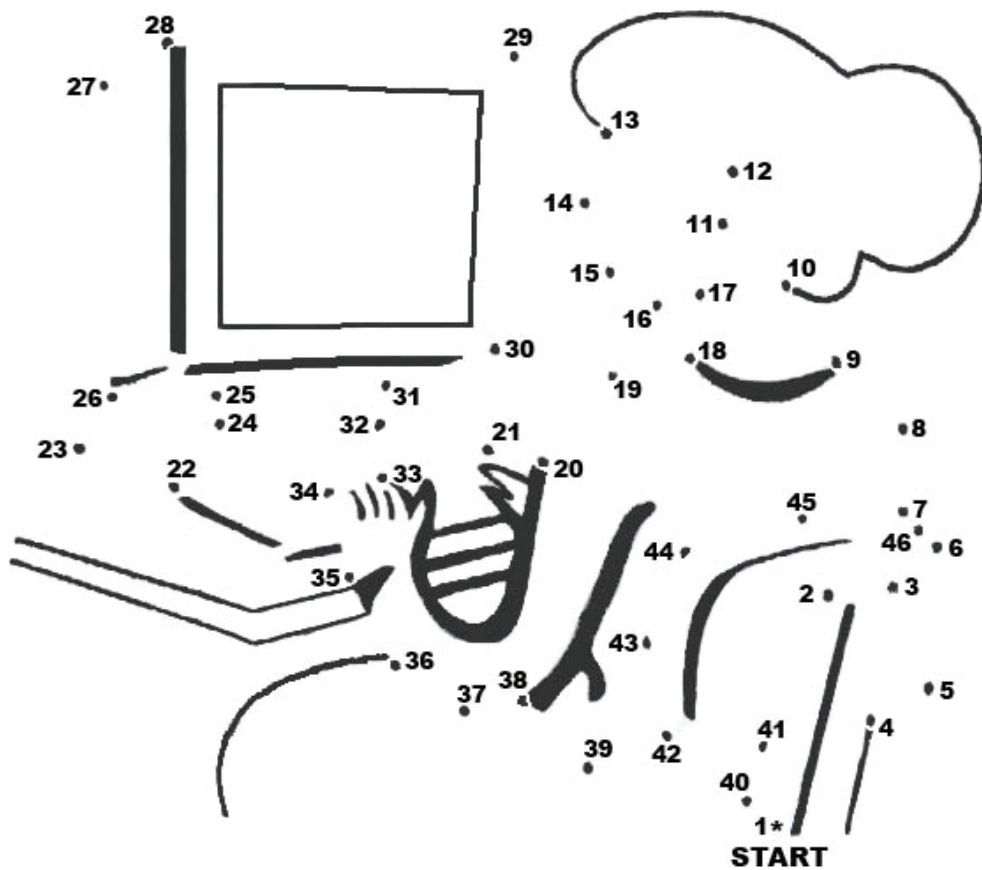
**What is sexting?**  
Sending and/or receiving  
naked pictures through  
text messages.



If I received a text message with a  
naked picture I would tell these adults:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# INTERNET SAFETY



Do not give out personal information (name, address, phone number) to anyone online.

Do not post anything that is hurtful, disrespectful, or embarrassing. Remember, ANYONE can see what is on the internet.

Never go into chat rooms online or in video games. Remember people can lie about who they are online.

## My Safety Puzzle



tell

stop

adult

safe

unwanted

touch

words

boundaries

pictures

sexting

my body

uncomfortable

angry

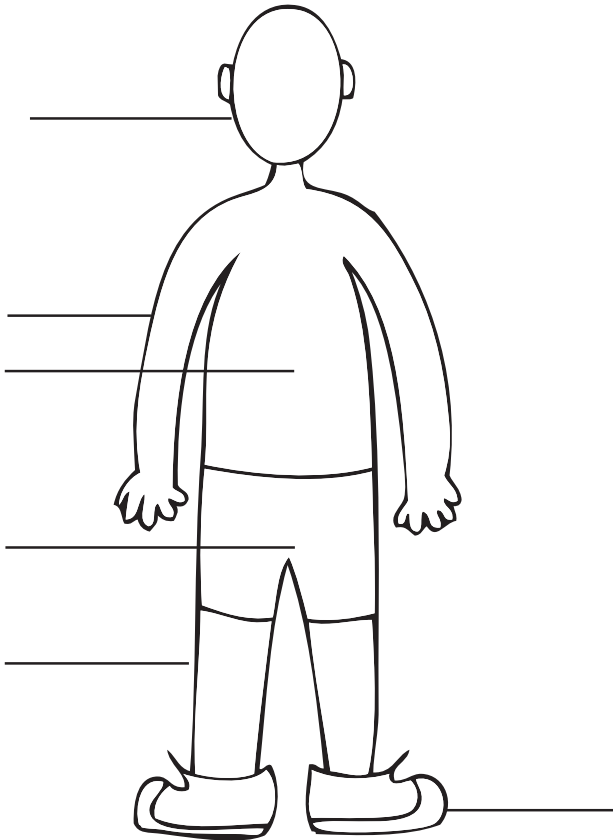
hugs

embarrassed

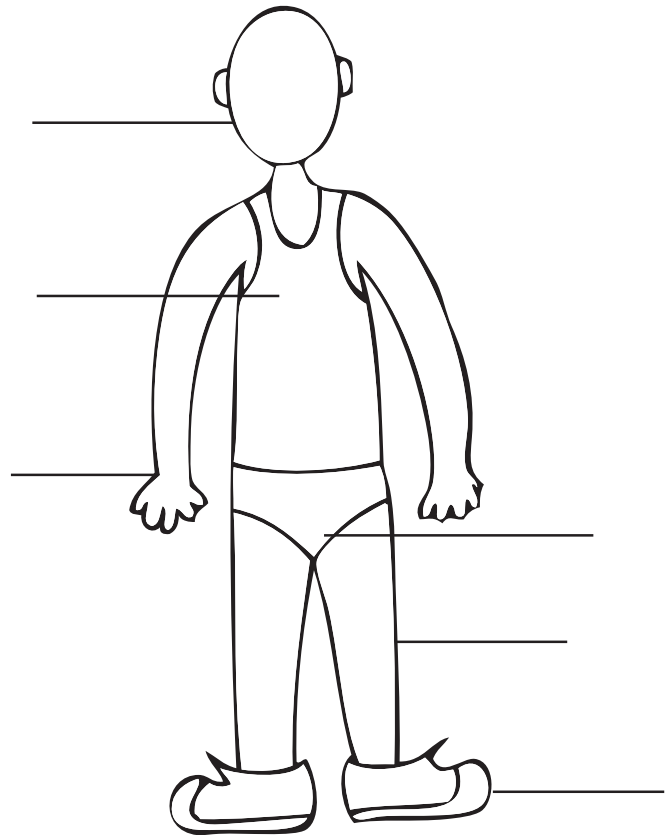
chatroom

# IT'S OUR BODY

**boy**



**girl**

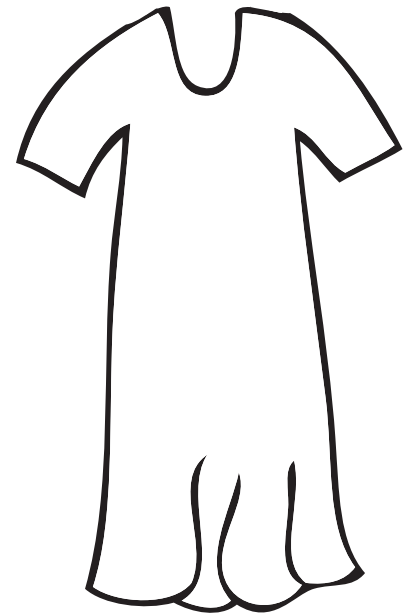
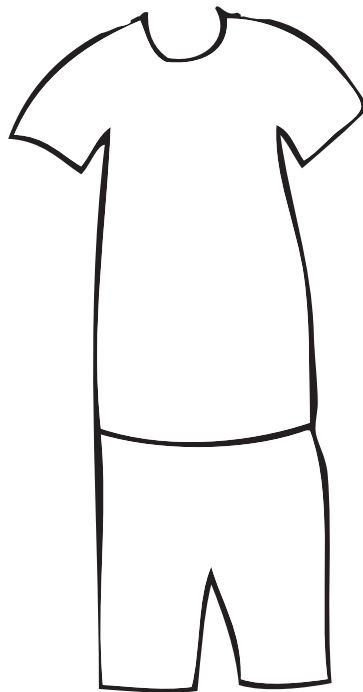
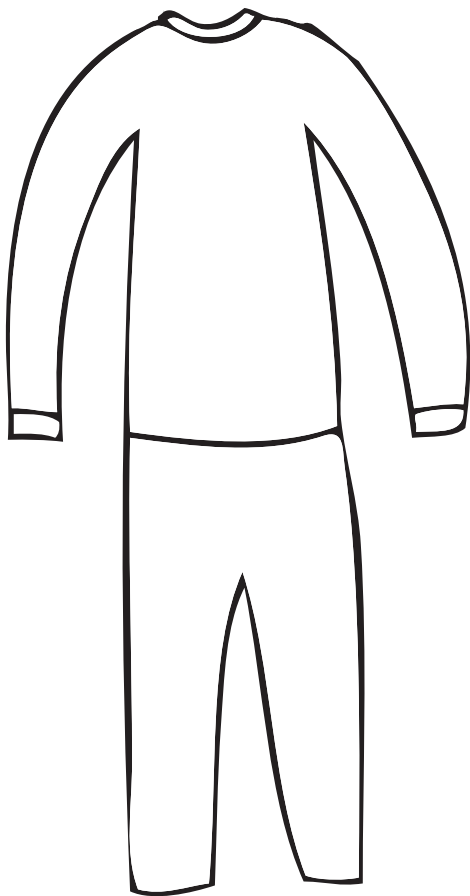


**Name each body part.**

**Draw your face and color in.**

# Where We Live: A Manual for Engaging Parents

**Color in your clothes, then cut along the solid lines.  
Glue your body on the previous page!**





## More Bystander Role Plays!

Give each pair of the participants one of the role plays. Instruct each pair to read their role play and then respond to the following prompts:

What are you, the bystander, thinking and/or feeling?

What could you, the bystander, say or do in the situation?

1. At halftime during your son's basketball game, the dance team performs a sexually suggestive song you feel is inappropriate.
2. Your son shares, that during guest presentation in the auditorium, a group of boys referred to the presenter as a "slut" and "whore," and a teacher was sitting right behind them.
3. Your neighbor refers to the teenager living next door as a "little slut who deserves whatever she gets."
4. Your 3-year-old walks into a room while you and your friend are talking. As she plays, she touches her vagina and rubs it. Before you can say anything, your friend tells your daughter she will go blind if she keeps touching her "birdie."
5. Your child often plays outside with a friend after school. Lately, you have seen an adult in your neighborhood frequently invading children's personal space and spending time with the children.
6. While driving your 8-year-old and her friends home from basketball practice, you overhear the girls singing sexually explicit lyrics. When you reach Sally's house, her mother comes out to meet her.

# Where We Live: A Manual for Engaging Parents

7. You and your neighbor occasionally take turns watching one another's children for brief errands. Recently, you hear your 5-year-old daughter using sexual language and see her mimicking sexual poses, and she mentions watching a movie at your neighbor's house.
8. Your 7-year-old daughter and her friend are playing Barbies. When you pass by them playing, you notice that none of the dolls have clothes on.
9. Lindsay's first grade class has a new student teacher this semester. The young woman is very popular with the children and brings them silly bands for good behavior. Getting dressed for school one morning, Lindsay tells you she wants to be "special friends" with her teacher.
10. A storm damages your home and you have hired a contractor to fix the damage. One of the employees is frequently engaged in sexually explicit conversations and tries to talk with your children and their friends when you are in another room.
11. At the family reunion you notice a family member "accidentally" brushing up against your young child.
12. Your daughter is in a dance recital, and while attending the rehearsal, you are concerned about the dance moves which seem sexually provocative and inappropriate for children.
13. Your daughter is in a dance recital and you are concerned about the outfit sent home.
14. At your daughter's weekly soccer game, you notice a man taking pictures of all the girls.

## Challenge Role Plays

Give each pair of the participants one of the role plays. Instruct each pair to read their role play and then respond to the following prompts:

What are you, the bystander, thinking and/or feeling?

What could you, the bystander, say or do in the situation?

1. You notice the neighbor's babysitter frequently watches adult-themed movies and invites her boyfriend over.
2. Mr. Lucas, a retired school teacher, always buys the neighborhood children playing alone in the street ice cream. He then encourages the child to eat the ice cream in his house.
3. One of the neighborhood children tells you that some of the older students riding the bus are pulling their pants down during the ride home.
4. There is an adult man frequently waiting outside of the school when the after-school program dismisses the students. He is not a parent and all of the children go over to talk to him. You see some of the children sitting on his lap.
5. You see your neighbor's husband driving some of the teenagers from the neighborhood to the mall and your neighbor doesn't have children.
6. Your daughter, Ashleigh who is nine, has spent her regular weekend visit with her father and his new girlfriend. As you are walking to your bedroom you notice that Ashleigh is singing into a hairbrush and grinding her body into the back of a chair. You ask her what she is doing and she tells you that this weekend, her dad's new girlfriend let her watch VH1 and MTV.
7. Your son, Thomas, attends Boy Scout meetings, and you notice there is a young man helping every week and he is not dressed like the group leader.
8. You see your 2-year-old granddaughter kissing her doll for long periods of time moving her head from side to side dramatically.

## Mini-Opp 3A

### What Have I Done?

#### PARENT REFLECTION QUESTIONS:

How do I model or show my child through actions and words how to stay safe?

How do I model or show my child through actions and words how to help keep others safe?

How do I model or show my child through actions and words how to ask others for help when I feel unsafe?

How do I model or show my child through actions and words how to offer help when asked?

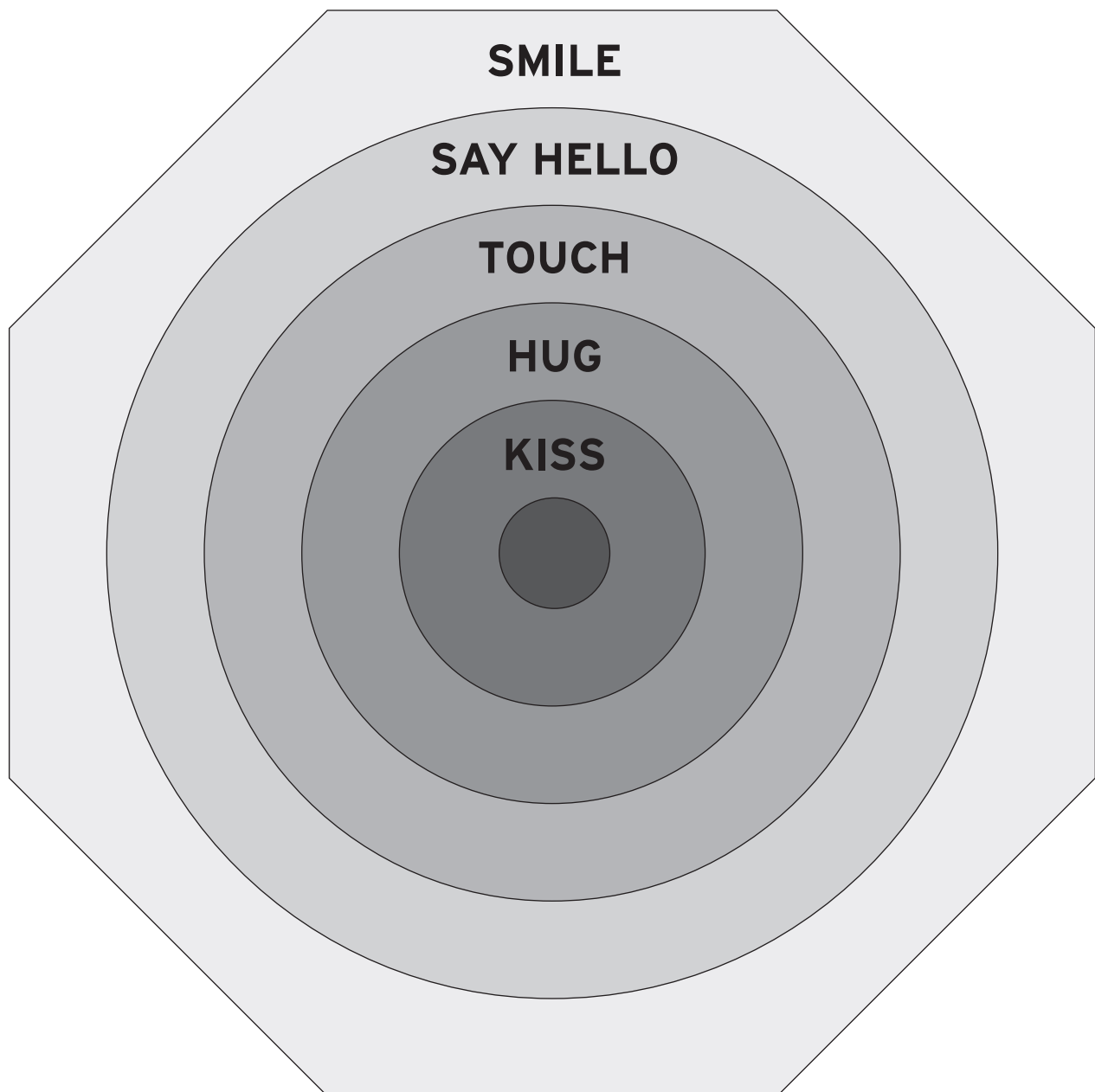
## Mini-Opp 3B

### Circles Worksheet

#### DIRECTIONS:

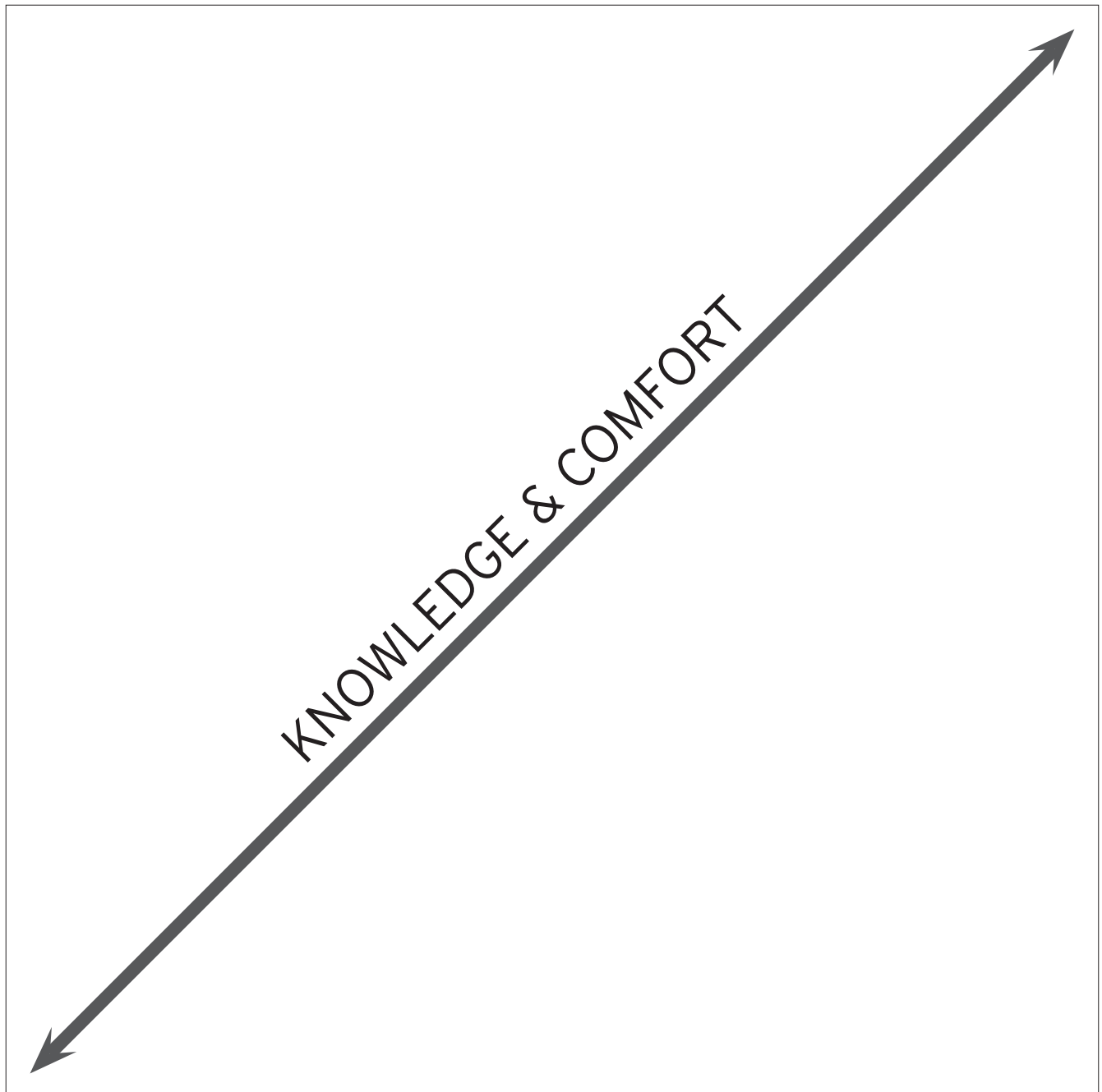
Make a list with your child of the adults he/she comes into contact within a week.

Place each adult within the appropriate boundary circle. For example, "Mom" might go into the hug and/or kiss boundary circle, but "Teacher" might go into smile and/or say hello boundary circle.



## Assessing Your Comfort

Place the numbers and corresponding behaviors from the next page along the continuum depending upon your comfort discussing with your child.



# Where We Live: A Manual for Engaging Parents

*Place number which corresponds to the behaviors below along the continuum on the "Access Your Comfort" worksheet 3A reflecting your comfort discussing the behavior or topic with your child.*

Talking to my child about....

1. Hugging a family member
2. Textual harassment
3. Sitting on a stranger's lap
4. Kissing a family member
5. Kissing a stranger
6. Naming body parts
7. Kissing within a relationship
8. Values and sexual activity
9. Hugging a stranger
10. Respect between genders
11. Sexting
12. Shared responsibility within relationships
13. What a relationship should feel like
14. How partners in a relationship should treat one another
15. Anatomical differences between males and females
16. Sitting on a family member's lap
17. Where babies come from
18. Masturbation
19. Sexual intercourse
20. Sexual activity

# Where We Live: A Manual for Engaging Parents

## Openers

Lots of what I have seen on television shows people casually engaging in sexual activity or sex. I want to let you know how I feel about that and what I believe is important regarding sexual activity.

Remember when we talked about some of the differences and different things boys and girls may like. I wanted to talk about a few more things. You asked about boys and girls liking different colors or activities, and I said each individual has different likes and differences. It is also true that boys' and girls' bodies are different.

Gabby, I noticed Uncle Joe giving you lots of hugs at the birthday party on Saturday. How did that feel to you? Was that okay? Did you like all of those hugs?

Mark, did you like sitting on my lap and reading a story last night? What if our new neighbor asked you to sit on his lap? Let's talk about how you and I can decide together whose lap it is okay to sit on or not.

Gwen, sometimes someone wants to give me a hug and I don't feel like it or that person makes me uncomfortable — have you ever felt that way? I want to share with you what I have done and who I shared that with and got help from.

Lou, I've heard a lot on the news lately about texting and bullying and naked pictures — have you ever seen or heard anything like that at school or with your friends?

**ADDITIONAL OPENERS:**

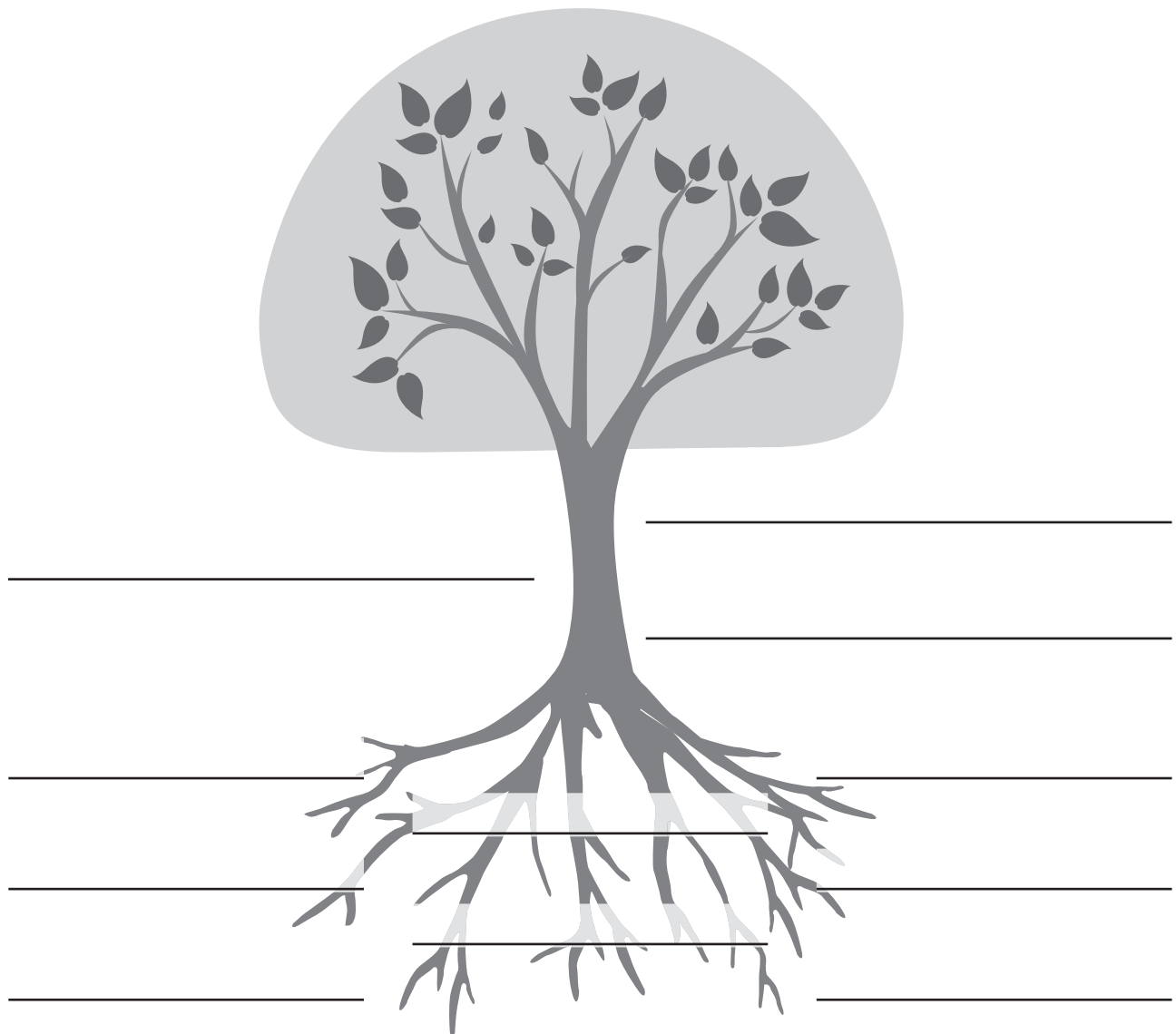


## Building My Foundation

As parents, we ask about school, friends, and activities. We may not routinely discuss sex education, sexual development, sexual abuse prevention, and healthy sexuality. Whether we are talking about those topics or not, our children are receiving messages from many sources. Please think about the sources providing information to your children and write them in the roots.

Circle the top three sources from which you want your child to take information. Think about what you circled and why.

What specific values or lessons do you want your child to have? Once you identify the values or lessons, write them on the lines provided coming from the trunk of the tree.



## Mini-Opps 4

### Teachable Moments

Please complete each scenario thinking about how you may/may not respond differently depending upon your child's age and/or developmental stage.

While eating dinner, your 4-year-old asks about the difference between boys and girls. Would your answer differ if you child was seven or ten? If so, how?

Your 5-year-old asks how a baby gets in a mom's belly. Would your answer differ if you child was seven or ten? If so, how?

You walk into the room and find your 5-year-old masturbating while watching television. Would your answer differ if you child was seven or ten? If so, how?

You are bathing a younger child and your 4-year-old asks about the difference in anatomy. Would your answer differ if you child was seven or ten? If so, how?

Your 5-year-old shares his/her unhappiness with relatives kissing and hugging at holidays. Would your answer differ if you child was seven or ten? If so, how?

Your 5-year-old ASKS what sex is. Would your answer differ if you child was seven or ten? If so, how?

You are watching television and a couple is kissing. How could you use that opportunity to talk with your child?

A song with sexual lyrics is on the radio, how could you use that opportunity to talk with your child?

How could you use a commercial advertising a provocative movie for adolescents as an opportunity to talk with your child?

## Parent Involvement Project

### PARENT POST-WORKSHOP SURVEY

Thank you for taking part in these workshops. Before we finish, we would like to hear **what you think** about some of the things we talked about. **There are no right or wrong answers.** Some of the questions may be familiar. Knowing what you think **now** will help us improve this group in the future.

This survey is **anonymous**. Do **not** write your name on it. If you are uncomfortable answering a question, you may skip it.

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#### Which groups did you attend?

- Group #1 (Boundaries and Warning Signs)
- Group #2 (What to Do Videos and Discussion)
- Group #3 (What to Do Roleplays)
- Group #4 (Talking with Children About Sexuality)

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#### Tell us your unique number

On the first survey, you wrote a unique number. We need to know that number again so we can match up your first survey with this one. That number was the last four digits of the phone number you use most often.

\_\_\_\_\_

This number will only be used to match surveys. It can **not** be used to identify who you are.

Continue on other side



## How Would You Feel?

Imagine that your child is 8 years old. How comfortable would you feel if the following things happened? Then tell us how likely you would be to take some kind of action with the adult (for example, talk with them, tell them to stop, do something to change what they are doing, etc.)

|  | I would feel...    |                        |              |                      |                  | I would do something...        |                             |  |
|--|--------------------|------------------------|--------------|----------------------|------------------|--------------------------------|-----------------------------|--|
|  | Very Uncomfortable | A Little Uncomfortable | I'm Not Sure | A Little Comfortable | Very Comfortable | I would <u>not</u> do anything | I <u>might</u> do something | I would <u>definitely</u> do something |
| The school crossing guard gives your child a "high five."                    |                    |                        |              |                      |                  |                                |                             |  |
| An uncle gives your child a kiss on the cheek.                               |                    |                        |              |                      |                  |                                |                             |  |
| Your boy/girlfriend or spouse walks into your child's room without knocking. |                    |                        |              |                      |                  |                                |                             |  |
| Your pastor asks your child to sit on his lap.                               |                    |                        |              |                      |                  |                                |                             |  |
| You notice a porn magazine in your babysitter's bathroom.                    |                    |                        |              |                      |                  |                                |                             |  |
| Your boy/girlfriend or spouse masturbates where your child can see.          |                    |                        |              |                      |                  |                                |                             |  |
| The babysitter won't stop tickling your child when told to "stop."           |                    |                        |              |                      |                  |                                |                             |  |
| Your neighbor often gives your child gifts.                                  |                    |                        |              |                      |                  |                                |                             |  |

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## What Would You Do?

There is a teacher's aide at your child's school who is always giving the children hugs. Some of the children seem to like it but others look uncomfortable.

In this situation, how likely are you to do the following things?

|   | I would <u>not</u> do this | A little likely to do this | Moderately likely to do this | Very likely to do this | I would <u>definitely</u> do this |
|---|----------------------------|----------------------------|------------------------------|------------------------|-----------------------------------|
| Keep watching the adult.  |                            |                            |                              |                        |                                   |
| Talk with another parent about the situation.   |                            |                            |                              |                        |                                   |
| Notify an authority figure (for example, someone at the school, a city official, etc.). |                            |                            |                              |                        |                                   |
| Call ChildLine.   |                            |                            |                              |                        |                                   |
| Call the police.  |                            |                            |                              |                        |                                   |
| Ask your child what they think about the adult.   |                            |                            |                              |                        |                                   |
| Tell your child to avoid the adult.   |                            |                            |                              |                        |                                   |
| Talk with YOUR CHILD about what to do if they feel uncomfortable with the adult.        |                            |                            |                              |                        |                                   |
| Talk with OTHER CHILDREN about what to do if they feel uncomfortable with the adult.    |                            |                            |                              |                        |                                   |
| Talk with the adult and get to know him/her better.                                     |                            |                            |                              |                        |                                   |
| Ask the adult about what he/she is doing.   |                            |                            |                              |                        |                                   |
| Explain to the adult why you are not comfortable with his/her behavior.                 |                            |                            |                              |                        |                                   |

# Where We Live: A Manual for Engaging Parents

## What Would You Do?

One afternoon when you pick your child up from summer daycamp you see your child, in her/his bathing suit, sitting on the lap of a camp counselor who is tickling your child. When the counselor says goodbye to your child they call your child "beautiful" and ask for a hug.

In this situation, how likely are you to do the following things?

|   | I would <u>not</u> do this | A little likely to do this | Moderately likely to do this | Very likely to do this | I would <u>definitely</u> do this |
|---|----------------------------|----------------------------|------------------------------|------------------------|-----------------------------------|
| Keep watching the adult.  |                            |                            |                              |                        |                                   |
| Talk with another parent about the situation.   |                            |                            |                              |                        |                                   |
| Notify an authority figure (for example, someone at the school, a city official, etc.). |                            |                            |                              |                        |                                   |
| Call ChildLine.   |                            |                            |                              |                        |                                   |
| Call the police.  |                            |                            |                              |                        |                                   |
| Ask your child what they think about the adult.   |                            |                            |                              |                        |                                   |
| Tell your child to avoid the adult.   |                            |                            |                              |                        |                                   |
| Talk with YOUR CHILD about what to do if they feel uncomfortable with the adult.        |                            |                            |                              |                        |                                   |
| Talk with OTHER CHILDREN about what to do if they feel uncomfortable with the adult.    |                            |                            |                              |                        |                                   |
| Talk with the adult and get to know him/her better.                                     |                            |                            |                              |                        |                                   |
| Ask the adult about what he/she is doing.   |                            |                            |                              |                        |                                   |
| Explain to the adult why you are not comfortable with his/her behavior.                 |                            |                            |                              |                        |                                   |

# Where We Live: A Manual for Engaging Parents

## How Would You Decide?

If you think an adult may not be safe for children, there are many things you might think about when deciding what to do.

Please tell us how important each of these thoughts would be to you if you were thinking about doing something (for example, talking with the adult or reporting the situation to an authority).

|  | Not at all important | A little important | Moderately important | Very important |
|--|----------------------|--------------------|----------------------|----------------|
| I can prevent a child from being hurt.   |                      |                    |                      |                |
| It is important for everyone in the community to keep children safe.                       |                      |                    |                      |                |
| Friends will look up to me and admire me if I do something about the situation.            |                      |                    |                      |                |
| My friends or family might be angry with me if I do something about the situation.         |                      |                    |                      |                |
| I could be in danger if I confront the adult.  |                      |                    |                      |                |
| I could be in danger if I tell someone what I suspect.                                     |                      |                    |                      |                |
| I could make the wrong decision and say something when nothing was really wrong.           |                      |                    |                      |                |
| I have to be 100% certain that a child is being abused before I do anything.               |                      |                    |                      |                |
| People might think I am over reacting.   |                      |                    |                      |                |
| I would feel bad if I wrongly accuse someone.  |                      |                    |                      |                |
| It's better to be safe and do something even if I'm not sure that a child is being abused. |                      |                    |                      |                |

# Where We Live: A Manual for Engaging Parents

## What Do You Talk About With Your Children?

How old are your children? \_\_\_\_\_

|  | How <u>confident</u> are you at talking with your child about this? |                    |                  |                | In the <u>past month</u> have you talked with your child about this? |    |
|--|---|--------------------|------------------|----------------|--|----|
|  | Not At All Confident  | A Little Confident | Mostly Confident | Very Confident | Yes  | No |
| What they like to do.  |   |                    |                  |                |  |    |
| Who their friends are.   |   |                    |                  |                |  |    |
| Who their favorite adults are.   |   |                    |                  |                |  |    |
| What your child is good at.  |   |                    |                  |                |  |    |
| Things about your child that make you proud.                           |   |                    |                  |                |  |    |
| Proper names for their penis or vagina.                                |   |                    |                  |                |  |    |
| What body parts are private.   |   |                    |                  |                |  |    |
| What to do if an adult makes them feel uncomfortable.                  |   |                    |                  |                |  |    |
| What to do if an adult touches their private areas.                    |   |                    |                  |                |  |    |
| How babies grow in their mother's belly.                               |   |                    |                  |                |  |    |
| What sex is.   |   |                    |                  |                |  |    |
| How they decide when they are ready for things like kissing on a date. |   |                    |                  |                |  |    |
| How they decide when they are ready for sex.                           |   |                    |                  |                |  |    |
| What to do if they get lost.   |   |                    |                  |                |  |    |
| <b>PRACTICING</b> what to do if they get lost.                         |   |                    |                  |                |  |    |
| <b>PRACTICING</b> what to do if an adult touches their private areas.  |   |                    |                  |                |  |    |



# Where We Live: A Manual for Engaging Parents

## What Do You Think About These Groups?

|  | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| The groups were worth my time.   |                   |          |       |                |
| The presenters knew what they were talking about.                      |                   |          |       |                |
| I felt supported during the groups.                                    |                   |          |       |                |
| I got good ideas I can use with my child.                              |                   |          |       |                |
| There was enough time to ask questions.                                |                   |          |       |                |
| There was enough time to talk with other parents about issues we face. |                   |          |       |                |
| The presenters respected me.   |                   |          |       |                |
| I would tell my friend or family to come to a group.                   |                   |          |       |                |

### Is there anything else you want to tell us about the groups?

We especially want to hear about what you liked, what you did not like, and how you will use what you learned.

**Thank you!**

If you have any questions about this survey or if there is anything we can do to help you, let us know.