



Reading Guide

Pre-K through 3rd Grade



Safe Haven does not discriminate on the basis of sex, gender, gender expression, or sexual orientation in its educational programs and activities.

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GERI Discussion and Activity Guide

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Grow Engage Read Imagine (GERI) Program Overview



The graphic features the GERI logo on the left, which includes the word "geri" in a large, blue, lowercase font with a yellow dot above the "i", and the words "Grow Engage Read Imagine" in a smaller, grey, sans-serif font below it. The logo is set against a background of a bookshelf and an open book. To the right of the logo, there are three illustrations of people reading books, each accompanied by a heading and a description of the program's goals.

- CHANGING SOCIAL NORMS**
GERI uses books to offer alternatives to violence
- PROMOTING YOUTH LEADERSHIP**
Stories show characters of diverse backgrounds and beliefs
- EMPOWERING PARENTS AND CAREGIVERS**
Empowering parents to have ongoing conversations on healthy relationships

Grow Engage Read Imagine (GERI) is an initiative of Safe Haven Ministries, promoting healthy communities through reading.

GERI's goal is to prevent violence, beginning with young children, encouraging and supporting healthy relationships and non-violent conflict resolution.

Find the PreK-3rd grade GERI book collection and resources in the "Book Nook" displays at these GRPL branch locations:
Seymour, West Leonard, Yankee Clipper, & Main (Youth Services).



Scan here,
or visit gerigr.org
to learn more.



Safe Haven Ministries is a comprehensive domestic violence and human trafficking agency located in Grand Rapids, Michigan. The team at Safe Haven believes that violence and human trafficking are completely preventable. We believe that we can inspire our community and others to unite in ending violence.

Grow Engage Read Imagine (GERI) is a grant-funded initiative of Safe Haven Ministries. This reading initiative seeks to use books to heal, teach, and empower. We want to give caregivers and parents tools and resources to help them have important conversations with their child(ren).

The selected books are age-appropriate and rooted in child development theory, best reading practices for children, and best practices in violence prevention education. The main topics explored include:

Bullying
Boundaries & Consent
Communication
Community
Creativity & Imagination
Diversity, Equity, Inclusion
Empowerment / Leadership

Family & Family Structure
Feelings & Emotions
Friendship
Representation
Respect
Self-Esteem

When we normalize equality, promote healthy relationship skills, build awareness, step in to help others, and connect teens to trusted adults, we are working towards a world free from violence. Parents and Caregivers play an important role in preventing violence.

The Centers For Disease Control and Prevention calls the ideas above “protective factors.” Watch the “[Moving Forward](https://youtu.be/FJDwe2RkOqo)”¹ video on YouTube to learn more about protective factors.



"Moving Forward"
video

¹ <https://youtu.be/FJDwe2RkOqo>

Important Note for Caregivers

Violence is a sad reality in our world, and many people in our community experience violence regularly. Some of the books included in the GERI collection contain stories that show different forms of harm. Safe Haven's goal is not to show or promote violence for entertainment or shock value. Our goal is to support families as they learn and talk about important topics like **Bullying, Boundaries, Consent, Communication, Community, Creativity, Imagination, Diversity, Equity, Inclusion, Family, Feelings, Emotions, Friendship, Representation, Respect, and Self-Esteem.** We know that these issues deeply impact our community. It is our hope that we can all work together to nurture safe and supportive communities for everyone.

When Children and Youth Decide to Share

It is difficult to imagine that anyone would want to harm a child. But the truth is that there are many people who will. Sometimes, talking to children about topics addressed in the GERI books can lead to a child opening up about violence or abuse they have experienced. We call this “**making a disclosure.**”

It's usually difficult to receive this disclosure, but it's important to remember that this is a result of your support. The child felt safe enough to tell you. This is important because, all too often, children and teens don't initially disclose abuse out of fear.

Below are four important steps you can take following a disclosure:

1. Thank them for trusting you and let them know you believe them.
2. Let them know that what was done to them was not their fault and that you're sorry they were harmed.
3. Keep them away from the person who harmed them.
4. Seek professional help to support them.

Self Care

When reading and discussing GERI books, remember your own self-care. If what you read feels overwhelming, take a break. Reach out to someone you trust to talk about how you are feeling.

Reading about any type of violence can feel heavy. If you have personally experienced violence or abuse, it can be especially difficult to talk to your child(ren) about topics that remind you of your own experience.

Reading these books with a child or discussing the books can bring up difficult feelings. These feelings are normal. To address these challenges, try building a system of support that helps you as you begin to explore more of these topics in depth with the children in your life. These additional supports will aid in processing those hurtful reminders and understanding the responses you may have to them.

Supports may look like:

- Calling hotlines that specialize in domestic and sexual violence
- Reaching out to advocates at local domestic and sexual violence agencies
- Having a friend, a family member, or a partner that you can speak with
- Putting a pause on the discussion until you're emotionally ready to continue

You aren't alone, and you don't have to go through it alone. On [page 42](#) of this guide, you will find a community resource directory.

Safe Haven is a place to visit/call/text for help and support.

**Safe Haven Ministries
2627 Birchcrest Dr. SE (8a-5p)
616-452-6664 (24/7)
Webchat is available at shmgr.org (24/7)**

PreK - 3rd Grade



Discussion & Activity Guide

The PreK - 3rd Grade Discussion and Activity Guide pairs with Grow Engage Read Imagine (GERI) books for children up to 8 years old. The guide includes a brief description of each book and its main topics. There are discussion questions to help guide ongoing conversations with your child(ren), and fun activities designed to promote healthy relationships, boundaries, and positive social norms.



All Are Welcome

by Alexandra Penfold, Suzanne Kaufman

Description: The children at this school are all unique and different from each other, but all are welcome. At this school, kids in patkas, hijabs, yarmulkes, and baseball caps all play together. Follow the friends along as they learn from each other and gather to celebrate Lunar New Year with their community.

Topics: Community; Diversity, Equity & Inclusion (DEI); Respect

Discussion Questions

1. What does it mean to include someone? When have you felt included?
2. What does it mean to exclude someone? How does it feel to be excluded?
3. In *All Are Welcome*, everyone can come as themselves. How can you be welcoming to other people?

Activity

Drawing Community

At the end of *All are Welcome*, everyone comes together for a community meal and event. Have children draw their own version of sharing a community event by drawing people who represent their community in attendance.

After Reading a **geri** Book

Please Scan This Code.

Thank You!



SCAN ME

The Color Monster: A Story About Emotions

by Anna Llenas

Description: One day, Color Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad, and scared all at once! To help him, a little girl shows him what each feeling means through color. As this adorable monster learns to sort and define his mixed up emotions, he gains self-awareness and peace as a result.

Topics: Feelings, Emotions

Discussion Questions

1. What does Color Monster's friend say to do when feelings are all mixed up?
2. When you are scared, who makes you feel brave?
3. What is the last color in the book and what do you think it means?

Activity

Emotion Bingo

Create a bingo board for your child, each with 12 squares that feature various feelings/ faces (you can add more squares for older children). Have children draw a feeling name from a bag and then cover the matching feeling face with the paper that was drawn from the bag. When they cover a face, they can talk about events or memories that made them feel that emotion.

Feelings Jar Coloring Page

The *Feelings Jar* coloring activity on the next page is a great activity to go along with *The Color Monster*.

NOTE: A complete set of **Activity Printables and Worksheets** is also included on **page 43** of this guide, along with info on how to download additional copies.

After Reading a **geri** Book
Please Scan This Code.
Thank You!



SCAN ME

Name: _____



Feelings Jar

Fill this jar with words and pictures to show how you are feeling.



Counting On Community

by Innosanto Nagara

Description: Counting up from one stuffed piñata to ten hefty hens—and always counting on each other—children are encouraged to recognize the value of their community, the joys found in healthy eco-friendly activities, and the agency they possess to make change. A broad and inspiring vision of diversity is told through stories in words and pictures. And, of course, there is a duck to find on every page!

Topics: Community; Diversity, Equity & Inclusion (DEI); Friendship

Discussion Questions

1. What does community mean to you?
2. Can you describe the people and places in your community?

Activity

Community Helpers

Using the “Community Helpers” activity sheet on the next page, help your young reader match members of the community with a description of how each one helps make the community a better place. If possible, we suggest making a copy of the activity page, as it involves cutting and pasting. If making copies is not a possibility, another suggestion is to modify the activity using sticky notes, or simply talking through the activity.

NOTE: A complete set of **Activity Printables and Worksheets** is also included on [page 43](#) of this guide, along with info on how to download additional copies.

After Reading a **geri** Book
Please Scan This Code.
Thank You!



SCAN ME

Name _____



Community Helpers

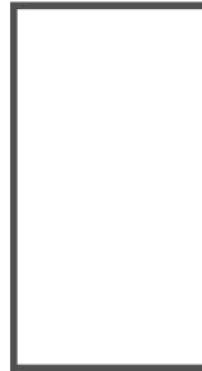
Cut out the pictures of the community helpers below and glue them into the correct box.



Who helps to
keep us
healthy?



Who flies a
spaceship?



Who grows
fruits and
vegetables?



Who helps
you to read
and write?



Who puts out
fires?



Who bakes
cakes and
pies?



Who helps
keep us safe?



The Day You Begin

by Jacqueline Woodson and illustrated by Rafael López

Description: Sooner or later, you will face a time when you walk into a room and find that nobody there is quite like you. There are lots of reasons you might feel different, whether it's the way you look, the way you talk, where you're from, or what you eat. It's not easy to take those first steps when nobody knows you yet, but somehow you find the courage to do it.

Topics: Community; Diversity, Equity & Inclusion (DEI); Friendship

Discussion Questions and Activities

1. Are there times you feel different from those around you? When is that?
2. The other kids didn't always understand their classmates. How can you make someone who is different from you feel welcome?
3. What is one thing that is special or unique about you?

Activity

Draw What Makes You Feel Confident

In *The Day You Begin*, each child talked about not feeling brave enough to express themselves. With your young reader, have them draw out what makes them feel brave and confident. After they finish their drawing, have them answer the following questions:

1. What is your drawing of?
2. Why does it make you feel confident?
3. Can you use this to make others feel brave?

**After Reading a *geri* Book
Please Scan This Code.
Thank You!**



SCAN ME

Don't Touch My Hair!

by Sharee Miller

Description: Just about everywhere Aria goes, someone wants to touch her fluffy, curly hair. Whether she's in the street, under the sea, in the jungle, or even in space, strangers (and strange creatures) try to touch Aria's hair. Finally, she has had enough!

Topics: Boundaries & Consent; Communication; Diversity, Equity & Inclusion (DEI); Empowerment

Discussion Questions

1. What does Aria love about herself? Name two things you like about yourself.
2. Do you think Aria likes it when people try to touch her hair?
3. How can you tell someone that something that they are doing makes you feel uncomfortable?

Activity

Hair Stylist in the Making

Using flat paper plates, have children draw and color faces on however many they like. Then, using a pair of scissors, have them create new hairstyles for their paper plate friends. If you have glue and yarn, you could get creative with even more fun hairstyles!

After Reading a **geri** Book
Please Scan This Code.
Thank You!



SCAN ME

Giraffes Can't Dance

by Giles Andreae and Guy Parker-Rees

Description: Gerald the Giraffe just wants to dance, but like all giraffes, he has crooked knees and thin legs. It's hard for giraffes to dance! Thankfully, Gerald figures out how to dance his own way after hearing some encouragement from an unlikely friend.

Topics: Bullying, Self-esteem

Discussion Questions

1. What is Gerald the Giraffe good at doing?
2. What kind of things are you good at?
3. What kind of music do you like to dance to?
4. The cricket helps Gerald feel better when he is sad. Who (or what) makes you feel better when you are sad?

Activity

Have an Animal Dance Party!

Write down the names of a few different animals and then place them into a hat or small container. Have children pick out different animals, and create their own dances, based on how they think that animal would dance. Maybe they'll decide to tango like a T-Rex or cha cha like a cheetah. The point is to have as much fun and be as creative as possible!

After Reading a **geri** Book
Please Scan This Code.
Thank You!



SCAN ME

Hug Me

by Simona Ciraolo

Description: If you ever feel like you need a really big hug, you know exactly how Felipe the cactus feels. Of course, we also know that cactuses aren't exactly touchy-feely. Felipe's family is quite prickly! So, Felipe heads out to find a friend and, hopefully, a big hug.

Topics: Boundaries & Consent, Friendship

Discussion Questions

1. Why doesn't Felipe's family like to give hugs? What happens when you touch a cactus?
2. Felipe just wanted to hug his friend Balloon, but he hurt him. What can you do when you hurt someone, but not on purpose?

Activity

Greetings and Goodbye Chart!

This activity is a great way to teach kids about creating boundaries. Create a chart with drawings or symbols of actions for saying goodbye or hello. Work with your child to create options for the chart, like hugs, a pat on the back, mini dance parties, or a fist bump. Each day as they leave or are coming home, they get to decide what they would like to do.

After Reading a **geri** Book
Please Scan This Code.
Thank You!



SCAN ME

Julián Is a Mermaid

by Jessica Love

Description: Julián notices three women on the subway dressed up in beautiful gowns that end in fishtails and bright, billowing hair. When he gets home, he starts daydreaming about the magic he has seen and wants to dress up in his own fabulous mermaid costume. Julián sets off to create a tail from a butter-yellow curtain and a headdress from a potted fern. What will Julián's abuela think of the mess he's made or the costume he's created?

Topics: Creativity; Diversity, Equity & Inclusion (DEI); Empowerment; Family; Self-Esteem

Discussion Questions

1. How would you respond to Julián if he was your friend?
2. How could you make Julián feel welcome?

Activity

Mermaid Tails

Everyone can be a mermaid if they want to! Grab some colorful paper, crayons, glitter, and glue. Have children cut out what their mermaid tail would look like and then have them design it in whatever shape or fashion they please.

After Reading a **geri** Book
Please Scan This Code.
Thank You!



SCAN ME

La Catrina: Emotions-Emociones

by Patty Rodriguez and Ariana Stein

Description: Inspired by one of the most recognized symbols of Día de los Muertos (Day of the Dead), this book introduces little ones to emotional expressions and their first English and Spanish words—and teaches them to recognize feelings like emocionado (excited), triste (sad), and confiado (confident).

Topics: Communication, Emotions

Discussion Questions

1. What does the word confident mean? What makes you feel confident?
2. How do you show your feelings to others?
3. What can you do to make someone feel loved?

Activity

Emotion Chart

For this activity you will need crayons/colored pencils, paper, and a pencil. Just like this book shows us different emotions, let's draw different faces to show different feelings. Sometimes it can be hard to express ourselves, but creating and using an emotion chart can help us say what we are feeling. Draw a face for happiness, anger, fear, excitement, sadness, and any other emotions you can think of. Draw them in any color you like and then put the chart where you can see it for the future.

Emotions Coloring Page

The *Emotions* coloring activity on the next page is a great activity to go along with this book.

NOTE: A complete set of **Activity Printables and Worksheets** is also included on page 43 of this guide, along with info on how to download additional copies.

After Reading a **geri** Book

Please Scan This Code.

Thank You!



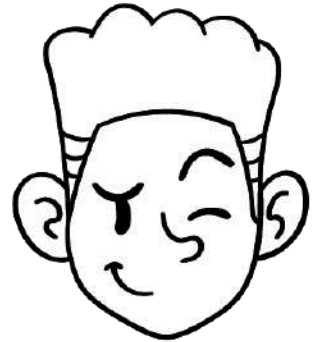
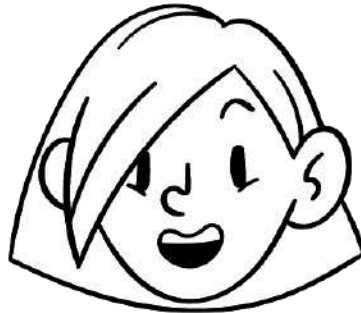
SCAN ME

EMOTIONS!



Name each emotion or feeling shown in the faces below.

Use colored pencil or crayons to add color to each one.



Mango Moon

by Diane De Anda and Illustrated by Sue Conelison

Description: When a father is taken away from his family and facing deportation, his children are left to grieve and wonder about what comes next. Maricela, Manuel, and their mother face the many challenges of having their lives completely changed by the absence of their father and husband. Their day-to-day norm now includes moving to a new house, missed soccer games and birthday parties, and emptiness. Maricela learns that her love for her father continues on even though he's no longer part of her daily life.

Topics: Community; Diversity, Equity & Inclusion (DEI); Family; Representation

Discussion Questions and Activities

1. What happened to Marciela's Papi?
2. Why does Marciela and her family have to move?
3. What does Marciela's Mama tell her about love?

Activity

Developing Coping Skills

Caregivers can help their child(ren) create their own list of healthy coping skills. Verywell Family has put together several resources and activities to help parents and caregivers teach coping skills to their children

Visit [verywellfamily.com/coping-skills-for-kids-4586871](https://www.verywellfamily.com/coping-skills-for-kids-4586871) for examples of coping skills children can use by themselves or with support from others.



Scan to explore
15 Coping Strategies
for Kids

After Reading a **geri** Book
Please Scan This Code.
Thank You!



SCAN ME

Missing Daddy

by Mariame Kaba and Illustrated by Bria Royal

Description: In this story, a little girl who misses her father because he's incarcerated, shares how his absence affects different parts of her life. Her greatest excitement is the days when she gets to visit her beloved father.

Topics: Emotions, Family

Discussion Questions

1. What does it mean to be a family?
2. Where did the little girl's Daddy go?
3. How does the little girl feel about her Daddy being in prison?

Activity

Watch Together

Go to YouTube and check out the video [Sesame Street in Communities](#) is a YouTube channel created by Sesame Street about a variety of topics that children may experience in the areas of health and well-being, school readiness, and emotional well-being.

PLEASE NOTE: Some of the content and topics presented are more sensitive, so you should preview these videos before sharing with a child. This particular episode contains a character that is sad about his dad being incarcerated followed by other children sharing their feelings about their parents being in jail.



**After Reading a *geri* Book
Please Scan This Code.
Thank You!**



SCAN ME

MY FAMILY

Draw a picture of your family and label them.
Be sure to include any pets you have!

A large, empty rectangular box with a black border, intended for the user to draw a picture of their family and label them.

My Three Best Friends and Me, Zulay

by Cari Best and Illustrated by Vanessa Brantley-Newton

Description: Zulay and her three best friends are all in the same first grade class. They study the same things, even though Zulay is blind. When their teacher asks her students what activity they want to do on Field Day, Zulay surprises everyone when she says she wants to run a race. With the help of a special aide and the support of her friends, Zulay does just that.

Topics: Community; Diversity, Equity & Inclusion (DEI); Friendship

Discussion Questions

1. Zulay says that she sees with her fingers. What does she mean by that?
2. Why does Zulay feel uncomfortable using her cane? Can trying new things be scary?
3. Can you name a time you were afraid you couldn't do something but your friends helped you do it?

Activity

Let's Watch Together!

Check out “Kids Meet a Guide Dog for the Blind” with HiHo Kids on youtube. HiHo Kids is a platform devoted to helping children explore the world and the people in it with them.

In this video children will meet Camille and her guide dog Egan as children ask questions about Camille’s experiences being blind and how Egan supports her.



After Reading a **geri** Book
Please Scan This Code.
Thank You!



SCAN ME

The Name Jar

by Yangsook Choi

Description: Being the new kid in school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious about whether American kids will like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from. On the day of her name choosing, the name jar mysteriously disappeared. Encouraged by her new friends, Unhei chooses her own Korean name and helps everyone pronounce it—*Yoon-Hey*.

Topics: Boundaries; Communication; Diversity, Equity & Inclusion (DEI); Representation; Respect

Discussion Questions and Activities

1. How would you react if someone was bullying your friend about their name?
2. Why do you think Unhei does not share her name with her classmates?
3. What does Unhei's mom tell her when she wants to pick an "American" name?
4. What happened to the name jar? Who took it and why?

Activity

What Does Your Name Mean?

All names are beautiful and special. Unhei learned that the meaning of her name was "grace." Have children research what their names mean and where they come from. Together with your child, write their name out on paper in big letters and have them decorate their name to show how special it is.

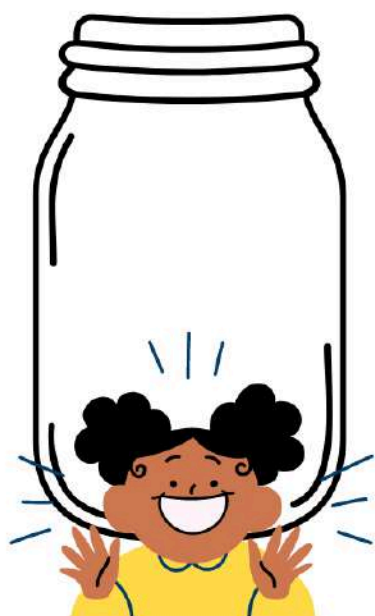
After Reading a *geri* Book
Please Scan This Code.
Thank You!



SCAN ME

TODAY I FEEL...

Color the jars according to how you feel today.



HAPPY



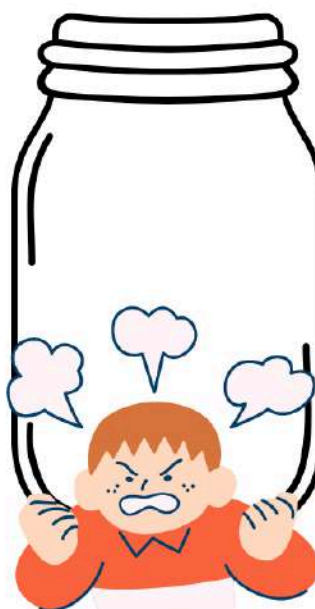
ANXIOUS



FUNNY



SURPRISED



ANGRY

Glossary of Terms

Boundaries	Limits and rules we set in our relationships to make sure they stay healthy and safe
Consent	Permission for something to happen or agreement to do something
Disclosure	Something (such as information) that is made known or revealed
Diversity, Equity, and Inclusion (DE&I)	Promotes the fair treatment and full participation of all people, especially in the workplace, including populations who have historically been under-represented or subject to discrimination because of their background, identity, disability, etc.
Domestic Violence	A pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner.
Gender Equity	Respecting all people without discrimination, regardless of their gender, and addressing gender inequalities that limit a person's ability to access opportunities to achieve better health, education, and economic opportunity based on their gender.
Inclusive	Including all people or groups involved in something
Marginalization	Discrimination and exclusion because of unequal power relationships across economic, political, social and cultural dimensions.
Sexual Violence	Any sexual act committed or attempted by another person against an individual who has not freely given consent or is unable to consent or refuse. This includes both unwanted sexual contact and sexual harassment.
Social Norms	The unwritten or unspoken rules that influence how people in a society behave.

GERI Website and Online Tools (GeriGR.org)

The Grow Engage Read Imagine (GERI) Website provides additional information about the GERI program, and includes additional discussion questions for each book in the collection. There are also a variety of resources for parents and caregivers, in the form of an online Parent Toolkit.

The online parent toolkit features information and resources centered around the following topics and more:

- Tips on age-appropriate conversations with your child(ren)
- Safe, unsafe, and unwanted touches (Boundaries/Consent)
- Handling disclosures (When your child wants to share)
- Community resources for victims and survivors



Find the toolkit and other helpful resources online at **GeriGR.org**



SCAN ME

WE NEED YOUR HELP

We're glad you had an opportunity to read and discuss a book from the GERI collection today!

We'd like to learn more about your experience with GERI, so that we can measure effectiveness, answer any questions, and continue to make improvements. Completing this brief survey is completely voluntary and anonymous.

After you finish reading and discussing each book, please scan the QR Code or visit **<https://gerigr.org/survey/>** to provide feedback.

Thanks for helping us grow GERI.

Find GERI Books In Your Local Library!

Most books are also available as audio books and E-books using your library's App.
(with a library card)

No Library Card? Get one at your local library!

Accepted forms of ID include: Driver's license, State ID, Military ID, International Drivers license, State ID, Passport, Non-US Consular ID, Residential alien card, State issued tribal ID, Job corps ID, Prison issued ID

If no form of ID is available please **contact your library's Patron Experience Manager.**

GERIGR.ORG



Complete GERI Collection Book List

(several titles also available in Spanish)

Pre-K Books

Counting On Community by Innosanto Nagra
Giraffes Can't Dance (*las Jirafas No Pueden Bailar*) by Giles Andreae
Hug Me (*Abrázame*) by Simona Ciraolo
La Catrina: Emotions by Patty Rodriguez
Missing Daddy by Mariame Kaba
The Color Monster (*El Monstruo de Colores*) by Anna Llenas

K-3rd Grade Books

The Name Jar by Yangsook Choi
My Three Best Friends and Me, Zulay by Cari Best
All Are Welcome (*Todo El Mundo Cabe Aquí*) by Alexandra Penfold
Mango Moon (*La Luna Mango*) by Diane de Anda
Don't Touch My Hair! by Sharee Miller
Julian is a Mermaid (*Sirenas*) by Jessica Love
The Day You Begin (*El Día en Que Descubres Quien Eres*) by Jacqueline Woodson

4th - 8th Grade Books

Front Desk by Kelly Yang
Harbor Me by Jacqueline Woodson
Consent (For Kids!) (*El Consentimiento (¡Para Niños!)*) by Rachel Brian
House On Mango Street (*La Casa en Mango Street*) by Sandra Cisneros
Maybe He Just Likes You by Barbara Dee
Tight by Torrey Maldonado
The Prince and the Dressmaker (*El Príncipe y la Modista*) by Jen Wang

High School Books

Saints and Misfits by S.K. Ali
The Hate U Give (*El Odio Que Das*) by Angie Thomas
Speak: The Graphic Novel (*Habla*) by Laurie Halse Anderson
The Poet X (*Poet X*) by Elizabeth Acevedo
The Perks of Being a Wallflower (*Las ventajas de ser invisible*) by Stephen Chbosky

Additional Resources

This guide was created with the intent to give people who care for children and youth the tools to talk about subjects that often are avoided. Having these kinds of conversations can seem challenging at times. Do your best to speak to kids from a place of concern and care.

If you or someone you know has experienced or is experiencing violence or abuse, the following local resources can provide free and confidential support:

Local

Safe Haven Ministries
Website: www.shmgr.org
24/7 Hotline: 616- 452- 6664

YWCA West Central Michigan
Website: www.ywcawcmi.org
24/7 Hotline: 616-454 -9922

Children's Advocacy Center of Kent
County
Website: www.cac-kent.org
Telephone Number: 616-336-5160

Hispanic Center of Western Michigan
Website: www.hispanic-center.org
Telephone Number: 616-742-0200

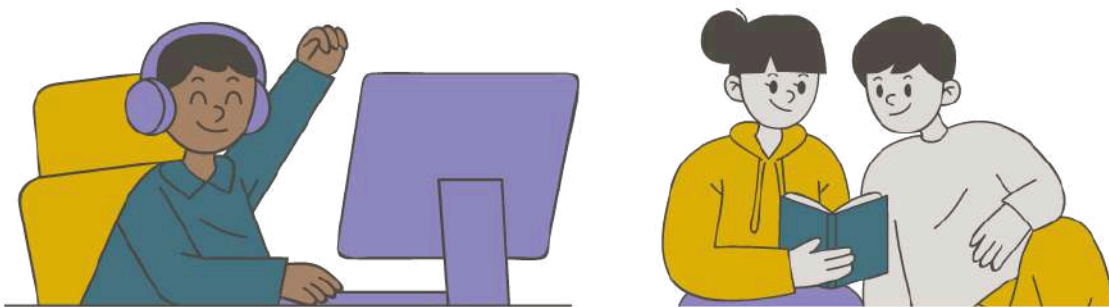
National

Rape, Abuse, and Incest National
Network (RAINN)
Website: <https://www.rainn.org/>
24/7 Hotline: 800-656-4673

Activity Printables & Worksheets

The next several pages include worksheets and coloring pages that go along with some of the activities described in this guide.

We recommend that caregivers **make copies of these pages, if possible,** and have children complete the activities on the copied pages. If you have access to a printer, you can use the QR code to download our complete activity guide (or visit gerigr.org, and find the “resources” tab).



Name _____



Community Helpers

Cut out the pictures of the community helpers below and glue them into the correct box.



Who helps to
keep us
healthy?



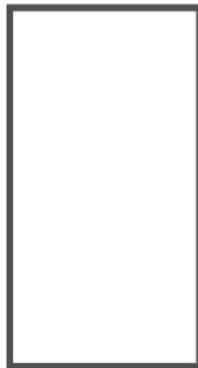
Who flies a
spaceship?



Who grows
fruits and
vegetables?



Who helps
you to read
and write?



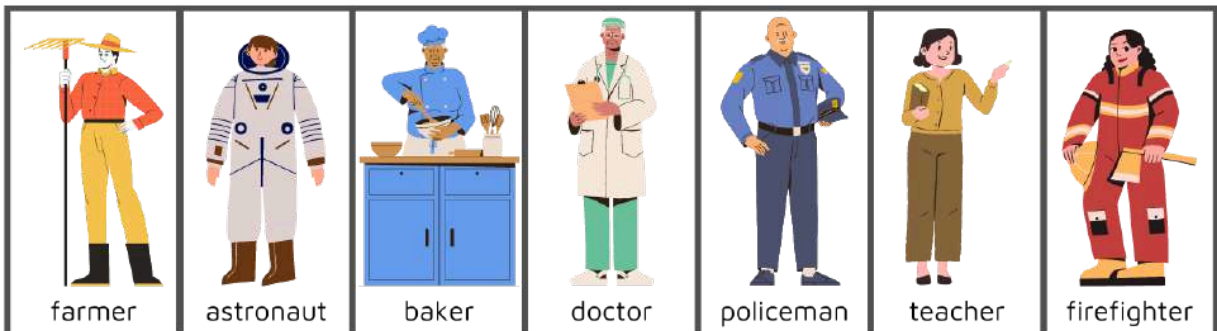
Who puts out
fires?



Who bakes
cakes and
pies?



Who helps
keep us safe?



Name: _____



Feelings Jar

Fill this jar with words and pictures to show how you are feeling.



TODAY I FEEL...

Color the jars according to how you feel today.



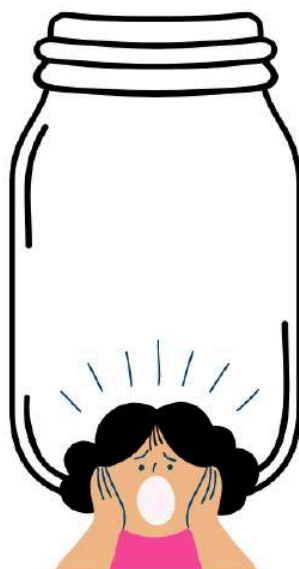
HAPPY



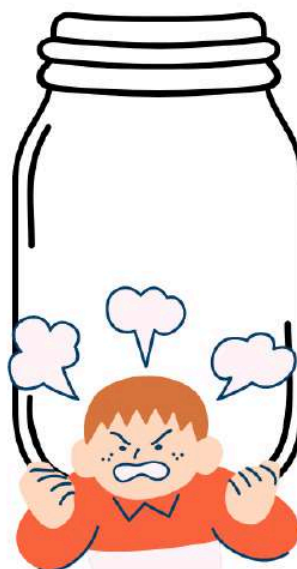
ANXIOUS



FUNNY



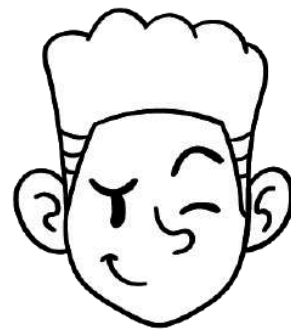
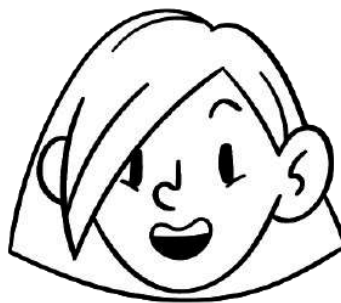
SURPRISED



ANGRY

EMOTIONS!

Name each emotion or feeling shown in the faces below.
Use colored pencil or crayons to add color to each one.



Family Members

WORDSEARCH

Find and circle the words.

M	T	F	A	M	I	L	Y	A	S	A	M	G
O	Y	A	E	R	B	R	O	T	H	E	R	R
T	I	T	I	K	J	L	A	B	S	Y	R	A
H	S	H	W	G	N	S	D	T	W	E	N	N
E	K	E	F	S	W	E	A	T	S	R	I	D
R	E	R	D	U	L	O	U	H	I	U	C	M
P	G	R	E	E	H	Y	G	R	S	E	O	O
S	O	N	K	R	E	F	H	J	T	R	U	T
M	Y	M	I	Y	J	V	T	G	E	E	S	H
A	U	N	T	S	K	E	E	E	R	O	I	E
K	U	N	C	L	E	A	R	K	Y	A	N	R
G	R	A	N	D	F	A	T	H	E	R	T	H

- sister
- father
- family
- mother
- son
- aunt
- uncle
- cousin
- brother
- daughter
- grandfather
- grandmother



MY FAMILY

Draw a picture of your family and label them.
Be sure to include any pets you have!

A large, empty rectangular box with a black border, intended for a child to draw a picture of their family and label them.

After reading the book, you're invited to draw or color about what you've read.

