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The development of a unit on "stranger safety," designed for kindergarten students, teachers and parents

Debra Kay Critchlow Hopper

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California State University
San Bernardino

THE DEVELOPMENT OF A UNIT ON "STRANGER SAFETY," DESIGNED FOR KINDERGARTEN STUDENTS, TEACHERS AND PARENTS

A Project Submitted to
The Faculty of the School of Education
in Partial Fulfillment of the Requirement of the Degree of Master of Arts in Education: Elementary Option by Debra Kay Critchlow Hopper San Bernardino, California 1987

APPROVED BY:
Statement of the Problem

The purpose of this project is to bring the kindergarten teacher, student and parent together to learn about the subject of child abduction.

The author feels the subject of child abduction needs to be taught at an early age, because children between the ages of three and five are the group of children most likely to be abducted. Although these children are small in stature and innocent of the harsh realities of the world, they can be taught how not to become victims in a non-threatening way.

Procedure

The subject of abduction can be frightening to a child which is not conducive to a positive learning experience. This unit is designed to be as non-threatening as possible.

The first five lessons are designed to help raise a child's self-esteem and teach the child his/her phone number and address. There is no particular time limit for each lesson and additional activities are provided if a teacher feels her students would benefit from them.

The second group of lessons, 6 through 11, deals with stranger rules, intuition and how to use a phone. Role-play,
problem-solving and puppets help to make these lessons non-threatening and fun.

A "book" that contains vital statistics, fingerprints and an up-to-date photo of a child is recommended by many safety books and organizations dealing with missing children. Parts of this "book" are addressed in lessons 12 through 15. When this group of lessons is completed an emergency "book" for each child is the result.

The appendices in the back of the unit contain a listing of books recommended for adults and children on the abduction problem. A listing of help organizations and patterns for some of the lessons are in the remaining appendices.

Conclusion

As teachers we are in a unique position to help our students learn how not to become victims of the crime of abduction. By involving the parents in the teaching process it transfers the learning process into the home where the practical applications of the lessons become more apparent.
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DEDICATION

To my little guys, Davis and Benjamin, who inspired me to research this subject and to my husband and family for putting up with me through all of this.
STATEMENT OF OBJECTIVE

The objective of this project is to develop a unit of study for Kindergarten students, their parents and teachers, on the subject of child abduction. The unit is designed to promote the child's self-esteem and to teach abduction prevention.
REVIEW OF THE LITERATURE

You see their faces on milk cartons, bumper stickers and grocery bags, the innocent faces of young children who have disappeared from their homes and loved ones. The topic of missing children has been highly publicized through the media in the last five years. The public's awareness of the problem has been raised through such things as the movie dramatizing the abduction and murder of Adam Walsh, as well as the massive campaign to locate little Laura Bradbury. The author would like to present an overview of the literature dealing with the problem and prevention of missing children.

The reported incidence of missing children ranges from 1 to 1.8 million per year (16,34). Of this total number of missing children the literature consistently quotes 90% as being runaways (16,32,34). Of the runaways, 70% return home within a week. The vast majority of these children are between the ages of 13 and 17 and are old enough to make a conscious decision to leave home (32). The author feels the runaway problem is very serious and does need to be addressed, however the author will look more closely into the other two categories of missing children, parental abduction and stranger abduction, because these children have been taken without a conscious decision on their part, unlike the runaways.
Primary grade children are most likely to become victims of parental or stranger abduction (1). The author feels that, as teachers, we are in a good position to educate these primary grade children and their parents on the subject of missing children and to help prevent them from becoming victims of this terrible crime.

Before a discussion of parental child abduction can be understood the following terms must be viewed as synonymous: parental kidnapping, parental child stealing, parental child snatching or parental child abduction. Because the term parental kidnapping is used in legal documents (28), the author will use this term to discuss the problem of a non-custodial parent taking a child from the custodial parent without proper permission. The other terms mentioned will be used if a study in question uses that particular term.

In 1975 parental kidnapping was rarely heard of because under the 1932 Federal Kidnapping Legislation (The Lindberg Law) it specifically excluded the taking of a child by a parent (15). Prior to the 1970s parental kidnapping was not thought of as a social problem, but a domestic problem. As the divorce rate increases the occurrence of parental kidnapping increases. Most of the literature claims that 100,000 children are taken from their custodial parent each year (15,28,34); seven out of ten of these children are never seen again by the parent left behind (15).
A study by Richard Gelles (14,15) on parental child snatching estimates that between 459,000 and 751,000 children are taken by non-custodial parents each year. Although there are many limitations to Gelles' study it is the first empirical estimate available (14). Many organizations which support this cause pick statistics out of thin air to sensationalize their cause (33). Organizations that give the public misinformation discredit themselves and hurt this important cause.

A study on parental kidnapping published in 1981 by Michael Agopian gives an interesting look at the possible profile of an offender and the victim (1). Data was collected from cases filed in the Los Angeles District Attorney's office between July 1, 1977, and June 30, 1978. It found that in 71% of the cases fathers had stolen the children. This could be attributed to the fact that custody of the children is almost exclusively given to the mother. A large percentage of the offenders have a crime-free history. Of all the cases studied, 68% were Caucasian, 14% Black, 17% Mexican and 1% Oriental. Agopian concluded that the reason most abductions were done by Caucasians was that they are more mobile, put less emphasis on the traditional family structure and tend to choose a more contemporary lifestyle. The Black male tends to be "friends" with his ex-wife after the divorce which causes less of a problem with visitation rights. The Mexican and Oriental males have a stronger
sense of family and are more likely to have a strong religious support group, whereas the Caucasian male is more likely not to have an extended family or strong religious support group (1).

The victims of this crime, according to Agopian, are most frequently children between the ages of three and five. Children below the age of three cause logistical problems and children who are older than five are harder to conceal because they are more self-sufficient. This is why it is important to teach children information, such as their full name, telephone number and address, as young as possible.

Although parental kidnapping is still not considered, by many, as being as detrimental as a stranger abduction, it is considered a form of child abuse because a child is uprooted from a stable environment and can suffer physical and emotional abuse (21).

In response to the problem of parental kidnapping, PL 96-611, the Parental Kidnapping Prevention Act of 1980, was passed. PL 96-611 revised the 1932 Federal Kidnapping Act, making it a crime for a non-custodial parent to take a child from the custodial parent. It directs the U.S. Department of Justice to apply the Federal Fugitive Felon Act to interstate parental kidnapping cases. In 46 states parental kidnapping can be punished as a felony if the child is taken across state lines (21,34). The F.B.I. will step in if the custodial parent can prove that the child was taken out of
state. Proving a child has been taken across state lines is usually impossible to prove (21). The F.B.I. will not intervene until 60 days after a report has been filed with local law enforcement officials and a request is made to the Parent Locator Service. This Parental Kidnapping Prevention Act authorizes the use of the Parent Locator Service to locate a parent who abducted a child in violation of a custody decree. The Act also requires that "full faith and credit will be given to child custody determinations" (19), which means that other states cannot modify and must enforce custody visitation orders of another state as set by the Uniform Child Custody Jurisdiction Act. This eliminates the non-custodial parent from seeking a new custody decree from another state. Of course, if a child is abducted before a custody decree has been given, the Parental Kidnapping Prevention Act is of no help. This is why, as teachers, it is important we keep communications open with parents. Keep informed of any custody problems that have to do with a child in your class. Of the cases studied in the Agopian study, 11% of the children were abducted from school (1).

The first thing most people think of when they hear a young child is missing is that the child was abducted by a stranger. As with the case of parental kidnapping, stranger abduction lacks any good empirical statistics. The estimates run from 1,000 to 50,000 per year (16,34). There are two main reasons for the lack of reliable statistics; the first
is that most police departments do not differentiate between whether a child is a runaway or abducted or if the person missing is an adult or child (16). Secondly, there is little coordination of data around the country.

In 1984, Congress passed the Missing Children's Assistance Act. This Act grants 50% of the cost to set up or expand and operate a missing children's information clearinghouse. When a child is abducted time is crucial. If a child is abducted by a stranger and is not found within 48 hours the child is rarely found alive (34). A clearinghouse would save a lot of time in many of these cases. Some of the money granted by this Act is being used by the Northwestern University Survey Lab, Justice Department and the Illinois Department of State Police to conduct a pilot program to compile accurate data on missing children; however, the results will not be available until 1988 (33).

Another important contribution to the missing child problem brought on by the Missing Children's Assistance Act was the opening of the National Center for Missing and Exploited Children. In its first year of operation it assisted in finding 47 children who had been abducted by strangers; of the 47, 22 were found dead (32). The Center not only assists in locating missing children (this also includes parental kidnapping victims), but is a national clearinghouse of information on the missing and exploited children issue.
Stranger safety education is extremely important in regard to the missing children problem. It needs to be more than giving a child a list of rules about strangers. The better programs dealing with this subject emphasize problem-solving skills and how to become confident in one's own ability not to become a victim (2,10,24). Although children are not expected to take complete responsibility for their safety, they can be taught to help themselves in dangerous situations by using problem-solving and safety techniques which they can use to raise their self-confidence (6).

It is important for a child to be assertive, to be able to think clearly and stand up for his/her rights. This is the philosophy of the Child Assault Prevention Project (CAP). Although CAP is a comprehensive program on sexual assault prevention, its philosophy can be very helpful in abduction prevention. The program involves the teacher, the children and the entire community. It uses role-playing and discussions to build children's self-esteem so they will become "Safe, Strong and Free" (10). Role-playing is active learning and is a way to help children discuss high anxiety subjects without distraction (8). Role-play helps to take the rules of safety and lets the child see what the possible outcomes of the broken rules can be. This will give a child confidence in his/her ability to cope with a dangerous situation (2).
Another safety tool cited many times in the literature is an information folder on each child (12, 17, 20, 21, 22, 24). This folder should include up-to-date pictures, vital information regarding the child and the child's fingerprints. The information needed for this folder can be started at school and continued at home, thereby including the parent in the important and continuous process of teaching the child safety rules.

Fingerprinting of children has come up against opposition. According to the authors of the book, Missing Children, the opponents of fingerprinting feel it frightens children, making them think they are "bad guys" like they see on television. The opponents also feel fingerprinting gives parents a false sense of security; they feel that their child's chance of being abducted is lessened. Advocates of fingerprinting feel it is worthwhile because a small child can change quite a bit in just a short time. If a child is located two or three years after being abducted, fingerprinting is a positive way of identifying a child, since the fingerprints do not change with time. Fingerprinting needs to be done properly, using special fingerprint cards, to be of any use in an abduction case (22, 24).
UNIT DESIGN

The unit is divided into three main sections. Section one is directed to the teacher. The teacher will be introduced to the child abduction problem; this will include incidences of child abduction and the laws pertaining to the subject. The second part of the section explains to the teacher how the unit works, the main objectives and the scope and sequence.

The second section is directed to the child and is divided into three subsections. Each subsection is made up of four to six lessons. The first subsection is entitled, "I'm a great kid!" The lessons in this section deal with self-esteem building activities and also the learning of the child's telephone number and address. Self-esteem building activities help children become confident in themselves, which builds clear thinking and assertive individuals. As teachers, one of our goals is to give our students a positive environment in which to learn. Confidence building activities should be taught just as we teach any other subject.

As children become more confident and have learned their telephone number and address, it is time to introduce abduction prevention. The second subsection, for the children, is entitled, "I'm a safe kid!" This subsection has lessons on strangers, stranger rules, using a telephone
and intuition (my little voice). The intuition lessons utilize role-playing and problem-solving on the subject of home safety, safety at school and safety in a public place.

The section for the children is set up to be as low-key as possible, so as not to cause any undue anxiety. The third subsection is recommended by all of the authors of child safety books which the author has read (22,24). This involves making up a folder on each child which includes vital statistics, fingerprints and an up-to-date picture of the child. This subsection is entitled, "My Very Own Book About Me." There are four lessons in this subsection. Each lesson prepares a page for the child's book. The lessons include measurement for height and weight, learning about same and different, in addition to looking at different prints of different animals including human. After all the lessons in this subsection have been completed, a valuable emergency folder for the child's parents has been created. This "book" is to be given directly to the parent and not to be sent home with a child.

Fingerprinting can be frightening for a child if done by a police officer and many parents object to the idea of fingerprinting children. Alleviate problems, first get permission from each parent and then contact the local Sheriff's Department to send someone, a volunteer, to take the fingerprints of the children, or better yet, learn to do it yourself. The fingerprints need to be put on fingerprint
cards to be of any use if they are ever needed in a missing child case.

The third section is for the parent. It mainly involves information. Letters for several of the lessons need to be sent home to explain what the child is learning. The parent can practice with the child or answer any questions he/she may have. Other letters to be sent home are informational letters to parents which include safety hints.

In addition to the unit there are four appendices. Appendix A is a list of books for children; appendix B is a list of books for parents; appendix C is a list of help organizations, local, state and national; and appendix D houses the patterns for the lessons.

All of the lessons contain a behavioral objective, materials needed, group size, complete instructions and activity patterns. Additional activities, if needed, will be listed.
UNIT

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The Missing Child Problem

We have all seen in the past couple years a greater awareness of the problem of missing children. What most people think of when a child is missing is that the child was abducted by a stranger. This is, of course, a possibility; however, children who are abducted by strangers make up the smallest number of missing children. According to the National Child Safety Council, the estimated number of missing children is over 1,000,000 (16,32,34). Almost 90% of these children are runaways with the vast majority of returning home within a week. Many social service professionals feel the disintegration of the traditional family has added to the runaway problem tremendously (32). The second group, which makes up 8% of the total missing children, are children abducted by non-custodial parents. As the divorce rate increases so does the incidence of parental kidnapping. The last group of missing children, which makes up 2% of the missing children, are children abducted by strangers. This unit focuses on the last two groups of missing children because of the age group. The high-risk age group for parental kidnapping is between two and five (1). There are no statistics available on the high-risk age group for stranger abduction.

Any abduction of a child is tragic and, as a teacher, you are in a good position to help the younger student
become familiar with safety rules and you can also teach children to feel good about themselves which is an important key to child safety. Offenders see children as helpless objects which they use to fulfill their need for power (26). Children tend to feel helpless because they receive that message from adults (10). A child is rarely taken kicking and screaming from a public place because it attracts attention. Most abducted children are lured into seemingly innocent situations with an individual who seems like a nice person. A child tends to see things as black or white, there are good guys and bad guys. This, of course, is too simple of an explanation. A stranger simply is "someone you do not know" (24). You cannot tell whether a stranger is good or bad. This definition, plus rules on how to act in situations where a child may encounter strangers, should help a child feel comfortable in his/her ability to avoid a potential problem situation.
TO THE TEACHER . . .

How The Unit Works

The unit is broken into three subsections. Each subsection has up to six lessons. The lessons, ideally, should be done in small groups of five or six. If this is not possible, the lessons can be presented to a larger group with the assistance of upper-grade students or parent volunteers. Since the parent is an important part of this unit, it would be helpful to have parent volunteers to help with the lessons. There is no particular time limit for each subsection or lesson; you, as the teacher, know your particular group of children better than anyone. The author suggests that the children know their telephone number and address before the second subsection is introduced. Also, if you have a very young group of Kindergartners you may want to work on more self-esteem before you introduce the second subsection.

The first subsection is entitled, "I'm a great kid!" The lessons in this subsection are designed to boost self-esteem and to introduce, to the child, his/her telephone number and address. On the telephone number lesson the child will learn the standard seven digits, then in a later lesson the area code will be introduced. If a child is abducted and knows his/her telephone number but not the area code and is out-of-state, knowing just the standard seven digits is of no help. The lesson on their address will
basically focus on the number and street with mention of the name of the city. As the children learn the number, street and city, then work on state and country.

The lesson on the family teaches, if the child does not already know, what his/her parents' and siblings' full names are and what his/her parents do for a living. This can be very helpful if the child is abducted or lost and a police officer is trying to locate his/her parents. There will be additional self-esteem activities to be used at any time the teacher feels necessary. The telephone number and address lessons will have tagboard strips with the child's telephone number and address on them so the process of memorizing the information can continue after the lesson.

The second subsection is entitled, "I'm a safe kid!" This subsection introduces safety rules (24) and skills a child needs to feel safe. This subsection utilizes role-play and problem-solving so the subjects that are introduced are presented in a non-threatening way. The use of puppets for the role-playing is recommended; however, a skit using yourself and a parent volunteer is fine too.

The last subsection is entitled, "My Very Own Book About Me." This "book" in actuality is the accumulation of each child's vital statistics, fingerprints and up-to-date photograph. A book of this type is recommended by many of the safety books and organizations dealing with missing children (20,21,22,23,24). To make this subsection non-
threatening and fun, the information is broken into lessons. For example, there is a lesson on measurement to record the child's weight and height. The lessons on vital statistics are also designed to help the child look at details. If a child is approached by a stranger he/she needs to remember as many characteristics about him/her as possible to report to the police. The lesson, "Each animal's special print" will deal with fingerprinting each child. Since fingerprinting programs have been started there has been much debate over its necessity. A small child can change quite a bit in just a short time. That is why many advocates of fingerprinting feel it is worthwhile (23). If a child is abducted and located two or three years later, fingerprinting is a positive way of identifying the child, since the fingerprints do not change with time. Opponents of fingerprinting feel it frightens children, making them think they are bad guys like they see on television (23). Opponents also feel that fingerprinting gives parents a false sense of security; they feel that their child's chance of being abducted is lessened with fingerprinting.

To be of any use in a child abduction case, the fingerprints need to be done properly, using special fingerprint cards which can be obtained at your local Sheriff's Department. You may want to learn to take the prints yourself or have a volunteer from the Sheriff's Department do it; either way, contact your local Sheriff's Department for more
information. Some parents may not want their child fingerprinted, so permission slips are needed before this lesson is taught. Parent Information Letter 1 (see Section III) will explain what the "book" is about, along with other tips that parents can use to protect their children from abduction. The completed book should be given directly to the parent, for example at a parent-teacher conference. Do not give it to the child to take home, it may not make it to its destination. Parent-teacher conferences are also a good time to discuss any custody problems if they have not already been discussed.

The last section of the unit is "To The Parent." This section contains lesson letters to the parents. The parents should know what is happening during the unit and the letters ask the parent's help in drilling the child on his/her address and reminding them of the safety rules. There are other letters to the parent, which contain safety tips for their own information. You may or may not feel the need to send these to parents; however, as adults we sometimes need some "food for thought."

At the end of the unit are four appendices. The first is an annotated bibliography of books for children on the subject of child abduction. The second appendix is a bibliography of books for adults about the subjects of missing children and child safety. Appendix C is a list of help organizations at the local, state and national levels.
The last appendix houses all the patterns for each lesson. Each pattern has the corresponding lesson number on it so it is easy to find.
## UNIT SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Skill or Concept</th>
<th>Behavioral Objective(s)</th>
<th>Learning Activities</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-concept</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- the student will write their first and last name at the top of the paper provided.</td>
<td>Special People bulletin board</td>
</tr>
<tr>
<td>Lesson 1:</td>
<td>- correctly identify his/her first and last name.</td>
<td>- on the same paper the student will draw a picture of something that makes them feel special.</td>
<td>Polaroid Camera</td>
</tr>
<tr>
<td>I am ...</td>
<td>- identify something that makes them special.</td>
<td>- at the bottom of the paper the child will dictate a short explanation of their drawing to the teacher.</td>
<td>9&quot;x12&quot; white construction paper</td>
</tr>
<tr>
<td>and I am special</td>
<td></td>
<td></td>
<td>crayons</td>
</tr>
<tr>
<td>because ...</td>
<td></td>
<td></td>
<td>Pattern #1</td>
</tr>
<tr>
<td>Group size:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small or large.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Self-concept     | As a result of this lesson the child will be able to: | - the children will make life-size cutouts of themselves. | butcher paper |
| Lesson 2:        | - describe themselves, for example what color their eyes or hair is. | - the children will draw themselves correctly on the cutout. | pencil |
| Look at me!      |                         | - the children will dictate a description of themselves to the teacher. | crayons |
| Group size:      |                         |                     | scissors |
| Small or large.  |                         |                     | pictures of people mounted on tagboard. |
|                  |                         |                     | example of activity. |</p>
<table>
<thead>
<tr>
<th>Skill or Concept</th>
<th>Behavioral Objective(s)</th>
<th>Learning Activities</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Phone number</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- the child will cut out a paper phone and demonstrate how it works.</td>
<td>Parent letter #2</td>
</tr>
<tr>
<td>Lesson 3:</td>
<td>- correctly recite and recognize his/her phone number.</td>
<td>- the child will correctly &quot;dial&quot; his number on the paper phone.</td>
<td>A dial and touch tone phone for demonstration.</td>
</tr>
<tr>
<td>Group size:</td>
<td>Small.</td>
<td></td>
<td>string.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Pattern #2a and 2b.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>hole punch</td>
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<td></td>
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<td></td>
<td>tagboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>construction paper</td>
</tr>
<tr>
<td>Family</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- the child will draw a picture of each member of his household.</td>
<td>8&quot; x 10&quot; construction paper.</td>
</tr>
<tr>
<td>Lesson 4:</td>
<td>- identify and describe his/her family members.</td>
<td>- the child will dictate a story, naming each family member and what that family member does.</td>
<td>construction paper doors and windows.</td>
</tr>
<tr>
<td>Group size:</td>
<td>Small or large.</td>
<td></td>
<td>Triangle for a roof.</td>
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<tr>
<td></td>
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<td>Sentence strips</td>
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<tr>
<td></td>
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<td>glue</td>
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<td>crayons</td>
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<td>Skill or Concept</td>
<td>Behavioral Objective(s)</td>
<td>Learning Activities</td>
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</tr>
<tr>
<td>Address</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- the child will color a tagboard house.</td>
<td>prepared tagboard houses.</td>
</tr>
<tr>
<td>Lesson 5: I know my address.</td>
<td>- correctly recite and recognize his/her address.</td>
<td>- the child will recite his address as it appears on the tagboard strip.</td>
<td>bulletin board with simple map of area.</td>
</tr>
<tr>
<td>Group size: Small</td>
<td>- explain what an address is.</td>
<td></td>
<td>tagboard strips with each child's address.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>stickers</td>
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<td></td>
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<td></td>
<td>Parent letter #3</td>
</tr>
<tr>
<td>Strangers</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- the children will look at the pictures from lesson 2 and tell you if that person is a stranger or not and why.</td>
<td>cut out pictures from lesson 2.</td>
</tr>
<tr>
<td>Group size: Small or large</td>
<td></td>
<td></td>
<td>Parent letter 4</td>
</tr>
<tr>
<td>Skill or Concept</td>
<td>Behavioral Objective(s)</td>
<td>Learning Activities</td>
<td>Materials</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Stranger rules</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- the child will participate in the &quot;What if&quot; games about the stranger safety rules.</td>
<td></td>
</tr>
<tr>
<td>Lesson 7: Stranger rules</td>
<td>- correctly recite and demonstrate the four stranger safety rules.</td>
<td>letter 1</td>
<td>Parent Letter 5</td>
</tr>
<tr>
<td>Group size: Small or large.</td>
<td></td>
<td></td>
<td>Parent Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tagboard poster with stranger safety rules for posting.</td>
</tr>
</tbody>
</table>

<p>| Using the telephone. | As a result of this lesson the child will be able to:                                  | - review dialing their telephone numbers.                                            | dial and touch tone phones                                                                   |
| Lesson 8: I know how to use the phone. | - demonstrate how to dial a telephone properly.                                     | - practice using a pay phone to call home.                                           | a dummy pay phone (contact your local phone company.)                                       |
| Group size: Small. | - demonstrate how to use a pay phone.                                                  | - practice how to dial 911 and what to tell the operator.                            | tagboard telephone number strips from lesson 3.                                              |</p>
<table>
<thead>
<tr>
<th>Skill or Concept</th>
<th>Behavioral Objective(s)</th>
<th>Learning Activities</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intuition</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- review stranger safety rules</td>
<td>Parent letter 6</td>
</tr>
<tr>
<td>Lesson 9: My little voice: Home Safety</td>
<td>- explain why a situation is not safe and explain what they would do to make it safe.</td>
<td>- the child will participate in a safety discussion on home safety.</td>
<td>2 puppets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- the child will use puppets or participate in a skit showing the safe thing to do in the given situation.</td>
<td></td>
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<tr>
<td>Group size: Small or large.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>As a result of this lesson the child will be able to:</td>
<td>- review the home safety rules.</td>
<td>Parent letter 7</td>
</tr>
<tr>
<td>Lesson 10: My little voice: Safety in Public.</td>
<td>- explain why a situation is not safe and explain what they would do to make it safe.</td>
<td>- the child will participate in a safety discussion on safety in public.</td>
<td>4 puppets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- the child will use puppets or participate in a skit showing the safe thing to do in the given situation.</td>
<td>parent or older student helper.</td>
</tr>
<tr>
<td>Skill or Concept</td>
<td>Behavioral Objective(s)</td>
<td>Learning Activities</td>
<td>Materials</td>
</tr>
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</tr>
<tr>
<td>Intuition</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- review home and public safety rules.</td>
<td>2 puppets</td>
</tr>
<tr>
<td>Lesson 11:</td>
<td>- explain why a situation is not safe and explain what they would do to make it safe.</td>
<td>- the child will participate in a safety discussion on safety to and from school.</td>
<td>Parent information letter 2.</td>
</tr>
<tr>
<td>Safety to and from school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group size:</td>
<td>Small or Large.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"My Very Own Book About Me"

<table>
<thead>
<tr>
<th>Comparing</th>
<th>Behavioral Objective(s)</th>
<th>Learning Activities</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 12:</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- the child will draw their picture on the front of their book.</td>
<td>Picture from lesson 2</td>
</tr>
<tr>
<td>Same and Different</td>
<td>- describe themselves and others.</td>
<td>- the child will give the teacher the information needed for page 1 of their book.</td>
<td>Front and first page of their book.</td>
</tr>
<tr>
<td>Different</td>
<td>- explain what attributes are the same and which are different.</td>
<td></td>
<td>crayons</td>
</tr>
<tr>
<td>Group size:</td>
<td>Small or Large.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill or Concept</td>
<td>Behavioral Objective(s)</td>
<td>Learning Activities</td>
<td>Materials</td>
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</tr>
<tr>
<td>Measurement</td>
<td>As a result of this lesson the child will be able to:</td>
<td>- each student will help measure another student using a doctor's scale.</td>
<td>rulers</td>
</tr>
<tr>
<td>Lesson 13: Let's measure!</td>
<td>- identify the tools to measure height and distance.</td>
<td>- the child will use a ruler to measure items 10&quot; or less.</td>
<td>yardstick, tape measure</td>
</tr>
<tr>
<td>Group size: Small.</td>
<td>- measure with a ruler.</td>
<td></td>
<td>doctor's scale</td>
</tr>
</tbody>
</table>

| Weight | As a result of this lesson the child will be able to: | - each student will help weigh another student using the doctor's scale. | doctor's scale |
| Lesson 14: How heavy is heavy? | - identify the tools to weigh objects. | - the child will use a balance or scale to weigh items that will be recorded on worksheet 2. | bathroom scale, balances, food scale |
| Group size: small. | - correctly use a balance or scale. | | objects to weigh |

<p>| | | | page 1 of each child's book |
| | | | worksheet 2 |</p>
<table>
<thead>
<tr>
<th>Skill or Concept</th>
<th>Behavioral Objective(s)</th>
<th>Learning Activities</th>
<th>Materials</th>
</tr>
</thead>
</table>
| Animals         | As a result of this lesson the child will be able to:                                   | - the child will have their fingerprints taken and use a magnifying glass to compare the differences.  
| Lesson 15:      | - identify prints of different animals.                                                | - the child will match animal to its print on worksheet 3.                            | Worksheet 3                                    |
| Each animal's   | - use a magnifying glass correctly.                                                    |                                                                                      | animal print casting if available (contact local museum, 4-H or boy scout club) |
| special print.  |                                                                                       |                                                                                      | fingerprint material                           |
| Group size:     |                                                                                       |                                                                                      | magnifying glasses                             |
| Small.          |                                                                                       |                                                                                      | permission slips                               |
                                                                                       |                                                                                      | page 2 of the children's book.               |
Lesson 1

"I am . . . and I am special because . . ."

**Behavioral Objective:** As a result of this lesson the child will verbally identify his/her first and last name and identify something that makes them special.

**Group Size:** Small or large group.

**Materials:** (1) Polaroid Camera, (2) 9"x12" white construction paper for each student, (3) crayons, (4) pattern #1 (see Appendix D), (5) parent letter #1 (see Section III), (6) the book, *Leo, the Late Bloomer*, by Robert Klaus, (7) Special People bulletin board (diagram at the end of this lesson).

**Procedure:** (Motivation) Today we are going to read the book, *Leo, the Late Bloomer*. As we read the story you listen for the things Leo did to make him feel special. Read the book. (Discussion) Ask the children the following questions: What was the little lion's name? What are some of the things Leo could not do that the other animals could do at the beginning of the book? How did he feel? Then what happened? (He bloomed). What do you think that word means? How did Leo feel after he bloomed? What made him feel special? Explain to the children that they were like Leo when they were babies and as they grew they began to do things by themselves. Ask the children to give you examples of things they do that make them feel special.
**Activity:** Show the children an example of pattern #1. Have the children draw what makes them feel special on the right side of the paper. Read what the paper says at the top, the children will write their first and last names. (If this unit is presented before the student is able to do this task, dot their name in for them.) Read to the children what it says at the bottom. Explain that after they have drawn their picture you will help them dictate a short story about their picture. When the children are finished tell them you will take their photo and put it on the left side of the paper next to their drawing. When everyone is finished put all of the pictures up on the "Special People" bulletin board. Ask if there are any questions, then review the steps again.

**Follow-up:** The Special People bulletin board will serve two purposes. It can be arranged like diagram 1 and have a Student of the Day. To choose the Student of the Day hold a class election each day. When the students choose the Student of the Day take that person's photo off the drawing and place it under the Student of the Day square. Staple a piece of lined paper under the student's photo and ask the students to say why the Student of the Day is special and write the comments down on the lined paper. The comments can be given to the student to take home at the end of the day.
The second purpose for the photographs of the children is that they will be used in a book about each child at the end of the unit.

If the Student of the Day does not work into your daily routine you can set aside a short period during the week and ask one of the students to demonstrate why he/she is special. For example, if a child says he/she is special because he/she can whistle, put that child's picture in the middle of the bulletin board on top of a large gold star, then ask the child to demonstrate how he/she whistles.

Additional Books: Fast Friends (Murray and Fred, two stories by James Stevenson. Rudolph, the Red-Nosed Reindeer, by Barbara Shook Hazen, or any book which shows growth or something special about the character in the book.

Diagram 1
Lesson 2
"Look at me!"

Behavioral Objective: As a result of this lesson the child will be able to describe him/herself: for example, what color her hair is.

Group Size: Large or small groups.

Materials: (1) butcher paper, (2) pencil, (3) crayons, (4) scissors, (5) pictures of people cut from magazines and mounted on tagboard (include pictures of yourself and the children in the class), (6) example of activity.

Procedure: (Motivation) Tell the children that they are going to talk about things that make them who they are. Tell them to look closely at you because you are going to ask them some questions about how you look. (Discussion) Have them close their eyes. Ask them to tell you what you look like. Talk about hair color, eye color, if you are short or tall and so on. Now show the children the people on the tagboard pictures. Ask questions on physical attributes and what the person is wearing. If you have a picture of a policeman you could ask if the children might know what he does for a living and how they knew that. This lesson is trying to help the children remember details about themselves and others. If a person tries to take a child, the child can be very helpful in identifying the person if they can remember details (23).
**Activity:** Show the children an example you made of yourself. Ask them how they can tell it is you. Explain that they will also be making a cutout of themselves. Demonstrate how you made the cutout using a child volunteer.

**Step 1:** Place a piece of butcher paper, a little taller than the child, on the floor. Have the child lie on the paper with legs slightly apart and arms away from body.

**Step 2:** The child's partner will trace around him with a pencil.

**Step 3:** Cut out tracing. If the children are still too young to cut out the tracing, enlist parent or upper-grade student volunteers to help.

**Step 4:** Have the children color in their faces and clothes, using the correct colors. If they cannot remember, for example, their eye color, have them ask their partner or look in a mirror.

**Step 5:** When they have completed the coloring ask them to describe themselves while you dictate it on a separate piece of paper.

**Step 6:** Put the child's name on the dictation and staple it to one of the hands on the tracing. Before the children start the activity have them pick a partner to work with.

**Follow up:** Hold up the tracings and ask the class to guess who the person is and how they knew.

**Additional Activities:** To help with memorization you can play the "Now you see it, now you don't" game. Have the children sit in a circle. Choose five objects and place them in the middle of the circle for five seconds. Take the
objects away and ask the children if they can remember the objects. The child who remembers the most objects gets a reward. As the game progresses add more objects.

To help the child focus on attributes play "If you have . . ." game. Have the class sit facing you. Then ask a series of questions like, "If you have blue eyes, stand up." Or, "If you have red hair, put your hand on your head," and so on.
Lesson 3
"I know my phone number"

Behavioral Objective: As a result of this lesson the child will be able to correctly recite and recognize his/her phone number.

Group Size: Small

Material: (1) a dial and touch tone phone for demonstration, (2) string, (3) patterns #2a and #2b (see Appendix D), (4) hole punch, (5) tagboard, (6) construction paper, (7) parent letter #2 (see Section III).

Procedure: (Motivation) Hold up the telephone and ask the children if they know what it is. Tell them they will start to learn their telephone number and how to dial a telephone today. (Discussion) Ask the children the following questions: What do we use a telephone for? How do you know when someone is calling you? Is a telephone a toy? What do you need to know to use the phone? Introduce each child's telephone number by showing the number on a strip of tagboard. Go over each child's number one at a time.

Activity: Have the children cut out paper phones. Let them tell you if their phones are touch tone or dial and give them the correct pattern. Attach the phone base to the receiver with a piece of string. Write each child's phone number in the appropriate plate on their phone and go over the numbers with the child. Review the phone numbers on the tagboard strips each day at a review session.
When the children are finished, demonstrate how to dial a phone and let the children practice dialing their number on their paper phones. Stress to the children that a phone is not a toy and they should ask their parents before using or answering it.

Follow-up: Plan to have a representative from your telephone company come to answer questions about telephones. If you call your local telephone company they may have educational material on telephones available. They may also loan you the practice phones.

Another possible follow-up activity is to reward a child, who can recite his phone number and properly dial it on a practice phone, by letting him/her use the phone at the school to call home. Notify the parent and office before doing this.
Lesson 4
"Meet my family"

Behavioral Objectives: As a result of this lesson the child will be able to identify and describe his/her family members.

Group Size: Small or large.

Material: (1) 8"x10" construction paper, (2) construction paper doors and windows and a triangle for a roof, (3) sentence strips, (4) glue, (5) crayons.

Procedure: (Motivation) Explain to the children that you will be talking about families. As you talk about families think of the people in your family and you will give everyone time to tell everyone about their family. (Discussion) Ask the children what they think a family is. Explain that a family is anyone who lives in your house. Some families have grandparents or aunts and uncles who may live with them. Ask the children if they have brothers or sisters. Ask for volunteers to give the full names of each member of their family. Explain that everyone in the family has a special job they have to do. Explain that one of their jobs is to come to school and learn. Ask for volunteers to tell you what their parent(s) do and if they have a special job they do at home.

Activity: After each child has a chance to contribute to the discussion, explain that they will be making a house and that they are to draw each member of their family in/on the
house. When they are finished drawing the teacher will ask the child to tell them a little about their family; this will be written on a sentence strip and attached to the bottom of the house. Then ask the child to point to their drawing and tell you the full name of the person. Put the name of the person under their drawing.

Follow-up: Invite a parent(s) who has an interesting occupation to class to tell about their occupation.

Diagram 2
Lesson 5

"I know my address"

Behavioral Objective: As a result of this lesson the child will be able to correctly recite and recognize his/her address and explain what an address is.

Group Size: Small.

Material: (1) prepared tagboard houses, (2) bulletin board with a simple map of the area, (3) tagboard strips with each child's address, (4) stickers, (5) parent letter 3 (see Section III).

Procedure: Before the lesson prepare bulletin board; an example will be at the end of the lesson. (Motivation) Tell the children that you will be talking about where they live. Then introduce the bulletin board. (Discussion) Discuss what the different buildings on the map are. Discuss what a map is. Ask them to pretend they were up above the town in an airplane and if they looked down at the town, this is what it might look like. Point out to the children where important landmarks are, such as the fire station, police station and the school. Have them pretend they were out riding their bike and found themselves lost. Just around the corner they came to the fire station. Ask them what they might say to the firemen so they could help them find their way home. If the firemen asked you where you lived what would you tell them? Explain to the children what an address is. Introduce the tagboard strips with
their address on it. Tell them it represents their street number and the name of their street. Introduce the name of the town and explain that there may be many streets by the same name as theirs, that is why it is important to know the name of the city.

**Activity:** Let the children color the prepared houses, put their address on it and place it in the correct spot on the map. A short period of time should be spent each day reviewing their address. If you use the tagboard strips a sticker can be placed on the strip each time the child correctly recites their address.

**Additional Activities:** (1) send the parent letter through the mail. Help each child to address an envelope, (2) take a walk through the neighborhood near the school. Point out addresses on the houses, mailboxes and curbs. Point out street signs, (3) take a field trip to the post office.

Diagram 3
3in. x 5in. index card

Bob
11320 Morgan St.
Lesson 6
"What is a stranger?"

Behavioral Objective: As a result of this lesson the child will be able to correctly define what a stranger is.

Group Size: Small or Large.

Material: (1) cut out pictures from lesson 2, (2) the book, The Berenstain Bears Learn about Strangers, by Stan and Jan Berenstain, (3) parent letter 4 (see Section III).

Procedure: (Motivation) Explain that you are going to talk about strangers. Ask them to tell you what a stranger is. Hold up the pictures from lesson 2 and ask them if they remember the pictures. Explain that a stranger is a person they do not know well. (Discussion) Hold up the different pictures and ask if the person is a stranger or someone they know. There will be pictures of you and classmates in with the stranger pictures. Ask if one of the people in the pictures is a good or bad stranger and how they can tell. The point to get across is that there are good and bad strangers but you cannot always tell the difference. Continue the discussion until you feel that the children understand that a stranger is someone you do not know well and that you cannot always tell a good stranger from a bad stranger.

Activity: Read the book, The Berenstain Bears Learn about Strangers, by Stan and Jan Berenstain. I chose this book because it shows how scare tactics can change a child's
perception of the world and how a simple analogy can demonstrate the subject so beautifully. Ask questions about the book when you are finished.
Lesson 7
"Stranger rules"

Behavioral Objective: As a result of this lesson the child will be able to correctly recite and demonstrate the four stranger safety rules.

Group Size: Small or large.

Material: (1) parent letter 5 (see Section III), (2) parent information letter 1 (see Section III, (3) tagboard poster with stranger safety rules for posting (24).

Procedure: (Motivation) Remind the children that in the previous lesson they talked about strangers. Ask the children to tell you what a stranger is. (Discussion) Tell the children that they will be learning four stranger rules. For each rule they will play a little game called "What if . . ." Introduce each stranger rule and play a "What if . . ." game after each. Stranger rule 1: Stay at arm's length plus away from a stranger. Choose a child to help you demonstrate. "What if . . ." #1: What if you were playing with your toys in the park's sandbox and you saw someone you did not know coming toward you? What would you do? Listen to answers and review rule 1. Choose a child to help you demonstrate rule 1. Have the child pretend that you are the person they do not know and you are coming toward the sandbox. Tell the child that if you get too close, they are to get up, leave their toys and keep arm's length plus away from you. Tell the child that if you try
to get too close to step backwards to keep the arm's length plus distance. Tell the children that they do not need to be scared, that the stranger may be a nice stranger. If you keep coming toward them and they start feeling funny then they need to turn around and run. As they run, they should call out for a trusted adult to help them. **Stranger rule 2:** Never talk to strangers. "What if . . ." #2: What if you were walking home from school and a stranger with a cute little puppy came up to you and asked you if the puppy was yours? What would you do? Listen to answers and review rule 1. First tell them to follow stranger rule 1 and remind them that adults do not ask children for help, they ask other adults. They should ignore the person and walk away. If the person knows your name you need to still follow both rules. Demonstrate the "What if . . ." game with a child volunteer. Tell the children if the puppy is theirs that they are to run to a trusted adult and tell them what has happened and to ask for their help. **Stranger rule 3:** Don't take anything from strangers even if it is your own. "What if . . ." #3: What if you were playing in your yard and a person you do not know came up and asked you if you would like to have the beautiful red balloon he was holding? What would you do? Listen to answers. Ask the children if they can tell you what the first two rules reminded them to do? What does the new rule tell us to do? Choose a child to demonstrate the "What if . . ." game with
you for the class. Stranger rule 4: Don't go anywhere with a stranger. "What if ..." 4: What if you were walking home from the bus stop and a car stops next to you? The person inside the car says that your mom is in the hospital and the person in the car is supposed to take you to the hospital to see her. What would you do? Listen to answers and review all the rules. There are two things the children can do, the first is to ignore the person and run in the opposite direction to seek help from a trusted adult. The other thing that they can do is to have a special word or phrase that only the child and immediate family members know so in the case of an emergency the child can ask the person if he knows the special word. If the person does not then the child needs to run to seek help from a trusted adult. Demonstrate the "What if . . ." game with a child volunteer.

As you go over the rules keep the lesson light so the children will not be frightened. We want them to be prepared, not scared. At the end of the lesson show the children the poster with the four stranger rules on it and tell them that you will be reviewing them so they will remember them. Tell the children you will be sending a letter home to their parents telling them about the rules they have learned so that they can help them at home.

Follow-up: Contact your local Sheriff's Department to invite McGruff to talk to the children.
Lesson 8

"I know how to use a phone"

Behavioral Objective: As a result of this lesson the child will be able to demonstrate how to use a pay phone and how and when to use 911. The child will be able to recite his/her area code.

Group Size: Small.

Material: (1) dial and touch tone phone, (2) dummy pay phone (contact your local phone company), (3) tagboard telephone number strips from lesson 3.

Procedure: (Motivation) Review their phone numbers. As the child recognizes their phone number give them the tagboard strip for future reference during the lesson. (Discussion) Introduce the pay phone. Demonstrate how to use it. Steps: (1) pick up receiver, (2) put coins in the slot, (3) dial the number. If they are far from home explain that they may need to add an area code to the beginning of their phone number. Introduce the area code. Explain what they can do if they do not have any money to put in the pay phone. Steps: (1) pick up the receiver and dial "0", then wait for the operator to come on the phone, (2) tell the operator that they want to call their home, (3) tell the operator their number and first name. Tell the children that the operator will dial the number for them. Practice using the pay phone. While you are working with a
child let the other children practice their phone numbers on the other phones.

When you feel the children are getting comfortable using the phones, introduce the special 911 number. Explain that you do not need money to dial 911 on a pay phone. Explain what an emergency is. Play this "What if . . ." game with them. What if you were walking home from school and you saw a neighbor's house on fire? What could you do? Explain to the children that when they dial 911 they are to tell the operator what kind of emergency it is, where it is and to tell the operator their name. Stay on the phone until the operator is through talking to you. If you are in need of help and are unable to talk to the operator, just leave the phone off the hook and the operator will find you. Practice more "What if . . ." situations with the children using the dummy phones.
Lesson 9
"My little voice: Home Safety"

Behavioral Objective: As a result of this lesson the child will be able to explain why a situation is not safe and explain what they would do to make it safe.

Group Size: Large or small.

Material: (1) parent letter 6 (see Section III), (2) two puppets.

Procedure: (Motivation) Ask the children to help you review the four stranger rules. (Discussion) Tell the children that they will continue to talk about strangers today and also a special gift they have that helps them decide if they may be in danger. For the next three lessons this "gift" will be called a "little voice." Explain to the children that the little voice does not actually talk to them like you are talking to them now. Their little voice is a funny feeling they get inside when they know something is wrong. Give them this example: If they went into a candy store with a friend and their friend stole a piece of candy and then told them to steal one too. Ask them how they would feel and what they would do. What is their little voice saying to them? After the children understand what the little voice is all about, introduce the two puppets that will be used in a skit about home safety. Give the puppets names; one of the puppets is a stranger and the other is a child. Before you start the skit ask the
children to listen carefully and after the skit the class will talk about what happened.

The Skit

Someone at the door.

Narrator: This is George, his mother just left to have her hair done at the beauty parlor. George is quietly watching his favorite cartoon on television, then all of a sudden he hears a knock on the door.

George: "Gee, I wonder who that is?" George runs to the door and says, "Who is it?"

Sid: "My name is Sid. Is your mom home?"

George: "No, she went to the beauty parlor."

Sid: "I have a problem with my car and I need to use your telephone to call a repair truck."

George: "Gee, that is too bad, sure come on in." George lets Sid into the house.

The End

Ask the class what their little voices are saying about what George did. Ask the following questions: Should George have told Sid that his mother was gone? What could he have said instead? (He could have said she was on the phone and could not come to the door.) Should Sid have asked George to let him use the phone? (Adults do not ask children for help.) Should George have let Sid in the house? Remind the children that whenever they are alone and something like
this occurs they are to call one of their parents or a trusted neighbor and tell them what has happened.

When the class has finished discussing the skit redo the skit having the children suggest ways that George could have handled the situation better.

Follow-up: Make up other situations using the puppets. Let the children help the puppet choose a better way of handling the situation. Example situations: A delivery man at the door. If the phone rings and the child is home alone. In the case of a delivery man a child should never open the door, he should ask the man to leave it by the door because his mother is busy and can't come to the door. If the phone rings a child should answer it but should never give out any information about themselves or say that their parents are not home. The child should tell the person that his mother cannot come to the phone and ask if they can take a message.
Lesson 10
"My little voice: Safety in public"

Behavioral Objectives: As a result of this lesson the child will be able to explain why a situation is not safe and explain what they would do to make it safe.

Group Size: Large or small.

Material: (1) parent letter 7 (see Section III), (2) four puppets, (3) parent or older student helper.

Procedure: (Motivation) Ask the children if they remember George and review what he did and how they helped him to become a safer child. (Discussion) Explain to the children that they are going to discuss safety at a store. Introduce two new puppets. One puppet will be a lady to works at the store and the other puppet will be George’s mother. Tell the children to turn on their little voices so they can discuss what George did.

The Skit

Narrator: This is George and his mom. They are going shopping for a birthday present for George's sister.

Mom: "Let's go into the toy department and look at those new dolls your sister asked for."

George: "Okay."

Narrator: While mom and George are walking through the toy department George stops to look at the new bikes. All of a sudden he discovers that his mother is gone.
George: "Oh, no! Where's my mom!" George starts to yell for his mother. "What am I going to do? I know, I will look for her."

Narrator: So George starts going up and down nearby aisles, then up to the next floor to see if his mother is up there. All of a sudden a nice looking man who George did not know came up to him.

Stranger: "What is the matter little boy?" Reaching out his hand.

George: "I can't find my mom."

Stranger: "Why don't you come with me and we can look for her. While we look would you like a lollipop?"

George: "Thank you." George took the lollipop from the man's hand and started down the aisle with him.

The End

Ask the class what their little voices are saying to them about what George did. What stranger rules did George break? Additional questions: What could George have done when he discovered his mom was gone? (A child should go to the nearest person who works at the store and ask them to page his mother. A child should never go looking for his/her parent. Mention to the children that the store employees have badges that show that they work at the store.) Should George have talked to the nice looking man? Redo the skit and ask the children to help you help George to be safe.
Follow-up: Develop other skits using the puppets that deal with safety in public places.

Additional Activities: Take the class to a local store and point out the employees' badges or the lost and found department. Have the children demonstrate what they would do if they became lost.
Lesson 11
"My little voice: Safety to and from school"

Behavioral Objective: As a result of this lesson the child will be able to explain why a situation is not safe and explain what they would do to make it safe.

Group Size: Large or small.

Material: (1) two puppets, (2) parent information letter 2 (see Section III).

Procedure: (Motivation) Ask the children who knows the four stranger rules. Review what happened to the puppets in the two previous lessons. (Discussion) Introduce the puppets, one is George from the last two lessons and a new puppet called the Lady. Ask the children to pay close attention to what George does in this skit so they can discuss it when you are done.

The Skit

Narrator: As we catch up with George, he is walking home from school by himself when a bright red sports car pulls up next to him.

The Lady: "Excuse me little boy, do you know where Brook Street is?" George thinks the car is really neat so he walks on over to the Lady.

George: "Sure, you go down that way and turn right then left at the stop sign."

The Lady: "I am really bad with directions. Do you think you could come with me and show me exactly where to go?"
George: George really thought it would be neat to ride in such a neat car. "Sure, I'll show you where to go." And George gets in the car.

The End

Questions: What does your little voice say about what George did? What stranger rules did he break? Do adults ask children for help? Should George walk alone from school? Was the Lady a stranger? Was she a good or bad stranger? (You cannot tell.)

Redo the skit using suggestions from the children on how to make George safe.

Follow-up: Develop additional skits using other common lures which are listed on parent information letter 2.
Lesson 12
"Same and Different"

Behavioral Objective: As a result of this lesson the child will be able to describe him/herself and others and explain which attributes are the same and which are different.

Group Size: Large or small.

Material: (1) pictures from lesson 2, (2) front and first page of the children's book, My Very Own Book About Me (see Appendix D), (3) crayons.

Procedure: (Motivation) Show the children the tagboard pictures from lesson 2. Remind them that they talked about what the different people looked like. Hold up one picture and ask someone to describe the person. Do the same thing with another picture. (Discussion) Hold up the two pictures together and ask the children what is the same about the two people and what is different. Continue comparing pictures until the children have a comfortable understanding of the concepts. Have two children volunteer to come to the head of the class to be compared.

Activity: Tell the children that they are going to make a book that will tell all about them. The activity will consist of drawing themselves on the front page of the book. Remind them of what they talked about and to use the correct colors when coloring their pictures. After each child has finished drawing himself/herself have him/her help you fill in page one of their book. Keep the front and first page
together. All of the questions on page one will not be filled in during this lesson, such as height and weight. These will be filled in during the next two lessons.
Lesson 13
"Let's measure!"

Behavioral Objectives: As a result of this lesson the child will be able to identify the tools to measure height and distance and be able to measure with a ruler.

Group Size: Small.

Material: (1) rulers, (2) yardstick, (3) tape measure, (4) doctor's scale, (5) worksheet 1 (see Appendix D), (6) page one of each child's book (see Appendix D).

Procedure: (Motivation) Hold up the ruler and ask the children if they know what it is. (Discussion) Explain what the ruler is used for. Explain that the yardstick and tape measure do the same thing as the ruler but they can measure things that are longer. Ask the children which measuring device they would use if they wanted to measure a stick of gum, a skateboard or a bicycle. Ask the children what they could use to measure how tall they are. Introduce the doctor's scale. Let each child help you measure another student. Record each child's height on the first page of their book.

Activity: Give each child a ruler and worksheet 1. Go over the worksheet with them and help them measure and record how long each item is. When each child is done with the worksheet let them experiment measuring different items in the room, using whichever measuring device they choose.
Lesson 14
"How heavy is heavy?"

Behavioral Objective: As a result of this lesson the child will be able to identify the tools to weigh objects and correctly use a balance or scale.

Group Size: Small.

Material: (1) doctor's scale, (2) bathroom scale, (3) balances, (4) food scale, (5) objects to weigh, (6) page one of each child's book, (7) worksheet 2 (see Appendix D).

Procedure: (Motivation) Introduce the different types of scales and ask the children if they know what they are used for. (Discussion) Ask the children if they have ever seen scales in grocery stores and where they would be. Use the different scales to weigh different things in the classroom. Ask the children to try to guess the objects that are very heavy and those which are light. Compare two items on a balance. Ask the children which object weighs more and which weighs less.

Activity: Let the children help you weigh the other students in the group. Record the weight on page one of each child's book. Then give each child worksheet 2. Let them measure the objects shown on the worksheet and help them record how much each item weighs. When the worksheet is finished let the children experiment, using the different measuring tools.
**Follow-up:** Take a trip to the grocery store and visit the meat and produce sections to show the children how the scales are used. Some stores sell bulk food which has to be weighed. The class could purchase different amounts of the bulk food, such as peanuts, dried fruit and carob chips and make a trail mix to be eaten after their outing.
Lesson 15

"Each animal's special print"

Behavioral Objective: As a result of this lesson the child will be able to identify prints of different animals.

Group Size: Small.

Material: (1) permission slips, (2) page two of each child's book, (3) magnifying glasses, (4) fingerprint material, (5) animal print casting, if available, (6) worksheet 3 (see Appendix D).

Procedure: (Motivation) Remind the children that they had previously talked about things that made them special. Review some of those things. (Discussion) Hold up an already-made-up print and ask if anyone knows what it is. Explain that it is a fingerprint, each person's fingerprint is different and no one in the entire world has a fingerprint like theirs. As they get older their fingerprint will not change. Take each child's fingerprints (if a police volunteer is going to do it, introduce him/her) and explain that the prints will be put in their book to show their parents another special part of them. Explain that before the prints are put in the book the children will use magnifying glasses to compare each other's prints.

Activity: While the fingerprints are drying introduce the different animal castings (contact your local museum, 4-H club or boy scout troop.) Look at and discuss each casting. Give each child worksheet 3. Ask them to identify which
animal belongs to which print and why they think so. After the worksheet is finished show them how to properly use a magnifying glass. Give each child a magnifying glass and their fingerprint cards and let them explore each other's fingerprints. Point out that they may want to examine their fingers with the magnifying glass, too. When the children are through exploring, staple the fingerprint card to page two along with the child's photograph taken during the first lesson. The book will be complete at this point. The books should be given directly to the parent and not sent home with the child.

Follow-up: Give each child a piece of white construction paper and place their thumbs in either a blotter of paint or an ink pad. Have them press their thumb all over the white paper. While the prints are drying demonstrate how they can make little thumb people and thumb animals out of their thumbprints. A good book on this is Ed Emberley's book, *Great Thumbprint Drawing Book*, Little, Brown & Co., 34 Beacon Street, Boston, Mass. It is also available through Scholastic Book Services.
Section III

TO THE PARENT . . .
Parent Information Letter 1

Dear Parent,

Our class has been talking about strangers and what your child should do if approached by a stranger. Educating your child and setting practical rules is the best way to help your child react in a confident way to frightening situations. Being taught and practicing practical rules will lower the fear and anxiety which can be found in discussing a subject like "strangers." In Parent letters for lessons 6 and 7 a definition of a stranger and the four stranger rules have been sent to you. Please review the definition and the four rules with your child. The following are further suggestions on how to prevent abduction:

1. Special Code Word - Choose a special code word that only you and your children know so if an emergency arises and someone your child does not know needs to pick the child up, all your child needs to do is ask the person for the special code word. Change the code word frequently.

2. Never let your child wear or carry anything with his/her name on it. A stranger can call the child by name, which can be very dangerous.

3. Make sure your child knows his/her full name, phone number and full address.

4. Walk the route with your child to school or the park and point out any hazardous places, such as alleyways
or abandoned buildings. On this walk, point out places in which he/she can get help if needed.

5. Instruct your child to always tell you where he/she is going and with whom.

6. Make sure the school contacts you if your child is absent from school.

7. Keep an up-to-date file of your child. We will be making a "book" for each child which will include a color photograph, fingerprints and vital statistics with additional pages for information on medical history, et cetera, which may be completed by you.

Thank you for your help and support with this safety unit.

Sincerely,
Parent Information Letter 2

Dear Parent,

We have completed our stranger safety lessons with "Safety to and from school." The previous informational letter suggested ways to help prevent abduction, such as a secret code word and knowing your child's exact route to and from school. The following list consists of common lures used by abductors:

1. Asking for directions.
2. Asking the child to help them find a pet.
3. Saying a family member is hurt and they came to take them to the hospital.
4. Asking the child for help with car problems.
5. Telling a child they want to make them a model or movie star.
6. Children are taught to respect authority figures. However, a badge can be reproduced to look real. A child should make sure a trusted adult goes with them if an authority figure asks them to go with them.

I hope this information will be valuable in the continuing safety education of your child.

Sincerely,
PARENT LETTER 1

Dear ____________,

Today at school we talked about what a great kid I am! Let me show you something that makes me special.

Love,
Dear [Name],

Today we started to learn our telephone numbers. Please help me work on the numbers at home.

Love,
PARENT LETTER 3

Dear [Name],

Today we talked about our address. Please help me find the address on our house and help me to remember it.

Love,
Dear __________,

Today at school we talked about strangers. I know that a stranger is someone who I do not know well. Strangers can be good or bad but I cannot always tell by looking. Help me to remember this.

Love,
Dear [Name],

Today at school we learned four very important rules about strangers:

1. Stay arm's reach plus away from a stranger.
2. Don't talk to strangers.
3. Don't take anything from a stranger, even if it is something that is yours.
4. Don't go anywhere with a stranger.

Please help me to remember these rules so I can be safe and strong.

Love,
PARENT LETTER 6

Dear [Name],

Today we talked about answering the door if we are home alone. I know to always go to the door and answer it but to never open it or to tell the person that I am home alone. I can tell the person that my mom or dad cannot come to the door right now and I am not allowed to open the door. If a stranger does come to the door, when they leave I will call you or a trusted neighbor and tell them what happened. Please practice these skills with me.

Love,
Parent Letter 6 continued.

A Note from the teacher: The reasons a child should always answer the phone or door (but never open it) if alone are: (1) burglars often call or knock at a door of a house to see if anyone is home, and (2) it is frightening to a child to listen to a phone ring or hear someone knocking at the door and not know who it might be.¹

Dear [Name],

Today at school we learned what to do if we become separated from you while shopping. Here's a game we can play next time we go shopping so I will know what to do.

When we go to the store:
1. Let me choose five people I would ask to help me if I became lost.
2. Then we can talk about if I made good or bad choices.
3. Then you point out who you think I should ask for help.
4. Make sure I truly know what to do if I get lost.

Thank you for helping me stay safe.

Love,
PARENT PERMISSION SLIP

Fingerprinting

I give my permission for my child, ______________, to participate in the fingerprinting program.

Parent Signature
Children's Books
Annotated Bibliography


This story tells of how Sister Bear is overly friendly to everyone she meets. Papa Bear scares Sister Bear by showing her newspaper accounts of missing cubs; this changes her whole outlook. Then Mama Bear explains that not all strangers are bad, that there are just a "few bad apples" and to be aware of that fact. A very good book for children.


This book is easy enough for young children to read. It gives the basic "do not talk to strangers" message. It does not really elaborate on the message.


This is basically an art book. The author shows different ways to make figures of animals and things out of thumb and fingerprints.


This is the beloved Christmas story about a little reindeer with a red nose that helped Santa on Christmas Eve.


The little boy in this book encounters a variety of different animals, who are "strangers." With each encounter the little boy turns and never talks to the stranger. This is a very colorful book which keeps a child's attention. It also shows that strangers can come in many shapes and sizes.

This is a story of a little lion who grows from a babe to a self-sufficient young cub.


This is a short version of the classic tale of Pinocchio. The tale talks about lying, however, it could be used to start a dialog about strangers.


These cards show possible problem situations regarding encounters with strangers. They deal not only with possible abduction but also sexual abuse. These could be beneficial if used one-on-one with an adult explaining any questions the child may have.


This book contains two stories. Both stories are about two friends who encounter difficulties and overcome them.
Books for Parents


Additional Resources:

Kidsrights. P. O. Box 851, Mount Dora, FL. 32757 1-800-892-KIDS.

This is a clearinghouse for educational materials on the subject of child abduction, abuse and molestation.

National Center for Missing and Exploited Children 1835 K Street, N.W., Suite 700, Washington, D.C. 20006

If you write the center about a specific subject they will send you any information they have. They have a lot of very helpful handbooks on the subject of child abduction.
HELP ORGANIZATIONS

HOTLINES

Missing Children Help Center
1-800-USA-KIDS

National Runaway Switchboard
1-800-621-4000

Child Find, Inc.
1-800-426-5678

National Center for Missing and Exploited Children
1-800-843-5678

National Child Safety Council
1-800-222-1464

Missing Children Network
1-800-235-3535

NATIONAL ORGANIZATIONS

Adam Walsh Child Resource Center
1876 North University Dr.
Suite 306
Ft. Lauderdale, FL 33322

American Humane Association
9725 East Hampden Avenue
Denver, CO 80231
(303) 695-0811

Child Find, Inc.
P. O. Box 277
New Paltz, NY 12561
(914) 255-1848

Child's Rights, Inc.
3443 - 17th St., N.W.
Washington, D.C. 20010
(202) 463-7673

Juvenile Justice Clearinghouse
National Criminal Justice Reference Service
P. O. Box 6000
Rockville, MD 20850
(800) 638-8736

National Association of Council for Children
1205 N. Oneida Street
Denver, CO 80220
(303) 321-3963

National Center for Missing and Exploited Children
1835 K Street, N.W., Suite 700
Washington, D.C. 20006
(800) 843-5678

National Child Safety Council
P. O. Box 1368
4065 Page Ave.
Jackson, MI 49204
(517) 764-6070

National Legal Resources Center for Child Advocacy and Protection
American Bar Association
1800 M St., N.W.
Washington, D.C. 20036
(202) 331-2250
STATE ORGANIZATIONS

Child Save
P. O. Box 271356
Concord, CA 94527-1356
(415) 676-SAVE

Find the Children
1811 W. Olympic Blvd.
Los Angeles, CA 90064
(213) 477-6721

Friends of Child Find
California
P. O. Box 84088
San Diego, CA 92138
(619) 268-1933

Home Run: A National Search
for Missing Children
4575 Ruffner St.
San Diego, CA 92111
(619) 292-5683

Kevin Collins Foundation
for Missing Children
P. O. Box 590473
San Francisco, CA 94159
(415) 863-6555

KIDS-Kare, Information
Dedication, Solution, Inc.
1111 N. Palm Canyon Dr.
Suite B
Palm Springs, CA 92262

Missing Children's Project
1017 University Ave.
Berkeley, CA 94710
(415) 549-3820

Vanished Children’s Alliance
P. O. Box 2052
Los Gatos, CA 95031
(408) 354-3200

LOCAL ORGANIZATIONS

There are no specific support groups in the City of San Bernardino for missing children; however, there are county agencies, such as Child Support Services, which can refer parents of missing children to outside agencies.
APPENDIX D
I am

CHILD'S FIRST AND LAST NAME

CHILD'S PHOTOGRAPH

CHILD'S DRAWING

This pattern can be transferred on a ditto master and duplicated onto white construction paper.

and I am special because

CHILD'S RESPONSE
WORKSHEET 1

NAME
Worksheet 2

- pencil
- scissors
- book
- paste
- eraser
- paper clips
NAME ________________________________

WORKSHEET 3

---

- A duck
- A dog
- A frog
- A horse

---

Footprints, symbols, and shapes
MY VERY OWN BOOK ABOUT ME
MY NAME IS

MY PHONE NUMBER IS

MY ADDRESS IS

I HAVE _____________ HAIR AND _____________ EYES.

I WEIGH _____________ AND I AM _____________ TALL.

MY DAD'S NAME IS

MY MOM'S NAME IS
ADDITIONAL INFORMATION

Scars or birthmarks:

Blood type:

Medical problems:

Medication needed:

Speech problems:

Allergies:

Physical handicaps:

Vaccinations and dates:

Eyeglass prescription and frame type:

Doctor's address and phone number:

Dentist's address and phone number:

Other:
BIBLIOGRAPHY


