



EDUCATION KIT

Abduction Prevention Lessons for
Grades 3-5

KidSmartz.org

A program of the



NATIONAL CENTER FOR
**MISSING &
EXPLOITED**
CHILDREN



Version 4.0

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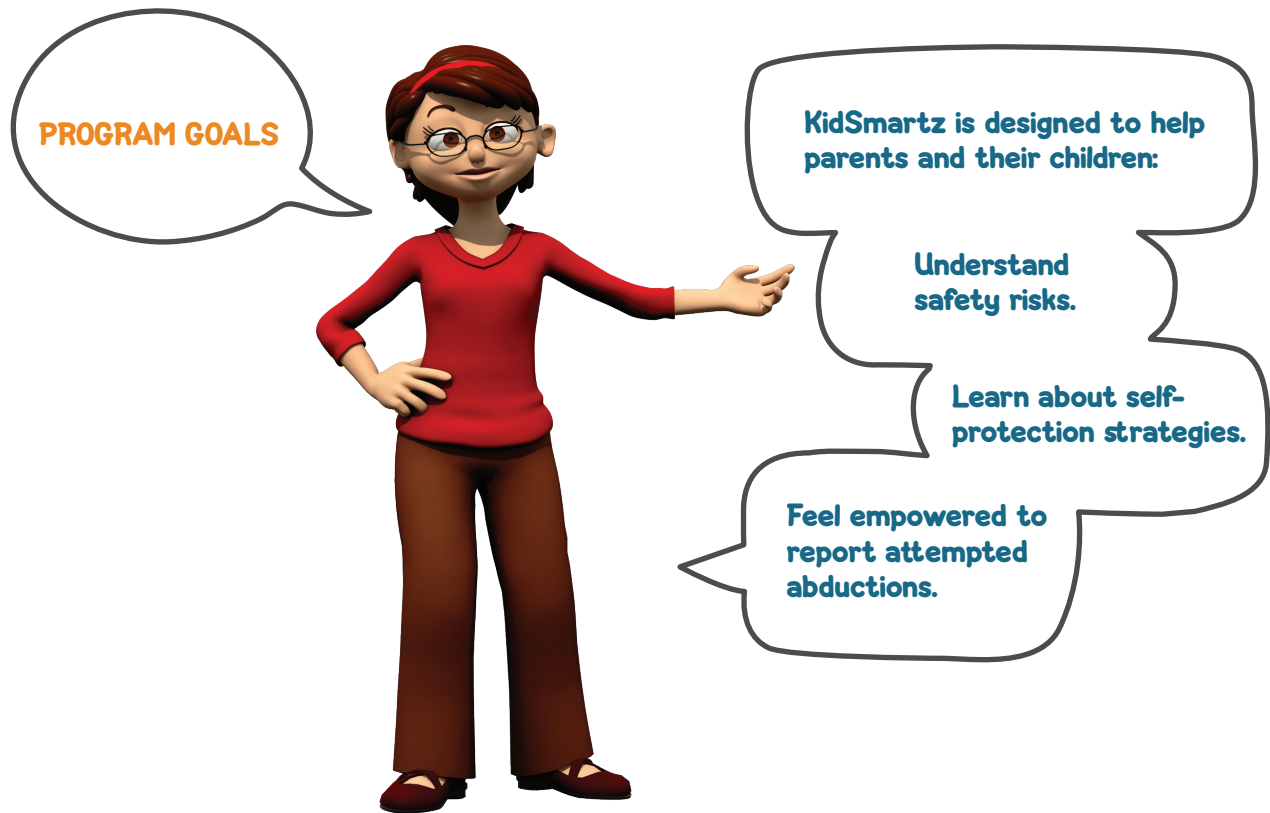
EDUCATION KIT GUIDE



ABOUT KIDSMARTZ

KidSmartz™ is a child safety program that educates families about preventing abduction and empowers kids in grades K-5 to practice safer behaviors. This program offers resources to help parents, caregivers and teachers protect kids by teaching and practicing the four rules of personal safety using tips, printable activities, articles, videos and more.

KidSmartz was created by the child safety experts at the National Center for Missing & Exploited Children® in partnership with Honeywell.



WHO SHOULD USE THIS KIT

- K-5 educators, including health teachers and school counselors.
- Before/after-school program specialists and camp counselors.
- Scout leaders and other youth program coordinators.



HOW TO USE THIS KIT



Learn about the issue

Read the information at [KidSmartz.org/ParentTips](https://www.kidsmartz.org/ParentTips) to learn about common abduction tricks, the dangers of teaching “stranger danger,” and the rules for safety.



Review kit materials

Take some time to examine all of the kit components to make sure you understand the objectives and process of each lesson. Discuss the program with administrators to address any questions or concerns they may have about the subject matter. You may want to refer them to the “Tips for handling sensitive subjects in the classroom” section in this guide for examples of how you plan to address this difficult topic with young children.



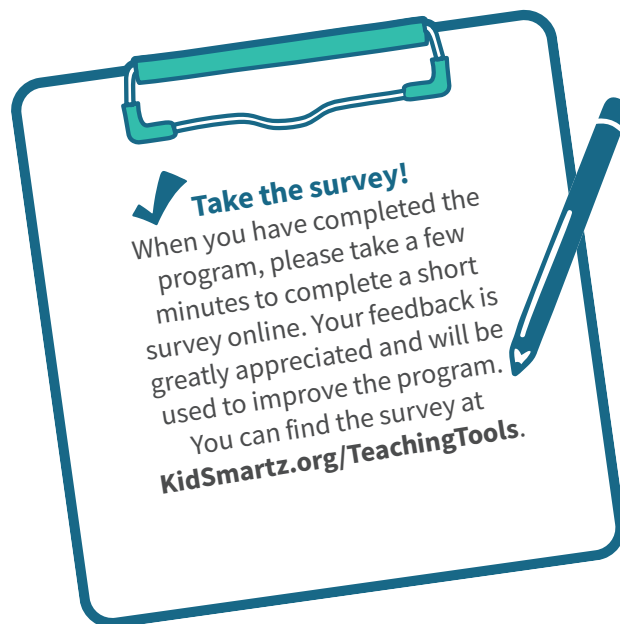
Inform parents

In this kit you will find a letter that introduces parents to the program, encourages them to participate in any take-home activities included in the lessons, and directs them to learn more at [KidSmartz.org](https://www.kidsmartz.org). Send this letter home with students a few days before starting your KidSmartz lessons so they have time to prepare and bring any questions or concerns to your attention.



Teach the lessons

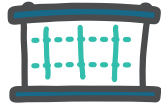
The lesson plans included in this kit give detailed instructions about how you can prepare for and deliver these safety lessons. The KidSmartz program should take at least six class lessons to complete. You may want to break these up into smaller sessions or combine them depending on your own schedule. The lessons conclude with the presentation of a certificate of completion for each student.





ASSESSMENTS

Opportunities to assess your students' progress are included in the KidSmartz lessons. These qualitative assessment tools are not intended to result in a number or letter grade, but rather to help ensure your students are meeting the stated objectives and assist you in assessing the value and quality of the program itself.



Grades K-2 – Observation Rubric

This rubric will help you reflect on your students' progress throughout the KidSmartz program. Take a few minutes after each lesson to record your observations. You will be prompted to note details such as the level of student engagement and if any concepts should be revisited or clarified.



Grades 3-5 – Journal Review

Students in grades 3-5 will keep journals throughout the KidSmartz program. Writing prompts are included in each lesson. You will notice "Journal Check!" reminders at strategic points in the lesson plans. When you see these reminders, collect the student journals, read through them, and offer feedback directly in the journals. This is a chance for you to answer any questions the students may have, correct any misconceptions and offer praise for thoughtful entries.

ALL-GRADES CHECK-IN QUESTIONS

At strategic points in the sequence of lessons, "Check-in Questions" are provided as a short formative assessment tool to help educators better gauge students' understanding and misconceptions about the topics covered. These questions, in combination with the Observation Rubric, should help inform topics for review or extension in future lesson planning.





TIPS FOR HANDLING SENSITIVE SUBJECTS IN THE CLASSROOM

Abduction can be a difficult topic to address in the classroom, especially with very young children. Students may be scared or uncomfortable discussing the possibility of being taken away from their parents. Use the following tips to create a safe space in your classroom where children can explore this topic without fear.

1. **Avoid scary words**

This program purposefully avoids using the words “abduction” and “kidnapping” with students. Throughout these lessons, you will notice statements like “No one should ever try to take you somewhere without your parent’s permission.” This presents the topic in an age-appropriate way free from scare-tactics.

2. **Encourage, but don’t force participation**

There may be some students who are reluctant to participate in discussions, activities or role-playing exercises, and that’s OK. Maintain a positive tone and continually encourage these students to join in.

3. **Gently correct misinformation**

It is likely that some of your students have already been exposed to ineffective and scary messages, such as “don’t talk to strangers.” Turn these into teachable moments. Refer to the information at KidSmartz.org/StrangerDanger for tips on how to combat these myths with children.

4. **Answer questions**

While you are probably well aware that children are naturally curious, you may be surprised by some of the questions your students will ask about this topic. Allow students to ask questions whenever they arise and be as honest as you can.

5. **Take a break**

This program is specifically designed to put students at ease, but we understand there may be times when things do not go as planned. If a lesson veers off course or students get upset at any time, take a step back to reflect. Go in to the next lesson with a plan to address what went wrong. This may include repeating the previous activity or just discussing how students are feeling.

Overall, stay positive.

This is a sensitive topic, but it does not have to be scary.

You want students to leave these lessons feeling confident in their ability to identify risky situations and practice safer behaviors.

SCOPE & SEQUENCE



	GRADES K-2	GRADES 3-5
LESSON 1 INTRODUCTION	<ul style="list-style-type: none"> ▪ Explain what it means to be safe. ▪ Recognize the KidSmartz safety rules. 	<ul style="list-style-type: none"> ▪ Explain what it means to be safe. ▪ Recognize the KidSmartz safety rules.
LESSON 2 CHECK FIRST	<ul style="list-style-type: none"> ▪ Explain the importance of checking first with a trusted adult. ▪ Give examples of when they should check first. ▪ Express how their parent would feel if they did not check first. 	<ul style="list-style-type: none"> ▪ Explain why it is important to check first. ▪ Recognize the common tricks used in abductions. ▪ Identify negative consequences of not checking first.
LESSON 3 TAKE A FRIEND	<ul style="list-style-type: none"> ▪ Demonstrate the meaning of the phrase “strength in numbers.” ▪ Explain why they are safer with a friend. ▪ Give examples of when they should take a friend. 	<ul style="list-style-type: none"> ▪ Explain why they are safer with a friend. ▪ Give examples of when they should take a friend. ▪ Explain the meaning of the phrase “strength in numbers.”
LESSON 4 TELL PEOPLE “NO”	<ul style="list-style-type: none"> ▪ Explain why they have a right to stand up for themselves. ▪ Identify situations in which it is acceptable to tell an adult “no.” ▪ Demonstrate how to say “no” with authority. 	<ul style="list-style-type: none"> ▪ Identify situations in which it is acceptable to tell an adult “no.” ▪ Practice saying “no” with authority. ▪ Recognize that they have a right to protect themselves.
LESSON 5 TELL A TRUSTED ADULT	<ul style="list-style-type: none"> ▪ Describe situations they should report to a trusted adult. ▪ Identify the qualities of a trusted adult. ▪ Dial 911 in an emergency. 	<ul style="list-style-type: none"> ▪ Define the word “trust.” ▪ Identify the qualities of a trusted adult. ▪ Identify three of their trusted adults.
LESSON 6 CONCLUSION	<ul style="list-style-type: none"> ▪ Explain the KidSmartz rules in their own words. ▪ Give examples of how to be safer. 	<ul style="list-style-type: none"> ▪ Explain the KidSmartz rules in their own words. ▪ Give examples of how to be safer.

GRADES 3-5 ■ LESSON 1

INTRODUCTION



OVERVIEW

In this introductory activity, students will learn about the KidSmartz program and its rules for safety. They will also begin their KidSmartz journals and think about what they would like to learn about safety during these lessons.



OBJECTIVES

After completing this lesson students will be able to:

- Explain what it means to be safe.
- Recognize the KidSmartz safety rules.



PROCEDURE

1. Explain to students that over the next few days/weeks, they are going to be learning how to be safer. **Ask them:** *What can you tell me about fire safety? What about bicycle safety? Or seatbelt safety? What are some of the safety rules you follow every day?*

Allow some time for discussion, and then **tell students:** *You've already learned about many kinds of safety. Now we're going to be talking about personal safety. That means we're going to learn how to keep others from hurting you. Just like fire safety has rules – stop, drop and roll – personal safety has rules too.*

2. Give every student a copy of *Attachment 1 – KidSmartz Rules*. Read them together as a class. **Tell students:** *We're going to be spending some time on each of these rules, and you're going to be writing about what we're learning in your KidSmartz journals.*
3. Have students glue or tape the rules in the first page of their journals. Then ask them to sign their names on the rules. **Tell them:** *This is your journal. It will be a record of everything you are going to learn about personal safety. By signing your name, you are promising to listen carefully to these safety lessons and use the rules to keep yourselves safer.*
4. Give students five minutes to complete their first journal entry. Ask students to make two columns on a page in their journal. In the first column, they will answer the question: *What do you already know about being safe?* In the second column, they will answer the question: *What do you want to know about being safer?*



FOLLOW-UP

Send a copy of *Attachment 2 – Parent Letter* home with each student. This will introduce parents and guardians to the program and encourage them to visit KidSmartz.org for more information.



MATERIALS

- Student journals
- *Attachment 1 – KidSmartz Rules*
- *Attachment 2 – Parent Letter*
- Glue sticks/tape



PREPARATION

- If you can, provide each student with a notebook. Otherwise have each student set aside a portion of an existing notebook to use as their KidSmartz journal.
- Print a copy of *Attachment 1 – KidSmartz Rules* for each student.
- Print a copy of *Attachment 2 – Parent Letter* for each student.



GRADES 3-5 ■ LESSON 2

CHECK FIRST



OVERVIEW

In this lesson students will discuss why checking first with a parent or guardian is important. They will then discuss the most common tricks used in abductions and identify negative consequences of not checking first.



OBJECTIVES

After completing this lesson, students will be able to:

- Explain why it is important to check first.
- Recognize the common tricks used in abductions.
- Identify negative consequences of not checking first.



PROCEDURE

1. Review the first KidSmartz rule from the students' journals: *"I will always check first with my parent, guardian, or other trusted adult before going anywhere, helping anyone, accepting anything or getting into a car."* **Ask students:** *Why do you think it's important to check first before going anywhere?* Allow some time for discussion. Students might explain that their parents would be worried or they would get in trouble if they did not check first.
2. **Ask students:** *Why should you check first before helping anyone?* That may be harder for students to explain, so provide them with some additional information. **Tell them:** *Adults should only ask other adults for help, especially if it's someone you don't know. It's not rude for you to say "no" because they shouldn't be asking you. Some adults might try to trick you to get you to go with them, like if you're in a grocery store and they ask you to help carry their groceries to the car. That's why you should check first. It might be a trick.*
3. Give every student a copy of *Attachment 4 – The Common Tricks*. Review them together. Ask for volunteers to read each example aloud and answer any questions students may have. Be sure to reiterate that the solution for all of these tricks is to check first with their parent, guardian, or the adult in charge before going anywhere, even if it's with someone they know, like a neighbor or a family friend.
4. Play the "Check First" animated video to show an example of this rule in action. **Ask:** *What two common tricks did the man in the car use? (The Help Trick – he asked for directions; The Offer Trick – he offered them money if they helped him).* **Tell them:** *The adult in the car shouldn't have asked the kids for help. If someone in a car asks you for help, you should never get close to the car. Tell them "no," and then go find the adult in charge.*
5. Write "Consequences of Not Checking First" on the chalkboard or whiteboard. Ask students to tell you what the word "consequences" means (*something that happens because of an earlier action*).



MATERIALS

- Student journals
- *Attachment 4 – The Common Tricks*
- "Check First" video
- Computer connected to an LCD projector
- Chalkboard/whiteboard
- Chalk/markers



PREPARATION

Print a copy of *Attachment 4 – The Common Tricks* for each student.



Tell them: *The kids in the video had a choice of what to do when confronted with a trick. What are some of the consequences they could have faced if they decided to help the man? Write the students' answers on the board. (They may have been taken somewhere they did not want to go, gotten into trouble for leaving without asking, been hurt by the person tricking them, made their parent or guardian worry, etc.)* **Ask students:** *What should you do if you are ever in a similar situation? (You should check first!)*

 **FOLLOW-UP**

Ask students to respond to the following writing prompt in their journals: *Was there ever a time when your parent or guardian did not know where you were? How did they feel when they could not find you?*



GRADES 3-5 ■ LESSON 3

TAKE A FRIEND



OVERVIEW

In this lesson students will examine the second KidSmartz rule – take a friend. Together they will create a graph showing the different methods they use to travel to and from school and discuss how the second rule applies to each of those methods.



OBJECTIVES

After completing this lesson, students will be able to:

- Explain why they are safer with a friend.
- Give examples of when they should take a friend.
- Explain the meaning of the phrase “strength in numbers.”



PROCEDURE

1. Review the second KidSmartz rule: *I will take a friend with me when going places or playing outside.* **Ask students:** *Where are some places you go without an adult?* Students may discuss playing in the neighborhood, going to the park, walking to and from school, etc.
2. Play the “Take a Friend” animated video. **Ask:** *Why is it safer to take a friend when going places? (Friends can look out for each other; friends can help if you are hurt or in danger; people are less likely to bother you; etc.)* Allow some time for discussion.
3. Explain to students that the “take a friend” rule is very important when going to and from school. Take a class survey – *How do you get to school?* Write the results on the board in a chart like the example below:

METHOD OF GETTING TO SCHOOL	NUMBER OF STUDENTS
Walk	8
Bus and/or train	5
Ride my bicycle	2
Parent/guardian drives me	7
Friend’s parent drives me	3



MATERIALS

- “Take a Friend” video
- Computer connected to an LCD projector
- Student journals
- Chalkboard/whiteboard
- Chalk/markers

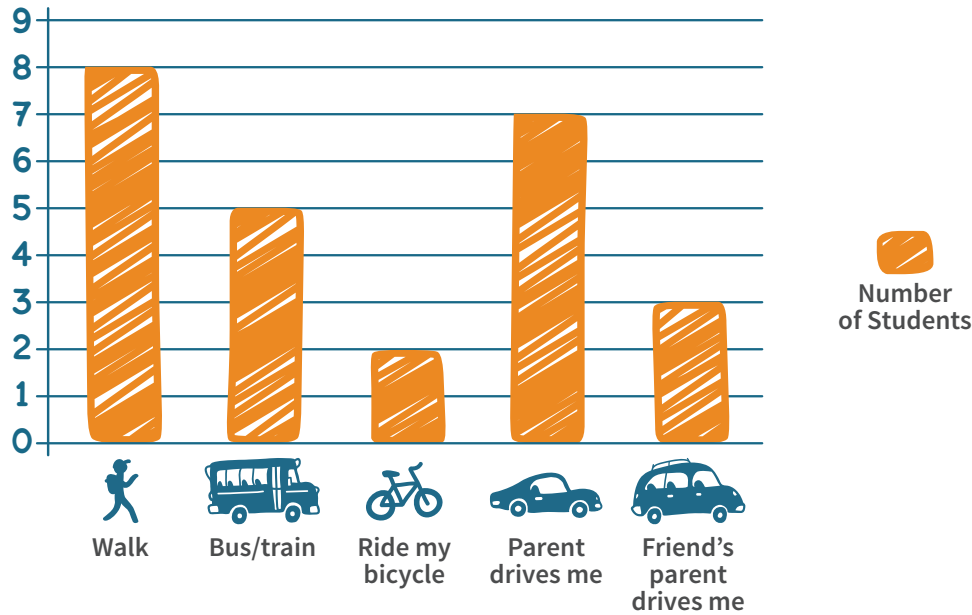


PREPARATION

None



Now plot the numbers on a graph like the example below. Place the method of getting to school on the X axis and the number of students on the Y axis. Ask for student volunteers to complete the chart.



- Ask students:** How does the “take a friend” rule apply to each of the methods of getting to school? (e.g. Walk with a friend, wait at the bus stop with a friend, ride your bicycle with a friend, get a ride with a friend’s parent or guardian.)
- Tell them:** You may be approached by someone who wants you to go with them while going to and from school. They might offer you a ride or ask for directions. That’s why it’s so important to take a friend when going to and from school. People are less likely to bother you, and if someone does try to get you to go with them, you’ll have a friend there to help.



FOLLOW-UP

Ask students to respond to the following prompt in their journals: You might have heard of the phrase “strength in numbers.” What does it mean to you? Why are you safer with a friend?



CHECK-IN QUESTIONS

- With a partner, work together to name the 8 common tricks and give an example of what you could say or do to remove yourself from that situation. *Circulate the room and listen in as students discuss.*
- Write down what you think is the most important idea you've learned from our lessons so far.



JOURNAL CHECK!

Collect students’ journals and review their entries from the first three lessons. Does everyone seem to be clear on the concepts you have introduced so far? Is there anything you need to clarify? Are there any questions you should answer?

GRADES 3-5 ■ LESSON 4

TELL PEOPLE “NO”



OVERVIEW

In this lesson students will participate in a role-playing exercise to demonstrate the principles of the third KidSmartz rule. They will practice saying “no” and learn what to do to get away from risky situations.



OBJECTIVES

After completing this lesson, students will be able to:

- Identify situations in which it is acceptable to tell an adult “no.”
- Practice saying “no” with authority.
- Recognize that they have a right to protect themselves.



PROCEDURE

1. Ask students to look over the third KidSmartz rule in their journals: “I will tell people ‘NO’ if they try to touch or hurt me. It’s OK for me to stand up for myself.” **Ask students:** *What do you think this rule means? When is it OK to tell an adult “no”?* Allow some time for discussion and for students to explore this concept in their own words.
2. Play the “Tell People NO” animated video. Explain to students that they have the right to feel safe and comfortable. If anyone ever touches them in a way they don’t like or tries to take them somewhere, they have the right to say “no,” even if it’s someone they know, such as an uncle, neighbor or family friend.
3. Give every student a copy of *Attachment 5 – How to Say “NO.”* Review the different ways to say “no” with students and demonstrate saying “no” with authority.
4. Explain to students that they are now going to participate in a role-playing exercise. **Tell them:** *I will read a scenario in which someone might be trying to trick you. You have to respond by saying “no.” Remember the eight common tricks and the different ways you can say “no” that we just discussed. As you move through each scenario, give each student feedback on how to be more assertive when saying “no.” Be sure that every student participates in the role-playing. You can even repeat the scenarios to make sure all students have participated.*
5. When you have completed all of the scenarios, remind students that sometimes just saying “no” does not work. That’s when it’s OK for them to hit, punch, kick, scream and run to get away. **Tell them:** *You are not doing anything wrong if you have to fight someone to get away. Remember what the KidSmartz rule says: you have the right to stand up for yourself. So if someone tries to trick you into going somewhere or if someone tries to grab you, you should do everything you can to get away.*



FOLLOW-UP

Ask students to respond to the following prompt in their journals: *Write about a time when you had to stand up for yourself. What did you do or say to protect yourself? What do you think others can learn from your experience?*



MATERIALS

- “Tell People NO” video
- Computer connected to an LCD projector
- Student journals
- *Attachment 5 – How to Say “NO”*
- *Attachment 6 – Role-Playing Scenarios*



PREPARATION

- Print copies of *Attachment 5 – How to Say “NO”* for each student.
- Print one copy of *Attachment 6 – Role-Playing Scenarios* for yourself.

TELL A TRUSTED ADULT



OVERVIEW

In this lesson students will define the word “trust” and discuss the qualities of a trusted adult. They will then interview an adult they consider to be trustworthy.



OBJECTIVES

After completing this lesson, students will be able to:

- Define the word “trust.”
- Identify the qualities of a trusted adult.
- Identify three of their trusted adults.



PROCEDURE

1. Review the final KidSmartz rule in the students’ journals: “I will tell my trusted adult if anything makes me feel sad, scared or confused.” **Ask them:** What do you think the word “trust” means? Allow some time for discussion. Let students answer in their own words first, and then ask a student to look it up in the dictionary. **Tell students:** Now that we have a definition for the word “trust,” let’s define “trusted adult.”
2. Play the “Tell a Trusted Adult” animated video. **Then ask:** What did the boys tell Jen a trusted adult was? Allow them to answer in their own words. Give every student a copy of *Attachment 7 – What Makes a Trusted Adult?* **Ask:** Which of these are qualities of a trusted adult? Which are not? Have students cross out anything that doesn’t fit the definition of a trusted adult.
3. **Tell students:** The KidSmartz rule tells us to tell a trusted adult if anything makes you feel sad, scared or confused. Using this list as a guide, can you name at least three trusted adults in your life? You may ask students to name them aloud or you may prefer to have them write their list in their journals.
4. Give each student a copy of *Attachment 8 – Trusted Adult Interview*. Ask them to conduct an interview with one of the adults on their list using this Q & A sheet as a guide. You may assign as many days as needed for students to complete their interviews. Ask students to share some of what they learned from their trusted adults with the class.

Tell them: If anything ever makes you feel sad, scared, or confused, a trusted adult can help. This is especially important if anyone ever tries to get you to go anywhere with them. If someone tries to take you somewhere without first checking with the adult in charge, you need to tell an adult you trust right away.



MATERIALS

- Student journals
- Dictionary
- “Tell a Trusted Adult” video
- Computer connected to an LCD projector
- *Attachment 7 – What Makes a Trusted Adult?*
- *Attachment 8 – Trusted Adult Interview*



PREPARATION

- Print a copy of *Attachment 7 – What Makes a Trusted Adult?* for each student.
- Print a copy of *Attachment 8 – Trusted Adult Interview* for each student.



FOLLOW-UP

Ask students to respond to the following prompt in their journals: *Write a letter to one of your trusted adults. Tell them why you trust them and how that makes you feel.*



CHECK-IN QUESTIONS

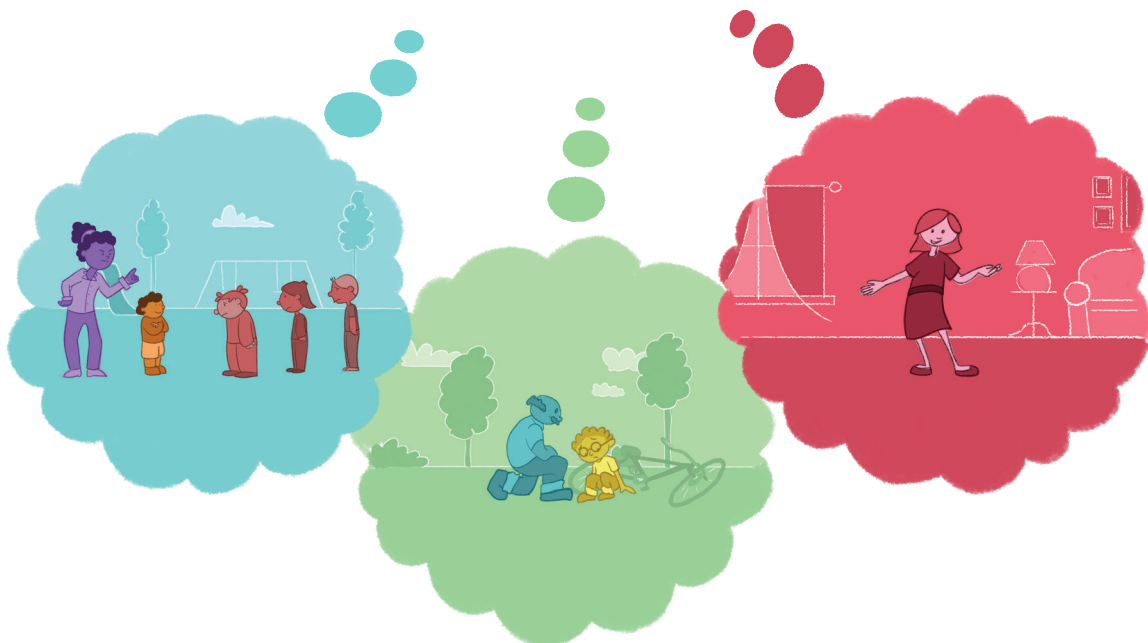
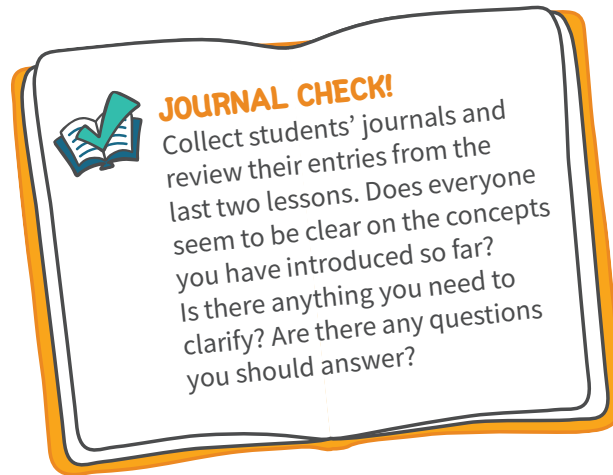
Have students put their heads down to answer anonymously. True or False:

1. It's **never** Ok to fight against an adult, even if they're trying to touch you inappropriately or hurt you.
2. You have the right to say no or refuse to help someone if you don't feel safe.

Allow students 2 minutes to think about the following:

1. How has my attitude about safety changed?
2. I became more aware of....
3. I was surprised about....
4. When we started learning about this I felt...
5. Now I feel.....

Students may choose to discuss their thoughts out loud or write them down for you to collect.



GRADES 3-5 ■ LESSON 6

CONCLUSION



OVERVIEW

In this final activity students will review what they have learned and receive their KidSmartz certificates.



OBJECTIVES

After completing this lesson students will be able to:

- Explain the *KidSmartz rules* in their own words.
- Give examples of how to be safer.



PROCEDURE

1. Gather students in a circle and review the lessons they have learned together. Try to get all students to share some of what they learned.
2. Have students tell you about the “check first” rule. **Ask them:** *Why is it important to check first with an adult before going anywhere? What are the tricks someone might use to convince you to go with them?*
3. Review the “take a friend” rule. **Ask students:** *Why is it safer to take a friend when going places or playing outside? Give me a few examples of when taking a friend is safer.*
4. Have students show you what they learned with the “tell people ‘NO’” rule. **Ask them:** *When is it OK for you to tell an adult “no”? Can someone show me how to say “no” with confidence?*
5. Encourage students to reflect on their trusted adult interviews. **Ask them:** *What are some of the qualities of a trusted adult? What should you do if someone makes you feel sad, scared or confused?*
6. After reviewing the KidSmartz Four Rules of Safety, give students their KidSmartz certificates. Congratulate them on learning how to be safer and make sure they understand that they can come to you with questions or concerns whenever they need help.



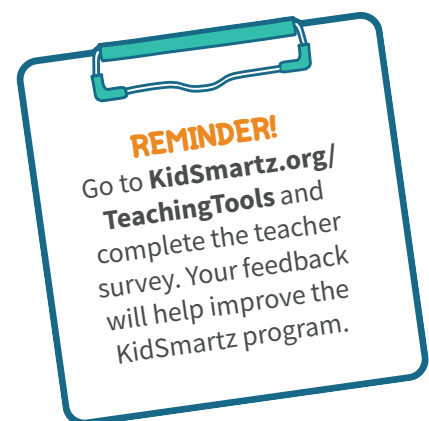
MATERIALS

- Attachment 3 – KidSmartz Certificate



PREPARATION

- Print a copy of Attachment 3 – KidSmartz Certificate for each student.
- Fill out each certificate with the students’ names.





ATTACHMENTS





Kid Smartz™ RULES

1 I will always **CHECK FIRST**

with my parent, guardian, or other trusted adult before going anywhere, helping anyone, accepting anything, or getting into a car.



2

I will
TAKE A FRIEND
with me when going places or playing outside.



3

I will
TELL PEOPLE "NO"
if they try to touch me or hurt me. It's OK for me to stand up for myself.

4

I will
TELL MY TRUSTED ADULT
if anything makes me feel sad, scared, or confused.

(sign your name)



A program of the



KidSmartz.org

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Dear parents/guardians,

Our class will soon begin an abduction prevention program called KidSmartz®. This program was created by the child safety experts at the National Center for Missing & Exploited Children® in partnership with Honeywell. Through a series of discussions, activities and role-playing exercises, your child will learn how to recognize potentially dangerous situations and use self-protection strategies.

All KidSmartz lessons revolve around these **FOUR RULES**:



I will always **CHECK FIRST** with my parent, guardian or other trusted adult before going anywhere, helping anyone, accepting anything or getting into a car.



I will **TAKE A FRIEND** with me when going places or playing outside.



I will **TELL PEOPLE "NO"** if they try to touch me or hurt me. It's OK for me to stand up for myself.



I will **TELL MY TRUSTED ADULT** if anything makes me feel sad, scared or confused.

Parent involvement is an important part of the KidSmartz program. Safety lessons work best when they are reinforced both in the classroom and at home, so you will notice your child bringing home assignments that should be completed with your help. I also strongly encourage you to visit **KidSmartz.org** where you will find information about abduction, tips for protecting your child and activities you can do at home.

If you have any questions about the KidSmartz program or would like to learn more about the lessons we will be teaching, please feel free to contact me. I am very excited to be working with your child on this program, and I hope you understand just how important your participation is. No one is better able to protect your child than you!

Thank you,





Estimado padre de familia/tutor,

Pronto iniciará en nuestra clase un programa de prevención contra el secuestro denominado KidSmartz®. Este programa fue creado por expertos en seguridad infantil en el *National Center for Missing & Exploited Children*® en alianza con Honeywell. A través de una serie de charlas, actividades y ejercicios de representación, su hijo aprenderá como reconocer situaciones de riesgo y usar estrategias de auto-protección.

Todas las lecciones de KidSmartz se enfocan en estas **CUATRO REGLAS**:



Siempre voy a **CONSULTAR PRIMERO** con mis padres, tutor u otro adulto de confianza antes de ir a cualquier lugar, ayudar a cualquier persona, aceptar cualquier cosa o subir a un carro.



Siempre voy a **LLEVAR A UN AMIGO** cuando vaya a lugares o a jugar afuera.



Voy a **DECIRLE "NO" A LA GENTE** si tratan de tocarme o lastimarme. Está BIEN que yo me defienda.



Voy a **DECIRLE A UN ADULTO DE CONFIANZA** si cualquier cosa me hace sentir triste, asustado o confundido.

Es muy importante para el programa KidSmartz que los padres se involucren. Las lecciones de seguridad se trabajan mejor cuando se refuerzan en clase y en la casa, así que usted sabrá que su hijo(a) tendrá algunas actividades que deberá realizar con su ayuda. También les recomiendo ampliamente visitar la página **KidSmartz.org** donde encontrará información sobre secuestro, consejos para proteger a su niño y actividades que pueden hacer en casa.

Si usted tiene alguna pregunta sobre el programa KidSmartz o desea aprender más sobre las lecciones que estaremos impartiendo, siéntase libre de contactarme. Estoy muy emocionado(a) de trabajar este programa con su hijo(a), espero que entienda cuán importante es su participación. Nadie es capaz de proteger a su hijo como usted.

Gracias,



KidSmartz.org

CONGRATULATIONS!

has learned the 4 KidSmartz rules
and knows how to be safer!



ATTACHMENT 4

THE COMMON TRICKS



THE OFFER TRICK

A person offers you something you might want like candy, food, toys, money or a fun trip.



THE ANIMAL TRICK

A person shows you a cute or unusual animal.



THE FRIEND TRICK

A person says he or she is a friend of your parents or guardians and they asked him or her to pick you up.



THE HELP TRICK

You are asked to help with something like giving directions, looking for a lost pet or money, opening a door or carrying something.



THE FLATTERY TRICK

Someone asks you to go with them to take pictures because you are so pretty or handsome. They might tell you that you will be rich and famous.



THE EMERGENCY TRICK

Someone tells you that there is an emergency, like a fire or an accident, and you will be taken to your parents or guardians.



THE OPEN-THE-DOOR TRICK

A person asks you to open the door to your house when your parents or guardians are not home. The person may look like a delivery person or be wearing a uniform.



THE "BAD" CHILD TRICK

A person says you did something wrong and must go with him or her. This person may have a fake badge or be dressed in uniform. This person may say your parents or guardians do not want you anymore.

How do you
beat these
common tricks?

**CHECK
FIRST**

HOW TO SAY "NO"



WHAT
SHOULD
YOU SAY?



No! **Stop it!** **Leave me alone!**

I don't like that! **You're not my mom/dad!**

HOW
SHOULD YOU
SAY IT?



Be serious!

Be confident!

Be loud!

WHEN
SHOULD YOU
SAY IT?



If someone tries to get you to go somewhere without checking first with your parent or guardian...

If someone touches you in a way that makes you feel uncomfortable...

If someone tries one of the common tricks on you...

SAY NO!

WHY
SHOULD YOU
SAY IT?



{ Because it is **OK** for you to stand up for yourself! }



NOTE:

In some of these situations it is possible the characters are not being tricked, but the important thing to remember is that children should always check first with the adult in charge before leaving, even if it's with someone they know like a neighbor or family member. Students should still say "no" and tell the adult in charge.

1. You're playing in your yard when your neighbor invites you to come inside his house for a cookie.
2. You're standing in line for the Ferris wheel at an amusement park. A woman you don't know tells you she'll get you to the front of the line if you go with her.
3. You're waiting with your friend after school. Her mom is supposed to pick you up for soccer practice. Your uncle shows up and says your mom asked him to take you instead.
4. You're walking to school when a man in a car pulls up and asks you for directions to the store.
5. You're playing with friends when a man you don't know approaches and asks you to help him look for his lost dog.
6. You're at the movie theater. Your mom is at the snack counter getting popcorn. A woman you don't know tells you she has something really cool you should see in the bathroom.
7. You're at the park with some friends when a man tells you to come with him because your parents were in an accident.
8. You're at the mall with your aunt. She is at the cash register paying for something when a woman you don't know tells you that you're very pretty/handsome. She wants you to come with her to take pictures. She says you'll make lots of money.
9. You're watching TV while your mom is out back gardening. A delivery person rings the bell and says he has a package for you. He says he doesn't need your mom's signature; he just wants you to open the door.
10. You're on a field trip at the museum. A woman wearing a name tag tells you that you're in trouble for breaking one of their exhibits. She says you need to come with her.
11. You're at the grocery store with your mom. She is looking the other way at some vegetables. A man you see at the store sometimes asks you to help him carry his groceries to his car. He'll give you \$5.
12. You're at the library with a group of friends. A woman you don't know invites you to come see the cute kittens she has outside in her car.

WHAT MAKES A TRUSTED ADULT?



Take a look at the list below. Cross off anything that doesn't fit the definition of a trusted adult.

A **trusted** adult...

TRIES TO
TRICK
ME

FOLLOWS THE
KIDSMARTZ
RULES

MAKES ME FEEL
SAFE

SCARES
ME

TOUCHES ME IN WAYS I
DON'T LIKE

MAKES ME FEEL
HAPPY

HELPS
ME

IGNORES
ME WHEN I NEED HELP

IS
RELIABLE

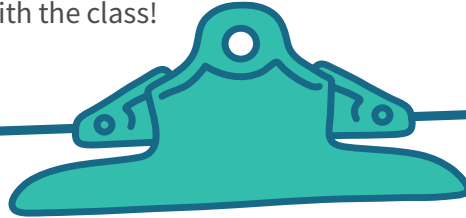
LISTENS
TO ME

ATTACHMENT 8

TRUSTED ADULT INTERVIEW



Choose one adult you think is trustworthy. It can be anyone – your mom or dad, your guardian, an aunt or uncle, a teacher, a coach, a family friend, or even a neighbor. Ask them the questions below and share your interviews with the class!



Q: What do you think the word “trust” means?

A:

Q: How do you try to show me you are trustworthy?

A:

Q: Why is your job as a trusted adult so important?

A:

Q: If I was sad, scared, or confused, how would you try to help me?

A:

Q: I believe I can trust you. How does that make you feel?

A:





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