



EDUCATION KIT

Abduction Prevention Lessons for
Grades K-2

KidSmartz.org

A program of the



NATIONAL CENTER FOR
**MISSING &
EXPLOITED**
CHILDREN



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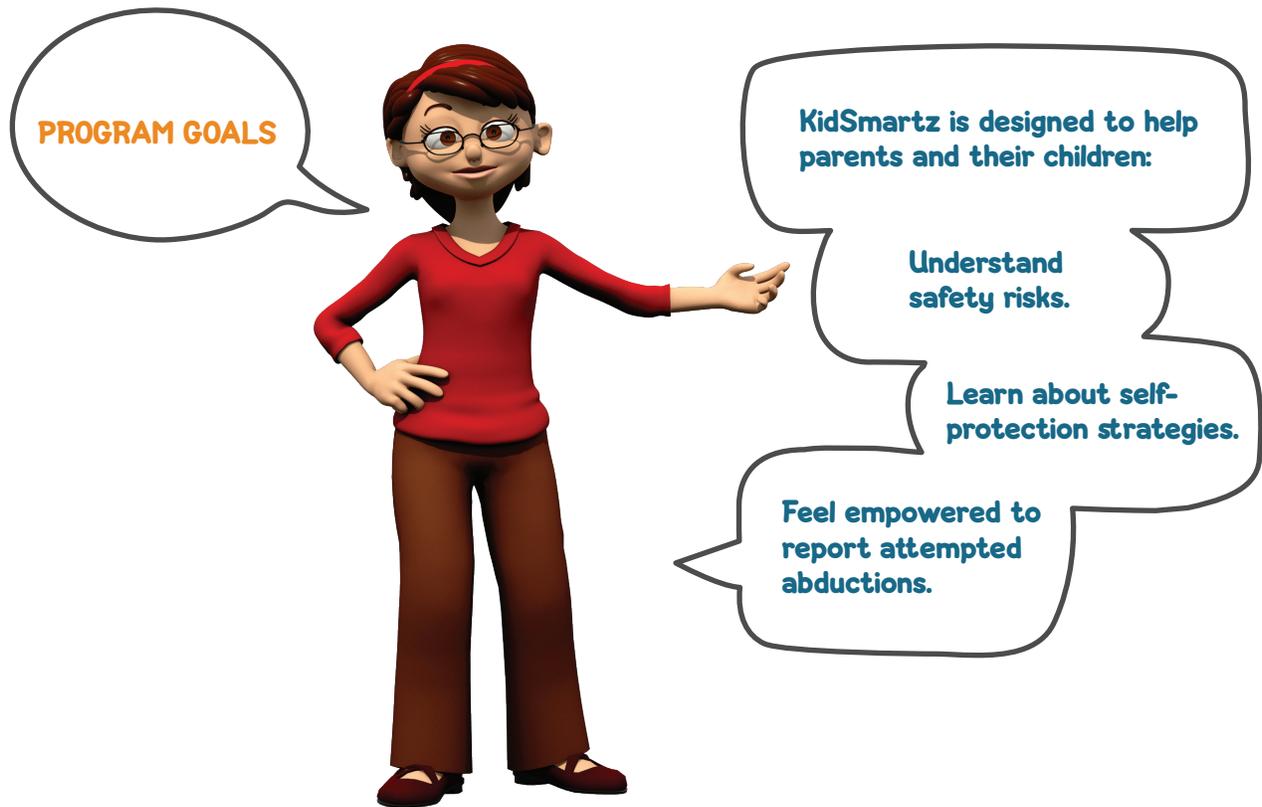
EDUCATION KIT GUIDE



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.



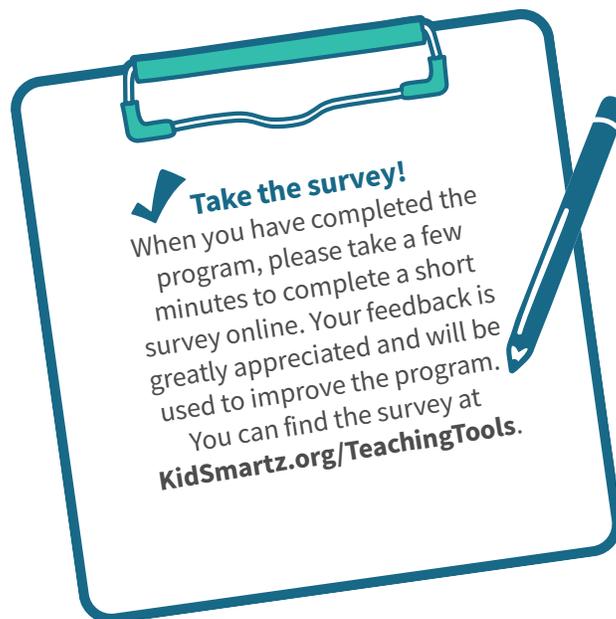
Inform parents

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

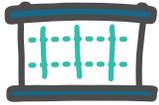
The lesson plans included in this kit give detailed instructions about how you can prepare for and deliver these safety lessons. The KidSmartz program should take at least six class lessons to complete. You may want to break these up into smaller sessions or combine them depending on your own schedule.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

OBSERVATION RUBRIC



Use this rubric to reflect on your class's progress through the KidSmartz program.
Record your observations for each lesson in the space provided.

	LESSON 1 INTRODUCTION	LESSON 2 CHECK FIRST	LESSON 3 TAKE A FRIEND
How well did students meet the stated objectives?			
How engaged were students in the lesson activities?			
What concepts should be revisited or clarified?			
How well did students work in groups?			
How would you rate students' progress on the bulletin board project?			

GRADES K-2
OBSERVATION RUBRIC



**LESSON 4
TELL PEOPLE "NO"**

**LESSON 5
TELL A TRUSTED ADULT**

**LESSON 6
CONCLUSION**

How well did students meet the stated objectives?

How engaged were students in the lesson activities?

What concepts should be revisited or clarified?

How well did students work in groups?

How would you rate students' progress on the bulletin board project?

GRADES K-2 ■ LESSON 1

INTRODUCTION



OVERVIEW

In this introductory activity students will learn about the KidSmartz program and its rules for personal safety. They will also take ownership over their KidSmartz bulletin board/wall and promise to listen carefully during these safety 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 safe. **Ask them:** *What does it mean to be safe?* Allow some time for discussion. You might hear students talk about things such as fire safety or seatbelt safety.

Tell them: *The kind of safety we're going to be talking about is 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 are going to be spending some time on each of these rules. As we learn about them, we'll add what we learned to our KidSmartz board. It will be there as a reminder of what we've learned.*
3. Ask all students to sign their names on the bulletin board. **Tell them:** *This is your board. It will show what you have learned. By signing your name, you are promising to listen carefully to these safety lessons and use the rules to keep yourselves 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

- *Attachment 1 – KidSmartz Rules*
- *Attachment 2 – Parent Letter*



PREPARATION

- Set aside a bulletin board or section of wall in the classroom. Label it “KidSmartz” in large, bright letters.
- Print a copy of *Attachment 1 – KidSmartz Rules* for each student.
- Print a copy of *Attachment 2 – Parent Letter* for each student.

GRADES K-2 ■ LESSON 2

CHECK FIRST



OVERVIEW

In this lesson students will examine the first KidSmartz rule and learn why it is important to check first with an adult before going anywhere. They will work collaboratively to write a sequential story that demonstrates this rule, and then watch an animated video that reinforces the lesson.



OBJECTIVES

After completing this lesson students will be able to:

- Explain the importance of checking first with an adult.
- Give examples of when they should check first.
- Express how their parent or guardian would feel if they did not check first.



PROCEDURE

1. Gather students around the KidSmartz board. Read the story on the poster board aloud. **Ask students:** *There's something wrong with this story, isn't there? What do you think is the problem?* Discuss how the story does not make sense because it's out of order. Ask students which sentence should come first, second and so on until the story is in the correct order. Write the new story on the blank poster board. Then read the correct story aloud.
2. Ask students to return to their desks and **tell them:** *Today, we are learning about the first KidSmartz rule – "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." This story is an example of that rule. Sam did the right thing by checking first with his dad before leaving the front yard with Derek. It's important that you do the same. If you want to go somewhere, you should do things in the correct order – **check first** with your parent/guardian or the adult in charge **before** you leave.*



MATERIALS

- Attachment 4 – Parent/Guardian Response
- "Check First" video
- Computer connected to an LCD projector
- 2 Poster boards/butcher paper
- Markers



PREPARATION

- Print a copy of Attachment 4 – Parent/Guardian Response for each student.
- Use markers to write the following story in large print on one poster board. Be sure to number the sentences:

1. Sam was playing in the front yard.
2. Sam's dad said he could go to the park with Derek.
3. Sam checked with his dad to see if it was okay.
4. Derek came over and asked him to go to the park.

- Hang the poster on the KidSmartz bulletin board.
- Hang a blank poster next to the first.



3. Discuss these other examples of when students should check first. Encourage children to answer each question by saying “Check first!” together.

Check first before helping anyone.

- If someone in the grocery store asks you to help carry their groceries to their car, what should you do?
- If someone at the park asks you to help them find their lost dog, what should you do?

Check first before accepting anything.

- If a neighbor asks you to come over for a piece of candy, what should you do?
- If someone offers you \$5 to help get a box out of their car, what should you do?

Check first before getting into a car.

- If someone tells you they will give you a ride to school, what should you do?
- If a neighbor tells you they will drive you to the store, what should you do?



4. Play the “Check First” animated video to show an example of this rule in action. Be sure to emphasize that the adult in the car should not have asked the kids for help without first talking to their parent or guardian.

Tell students: *If someone ever approaches you and wants you to go somewhere, help them, or get into their car, don't do it without first talking to your parent or guardian, even if it's someone you know like a family member or a neighbor. And never get into someone's car without getting your parent or guardian's permission first. No one should ever try to take you somewhere without their permission.*

FOLLOW-UP

Give every student a copy of *Attachment 4 – Parent/Guardian Response*. Ask them to go home and ask their parent or guardian: “How would you feel if you didn't know where to find me?” Students should complete the worksheet together with their parent or guardian and share the responses with the class the next day.

GRADES K-2 ■ LESSON 3

TAKE A FRIEND



OVERVIEW

In this lesson students will examine the phrase “strength in numbers” and go through a series of activities to demonstrate its meaning. They will discuss how this concept relates to the second KidSmartz rule and learn why it is important to always take a friend when going places.



OBJECTIVES

After completing this lesson, students will be able to:

- 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.



PROCEDURE

1. Ask students to tell you what they think the saying “strength in numbers” means. Allow them to give you a definition in their own words first, and then tell them: “*Strength in numbers means two is better than one. It means you are stronger when you have help. It means you are safer when you are with someone else.*”
2. Review the second KidSmartz rule: *I will take a friend with me when going places or playing outside.* Explain to students that today you are going to show them that there is strength in numbers and that it is safer to go places with a friend.
3. Take a single piece of construction paper and hand it to a student. Ask him or her to rip it in half. **Tell students:** *Do you see how easy it was to rip this piece of paper? That’s because it was just one piece of paper.* Now give the entire stack of construction paper to another student and ask him or her to rip it in half. Allow students to take turns trying. **Tell them:** *Do you see how hard it is to rip the entire stack of paper? That’s because it’s many pieces of paper together. They are stronger together, just like friends are stronger together.*
4. Place a heavy box or bag (or a similar item) on the floor. Ask one student to try and lift the box. Ask the student if it was easy to lift. Now have another student help him or her lift the box. **Ask:** *Do you see how it was much easier to lift the box when you had a friend to help? How easy do you think it would be with more friends?* Have several students lift the box together. Tell students: *This is a great example of the “take a friend” rule. It’s not impossible to lift this box on your own, but it’s so much easier with friends. That’s because being with a friend makes you stronger.*
5. Play the “Take a Friend” animated video. **Ask:** *Why did Jen and Marco stop Sam from going to the park alone? (They knew it was safer to take a friend. They did the right thing by telling him to wait.) How did they convince Sam that taking a friend is safer? (They explained that two people are stronger than one and that friends can help you when you’re in trouble.)*



MATERIALS

- “Take a Friend” video
- Computer connected to an LCD projector
- Construction paper
- A heavy box/bag or another weighted item
- Poster board/butcher paper
- Crayons/markers



PREPARATION

- Use markers to write “Take a Friend” in the center of the poster board.
- Prepare a heavy box/bag or another weighted item. Be sure the item is heavy enough that it requires some effort to lift, but not so heavy that students might get injured trying.



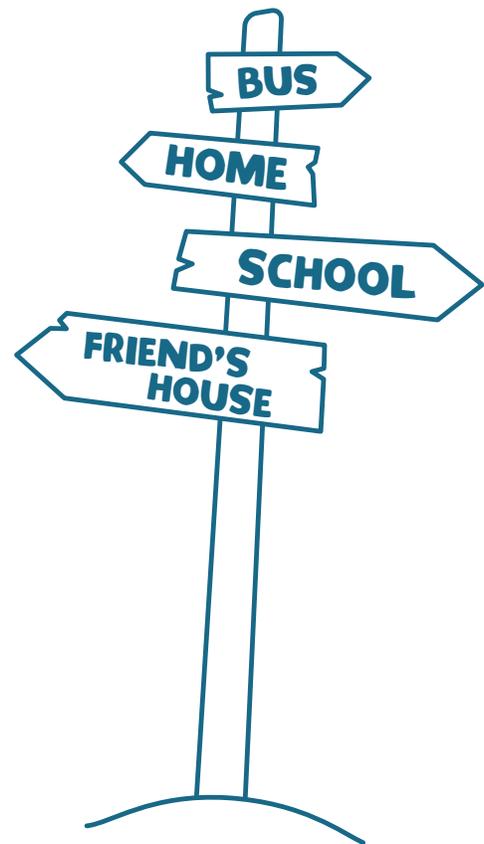
6. Ask students to name situations in which they would use the rule to take a friend. Possible answers: *walking to and from school, going to the park, walking the dog, standing at the bus stop, etc.*

FOLLOW-UP

Place the “Take a Friend” poster board on the floor. Ask students to gather around and draw examples of what it means to take a friend. They can use the situational examples they just discussed. They can also draw examples from the construction paper and heavy box demonstrations. Encourage all students to contribute to the poster. When they are finished, hang it on your KidSmartz bulletin board to remind them of what it means to take a friend.

CHECK-IN QUESTIONS

1. Why is it important to check first with a trusted adult before going somewhere, doing something, or helping someone?
2. Have students identify to which of the following places they should take a friend:
 - a) To the park
 - b) To walk to/from school
 - c) To play a video game in your living room.
 - d) To the bus stop



GRADES K-2 ■ LESSON 4

TELL PEOPLE “NO”



OVERVIEW

In Lesson 3, students will examine the third KidSmartz Rule – tell people “NO.” Students will discuss why they have a right to stand up for themselves and practice saying “no” with authority.



OBJECTIVES

After completing this lesson, students will be able to:

- 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.



PROCEDURE

- 1. Ask students:** *Have you ever told an adult “no” when they asked you to do something? Were you right or wrong to say “no”?* Allow students to discuss their experiences. Then **tell them:** *There are times when it’s OK for you to say “no” to an adult. We’re going to talk about those times.*
- 2. Tell students:** *The third KidSmartz rule is “I will tell people ‘NO’ if they try to touch me or hurt me. It’s OK for me to stand up for myself.” That means if anyone touches you in a way you don’t like or if anyone tries to hurt you, you have the right to say “no.” Your body belongs to you and it’s not OK for someone to make you uncomfortable or hurt you. This also means that if someone ever grabs you or tries to get you to go somewhere with them, it’s OK for you to say “no” and try to get away.*
- 3.** Play the “Tell People NO” animated video. Explain to students that Marco had a right to say “NO” to his uncle because the hugs were making him uncomfortable. Even though his uncle didn’t mean to make Marco uncomfortable, it’s still OK for Marco to tell his uncle how he feels.
- 4.** Give every student a copy of *Attachment 6 – When to Say “NO!”* Read each scenario aloud, and then ask if they think they should tell the adult “no.” They should say “no” in scenarios 2 and 3, so ask them to write a big “NO” on the line under the picture. **Tell students:** *You **should** say “no” in numbers 2 and 3 because someone is touching them in a way they shouldn’t. But you can **always** say “no” if you don’t like the way someone is touching you.*



MATERIALS

- “Tell People NO” video
- Computer connected to an LCD projector
- Attachment 5 – When to Say “NO!”
- Poster board/butcher paper
- Markers
- Mirror



PREPARATION

- Print a copy of *Attachment 5 – When to Say “NO!”* for each student.
- Prepare your poster board. Write “How to Say NO!” at the top. Under that title, list example phrases of ways to say “no.” Leave enough space to complete the activity at the bottom. Your poster should look like this:





5. Hang the poster you prepared on the bulletin board. **Tell students:** *If someone touches you in a way you don't like, tries to hurt you, or tries to grab you and take you somewhere, you should say “no.” Watch how I say “no” with confidence. Have students watch you carefully as you demonstrate saying “no” a few times. Be sure to use the phrases at the top of the poster board as examples of different ways to say “no.”*

Ask the students to tell you what they saw: *What did I do with my voice? How was I using my body? What did my face look like?* Use the marker to fill in the poster with their observations. Here are some examples of observations they might make:

TONE OF VOICE

Loud

Confident

Strong

BODY LANGUAGE

Stand tall

Turn away

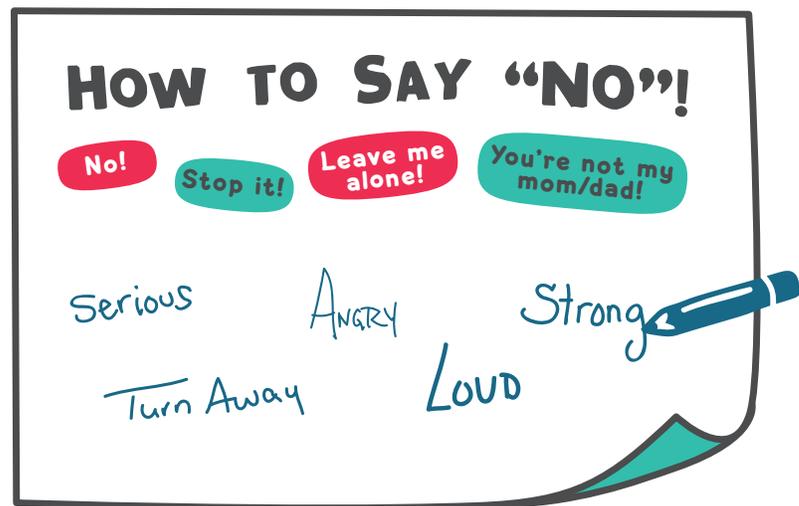
Cross your arms

FACIAL EXPRESSIONS

Angry

Narrow eyes

Serious



6. **Tell students:** *If you ever have to say “no” to someone and that person doesn't listen, it is OK for you to try and get away in any way you can. That might mean yelling for help, screaming, kicking, hitting or biting the person to get away. No one should ever touch you in a way that makes you feel uncomfortable or grab you and try to take you somewhere. If you try to get away from someone like that, you are not doing anything wrong.*



FOLLOW-UP

Allow students to practice saying “no” in front of a mirror. You can use a large mirror or several small handheld mirrors. Take some time to observe each student and give them tips from the poster about how to be more confident.



OVERVIEW

In this lesson students will discuss the fourth KidSmartz rule and learn about the qualities of a trusted adult. They will also examine situations in which they should tell a trusted adult and learn what to do when they need help and cannot find an adult.



OBJECTIVES

After completing this lesson, students will be able to:

- Describe situations they should report to an adult.
- Identify the qualities of a trusted adult.
- Dial 911 in an emergency.

Note: Children are more likely to be victimized or abducted by someone they know, rather than a stranger. This fact can be confusing and scary for children. This KidSmartz lesson focuses on the qualities that make an adult trustworthy, rather than simply naming types of trusted adults, such as parents, guardians, police officers and teachers.



PROCEDURE

1. Review the fourth KidSmartz rule with students: *I will tell my trusted adult if anything makes me feel sad, scared or confused.* **Ask:** *What are some things that might make you feel sad, scared or confused? Answers may include: if someone tries to grab me, if someone touches me in a way I don't like, if someone tries to take me somewhere, etc.* **Tell students:** *Those are all situations you should tell a trusted adult about. But let's talk about who a trusted adult really is.*
2. Play the "Tell a Trusted Adult" animated video. **Ask:** *Why was Jen upset? (Mr. Madigan was making her feel uncomfortable. He was trying to talk to her alone. It made her feel weird.) What did the boys tell her to do? (Tell a trusted adult.)*
3. Gather students around the KidSmartz bulletin board and hang up the adult silhouette you prepared. **Ask:** *What did the boys say a trusted adult was? Fill in the silhouette with the students' responses. Their answers should complete the phrase "A trusted adult..." Answers may include: A trusted adult...listens to you, helps you, makes you feel safe, teaches you things, helps you when you're scared, doesn't get mad when you tell them how you feel, etc.*



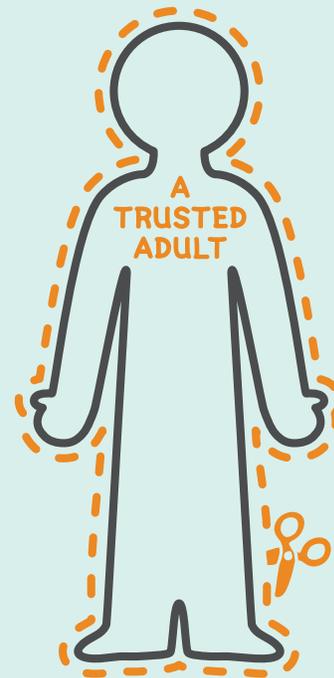
MATERIALS

- "Tell a Trusted Adult" video
- Computer connected to an LCD projector
- Butcher paper
- Markers
- Attachment 6 – Calling 911



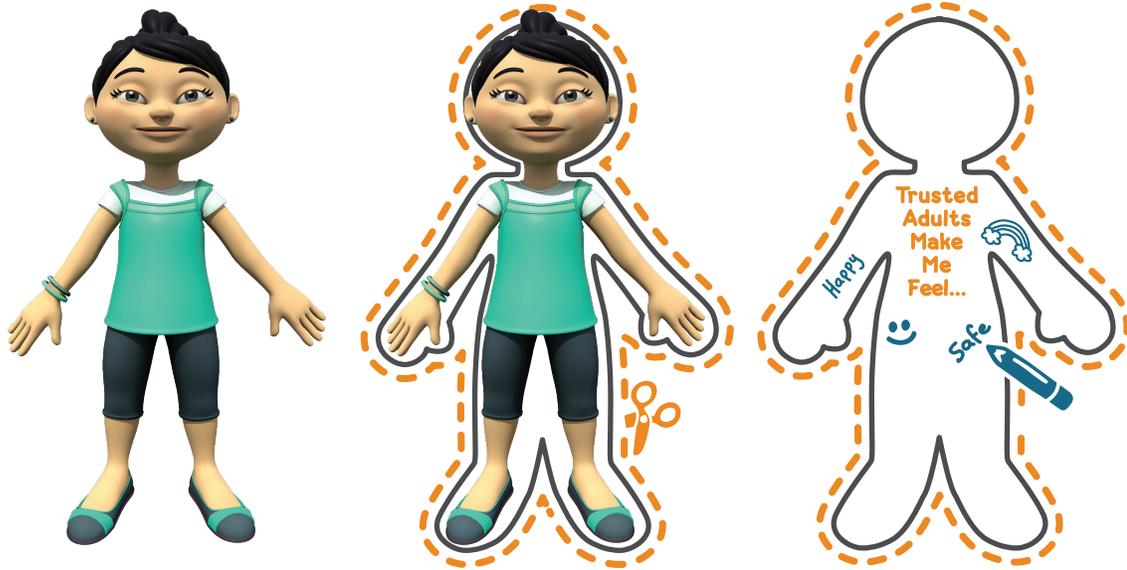
PREPARATION

- Lie down on a sheet of butcher paper and have someone trace you. Cut out your silhouette. Write the phrase "A trusted adult..." in the center.
- Print a copy of Attachment 6 – Calling 911 for each student.





4. Ask a student to lie down on another piece of butcher paper. Trace the student and cut out the silhouette. Write “Trusted adults make me feel...” in the center. Ask students to complete the phrase and write their responses in the silhouette with words (e.g., safe, happy) and pictures (e.g., smiley faces, rainbows) that represent how trusted adults make them feel.



5. Review both the trusted adult and child silhouettes on the board. **Tell students:** Remember that a trusted adult is someone who you can count on; someone who helps you; someone who makes you feel safe; and someone who doesn't make you feel sad, scared or confused. If an adult makes you feel sad, scared or confused, they are not being trustworthy.



FOLLOW-UP

Discuss with students how there may be times when they need help, but they can't find a trusted adult. Give every student a copy of *Attachment 6 – Calling 911* and review the rules for calling 911. Then have them take the worksheet home and complete the questions with their parent or guardian.



CHECK-IN QUESTIONS

1. If someone touches you in a bad way, what can you do?
2. How should you tell an adult "No"?
3. In 3 words, how does a trusted adult make you feel?
4. If you ask someone you think of as a trusted adult for extra play time and they say no, and that makes you sad or angry, is that person still a trusted adult? Why?

GRADES K-2 ■ 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 around the KidSmartz bulletin board and review their work 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 some examples of times when you should check first?*
3. Review the “take a friend” rule. **Ask students:** *What does it mean to have “strength in numbers”? 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 to tell an adult “no”? Can someone show me how to say “no” with confidence?*
5. Look over the trusted adult and child silhouettes. **Ask students:** *What is a trusted adult? How do trusted adults make you feel? 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.



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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**:



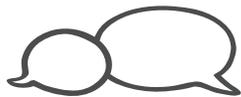
I will always **CHECK FIRST** with my parent, guardian or other trusted adult before going anywhere, helping anyone, accepting anything or getting into a car.



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!



PARENT/GUARDIAN RESPONSE



Today we learned why it is important to check first with a parent or guardian before going anywhere. What does *your* parent or guardian think about this rule? Ask them to fill in the blank in the sentence below. Then draw a picture together that shows how they would feel.

My parent or guardian would feel _____
if they didn't know where to find me.



ATTACHMENT 5

WHEN TO SAY “NO”



There are times when it's OK for you to say “no” to an adult. If someone is touching you in a way you don't like, hurting you, or trying to take you somewhere, you have the right to stand up for yourself and say “NO!”

If you think you should say “no” in these situations, write a big “NO” under the picture.

Your coach gives you a quick pat on the shoulder and says “good job.”



1

A man at the park grabs your arm and tries to get you to leave with him.



2

A woman at the store takes your hand and wants you to go outside with her.



3

Your aunt gives you a hug on your birthday.



4

ATTACHMENT 6 CALLING 911



If there is an emergency and you need help, you may need to call 911. An emergency means you need help right now! If the situation can wait and you can get help from a trusted adult later, then it is not an emergency. Pay attention carefully to these rules so you'll know what to do when you need help.

RULES FOR CALLING 911

- If you or someone else is in danger...
- If you or someone else has been badly hurt...
- If someone tries to break into your house...
- If someone tries to grab you or take you somewhere...
- If you can't find an adult to help...



Review these rules with your parent or guardian and answer these questions together.

SHOULD YOU CALL 911

- if someone tries to break into your house? Yes No
- if you need a ride home from school? Yes No
- if someone in a car tries to grab you? Yes No
- if your friend dares you? Yes No
- if your dog runs away? Yes No



PRACTICE DIALING 911!



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