

# EDUCATION KIT

Abduction Prevention Lessons  
for Grades K-5

[KidSmartz.org](http://KidSmartz.org)

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Version 2.0

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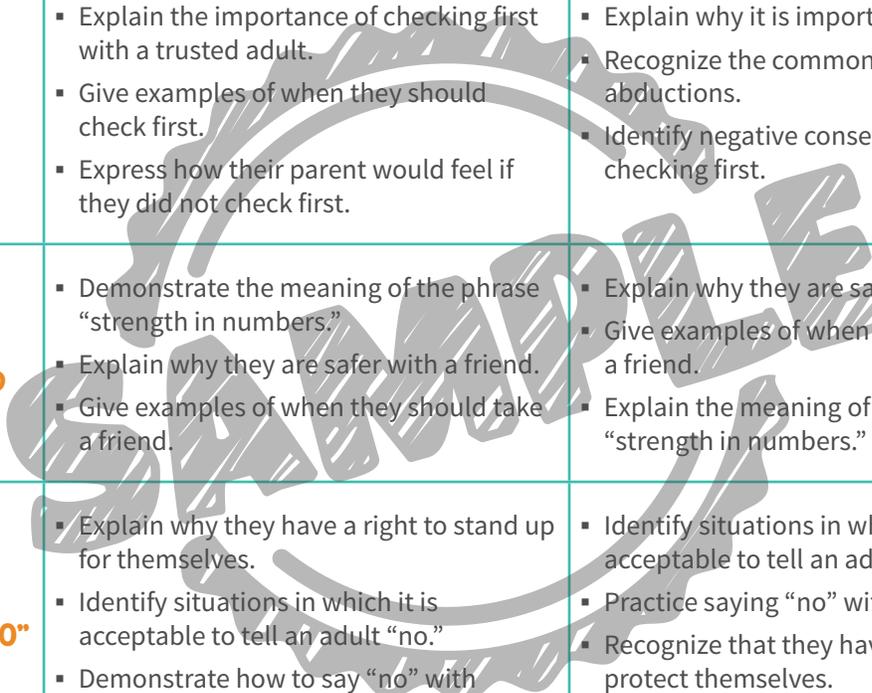
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# SCOPE & SEQUENCE



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



# 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](http://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.

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# 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 9 – *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 8 – *How to Say “NO”*
- Attachment 9 – *Role-Playing Scenarios*



### PREPARATION

- Print copies of Attachment 8 – *How to Say “NO”* for each student.
- Print one copy of Attachment 9 – *Role-Playing Scenarios* for yourself.

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**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)



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# 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! }

SAMPLE



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