

Safe Schools, Safe Communities



*A police resource
for conducting classroom presentations*

Lessons for Kindergarten to Grade 6
May 2005



British Columbia Youth Police Network

Canada

The Government of Canada's
National Crime Prevention Strategy
is a partner in this initiative

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Introduction

Overview

The *Safe Schools, Safe Communities* resource package was produced by the British Columbia Youth Police Network in partnership with the Victim Services and Community Programs Division of the British Columbia Ministry of Public Safety and Solicitor General.

The resource consists of a series of classroom lesson plans designed to guide police officers who work with schools and community organizations to help prevent youth violence and crime and promote school-wide social responsibility. The lesson plans are designed for students from Kindergarten to Grade 12 and are intended to build stronger relationships between police officers and school communities. The lessons are also meant to complement prevention programs currently taught in schools and to communicate the commitment that adults are making to promote safe and caring communities.

About This Resource

Scope

The *Safe Schools, Safe Communities* resource package consists of the following sections:

- Bullying Awareness (for elementary grades)
- Violence, Intimidation, and Harassment Awareness (for secondary levels)
- Drug Awareness
- Gang Recruitment Awareness
- Halloween Safety (for elementary grades)
- Internet Safety
- Personal Safety
- Police and the Law
- Property Crime Awareness
- Relationship Safety (for secondary levels)
- Traffic Safety

Each section contains lessons aimed at one or more of the following grade levels:

- Kindergarten-Grade 1
- Grades 2-3
- Grades 4-6
- Grades 7-9
- Grades 10-12

Lesson plan format

Each lesson indicates the grade level for which it is intended and consists of the following components:

Component	Information provided
Lesson plan	<ul style="list-style-type: none"> • Purpose of the lesson • Overview of learning objectives, time required, instructional techniques, and materials needed • Preparatory activities that the officer should complete before delivering the lesson • Steps and content required to meet each learning objective • Suggested follow-up activities for both the teacher and the officer
Materials	<ul style="list-style-type: none"> • Masters of overheads, information handouts, colouring/drawing sheets, and other worksheets required for the lesson

Sources

The lessons in this resource package were based in part on material contributed by:

Cst. Judy Dizey, Abbotsford Police
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Other materials used as references in the preparation of this resource package are:

Hall, Shirley (Cst.). *Safe at Play*. Kamloops: Royal Canadian Mounted Police, 1993.

Leung, Marylou et al. *Legal Quest*. Law Courts Education Society BC. 2001.

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National Crime Prevention Council, 1992. *Talking with Youth About Prevention: A Teaching Guide for Law Enforcement and Others*. Washington.

Youth Justice Renewal: An Introduction to the Youth Criminal Justice Act. New Westminster: Corrections and Community Justice Division, Justice Institute of British Columbia, 2001.

Additional resources

For more resources, visit the Institute for Safe Schools of British Columbia online at www.iss-bc.ca or call 1 888 224-7233 (1 888 224-SAFE).

Note

Portions of this manual may be reproduced only if this manual is listed as the source of the information and the material is not provided for sale.

Points to Consider

Meeting with the teacher

Before conducting classroom presentations, take some time to meet with the teacher as it is helpful to discuss the importance of a partnership between educators and police.

Partnerships are modelled when both adults remain in the room throughout the lesson. Therefore, ask that the teacher remain for the entire lesson. Discuss the roles you will each play. He or she might decide to help with materials, name tags, equipment, etc., or you might prefer that each of you teach a section of the lesson. Decide this in advance as this will communicate to students that you have already made a commitment to work together.

Ask the teacher for a class list. You might, in fact, need to change the names of some of the characters in the role plays or scenarios in order to avoid potentially embarrassing a student whose name is similar to that of a character in the scenario who is being bullied or experiencing peer pressure. This might also be your opportunity to find out about individual students about whom you might need a “heads up.”

It is also your chance to highlight to the teacher that your objective is to de-mystify the role of the police officer and in no way bring unnecessary attention to police equipment, such as guns, handcuffs, night sticks, etc. Discuss any related learning the students have already covered in class. You might want to ask if they have a school-wide safe school plan (Effective Behaviour Support [EBS]). In addition, many schools use the Performance Standards for Social Responsibility. Understanding prior learning opportunities or efforts the school has undertaken will enhance the effectiveness of your lesson. Other examples of programs you might choose to inquire about are listed below.

Violence prevention	<ul style="list-style-type: none"> • <i>Second Step: A Violence Prevention Program</i> (K-Grade 8) • <i>Focus on Bullying: A Prevention Program for School Communities</i> (K-Grade 7) • <i>Steps to Respect</i> (Grades 3-6) • <i>Focus on Harassment and Intimidation</i> (Grades 8-12)
Abuse prevention	<ul style="list-style-type: none"> • <i>Let's Talk About Touching</i> (Pre-K and K) • <i>Care Kit</i> (Grades 1-3) • <i>Feeling Yes, Feeling No</i> (Grades 4-5) • <i>Personal Safety and Decision Making</i> (Grades 6-7)
Relationship violence prevention	<ul style="list-style-type: none"> • <i>Safe Teen</i> (secondary) • <i>Choices for Positive Youth Relationships</i> (secondary)
Internet safety	<ul style="list-style-type: none"> • <i>Mirror Image</i> (Grades 7-8)

This conversation will assist you as it allows the teacher to set the tone before you get to the classroom, thus providing you with an easier transition.

Be aware that the lessons have been designed around K-Grade 1, Grades 2-3, Grades 4-6, etc. However, the classes might not be composed of students perfectly matching that arrangement. Please make adjustments based on both the age and maturity level of students. Ask the teacher to take a look at the lesson in advance and provide any feedback that might improve the lesson format and content. The lessons are meant to provide you with a place to start. Be flexible in your implementation. At times, you might choose to follow the plan quite closely; however, there might be times when you will need to deviate from the script in order to maximize impact. These adjustments are natural and will inevitably affect the estimated times indicated in the lesson overview.

Levels of intervention

Safe Schools, Safe Communities has been written for you to use as a school-wide universal intervention. Effective Behaviour Support (EBS) classifies prevention initiatives into three distinct categories:

- **Universal interventions**, also known as *primary prevention*, are directed at 80-90% of students (those who generally respond to classroom interventions such as the lessons designed for this resource).

- **Targeted interventions**, also known as *secondary prevention*, are directed at 5-15% of students (those who are more at risk and will often respond to universal interventions but might require a more specialized intervention).
- **Specialized individual interventions**, also known as *tertiary prevention*, are directed at 1-7% of students (those who experience chronic/intense problem behaviour and will require an individualized behaviour support plan).

Your classroom presentation will likely reinforce existing knowledge for the general population and will not likely change more high-risk behaviour. If the school has initiated the visit, determine if the call was made in response to an incident that occurred in the school. If this is the case, you might need to work with the school to arrange for supports beyond the classroom visit. Ask whether there is a perceived problem (i.e., a string of incidents that have recently emerged at one particular grade level with a group of boys or a group of girls – a problem with intimidation, stealing, graffiti, etc.).

Scope of the lessons

These lessons have not been written in a linear sequence and are therefore not intended to be followed in any particular order. In addition, these lessons are mere snapshots of the violence prevention and abuse prevention curriculum that students should be exposed to while in school. Programs such as *Focus on Bullying* and *Steps to Respect*, for example, cover the complex topic of bullying behaviour far more thoroughly at each grade level than do the lessons on bullying awareness included in this resource.

Having said that, the intention behind these lessons is to build a common language and strengthen relationships. The resource package is more about breaking down barriers than merely delivering content. Students will probably remember more about how you made them feel when you remembered their names on a return visit or when you followed through on a promise to send them an e-mail after your visit.

Following up on your classroom presentation is very important. It is far more beneficial to come frequently for shorter classroom or playground visits than to come only once and never return. Many of the K-Grade 3 lesson plans refer to optional read-aloud books. Consider beginning or ending a lesson with a book or scheduling a return visit to read the

students a book. Ask the teacher in advance if the class have read it, and make sure to practise reading with expression and clarity. In conclusion, if you have not already done so, consider signing up for a school liaison officer training course if this is available through your detachment. The training might provide you with added confidence and expertise in the classroom.

The approach

Please be aware that this resource has its limitations in that the lessons you will be asked to engage in with the students are mainly adult-led (possible stranger-led), although with some opportunities for discussion. Attempts have been made to incorporate some of what we know about the ways young children learn best – active learning, literature, role-play (perspective taking), etc.

However, the role of the police officer in the classroom has some built-in limitations that might ultimately reduce the effectiveness of the classroom lesson. Keep in mind that the lessons are all built around a similar format: tell them what you're going to tell them; tell them; and then tell them what you told them. Try to begin each lesson by making clear to the students what the behavioural expectations are and that you will only accept respectful behaviour and kindness towards others. Try to keep the lessons as short as possible, end on a high note, and schedule a return visit.

Social Responsibility and Effective Behaviour Support

A thorough and effective approach to creating safer schools involves comprehensive community building and school-wide planning that recognizes the need to include aspects of prevention, intervention, crisis response, and prevention support. This resource fits into the universal prevention piece of the continuum. School liaison officers are encouraged to familiarize themselves with some of the current school-based prevention initiatives, such as the Social Responsibility and Effective Behaviour Support (EBS) described below.

Social responsibility

The BC Performance Standards for Social Responsibility have been developed for voluntary use in BC schools. They are intended to provide a framework that schools and families can use to focus and monitor their efforts to enhance social responsibility among students and to improve the social climate of their schools.

The framework for the BC Performance Standards for Social Responsibility provides a set of expectations for student development in four categories. The framework is a resource for the assessment and evaluation of programs aimed at enhancing the development of responsible behaviours (e.g., anti-bullying, multiculturalism, anti-racism, etc.). The framework consists of four categories:

Contributing to the classroom and school community	<ul style="list-style-type: none"> • Sharing responsibility for their social and physical environment • Participating and contributing to their class and to small groups
Solving problems in peaceful ways	<ul style="list-style-type: none"> • Managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views • Using effective problem-solving steps and strategies
Valuing diversity and defending human rights	<ul style="list-style-type: none"> • Treating others fairly and respectfully; showing a sense of ethics • Recognizing and defending human rights

Exercising democratic rights and responsibilities	<ul style="list-style-type: none"> • Knowing and acting on rights and responsibilities (local, national, global) • Articulating and working toward a preferred future for the community, nation, and planet; a sense of idealism
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The BC Performance Standards for Social Responsibility have been tailored for the following four clusters:

- K-Grade 3
- Grades 4-5
- Grades 6-8
- Grades 8-10

The overlap at the Grade 8 level allows for the different ways schools organize. For example, the Grades 6-8 cluster could be used in a middle school Grade 8 class, and the Grades 8-10 cluster could be used in high schools.

The performance standards describe four levels of performance:

Not yet within expectations	<ul style="list-style-type: none"> • Little evidence of progress towards expected knowledge, skills, and attitudes • The situation needs intervention.
Meets expectations (minimal level)	<ul style="list-style-type: none"> • Evidence of progress toward expected knowledge, skills, and attitudes • The student needs support in some areas.
Fully meets expectations	<ul style="list-style-type: none"> • Clear evidence of expected knowledge, skills, and attitudes
Exceeds expectations	<ul style="list-style-type: none"> • Evidence of independent, voluntary application and extension of expected knowledge, skills, and attitudes

Effective Behaviour Support (EBS) Initiative

EBS is an integrated systems approach to behaviour that provides a model for school staff who are interested in reducing incidents of misbehaviour while promoting positive and proactive behaviour. The key to EBS is the notion that behaviour must be taught and can be learned (as with reading and math). EBS provides a framework for schools to ensure that rules and expectations for student behaviour are clear, positive, and understood. Schools develop procedures for teaching

school expectations as well as systematic ways to recognize students who meet expectations.

The starting point for schools is to examine their codes of conduct. After that, school staff match classroom expectations and non-academic setting expectations with the code of conduct. An EBS school seeks to attend to the following school-based protective factors:

- Positive school climate and atmosphere
- Clear and high performance expectations for all students
- Inclusive values and practices throughout the school
- Strong student bond to the school environment and schooling process
- High levels of student participation and parent involvement in schooling
- Provision of opportunities for skill acquisition and social development
- School-wide conflict resolution strategies

Evaluation

You might wish to consider having students at higher grade levels assess the lessons you deliver. On the following page is an evaluation form for this purpose.

Safe Schools, Safe Communities

EVALUATION FORM

Title of Session
Date

Please complete the following statement:
I think that today's session was ...

Please tell us whether you agree or disagree with the following statements. Encircle the number (1 to 4) that describes your response.

	Strongly disagree 1	Moderately disagree 2	Moderately agree 3	Strongly agree 4
<i>The officer knew the topic.</i>				
<i>The officer created an atmosphere that helped me learn.</i>				
<i>The lesson helped me understand the topic.</i>				

Please answer the following questions.

What did you learn from this lesson?

How will this information help you?

Were any important issues not discussed in this lesson? Please list them.

Your Name (Optional)

1 – Bullying Awareness

What Does Bullying Look Like? [K-3]

Lesson plan

Purpose of the lesson

This lesson focuses on helping students in Kindergarten to Grade 3 understand the term *bullying* and learn how to ask an adult for help. It also further reinforces lessons taught in the prevention program, *Focus on Bullying: A Prevention Program for Elementary School Communities*.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Describe what bullying is. • Explain how to ask an adult for help.
Time	<ul style="list-style-type: none"> • Approximately 30 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • Optional read-aloud book: <i>King of the Playground</i> by Phyllis Reynolds Naylor

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
2. Explain the purpose of your visit:
 - To talk to them about a very important topic
 - To explain what bullying is and to learn how to ask an adult for help

3. Say: *I'm going to tell you a story about two girls named Shari and Miranda. I want you to listen carefully to the ways that Shari is being mean with Miranda. Miranda loves to play on the swings at recess and one day an older student named Shari told her she wasn't allowed to play there anymore. Later that week, Miranda was in the girls' washroom and Shari told her that she was the boss of the washroom and babies like Miranda weren't allowed to use that washroom. The next week, Shari saw Miranda eating lunch with her friends and went up to her table and took her drink from her. Miranda started to cry and Shari laughed and told everyone that Miranda was a big baby. At the end of the day, Shari saw Miranda waiting outside for her mom to pick her up from school, and ran over to her, pushed her really hard into the garden area, and told her that she better not tell anyone or else.*

Learning objective

Describe what bullying is.

4. Ask: *It doesn't sound like Miranda and Shari are friends who usually play together, does it?*
5. Ask: *What mean things does Shari do in the story?*
6. Allow students to offer answers such as:
- Excluding her from using the washroom
 - Excluding her from the swings
 - Stealing her drink at lunch
 - Pushing her into the garden area
 - Telling everyone she was a big baby
7. Ask: *How many times does Shari do mean things to Miranda?*
8. Allow students to recall that this happened three to four times. In other words, it happened often.
9. Ask: *How do you think Miranda is feeling about things at school?*
10. Allow students to name feelings such as scared, upset, angry, sad, etc.

11. Say: *Bullying is when someone does mean things again and again on purpose. Shari has been bullying Miranda. Your body can get hurt when someone bullies you. Someone might also be bullying you by teasing you and hurting your feelings. Sometimes people bully others by not letting them join games or activities.*

Learning objective

Explain how to ask an adult for help.

12. Ask: *In this story, why doesn't Miranda tell an adult she trusts about what has been happening?*
13. Allow students to explore different answers, such as:
 - She might be afraid of making things worse.
 - Adults might think it's not important.
14. Say: *Sometimes people who bully will say things so that you don't tell an adult. Usually, people who bully others don't want adults to find out. This way, they won't get into trouble. The problem is that it is sometimes very hard to make bullying behaviour stop all by yourself.*
15. Ask: *Who are some adults in the school who might be able to help you?*
16. Say: *People who bully others continue to practise these bad habits and make unwise choices because they have been allowed to get away with it. In other words, it is important for you to tell an adult. Even if you are not involved and you see someone is being bullied, you need to report it to an adult.*
17. To close the lesson, do the following:
 - Tell the class that you enjoyed being with them today to talk about things that make us uncomfortable.
 - Thank them for listening and participating so well.
 - Remind them to ask for help from trusted grown-ups if they need help.

Suggested follow-up activities

Teacher	Officer
<ul style="list-style-type: none"> • Provide students with more activities designed to help them to explore bullying. • Provide students with role-play opportunities to assist them with the words they might need to use when reporting bullying to an adult (i.e., what it looks like, feels like, and sounds like to ask for help). • Further build on their list of the adults in their community whom they can trust. • Ensure that the supervision aides and other adults in the school community as well as parents understand the issues of bullying. • Pursue a more in-depth look at bullying through the K-3 lesson plans from <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i>. 	<ul style="list-style-type: none"> • Schedule a return visit to read a story with a bullying theme, such as <i>King of the Playground</i> by Phyllis Reynolds Naylor. • Ask students to prepare some drawings of students in their class following the classroom expectations and the school-wide code of conduct.

The Facts about Bullying [Grades 4-6]

Lesson plan

Purpose of the lesson

It is important for children to learn about bullying and about the fact that the effects of bullying behaviour are experienced by many. Although most schools have anti-bullying programs and policies, it is important for students to know that bullying is a serious problem and that police officers are aware of this and plan to work together with schools to do something about it.

This lesson further reinforces students' understanding of the negative effects of bullying and describes steps they can take to stop it. It can benefit children in different ways: the child who is being bullied might feel less isolated, while those who are involved in bullying behaviour might be encouraged to re-examine their behaviour. Everyone in the class will be better informed about how to deal with bullying in the future.

This lesson also reinforces the program entitled *Focus on Bullying: A Prevention Program for Elementary School Communities*, currently available province-wide and used in many BC schools.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Explain what bullying is. • Identify bullying behaviours. • Describe the consequences of bullying both for the person doing the bullying and the person being bullied. • Identify ways of dealing with and preventing bullying.
Time	<ul style="list-style-type: none"> • Approximately 45 minutes

Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • Overheads 1 and 2 • Handout entitled <i>Working Together to Prevent Bullying</i> (for parents/caregivers)

Preparation

Prepare the following:

- Overhead 1, *What Is Bullying?*
- Overhead 2, *What Does Bullying Behaviour Look Like?*
- Copies of the handout entitled *Working Together to Prevent Bullying* for parents/caregivers. Ask the teacher to sign the cover letter.

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
 - The purpose of your visit, which is to talk to them about a very important topic – bullying
 - Why the topic is important to you personally

Learning objective

Explain what bullying is.

2. Ask: *What is bullying?*
3. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone. (You may use Overhead 1 to emphasize these points.)
 - One person picks on another person.
 - It tends to happen again and again (repeated behaviour).
 - It is not accidental. The person doing the bullying does it on purpose (intent to harm).
4. Summarize by defining bullying as “mean behaviour that happens again and again.”

Learning objective

Identify bullying behaviours.

5. Ask: *What does bullying behaviour look like? Can you give me some examples?*
6. Allow students to offer answers to these questions. You might need to get the children started by asking, *How about pushing? Do you think that's a bullying behaviour?* Highlight the following responses if they are not mentioned by anyone. (You may use Overhead 2 to summarize the three categories of behaviour.)

Physical	<ul style="list-style-type: none"> • Pushing/shoving • Hitting • Spitting • Kicking • Not letting someone go or leave • Threatening someone • Destroying someone else's property • Stealing from someone
Social	<p>The person doing the bullying makes the other child feel left out by:</p> <ul style="list-style-type: none"> • Saying things about the other child (gossip, rumours) • Not including the other child in a group • Doing things that make the other child feel ashamed or embarrassed (for example, setting her up to give the wrong answer in class) • Giving the other child "dirty" looks
Verbal	<p>The person doing the bullying uses words that hurt or make the other child feel ashamed or afraid. This can be done in person, on the telephone, by e-mail, through text messaging, or in a chat room on the Internet.</p> <ul style="list-style-type: none"> • Name calling • Teasing • Mocking • Threatening

Learning objective

Describe the consequences of bullying both for the person doing the bullying and the person being bullied.

7. Ask: *What might happen to someone who is bullied (the victim)?*
8. Allow students to offer answers to this question. Some possible responses are:
 - They get hurt.
 - They feel afraid or worried.
 - They feel alone.
 - They feel ashamed.
 - They might not want to go to school anymore.
9. Ask: *What might happen to someone who is bullying?*
10. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - They might continue to do it because no one ever reports it and they end up getting what they want through the bullying behaviour.
 - They might not be liked by others and might have very few friends.
 - They might have a problem with anger.
 - They might often get in trouble with teachers, the principal, and even with the law.
11. Explain the following:
 - Students who bully don't have to be this way. They can change by deciding not to behave badly towards other people. Those who act like bullies should talk to a grown-up they trust who can help them change.
 - More importantly, people need to know that adults can make a difference, but they first have to be made aware that the bullying is happening.

Learning objective

Identify ways of dealing with and preventing bullying.

12. Ask: *What should you do if you are being bullied?*
13. Allow students to offer answers to this question. Record their answers on flipchart paper. Highlight the following responses if they are not mentioned by anyone and insert them in the list if necessary.
 - Tell the bully to stop, and move away from the bullying situation.
 - Call for help loudly.
 - If the person doing the bullying wants something you own (like a cap or pencil), give it to him or her. Don't fight over it.
 - Tell someone you trust right away. This can be a parent, guardian, caregiver, teacher, or another grown-up you trust.
 - Avoid places where you might be alone with the person doing the bullying.
 - Stick close to your friends and ask them to help you.
 - Remember that what the person doing the bullying says about you is probably not true and is only intended to get you to react.
 - Remember that it isn't your fault if you are being bullied and that although there might be situations you can handle on your own, there will be times when you must ask an adult for help.
14. Ask: *What should you do if someone you know is being bullied?*
15. Allow students to offer answers to this question. Record their answers on flipchart paper. Highlight the following responses if they are not mentioned by anyone and insert them in the list if necessary.
 - Assess the situation by asking yourself whether it is safe for you to help.
 - If it is safe, tell the person doing the bullying to stop it.
 - Call for help loudly.
 - Tell a grown-up whom you trust about what is happening.
 - Help the child go to a safe place away from the bully (if it is safe to do so).
16. Ask: *What can you do to stop bullying from happening?*
17. Allow students to offer answers to this question. Emphasize the following: *If you are being bullied or if you see someone being bullied, tell a grown-up you trust and ask for help.*

18. To close the lesson, state the following:
 - Grown-ups wouldn't let other people bully them, and children shouldn't put up with bullying either.
 - The person who is being bullied is not at fault.
 - Everyone should speak out against bullying and help anyone who is being bullied.
 - A person doing bullying behaviour will often continue to do so because they get what they want and they believe that others are afraid to ask an adult for help.
 - Adults realize that persons involved in bullying are sometimes very popular and might be well liked by adults and other students.
19. Distribute the handout and ask the children to give it to their parents/caregivers so that they can talk about bullying.
20. Thank the class for listening and participating so well.

Suggested follow-up activities

Teacher	Officer
<p>Lead the class in the following activities:</p> <ul style="list-style-type: none"> • Brainstorm ways students can take action against bullying. • Create anti-bullying posters and displays. • Create an anti-bullying slogan. • Make up a scenario for a play or video to help teach others about bullying. • Create a class book about bullying and its effects. • Use regular scheduled class meetings as a way to keep on top of issues both in and outside the classroom. • Develop a class Charter of Rights and Responsibilities that includes ways to take care of yourselves and each other. • Ensure that the school has anti-bullying policies and procedures in place. • Pursue a more in-depth look at bullying through the Grades 4-6 lessons found in <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i>. 	<ul style="list-style-type: none"> • Encourage students to keep in touch with you regarding their anti-bullying efforts. Let them know that you are interested in both their successful and unsuccessful attempts at preventing and responding to bullying behaviour.

Materials

- Overhead 1, *What Is Bullying?*
- Overhead 2, *What Does Bullying Behaviour Look Like?*
- Handout entitled *Working Together to Prevent Bullying* for parents and caregivers

Overhead 1

What Is Bullying?

- One person picks on another person.

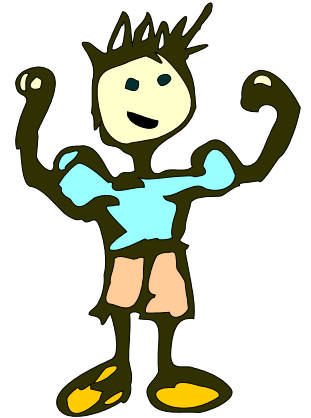


- It tends to happen more than once.
- It is not accidental. The bullying is done on purpose.

Overhead 2

What Does Bullying Behaviour Look Like?

- PHYSICAL – Pushing, shoving, hitting, spitting ...
- SOCIAL – The person doing the bullying makes the other child feel left out.
- VERBAL – The person doing the bullying uses words that hurt or make the other child feel ashamed, embarrassed, nervous, or afraid.



Working Together to Prevent Bullying

Dear Parent/Caregiver:

Today, the students in your child's class participated in a lesson given by a police officer on the topic of bullying.

The class discussed the various kinds of bullying behaviours as well as how to speak out and report incidents of bullying to trusted adults. They also learned ways of safely supporting others who are being bullied. The officer also explained that any child who is bullying others has an opportunity to make better choices and can talk to a parent/guardian or other trusted adult about changing the way he or she behaves.

This handout is being sent home with your child to inform you about what the children were taught to do if they are being bullied. It contains information that you might find useful when discussing the issue of bullying with your child. It also includes some suggestions on what parents/caregivers can do to support their children.

If you have any questions, please do not hesitate to contact me.

Teacher





Working Together to Prevent Bullying

for parents and caregivers

WHAT SHOULD CHILDREN DO IF THEY ARE BEING BULLIED?

- Tell the person doing the bullying to stop, and walk away from the situation if the bullying behaviour does not stop.
- Tell someone you trust right away. This can be a parent, guardian, caregiver, teacher, or another grown-up you trust.
- Avoid places where you might be alone with the person doing the bullying.
- Remember that it isn't your fault if you are being bullied. You might be able to handle some situations on your own but there are other times when you will most definitely need an adult's help.

WHAT CAN PARENTS/CAREGIVERS DO TO HELP STOP BULLYING?

- Some basic facts about the problem of bullying
 - Bullying isn't just "kids being kids." Bullying is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance.
 - Bullying can be physical or verbal, or can involve social alienation, intimidation, and threatening behaviour.
 - Adults are generally unaware of the extent of bullying among children and need to become educated around these issues.
 - Children who bully others often believe that the other child antagonized them and therefore caused the problem.
 - Both boys and girls are involved in bullying at about the same rate, although their reasons and the ways they do it might be different.
 - Adults can and must play a role in preventing bullying.
- What you can do to support your children
 - Children learn how to get along by watching adults.
 - Model appropriate ways of getting along with others: showing empathy for others, managing angry feelings, accepting differences, and coping with peer pressure.
 - Monitor your child's television watching. Discourage TV programs that model antisocial and aggressive behaviour.
 - Help your child find ways to express anger that do not involve verbally or physically hurting others. When you get angry, use it

- as an opportunity to model these appropriate responses for your child, and talk about it.
- Children learn by doing. Help your child develop interpersonal skills by providing opportunities for practice. Help your child think of and practise quick verbal comebacks to use when peers are teasing or being verbally abusive.
 - Teach your child how to stick up for himself or herself through assertive, not aggressive, behaviour.
 - Involve your child in selected group activities that will enhance his or her interpersonal skills. Invite your child's friends to your home and have lots for them to do. Boredom and lack of supervision can breed bullying.
 - Discuss with your child examples of bullying that he or she notices on television, in video games, or in the neighbourhood. Help your child understand the consequences of bullying.
 - Teach your child problem-solving skills. Acknowledge your child when he or she follows through.
 - Help your child understand the value of accepting and celebrating individual differences.
- Children need adults.
 - Ask your child about his or her relationships with friends and peers.
 - Encourage your child to tell you or another trusted adult if she or he is bullied or sees another child being bullied.
 - Keep lines of communication open with your child. Encourage your child to always let you know where and with whom he or she will be. Get to know your child's friends.
 - Intervene in bullying incidents. Make it clear to all the children involved that bullying will not be tolerated. Ensure that those being bullied are safe.
 - Inform school staff if your child tells you about bullying happening at school.
 - Learn more about the topic of bullying and share your knowledge with your child. There is a wealth of information for parents and children on bullying. Check your local library.
 - Talk with other parents.
 - Get involved in bullying-prevention efforts at your child's school.
 - Foster your child's self-esteem. A strong sense of self-worth can be a good defence against being pressured or bullied by peers.
 - Be alert to signs that your child is being bullied or might be bullying others, such as torn clothing, mysterious bruises, falling

behind in school work, returning home to use the washroom, changes in behaviour (e.g., angry outbursts, fighting, behaviour problems at school and in the neighbourhood, lack of friends). Get help for your child. Talk with a school counsellor or teacher.

- Talk with your child about the school’s discipline policy and the school plan for bullying prevention. Talk to your child about what she or he is learning in school about bullying.

2 – Drug Awareness

Is It Helpful or Hurtful? [K-1]

Lesson plan

Purpose of the lesson

This lesson teaches students in Kindergarten and Grade 1 to identify what it feels like when a friend asks or tells them to say or do something that doesn't feel "right." It is important for children to learn that they can make wise choices and solve some problems on their own. They need concrete questions they can ask themselves and specific strategies to apply when faced with uncomfortable situations. However, they should also know that they can get help from an adult if they are unsure about what to do or feel that the problem is too big for them to deal with on their own.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Describe how it feels when a friend wants you to do something that makes you feel uncomfortable. • Differentiate between wise choices (helpful) and unwise choices (hurtful).
Time	<ul style="list-style-type: none"> • Approximately 30 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • Optional read-aloud book: <i>Hunter's Best Friend at School</i> by Laura Malone Elliott

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble

2. Explain the purpose of your visit:
 - To talk to them about a very important topic
 - To explain how important it is to be a good friend
 - To help them describe how it feels when a friend is asking or telling you to say or do something that you're not comfortable with
 - To talk about making wise choices

Learning objective

Describe how it feels when a friend wants you to do something that makes you feel uncomfortable.

3. Say: *Friends are very important. I have friends that I've known for many years and I'd never want to lose our friendship. Sometimes, though, our friends ask us to do things that make us feel uncomfortable. Hands up if you have ever felt uncomfortable with something a friend wanted you to do.*
4. Acknowledge students who have raised their hand.
5. Ask: *Do you remember how you were feeling at the time? What were you thinking? What were the signals your body was giving you?*
6. Possible answers include:
 - Feeling confused/mixed-up
 - Feeling worried about the friend not liking them anymore
 - Feeling nervous
 - Feeling embarrassed
 - Body feeling hot
 - Body feeling sweaty
 - Heart pounding
7. Say: *Friends are so important to us that sometimes we are tempted to do the things they want us to do, even though we know that it isn't a good idea and might be hurtful to us or someone else.*

Learning objective

Differentiate between wise choices (helpful) and unwise choices (hurtful).

8. Say: *There are ways to figure out if doing what a friend is telling or asking you to do is a wise choice or an unwise choice. I always ask myself this: Is it helpful or hurtful? It is a wise choice if it is helpful and it is a poor choice if it is hurtful. I don't ask these questions out loud. No one can hear me because I ask the questions in my head. After a while, you get really good at asking yourself whether it is helpful or hurtful and it leads you to making a wise choice.*
9. Say: *Let's practise. I'm going to tell you about some things that a friend might ask you to do or say. Your job is to ask yourself whether it is helpful or hurtful. If it is helpful, raise your thumb like this. If it is hurtful, put your thumb down like this. Let's try one together.*
10. Say: *Your friend has drawn a picture of a boy in your class. It is a picture that makes fun of the way he dresses. Your friend shows it to you and asks you to pass it on to the student sitting beside you. Is this helpful or hurtful?*
11. Say: *Most of you thought it was hurtful and gave it a "thumbs down." I thought so, too. Would someone like to say why it was hurtful?*
12. Possible answers include:
 - The picture was making fun of the boy.
 - Passing it on was a way of getting everyone to laugh at the way he dresses.
 - The boy would have been embarrassed and hurt if he saw it.
13. Say: *Let's practise some more. Remember that some things a friend asks or tells you to do are helpful. We know they are helpful because they don't make anyone feel sad, angry, or embarrassed. We also know that it is safe, fair, and responsible. This time I want you to close your eyes. I'll tell you about some things a friend might ask or tell you to do and you ask yourself whether it's helpful or hurtful and show me the thumbs up or the thumbs down.*

14. Say the following:
 - *A schoolmate asks you to share your lunch with him.*
 - *A schoolmate tells you to take another student's eraser from her desk when she isn't looking.*
 - *A schoolmate tells you to tell another student that no one likes him.*
 - *A schoolmate asks you to help her clean up after an art activity.*
15. Say: *Open your eyes now. I can see you are all very good at knowing the difference between what is helpful and what is hurtful.*
16. To close the lesson, do the following:
 - Tell the class that you enjoyed being with them today to talk about making wise choices.
 - Thank them for listening so well and offering their ideas.

Suggested follow-up activities

Teacher	Officer
<ul style="list-style-type: none"> • Pursue a more in-depth look at peer pressure and making good choices through the Pre-school to Kindergarten level of the program <i>Second Step: A Violence Prevention Curriculum</i> by Committee for Children. • Have the children draw a picture and/or write about refusal strategies (i.e., first emphasizing that what the friend is asking them to do is hurtful and then suggesting an alternative activity). This can be a journal writing activity or in a letter mailed to the officer. • Ask the children to talk about some of the wise choices they have been making: <ul style="list-style-type: none"> – How did they feel after making that choice? – How did other people feel about that choice? – Who influenced the choice they made? – Were these influences positive or negative? 	<ul style="list-style-type: none"> • Write a follow-up letter to the class asking if they are practising their strategies and encouraging the students to keep in touch through letter writing or sending their drawings. • Schedule a return visit to read aloud <i>Hunter's Best Friend at School</i> by Laura Malone Elliott.

Making Wise Choices

[Grades 2-3]

Lesson plan

Purpose of the lesson

This lesson helps students in Grades 2 and 3 to identify and describe what it feels like when a friend asks or tells them to say or do something that doesn't feel "right." It is important for children to learn that they can make wise choices and solve some problems on their own. They need concrete questions they can ask themselves and specific strategies to apply when faced with uncomfortable situations. However, they should also know that they can get help from an adult if they are unsure about what to do or feel that the problem is too big for them to deal with on their own.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Describe how it feels when a friend wants you to do something that makes you feel uncomfortable. • Differentiate between wise choices (helpful) and unwise choices (hurtful). • Practise assertive responses to peer pressure. • Apply the Talk, Walk, Squawk strategy. • Identify people they can approach for help with making wise choices and solving problems.
Time	<ul style="list-style-type: none"> • Approximately 40 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • None for this lesson

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
2. Explain the purpose of your visit:
 - To talk to them about a very important topic
 - To explain how important it is to be a good friend
 - To help them describe how it feels when a friend is asking or telling you to say or do something that you're not comfortable with
 - To talk about making wise choices
 - To practise different ways of handling uncomfortable situations with friends
 - To teach them how to ask an adult for help if they are not sure what choice they should make or if what they have tried to do didn't work

Learning objective

Describe how it feels when a friend wants you to do something that makes you feel uncomfortable.

3. Say: *Friends are very important. I have friends that I've known for many years and I'd never want to lose our friendship. Sometimes, though, our friends ask us to do things that make us feel uncomfortable. Hands up if you have ever felt uncomfortable with something a friend wanted you to do.*
4. Acknowledge students who have raised their hand.
5. Ask: *Do you remember how you were feeling at the time? What were you thinking? What were the signals your body was giving you?*
6. Possible answers include:
 - Feeling confused/mixed-up
 - Feeling worried about the friend not liking them anymore
 - Feeling nervous
 - Feeling embarrassed

- Body feeling hot
 - Body feeling sweaty
 - Heart pounding
7. Say: *Friends are so important to us that sometimes we are tempted to do the things they want us to do, even though we know that it isn't a good idea and might be hurtful to us or someone else.*

Learning objective

Differentiate between wise choices (helpful) and unwise choices (hurtful).

8. Say: *There are ways to figure out if doing what a friend is telling or asking you to do is a wise choice or an unwise choice. I always ask myself this: Is it helpful or hurtful? It is a wise choice if it is helpful and it is a poor choice if it is hurtful. I don't ask these questions out loud. No one can hear me because I ask the questions in my head. After a while, you get really good at asking yourself whether it is helpful or hurtful and it leads you to making a wise choice.*
9. Say: *Let's practise. I'm going to tell you about some things that a friend might ask you to do or say. Your job is to ask yourself whether it is helpful or hurtful. If it is helpful, raise your thumb like this. If it is hurtful, put your thumb down like this. Let's try one together.*
10. Say: *Your friend has drawn a picture of a boy in your class. It is a picture that makes fun of the way he dresses. Your friend shows it to you and asks you to pass it on to the student sitting beside you. Is this helpful or hurtful?*
11. Say: *Most of you thought it was hurtful and gave it a "thumbs down." I thought so, too. Would someone like to say why it was hurtful?*
12. Possible answers include:
- The picture was making fun of the boy.
 - Passing it on was a way of getting everyone to laugh at the way he dresses.
 - The boy would have been embarrassed and hurt if he saw it.
13. Say: *Let's practise some more. Remember that some things a friend asks or tells you to do are helpful. We know they are helpful because*

they don't make anyone feel sad, angry, or embarrassed. We also know that it is safe, fair, and responsible. This time I want you to close your eyes. I'll tell you about some things a friend might ask or tell you to do and you ask yourself whether it's helpful or hurtful and show me the thumbs up or the thumbs down.

14. Say the following:
 - *A friend asks you to share your lunch with him.*
 - *A friend tells you to take another student's eraser from her desk when she isn't looking.*
 - *A friend tells you to tell another student that no one likes him.*
 - *A friend asks you to help her clean up after an art activity.*

15. Say: *Open your eyes now. I can see you are all very good at knowing the difference between what is helpful and what is hurtful.*

Learning objective

Practise assertive responses to peer pressure.

16. Say: *We all know that we sometimes make an unwise choice even when we know it is unwise. Why do you think we might go along with what a friend asks or tells us to say or do even though we know it is unwise?*

17. Allow time for students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - We want to be liked.
 - We want to have friends.
 - We don't want people to be angry or upset with us.

18. Say: *Let's think of some things we can say and do when a friend wants us to say or do something we know would be unwise or hurtful to someone. Even if someone says he or she won't be your friend anymore, it's important that you remember to make a wise choice. One way I remember how to handle those tricky situations is by practising the things I could say before they happen.*

19. Say: *It's time for us to practise. I'm going to need a helper who wants to help me role-play (pretend) that we are two friends. I'll be the friend who is telling you to do something that you think is hurtful, like steal*

someone's eraser. You be the friend who makes a wise choice. Tell me that you don't like what I am saying and that you're not going to do it. Next, try to make a suggestion that is not going to be hurtful to anyone.

20. Cue the student to say something like the following: "No! Taking his eraser is stealing. Why don't we just ask to borrow one?"
21. Continue with student volunteers, remembering to emphasize that they need to use their own words if it is going to come naturally in a real-life situation. Make sure that it is you, the officer, who takes on the role of the friend encouraging the student to make an unwise choice. The main point is to focus on the students' refusal skills: first, stating that what they are be asked to do is wrong, and second, making an alternate suggestion.

Learning objective

Apply the Talk, Walk, and Squawk strategy.

22. Say: *Sometimes, your words won't be enough and you might have to walk away from your friend. If you have tried to use your words and you have walked away from your friend, and he or she is still continuing to bother you or pressure you into making an unwise choice, you need to get an adult to help you with the problem. I have a favourite way of remembering these steps. You might have already heard this before. It's called TALK, WALK, and SQUAWK! The TALK part is when I used my words. The WALK part is when I decide to just move away from my friend so he or she doesn't continue to bother me. And the SQUAWK part is when I decide I need an adult to help me solve the problem.*

Learning objective

Identify people they can approach for help with making wise choices and solving problems.

23. Say: *Although SQUAWK sounds like a funny word, it really means that it is time for you to report your problem. If you are out in the playground, you can report it to a supervision aide or playground supervisor. If you are in class, you can ask your teacher for help. Can you think of any other adults you can talk to whom you can trust?*

24. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
- Parent, guardian, or caregiver
 - Another grown-up who can be trusted such as a favourite relative
25. Say: *It's important to remember that reporting to an adult is not tattling. Tattling is when you just want someone to get in trouble. You have tried to use your words (TALK) and you have tried to get away from the person (WALK). Sometimes, it helps to warn your friend that it is your responsibility to get an adult to help you (SQUAWK) if they don't stop. This way, your friend just might follow your example and decide to make a wise choice.*
26. To close the lesson, do the following:
- Tell the class that you enjoyed being with them today to talk about making wise choices.
 - Thank them for listening so well and offering their ideas.
 - Encourage them to practise being good friends by figuring out if what they are being asked to do is helpful or hurtful.
 - Encourage them to use the TALK, WALK, and SQUAWK strategy at home, in school, and in their communities.

Suggested follow-up activities

Teacher	Officer
<ul style="list-style-type: none"> • Consider pursuing a more in-depth look at peer pressure and making good choices through the Grades 1-3 levels of the program <i>Second Step: A Violence Prevention Curriculum</i> by Committee for Children. • Have the children practise the TALK, WALK, and SQUAWK strategies in the classroom. When a student comes to tell you about something another student has done, refer him or her to the strategy. If he or she has already done the TALK and WALK, thank the student for letting you know and praise him or her for making a wise choice and coming to let you know. Reassure the student that you will assist him or her in resolving the problem. • Have the children draw a picture and/or write about refusal strategies (first, emphasizing that what the friend is asking them to do is hurtful, and then suggesting an alternative activity). This can be a journal writing activity or a letter to the officer. • Ask the children to talk about some of the wise choices they have been making: <ul style="list-style-type: none"> – How did they feel after making that choice? – How did other people feel about that choice? – Who influenced the choice they made? – Were these influences positive or negative? 	<ul style="list-style-type: none"> • Send a letter to the class asking if they are practising their strategies and encouraging the students to keep in touch by sending you letters or drawings.

Understanding Peer Pressure [Grades 4-6]

Lesson plan

Purpose of the lesson

Designed along the same lines as *Is It Helpful or Hurtful* and *Making Wise Choices*, this lesson explores the negative aspects of peer pressure in greater depth. It encourages students not to be swayed by negative peer pressure and to follow their own instincts and beliefs about what is right and what is wrong.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Define the terms <i>peer</i> and <i>peer pressure</i>. • Differentiate between positive and negative peer pressure. • Explain the importance of resisting negative peer pressure. • Describe ways of dealing with negative peer pressure.
Time	<ul style="list-style-type: none"> • Approximately 60 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion • Small-group activity and debrief
Materials	<ul style="list-style-type: none"> • Overhead 1 • Handout entitled <i>Scenarios</i> (for small-group activity)

Preparation

Prepare the following:

- Overhead 1, *What Is Peer Pressure?*
- Copies of the handout entitled *Scenarios*

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
 - The purpose of your visit, which is to talk to them about a very important topic – how to deal with people who try to get you to do things you don't want to do or things that you know are wrong

Learning objective

Define the terms *peer* and *peer pressure*.

2. Ask: *What is a peer?*
3. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Someone about the same age as you
 - A friend
 - A schoolmate
 - A team-mate
 - A person you want to be like
4. Explain that peer pressure is made up of two things:
 - A peer asking you to do something and trying hard to get you to do it, AND
 - Your feeling that you should do it because you like and respect this person and want to please him or her

(You may use Overhead 1 to emphasize these points.)

Learning objective

Differentiate between positive and negative peer pressure.

5. Explain the differences between positive and negative peer pressure by highlighting the following points:
 - Positive peer pressure happens when someone tries to get us to do something that will not harm others or us. Negative peer pressure

happens when someone tries to get us to do something that we aren't supposed to do; that we know is wrong, or that might be harmful to others or us.

- We know the difference between right and wrong, but sometimes it can be hard not to do what our friends ask. No one wants to lose friends, and so we try to please them by doing what they want.
- But what if what they want is wrong? We have to be able to say No, even when it's hard to do so. Friends and peers might make it hard for us to say No. They might:
 - Call us names.
 - Make fun of us.
 - Threaten us.
 - Tell us they don't want to be our friend anymore.

Learning objective

Explain the importance of resisting negative peer pressure.

6. Emphasize the importance of resisting negative peer pressure. Highlight the following points:
 - When friends make it hard for us to say No, we need to remember that it's important to do the right thing.
 - We should ask ourselves, "If this person is my friend, why is he asking me to do something that could hurt me or someone else?" The answer to this question is that this person really isn't a friend. A real friend would listen and think twice about what he is asking.

Learning objective

Describe ways of dealing with negative peer pressure.

7. Ask: *Besides saying No, what else can you do if your friends ask you to do something that might harm you or others?*
8. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Just leave.
 - Tell them that you have to go, and then leave.
 - Joke about what they want you to do. Maybe they'll see that it isn't smart to do it.

- Suggest something else to do, like playing baseball, riding a scooter, etc.
 - Find another friend who would not want to do it either, and do something else with him or her.
9. Remind students that they can seek help in resisting negative peer pressure. State that if they are being pressured to do something they know isn't right, they should find a trusted adult and tell him or her about the problem.
 10. Wrap up by encouraging students to say No and mean it. Tell them that saying No will get easier each time they do it.
 11. Ask the class to form small groups (five to six students per group). Encourage them to quickly choose a name for their group.
 12. Give each student a copy of the *Scenarios* handout. Assign one scenario to each group. Ask them to read the scenario, figure out their answers, and write them on the sheet. Tell them that they will have 10 minutes to work on this activity.
 13. After 10 minutes, call time. Ask each group to report to the class about their discussion. Have them introduce their group by its name.
 14. Lead a discussion on the responses. Comment on any inappropriate ones. Provide time for questions.
 15. To close the lesson, do the following:
 - Thank the class for listening and participating so well.
 - Remind them that they need to be able to recognize peer pressure when it happens and to say No when they are pressured to do something that might harm them or others.

Suggested follow-up activities

Teacher

- Consider pursuing a more in-depth look at peer pressure and making good choices through the Grades 4 to 6 levels of the program *Second Step: A Violence Prevention Curriculum* by Committee for Children.
- Consider more work in the area of resisting peer pressure through the Grades 6-7 levels of the sexual exploitation prevention curriculum *Personal Safety and Decision Making*, by Committee for Children.

Officer

- Visit the class one week later to say hello. Remind them of the key points of the lesson:
- Think before you do anything.
 - Don't go along with friends or peers if they want you to do something that will harm you or others.
 - If you are being pressured, go to a trusted adult for help.

Materials

- Overhead 1, *What Is Peer Pressure?*
- Handout entitled *Scenarios*

Overhead 1

What Is Peer Pressure?

You feel pressure from classmates to behave in a manner similar and acceptable to them

AND

You feel that you should do it because you like and respect them and want to please them.





Scenarios

PEER PRESSURE – WHAT WOULD YOU DO?

1. You and your friend have known each other since Grade 2. He has always been a good friend and you both like bike riding, playing baseball, and skateboarding. One day, he asks you to meet a new friend of his after school. The new friend is “much older and really great!” You have been told never to go anywhere after school, except straight home, unless you have permission. You have always gone straight home. Today you tell your friend ...

2. Someone in your class has told you that she wants to be your friend. She asks you to go shopping with her for some junk food after school. You know you are allowed to go to the store after school and so you say OK. While in the store, this person puts a candy bar in her pocket. She tells you to take one too if you want to prove to her that you are friends. You would really like her to be your friend, since your best friend moved away last month. You tell her ...

3. A boy in your class has been your friend all year. He has been a good friend. Today he asks you to tell Jake, one of your classmates, “Nobody likes you, you’re stupid.” You don’t consider Jake a friend, but don’t want to hurt his feelings. You tell your friend, “No, I won’t say that.” Your friend becomes angry and tells you that you are just scared to do it and threatens that if you don’t do it, he won’t be your friend anymore. You tell your friend:

4. At the soccer field you meet a team-mate of your older brother. You have known him for a while and think he is really great. He’s good at soccer and everybody likes to be with him. He has a lot of friends and has told you that you are his friend too. You are happy being his friend. After a soccer game, you hang around and wait for him. When he comes up to you, he is smoking a cigarette. He offers you one too. When you don’t take it right away, he says, “What’s your problem?! Don’t tell me you’re scared?” When you don’t say anything, he says, “Who’d want to be friends with such a loser! Get out of here!” You tell him:

3 – Gang Recruitment Awareness

Youth Group or Youth Gang? [Grades 4-6]

Lesson plan

Purpose of the lesson

Concern about youth being lured into gangs is an age-old problem. Therefore, it is important that students be given information on what gangs are and the problems associated with being a member of a gang.

Gangs might or might not be easy to identify. To some, gangs might simply be groups of youth who hang out together. Students must learn the differences between youth groups, youth gangs, and “wannabe” gangs. They must recognize the dangers of getting involved with the latter two. They must also realize that while many young people join gangs in the hopes of finding a surrogate family or peer support, gang involvement causes more problems than it solves.

Note

Do not mention the names of specific gangs or wannabe groups in your community. Mentioning them by name might lend them some status among the students in the class.

Overview

Learning objectives

By the end of the lesson, students will be able to:

- Differentiate between youth groups, youth gangs, and “wannabe” gangs.
 - Explain how gangs recruit members.
 - Explain why gangs will never be able to fulfil a person’s needs or solve problems in a positive way.
 - Identify alternatives to joining a gang.
 - Describe ways to support others who are vulnerable to gang recruitment.
-

Time	• 60 to 80 minutes
Instructional techniques	• Q&A with discussion
Materials	• None for this lesson

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
 - The purpose of your visit, which is to talk to them about a very important topic – gang life and gang activities
 - Why the topic is important to you personally. (Tell a true story about a youth who got involved in a gang. Describe what happened to him or her. Make sure, however, to omit any identifying information if it is a local example.)
 - Why it is important for them to learn about gangs and what they can do to make themselves less vulnerable to recruitment by gangs

Learning objective

Differentiate between youth groups, youth gangs, and “wannabe” gangs.

2. Ask: *What is youth group?*
3. Allow students to offer answers to this question. Look for answers such as “A group of youth who like to be together, choose to be together, and share common interests. Belonging to a group can make a statement about who we are.” Praise those responses.
4. Highlight the fact that these groups are made up of young people who enjoy hanging out together and experience the following as a result of being in the group:
 - Friendship
 - A chance to socialize with other youth
 - A feeling of being accepted
 - A sense of identity as a member of a group
 - A sense of status (if society considers the group as a positive one)

5. Explain the difference between a youth gang and youth who might want to look like they are in a gang:
 - A gang isn't simply a group of young people hanging out together. A gang is a group of people who get involved in breaking the law.
 - Youth gangs commit crimes and are often violent. Examples of crimes they commit are:
 - Stealing
 - Selling drugs
 - Destroying property
 - Beating people up
 - Stealing cars
 - “Wannabe” gangs are usually small groups of young people with no real organization. They might try to imitate the way real gangs behave. They boast about being involved with the real gangs. They might behave in a violent way against other groups of young people.

Learning objective

Explain how gangs recruit members.

6. Ask: *Why would a young person want to join a gang?*
7. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Feel that they belong
 - Gain status and recognition
 - Peer pressure
 - Boredom
 - Friendship
 - Fun and thrills
 - Escape their parents' rules
 - Escape from poverty or an abusive home
 - Find money for drugs, food, shelter, etc.
8. Explain how gangs get new members by making the following points:
 - Gangs are always looking for new people to join them. They look in schools or neighbourhood hang-outs, such as arcades, parks, and malls.

- They ask the person to hang out with them. They might pay for meals, snacks, or movie admission. They do this to make the person feel important and wanted. They are kind so that the person believes that these are really good friends.
 - They might also try to take the recruit along with them while they commit a crime. They observe the recruit's reactions to the crime and might make him or her participate in it.
9. Say: *Gang members try to figure out why the person is hanging out with them. The person might be looking for status, recognition, friendship, a sense of belonging, etc. The person then feels that he or she has to join the gang because they have given him or her things and have been acting like real friends. The person might also feel extra pressure to join because he or she knows about the gang's crimes and might have even participated in them.*

Learning objective

Explain why gangs will never be able to fulfil a person's needs or solve problems in a positive way.

10. Explain the three big lies that gang members tell:
- *The community respects the gang.* The truth is that people are fearful – not respectful – of gangs.
 - *The gang will protect you.* In reality gang members usually have many enemies. When people join the gang, they will then have more enemies than they did before they joined. Gangs don't protect new members from being hurt during their initiation or from the violence of rival gangs. Gang members will be forced to commit crimes. If they are caught, they will be on their own and might be arrested and put in jail.
 - *The gang is like family.* The truth is that the bonds between gang members are not like those of a real family; they are more like loose connections that are formed because the people are in similar situations. The gang often pressures its members to use and sell alcohol and other drugs. Members of the same gang compete with each other and don't trust one another. They also have many personality conflicts. They often look for opportunities to make other members look bad. There is a lot of fighting between members over the money that the gang gets from its crimes. Money is not as plentiful as the gang promises and is not

divided equally among members. Recruits usually think they will get large amounts of money from joining the gang, but that just doesn't happen. The code of silence that gangs are said to follow is not always obeyed. Many gang members turn in their own members. Organized criminal gangs might even kill their own members.

Learning objective

Identify alternatives to joining a gang.

11. Ask: *What can you do if you have a problem that you need to solve, or if you feel lonely or sad, or if you want new friends?*
12. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - If you have a problem, ask a trusted adult for help. Keep asking until you get help.
 - If you feel lonely or sad, or want new friends:
 - Get involved in sports.
 - Volunteer to help others.
 - Find a hobby you enjoy.
 - Join or form a club or organization.

Learning objective

Describe ways to support others who are vulnerable to gang recruitment.

13. Ask: *How can you help others if they have a problem or feel lonely or sad?*
14. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Invite them to join your friendship group.
 - Invite them to join a hobby or club group that you belong to.
 - Ask them what they enjoy doing.
 - Ask them if they need help with something.
15. To close the lesson, do the following:
 - Ask students if they think that joining a gang is the answer to any problem. Most students will say no. Ask them why they say no.

- Praise that response and tell them that they are right. Whatever problems they might have now or in the future, joining a gang will not make them better. In fact, joining a gang will lead to a life of crime, arrests, and time in jail.
- Remind them that they can get help with their problems from parents, teachers, counsellors, police officers, etc.
- Thank the class for listening and participating so well.

Suggested follow-up activities

Teacher	Officer
<ul style="list-style-type: none"> • Talk to the class about the lesson and take the opportunity to reinforce key points. • Consider supplementing with the Grades 4-6 levels of the program <i>Second Step: A Violence Prevention Curriculum</i> by Committee for Children. 	<p>Schedule a follow-up visit for a video presentation:</p> <ul style="list-style-type: none"> • Show a relevant video. (For a list of appropriate videos, contact the Institute for Safe Schools of British Columbia at www.iss-bc.ca.) • Lead a discussion about it. Give students an opportunity to ask questions.

4 – Halloween Safety

Let's Keep Halloween Safe [K-3]

Lesson plan

Purpose of the lesson

This lesson teaches children how to celebrate Halloween safely. It focuses primarily on ways to keep safe while trick-or-treating.

Overview

Learning objective	<ul style="list-style-type: none"> By the end of the lesson, students will be able to describe how to keep safe on Halloween, especially while trick-or-treating.
Time	<ul style="list-style-type: none"> Approximately 30 minutes
Instructional techniques	<ul style="list-style-type: none"> Q&A with discussion
Materials	<ul style="list-style-type: none"> Sample of non-toxic, hypoallergenic make-up, a flashlight, and a costume with reflective tape on it Handout entitled <i>Halloween Safety Tips</i> Halloween activity sheets

Preparation

Prepare the following:

- Sample of non-toxic, hypoallergenic make-up, a flashlight, and a costume with reflective tape on it
- Copies of the handout entitled *Halloween Safety Tips*
- Copies of the Halloween activity sheets

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
2. Explain that their teacher asked you to visit them today to talk about how they can keep safe while having a good time during Halloween. State that it's important to you and to all police officers that they stay safe on Halloween.
3. Ask the children what they know about Halloween. Ask them to name things they enjoy about it – the costumes, trick-or-treating, etc.
4. Ask: *Who knows what the word “safe” means?*
5. Allow students to offer answers to this question. Look for answers such as “being free from danger” and “not getting hurt.” Praise those responses.

Learning objective

Describe how to keep safe on Halloween, especially while trick-or-treating.

6. Ask: *What can you do to be safe on Halloween?*
7. Depending on the age of the children, you might or might not get any responses. If the children do not respond, explain the following tips: (As you do this, show the materials you brought with you – the costume with reflective tape, flashlight, make-up.)
 - Do not go trick-or-treating alone; go with an adult or older brother or sister. Let your parents know where you will be and for how long.
 - Remember, drivers might not be able to see you in the dark. Wear a bright-coloured costume with reflective tape, and carry a flashlight.
 - Do not go to houses that have their lights out.
 - Do not go inside the house or car of anyone you don't know.
 - Wear make-up instead of a mask. You will be able to see better if you are wearing make-up. If you wear a mask, make sure the eye holes are large enough for you to see through clearly.

- Use the sidewalk. Do not run across lawns or gardens.
 - Cross the street in a crosswalk or at a corner. Look both ways before crossing the road.
 - Do not eat any of your treats before you get home. When you do get home, have your parents check all the candy so that they can throw away anything that is not wrapped in a sealed wrapper.
 - Have a good supper before you go out trick-or-treating. Take some candy from home if you have to – don't eat any treats that are given to you until your parents have looked at them.
 - Never eat any fresh fruit or home-made treats unless you know where they came from.
 - Wear good shoes, such as runners, so you won't trip. Be very careful if you wear high heels or have a long costume.
 - Always stay in your own neighbourhood and know where there is a safe house that you can go to if you need help.
 - Start trick-or-treating early and finish early.
 - Never go into alleys, parking lots, wooded areas, or vacant lots.
 - Don't go near any animals you do not know.
 - Stay away from anyone playing with firecrackers – these are illegal. Fireworks can be used only by those who are 18 or older, only on private property, and only on October 30th and 31st. Stay away from anyone using fireworks unsafely!
 - Don't pick up any fireworks. Don't hold them or try to light them.
8. To close the lesson, do the following:
- Ask the children what they have learned about keeping safe on Halloween. Repeat any important points they might have missed.
 - Tell the class that you enjoyed being with them today to talk about keeping safe on Halloween.
 - Distribute copies of the handout entitled *Halloween Safety Tips*. Ask them to show it to their parents/caregivers.
 - Distribute copies of the Halloween activity sheets.
 - Thank them for listening so well. Wish them a fun and safe Halloween.

Suggested follow-up activities

Teacher

Have the children work on the Halloween activity sheets. Then, review the Halloween safety tips.

Officer

Schedule a follow-up visit after Halloween. Ask the children to tell you what they did to have fun and how they stayed safe.

Materials

- Handout entitled *Halloween Safety Tips*
- Halloween activity sheets

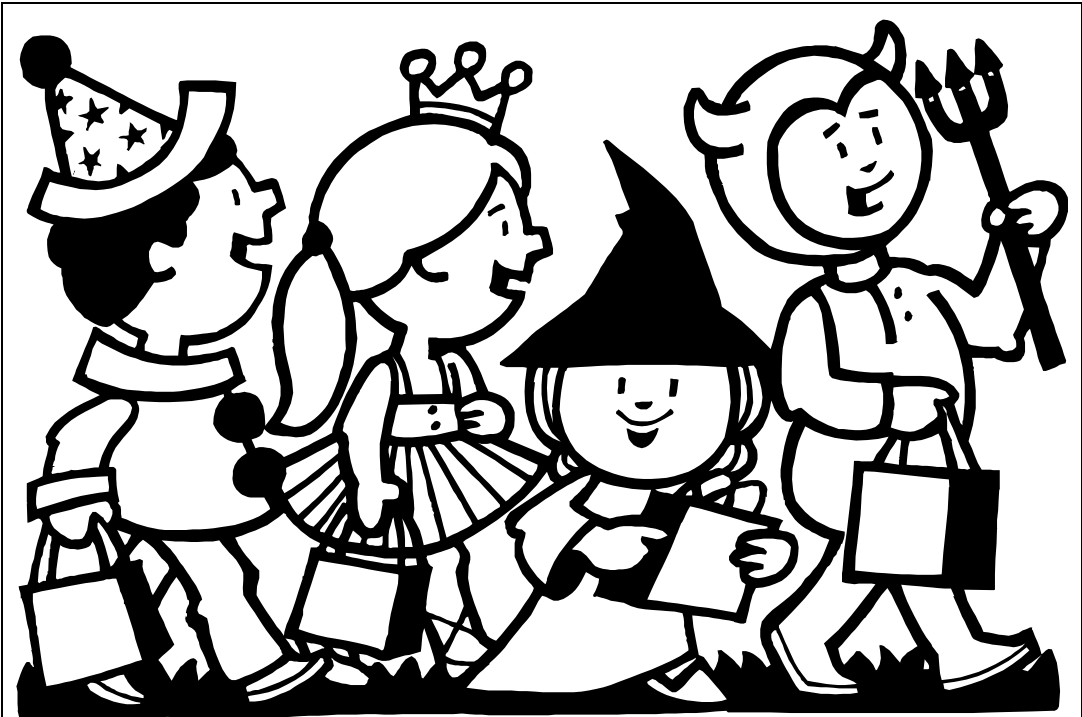


HALLOWEEN SAFETY TIPS

- Do not go trick-or-treating alone; go with an adult or older brother or sister. Let your parents know where you will be and for how long.
- Remember, drivers might not be able to see you in the dark. Wear a bright-coloured costume with reflective tape, and carry a flashlight.
- Do not go to houses that have their lights out.
- Do not go inside the house or car of anyone you don't know.
- Wear make-up instead of a mask. You will be able to see better if you are wearing make-up. If you wear a mask, make sure the eye holes are large enough for you to see through clearly.
- Use the sidewalk. Do not run across lawns or gardens.
- Cross the street in a crosswalk or at a corner. Look both ways before crossing the road.
- Do not eat any of your treats before you get home. When you do get home, have your parents check all the candy so that they can throw away anything that is not wrapped in a sealed wrapper.
- Have a good supper before you go out trick-or-treating. Take some candy from home if you have to – don't eat any treats that are given to you until your parents have looked at them.
- Never eat any fresh fruit or home-made treats unless you know where they came from.
- Wear good shoes, such as runners, so you won't trip. Be very careful if you wear high heels or have a long costume.
- Always stay in your own neighbourhood and know where there is a safe house that you can go to if you need help.
- Start trick-or-treating early and finish early.
- Never go into alleys, parking lots, wooded areas, or vacant lots.
- Don't go near any animals you do not know.
- Stay away from anyone playing with firecrackers – these are illegal. Fireworks can be used only by those who are 18 or older, only on private property, and only on October 30th and 31st. Stay away from anyone using fireworks unsafely!
- Don't pick up any fireworks. Don't hold them or try to light them.



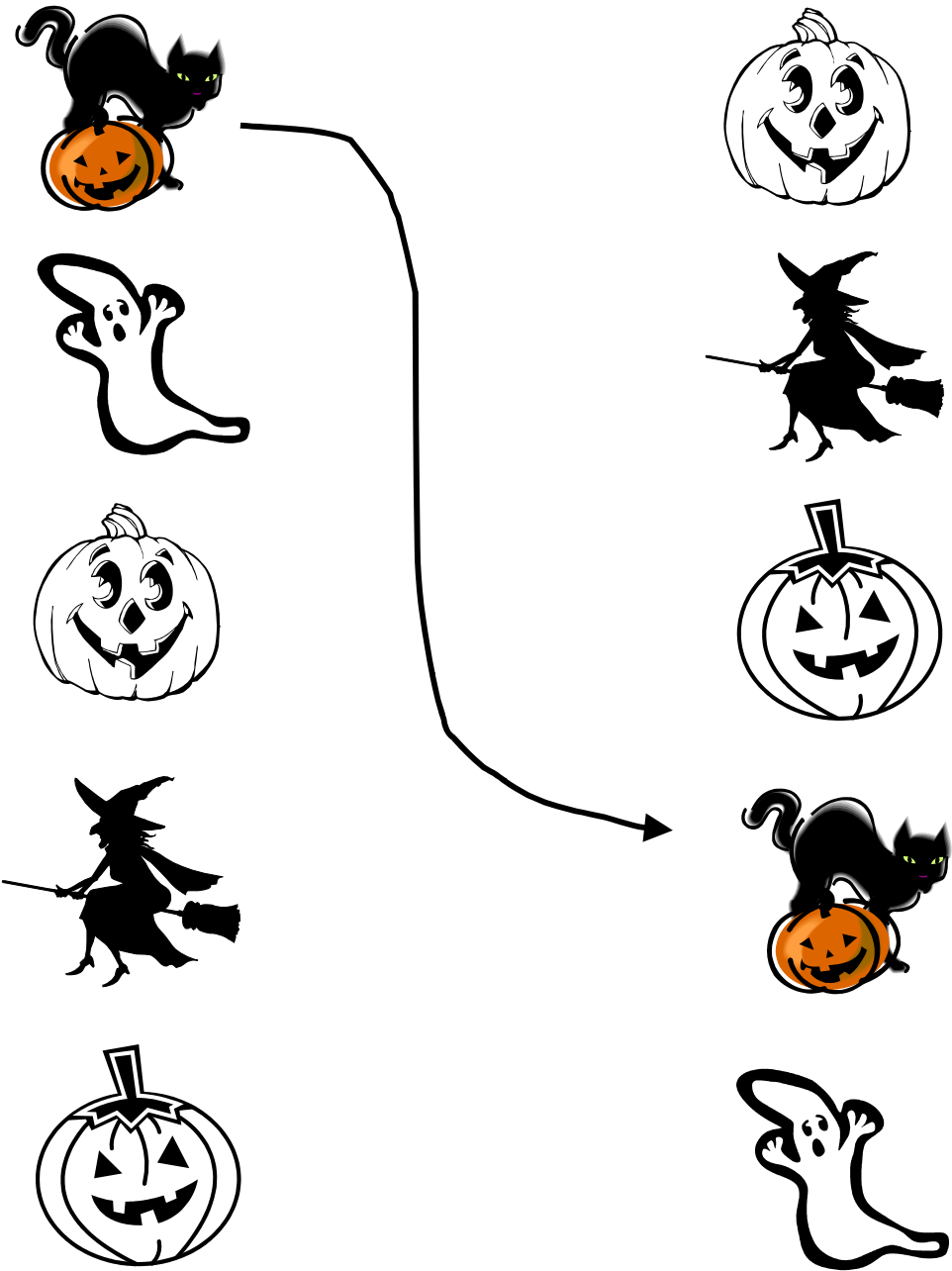
Halloween Activity 1



I will stay safe on Halloween by ...

Halloween Activity 2

Connect the picture on the left with the matching picture on the right!



Halloween Safety

[Grades 4-6]

Lesson plan

Purpose of the lesson

This lesson will make children aware of the dangers associated with fireworks and firecrackers and the rules governing their use. By this age, most children will have seen fireworks displays and will be in awe of them. They need to know that while fireworks and firecrackers can be spectacular and thrilling, they can also cause great harm.

This lesson is based on the *Just a Firecracker* video and guide produced by the BC Crime Prevention Association and the BC Professional Firefighters Association.

Note

If you would like to review other Halloween safety tips, such as those for trick-or-treating, refer to the [K-3 Halloween Safety](#) lesson.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Name the rules for the use of fireworks and firecrackers. • Describe the dangers associated with fireworks and firecrackers.
Time	<ul style="list-style-type: none"> • Approximately 40 minutes

Instructional techniques	<ul style="list-style-type: none"> • Lecture • Video presentation and debrief
Materials	<ul style="list-style-type: none"> • Video entitled <i>Just A Firecracker</i>¹ • Samples of discharged fireworks and firecrackers • Handout entitled <i>Fireworks Safety Tips</i> • Handout entitled <i>Fireworks Regulations</i>

Preparation

- Obtain a copy of the video entitled *Just a Firecracker* and the accompanying teaching guide. Visit the Institute for Safe Schools of British Columbia online at www.iss-bc.ca or call 1 888 224-7233 (1 888 224-SAFE). Preview the video before the lesson.
- Obtain samples of discharged fireworks and firecrackers.
- Prepare copies of the following handouts:
 - *Fireworks Safety Tips*
 - *Fireworks Regulations*

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
 - The purpose of your visit, which is to talk to them about Halloween safety, especially the dangers of fireworks and firecrackers
 - Why the topic is important to you personally. Tell a true story about a child or youth who was hurt while playing with firecrackers or fireworks. Use the story to emphasize why it is so important for children to understand the dangers of fireworks and firecrackers.

¹ Produced by the BC Crime Prevention Association and BC Professional Firefighters Association. (Available at the Institute for Safe Schools of British Columbia. Call 1 888 224-7233.)

Learning objective

Name the rules for the use of fireworks and firecrackers.

2. Explain the rules and regulations associated with the use of fireworks and firecrackers by covering the following points:
 - It is legal for an adult to use fireworks but certain rules must be followed.
 - Municipalities have bylaws regarding the use and sale of fireworks and firecrackers: [C.R.C. c. 599. S.O.R./90-84 January 18, 1990]
 - Fireworks may be set off only on private property with the consent of the owner of the property and never in a public place.
 - Fireworks may be set off only by a person 18 years of age or older, or by a younger person only when supervised and in the presence of an adult.
 - Fireworks can be sold only during the days leading up to and including Halloween.
 - Firecrackers, because they are explosive devices, are illegal unless the person has a special permit.
3. Explain that firecrackers are a special type of fireworks. Emphasize the following points:
 - Firecrackers produce loud sounds, intense heat, and a bright light.
 - While fireworks sizzle, firecrackers actually explode.
 - Firecrackers are very dangerous.
 - They are illegal, even for adults, unless they have a special permit.

Learning objective

Describe the dangers associated with fireworks and firecrackers.

4. Show the video *Just A Firecracker* (20 minutes).
5. After the presentation, allow students to ask questions.
6. Ask: *What is a bomb?*
7. Allow students to offer answers to this question. Look for answers such as “dynamite,” “TNT,” “something that explodes.” (If students

have difficulty answering the question, use a probe, such as *Could dynamite be a bomb?*)

8. Ask: *What happens when a bomb goes off?*
9. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Someone could be hurt or killed.
 - Property could be damaged or completely destroyed.
 - A fire could start.
10. State that a firecracker is a tiny bomb. It is very dangerous because it can hurt or kill people, start fires, and damage or destroy property.
11. Ask: *What would happen if a firecracker were set off in this room?*
12. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Loud noise
 - Burning of carpet, floor, furniture, etc.
 - Hurt or kill someone
13. Remind the class of what happened to Rob, whose story was illustrated in the video. Emphasize the following:
 - Types of injuries he suffered because the home-made bomb he was holding exploded in his hand – Loss of the tips of two fingers; permanent nerve and muscle damage to the rest of his hand; permanent disfigurement
 - Consequences of those injuries – Pain; need for treatment; loss of his hopes of becoming a professional lacrosse player
14. Say: *But it was just a firecracker!* Then ask students what other serious injuries a tiny firecracker could cause.
15. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - *Eye injuries*
Refer again to the video, which showed burning firecracker ingredients. Remind the students that water would not put out the flame and that according to the Police Disposal Squad expert, if the ingredients get in one's eye, they would continue to burn. Eye

injuries caused by firecrackers include blindness or permanent damage to one’s vision.

- *Hearing injuries*

Tell the story of a police officer who, on a nice day, had his car window rolled down while he was on patrol. Someone threw a firecracker into his police car as a prank. The firecracker went off right by his ear and he suffered permanent hearing loss in that ear. An apparently harmless prank turned into a life-long injury for the police officer.

- *Burns*

Explain that firecrackers can cause serious burns to hands, face, and body. Ask students if they have ever made the mistake of touching something really hot. If they have, then they know how serious and painful it is to be burned. Burns can also result in permanent scarring.

16. To close the lesson, do the following:

- Point out that all the injuries shown on the video resulted from accidents. No one intended or wanted to hurt themselves or others. But the injuries were very serious, even though no one planned them. That’s why everyone must be very careful around fireworks and firecrackers.
- Show the samples you brought of spent fireworks and firecrackers.
- Distribute the handouts and encourage students to show them to their parents.
- Thank the class for listening and participating so well. Wish them a fun and safe Halloween.

Suggested follow-up activities

Teacher	Officer
Consider scheduling some visits from the Fire Department.	Schedule a follow-up visit after Halloween. Have students talk about what they did to have fun and stay safe.

Materials

- Handout entitled *Fireworks Safety Tips*
- Handout entitled *Fireworks Regulations*

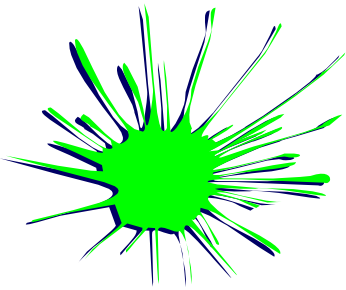


FIREWORKS SAFETY TIPS

It is illegal for anyone under the age of 18 to purchase or use fireworks other than sparklers. Families should try to find alternative ways to celebrate Halloween, but if you must use fireworks, here are a few precautions:

- Fireworks are legally available for sale one week before Halloween.
- FIRECRACKERS are restricted except by special permit for ethnic or religious celebration. Permits must be obtained from the Explosives Branch of the Federal government.
- Before buying fireworks, check your Municipal Bylaws.
- Fireworks cannot be imported without a permit. Refrain from smuggling fireworks into Canada. Smuggling of fireworks could cost you money and result in a criminal record.
- Read the instructions on each piece of fireworks so you know how it should be fired.
- Never hold fireworks in your hand when lighting them.
- Secure fireworks in a bucket, large box, or wheelbarrow filled with earth or sand to make a good firing base before lighting.
- Fireworks are unpredictable and caution should be used at all times.
- Even with backyard fireworks, a spectator area should be designated at least 20 metres away from where the fireworks are going to be lit.
- A large bucket of water or sand, or a garden hose should be ready at the firing site. Dispose of spent fireworks in a container of water.
- DO NOT attempt to re-light a piece of firework that does not go off. NEVER alter, modify, or enhance fireworks in any way. Use as directed.
- Watch for sparks or debris from fireworks; they can ignite fires. Some materials, such as Roman stars, will burn even under water.
- Burns caused by fireworks can be more serious than they appear; check with your physician.

**FIREWORKS ARE MADE FROM EXPLOSIVES AND
CAN BE UNPREDICTABLE!**



Fireworks Regulations

Each year people suffer burns, loss of eye sight, burst ear drums, and other injuries, and property is damaged because of fireworks. Check with your Fire Department for fireworks regulations in your community. If fireworks are legal in your community, here are some rules that should be followed.

- **Do** have an adult – someone over the age of 19 – supervise the use of all fireworks; they are aware of the dangers.
- **Do** have an adult use the fireworks outdoors and have a bucket of water handy in case of fire and to soak the burnt and used fireworks.
- **Do** have an adult store the fireworks safely – in a closed metal box, somewhere cool and dry, away from all sources of heat.
- **Do not** re-ignite fireworks that don't light the first time.
- **Do not** throw or point fireworks at another person.
- **Do not** shoot fireworks from a metal or glass containers.

Fireworks may be set off only on private property with the consent of the owner.



5 – Internet Safety

Using the Internet Safely

[Grades 4-6]

Lesson plan

Purpose of the lesson

This lesson helps students realize how important it is to be careful when using the Internet and reminds them not to give out any personal information to people they might meet online.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Name the benefits of using the Internet. • Describe some of their own experiences of Internet use. • Identify the dangers associated with Internet use. • Describe steps they can take to keep safe while using the Internet.
Time	<ul style="list-style-type: none"> • Approximately 60 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • Handout entitled <i>Internet Safety Tips for Children</i> • Handout entitled <i>Internet Safety Guidelines for Parents/Caregivers</i>

Preparation

Prepare copies of the following handouts:

- *Internet Safety Tips for Children*
- *Internet Safety Guidelines for Parents/Caregivers*

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
 - The purpose of your visit, which is to talk to them about keeping safe while on the Internet
 - Why it is important for them to learn about Internet safety

Learning objective

Name the benefits of using the Internet.

2. Ask students how many of them have been on the Internet – at school, the library, a friend’s house, or their own home.
3. Ask students to give examples of the types of activities they can do online. Possible responses include:
 - Find information about many different topics.
 - Play games.
 - Write to people by e-mail, which is faster than mailing a letter.
 - Go into chat rooms and “talk” to people.
 - Do business like banking, shopping, etc.
 - Take courses to learn about different things.

Learning objective

Describe some of their own experiences of Internet use.

4. Ask the following questions to enable students to describe their own experiences of the Internet.
 - *Have you ever chatted with someone in a chat room? Whom did you talk to? How do you know that people really are who they say they are online?*
 - *Have you ever seen anything online that embarrassed you? Explain that sometimes, messages with bad language or pictures might be sent to them online, or they might come across these things accidentally on the Internet.*

- *Have you ever been offered something for nothing online? What do you think about these free offers?* Explain that in such cases, there is usually a “catch” as very little is truly free. Sometimes, people use this “something for nothing” strategy to find out your name and address, saying that if you want to get the free item, you need to give out this personal information.
- *Have you ever been asked for your full name, your address, or the name of your school?* State that we would never think of giving this information to a stranger, so why would we do so online? When we meet people online, we don’t have any idea who they really are, only who or what they say they are.

Learning objective

Identify the dangers associated with Internet use.

5. Ask: *What are the dangers of being on the Internet?*
6. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - You could receive unwanted material that is sexual, violent, hate-filled, dangerous, or illegal.
 - You could have nasty messages about you posted on online bulletin boards for anyone to see.
 - Just as a stranger might try to get you to go somewhere with him or get you into a car, you could also be pursued by strangers on the Internet, who might try to find out where you live or get you to meet them alone.
 - Someone could get private information about you that you might not want to give out, such as your name, age, address, school, etc.
 - Your family could end up losing money if you give out your parent’s credit card number.
 - You might be persuaded to participate in activities that your parents do not approve of, such as smoking, taking drugs or consuming alcohol.
7. Explain that it is dangerous for them to think that these things could happen only to other kids and never to them. Emphasize that a person with bad intentions will target anyone.

Learning objective

Describe steps they can take to keep safe while using the Internet.

8. Distribute copies of the handout entitled *Internet Safety Tips for Children*. Go over the key points.
9. Distribute copies of the handout entitled *Internet Safety Guidelines for Parents/Caregivers*. Ask students to give the handout to their parents/caregivers.
10. Thank the class for listening and participating so well.

Suggested follow-up activities

Teacher	Officer
<ul style="list-style-type: none"> • A few days after the lesson, ask students if they talked to their parents about what they learned about Internet safety. • Review the safety tips covered in the lesson. • Review Lesson 4 (on Internet Safety) in <i>Feeling Yes, Feeling No: A Sexual Abuse Prevention Curriculum</i> (for Grades 4-5). • Review Lesson 3 in Unit III (Internet Safety supplement) in <i>Personal Safety and Decision Making: A Sexual Exploitation Prevention Curriculum</i> (for Grades 6-7). • Consider a more thorough exploration of these issues that includes an interactive CDROM game, online activities, and a classroom discussion by using <i>Missing: An Educational Kit on Internet Safety</i> (for Grades 6-8). 	<ul style="list-style-type: none"> • Schedule a return visit and make yourself available for an informal chat with the students. Provide a lot of time for discussion.

Materials

- Handout entitled *Internet Safety Tips for Children*
- Handout entitled *Internet Safety Guidelines for Parents/Caregivers*



Internet Safety Tips for Children²

1. Don't give out personal information about yourself or your family:
 - Your real name or the names of your parents, brothers, or sisters
 - Your address or phone number
 - Where you go to school
 - Where your parents work
 - Your parents' credit card, PIN, or any other numbers that only your family should know
2. Don't think that people really are who they say they are. When communicating with others in chat rooms, remember that not everyone is who they say they are. You might think you are talking to a 10-, 11-, or 12-year-old boy, but instead, you might really be chatting with a 40-year-old man.
3. Be careful whom you talk to about your problems. You might find it easier to talk about your problems with Internet friends. However, you do not know who they really are. They could be obtaining information about you in order to gain your trust. If you have personal problems, talk to someone you can meet with face-to-face, like a school counsellor, your parents, good friends, etc.
4. Don't buy anything on the Internet without your parents' help.
5. Never meet an online friend in person without your parents' permission.
 - Do not meet them alone, and do not go without telling someone where you are going and what you are going to do.
 - If your parents agree to your meeting, make sure a parent is with you the whole time and that you meet in a public place, like a library, restaurant, etc.
6. Don't send pictures of yourself online. Avoid sending pictures of yourself to someone online without asking your parents first.
7. Follow your parents' rules for online activities. Stay out of "adults only" sites.

² Adapted from *Teen Safety on the Information Highway*. National Center for Missing and Exploited Children.

8. Don't be embarrassed to tell your parents if you see any material on the Internet that you feel uncomfortable about.
9. Never answer anyone who makes you feel uncomfortable or who is pushing you to give out personal information about yourself or your family.
10. If someone offers you money or gifts for nothing, don't believe them. Don't answer anyone who offers you something for nothing, especially if you need to give personal information (like your name, address, or telephone number) or send a picture of yourself in order to get your prize or gift.



Internet Safety Guidelines for Parents/Caregivers³

BECOME MORE COMPUTER LITERATE

- Spend time online with your children to explain your rules for appropriate use of the Internet.
- Know how to use the Internet yourself.
- Consider using online services with special child/youth accounts that have restricted access to chat rooms.
- Choose an Internet provider who will give information about and access to parental control features. Blocking software prevents users from accessing adult material, while filtering software prevents users from accessing sites with certain key words.
- Frequently check your software's History folder to see what sites your child frequents. This will help you make sure that he or she is not receiving, accessing, or sending inappropriate material. You could also check your child's Favorites folder (on Internet Explorer) or the Bookmarks folder (on Netscape).
- Share or have access to your child's e-mail so that you can monitor his or her mail.
- Make sure that you are present when your children access private chat rooms. Monitor their communications.

CAUTION YOUR CHILDREN ABOUT GIVING OUT PERSONAL INFORMATION ONLINE

- Find pen-names for your children to use when online. Never let them use their real names.
- Do not fill out online profiles that ask for information about where to contact your children, your home address, phone number, etc.
- Ensure that your children do not give out personal information, such as your address, phone number, work place, or their school's name and phone number.
- Explain to your child that Internet charges can sometimes be made by typing in only your home phone number.
- Make sure they never give out your credit card, PIN numbers, SIN numbers, or the name of your bank/credit union to anyone, whether online or not.
- Supervise all online purchases.

³ Adapted from *Teen Safety on the Information Highway*. National Center for Missing and Exploited Children.

SET GUIDELINES FOR FACE-TO-FACE MEETINGS REQUESTED BY ONLINE FRIENDS

- Never allow your children to arrange face-to-face meetings with another computer user without first getting your permission.
- If you do permit a meeting, stay with your child during the meeting or ensure that another responsible adult stays with your child throughout the meeting and leaves with him or her.

IF YOUR CHILD RECEIVES ANY OBSCENE OR THREATENING MATERIAL ...

- Ensure that your child knows to delete any e-mail with an attachment from anyone he or she does not know personally. These might contain computer viruses or obscene material.
- Contact the police.
- Contact your Internet service provider.

KEEP COMMUNICATION OPEN WITH YOUR CHILDREN

- Pedophiles are people who have sexual desires directed towards children. They frequently befriend lonely or troubled children online in order to gain their trust. In addition, some people try to gain the trust of a child in order to kidnap him or her.
- Talk openly about what material is inappropriate or obscene. Ask your children to inform you at once if they see or receive anything that is inappropriate or obscene.
- If your children seem lonely or troubled, spend more time with them. Find a good counsellor to help resolve their problems. Restrict and monitor the time they spend on the Internet.

Note

Even if your children do not have access to the Internet in your home, they will have access at their friends' homes. Internet safety rules should apply no matter where they are when they are using the Internet.

6 – Personal Safety

Just Call 9-1-1 [Grades 2-3]

Lesson plan

Purpose of the lesson

This lesson is specifically designed to remind students in Grades 2 and 3 how to play safe and stay safe. It focuses on the use of the telephone for dialling 9-1-1 in case of an emergency. It also teaches children other ways of staying safe while using the telephone.

Overview

Learning objectives	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Explain what the terms <i>9-1-1</i> and <i>emergency</i> mean. • Describe what they should do when calling 9-1-1. • Demonstrate knowledge of their home address and telephone number. • Distinguish between an emergency and a non-emergency. • Name two other safety tips they should remember about using the telephone.
Time	<ul style="list-style-type: none"> • Approximately 40 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion • Demonstration
Materials	<ul style="list-style-type: none"> • Two push-button or rotary telephones • Colouring sheets entitled <i>Call 9-1-1 and Help Will Come, When Answering the Phone ...</i>, and <i>If You Answer the Phone ...</i>⁴ • Handout entitled <i>Know How to Call 9-1-1</i> • Optional read-aloud book entitled <i>No Dragons for Tea: Fire Safety for Kids (and Dragons)</i> by Jean Pendziwol

⁴ From the RCMP's *Safe At Play* colouring book. For a complete copy of the book, contact the Kamloops RCMP Community and Team Policing Unit (1 250 828-3067).

Preparation

Prepare the following:

- Two push-button or rotary telephones (for demonstration)
- Copies of the handout entitled *Know How to Call 9-1-1*. Send a copy of the handout to the teacher in advance so that he or she can help the children identify the information needed to complete it.
- Copies of the colouring sheets entitled *Call 9-1-1 and Help Will Come, When Answering the Phone ...*, and *If You Answer the Phone ...*

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
2. Explain that you have come to talk to them about a very important topic – how to call 9-1-1 (or your local emergency number). Emphasize that they will probably never have to call 9-1-1, but it's good to know what to do in case an adult isn't available.

Learning objective

Explain what the terms *9-1-1* and *emergency* mean.

3. State that 9-1-1 is a telephone number that is used only for emergencies.
4. Ask: *What is an emergency?*
5. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - A fire
 - A car accident
 - Someone getting really sick
 - Someone stealing something, causing trouble, or committing a crime

6. Explain that they should use 9-1-1 to call for help:
 - When something happens and they need an adult to help them right away but there's no adult around to do so
 - If they feel that things are not right
7. Ask: *In an emergency, what number you should call?* The children should by now all be saying "9-1-1."
8. Print the emergency number on the blackboard and say: *Call 9-1-1 and help will come.*
9. Ask the children to repeat what you just said. Then, give each child a copy of the *Call 9-1-1 and Help Will Come* colouring sheet. Ask them to colour the picture at home and, while they are doing so, to repeat the number 9-1-1 to themselves.
10. Ask: *What would you do if you saw an accident? For example, what if one of your friends falls off his bike and can't move or talk?*
11. Allow students to offer answers to this question. Look for the answer "Look for a phone and call 9-1-1." Praise that response.
12. Ask: *What would you do if the only telephone you could find were a pay phone?*
13. Allow students to offer answers to this question. Then, explain that they don't need to put any money into a pay phone to call 9-1-1.

Learning objective

Describe what they should do when calling 9-1-1.

14. Describe what the children should do when they call 9-1-1. Cover the following points:
 - Tell the operator what happened. Give the operator all the information he or she will need to send help.
 - Stay calm and speak slowly and clearly, so that the operator can understand what you are saying.
 - Stay on the phone.
 - Answer the operator when he or she asks, "What is your name?" and "Where are you now?"

- After you have finished, hang up. Stay where you are and wait for help.
15. Ask for a volunteer to come up to the front of the class. Bring out one of the telephones you have brought with you.
 16. Have the child dial 9-1-1 on the phone.
 17. Tell the class again what they should do when they call 9-1-1:
 - Tell the operator what happened. Give the operator all the information he or she will need to send help.
 - Stay calm and speak slowly and clearly, so that the operator can understand what you are saying.
 - Stay on the phone.
 - Answer the operator when he or she asks, “What is your name?” and “Where are you now?”
 - After you have finished, hang up. Stay where you are and wait for help.
 18. Explain that if they are calling from home, they should give their home address and telephone number. If they don’t know where they are, they should not worry because the operator will be able to find out and send help.

Learning objective

Demonstrate knowledge of their home address and telephone number.

19. Ask: *How many of you know your home address and telephone number?*
20. Have the children raise their hands if they know the information. Praise them for knowing. Be particularly sensitive to those children who live between several homes (mother’s, father’s, grandparent’s, foster care, etc.). These children might find it difficult to come up with one address as their primary residence. This is one of the reasons for sending the handout entitled *Know How To Call 9-1-1* to the teacher in advance.

21. Encourage the whole class to practise memorizing their home address and telephone number. Ask them to practise tonight when they get home.
22. Distribute copies of the handout entitled *Know How to Call 9-1-1*. Ask them to take this home to practise with.
23. Ask for a volunteer to come up to the front of the class. (This should be a child who knows his or her home address and telephone number.)
24. Give the child one of the phone sets you brought with you. Bring out the other phone set for your use.
25. Describe the demonstration by covering the following points:
 - *I will pretend to be a 9-1-1 operator and <name of volunteer> will pretend to call 9-1-1.*
 - *Now let's all think of a reason for <name of volunteer> to call 9-1-1. Think of an emergency that could happen at home, so that <name of volunteer> can practise saying his/her home address and telephone number.*
26. Ask the volunteer to dial 9-1-1. Using the other phone, pretend to be the operator and answer the child's call.
27. At the end of the demonstration, hang up both phones and praise the child for being a good helper. Ask the class to give him or her a round of applause.

Learning objective

Distinguish between an emergency and a non-emergency.

28. Ask: *Are there times when we shouldn't call 9-1-1?*
29. Allow students to offer answers to this question. Look for the answers "When it isn't an emergency" and "When you are just making up a story or trying to be funny." Praise those responses.
30. Remind the children that an emergency is when something happens and they need an adult to help them right away. If there is no adult

around to help, they should call 9-1-1. The operator will know if it's an emergency or not, and whether to send help.

31. Ask: *What would you do if ...*
 - *you saw someone stealing someone's purse?*
 - *you saw a fire?*
 - *you saw someone breaking into another person's house?*
 - *you saw someone who was hurt very badly?*
32. Allow students to offer answers to these questions. Look for the answer "Call 9-1-1." Praise that response.
33. Ask: *What should you do when you call 9-1-1?*
34. Allow students to offer answers to this question. Look for the following answers and praise them:
 - Tell the operator what happened. Give the operator all the information he or she will need to send help right away.
 - Stay calm and speak slowly and clearly so that the operator can understand what I am saying.
 - Stay on the phone.
 - Answer the operator when he or she asks me my name and where I am right now.
 - Hang up when I am finished and stay where I am until help arrives.

Learning objective

Name two other safety tips they should remember about using the telephone.

35. Explain that there are two other very important safety tips they should remember about using the telephone:
 - If you are allowed to answer the phone, never tell the other person that you are alone, even if you are. Instead, say that no one is available to come to the phone right now and they should call back later.
 - If you answer the phone and the other person says nasty or rude things, hang up immediately and tell an adult what happened.
36. Distribute copies of the colouring sheets and ask the children to bring them home and talk to their family about them.

37. To close the lesson, do the following:

- Tell the class that you enjoyed being with them today to talk about how to call 9-1-1.
- Remind them that 9-1-1 is the number to call if they need help in an emergency.
- Thank them for listening so well.

Suggested follow-up activities

Teacher	Officer
<ul style="list-style-type: none"> • Review the tips about when to call 9-1-1. • Help the children practise remembering or writing their home address and telephone number. • Allow for more opportunities for each child to practise making a 9-1-1 call. • Take out books from the library with safety themes. 	<p>Schedule a return visit:</p> <ul style="list-style-type: none"> • Chat informally with students. Allow for a discussion of safety issues. • Read the read-aloud book entitled <i>No Dragons for Tea: Fire Safety for Kids (and Dragons)</i> by Jean Pendziwol.

Materials

- Handout entitled *Know How to Call 9-1-1*
- Colouring sheets entitled *Call 9-1-1 and Help Will Come, When Answering the Phone ...*, and *If You Answer the Phone ...*

Know How to Call 9-1-1

My address is

My phone number is

Mom's phone number at work is

Dad's phone number at work is

Other adults I can call for help

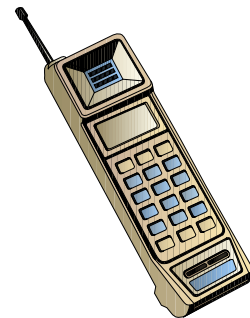
Name

Phone number

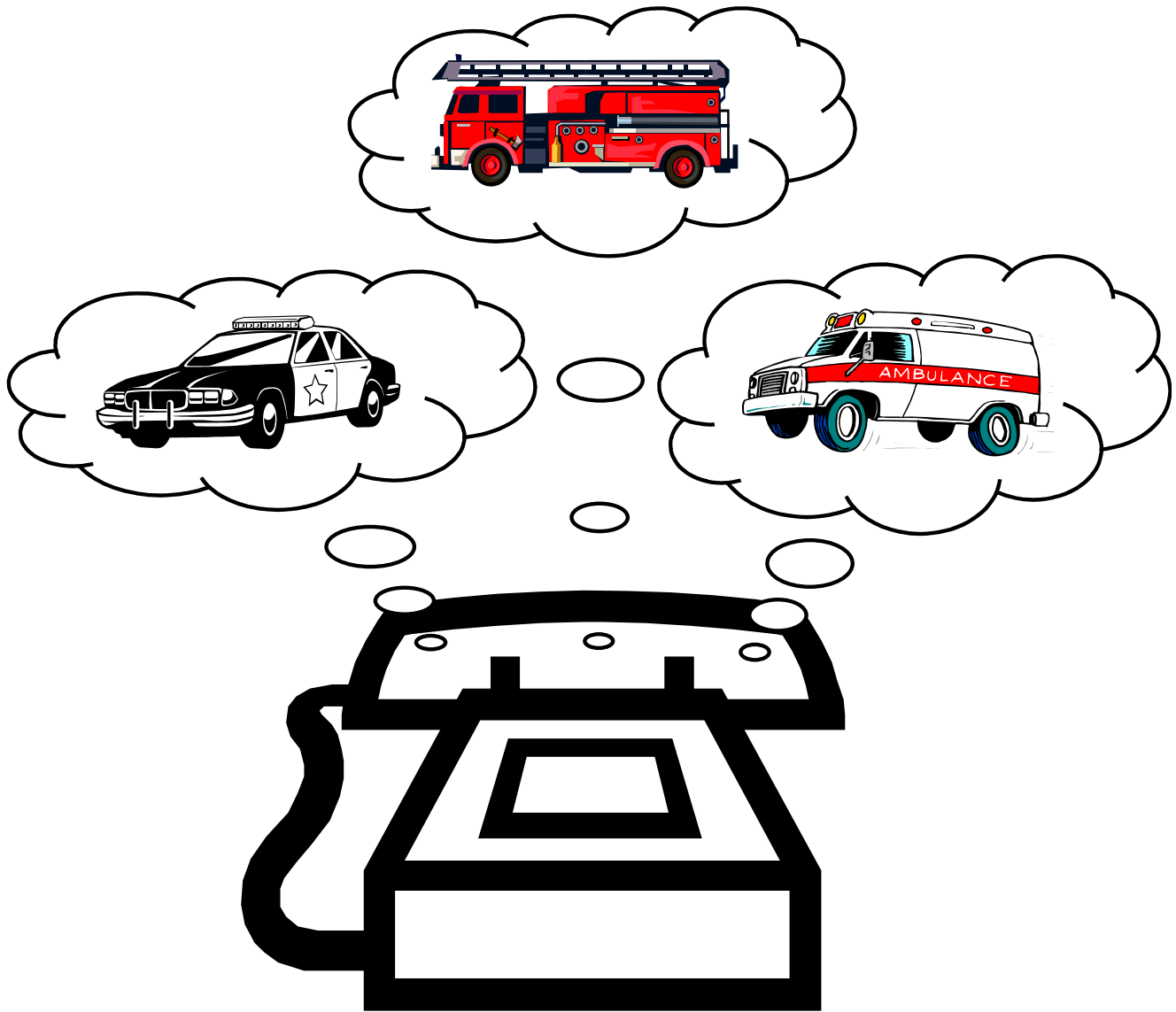
Name

Phone number

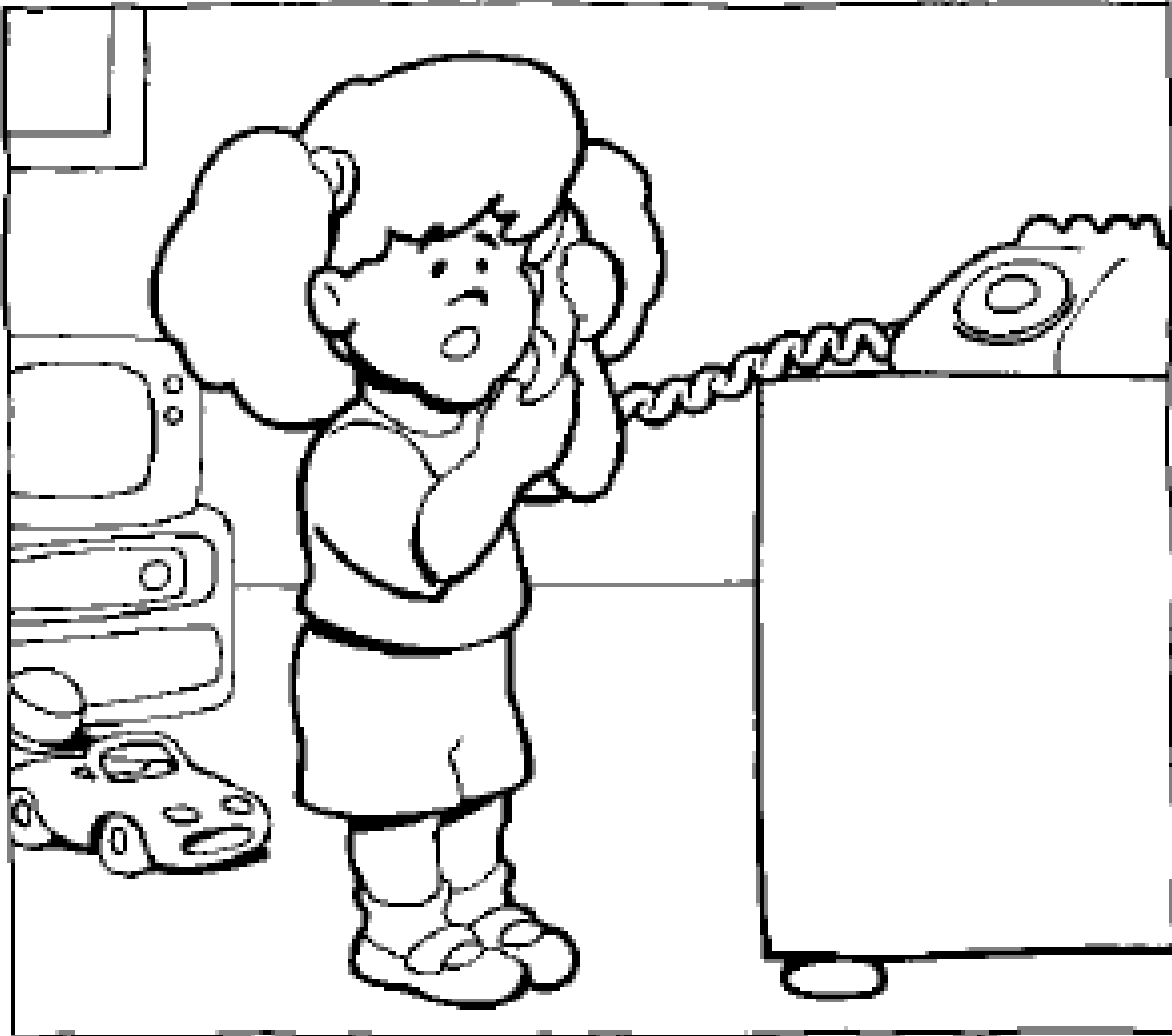
In an emergency, dial **9-1-1** from any kind of phone. Remember, you don't need to put money in a pay phone to dial **9-1-1**.



Call 9-1-1 and Help Will Come



**When answering the phone,
do not say that you are alone.**

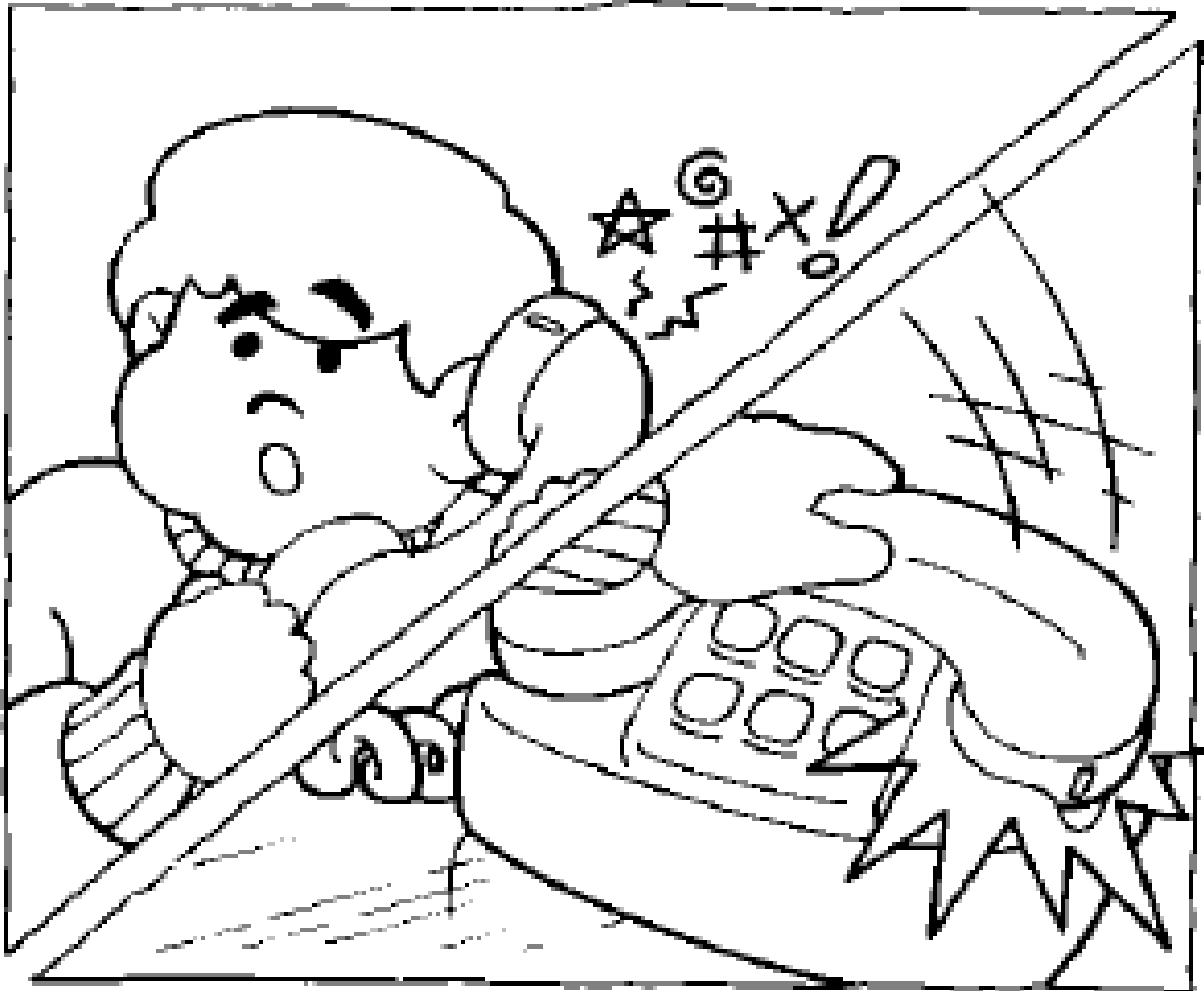


To Parent

- If it is necessary for your child to answer the phone, practise safe statements that are practical and probable, e.g., “My mother is busy and can’t come to the phone. May I take a message?”
- Use a telephone recorder to screen incoming calls so that your child will recognize your voice and know that it’s safe to answer the phone.

From the RCMP’s *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

If you answer the phone and the caller says nasty things or says nothing at all, hang up.



To Parent

- Teach your child what to say when he or she answers the phone.
- Explain to your child that he or she is not to give out any personal information when answering the phone.
- Instruct your child to ask who is calling and to hang up if the caller refuses to say who it is.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

Stranger Awareness

[Grades 1-3]

Lesson plan

Purpose of the lesson

This lesson is designed to remind students in Grades 1 to 3 how to avoid dangerous situations involving strangers. They need to know that while most strangers have good intentions, some can be dangerous. The goal of the lesson is to provide safety information without unnecessarily frightening the children or making them think that all strangers intend to harm them.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Explain what the term <i>stranger</i> means. • Describe how they can keep safe when approached by strangers.
Time	<ul style="list-style-type: none"> • Approximately 40 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • Three large poster boards • Copies of 10 colouring sheets⁵ • Handout entitled <i>Stranger Alert</i> • Optional read-aloud book entitled <i>The Berenstain Bears Learn About Strangers</i> by Stan and Jan Berenstain

⁵ From the RCMP's *Safe At Play* colouring book. For a complete copy of the book, contact the Kamloops RCMP Community and Team Policing Unit (1 250 828-3067).

Preparation

Prepare the following:

- Three large poster boards. Write the word NO on the first, the word GO on the second, and the word TELL on the third.
- Copies of colouring sheets
- Copies of the handout entitled *Stranger Alert*

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
2. Explain that you have come to talk about a very important topic – how to stay safe from strangers.
3. Try to put children at ease by saying that their community is a very nice place to live and that many people think that Canada is one of the best places to live in the world. Emphasize, however, that it is still important for them to know how to walk and play safely.

Learning objective

Explain what the term *stranger* means.

4. Ask: *What is a stranger?*
5. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Someone I don't know
 - Someone I know only a little or have only seen around
 - Someone whom my parents have asked me to stay away from
 - Someone whom my parents have told me is not a friend
6. Explain what a stranger “looks like” by covering the following points:
 - Strangers can look like anyone! They come in all different shapes and sizes, heights and weights.
 - Most dress like everyone else.

- A stranger could be a man in a suit or a woman wearing a pretty dress.
 - A stranger could be a young person (like a teenager) or an older person (like your parents or grandparents).
 - Strangers don't always look mean or dirty.
 - You can't tell if a stranger is good or bad by what he or she looks like. That is why it's important to treat all strangers the same way.
7. Ask: *Does anyone know what radar is?*
8. Explain what you mean by “radar.”
- It is the funny feeling we sometimes get that tells us that something is not ok.
 - Some people call it a “gut feeling,” a “sixth sense,” or “instinct.” All these words mean that funny feeling we get when something doesn't seem right.
 - Everybody has radar.
 - Radar helps us survive.
 - When a growling dog running towards you makes you feel upset and scared, that is your radar telling you that you are in danger and could get hurt.
9. Ask the children whether they have ever had that kind of feeling. Make the following points:
- If you haven't felt your radar yet, don't worry. Everybody has it.
 - Trust your radar and pay attention to it. If something feels wrong or dangerous, it probably is.

Learning objective

Describe how they can keep safe when approached by strangers.

10. Remind the children of two things mentioned earlier:
- You cannot tell from the way a person looks if he or she is a good stranger or a bad stranger.
 - So, you must treat all strangers the same way.
11. State the three rules for dealing with strangers:
- Never talk to a stranger.
 - Never take anything from a stranger.
 - Never go anywhere with a stranger.

12. Explain the first rule – Never talk to a stranger – by making the following points:
- Sometimes you will see adults talking to strangers. It can be dangerous for children to do this.
 - If you are ever lost, you might have to talk to a stranger to get help. This is one time when it is ok to talk to a stranger, but you must do certain things to keep safe:
 - A police officer is always a good person to ask help from. You could also ask other people who wear uniforms, like a firefighter, a security guard, or a paramedic.
 - Try to get help from someone who works in the place where you are lost. For example, if you are lost in a shopping mall, ask for help from someone who works in one of the stores. People who work in stores always wear nametags or, in some cases, a uniform.
 - If you are lost, you will need to give your full name, your telephone number, and your address.
 - Talk to your parents about what you should do if you ever get lost. Ask your parents to help you memorize your telephone number and address.
13. Explain the second rule – Never take anything from a stranger – by making the following points:
- Adults know that they should not accept things from strangers. Children should never take anything from strangers either.
 - A bad stranger might try to trick you by offering you something like candy, money, or a gift; or they might offer you a ride in their car or truck, saying “It’s raining” or “It’s cold out – I’ll give you a ride home.”
 - Another trick that bad strangers might use is to offer to take your picture. If someone you don’t know tries to take your picture, get away from the stranger right away.
14. Explain the third rule – Never go anywhere with a stranger– by making the following points:
- Just as adults should never go anywhere with a stranger, children should never do this either – whether it is walking somewhere with a stranger, taking a ride on a stranger’s motorcycle, or getting into a stranger’s car or truck.

- A bad stranger might try to trick you into going somewhere with him or her:
 - One trick might be to tell you, “Your mommy is sick and she asked me to take you home.” If this happens, remember that if your mom or dad were ever hurt or sick, they would send someone you know to come and get you. They would never send a stranger.
 - Another trick might be to ask you for help. A bad stranger might ask you to help him find a lost puppy or to show her how to find a certain place. Remember that adults don’t usually ask children for help. If they really need help, they will ask another adult.
15. Ask for three volunteers to come to the front of the class to help you explain what children should do if a stranger tries to talk to them or comes close to them.
 16. Give each volunteer one of the poster boards you prepared.
 17. Ask the child holding the first card (“NO”) to hold it up so that the class can see it. Ask the class what the card says. Explain that NO means “No talking to a stranger.”
 18. Ask the child holding the second card (“GO”) to hold it up so that the class can see it. Ask the class what the card says. Explain that GO means “Leave the stranger right away.”
 19. Ask the child holding the third card (“TELL”) to hold it up so that the class can see it. Ask the class what the card says. Explain that TELL means “Tell another adult if a stranger is making you feel uncomfortable or is trying to get you to go somewhere with him or her.”
 20. Ask the class to repeat the three words in sequence – NO, GO, TELL.
 21. Ask: *But what should you do if a bad stranger gets close to you and tries to get hold of you?*
 22. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Yell or scream.
 - Try to kick, punch, bite, or hurt the person.

- If you are carrying something like a knapsack or books, throw them away or drop them so the person can't get a hold of you by grabbing at what you are carrying.
 - Drop to the ground and fight as hard as you can to get away.
 - Get away and run as fast as you can to get away.
 - Tell an adult right away what happened.
 - Remember what the stranger looked like and what he or she was wearing.
23. Explain that it is not kind to hurt other people, but if someone they don't know tries to get close to them and grab them, they must protect themselves (even if it means hurting that person).
24. Ask for a volunteer to demonstrate a safe distance to keep between themselves and a stranger.
25. Give the class time to practise yelling to draw attention to a stranger who is making them feel uncomfortable or is trying to get a hold of them:
- If the stranger is a man, suggest yelling, "Help! This man is not my dad!"
 - If the stranger is a woman, suggest yelling, "Help! This woman is not my mom!"
 - They could also yell, "Help! I'm scared! This person is trying to take me away!" (...or is kidnapping me or stealing me).
26. To close the lesson, do the following:
- Review the three rules about strangers: Never talk to a stranger. Never take anything from a stranger. Never go anywhere with a stranger.
 - Review the three things they should do if a stranger tries to talk to them or tries to get them to take something or tries to get them to go somewhere: NO, GO, TELL.
 - Remind the children that they should walk and play outdoors only with an adult or a friend. They are safer when they are not alone.
 - Distribute copies of the colouring sheets and tell the children that you hope they enjoy colouring these pages. Ask them to show the sheets to their parents/caregivers.
 - Distribute copies of the handout and cover letter. Ask the children to give these to their parents/caregivers.

- Tell the class that you enjoyed being with them today to talk about how to keep safe from strangers.
- Thank them for listening so well.

Suggested follow-up activities

Teacher	Officer
<ul style="list-style-type: none"> • Provide students with additional role-play opportunities with stranger awareness scenarios. Play the role of the stranger and ensure that the children experience success with the “NO, GO, TELL” strategy. • Integrate this lesson into the other personal safety lessons you are already delivering, such as <i>Let’s Talk About Touching</i> and/or <i>The CARE Kit</i> by Committee for Children. • Rehearse trouble procedures (e.g., what to do if you get separated from your parents at a shopping mall). • Give the children opportunities to practise these safety tips by asking them “What if ...” 	<p>Schedule follow-up visits:</p> <ul style="list-style-type: none"> • Show the video entitled <i>Stay Alert, Stay Safe</i>. • Read the read-aloud book entitled <i>The Berenstain Bears Learn about Strangers</i> by Stan and Jan Berenstain. • Ask the children if they are following the stranger awareness rules you talked about.

Materials

- 10 colouring sheets
- Handout entitled *Stranger Alert*

A police officer is an adult you can trust.



To Parent

- Display a positive attitude toward the police and the law in the presence of your child.
- Encourage your child to think of the police as an adult he or she can trust and to call the police whenever help is needed.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

**Always travel with a friend when going to school,
to the playground, or to your friend's house.**



To Parent

- Always keep an updated list of names, phone numbers, and addresses of your child's friends.
- Know your child's whereabouts at all times.
- Explain to your child why it is safer to walk with an adult they trust or a buddy.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

Always ask Mom or Dad for permission to go out.

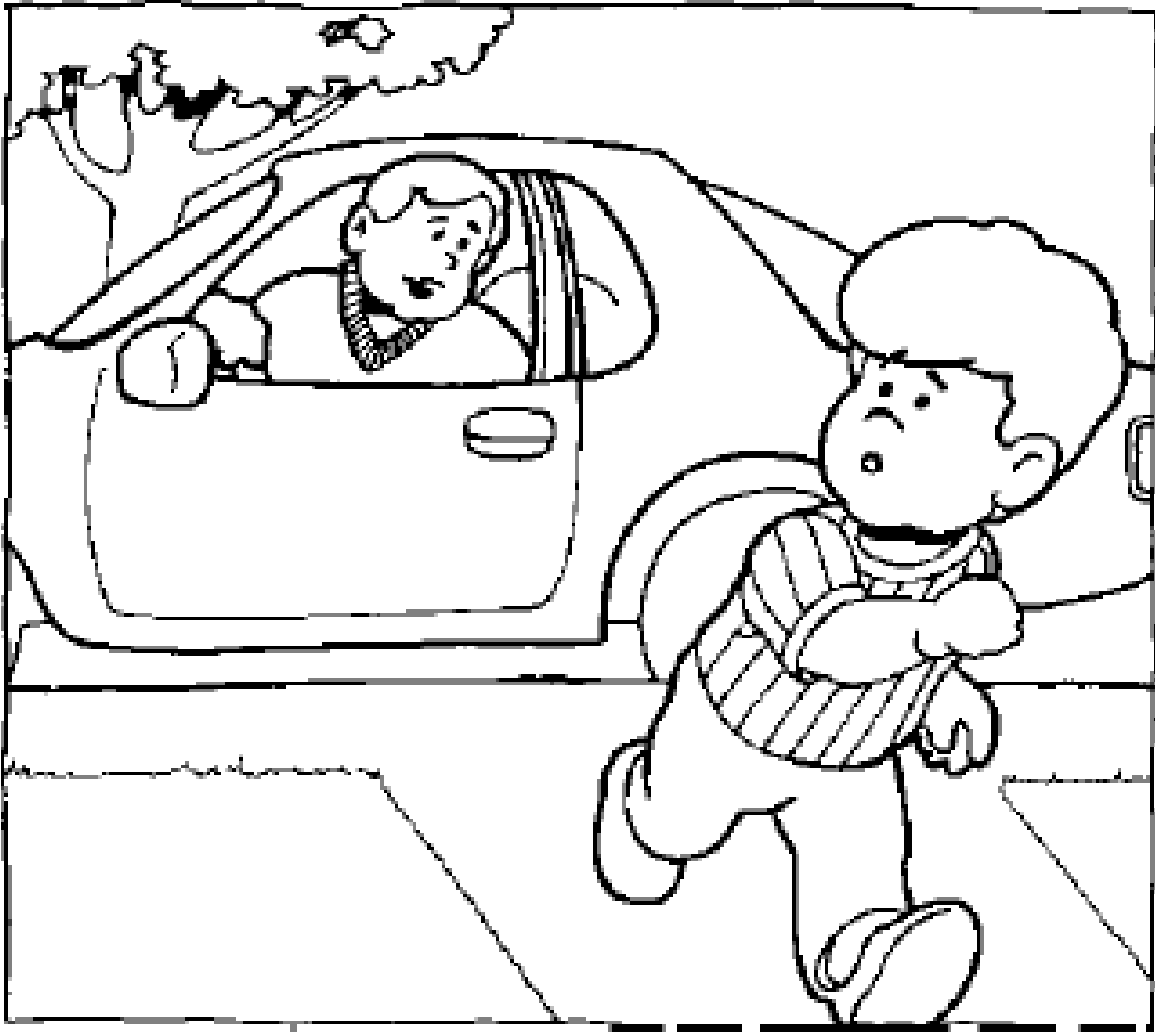


To Parent

- Always have your child ask for permission to go out.
- Make sure that you know with whom your child will be playing.
- Be sure that the places where your child plays are safe.
- Check on your child periodically.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

If someone is following you or wants to know your name and where you live, run away.

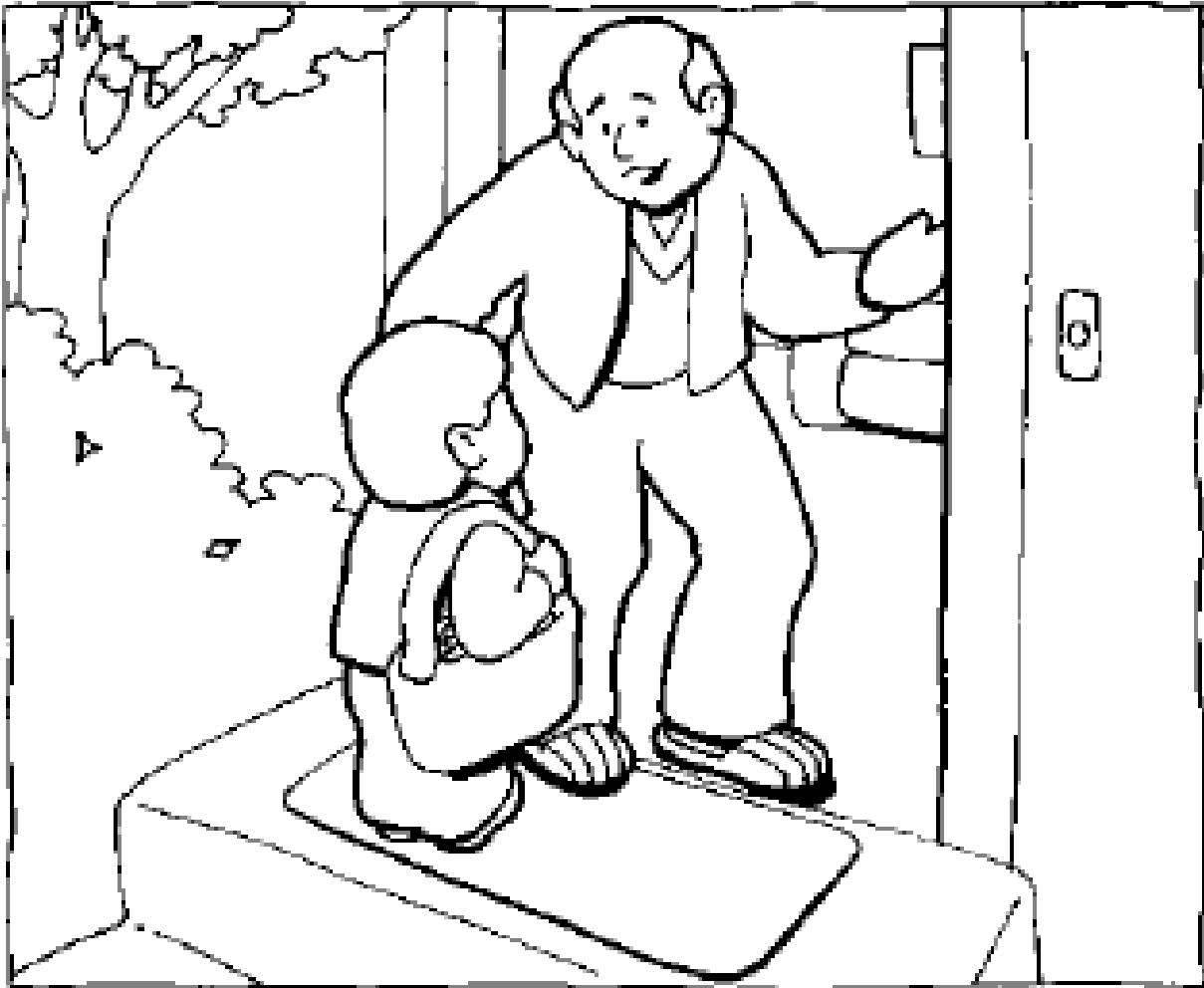


To Parent

- Teach your child not to engage in conversation with someone who approaches him/her.
- Discuss with your child where he or she could run if he or she needed help.
- Children should not wear clothing with their name on it as it makes it easier for someone to gain their trust by calling their name.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

**Never go into anyone's home without
permission from Mom or Dad.**

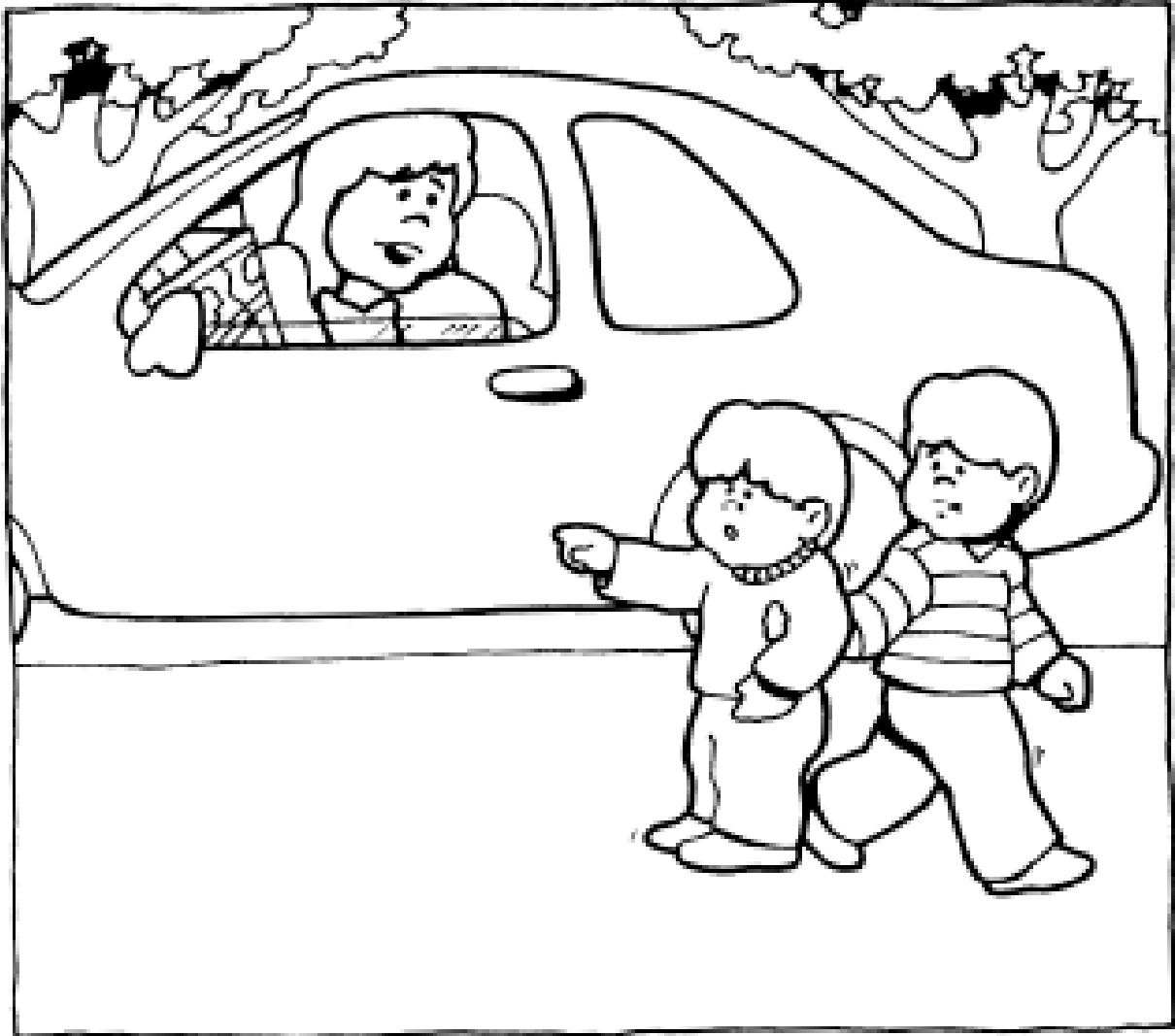


To Parent

- Encourage your child to “check-in” to let you know where he/she will be.
- Let your child know that he/she needs to get your permission before going into another person’s home.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

Keep a safe distance from someone you don't know.



To Parent

- Instruct your child to stay a safe distance from someone who stops to talk to him/her.
- Demonstrate how easy it is to grab a child.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

**If someone you don't know tries to be friendly
and wants to give or show you something,
step back and say "NO" and leave.**

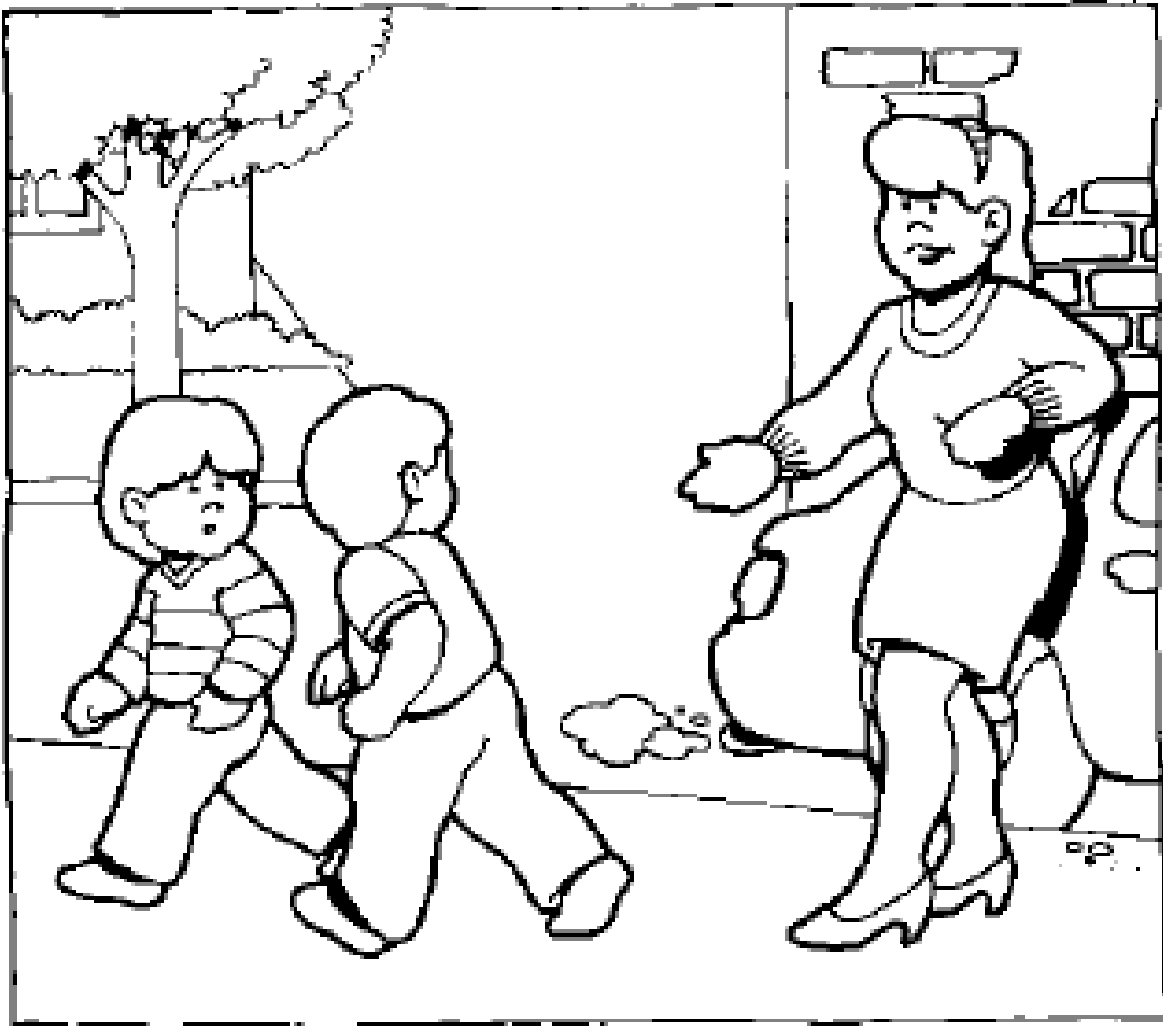


To Parent

- Explain to your child that it is more important to move away from someone who approaches him/her than to say "NO."
- Explain to your child that it is not safe to accept things from a man or woman whom he/she doesn't know.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

**Always say “NO” to people you don’t know
when they ask you to go for a ride, look for a pet,
or go somewhere with them.**



To Parent

- Explain to your child that strangers can drive any type of vehicle, can be a man or a woman, can be young or old, and can look shabby or be well dressed.
- Explain that most strangers are good people but, because you just can't tell if they are good, it's better not to take any chances with people you don't know.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

**If someone you don't know grabs you,
yell: "I don't know this person," "Help!," "You are
not my dad." Turn, twist, drop, do anything to get
away from this person.**

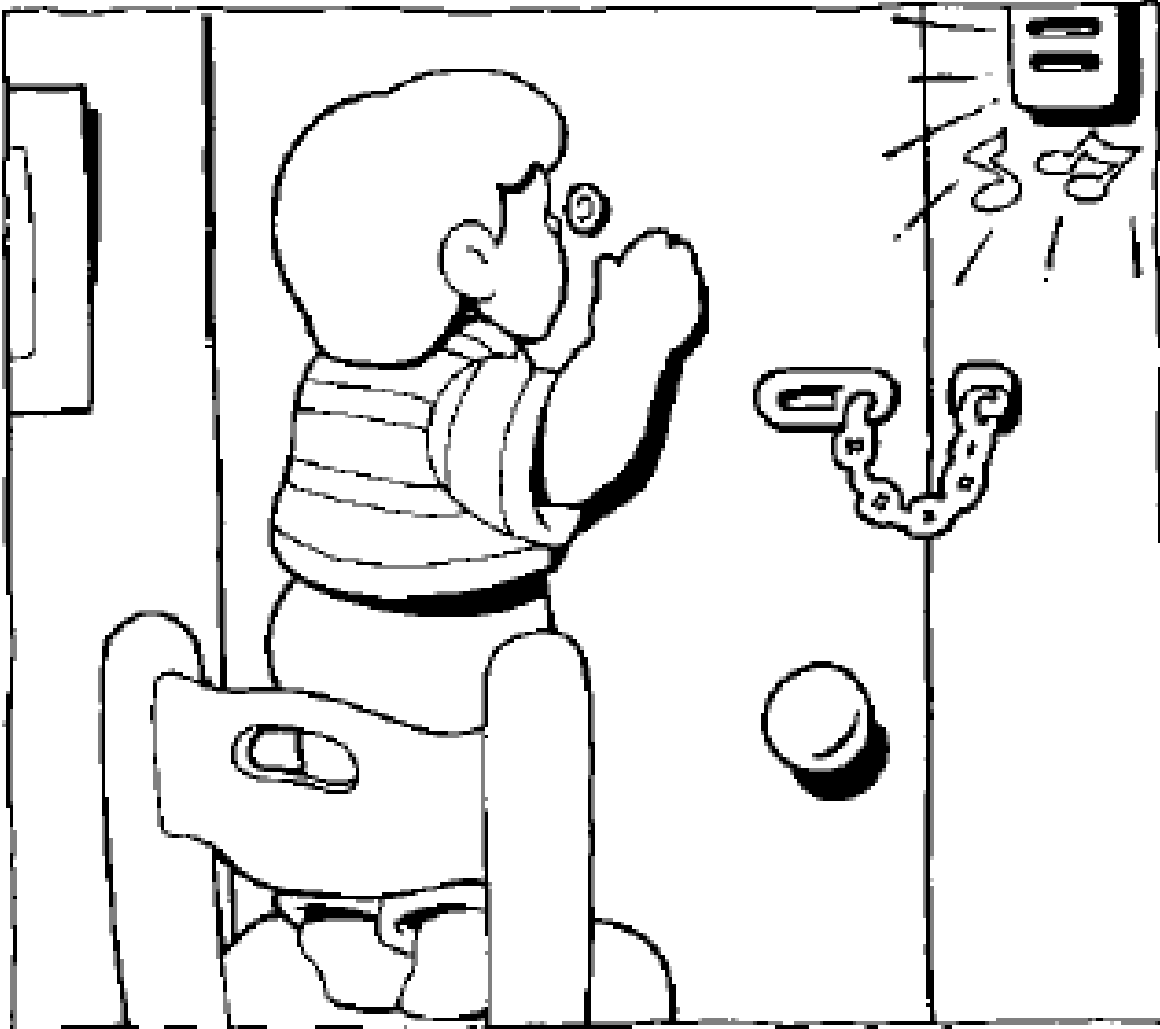


To Parent

Yelling "She is not my Mom!" etc. will get people's attention and signal them to help, whereas just screaming might be misconceived as a child throwing a tantrum, thus the cry for help might be ignored.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

For your safety, do not open the door to strangers.



To Parent

Instruct your child never to open the door when he/she is home alone. For older children who at times are alone, make a list of persons allowed in your home and put it on the door. Show your child how to look out to see who's at the door without opening it and without being seen. If the person is not on the list of allowed people, instruct your child not to open the door no matter what.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

Stranger Alert

Dear Parent/Caregiver:

In your child's class today, we talked about "stranger awareness." I asked the children to bring this note home to you because I want you to know what was discussed in class, and also because I hope you will talk with your child about what he or she learned.

Young children do not recognize danger in the same way that older children and adults do. Their life experiences are limited and they have been sheltered. For example, when a car approaches, adults will recognize the potential danger but children might not. Adults can help protect children by supervising them, listening to them, and talking with them. And while there really is no such thing as "street-proofing" our children, we can teach them skills to help them become more "street-wise" and thus reduce the risks they face when they are out on their own.

The information we discussed in your child's class today is explained in the attached handout. I have also included an additional list of child safety tips for parents/caregivers.

If you have any questions or if you need more information, please do not hesitate to contact me at <phone number>.

Sincerely,

<Officer's Name and Title>

<Police Department/RCMP Detachment Name>



STRANGER ALERT



Stranger Alert

TIPS FOR CHILDREN

What is a stranger?

A stranger is:

- Someone you don't know
- Someone you might have seen around but don't really know
- Someone your parents have told you to stay away from
- Someone whom your parents have said is not a friend

Strangers could look like anyone – they could be young or old, poorly dressed or well dressed, a man or a woman. Most strangers are good people and will not try to hurt you, but it's impossible to tell if a person is a good or bad stranger just by looking at them. For this reason, you should follow the stranger alert rules with all strangers.

What is radar?

Radar is the funny feeling you get when something does not seem right. Follow your radar – if you ever feel like something is not ok, pay attention to this feeling and refuse to do what the person is asking you to do, or get away from the person who is making you feel uncomfortable.

Stranger awareness rules

1. Never talk to a stranger.
2. Never take anything from a stranger.
3. Never go anywhere with a stranger.

The only time it is ok to talk to a stranger is when you are lost or have been separated from your parents and need help. If this happens, try to find a police officer or other safe helper, such as a firefighter, a security guard, a paramedic, a bus driver, or someone who works in the place where you have become lost. These people wear uniforms or nametags.

Note to Parents/Caregivers

We recommend that you tell your child what you expect him or her to do if he or she is lost. Help your child learn and memorize his or her full name, phone number, and address.

What to do if a stranger tries to talk to you, come close to you, or grab you

1. NO means No talking to the stranger.
2. GO means Leave or get away from the stranger right away.
3. TELL means Yell out loud to call attention, and tell another adult what happened.

TIPS FOR PARENTS

- Encourage your child to talk to you.
 - Make sure that your children know that they can tell you anything; there is nothing they should be afraid to tell you.
 - Explain that children should not keep secrets from their parents, or explain the difference between good secrets (e.g., not telling Mom that they are going to serve her breakfast in bed on Mother's Day) and bad secrets (e.g., not telling Mom or Dad about something that they did).
 - Don't make disclosure a negative thing, for example by referring to it as "tattling." This might discourage your child from telling you about something in the future. Consider whether your child is telling you something in order to get another person (such as a sibling) in trouble, or whether they are telling you to try to keep that person out of trouble.
 - Listen carefully when your child is telling you something.
- Be aware of your child's surroundings and point out:
 - Dangerous places you want them to stay away from
 - How and where you want them to cross the street
 - The locations of pay phones and safe places, such as a trusted neighbour's house
 - Neighbourhood boundaries you want them to stay within
- Follow your own advice.
- Be alert for adults who pay too much attention to your child (e.g., Scout or Girl Guide volunteers, teachers, coaches, etc.) or want to take pictures of your child.
- Ensure that anyone who helps care for your child, including babysitters, relatives, teachers, coaches, etc., is aware of any conditions or concerns with an estranged spouse's access to your child.

- Don't put name or address labels on the outside of your child's clothing, lunch box, or knapsack.
- Rehearse trouble procedures (e.g., what to do if you get separated from each other at a shopping mall).
- Give your children opportunities to practise these safety tips by asking them "What if..." questions.

Stranger, Acquaintance, or Friend? [Grades 4-6]

Lesson plan

Purpose of the lesson

This lesson encourages students in Grades 4-6 to continue raising their personal safety awareness. The ability to recognize someone as a stranger, acquaintance, or friend is paramount to their personal safety. Students of this age, as well as adolescents, have a tendency to believe that acquaintances with power and prestige are their true friends when in reality, true friends form a smaller circle than most people realize.

This lesson was adapted from *Personal Safety and Decision Making: A Sexual Exploitation Prevention Curriculum for Grades 6 and 7*, by Committee for Children, revised and updated in 2000 by the Vancouver School Board (Unit III, Lesson 1 – *Staying Safe: Risk Awareness and Response*).

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Differentiate between strangers, acquaintances, and friends. • Explain how the type of relationship that one has with another person influences one's personal safety decisions.
Time	<ul style="list-style-type: none"> • Approximately 60 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion • Individual exercise and debrief
Materials	<ul style="list-style-type: none"> • Overheads 1 to 3 • Handout entitled <i>Personal Safety Inventory</i>

Preparation

Prepare the following:

- Overhead 1, *What Is a Stranger?*
- Overhead 2, *What Is an Acquaintance?*
- Overhead 3, *What Is a Friend?*
- Copies of the handout entitled *Personal Safety Inventory*

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
 - The purpose of your visit, which is to talk to them about a very important topic – how to increase their personal safety by understanding the difference between strangers, acquaintances, and friends

Learning objective

Differentiate between strangers, acquaintances, and friends.

2. Say: *We all must learn to recognize different types of relationships. This is a skill that can help protect us from people who might try to take advantage of us.*
3. Ask: *What are the differences between strangers, acquaintances, and friends?* (You may use Overheads 1, 2, and 3 to emphasize the meaning of these terms.)
 - Stranger: Someone you do not know. You might have seen or spoken to the person, but you don't know the person's name and you don't know anything about him or her. Example: the neighbour down the street whom you have never talked with and whose name you do not know.
 - Acquaintance: Someone you know or are slightly familiar with, but who is not a close friend. Example: someone you say "hi" to at school but with whom you never do things together or share confidences.

- Friend: Someone you spend time with, can trust, do activities with, and have confidence in; a much stronger tie than an acquaintance. Example: someone you can trust to share your problems with.

Learning objective

Explain how the type of relationship that one has with another person influences one's personal safety decisions.

4. Say: *I am going to tell you a story about a girl named Cassandra. Think about the type of decisions she makes and why you think she makes them.*
5. Say: *Cassandra is in 6th grade. She always seems to struggle with how she feels about herself. Even when she was younger, she felt that she was different from everyone else and even that there was something wrong with her. In her opinion, nothing she does ever turns out the way she wants it to. For example, when she tries to hang around with the more popular girls in her class, they never really encourage her by inviting her to join them again. Cassandra used to get a ride home from school, but now she has to walk and doesn't really like to. One day, while Cassandra is walking home, a car slows down beside her. In the car is someone her brother occasionally hangs around with, but she can't remember this boy's name. He leans out of the car and calls her. Cassandra can hear a group of girls walking a block behind her, talking among themselves and joking around. She wishes she were walking with them instead of on her own. The boy in the car asks, "Hey Cassandra, do you want a lift home?"*
6. Ask: *Is this person a stranger, an acquaintance, or friend? How do you know?*
7. Ask: *What should Cassandra do?*
8. Allow students to offer answers to this question. Listen for responses such as "walk away," "immediately tell an adult," "do not talk to the person," "join the other group she saw."
9. Distribute the handout entitled *Personal Safety Inventory*. Give the students some time to complete the exercise. Then discuss their responses with the entire class.

10. To close the lesson, do the following:

- Review the definitions of the terms *stranger*, *acquaintance*, and *friend*.
- Remind students that they can make wise decisions and therefore alter the outcome of a personal safety situation.
- Thank them for listening and participating so well.

Suggested follow-up activities

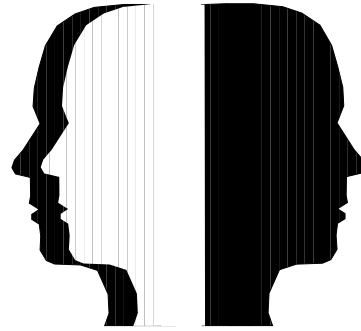
Teacher	Officer
<ul style="list-style-type: none"> • Ask students to create a personal inventory of the people in their lives or with whom they come into contact. The list can be arranged by name or by role (in the case of acquaintances or strangers). • Consider pursuing a more thorough look at personal safety with <i>Personal Safety and Decision Making: A Sexual Exploitation Prevention Curriculum for Grades 6 & 7</i> (1984) by Committee for Children (Adapted for use in BC schools by the Ministry of Education in 1987 and revised in 2000 by the Vancouver School Board). • Consider using <i>Second Step: A Violence Prevention Curriculum for Grades 4 & 5</i> (1990) by Committee for Children, which looks more closely at the decision-making and problem-solving process and provides a framework that students can use in these situations. 	<ul style="list-style-type: none"> • Schedule a follow-up visit to review their responses to the Personal Safety Inventory.

Materials

- Overhead 1, *What Is a Stranger?*
- Overhead 2, *What Is an Acquaintance?*
- Overhead 3, *What Is a Friend?*
- Handout entitled *Personal Safety Inventory*

Overhead 1

What Is a Stranger?



- Someone you do not know
- Someone whose name you do not know
- Someone you might have seen but about whom you do not know anything

Overhead 2

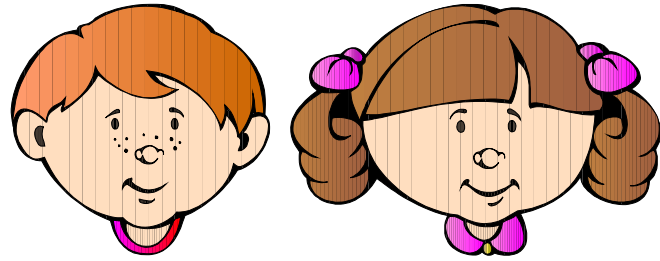
What Is an Acquaintance?

- Someone you know or whom you are slightly familiar with
- Someone you know of but do not know a lot about

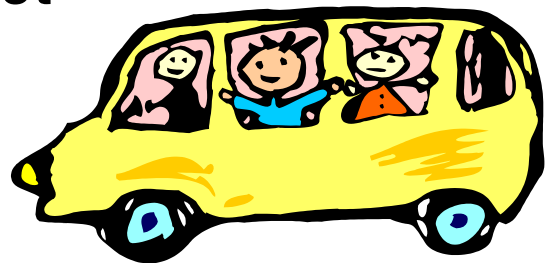


Overhead 3

What Is a Friend?



- Someone you spend time with
- Someone you confide in
- Someone you share interests with
- Someone you trust





Personal Safety Inventory

Based on what you now know about strangers, acquaintances, and friends, complete the following exercise by putting a checkmark in the appropriate box.

	Stranger	Acquaintance	Friend
1. I would say hello to this person.			
2. I would allow this person to stand close to me.			
3. I would have a conversation with this person.			
4. I would lend my personal belongings to this person.			
5. I would give personal information to this person.			
6. I would accept a gift from this person.			
7. I would help this person.			
8. I would accept a ride from this person.			
9. I would go to this person's home.			
10. I would sell chocolate bars to this person.			
11. I would do a job for this person.			
12. I would feel completely safe with this person.			
13. I would invite this person into my home.			
14. I would confide in this person.			

7 – Police and The Law

You Can Trust a Police Officer [K-3]

Lesson plan

Purpose of the lesson

There is a tendency for police officers to be viewed in a negative way by children. This happens because some adults tell misbehaving children that a police officer will be called in to punish them or take them away if they do not behave. This lesson will help correct these misimpressions by enabling children to see that police officers are people they can trust.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Describe what police officers do on the job. • Define the term <i>law</i> and give examples of laws in the school and community. • Explain why laws are important and describe the consequences of breaking a law. • Identify equipment that police officers use to do their jobs.
Time	<ul style="list-style-type: none"> • Approximately 40 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • Police equipment: flashlight, hat, whistle, reflective vest, handcuffs, badge, and ID card • Examples of typical, age-appropriate children's toys • Colouring sheets entitled <i>A police officer is an adult you can trust</i> and <i>Laws and rules help to protect people</i>⁶ • Optional read-aloud books entitled <i>I Want to be a Police Officer</i> by Dan Liebman or <i>Policeman Lou and Policewoman Sue</i> by Lisa Desimini

⁶ From the RCMP's *Safe At Play* colouring book. For a complete copy of the book, contact the Kamloops RCMP Community and Team Policing Unit (1 250 828-3067).

Preparation

Teacher	Officer
<ul style="list-style-type: none"> • Have the children list the questions they want to ask the police officer about his or her job. • Go over the classroom expectations and school-wide code of conduct. • Provide the officer with examples of popular children’s toys. 	<ul style="list-style-type: none"> • Prepare copies of the colouring sheets entitled <i>A police officer is an adult you can trust</i> and <i>Laws and rules help to protect people</i>.

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
2. Explain that their teacher asked you to visit them today to talk about a police officer’s job and why it’s important for everyone to follow rules.

Learning objective

Describe what police officers do on the job.

3. Ask: *What are some of the jobs that police officers do?*
4. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Helping children stay safe
 - Making sure that people obey the law
 - Patrolling the streets
 - Preventing crime
 - Providing first aid
 - Investigating crime
 - Catching criminals
 - Directing traffic
 - Helping to find people who are lost

5. Summarize by stating that it is the police officer’s job to protect and help everyone in the community.

Learning objective

Define the term *law* and give examples of laws in the school and community.

6. State that everyone in the community should obey the law. Ask students if they know another word for “law.”
7. Allow students to offer answers to this question. Look for the answer “rules” or “expectations.” Praise those responses.
8. Ask: *Can you give me some examples of rules that you follow in class?*
9. Allow students to offer answers to this question. The responses might include:
 - Put up your hand if you want to talk.
 - Use your “inside” voice.
 - Keep your hands and feet to yourself.
 - Respect other people’s personal space (also known as “bubble space” or “force field”).
 - Share.
 - Take turns.
 - Listen to others.
 - Be safe, fair, and kind.

Learning objective

Explain why laws are important and describe the consequences of breaking a law.

10. Ask: *Why do we have rules or laws?*
11. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - To keep us safe
 - To protect us
 - To prevent accidents and other kinds of harm
 - To keep order

12. Give examples that highlight the importance of obeying the law, such as:
 - We need to know and follow traffic rules so that everyone can cross the street safely or travel in their cars safely.
 - Everyone should follow the rule of not playing near train tracks. This will help keep us safe and prevent us from getting hurt.
13. Ask: *What would happen if you broke one of your classroom rules?*
14. Allow students to offer answers to this question. Look for and praise answers such as:
 - I might get a reminder about what the classroom rule is and what might happen if I break the rule again (warning).
 - My teacher might not let me play in a certain area if I have had problems playing there (off limits).
 - My teacher might ask me to apologize and think of a way to make the person feel better (restorative practices).
 - I might have to give my teacher the toy I was playing with if I wasn't playing with it properly (problematic object removal).
 - I might have to spend some time away from my classmates (time-away or time-out).
15. State that people in the community who break laws also get punished. Go over the following points:
 - A person who breaks a law in the community is usually punished.
 - The courts decide what the person must do to make up for breaking the law.
 - The person might have to pay a fine or go to jail.

Learning objective

Identify equipment that police officers use to do their jobs.

16. Say: *Today I brought some of the special equipment that police officers use on the job. But before I show these items to you I need to tell you that they are not toys. These are toys.* (Show the students some of the toys the teacher has provided you with but do not pass them around.)

17. Say: *Now I want to show you some of the special equipment I use. You have been very good listeners and have been giving good answers in our discussions about rules.*
18. Let the children know in advance that you will not be passing these items around. When you are confident that you have their attention and understanding, show the items you have brought with you and ask the children to identify each one.
 - Flashlight
 - Uniform
 - Hat
 - Handcuffs
 - Badge and ID card
19. Emphasize the importance of the badge and ID card as proper identification of a police officer. State that your ID card has your picture and name on it.
20. Explain that some police officers don't wear their uniform when they do their jobs. Make the following points:
 - Some police officers wear street clothes when they do their jobs.
 - If a person says that he or she is a police officer but is not wearing a uniform, you can ask to see his or her ID card.
21. Distribute copies of the colouring sheets and ask the students to work on one of them in class and on the other one at home with their parents.
22. To close the lesson, do the following:
 - Tell the class that you enjoyed being with them today to talk about the job that police officers do and about why it's important for everyone to follow the law.
 - Thank them for listening so well.

Suggested follow-up activities

Teacher

- Review the key points of the lesson.
- Have the children start a question log and/or a picture log for the officer. During the officer's next visit, have the children show him or her the question/picture log and talk about what they have written or drawn.

Officer

- Schedule a follow-up visit to answer any unanswered questions and see the follow-up work the children have done.

Materials

Colouring sheets

- *A police officer is an adult you can trust.*
- *Laws and rules help to protect people.*

A police officer is an adult you can trust.

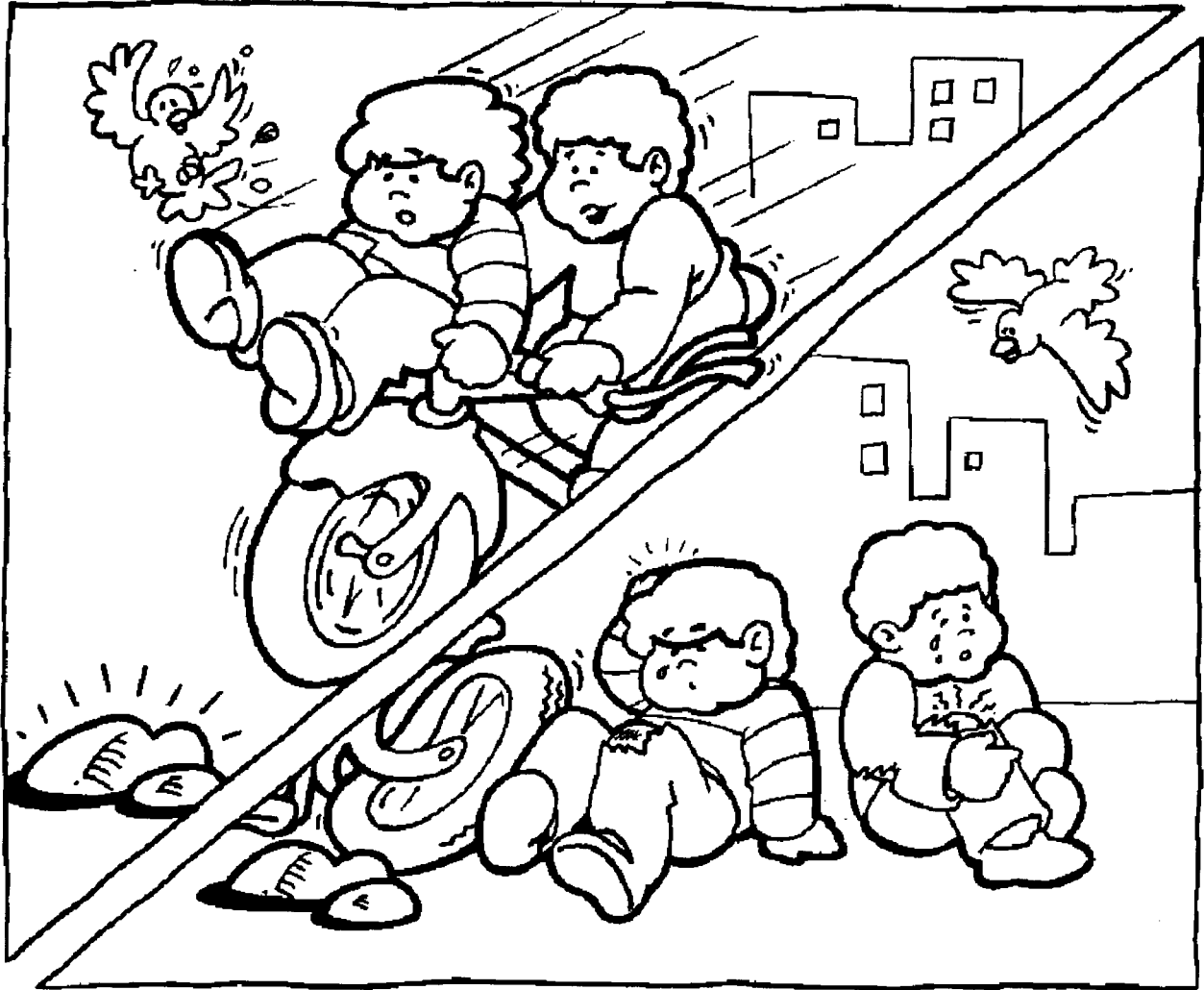


To Parent

- Display a positive attitude toward the police and the law in the presence of your child.
- Encourage your child to think of the police as an adult he or she can trust and to call the police whenever help is needed.

From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

Laws and rules help to protect people and property from injury or damage.



From the RCMP's *Safe At Play* colouring book (Kamloops RCMP Community and Team Policing Unit)

8 – Property Crime Awareness

Your Things, My Things [K-3]

Lesson plan

Purpose of the lesson

This lesson focuses on helping students learn socially responsible ways of borrowing from their friends. It explores the child's responsibility for taking good care of items that he or she borrows from others.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Describe responsible ways to borrow from others. • Explain how they should take care of items they borrow from others.
Time	<ul style="list-style-type: none"> • Approximately 30 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • Drawing sheet entitled <i>Borrowing from Others</i> • Optional read-aloud book entitled <i>Finders Keepers for Franklin</i> by Paulette Bourgeois

Preparation

Prepare copies of the drawing sheet entitled *Borrowing from Others*.

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble

2. Explain that you have come to talk to them about a very important topic – how to borrow from others and how to take care of other people’s belongings when you have them.

Learning objective

Describe responsible ways to borrow from others.

3. Say: *When I say “Go ahead,” I want you to stand up quietly if you have ever borrowed something from somebody. Ready? Go ahead. (Pause.) Thank you. Please sit down as carefully as you stood up.*
4. Say: *Now, I want you to think about whether you have ever lent something to somebody. When I say, “Go ahead,” I want you to stand up quietly. Ready? Go ahead. (Pause.) Thank you. Please sit down as carefully as you stood up.*
5. Say: *So there are people in this room who have borrowed things and lent things to others. I’ve done it many times too. Borrowing and lending usually works out just fine. Sometimes, though, there can be problems.*
6. Say: *I want you to close your eyes and think about a time when you borrowed something from someone or lent something to someone and things didn’t go so well. Some of you might even have a story about a time you found something and thought it didn’t belong to anyone and then found out that it belonged to a friend. That happened to me once and I felt bad because I was worried that my friend might have thought I had stolen it! Okay, you can open your eyes now. Would any of you like to tell me about a time that something like that happened to you?*
7. Allow students to tell their stories. As they describe their experiences, help them to more clearly define what *lending* and *borrowing* mean. Allow for approximately four to five examples from the class.
8. Ask: *What do you need to remember to say and do when you are borrowing something from someone?*
9. Allow students to offer responses to this question. Acknowledge answers such as:
 - Use polite words, like “please” and “thank you.”

- Always ask before you take something that belongs to someone else – don't take it and then ask if you can borrow it.
- If you're not sure to whom something belongs, ask, "Does this belong to anyone?" or "To whom does this belong?"
- Always make sure the other person's parents know you are borrowing it, if you are going to take it to your house or away from where it usually is stored.
- Always ask how long you can borrow it for.

Learning objective

Explain how they should take care of items they borrow from others.

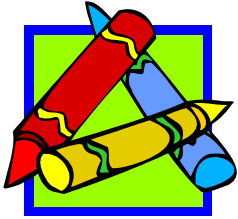
10. Ask: *What do you need to remember when you have borrowed something from someone?*
11. Allow students to offer responses to this question. Acknowledge answers such as:
 - Be careful with it.
 - Don't break it.
 - Don't let other friends or family members use it.
 - Treat it the way you would want others to treat your belongings.
 - Return it on time.
 - Thank the person for lending it to you.
12. To close the lesson, do the following:
 - Tell the class that you enjoyed being with them today to talk about borrowing things and taking good care of them.
 - Thank them for listening so well.
 - Encourage them to talk to their parents about borrowing and lending.
 - Distribute the drawing sheet entitled *Borrowing from Others* and ask them to work on it when their teacher says it is a good time.

Suggested follow-up activities

Teacher	Officer
<ul style="list-style-type: none"> • Have children work on the drawing sheet (<i>Borrowing from Others</i>). • Review the key points covered in the lesson. Watch for students using some of the socially responsible language discussed in the lesson and acknowledge their application of it in real life situations. • Incorporate these socially responsible words and phrases into the empathy training, impulse control, and anger management lessons found in the violence prevention curriculum <i>Second Step</i> by Committee for Children. 	<ul style="list-style-type: none"> • Schedule a follow-up visit and ask the children to tell you about their borrowing and lending experiences; read the read-aloud book entitled <i>Finders Keepers for Franklin</i> by Paulette Bourgeois. • Ask the teacher to send you the completed <i>Borrowing from Others</i> worksheets and reply with a letter especially for the class.

Materials

Drawing sheet entitled *Borrowing from Others*



Borrowing from Others

Draw a picture of yourself asking a friend if you could borrow one of your friend's toys.

A large, empty rectangular box with a thin black border, intended for a drawing of a child asking a friend to borrow a toy.

Draw a picture of yourself taking good care of a borrowed toy.

A large, empty rectangular box with a thin black border, intended for a drawing of a child taking care of a borrowed toy.

**Remember to ask before you borrow something and
always return it with a "thank you."**

Vandalism and Graffiti

[Grades 4-6]

Lesson plan

Purpose of the lesson

This lesson examines the possible causes and costs of vandalism and graffiti. It informs students about the negative impact of these property crimes and their legal consequences. It also gives students an opportunity to explore what they can do to help prevent these crimes and respond to these problems in their school and community.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Explain what vandalism is and describe the costs associated with this crime. • Explain what graffiti is and describe the costs associated with this crime. • Identify possible causes of vandalism and graffiti, and ways of preventing or responding to these crimes.
Time	<ul style="list-style-type: none"> • Approximately 60 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion • Small-group activity and debrief
Materials	<ul style="list-style-type: none"> • List of scenarios and questions on flipchart paper (for small-group activity) • Poster paper and marking pens

Preparation

Prepare the following:

- Sheet of flipchart paper listing the following scenarios for the small-group activity:
 1. Breaking swings at the playground
 2. Writing on a bathroom stall door
 3. Damaging gardens or trees at a park
 4. Writing on someone else’s artwork that is displayed in a hallway
 5. Ripping down posters or displays
 6. Throwing objects out of a classroom window
 7. Scratching names or symbols into wooden desks
 8. Spray-painting on road signs
 9. Breaking or damaging a classmate’s toy/game deliberately
 10. Knocking over and damaging mail boxes
 11. Breaking branches off trees
 12. Throwing eggs at cars

- Sheet of flipchart paper listing the following discussion questions for the small-group activity
 1. Why do you think people vandalize property?
 2. What can you do if you witness someone doing what was described in the scenario?
 3. Design a poster and slogan to help remind all students about the costs of vandalism.

- Enough poster paper and marking pens for students to create posters/slogans.

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
 - The purpose of your visit, which is to talk to them about a very important topic – vandalism and graffiti
 - Why it is important for them to learn about the problems that these property crimes cause, including the fact that they are often committed by children at their grade level

Learning objective

Explain what vandalism is and describe the costs associated with this crime.

2. Ask: *What is vandalism?*
3. Allow students to offer answers to this question. Highlight the fact that vandalism is a deliberate act of destroying or defacing someone else's property.
4. Have students give examples of vandalism. Lead them in examining the consequences of each act of vandalism on the people involved and the community. For example:
 - *Who will pay for replacing school windows that were broken by a vandal?* Expect students to respond that the school will pay.
 - *Who else will pay for those broken windows?* Help them realize that the government will cover the cost and that therefore their own parents will pay for the broken windows, as taxes will be used to pay for such expenses.
 - *Do you think that you yourselves as students will pay for the broken windows?* Help them to realize that they would also be paying for the windows as their school would have less money for field trips, sports equipment, other school supplies, etc. Emphasize that, in the end, everyone pays for vandalism.

Learning objective

Explain what graffiti is and describe the costs associated with this crime.

5. Ask: *What is graffiti?*
6. Allow students to offer answers to this question. Highlight the fact that graffiti is the unauthorized writing of letters, words, or symbols on someone else's property.
7. Ask students how many of them have seen graffiti in their school and neighbourhood.

8. State that most people have seen graffiti in their neighbourhoods, and that is unfortunate. Emphasize the following points:
 - Damage caused by graffiti costs homeowners and businesses a lot of money.
 - Homeowners whose property is defaced need to spend money to get things restored. Business owners need to do the same, and they pass the costs on to their customers by raising the price of goods.
 - In the end, everyone pays.

Learning objective

Identify possible causes of vandalism and graffiti, and ways of preventing or responding to these crimes.

9. Have students form groups of three or four. Ask them to assign a recorder who will present their ideas to the rest of the class.
10. Post the flipchart containing the list of scenarios. Assign one scenario to each group.
11. Post the flipchart containing the discussion questions.
12. After the small-group activity, have each recorder present his or her group's ideas. Ask each group to show its poster to the class.
13. Ask: *What happens to a person who is caught vandalizing property?*
14. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Taken to jail, fingerprinted, and photographed
 - Made to attend court
 - If convicted, will have a criminal record and will have to pay for the damage caused
15. To close the lesson, do the following:
 - Remind students that everyone pays for property crimes like vandalism and graffiti, including them.
 - Let them know that there are people who can help them if they witness acts of vandalism.
 - Thank them for listening and participating so well.

Suggested follow-up activities

Teacher

- Arrange for the students to display their posters and slogans in the school.
- Re-address the issue of vandalism at various points of the school year.

Officer

- Schedule a follow-up visit after a few weeks. Talk to the students about any successes/problems they might have encountered in preventing or responding to vandalism in the school and community.

Shoplifting

[Grades 4-6]

Lesson plan

Purpose of the lesson

Children at these grade levels have all had some experience shopping. They are usually in the company of their parents but are also approaching an age when they will be shopping with their friends. The temptation to shoplift is a very real one for children, especially if they see something they want but know that they don't have the money to pay for it. It is often something quite small or inexpensive that is taken – pencils, make-up, etc. – as it is easy to rationalize the act by thinking that stores make a lot of money and therefore will not be hurt by the theft of something so small.

This lesson examines the crime of shoplifting – what it is, why people do it, and what consequences they face when caught. It explores the experience of being tempted to steal and helps children realize the importance of choosing not to give in to these impulses.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Explain what shoplifting is and why people commit this crime. • Describe the costs of shoplifting. • Describe the consequences of being caught shoplifting. • Explain the importance of making wise choices when tempted to steal.
Time	<ul style="list-style-type: none"> • Approximately 60 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • Two loonies

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
 - The purpose of your visit, which is to talk to them about a very important topic – shoplifting
 - Why it is important for them to learn that shoplifting is wrong, including the fact that many children of their age try to shoplift and are often very frightened and upset when they are caught

Learning objective

Explain what shoplifting is and why people commit this crime.

2. Ask: *What do the words “theft” and “stealing” mean?*
3. Allow students to offer answers to this question. Look for the answer “taking something that doesn’t belong to you.”
4. Ask: *What is shoplifting?*
5. Allow students to offer answers to this question. Look for the answer “taking something from a store without paying for it.”
6. Ask: *Why do people shoplift?*
7. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - They want the item (e.g., their friend has the item or they saw it on TV and they want it).
 - They need the item but don’t have the money to pay for it (e.g., a hungry person stealing food from a grocery store).
 - Their parents wouldn’t approve of them having the item.
 - Peer pressure – Their friends dared/encouraged them to shoplift.

Learning objective

Describe the costs of shoplifting.

8. Ask: *Who pays the costs of shoplifting?*
9. Allow students to offer answers to this question. Look for the answer “we all do.” Praise that response.
10. Emphasize the following points:
 - Shoplifting costs stores a lot of money. To cover their losses, the stores add those costs to the price of items they sell. People then have to pay more in order to buy the items they need or want.
 - If their parents need to pay more money for the items sold at stores, they have less money to spend on other things.

Learning objective

Describe the consequences of being caught shoplifting.

11. Describe the measures that stores take to monitor shoplifters:
 - Stores have surveillance cameras.
 - They also hire store detectives to watch out for customers who might be shoplifting.
 - Many store items have magnetized tags. If the sales clerk does not de-activate the tag, it will set off an alarm when the item is taken out of the store.
 - Store clerks count the number of items you bring into a fitting room and count them again when you bring them out of the room.
12. Explain what happens if a person is caught shoplifting:
 - If a store employee sees you taking an item and then leaving the store without paying for it, the employee will follow you and ask you to go back. If you are asked to return to the store, you must do so.
 - Store detectives may phone the police even if the shoplifter is a child or young person.
 - They will also call your parents to come to the store and will tell your parents that you stole something.
 - You could be banned from the store and/or the mall.
 - You could be arrested and taken to the police station.

13. Ask: *How would you feel if you were caught trying to shoplift?*
14. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Awful
 - Terrible
 - Embarrassed
 - Upset
 - Scared
 - Sad
 - Mad at myself for doing it

Learning objective

Explain the importance of making wise choices when tempted to steal.

15. Ask: *What is a bad habit?*
16. Allow students to offer answers to this question. Look for the answer “something we do a lot, which is harmful to others or us or is wrong (against the law).” Praise that response.
17. State that every day, people make choices – what to wear, what to eat, whom to talk to, whether they will do their best in class or at work, etc.
18. Bring out the loonies you brought with you. Put one of the coins on a table where all the students can see it.
19. Say: *Let’s pretend that when I came in today, I saw this coin on the table. I have some choices about what to do.*
20. Ask: *What could I do about the coin?*
21. Allow students to offer answers to this question. Highlight the following responses if they are not mentioned by anyone:
 - Leave it there and walk away.
 - Take it and give it to the teacher.
 - Pick it up and ask, “Did anyone lose a dollar?”
 - Take it and keep it.

22. Ask: *What would you do about the loonie?* Give students time to think about the question.
23. Put the second loonie on the table, beside the first coin.
24. Make the following points:
- Stealing can become a bad habit.
 - If you stole the first loonie, the next time you see money lying on a table, you wouldn't even think about what to do. You would simply take it.
 - Once you start taking things, it becomes easier and easier to do so.
 - We need to make good choices. Learning how to steal isn't one of them.
25. To close the lesson, do the following:
- Emphasize that there are things we want, and there are things we need. The two aren't exactly the same. We need food and shelter (somewhere to live). We might want computers, video games, and new clothes.
 - Remind students that shoplifting is wrong and that it hurts everyone, not just the store from where the items are stolen.
 - Tell them that they can make wise choices and that there are things they can do (other than shoplifting) to get something they want.
 - Thank the class for listening and participating so well.

Suggested follow-up activities

Teacher	Officer
Consider completing the entire <i>Second Step: A Violence Prevention Curriculum</i> as there are excellent lessons on impulse control as well as peer pressure.	Schedule a return visit. Set an informal tone and allow students to ask you about stealing and other impulsive, potentially habit-forming behaviours.

9 – Traffic Safety

I Know My Safety Rules [K-3]

Lesson plan

Purpose of the lesson

This lesson focuses on safety rules and safety equipment related specifically to bicycling and rollerblading. It helps children understand the responsibilities and dangers of crossing streets and using sports equipment. It encourages them to know the rules of the road before they head out of their homes and urges them to think before they act.

Overview

Learning objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Name the rules for bicycle and rollerblade safety. • Name the rules for pedestrian safety. • Explain how to keep safe while riding a car or truck. • Name the rules for train track safety.
Time	<ul style="list-style-type: none"> • 30 to 40 minutes
Instructional techniques	<ul style="list-style-type: none"> • Q&A with discussion
Materials	<ul style="list-style-type: none"> • Bicycle and rollerblades • Safety equipment (helmet, elbow and knee pads, wrist guards, reflective clothing, reflective strips, bicycle lights) • Optional read-aloud book entitled <i>I Can Be Safe: A First Look at Safety</i> by Pat Thomas

Preparation

Prepare the following:

- Bicycle and rollerblades
- Safety equipment (helmet, elbow and knee pads, wrist guards, reflective clothing, reflective strips, bicycle lights)

Note

Given the breadth of the target audience, age-appropriate resources and activities will be needed.

Procedure

1. Introduce yourself to the class. Then, briefly tell them about the following:
 - Your job as a police officer and where you work
 - Your role as a member of the community, an adult they can trust, and a source of help to those who are in trouble
2. Tell the class that you have come to talk to them about a very important topic – safety while at play.
3. Ask students the following:
 - Put your hand up if you ride a bicycle.
 - Put your hands on your head if you have ever rollerbladed.
 - Put your hands on your hips if you have ever been near train tracks.
 - Stand if you walk to school and have to cross a street to get here.
 - Put your hands on your knees if you ride in a car, van, or truck sometimes.
4. Explain that many children are hurt or killed each year while riding their bicycles or crossing the street, and that's why you want to talk about some rules that will help keep them safe.
5. Show the class the bicycle/rollerblade safety equipment you brought with you. Have the children identify each piece of equipment as you hold it up. (For the higher grades, you may ask what the equipment is designed to do.)

Learning objective

Name the rules for bicycle and rollerblade safety.

6. Explain the following bicycle safety rules:
 - Bike in safe areas with an adult or friends.
 - Always wear a helmet.
 - Use sidewalks and check before crossing the streets.
 - Stop and check before you cross a street, alley, or pedestrian walkway.
 - Obey all traffic signs and pavement markings.
 - Keep both hands on the handlebars.
 - Ride in single file.
 - Bike Smart.
 - Lock your bicycle up whenever you leave it.

7. Explain the following rollerblade safety rules:
 - Wear all of the protective equipment, including a helmet.
 - Rollerblade in safe areas with an adult – not in parking lots or on the street.
 - Check your brakes and equipment before heading out.
 - Show consideration for those who are walking.
 - Skate on the right-hand side of paths and trails.

Learning objective

Name the rules for pedestrian safety.

8. Ask: *What is a pedestrian?*

9. Allow students to offer answers to this question. Look for the answer “someone who is walking on the sidewalk or in a crosswalk.” Praise that response.

10. Explain the following pedestrian safety rules:
 - A green light doesn’t mean it’s safe to cross. It means that you have permission to stop and check for cars. Always keep alert as not everyone in a car stops on a red light and people who are turning right sometimes do not stop to look for pedestrians.

- Cross at a crosswalk, but only after looking both ways for cars and ensuring that all of the cars/trucks have stopped for you.
- Remember: Eyes ... then ears ... then feet.
- To help drivers see you better, use reflective strips (in jackets and running shoes) and carry a flashlight at night.

Learning objective

Explain how to keep safe while riding a car or truck.

11. Ask: *What is the best thing you can do to keep safe while riding a car or truck?*
12. Allow students to offer answers to this question. Look for the answer “Wear a seatbelt.” Praise that response. Explain that any child who weighs less than 80 lbs. should be in a booster seat and that children are safer in the back seat of most vehicles due to the air bags that come out in the front seat of newer vehicles.

Learning objective

Name the rules for train track safety.

13. State that trains travel very fast along the tracks and cannot stop as quickly as cars can. That’s why it’s important to follow the rules for train track safety.
14. Explain the following rules:
 - Never play near or on railroad tracks.
 - Always look both ways before crossing railroad tracks.
 - Stop and wait for the train to cross if you see one approaching.
 - Watch for signs and obey them at all times.
 - If the crossing gate is down at a controlled crossing, do not go around or under it. Wait for the gate to go up once the train has safely passed by.
 - Passenger trains are often quiet, so look and listen first, then use your feet to cross the tracks.
15. To close the lesson, do the following:

- Remind the children that when they bike, walk, rollerblade, cross train tracks, or ride in vehicles, they should keep safe by thinking before they act.
- Tell them that you enjoyed being with them today to talk about keeping safe.
- Thank them for listening so well.

Suggested follow-up activities

Teacher	Officer
<ul style="list-style-type: none"> • Review the safety rules with the children. • Ask the class to make booklets on traffic safety and give them to their parents. • Provide students with opportunities to draw themselves making wise choices while biking, rollerblading, crossing streets, riding in vehicles, and staying away from train tracks. • Incorporate this lesson into other wellness and personal safety lessons, such as those found in the CARE Kit, as well as science units on nutrition and the human body. 	<p>Schedule a follow-up visit to:</p> <ul style="list-style-type: none"> • Have students to fill you in on how they're doing making wise choices with when biking or rollerblading, as a pedestrian, as a passenger, and staying far away from train tracks. • Read the read-aloud book entitled <i>I Can Be Safe: A First Look at Safety</i> by Pat Thomas.