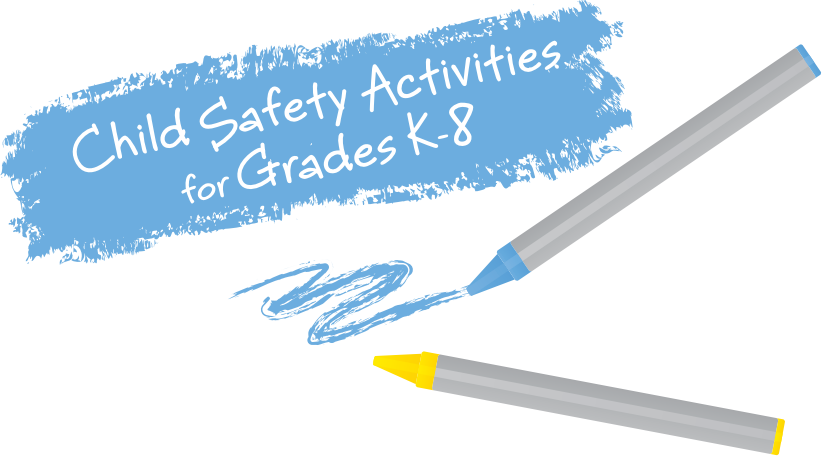


Take 25 Mini-Lessons



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**take
25** 
Make time to talk
about child safety.
www.take25.org

True or False?



GRADES
K-2



TIME
15 minutes



MATERIALS
Masking tape



OBJECTIVE

Students will identify safer behaviors and explain basic personal safety rules.



SAFETY THEMES

- Going to and from school
- Out and about



ACTIVITY

Use masking tape to mark a line down the center of the classroom. Designate one side “True” and the other “False.” Ask students: *It’s okay to walk to school alone. True or false? Stand on this side if you think the answer is true; stand on this side if you think the answer is false.* Wait for students to answer, and then move to the “false” side. Ask a student to explain why they answered “false.”

Ask the remaining questions, demonstrating the answers by moving to the correct side of the room. Only ask students who answered correctly to explain their answers. Add additional explanations when appropriate, using the Take 25 tip sheet as a guide.

Q: *It’s okay to go to a friend’s house without checking with your mom, dad, or the adult in charge. True or False?*

A: **False**

Q: *It’s okay to yell, kick, and scream to get away from someone who is trying to grab you and take you somewhere. True or False?*

A: **True**

Q: *It’s okay to say “no” to someone who is touching you in a way that makes you feel uncomfortable, even if that person is an adult. True or False?*

A: **True**

Q: *It’s okay to accept a car ride from someone you don’t know. True or False?*

A: **False**

Q: *It’s okay to walk up to someone in a car if they’re asking for help. True or False?*

A: **False**



When you are finished, ask the students to tell you what they learned.



FOLLOW-UP

Give every student a copy of the Take 25 tip sheet, *25 Ways to Make Kids Safer*. Encourage them to take it home to their parents or guardians so they can discuss ways to be safer together.

Web of Trust



GRADES
3-4



TIME
15 minutes



MATERIALS
Blackboard/whiteboard, Chalk/markers



OBJECTIVE
Students will learn about trusted adults and identify trusted adults they know.



SAFETY THEMES

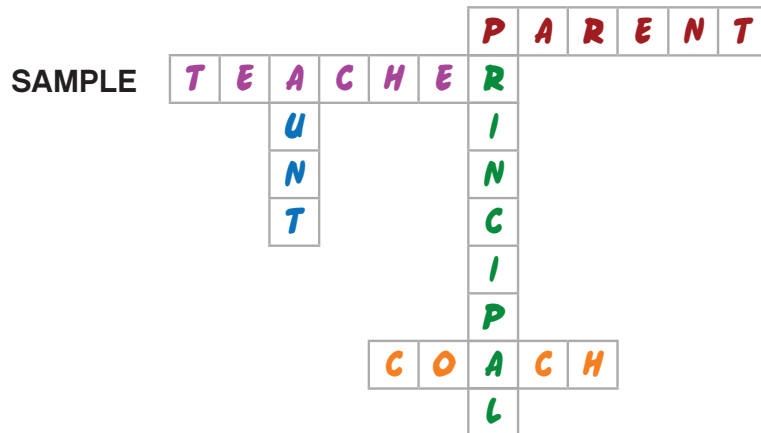
- At home
- Out and about



ACTIVITY

Define “trusted adults” for students: *A trusted adult is someone who protects you, someone who cares about your ideas, opinions, and feelings, and someone who helps you.* Now, ask students for one example of a trusted adult and write that on the board.* This example can be a title (e.g., coach, teacher) or the name of a real adult at school.

Ask students for more examples. Have them come forward and add their example to the first like a crossword.



**As an alternative to working as a group, students can complete the activity individually.*

Continue building the crossword until students are out of examples. Point out how the students have built a web of adults they can trust. Be sure to emphasize that they can turn to these adults whenever they need help or if someone makes them feel scared, uncomfortable, or confused.



FOLLOW-UP

Give every student a copy of the Take 25 tip sheet, *25 Ways to Make Kids Safer*. Encourage them to take it home, review it with their parents or guardians, and then sit down to create a list of trusted adults they can call for help. Their lists should include names and contact information, and be posted near the telephone.

Neighborhood Map



GRADES
5-6



TIME
15 minutes



MATERIALS

Construction paper, Crayons/colored pencils



OBJECTIVE

Students will create a neighborhood map and identify safe and unsafe places.



SAFETY THEME

- Going to and from school



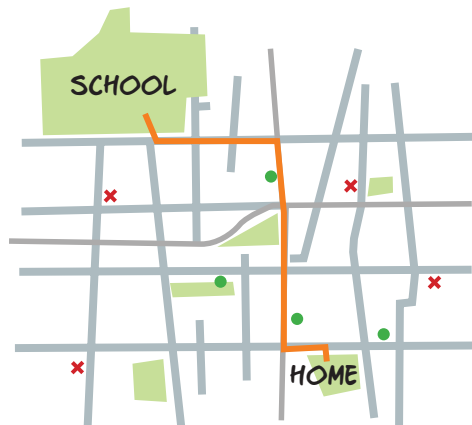
ACTIVITY

Ask students: *How many of you walk to or from school? How many of you play outside or ride bikes in your neighborhood?* Discuss the difference between safe and unsafe places in the neighborhood. Safe places include public places like stores and libraries, the homes of trusted adults, etc. Unsafe places include homes of people they and their parents do not know, alleys, unfamiliar streets, etc.

Give every student blank paper and crayons/colored pencils. Ask them to draw a map of the route they walk to and from school or of their neighborhood.* Have them mark all of the places they should avoid with a red "X." Then, ask them to mark all of the places they could get help if they were in trouble with a green circle.

Explain to students that they can use their maps as a neighborhood guide and should update them often. Remind them that when they are walking to and from school, playing outside, or riding bikes in their neighborhood, they should always stay in safe places with which they are familiar.

SAMPLE



**As an alternative to having children draw their own maps, consider printing neighborhood maps from an Internet program like Google® Maps or MapQuest®.*



FOLLOW-UP

Give every student a copy of the Take 25 tip sheet, *25 Ways to Make Kids Safer*. Encourage them to take it home, review it with their parents or guardians, and then review their neighborhood maps. Together, they can add more safe/unsafe places and post their maps on the refrigerator or in other high-traffic areas for easy reference.

Change of Plans



GRADES
7-8



TIME
15 minutes



MATERIALS
Blackboard/whiteboard, Chalk/markers



OBJECTIVE

Students will improvise a skit to demonstrate the importance of checking with a parent or guardian when plans change.



SAFETY THEME

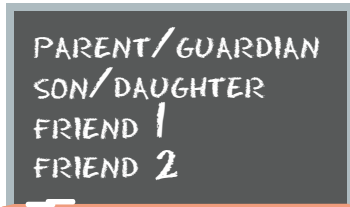
- Out and about



ACTIVITY

Have students name some places where they may go without their parents or guardians to hang out with friends. Examples include the mall, a public library, a park, a sporting event, etc. Ask them: *Have your plans ever changed when you were out with friends?* Discuss some reasons plans with friends might change.

Write the following roles on the board and ask for volunteers to play each part:



Have students improvise a two-part skit. Encourage them to imagine what their character might be thinking or feeling and to act accordingly. You will act as prompter to guide the improv.



Part 1

The son/daughter and friends are at a school basketball game. One of the friends wants to walk to a nearby convenience store to get a snack. The son/daughter does not ask their parent/guardian if it's okay before they leave. The parent/guardian comes to pick up the son/daughter and is upset when they are not there.

Part 2

The son/daughter and friends are at a school basketball game. One of the friends wants to walk to a nearby convenience store to get a snack. The son/daughter calls their parent/guardian before they leave to see if it's okay. The parent/guardian comes to pick up the son/daughter at the store and thanks them for checking first.

Ask students: *What did the son/daughter do wrong in Part 1? Why was the parent/guardian so upset?* Explain to students the importance of checking with a parent or guardian when plans change. Remind them that their parents and guardians are concerned for their safety. If they don't know where their children are and who they're with, they will be worried.



FOLLOW-UP

Give every student a copy of the Take 25 tip sheet, *25 Ways to Make Kids Safer*. Encourage them to take it home to their parents or guardians and review the rules for when they are out and about.

Online Privacy



GRADES
7-8



TIME
15 minutes



MATERIALS
Lined notebook paper, Pencils/pens



OBJECTIVE

Students will apply the principle of cause and effect to demonstrate how quickly information posted online can spread.



SAFETY THEME

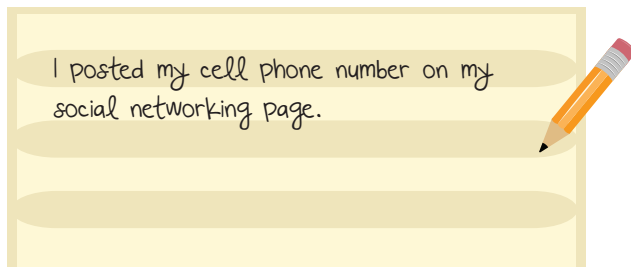
- On the Net



ACTIVITY

Ask students: *Can anyone explain the principle of cause and effect?* In addition to a definition, ask for simple examples, such as “Bob threw a rock at the window. The window shattered.”

To further explore this concept, take a single sheet of lined notebook paper and write this sentence at the top—



Now give the paper to one student. Ask him/her to think of one effect of that action. He/she will then fold the paper down to cover your original sentence, and then hand off the paper to another student.

Students will continue adding effects, but each will only see what the student before them wrote. Remind them to make their effect descriptive enough for the following student. For easier folding, ask each student to leave one blank line in between their effects. When all students have added an effect, unroll the paper, which should now look like an accordion, and read the entire cause and effect story. A sample story might go like this: *I posted my cell phone number on my social networking page. One of my online friends e-mailed my number to their friends. Those people started calling me and leaving prank calls, etc.*

Explain to students that posting personal information online is a perfect example of the principle of cause and effect. When you post something personal online, you can quickly lose control of that information and you may not be able to predict all of the effects.



FOLLOW-UP

Give every student a copy of the Take 25 tip sheet, *25 Ways to Make Kids Safer*. Encourage them to take it home to their parents and guardians and review the safety rules for staying safer on the Internet. Then challenge them to review their social networking accounts' privacy settings and remove any information they should not be sharing online.