




A STRANGER SAFETY RESOURCE

 **TEXAS EDITION**
**LESSON
GUIDE**

Everything you need to plan
and deliver an awesome safety
unit to K-2 students!

smart. cool. safe.®





LESSON GUIDE

A STRANGER SAFETY RESOURCE



Texas Edition

In partnership with
Texas Association of School Administrators

In support of
National Center for Missing & Exploited Children

The Safe Side Company
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January 18, 2006

In the more than 20 years since the National Center for Missing & Exploited Children (NCMEC) was established, we have worked tirelessly to fulfill our mission of helping protect children. They are some of the most vulnerable members of our society and we live in a fast-paced world where they face challenges and potential dangers.

The U.S. Department of Justice reports that almost 800,000 children may be reported missing in a year's time, resulting in an average of more than 2,000 children being reported missing each day. Thankfully, the vast majority of these children are recovered quickly, but still there are new cases daily. Also significant are NCMEC's findings from a preliminary analysis of attempted abductions. It suggests that attempted (non-family) abductions happen more often to children traveling to and from school or school-related activities than other times of day.

It has been the role of NCMEC to serve as the nation's resource center on child safety and what we have learned in the process is that helping make children safer is something that we could never do alone. Parents, guardians, educators and all caring adults must be engaged in this effort.

It is important that we as adults understand that the well being of children is in our hands and we are all responsible for preparing them to lead safer and more successful lives. I'm grateful to organizations like The Safe Side that have made this a priority and focus their attention on developing prevention and safety education resources that can be used in homes, schools, libraries, and anywhere that children are found. You have worked with NCMEC to ensure that you developed a program that builds children's confidence while teaching them how to recognize and respond in potentially dangerous situations.

As President and CEO of NCMEC I understand the feeling of being overwhelmed by the potential dangers to our children. I see every day the challenges they face, but I also see that there are people everywhere working to help them overcome those challenges. I want to thank you for being in that number. I know you join me in urging others, including schools to join us as well.

Sincerely,

Ernie Allen,
President & CEO
NCMEC



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To the teacher

Welcome to The Safe Side's *Stranger Safety* School Resource Kit! You have joined a growing group of educators who recognize that teaching students about personal safety is an important task. This section of the Lesson Guide will familiarize you with the program, its components, and implementation options. The Teacher Preview Guide will introduce you to The Safe Side's safety messages and cast of characters.

The basics

The *Stranger Safety* School Resource Kit has two key instructional components, one designed for classroom use and the other intended for home use. The **Lesson Guide** provides all the materials you need to deliver an effective, five-day safety unit to K–2 children. Upon completion of the unit, a copy of the *Stranger Safety* DVD is checked out to each student from the **Media Library** and sent home, along with a **Family Activity Pack** with discussion suggestions for parents and guardians. The program wraps up a week later when students return the DVDs and receive a Certificate of Achievement.



Lesson Guide



Media Library

Key features

- All print masters are included in the Lesson Guide
- Take-home materials are in both English and Spanish
- Schools are permitted to make VHS copies of DVD
- DVD can be viewed with Spanish subtitles

The Safe Side believes this combination of classroom instruction and home discussion is the most effective way to teach children how to be safer.

Background

Founded by John Walsh, host of *America's Most Wanted*, and Julie Clark, creator of *Baby Einstein*, The Safe Side was formed to distribute important safety information to children, ages 5–8, and their parents or guardians. The Safe Side released its first home video, *Stranger Safety*, in May 2005. *Stranger Safety* has become one of the best-selling safety videos ever, and it has received numerous awards, including three Youth Programming Emmys and *Parenting Magazine's* 2005 Video of the Year. The Safe Side released its second video, *Internet Safety*, in October 2006.



As you'll discover, we have taken a fresh, child-friendly approach to a topic that is often avoided because "it's scary" or taught inaccurately. Interestingly enough, that includes the term "stranger." "Stranger" and "stranger danger" are familiar terms, but prone to misconceptions. You'll notice that we do not use the word "stranger" in our lesson plans or take-home video movie. A key goal of our lessons and home video is to provide children with more effective ways to evaluate situations around them without resorting to the traditional "stranger" concept.

The "stranger danger" issue was recently addressed in an article titled "Child safety is not a slogan," written by Nancy McBride, National Safety Director of the National Center for Missing and Exploited Children. The article is reproduced in Appendix 3.

Using the *Stranger Safety* School Resource Kit

This **Lesson Guide** is divided into three sections: Teacher Preparation, The Safe Side Safety Unit, and Appendices. The Safe Side Safety Unit section includes instructions for set-up and wrap-up classroom events, five "Super Safety Week" lesson plans with activity sheets, and a Family Activity Pack, including masters for take-home correspondence with parents and guardians.

The Appendices include valuable supplemental information, including ideas for using The Safe Side in school or PTA/PTO fund-raising events. You have the right to copy the Lesson Guide materials, modify the lesson plans to meet your specific instructional requirements, and make VHS copies of the *Stranger Safety* DVD, as detailed in Appendix 5.

The **Media Library** extends The Safe Side Safety Unit into the home. It consists of a "lending library" of 25 copies of the award-winning *Stranger Safety* DVD and a single copy of the *Cool Tunes* music CD. The DVD is a home video rather than a traditional educational film. It was designed to be something kids want to watch over and over, which isn't possible at school. At the end of "Super Safety Week," copies of the DVD should be checked out to each student for a week or two. Again, schools are granted permission to make VHS copies of the DVD for families that do not own a DVD player.

Cool Tunes features ten age-appropriate songs that reinforce the safety messages presented in the classroom lessons and the *Stranger Safety* DVD.

The **Lesson Guide** is a free download at www.thesafeside.com/downloads. Additional downloads for families, home-schoolers, and PTOs/PTAs are also available at this site.

The **Media Library**, replacement parts, consumables (*optional*), and ancillaries (*optional*) can be purchased at www.thesafeside.com/schoolstore.

Families can purchase their own copy of *Stranger Safety* at www.thesafeside.com.



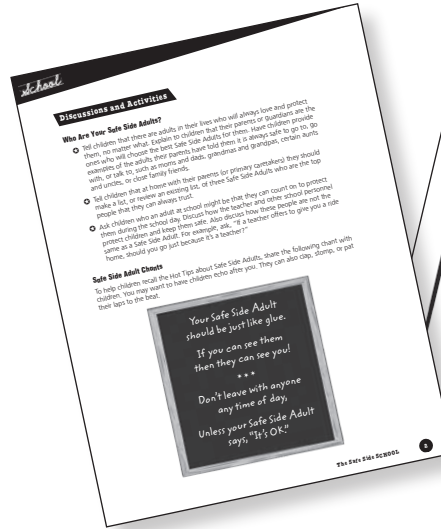
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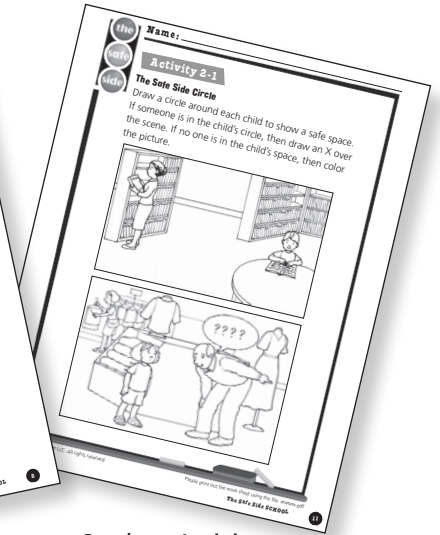
DVD

Lesson topics and organization

Five lesson plans are provided for primary-level teachers, organized as a Monday-through-Friday “Super Safety Week.” While the lessons are each designed to be completed in approximately 20 minutes, the length of a given lesson may vary based on the time devoted to classroom activities.



Teacher Lesson Plan



Student Activity Worksheet

The Safe Side lesson titles and their topics are listed below:

- *Your Safe Side Adults* Identifying trusted adults
- *Your Safe Side Circle* Personal space and safe places to play
- *Don't Knows and Kinda Knows* Identifying unknown teens and adults
- *Beware of Tricks!* Refusal skills
- *Staying on The Safe Side* Review of personal safety

Each lesson plan opens with learning objectives, which are correlated to the National Health Education Standards for Grades K–2. The lesson’s key terms and the important safety rules, called “Hot Tips,” that will be developed in the lesson are always presented, as well as suggestions for *Cool Tunes* Music Extensions, classroom Safe Side Display ideas, and a list of required materials.

The lesson itself moves from a discussion of safety principles to activities that permit children to practice reacting to specific situations. Quick Check activities assess comprehension and reinforce learning. Next, students use one or two activity sheets to have fun extending their safety knowledge. The teaching suggestions provide recommendations for differentiating activities for learners of different abilities.

Cool Tunes music extensions

Primary-level students love music and movement games. The introductory page of each lesson plan lists songs from the *Cool Tunes* music CD that can support and complement the safety lesson.

General strategies for integrating the *Cool Tunes* songs into the lessons include the following:

1. Play a song before the lesson to musically announce “It’s Safe Side Time.”
2. Have students listen carefully to the song and then describe how it makes them feel and why. Encourage everyone to say something about what they think about the music or how it will help them stay safer.
3. Teach the lyrics of the songs, either by singing and allowing the children to echo each line or by playing and repeating the song until they learn it. Then have a class sing-along. (The words for each song are reproduced in Appendix 4, *Cool Tunes Songbook*.)
4. After listening to a song, have students draw a picture related to the song. Label and display the drawings.
5. Invite students to create movements to a song. Some students may decide to create a “Safe Side Dance” and perform it for the class. Other students may prefer to beat or clap the rhythm or play rhythm instruments instead of moving.

Implementation options

The Safe Side strongly recommends that you implement the *Stranger Safety* school Resource Kit by teaching the five 20-minute lessons, one per day, Monday through Friday, over a designated week. If committing this instructional time is a problem, a home-study-only approach is available, as detailed in Appendix 2.

In a model classroom implementation, you would begin by announcing to your class, “Next week we’re going to learn about being safe,” and posting the “Coming Soon” handbill in the classroom. That day you would also send home the letter to parents and guardians that announces the start of the safety unit.

“Super Safety Week” is launched the following Monday with the first lesson, *Your Safe Side Adults*. On Friday, the last lesson, *Staying on The Safe Side*, is delivered, and each student is given a *Stranger Safety* DVD and a three-page Family Activity Pack to take home. On a designated day a week or two later, the students return the *Stranger Safety* DVDs and, during a celebration activity, receive a Certificate of Achievement.

Differentiating instruction

A wide variety of learners can be found in most classrooms. Each lesson plan includes a variety of activities and two activity sheets, plus suggestions on how these activities can be simplified or made more challenging based on class or individual learner needs.

The program also accommodates Spanish-speaking households. The letters to parents and the Family Activity Pack have been translated into Spanish and are included in this Guide. The *Stranger Safety* DVD can be viewed with Spanish subtitles.

When is a good time to hold Super Safety Week?

A great time to hold “Super Safety Week” is during the back-to-school or pre–summer-break periods of the school year. These typically are gearing-up or winding-down periods for schools. More importantly, kids begin traveling to and from school again in the fall and are playing outdoors more often in the summer. Predators know this. Another natural fit is during your school’s or district’s “safety week.”

Planning and pacing chart

While pacing of the lessons will vary based on how many lessons and accompanying activities you chose to use with your class, planning and delivering the Stranger Safety Unit involves four easy steps:

Step	Activity	Time
Step 1	Teacher Preparation	
	– Read “To The Teacher” and “Child safety is not a slogan”	10 minutes
	– Review “Teacher Preview Guide” on page 6 and watch the DVD	45 minutes
	– Select Super Safety Week activities and print required materials	30 minutes
Step 2	Setting the Stage	
	– Post the “Coming Soon” handbill in your classroom	10 minutes
	– Send home the Parents/Guardians letter	5 minutes
Step 3	Present Super Safety Week!	30 minutes/day
	Lesson 1/Monday: Your Safe Side Adults	
	– Assemble Lesson 1 materials and post the Hot Tips and Safe Side Adults handbills	5 minutes
	– Deliver Lesson 1 and complete Activity 1-1 or 1-2	20 minutes
	– Review the lesson	5 minutes
	Lesson 2/Tuesday: Your Safe Side Circle	
	– Assemble Lesson 2 materials	5 minutes
	– Deliver Lesson 2 and complete Activity 2-1 or 2-2	20 minutes
	– Review the lesson	5 minutes
	Lesson 3/Wednesday: Don’t Knows and Kinda Knows	
	– Assemble Lesson 3 materials and post the Don’t Know and Kinda Know handbills	5 minutes
	– Deliver Lesson 3 and complete Activity 3-1 or 3-2	20 minutes
	– Review the lesson	5 minutes
	Lesson 4/Thursday: Don’t Fall for Tricks	
	– Assemble Lesson 4 materials	5 minutes
– Deliver Lesson 4 and complete Activity 4-1 or 4-2	20 minutes	
– Review the lesson	5 minutes	
Lesson 5/Friday: Staying on the Safe Side		
– Assemble Lesson 5 materials and print Family Activity Packs	20 minutes	
– Deliver Lesson 5 and complete Activity 5-1 or 5-2	20 minutes	
– Distribute Family Activity Packs	5 minutes	
Step 4	Wrapping Up	
	– Graduation Ceremony: You’ve been Super Safety-fied!	10 minutes
	– Collect DVDs and issue Certificates of Achievement	10 minutes
	– Send home the reminder letter (if necessary)	5 minutes

Stranger Safety DVD teacher preview guide

In preparation for Super Safety Week, be sure to watch the *Stranger Safety* DVD yourself. Prepare yourself for something a little different! The video is an interesting and engaging blend of zany characters, humorous situations, and serious safety messages. *Stranger Safety* is a viewing experience designed to prevent safety from being “boring” or “scary.” The fact that it’s a take-home video also gave us a little more creative freedom. Kids love it, and so do the critics. *Stranger Safety* has won numerous awards, including *Parent Magazine’s* “2005 Video of the Year” and three Youth Programming Emmys.

Here are some screenwriter notes that you’ll find useful as you watch *Stranger Safety*.

- ★ The Safe Side motto is **smart. cool. safe.** We tell kids there are times when it’s important to be **smart** (recognize danger), and other times when it’s important to be **cool** (be cautious and think). Staying **safe** is the reward for knowing what to do and doing it.

smart. cool. safe.®

- ★ The movie is structured around defining three types of grownups: Don’t Knows, Kinda Knows, and Safe Side Adults. We use the terms “Don’t Know” and “Kinda Know” because their meaning is more precise and understandable than the word “stranger.” Safe Side Adults are a child’s most-trusted grownups, and need to be designated by the child’s parents or guardian. This is the reason the selection of Safe Side Adults is a homework assignment rather than a classroom activity.
- ★ Our rules are called Hot Tips. We use “tips” rather than “rules” because we want kids to take ownership of the concepts and actively apply the knowledge to everyday situations, like walking to school, playing at the rec center, and opening the door at home.

- ★ The characters are just plain fun with a purpose. Safe Side Superchick is modeled on everybody's favorite aunt—part kid, part grownup. Buddy, her gorilla pal, appears periodically to provide comic relief and draw kids into the action (“What’s he doing?”). Fang is a Don’t Know, canine style, and gives Safe Side Superchick something to be afraid of that isn’t scary to kids.



- ★ When the credits roll, a whole new type of fun begins —*Stranger Safety* bloopers set to a song written by Gary Greene of Hootie and the Blowfish.
- ★ In addition to the movie, the DVD has a few special features, all accessible from the main menu. You can select to watch the Hot Tips Review, Music Video or the movie with Spanish subtitles. Like most DVDs, the movie is divided into chapters. You can skip forward or backward through the chapters using the DVD player’s remote control.

Correlations to national and state standards

Correlations to the National Health Education Standards for Grades K–2 are identified in each lesson plan. The correlation to the Texas Essential Knowledge and Skills appears below. Correlations to other standards will be posted at www.thesafeside.com/correlations when available.

Texas Essential Knowledge and Skills, Health Education, Grades K–2

Lesson	Texas Essential Knowledge and Skills, Health Education, Grades K–2
Lesson 1: Your Safe Side Adults	<ul style="list-style-type: none"> • (2) (F) identify how to get help from parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (K,2) • (2) (H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (1) • (3) (A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems (K,1) • (9) (A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened (K) • (10) (B) practice refusal skills to avoid and resolve conflicts (1) • (9) (C) demonstrate refusal skills (2) • (9) (A) identify characteristics needed to be a responsible family member or friend (2)
Lesson 2: Your Safe Side Circle	<ul style="list-style-type: none"> • (2) (F) identify how to get help from parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (K,2) • (2) (H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (1) • (3) (A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems (K,1) • (2) (B) identify safe and unsafe places to play such as a back yard and a street (K,1) • (9) (A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened (K) • (10) (B) practice refusal skills to avoid and resolve conflicts (1) • (9) (C) demonstrate refusal skills (2) • (2) (D) identify ways to avoid harming oneself or another person (K,1)
Lesson 3: Don't Knows and Kinda Knows	<ul style="list-style-type: none"> • (2) (F) identify how to get help from parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (K,2) • (2) (H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (1) • (3) (A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems (K,1) • (3) (B) describe how decisions can be reached and problems can be solved (1) • (9) (A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened (K) • (10) (B) practice refusal skills to avoid and resolve conflicts (1) • (9) (C) demonstrate refusal skills (2) • (8) (A) recognize and describe individual differences and communicate appropriately with all individuals (K)

(continued on next page)

Texas Essential Knowledge and Skills, Health Education, Grades K–2

Lesson	Texas Essential Knowledge and Skills, Health Education, Grades K–2
<p>Lesson 4: Don't fall for tricks!</p>	<ul style="list-style-type: none"> • (2) (F) identify how to get help from parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (K,2) • (2) (H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (1) • (3) (A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems (K,1) • (3) (B) describe how decisions can be reached and problems can be solved (1) • (9) (A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened (K) • (10) (B) practice refusal skills to avoid and resolve conflicts (1) • (9) (C) demonstrate refusal skills (2) • (9) (D) describe and practice techniques of self-control such as thinking before acting (1) • (10) (C) explain the benefits of practicing self-control (2)
<p>Lesson 5: Staying on The Safe Side</p>	<ul style="list-style-type: none"> • (2) (F) identify how to get help from parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (K,2) • (2) (H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult (1) • (3) (A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems (K,1) • (9) (A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened (K) • (10) (B) practice refusal skills to avoid and resolve conflicts (1) • (9) (C) demonstrate refusal skills (2) • (9) (A) identify characteristics needed to be a responsible family member or friend (2) • (3) (B) describe how decisions can be reached and problems can be solved (1) • (2) (D) identify ways to avoid harming oneself or another person (K,1) • (2) (B) identify safe and unsafe places to play such as a back yard and a street (K,1)



Setting the stage: Announcing Safe Side Super Safety Week

The Safe Side encourages you to announce Super Safety Week Unit before beginning.

★ For students

To help promote Super Safety Week, you should post the “Coming Soon” handbill on a bulletin board or classroom door several days in advance.

The “Coming Soon” handbill serves as the centerpiece of a Safe Side Display, a collection of five handbills that can help capture and maintain your students’ interest. The handbills introduce the characters featured in the *Stranger Safety* DVD and provide review information. By the end of Super Safety Week, you will have assembled a nice cluster of safety-themed messages.



★ For students’ parents or guardians

Consider sending home the letter that follows, written by John Walsh, host of *America’s Most Wanted*. It underscores that knowledge is power, and provides a perspective on the importance of children learning smart ways to be safer.



Dear parents and guardians,

I'm the host of *America's Most Wanted*, a television show that I wish wasn't needed.

In 1981, the lives of my wife, Revé, and I were changed forever. Our beautiful son Adam, the joy of our lives, was abducted from a mall in a nice neighborhood of South Florida.

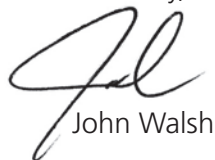
In my quest to find justice in the name of my son and to fight back for victims everywhere, my life's work has been to protect children and others by changing laws and catching criminals. I'm also pleased that my new project, The Safe Side, is involved in helping educate young children about how to be safer.

In the days that follow, your child's teacher will introduce basic topics of personal safety during Safe Side Super Safety Week. The most important part of the learning, however, will come from you.

At the end of the introductory classroom unit, your child will bring home a DVD titled *Stranger Safety*. It provides important safety information to young children in a fun and engaging way. I encourage you to watch it with your child and have a discussion about your family's safety rules. Knowledge is power.

After watching the video, please have your child return it to the teacher so that other students in the school can also learn how to stay on "The Safe Side."

Sincerely,



John Walsh





Estimados padres y tutores,

Soy el presentador de *America's Most Wanted*, un programa de televisión que me gustaría que no hiciera falta.

En 1981, la vida de mi esposa, Revé, y la mía cambiaron para siempre. Nuestro maravilloso hijo Adam —la alegría de nuestras vidas— fue secuestrado en un centro comercial en un buen vecindario del sur de Florida.

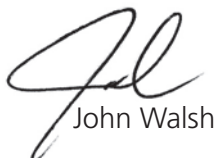
En mi búsqueda por hallar justicia en nombre de mi hijo y de luchar por todas las víctimas, he dedicado mi vida a proteger a los niños y a los demás, haciendo cambiar las leyes y atrapando a los delincuentes. Estoy muy contento de que mi nuevo proyecto, El Lado Seguro, sirva para ayudar a enseñarles a los niños pequeños sobre cómo mantenerse seguros.

En los próximos días, el maestro de su hijo presentará temas básicos de seguridad personal durante la Súper Semana Sobre la Seguridad de El Lado Seguro. Si embargo la parte más importante del aprendizaje provendrá de usted.

Al finalizar la unidad que se presentará en el aula, su hijo llevará a casa un DVD que se llama *Stranger Safety* (Seguridad ante Desconocidos). Éste brinda a los niños pequeños importante información sobre seguridad de manera divertida y atractiva. Les recomiendo que miren el video con sus hijos y aprovechen la oportunidad para conversar sobre las reglas de seguridad de su familia. Saber es poder.

Después de mirar el video, su hijo debe devolverlo al maestro para que otros alumnos de la escuela también puedan aprender a permanecer en "The Safe Side" (El Lado Seguro).

Atentamente,


John Walsh





Super Safety Week

Starring
Safe Side Superchick (AKA Safety)

**She's smart.
She's cool.
And she'll teach you
how to be safer
around people you
don't know
and kinda know.**

Coming Soon!



Lesson 1: Your Safe Side Adults

Learning objectives

- ★ Children will identify adults who help keep them safe.

National Health Education Standards

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Safe Side Terms

Safe Side Adult: A person who is always safe to go with or talk to, as approved by the child's primary caregiver.

Safe Side Hot Tips

- ★ Know your three Safe Side Adults.
- ★ Keep your Safe Side Adult close. If you can see them, they can see you.
- ★ Never go anywhere, with anyone, unless you ask your Safe Side Adult first.

Cool Tunes music extensions

Listen to Track 9—"Always There" (3:54)

Listen to Track 3—"Safe Side Close" (3:30)

Safe Side Display

Set aside an area for a Safe Side Display in your classroom. Begin by using the "Coming Soon" handbill as a centerpiece for the display, and add the Hot Tips and the Safe Side Adults handbills. You may also display student activity sheets, photos of your safety week activities, and other items.

Materials

Red, green, and yellow construction paper; craft sticks and glue, if desired. Before beginning the lesson, use the template provided on page 16 to create (or have the children create) a set of red, green, and yellow traffic light circles for each child. Glue one end of a craft stick to each circle to create a handle, if desired. These will be reused in other Safe Side lessons.

Discussions and activities

Who are your Safe Side Adults?

- ★ Tell children that there are adults in their lives who will always love and protect them, no matter what. Explain to children that their parents or guardians are the ones who will choose the best Safe Side Adults for them. Have children provide examples of the adults their parents have told them it is always safe to go to, go with, or talk to, such as moms and dads, grandmas and grandpas, certain aunts and uncles, or close family friends.
- ★ Tell children that at home with their parents (or primary caretakers) they should make a list, or review an existing list, of three Safe Side Adults who are the top people that they can always trust.
- ★ Ask children who an adult at school might be that they can count on to protect them during the school day. Discuss how the teacher and other school personnel protect children and keep them safe. Also discuss how these people are not the same as a Safe Side Adult. For example, ask, "If a teacher offers to give you a ride home, should you go just because it's a teacher?"

Safe Side Adult Chants

To help children recall the Hot Tips about Safe Side Adults, share the following chant with children. You may want to have children echo after you. They can also clap, stomp, or pat their laps to the beat.



Quick check

- ★ Ask children to respond to the following questions by holding up their colored traffic light circles, green for yes, and red for no. Older children may be given the option of showing yellow if they don't know. (Alternatively, children may respond by showing a thumbs up signal if the answer is yes, thumbs down if the answer is no, and thumbs sideways if they don't know.)

- ? **Is someone you don't know your Safe Side Adult?**
- ? **Will your Safe Side Adult do anything to protect you?**
- ? **Are all adults at school your Safe Side Adults?**
- ? **Should you always ask your Safe Side Adult before you go anywhere with anyone?**
- ? **Should you stay where you can see your Safe Side Adult when you play outdoors?**
- ? **Can you choose your own Safe Side Adults?**

- ★ Ask each child to name one Safe Side Adult, if they can. Remind children to ask their parents (or guardians) to help them make a list of three Safe Side Adults.

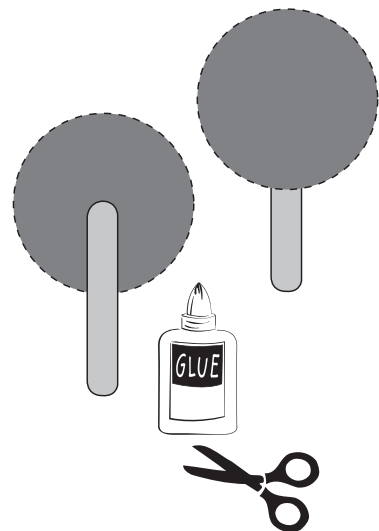
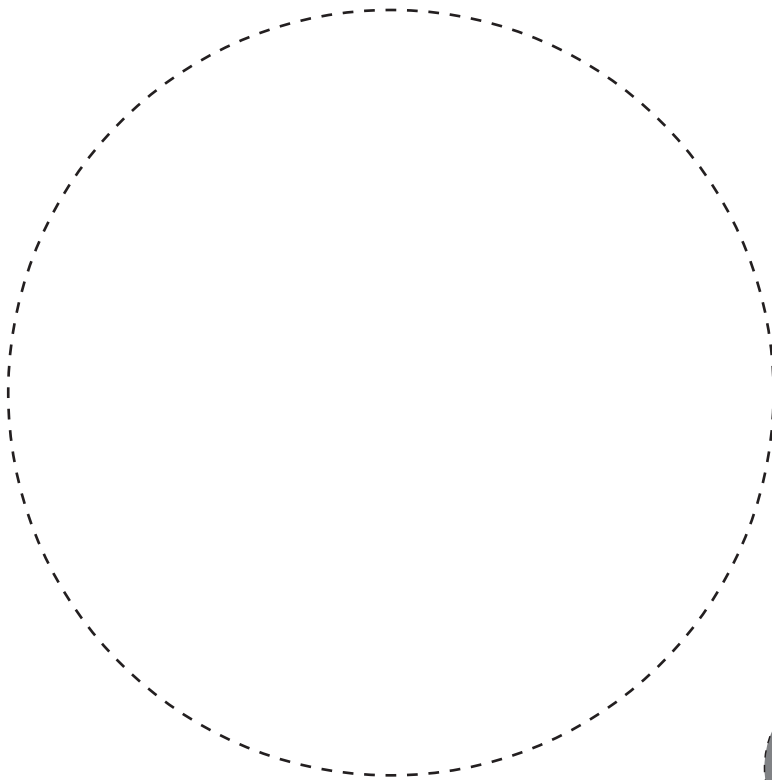
Using the activity masters

Activity 1-1

- ★ Pass out the activity sheet and read the directions aloud. Allow time for the children to draw one of their Safe Side Adults.
- ★ If children are fluent readers and writers, have them complete the sentence or sentences independently. For emergent readers and writers, provide support or write children's dictation, depending on their level of fluency.
- ★ Invite children to take their completed activity home to share with their family and to draw and write about their other Safe Side Adults with the help of a parent or guardian.

Activity 1-2

- ★ Pass out the activity sheet and read the directions with children. If students are fluent readers and writers, then have them write the story independently.
- ★ For emergent readers and writers, adapt the activity to write either a class description of a Safe Side Adult or a class story. Guide them through the activity as a group, prompting them with questions and recording their responses. You might begin: *A Safe Side Adult is a person who . . .*, or *One time I was glad my Safe Side Adult was near. . .* When you are finished, lead the children in a choral reading of their work.
- ★ Allow time for children to illustrate their stories, and invite them to display their work.



Name: _____

Activity 1-1

My Safe Side Adult

Draw a picture of one of your Safe Side Adults.
Then finish the sentence or write a paragraph.



_____ is my Safe Side Adult

because _____





Buddy says "Know your Hot Tips!"

- ◆ Keep your Safe Side Adult close. If you can see them, they can see you.
- ◆ Never open the door without your Safe Side Adult.
- ◆ STOP AND THINK! Don't fall for tricks.
- ◆ Never talk to Don't Knows unless your Safe Side Adult is with you.
- ◆ Don't let anyone inside your Safe Side Circle. Run from danger!
- ◆ Know your three Safe Side Adults.
- ◆ Never go anywhere, with anyone, unless you ask your Safe Side Adult first.

smart. cool. safe.®

Buddy



WANTED



SAFE SIDE ADULTS

A Safe Side Adult is a grown-up you can always trust to go with or talk to. Your parents or guardian will help you choose three Safe Side Adults.

smart. cool. safe.





Lesson 2: Your Safe Side Circle

Learning objectives

- ★ Children will determine whether a place is a safe place to play.
- ★ Children will understand the concept of a “Safe Side Circle.”
- ★ Children will explore the concept of personal space.

National Health Education Standards

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Safe Side Terms

Safe Side Circle: Your personal space, a safe distance to keep between you and someone you don't know

Safe Side Hot Tips

- ★ Don't let anyone inside your Safe Side Circle. Run from danger!
- ★ Keep your Safe Side Adult close. If you can see them, they can see you.

Cool Tunes music extensions

Listen to Track 1—“Safe Side Circle” (3:32)

Safe Side Display

Continue adding children's work and Safe Side items to your classroom display.

Materials

Chalk, masking tape, jump ropes about 5 feet in length; lengths of rope or yarn about 10 feet long.

Discussions and activities

Safe places

- ★ Ask children to brainstorm a list of places where they often play. Record children's responses on chart paper or the board. Ask children whether they feel safe when they play in these places.
- ★ Encourage children to think about what makes them feel safe. Reread the list and have children think about how all the places are alike. Help children conclude that safe places to play are alike in many ways:
 - They have a number of people around.
 - They are easy to get to and get out of.
 - They are open areas where everyone can be seen.
 - They are well lit at night and on dark days.
- ★ Remind children that they should always be with an adult they know and trust when they are playing outside their home. Ask what this adult is called. (*a Safe Side Adult*)

The Safe Side Circle

- ★ Tell children that having a special area set aside for play is one way to help keep them safer. For this reason, homes, schools, parks, and ball fields where children play often have fences. However, children and their Safe Side Adults must still be careful that people they don't know stay away.
- ★ Tell children that their Safe Side Circle is a super-safe space all around them large enough that they can see anyone approach before they get too close. If a person they don't know gets too close, the child should yell and run to his or her Safe Side Adult.
- ★ Help children understand how close is "too close." Mark off an area about 10 feet in diameter using chalk or masking tape. Let children take turns standing in the center of the space. Tell them that their Safe Side Circle is this big, and the child is always the center of the circle. If an unknown person comes closer than the edge of the circle, it is too close.
- ★ Make sure children understand that the circle isn't real; it is usually only imaginary. Because children have difficulty judging distance, demonstrate how to create the boundaries of a Safe Side Circle by using other means. For example, visit several areas in and around the school and create real and imaginary Safe Side Circles using indicators such as string, yarn, or jump ropes.
- ★ Allow children to practice deciding when someone enters their Safe Side Circle by playing a game. Pretend you are a stranger and have children "sound an alarm" by calling out for help and running away when you come too close, but not yelling if you only pass by at a safe distance without stopping. A good yell is, "This isn't my mom (or dad)!"

Personal space

- ★ Ask children to stand up, extend their arms, and turn around in a circle. Explain that this space is called *personal space* and that keeping this open space around them is another way to stay safer, even inside their Safe Side Circle. Tell children that if someone they don't know or kinda know gets into their personal space, they should immediately yell out loud and go to an adult they know and trust.
- ★ To build awareness of personal space, take children outside to an area with a sidewalk. Draw chalk circles to represent a child's personal space. Draw circles for half the class and ask a child to stand in the center of each circle. Ask the other half of the class to walk along the sidewalk, occasionally stepping over the chalk lines. When a line is crossed, the child in the circle should call for their trusted adult or move toward them. Have children switch roles.

Quick check

- ★ Review the use of the traffic light circles to answer yes/no questions.
- ★ Ask children to listen to each question. If it is true, have them raise their green traffic light circle. If it is not true, have them raise the red circle.
 - ? **It should be easy to see everyone in a play area.**
 - ? **It is safe to play in a dark place outdoors.**
 - ? **It is okay to yell and get everyone's attention if someone you don't know gets too close.**
 - ? **A Safe Side Circle is real and you can see it.**
- ★ Choose some of the following questions to check children's understanding of this lesson:
 - ? **Ask children to name three questions they should ask themselves about whether a place is a safe place to play.**
(Sample responses: Are there a number of people there? Is it easy to get to? Is it open so that it is easy to see everyone? Is it well lit at night?)
 - ? **Ask children what they would do if someone entered their Safe Side Circle and was walking through it.** (Sample response: Nothing if the person isn't too close and keeps walking.)
 - ? **Ask what they would do if the person entered the Safe Side Circle and watched or approached them.** (Sample response: Run from danger and tell a Safe Side Adult if anyone enters and remains in the circle or approaches.)

- ? Ask children to show you how big their Safe Side Circle is.**
(The length of a single-person jump rope, or about 5 feet, is the correct radius of a safe area. The Safe Side Circle would be approximately 10 feet in diameter.)
- ? Ask them what they should do if someone they don't know gets into their personal space.** *(Yell out loud, get away fast, and go to an adult they know and trust.)*

Using the activity masters

Activity 2-1

- ★ Read the directions and have children complete the master independently. With young children, you may wish to go scene by scene through the steps of the activity.
- ★ After children have completed the activity, discuss what is happening in each scene and how a child should respond if someone they don't know gets into their safe space.
- ★ Ask children to recall the Safe Side Hot Tips that relate best to each scene.
- ★ If children are fluent readers and writers, you might ask them to write a description of each scene and tell why it is or is not safe for the child.

Activity 2-2

- ★ Read the directions with children and make sure they understand them. If students are fluent readers and writers, then organize them into groups to complete the activity. For emergent readers and writers, guide them through the activity as a group and record their responses to create several group poems. Here is an example:
1. What is a safe space around you? 2. Why is it important? 3. What should you do if someone you don't know gets into your safe space?

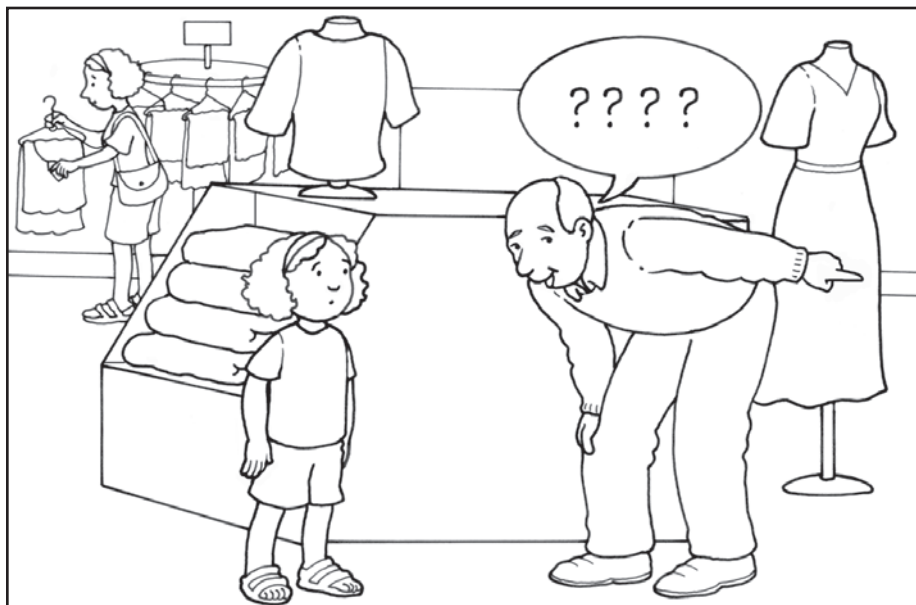
1. My arms outstretched wide.
2. This space protects me.
3. If I don't know someone,
they can't come in or I'll run away
and tell my Safe Side Adult.

- ★ Have the student draw a picture of himself or herself and draw a Safe Side Circle around the drawing to demonstrate an understanding of the correct dimensions.

Name: _____

Activity 2-1**The Safe Side Circle**

Draw a circle around each child to show a safe space. If someone is in the child's circle, then draw an X over the scene. If no one is in the child's space, then color the picture.



Name: _____

Activity 2-2

My Safe Side Poem

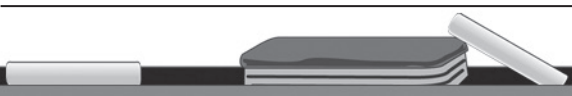
Answer each question and make a poem.
(Poems don't have to rhyme.)

- 1. What is a safe space around you? _____

- 2. Why is it important? _____

- 3. What should you do if someone you don't know gets into your safe space? _____

Draw a picture of yourself.
Show your Safe Side Circle.





Lesson 3: Don't Knows and Kinda Knows

Learning objectives

- ★ Children will explain that they need to be aware of people and situations around them.
- ★ Children will learn to distinguish between Don't Knows and Kinda Knows.

National Health Education Standards

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Safe Side Terms

Don't Know: Any person you do not know

Kinda Know: Someone you might recognize but who is not one of your Safe Side Adults

Safe Side Hot Tips

- ★ Never talk to Don't Knows unless your Safe Side Adult is with you.
- ★ Never go anywhere, with anyone, unless you ask your Safe Side Adult first.
- ★ Keep your Safe Side Adult close. If you can see them, they can see you.

Cool Tunes music extensions

Listen to Track 4—"Don't Know, Don't Talk" (2:59)

Listen to Track 3—"I Don't Know You" (3:42)

Listen to Track 6—"Don't Go" (3:36)

Safe Side Display

Update your classroom display by adding the Don't Know and Kinda Know handbills.

Materials

Blanket; magazine pictures of several average adults of different ages (not celebrities); red, green and yellow traffic light circles (*optional*); green and red crayons or markers; scissors.

Discussions and activities

Don't Knows

- ★ Explain to children that they have to be careful when they are out in the world. There are some people who could hurt them. If a child doesn't know someone, then that person is a "Don't Know." Point out that you cannot tell whether or not a person might hurt someone just by the way they look. Children should be cautious of people they don't know and never talk to them unless their Safe Side Adult is with them. If a Don't Know tries to talk to children when their Safe Side Adult is not near, then they should yell loudly.

Remembering game

- ★ Explain to children that one thing that will help them stay safe is to pay careful attention to details around them. Invite them to play a memory game.
- ★ Choose a volunteer. Tell children to pretend that the person is a Don't Know. They should look at the person for one minute and notice details that can tell about the person. Then have the volunteer go behind the blanket held by two other volunteers.
- ★ Ask children questions to determine how observant they were: *What color shirt was he wearing? What kind of shoes? Did he have on any jewelry?*
- ★ Have the volunteer come out to compare children's responses with the actual appearance.
- ★ Repeat with different volunteers, asking different questions each time.

Kinda Knows

- ★ Explain to children that a "Kinda Know" is a person that they may have seen before or they or their parents may have talked to in the past. They may even see this person often. Tell them that sometimes it can be hard to tell who is a Kinda Know, but it is not a person that they and their parents trust like family. It is not one of their Safe Side Adults. It may be someone who lives in their neighborhood, who works at a store, or who helps their family with chores. It could even be a doctor or a person in a uniform. Remind them never to go anywhere with this person unless they ask a Safe Side Adult first.
- ★ Inform children that "big kids" count as adults. For example, someone's Safe Side Adult might be a big brother or sister or an almost-grown-up cousin. Tell them, however, that the boy or young man who works at the gas station or the supermarket and the girl or young woman who works in a store or goes running in their neighborhood are Don't Knows or Kinda Knows, the same as any other adult they don't know or don't know very well. They should not let them into their Safe Side Circle and should not go with them without asking their Safe Side Adult.

Quick check

- ★ Show children magazine photos of adults (not celebrities). Ask yes/no questions, such as *Do you know this person? Is this person a Don't Know? Can you tell by looking who might hurt you?* Children may respond either by holding up their red or green traffic light discs or by showing thumbs up or thumbs down.
- ★ Continue asking yes/no safety questions without the photos. You may wish to divide the class by sections, tables, or rows to answer each question. Then have the rest of the class confirm the correct answer by raising their traffic light signals.
 - ? **Should you talk to a Don't Know if your Safe Side Adult is not near?**
 - ? **If someone knows your name, is it okay to talk to them?**
 - ? **One of your Safe Side Adults comes to give you a ride home. Is it okay to go?**
 - ? **Should you go to the park with a big boy who is new in your neighborhood?**
 - ? **If a person looks nice, are they safe to talk to?**
 - ? **Is it okay if your teacher waits with you until your mother arrives?**
 - ? **The girl who babysits next door asks you to come over. Is it all right to go?**
 - ? **Should you give directions to a man you don't know if he asks you?**
 - ? **Can you go with a Kinda Know if your mom says it's okay?**

Using the activity masters

Activity 3-1

- ★ Read the directions to children. Complete the first item with the class. Read the caption below the drawing and give the children time to decide if it is a *yes* (green light) or a *no* (red light), and have them color the circle.
- ★ Allow those who can to complete the rest of the activity on their own. Continue helping emerging readers and writers by reading the captions.
- ★ When everyone has finished, discuss the safety lessons of each drawing and ask the children to give the best Hot Tips for each one.

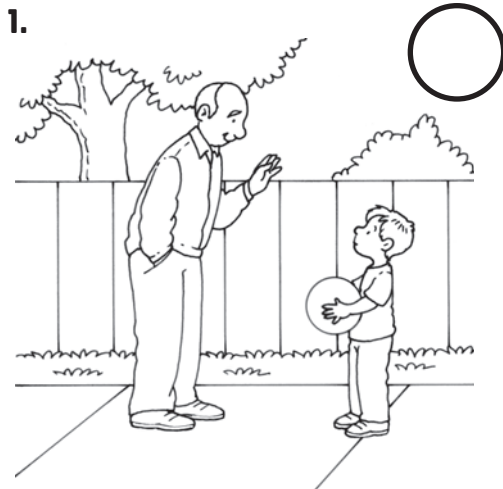
Activity 3-2

- ★ Go over the directions and help children construct their bookmarks.
- ★ If students are fluent readers and writers, then organize them into groups to complete the activity. For emergent readers and writers, guide them through the activity as a group and help them record their responses on the inside of their bookmarks.

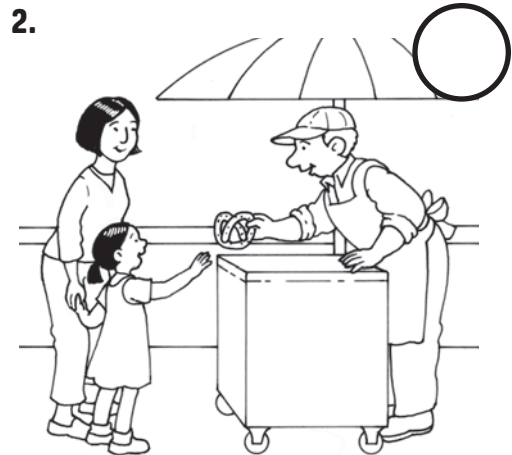
Name: _____

Activity 3-1**Don't Knows and Kinda Knows**

Look at each picture. If the child is safe, color the circle green. If the child is not safe, then color the circle red.



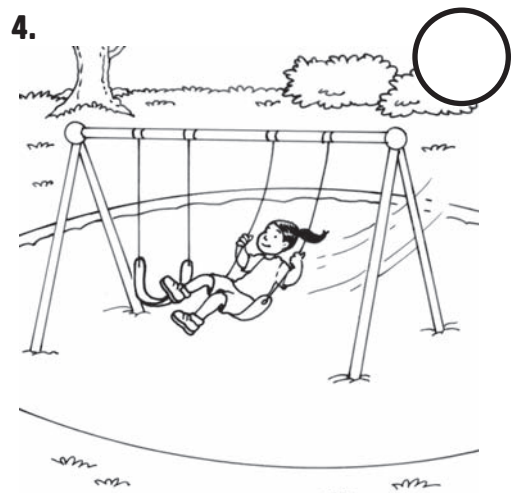
The child does not know this person.
The man asks the child's name.



The child and parent are getting a pretzel. A worker asks the child if she likes pretzels.



The child and parent answer the door.
A worker asks if the child is having a nice day.



The child is playing, but the child's Safe Side Adult is not in sight.

the

safe

side

Name: _____

Activity 3-2

Make a Bookmark

Cut out the bookmark. Fold it in half. On the inside, draw and write about staying on the safe side.





**A
Don't Know
is anybody
you
don't know.**

Would you pet a strange dog?

smart. cool. safe.



the
safe
side



Dad's boss



Coach



Milkman



Mom's boss



Sister's friend



Doctor



Do you know these people?

A **Kinda Know** is someone you might know, but is not one of your Safe Side Adults.



Lesson 4: Don't fall for tricks!

Learning objectives

- ★ Children recognize potentially dangerous situations.
- ★ Children will practice refusal skills.

National Health Education Standards

- Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Safe Side Terms

Review: Safe Side Adult, Don't Know, Kinda Know, Safe Side Circle

Safe Side Hot Tips

- ★ STOP AND THINK! Don't fall for tricks.
- ★ Never go anywhere, with anyone, unless you ask your Safe Side Adult first.
- ★ Never open the door without your Safe Side Adult.

Cool Tunes music extensions

- Listen to Track 5—"Tricks" (2:58)
Listen to Track 8—"The Door" (3:13)

Safe Side Display

Review the Don't Know and Kinda Know handbills. Continue adding children's work and Safe Side items to your display.

Materials

Costumes and props; crayons, markers, and other craft materials; scissors.

Discussions and activities

Don't fall for tricks!

- ★ Ask children whether they have ever tricked a sibling or friend. Explain that those kinds of tricks are fun, but some tricks are not fun and can even be dangerous. Explain that children must be aware of Don't Knows or Kinda Knows who want to trick them in order to harm them.
- ★ Point out that no adult should ever ask for help from a child (such as finding a lost pet or the like). Explain that this is a trick. Tell children that if an adult asks for such help, they should run and tell their Safe Side Adult.
- ★ Tell children a common trick is for an adult to offer money, candy, or another treat if the child will do something for them or go with them. No adult should ever offer a child anything to do something for them without talking to their Safe Side Adult, and no child should ever accept treats from a Don't Know or Kinda Know.
- ★ Explain that another trick might be for the Don't Know or Kinda Know to tell the child that their parent wants the child to go with them. This is a trick. Children should never go anywhere unless they ask their Safe Side Adult first.
- ★ Another common trick is for an adult to tell a child that one of his or her parents is hurt so that the child goes with them. Do not be fooled. If a parent is really hurt, the child will be told by people they know or by someone such as a police officer.
- ★ Remind children that even at home, they should be careful of tricks. For example, they should never open the door to a Don't Know or Kinda Know unless their Safe Side Adult is with them. No matter what the person tells them—even if they say they are hurt or sick and must use the phone or that there is another emergency—children must not answer the door alone. Tell children that if their Safe Side Adult is not at home, the person should go to another house to find an adult who can help.
- ★ Emphasize to children that, while it is important to do what adults such as parents and teachers tell them, in many situations, they do *not* have to listen to and follow the instructions of Don't Knows or Kinda Knows. They can say no, run away, and find a Safe Side Adult.

Scenes to stay safer

Work with small groups of children. Have one child pretend to be a Don't Know and dress up with the costumes and props provided. Have one child act the role of a child at a park or at home. Have a third child stand at a distance and act the role of the Safe Side Adult. Have children act out a scene in which the Don't Know tries to pull a trick on the child, such as asking for help finding a lost pet or asking to use the telephone. Children should run to tell their Safe Side Adult. Direct children to switch roles. After each scene, help children summarize the trick and the safe behavior to avoid being hurt.

Quick check

- ★ Provide the following scenarios and have children respond by telling what they should do.
 - ? **You are in a park. A Don't Know asks whether you would like to go to get an ice cream cone.**
 - ? **You are at after-school activities. A Don't Know says your mom is hurt and sent them to pick you up.**
 - ? **You are at home with your dad when the doorbell rings, but he isn't in the room. The lady at the door says she wants to give you a package for your mother.**
 - ? **You are walking home from school. A Don't Know asks whether you have seen their lost puppy and whether you can help look for it.**
 - ? **You are waiting for your mother after school and the weather is very bad. A Kinda Know asks if you want to wait in their car.**

Using the activity masters

Activity 4-1

- ★ Read the activity title and directions with children. Talk about common tricks that they learned about and what children should say and do in those situations.
- ★ If children are fluent readers and writers, have them complete the speech bubbles independently. As an alternative, have them form pairs or small groups to create a scenario, write a dialogue between the child and the teen, and present the scene. Then have each person complete the speech bubbles on the activity sheet with part of the dialogue.
- ★ For emergent readers and writers, provide support or write children's dictation, depending on their level of fluency. As an alternative, help them understand the presentations of their classmates and capture the essence of the dialogue in a copied or dictated caption.

Activity 4-2

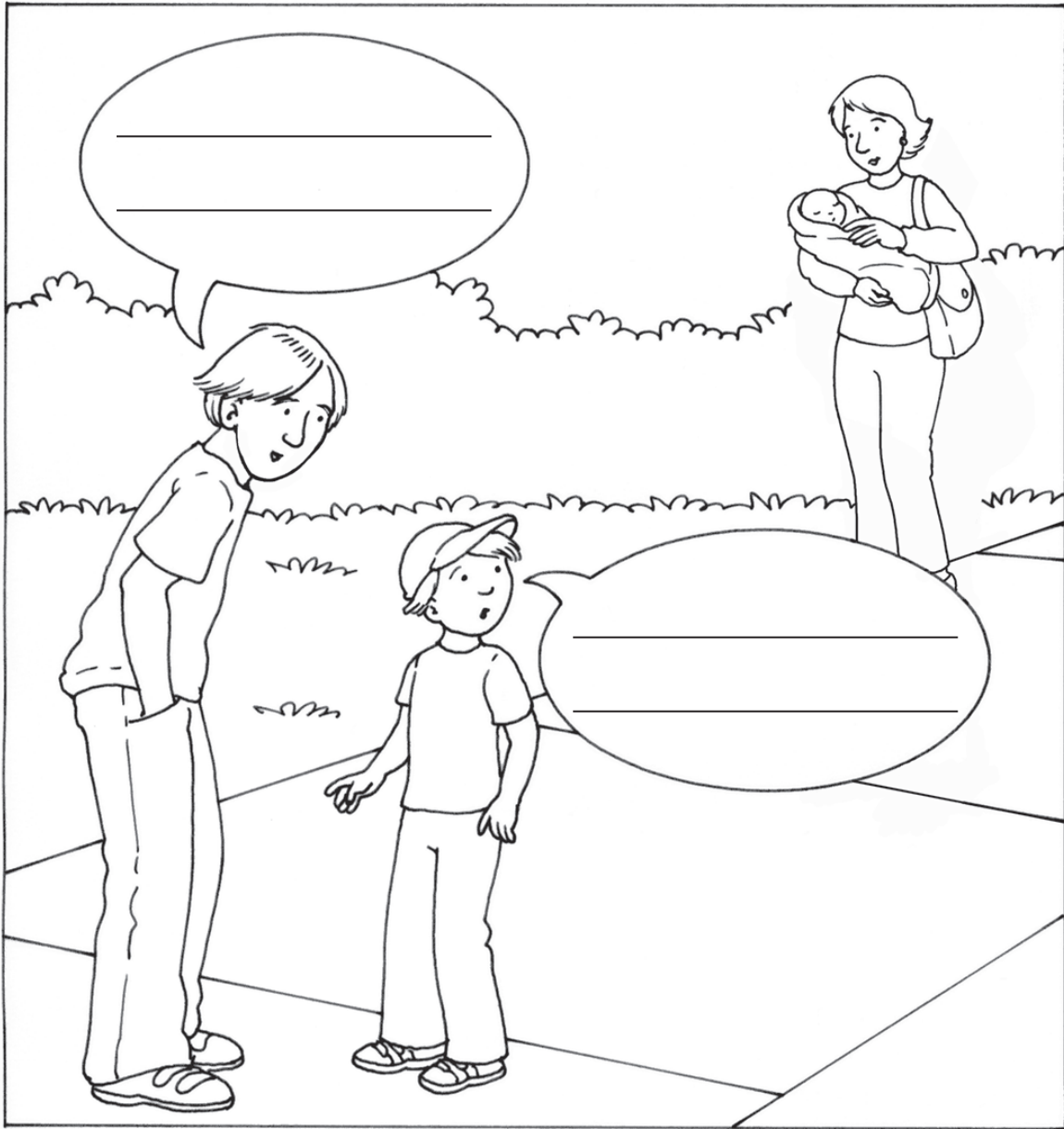
- ★ Read the directions with children. Encourage children to use their creativity to decorate the outside of the card.
- ★ Suggest that fluent readers and writers write about how to stay as safe as possible.
- ★ Suggest that emergent readers and writers write words and labels.

Name: _____

Activity 4-1

Don't fall for tricks!

A Don't Know is talking to a child. What does he say?
What should the child say and do? Write what they say.

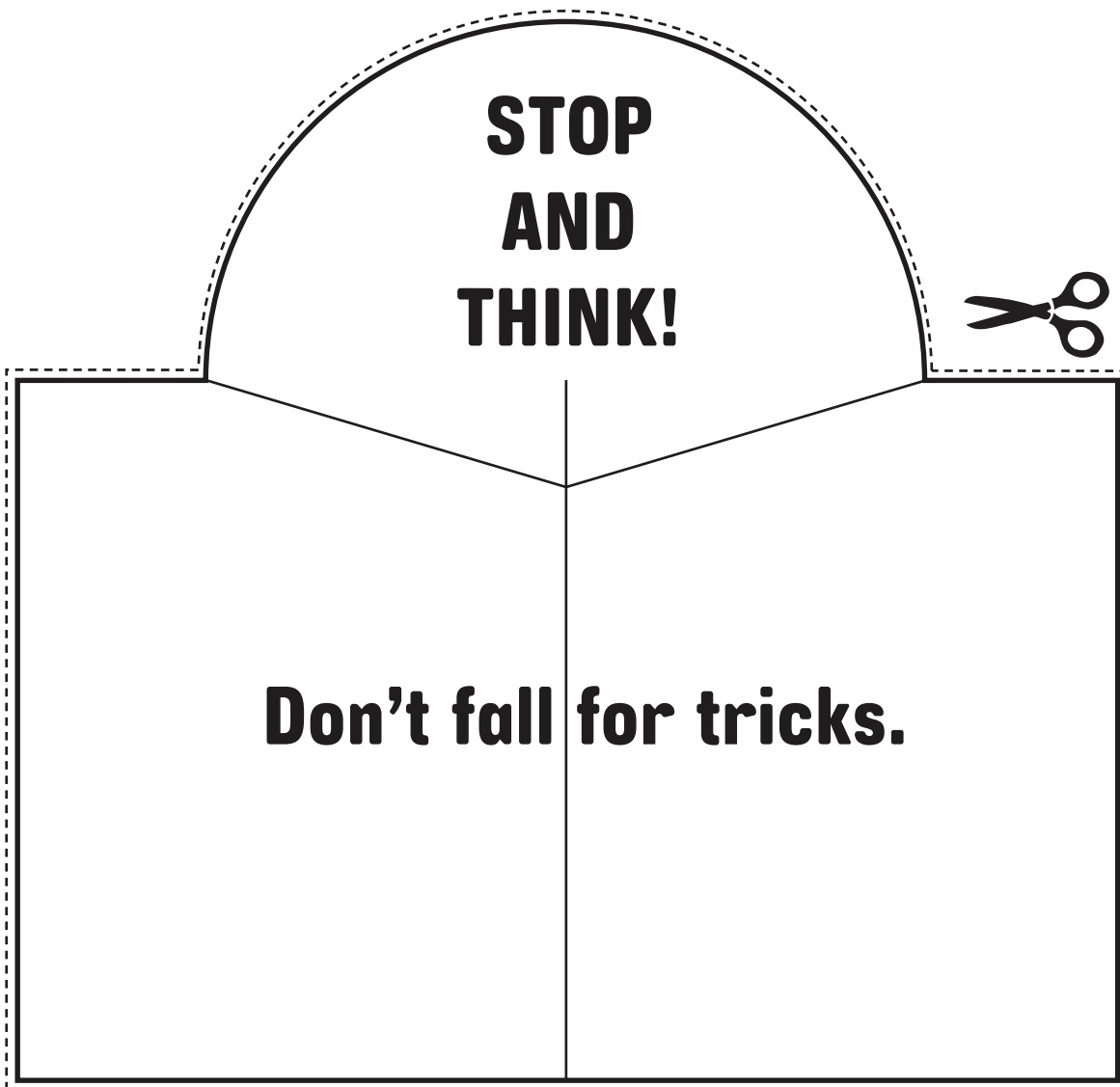


Name: _____

Activity 4-2

Make a pop-up card

Write and draw on the outside of the card to help you remember how to stay safe.



Cut on the dotted lines. Fold on the solid lines.



Lesson 5: Staying on The Safe Side

Learning objectives:

- ★ Children will review Hot Tips for ideas about how to stay safer.

National Health Education Standards:

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Safe Side Terms

Review: Safe Side Adult, Safe Side Circle, Don't Know, Kinda Know, and Safe Side Superchick

Safe Side Hot Tips

- ★ Keep your Safe Side Adult close. If you can see them, they can see you.
- ★ Never open the door without your Safe Side Adult.
- ★ Never talk to Don't Knows unless your Safe Side Adult is with you.
- ★ STOP AND THINK! Don't fall for tricks.
- ★ Don't let anyone inside your Safe Side Circle. Run from danger!
- ★ Never go anywhere, with anyone, unless you ask your Safe Side Adult first.
- ★ Know your three Safe Side Adults.

Safe Side Music and Video Extensions

Cool Tunes CD

Listen to Track 2—"Superhero" (3:04)

Listen to Track 10—"Ride of Our Lives" (2:55)

Stranger Safety DVD

Play the Hot Tips Review (Select from the Main Menu)

Safe Side Display

You might rearrange your display and post the Family Activity Pack. You can also post a Certificate of Achievement as you talk about your plans for celebrating the completion of the unit.

Materials

Traffic light circles, stick-on note pad, note cards; scissors, glue, crayons, colored markers, other crafts materials; coat hangers, string or yarn (*optional*, to create mobiles)

Discussions and activities

Hot Tip match

- ★ Review the Hot Tips with children. (Consider using the Hot Tips Review on The Safe Side video.) Then ask the children to listen to what some people are saying and decide which Hot Tip the person is remembering:
 - Mom, someone is at the door. Can you please answer it?
 - If I need help, I can go to my aunt, my grandpa, or my mom's best friend.
 - I can play here because I can still see my dad from where I am.
 - Adults don't need help from children to find a puppy.
 - That person is too close to me. I need to get out of here!
 - I don't know that person, so I can't talk to her.
 - I would like to go to the park, but I need to ask my mom first.

Safe Side Trivia

- ★ Prepare a poster board with 12–15 answers to questions about The Safe Side program. Cover each answer with a self-stick note. To play, children remove the note to reveal an answer. Read it aloud. Then children pose a question that matches the answer. For example, for the answer *Hot Tips*, children might say *What are rules for keeping safe?* If necessary, adapt the game to the ability level of your students by having them match the question with the answer.

Quick check

- ★ Give the class a brief yes/no safety quiz, trying to call on each child at least once. Have children answer by using their colored traffic light circles. You may begin by giving the following statements:

- ? **I can play outside by myself.**
- ? **I always tell my Safe Side Adult when I leave the house.**
- ? **If someone is at my door, it's always safe to open it.**
- ? **If I get lost in a store, I should find a woman who works there and ask for help.**
- ? **Grown-ups should always ask kids for help.**
- ? **It's okay to tell a nice grown-up personal information about myself, like my name and address.**
- ? **I can always say 'no' to a person who asks me to do something that makes me feel weird or uncomfortable.**

You may collect other statements ahead of time from all of the preceding Safe Side lessons.

Team quick check

- ★ Before class, write yes/no statements on cards. Divide the class into two or more teams. Allow each team to draw cards in turn. Read the statement and give the team that drew the card the first chance to respond. The other team holds up their red or green traffic light circles to confirm yes or no. Award one point for each correct answer.

Using the activity masters

Activity 5-1

You can have the class use the Hot Tips for a variety of projects:

- ★ Children can use them to make a puzzle. Have children draw and color a related picture on the back of the Hot Tips. Then have them cut out the puzzle pieces, trade puzzles, and assemble a partner's puzzle.
- ★ You could also have children make a mobile by cutting out the Hot Tips, tying string or yarn around them, and attaching them to a clothes hanger.

Activity 5-2

- ★ Read the directions with children and have them assemble the cube. Organize children into small groups to play a game with the cube. Fluent readers can play independently, but emergent readers will require assistance with reading. Have children take turns tossing the cube and telling something about the words or picture.

Safe Side family take-home materials and letter

In preparation for sending home the Family Activity Pack, tell the children that they will soon take home a video to share with their families. See the Family Activity Pack section following Lesson 5 for this material.

Name: _____

Activity 5-1

Hot Tips game

Use the Hot Tips to make art and games.

Never talk to
Don't Knows
unless your
Safe Side Adult
is with you.

Keep your Safe Side Adult
close. If you can see them,
they can see you.

STOP AND THINK!
Don't fall for tricks.

Don't let anyone
inside your
Safe Side Circle.
Run from danger!

Never go anywhere,
with anyone, unless
you ask your Safe
Side Adult first.

Know your
three
Safe Side
Adults.

Never open the door without
your Safe Side Adult.

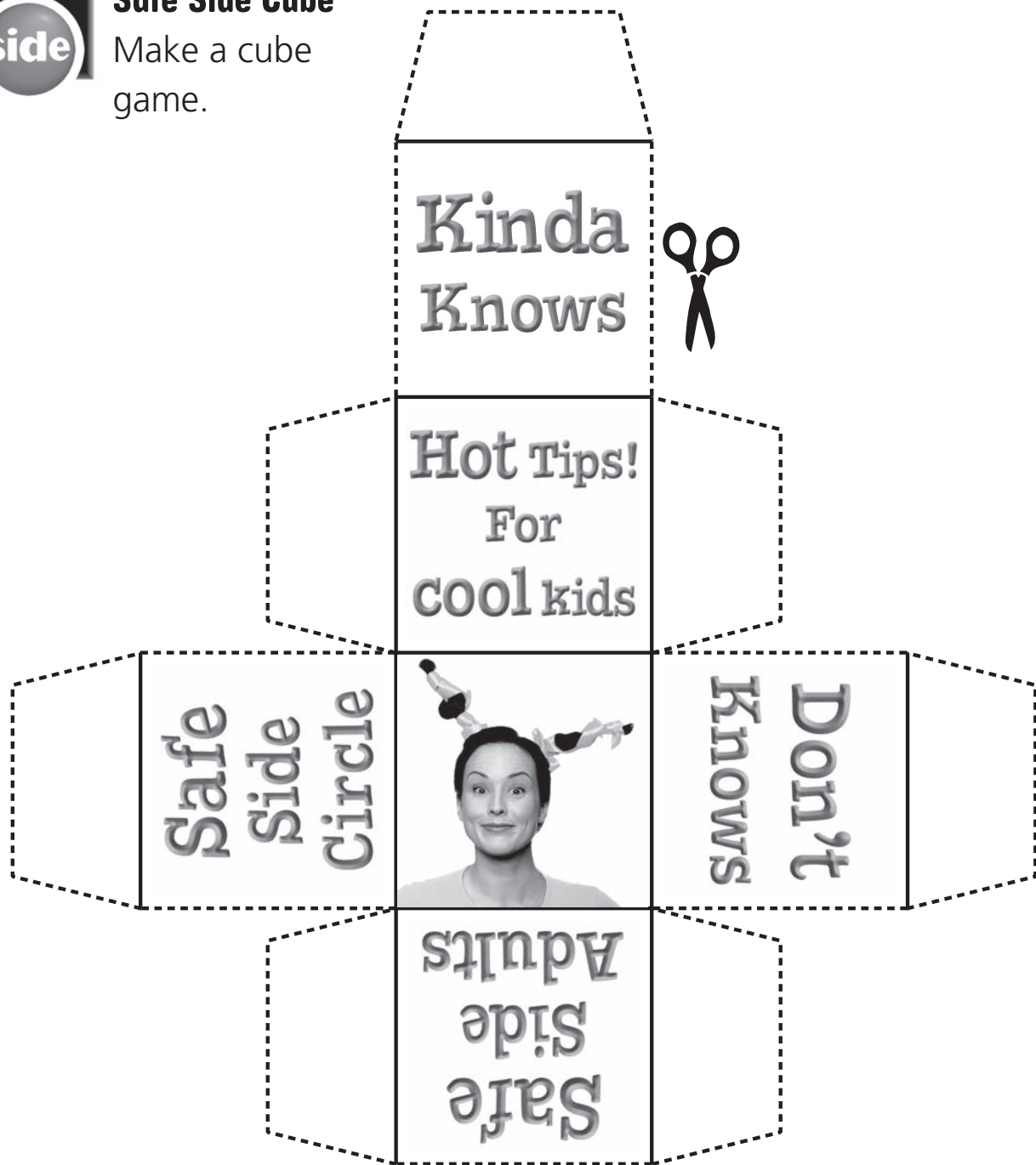


Name: _____

Activity 5-2

Safe Side Cube

Make a cube game.



Cut on the dotted lines.
Fold on the solid lines.





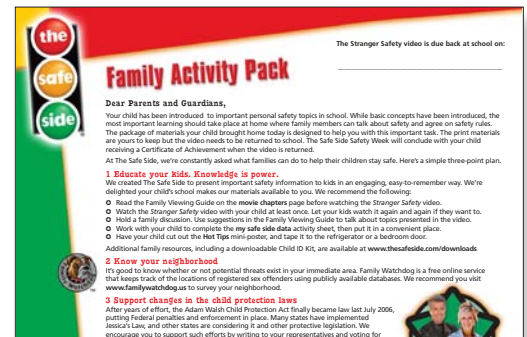
Family Activity Pack

The Family Activity Pack on the following pages contains reproducible materials for students to take home to their parents or guardians. The copy masters include English and Spanish versions of:

- Letter for parents and guardians
- Family Viewing Guide and Discussion Questions
- My Safe Side Data and Hot Tips Mini-Posters

Use these masters to extend learning from the classroom to the living room! This take-home approach is easy to implement:

- ★ Reproduce the Family Activity Pack masters in either black and white or color, according to your preference, and in English or Spanish, as appropriate for your students.
- ★ Distribute the *Stranger Safety* DVD and the Family Activity Pack to each student. (Be sure to fill in the due-date on the letter.) Tell students that they will watch the video with their parents and identify their Safe Side Adults. Tell them they can keep the papers at home, but they must bring back the DVD by the date in the letter to parents and guardians. (Note: Schools are granted permission to make VHS copies of the *Stranger Safety* DVD for families that do not own a DVD player.)
- ★ When students return the DVD, consider doing one or more of the activities found in the *Graduation Ceremony* lesson plan. We recommend, at minimum, you distribute the Certificate of Achievement, proclaiming that each student has been "Super Safety-fied!"





The Stranger Safety video is due back at school on: _____

Family Activity Pack

Dear Parents and Guardians,

Your child has been introduced to important personal safety topics in school. While basic concepts have been introduced, the most important learning should take place at home where family members can talk about safety and agree on safety rules. The package of materials your child brought home today is designed to help you with this important task. The print materials are yours to keep but the video needs to be returned to school. The Safe Side Safety Week will conclude with your child receiving a Certificate of Achievement when the video is returned.

At The Safe Side, we're constantly asked what families can do to help their children stay safe. Here's a simple three-point plan.

1 Educate your kids. Knowledge is power.

We created The Safe Side to present important safety information to kids in an engaging, easy-to-remember way. We're delighted your child's school makes our materials available to you. We recommend the following:

- ❖ Read the Family Viewing Guide on the **movie chapters** page before watching the *Stranger Safety* video.
- ❖ Watch the *Stranger Safety* video with your child at least once. Let your kids watch it again and again if they want to.
- ❖ Hold a family discussion. Use suggestions in the Family Viewing Guide to talk about topics presented in the video.
- ❖ Work with your child to complete the **my safe side data** activity sheet, then put it in a convenient place.
- ❖ Have your child cut out the **Hot Tips** mini-poster, and tape it to the refrigerator or a bedroom door.

Additional family resources, including a downloadable Child ID Kit, are available at www.thesafeside.com/downloads

2 Know your neighborhood

It's good to know whether or not potential threats exist in your immediate area. Family Watchdog is a free online service that keeps track of the locations of registered sex offenders using publicly available databases. We recommend you visit www.familywatchdog.us to survey your neighborhood.

3 Support changes in the child protection laws

After years of effort, the Adam Walsh Child Protection Act finally became law last July 2006, putting Federal penalties and enforcement in place. Many states have implemented Jessica's Law, and other states are considering it and other protective legislation. We encourage you to support such efforts by writing to your representatives and voting for laws that protect our kids from predators.

As the parents of young children, we hope our work at The Safe Side contributes to your family being safer. Nothing is more important.

John Walsh

Julie Clark





stranger safety

the movie chapters

1. Introducing Safe Side Superchick.
2. What is a Don't Know?
3. Examples of Don't Knows.
4. Hot Tip: Keep your Safe Side Adult close.
5. Hot Tip: Don't open that door!
6. Hot Tip: Think! Beware of tricks.
7. Hot Tip: Don't Know? Don't talk.
8. Hot Tip: Create a Safe Side Circle.
9. Hot Tip: Know your Safe Side Adults.
10. Hot Tip: Don't go without asking.
11. Hot Tips review at Safe Side HQ.
12. A message from John Walsh.
13. Closing credits.



Want to own
the DVD?

Check out all
the cool stuff
at our online store

www.thesafeside.com

smart. cool. safe.®

Family viewing guide

The Safe Side is unlike any other company that produces child safety videos. Our concept is simple: Make it fun to watch and kids will want to view it over and over. It is well known that repetition is a good way to learn something and remember it.

When you watch the *Stranger Safety* movie, you'll quickly discover it was created for kids. You'll see zany characters and real-world scenes that help teach kids how to stay on "the safe side" in potentially dangerous situations. You should watch the movie at least once as a family, and then let your child watch it as many times as he or she wants.

While watching, pay particular attention to The Safe Side's unique vocabulary, such as Safe Side Adults, Kinda Knows and Don't Knows. You'll also see the movie introduce and develop seven important safety rules, called Hot Tips. The core purpose of the movie is to demonstrate to kids how Hot Tips should be used in a number of familiar settings and common situations.

Discussion questions and activities

We believe the most important way to teach your child safety lessons is through communication, discussion and practice that happens openly and often. After viewing the movie, there are a number of questions you can ask and things you can do to make sure the lessons stick. Try these, and create some of your own.

- ❖ What is a Don't Know?
- ❖ What is a Kinda Know? Can you name three Kinda Knows?
- ❖ Read each Hot Tip together on the mini-poster. Have your child explain what it means in his or her own words, and give an example of when the Hot Tip should be used. Cut out the Hot Tips mini-poster and put it in a place where your child will see it. Quiz your child from time to time.
- ❖ Complete the **my safe side data** directory with your child, selecting three Safe Side Adults and recording important phone numbers. Put the directory in an easy-to-remember location and help your child commit the phone numbers to memory in case the information is ever needed in an emergency.
- ❖ Role-playing is a good way to learn. For example, ask your child, "What would you do if you were alone and the doorbell rang?" or "What if we got separated in a grocery store?" Allow your child to act out a reaction, actually going through the motions.

For more family activities, visit www.thesafeside.com/downloads



my Safe Side data

My address _____

My phone _____

Mom's cell phone _____

Dad's cell phone _____

Safe Side Adult 1 _____

Phone _____

Safe Side Adult 2 _____

Phone _____

Safe Side Adult 3 _____

Phone _____

Police _____

Fire _____

Doctor _____

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www.thesafeside.com



Hot Tips for cool kids

from the Stranger Safety movie

Keep your Safe Side Adult close.
If you can see them, they can see you.

Never open the door without your Safe Side Adult.

STOP AND THINK! Don't fall for tricks.

Never talk to Don't Knows Safe Side Adult is with you.

Don't let anyone inside your Safe Side Circle. Run from danger!

Know your three Safe Side Adults.

Never go anywhere, with anyone, unless you ask your Safe Side Adult first.

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El video de Seguridad ante Desconocidos debe devolverse a la escuela el:

Paquete de actividades familiares

Estimados padres y tutores,

Su niño ha pasado la última semana en clase estudiando sobre seguridad personal. Si bien se introdujeron los conceptos básicos, el aprendizaje más importante debe llevarse a cabo en la casa donde los miembros de la familia pueden hablar sobre seguridad y llegar a un acuerdo sobre reglas de seguridad. El paquete de materiales que su niño llevó hoy a casa está diseñado para ayudarlo con esta importante tarea. Los materiales impresos son para dejarlos en la casa, pero el video debe devolverse a la escuela. La Semana de Seguridad de El Lado Seguro concluirá con la entrega de un certificado (Certificate of Achievement), cuando su niño devuelva el video. En El Lado Seguro, constantemente nos preguntan qué pueden hacer las familias para ayudar a sus niños a mantenerse seguros. He aquí un simple plan de tres puntos.

1 Eduque a sus niños. Saber es poder.

- Hemos creado El Lado Seguro para presentar importante información de seguridad a los niños de manera interesante y fácil de recordar. Nos complace que la escuela de su niño haya puesto nuestros materiales a su disposición. Recomendamos lo siguiente:
- ★ Lea la Guía para ver la película en familia en la página de **escenas de la película** antes de ver el video de *Stranger Safety (Seguridad ante Desconocidos)*.
 - ★ Mire el video de *Stranger Safety* con su niño al menos una vez. Deje que sus niños lo vean una y otra vez si así lo desean.
 - ★ Tenga una conversación en familia utilizando las sugerencias de la Guía para ver la película en familia para repasar los temas presentados en el video.
 - ★ Ayúdele a su niño a completar la lista de **información sobre mi lado seguro**, y guárdela en un lugar apropiado.
 - ★ Haga que su niño recorte el mini-póster de los **Súper Consejos**, y péguelos en el refrigerador o la puerta de una habitación.
- En www.thesafeside.com/download se encuentran recursos adicionales para la familia, incluyendo un kit de identificación para el niño que se puede descargar.

2 Conozca su vecindario

Es bueno saber si existen o no potenciales amenazas en el área cercana. Family Watchdog es un servicio en línea gratuito que lleva un seguimiento de las ubicaciones de delincuentes sexuales registrados, utilizando bases de datos disponibles al público. Le recomendamos que visite www.familywatchdog.us para analizar su vecindario.

3 Avale los cambios en las leyes de protección infantil

Después de muchos años de esfuerzo, la Ley de Protección Infantil de Adam Walsh finalmente fue promulgada en julio de 2006, implementando el cumplimiento y penas federales. Muchos estados han implementado la Ley de Jessica y otros estados la están tomando en consideración junto con otras legislaciones de protección. Le incitamos a que apoye dichos esfuerzos escribiéndole a sus representantes y votando por las leyes que protegen a nuestros niños de los depredadores.

Como padres de niños jóvenes, esperamos que nuestro trabajo en El Lado Seguro contribuya a que su familia esté más segura. No hay nada que sea más importante.

John Walsh

Julie Clark





stranger safety

escenas de la película

de la Súper Chica del Lado Seguro.

1. Presentación de la Súper Chica del Lado Seguro.
2. ¿Qué es un Desconocido?
3. Ejemplos de Desconocidos.
4. Súper Consejo: Mantén al Adulto de Tu Lado Seguro cerca.
5. Súper Consejo: ¡No abras la puerta!
6. Súper Consejo: ¡Piensa! Que no te engañen.
7. Súper Consejo: ¿Desconocido? No hables con él.
8. Súper Consejo: Crea tu Círculo de Seguridad.
9. Súper Consejo: Conoce a los Adultos de Tu Lado Seguro.
10. Súper Consejo: No vayas sin pedir permiso.
11. Súper Consejo: Repaso en El Cuartel General del Lado Seguro
12. Un mensaje de John Walsh.
13. Créditos



¿Quiere obtener su propio DVD?

Vea todas las cosas de onda en nuestra tienda en línea.

www.thesafeside.com

inteligente. alerta. seguro.®

Guía para ver el video en familia

El Lado Seguro es diferente a todas las demás compañías que producen videos de seguridad para niños. Nuestro concepto es simple: Hacer que sea divertido de mirar para que los niños lo quieran ver una y otra vez. Sabemos que la repetición es una buena manera de aprender algo y recordarlo.

Cuando vea la película *Stranger Safety* (Seguridad ante Desconocidos), rápidamente descubrirá que fue creada para niños. Verá personajes graciosos y escenas del mundo real que le ayudarán a enseñarle a su niño a permanecer en el "lado seguro" en situaciones potencialmente peligrosas. Debería ver la película al menos una vez en familia, y luego dejar que su niño la mire cuantas veces quiera.

Al mirarla, preste especial atención al vocabulario singular de El Lado Seguro, tal como Adultos de su Lado Seguro, Medio Conocidos y Desconocidos. También verá que la película presenta y desarrolla siete reglas importantes de seguridad, llamadas Súper Consejos. El propósito principal de la película es demostrarles a los niños cómo se deben utilizar los Súper Consejos en una variedad de situaciones familiares y comunes.

Preguntas y actividades de conversación

Creemos que la forma más importante de enseñarle lecciones de seguridad a su niño es a través de la comunicación, conversación y práctica llevadas a cabo frecuente y abiertamente. Luego de ver la película, hay varias preguntas que puede plantear y cosas que puede hacer para asegurarse que no se olvide de la lección. Pruebe con éstas preguntas y formule algunas propias.

- ❖ ¿Qué es un Desconocido?
- ❖ ¿Qué es un Medio Conocido? ¿Puedes nombrar tres Medio Conocidos?
- ❖ Lean cada Súper Consejo del mini-póster juntos. Pídale a su niño que en sus propias palabras explique qué significa el Súper Consejo y que dé un ejemplo de cuándo se podría utilizar. Recorte el mini-póster de los Súper Consejos y colóquelo en un lugar donde su niño pueda verlo. De vez en cuando hágale preguntas.
- ❖ Complete la lista de información sobre mi lado seguro con su niño, seleccionando los tres Adultos de su Lado Seguro y registrando los números telefónicos importantes. Ponga la lista en un lugar fácil de recordar y ayude a su niño a memorizar los números telefónicos por si alguna vez los necesita ante una emergencia.
- ❖ Practicar y representar este tipo de situaciones es también una buena forma de aprender. Por ejemplo, "¿Qué harías si estuvieras sólo y golpearan a la puerta?" "¿Y si nos separáramos en un supermercado?" Deje que su hijo reaccione con gestos y movimientos a alguna de estas situaciones.

Para obtener más actividades, visite www.thesafeside.com/downloads



información sobre mi Lado Seguro

Mi dirección _____

Mi teléfono _____

Teléfono celular de mi mamá _____

Teléfono celular de mi papá _____

Adulto de Tu Lado Seguro 1 _____

Teléfono _____

Adulto de Tu Lado Seguro 2 _____

Teléfono _____

Adulto de Tu Lado Seguro 3 _____

Teléfono _____

Policía _____

Bomberos _____

Doctor _____

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Súper Consejos para niños geniales

de la película Stranger Safety

Siempre ten a la vista al Adulto de Tu Lado Seguro.

Si tu puedes verlo, él puede verte.

Nunca abras la puerta si no estás con un Adulto de Tu Lado Seguro.

Piensa y que no te engañen.

No hables con un adulto que no conozcas a menos que esté contigo el Adulto de Tu Lado Seguro.

No permitas que nadie entre al círculo de Tu Lado Seguro.

¡Huye del peligro!

Conoce bien a los tres Adultos de Tu Lado Seguro.

Nunca vayas a ningún lado con alguien que no conoces sin preguntarle antes al Adulto de Tu Lado Seguro.

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www.thesafeside.com®



Graduation Ceremony: You've been Super Safety-fied!

Objectives:

- ★ Celebrate the completion of The Safe Side Super Safety Week.
- ★ Collect the *Stranger Safety* DVDs from children for future use.

Materials

Your classroom Safe Side display

Refreshments (*optional*)

Teacher dress-up (*optional*): Safe Side T-shirt, cap, and Safe Side Whistle. Visit www.thesafeside.com/schoolstore.

Certificate of Achievement: print one for each child.



Preparation

Plan a culminating activity to celebrate the completion of Super Safety Week. It may be as simple as collecting the DVDs, distributing the Certificates of Achievement, and having refreshments. However, if you wish to have a more elaborate ceremony and/or include parents and guardians, this would also be an appropriate closing for this important safety unit.

Discussion

Family experiences

Hold a brief discussion with children about their experiences at home while viewing the video and discussing it with their families. You may ask questions such as:

- ? **What was your favorite part of the video? Why?**
- ? **Did other people in your family also watch it? What did they think?**
- ? **Did you learn anything new from the video? Tell us about it.**
- ? **When you talked about safety, what kinds of things did you do at home with your family?**
- ? **How many of you filled in the **My Safe Side Data** form?**
(Show the form and explain *data*.)

Graduation Ceremony and activities

Presentation of certificates

Present each child with a Certificate of Achievement and congratulate the class on their accomplishment in completing the program. Tell them that now they know how to stay safer at home, at school, and anywhere they happen to be.

Entertainment

Sing- or Dance-along (*optional*):

- Play the Safe Side Superchick music video while children sing and dance. The music video is accessible from the *Stranger Safety* DVD main menu.
- If your class enjoyed the *Cool Tunes* CD or made up chants or dances, you can ask them to repeat their favorites at the ceremony or perform them for their guests.

Safe Side Skits (*optional*): Provide the box of props that children used when they enacted scenarios to show what they would do in a variety of situations during your Safe Side lessons. Have volunteers choose props, and help them set up a situation. Describe the scene so the children may act it out. Then have them describe the Safe Side Hot Tip and the behavior they followed to stay as safe as possible.

Post-ceremony

Serve refreshments, if desired. Set up an area to play *Stranger Safety* DVD for interested children and guests. Invite children to show guests the Safe Side Display.

Note: To replace missing DVDs, visit www.thesafeside.com/schoolstore



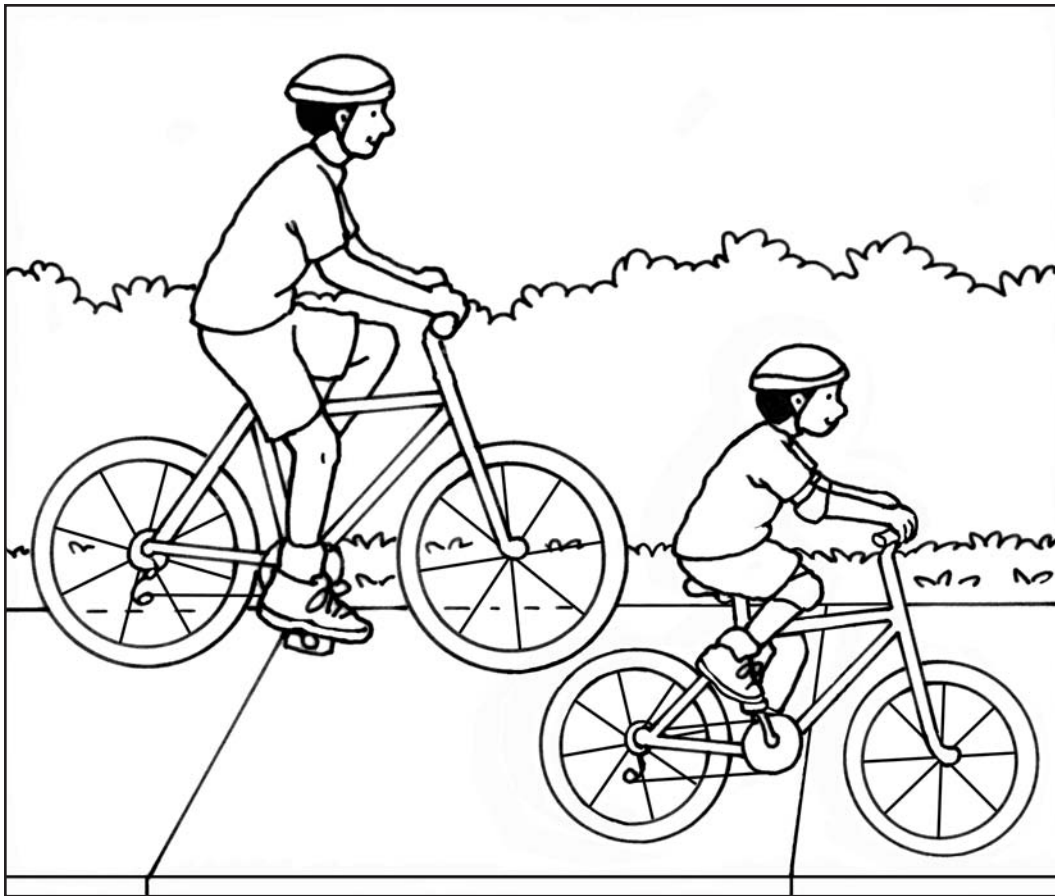
Dear Parents or Guardians,

We hope you and your child enjoyed The Safe Side's *Stranger Safety* program.

If you have not returned the DVD, please send it back to school with your child.

We want to let other students learn how to stay on "The Safe Side", too!

Thank you,





Safe Side Superchick
says



name: _____

is
Super Safety-fied!



Using The Safe Side in fund-raising events

Many schools and PTAs have discovered that products from The Safe Side can be used for effective fund-raisers. We are pleased to support such efforts by making our top-selling products available to school-based groups and organizations at substantial discounts.

Simply go to our online fund-raising store at www.thesafeside.com/fundraising

The Media Library Fund-Raiser

To properly implement The Safe Side's *Stranger Safety* curriculum, a school must purchase the \$99 *Stranger Safety* Media Library. Some schools or PTAs may want to hold an event or mount a campaign specifically designed to raise the funds necessary to purchase the Media Library. We have a program that can help. Just follow these steps.

- ★ Complete an online fund-raising order for a minimum of \$100, plus shipping and handling, using a credit card.
- ★ Check the Media Library Fund-Raiser box at the bottom of the order form.
- ★ We will authorize a \$200 transaction on your credit card (the cost of the fund-raising merchandise + the \$99 Media Library), and ship you both your fund-raising order and a *Stranger Safety* Media Library.
- ★ We will not settle the credit card transaction for 30 days, giving you time to collect the proceeds from your Media Library Fund-Raiser before payment is due.



Using the materials as a take-home program

The Safe Side strongly encourages schools to implement the *Stranger Safety* School Resource Kit by delivering Super Safety Week. However, we recognize that other instructional priorities can make it difficult to commit classroom time for safety instruction. For this reason, a home-study option is outlined below.

This take-home approach is easy to implement:

- ★ The Family Activity Pack in this Lesson Guide includes reproducible print materials for students to take home to their parents or guardians. The Family Activity Pack masters include English and Spanish versions of:
 - Letter to Parents and Guardians
 - Family Viewing Guide and Discussion Questions
 - My Safe Side Data and Hot Tips Mini-Posters
- ★ Reproduce the Family Activity Pack masters in either black-and-white or color, according to your preference, and in English or Spanish, as appropriate for your students.
- ★ Distribute the *Stranger Safety* DVD and the Family Activity Pack to each student. Tell students that they should watch the video with their parents and identify their Safe Side Adults. You also should tell them they can keep the Family Activity Pack, but must bring back the DVD. This information is communicated in the Letter to Parent and Guardians, too. (Note: Schools are granted permission to make VHS copies of the *Stranger Safety* DVD for families that do not own a DVD player. See Appendix 5.)
- ★ When students return the DVD, consider doing one or more of the activities found in the Graduation Ceremony lesson plan. We recommend, at minimum, you distribute the Certificate of Achievement, proclaiming each student has been “Super Safety-fied!”

Child safety is more than a slogan

“Stranger-danger” warnings not effective at keeping kids safer

By Nancy McBride, National Safety Director

National Center for Missing & Exploited Children www.missingkids.com

“Stranger danger” - the phrase is so pervasive in our culture that it has become part of the lexicon. Well-intentioned adults perpetuate this misguided message, and the media often uses it as a slogan. A recent case illustrates how literal children may be when given a specific message. The child in this case may have evaded his rescuers, because he had been taught “not to talk to strangers.”

This case and many others clearly illustrate how literal children may be when given a specific message. That’s why the National Center for Missing & Exploited Children (NCMEC) has never supported the “stranger-danger” message, especially because experience has shown us that most children are actually taken by someone they know or are familiar with. So what does “stranger danger” really mean, and do children benefit from an outdated and incomplete message? Here’s what we have learned about the “stranger-danger” concept

- ✦ Children don’t get it.
- ✦ Adults don’t practice it.
- ✦ It doesn’t go far enough in protecting children from potential danger.

When questioned, children will often describe a “stranger” as someone who is “ugly or mean.” They don’t perceive nice-looking or friendly people as “strangers.” And if someone talks to a child or is even around a child more than once, that person loses his or her “stranger” status. The child then thinks he or she “knows” the person. Children also want to be helpful, thrive on adult approval, and respond to adult authority. So, if someone with ill intent asks them to perform a task or tells them something has happened to a loved one, chances are good the child can be tricked.

The “stranger-danger” message becomes even more confusing for children since they can’t tell by looking at someone whether or not the person is “good” or “bad.” Wouldn’t it be great if we could point out the “bad” people to our children and be done with it? Whether it’s in a grocery store or at a baseball game, adults break the rule of “don’t talk to strangers” all the time. But adults have the benefit of experience, judgment, and decision-making skills; children do not. And sometimes adults are wrong. So, if we can’t identify “bad” people, we certainly can’t expect our children to.

Today, kids need to be empowered with positive messages and safety skills that will build their self esteem and self confidence while helping to keep them safer. Kids don’t need to be told the world is a scary place. They watch the news, hear adults talking, and may even experience violence firsthand. Rather, they need to know their parent, guardian, or another trusted adult is there for them if they are in trouble; and most adults they encounter in their lives are basically good people.

When we tell children to “never talk to strangers,” we have effectively eliminated a key source of help for them if they are in trouble. If they’re lost, they may be surrounded by many “strangers” who could conceivably help them if they would only ask. Since we know parents and guardians can’t be with their children every second of the day, we need to give children “safety nets” of people they can go to if they need help. Those individuals may include uniformed law-enforcement or security officers; a store salesperson with

a nametag; the person in an information booth at a mall or other public venue; or a mother with children. In specific situations such as being lost outside, the safety messages need to be tailored to those circumstances.

- ✦ A child should never wander away from where they first became lost. If they stay put, chances are better that they will be found more quickly.
- ✦ If the child gets lost in conditions like a thunderstorm or near an overflowing riverbank, then the child needs to go to the nearest safe spot and wait for rescuers.
- ✦ Children should make noise either by yelling, blowing a whistle, or just attracting attention. This will help in bringing someone to their rescue.

Parents and guardians can make child safety part of a child's everyday life in a non-threatening way by practicing some of these skills. Whether it's checking first with a trusted adult, taking a friend, or avoiding and getting out of dangerous situations, there are easy "what if" scenarios to practice with your children to make sure they "get it." Make outings to a mall or park an opportunity to reinforce these skills. That way they won't have to wonder what to do if lost or in danger. Do this on a regular basis to make sure it becomes second nature. At the same time reassure them you are there for them, and remind them there are other people who can help.

NCMEC believes the time is now for our society to retire the "stranger-danger" message; realize child safety is much more important than a slogan; and make sure we are arming our children with relevant, age-appropriate messages that will empower them. Remember, there is nothing on earth that beats our parental, guardian, and caregiver supervision and attention in helping to keep our children safer.

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Music extensions

A component of the **Media Library** is the *Cool Tunes* music CD. The chart below correlates Super Safety Week lessons and songs on the *Cool Tunes* music CD.

Lesson title	Lesson topic	<i>Cool Tunes</i> songs
1. Safe Side Adults	Identifying trusted adults	<i>Always There</i> (Track 9; 3:54) <i>Safe Side Close</i> (Track 7; 3:30)
2. The Safe Side Circle	Personal space; safe places to play	<i>Safe Side Circle</i> (Track 1, 3:32)
3. Don't Knows & Kinda Knows	Identifying unknown teens and adults	<i>Don't Know, Don't Talk</i> (Track 4; 2:59) <i>I Don't Know You</i> (Track 3; 3:42) <i>Don't Go</i> (Track 6; 3:36)
4. Don't Fall for Tricks!	Refusal skills	<i>Tricks</i> (Track 5; 2:58) <i>The Door</i> (Track 8; 3:13)
5. Staying on The Safe Side	Review	<i>Superhero</i> (Track 2; 3:04) <i>Ride of our Lives</i> (Track 10; 2:55)

The following pages feature a *Cool Tunes Songbook*, the pages of which can be used for class sing-alongs.



cool tunes songbook

Track 1



Safe Side Circle

Everybody make a Safe Side Circle
Make it wide make it wide then you slide to
the middle

Anybody comes in and they're not a friend
Run away run away then you do it again

It's a boundary that you can't see
It's a real imagination
It's a way to know who gets too close
It's a kind of observation

When you're in a place with faces you don't
know

You can make a space that's all your own
Yeah, Yeah

Chorus

Everybody make a Safe Side Circle
Make it wide make it wide then you slide to
the middle

Anybody comes in and they're not a friend
Run away run away then you do it again

Everybody make a Safe Side Circle
Make it wide make it wide then you slide to
the middle

Anybody comes in and they're not a friend
Run away run away then you do it again

Like a danger sign shouts "Keep Away!"
Or a siren says "There's trouble!"
If someone breaks your circle space
You break out on the double

And the way to make an A on the lesson
Is to run to the side of your Safe Side
person, Yeah

Repeat chorus

Circle, circle, Safe Side circle
Make it cherry red or crazy purple
Twenty feet wide with you inside
Keep those you don't know on the outside!
Come on now,

Repeat chorus

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Don't let anyone inside your Safe Side Circle. Run from danger!



cool tunes songbook

Track 2



Superhero

Everyday and every hour
I know how to use my power
Like a million watt cell tower
I know how to use my power

I got the power to protect myself
I got the power in my head
I got the right to expect your respect
Or to say goodbye instead

I got authority to tell you "no"
And the law is on my side
I got the people who serve and protect
Oh you bet I know my rights

Chorus

Oh I might not be a superhero
But I'm super all the same
I'm the star of my own story
MVP of my own game
So look out Superman
Cause I know how to use my brain
Oh I might not be a superhero
But I'm super all the same

Like a million watt cell tower
I know how to use my power

Well I'm reaching for the starry sky
But my feet are on the ground
I'm not afraid, but I'm not a fool
I'm not gonna stick around

I've got the confidence to be myself
In my house or on the street
But I'm smart enough to run away
If you're giving me the creeps

Repeat chorus

Every day and every hour
I know how to use my power
Like a million watt cell tower
I know how to use my power
Like a red hot chili powder
I know how to use my power
Every day and every hour
I know how to use my power

Repeat chorus

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Never go anywhere, with anyone, unless you ask your Safe Side Adult first.



cool tunes songbook

Track 3



I Don't Know You

I'm not gonna talk to ya, whisper to ya, walk
with ya
I'm not gonna take your hand
I'm not gonna stroll with ya, listen to ya, go
with ya
You should really understand

Cause I'm just a kid who plays by all the
rules
And I don't mean to be rude, but

Chorus

I don't know you
You don't know me
And I know better than to
Ever believe
Words that you say
No matter how sweet
When I don't know you
And you don't really know me

I'm not gonna side with ya, smile or take a
ride with ya
I'm not gonna be your friend
I'm not gonna dance with ya, laugh or take a
chance with ya
I don't mean to offend

Cause I've seen you around, and I know your
name
But it doesn't mean that you're safe, when

Repeat chorus

The people that I trust
Are my family
And friends I've known long enough
To have a rock solid history
But I don't know you well enough
To trust you with that kind of trust, (no)

Repeat chorus

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Never go anywhere, with anyone, unless you ask your Safe Side Adult first.



cool tunes songbook

Track 4



Don't Know, Don't Talk

Chorus

Don't know, don't talk
If you don't know 'em, then you gotta walk
Well you gotta, gotta, gotta keep your head
on straight
If you go along, it could be too late

Now it ain't rude, or impolite
To tell someone you don't know it's not
alright
To talk with you, but they just might
So just get away and you're on The Safe
Side

Repeat chorus

When you're with a friend or by yourself
And a Don't Know you don't know wants
some help
Just let your Hot Tips be your guide
And tell 'em you're walking on The Safe
Side

Repeat chorus

People come and people go
But there are only a few that you really know
They're tried and true, they're true and tried
And they're the ones who are on your Safe
Side

Repeat chorus

And you may know someone from
somewhere
A friend of a friend, or somebody who seems
to care
But only put your faith in the few
Who you know, who you love, who you know
you can trust to
Be there for you

Repeat chorus

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Never talk to Don't Knows unless your Safe Side Adult is with you.



cool tunes songbook

Track 5



Tricks

I'm not gonna fall for all your tricks,
no, no, no
I'm gonna stop and think because I'm just
that kinda kid
Candy coat to coax and sway me, trick me
or manipulate me
I'm gonna leave you standing like a brick
'Cause I'm too smart for this

Chorus

I'm not gonna fall for all your tricks
The only game I play
Is called keep away
You could be the King or Queen of Slick
But I am so aware
I'll always be aware
Yes I am so aware ... aware of tricks

Sometimes tricky people try to get you by
yourself
But Grown-ups you don't know should
never ask a kid for help

I'm not gonna find your puppy, take your
bags or taste your cookies
I'm gonna tell my Safe Side what you tried
Cause I'm too smart for lies

Repeat chorus

You might be smooth
As a triple flip
But you're wasting your time
I don't fall for tricks
You might be cool
You might think you're hip
But you're wasting your time
I'm too smart for this

Repeat chorus

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STOP AND THINK! Don't fall for tricks.



cool tunes songbook

Track 6



Don't Go

Going to the mall
Or going to a ball game
When you're in a crowd, It gets kinda loud
It's a little insane

So before you leave
Or before you need to go
You need to always remember
To let your Safe Side know

Chorus

Don't go without asking
You gotta ask someone you trust
You gotta let somebody know
Don't go without asking
You gotta ask someone you trust
You gotta think before you go
Don't go

Walking to the store
Friends are at the door now
Did your Safe Side say... that it's okay?
Every time you go out

What if you need help?
Or if you might be late
If you ask them first, you'll avoid the worst
And stay on the side that's safe

Repeat chorus

Any time of the day or night
You gotta tell 'em where you are
Don't go out without asking them
'Cause you gotta be smart
Even if it might take
An extra minute or two
Ask for their permission
'Cause they care about you

Repeat chorus

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Never go anywhere, with anyone, unless you ask your Safe Side Adult first.



cool tunes songbook

Track 7



Safe Side Close

You know I got moves to hold my own on
the court
Take anyone down cause I play every sport
Choose the field, change the rules, stack
the teams, take the most
Remember I don't touch the ball
Without my Safe Side close
Without my Safe Side close

Wouldn't go to the park if it was after dark
And I wouldn't pet a dog just because it
doesn't bark
Wouldn't do it, wouldn't choose it,
wouldn't see it, wouldn't be it
'Cause no matter the cause, I'm gonna
press the pause
Unless my Safe Side's close

Chorus

Close enough for my Safe Side to see
Close enough to see anywhere I'll be
Close enough to make things all right,
Close defined: I'm in my Safe Side's sight
Let's step to the right
Little slide to the left
You can dip it to the east
Or drop it to the west
Make a turn and a spin
In a safe direction
One, two, three, four

Jump to the front
Right back in reverse
You know what to do
It's all been rehearsed
Keep your eye on the show, you know
where to go
Come on, come on and
Keep your Safe Side close

Now, don't tell me to walk alone down the
street
'Cause ya heard the word there's a sweet
place to meet
A man around the corner says the candy
is free,
Uh uhh, 'cause I ain't gonna be
Scooby's next mystery, that ain't me
Scooby Doo's next mystery

Listen, I'm gonna be hesitant, even if
you're president
Throw ya a vote, sure, but I must say no
If you ask me to go, anywhere, ya know
Without my Safe Side close
Without my Safe Side close

Repeat chorus

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Keep your Safe Side Adult close. If you can see them, they can see you.



cool tunes songbook

Track 8



The Door

Who's that?
Who could it be at the door?
A Don't Know
Or someone you know from next door

Maybe they want you to come out and play
Or help find their puppy that just ran away
Or say that they need you in a really bad
way
Whatever they say, you know The Safe Side
rule

Chorus

Don't open the door
Don't open the door
Just stay where you are
Tell the one that you trust
Don't open the door
Not even a peek
No matter what for
Don't open the door

What's that?
Suddenly you hear the sound
Think fast
'Cause no one but you is around

Remember that even if someone might say
They need you to open the door right away
Even if they say "Emergency"
Always remember The Safe Side rule!

Repeat chorus

Sometimes you'll see a familiar face
Someone who's been over a bunch to
your place
But if they are not on your Safe Side list
It's best to ignore, leave them waiting at
the door

Repeat chorus

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Never open the door without your Safe Side Adult.



cool tunes songbook

Track 9



Always There

You know who loves you
You know who plays it safe
You know who you trust in
Any time, any place

You know who knows you
You know who's got your back
You know who to call on
When you need them fast

Chorus

They're always there
Standing by
Always with you
On The Safe Side
They always care
And want what's right
Always beside you
On The Safe Side

So many faces
You hear people talk
Somebody might say "Can you help me?" or
"Lets take a walk"
But you know much better
You know what to do
You know who to run to
Let them take care of you

Repeat chorus

You know the people
Who will be there for you
Just ask for their help
And they'll know what to do

Repeat chorus

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Know your three Safe Side Adults.



cool tunes songbook

Track 10



Ride of Our Lives

It's about thinking ahead
It's about watching your back
I know you can change your world,
'cause you're
Keeping it all on track

It's about playing it smart
Opening both your eyes
I know you can make it happen
'Cause you're learning wrong from right

Chorus

Come and go with me
Let's take a ride
We'll go riding on The Safe Side
It's the future shining bright
Let's go riding on The Safe Side

It's about taking charge
It's about using your brain
Watching out for your friends, now
And keeping your head in the game

It's about playing it safe
It's about getting a plan
It's about having heroes
'Cause they help you to take a stand

Repeat chorus

Cause we can be anything
We dream that we can be
And there we can become
The things that we believe
They're the things that we believe

It's about thinking ahead
It's about watching your back
I know you can change your world,
'cause you're
Keeping it all on track

Come and go with me
Let's take a ride
We'll go riding on The Safe Side
It's the future shining bright
Take the wheel ...
Let's go on the ride of our lives!

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