

BLOCK PARENT PROGRAM OF CANADA INC.

“DANGER HAS MANY FACES”

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Dear Educators or Block Parent Volunteer,

The Block Parent Program of Canada Inc. is proud to present our new education program for elementary students, "*Danger Has Many Faces*". This project represents two to three years of work by the Board of Directors, staff and members of the Program. We would like to take this opportunity to extend our thanks to the Royal Canadian Legion Youth Committee for supplying the initial funding which brought the project to this point.

Both the draft lesson plans and the posters have been sent to provincial and territorial Education Ministries. Valuable feedback was received, considered and, in most cases, included.

Some of the comments received to date have been included for your reference. These have been very encouraging and we hope you will be as excited about the project as we are, once you have had the opportunity to conduct or observe a presentation to students.

The program has been designed to be taught by either a Block Parent volunteer or by the teacher, depending on the decision made between the local Block Parent committee and their respective school board. Follow-up and reinforcement is a crucial component of an effective presentation and in most cases this will become the responsibility of the teacher.

To assist you in your presentation, a set of 4 posters, depicting images of strangers, have been designed and printed. These can be obtained for a nominal fee of \$3.00/set to cover the cost of production and handling. If you would like to order a set, please contact the national office.

Evaluation sheets have been included which we request be completed within two to three weeks of the presentation and submitted to BPPCI. It is expected that this program will continue to evolve and change, as required, on the basis of input received following presentations. We look forward to hearing from you after your presentation.

Our hope is that this education tool will become an asset to you in your efforts to teach students about the possible dangers of anyone they do not know well. It is our belief that "*education is the first step to safety*". A well prepared child will make educated decisions in emergency situations, rather than acting out of fear and/or emotion.

If you have any questions or concerns regarding this project, please address them to our office.

Yours truly,
BLOCK PARENT PROGRAM OF CANADA INC.

Linda Patterson
President

TEACHING GUIDE

Note: These lesson plans have been prepared so that they can be taught by a Block Parent volunteer or teacher. Teaching tips have been inserted for your assistance and are only offered as suggestions.

POSTERS: The accompanying posters have been designed and printed to assist the presenter in making students aware that any individual may pose a danger to them and this cannot be determined by an outside appearance. The posters can be purchased from the national office at a nominal fee of \$3.00/set to cover the production cost and handling.

REFERENCE TO RACIAL AND CULTURAL DIFFERENCES: These have been omitted from each of the lesson plans as it was felt that this was unnecessary. We have thoroughly covered the differences of appearances and, therefore, these specific references were redundant.

CIRCLE OF SAFETY: This may be a new idea for students, but it was felt that they could only benefit by developing this concept. How effectively the students do this will depend entirely on the capability of the presenter. If you do not feel comfortable with this concept you can use other appropriate demonstrations of safe distances.

SUGGESTED ACTIVITIES; These have been presented to assist the presenter in preparing the children for this program or as a follow-up and reinforcement following the presentation. BPPCI would welcome other suggested activities you think would be appropriate for the students involved.

FOLLOW-UP AND REINFORCEMENT; This is essential for the effectiveness of the program. Students must think about personal safety on an ongoing basis. This can most effectively be done by parents. However, through the presentation of this program and through proper reinforcement, we feel each child will be better prepared to handle a situation involving this particular danger.

“Education is the first step to safety!”

“DANGER HAS MANY FACES”

LESSON PLAN: KINDERGARTEN & GRADE 1

Please use the posters provided to enhance the lesson whenever appropriate. Give each child a white paper plate prior to beginning the lesson and ask them to draw a picture of a stranger. Use the results to begin discussion on “strangers”.

Introduction:

Question - “Who is a stranger?”

Question - “Do you know my name, where I live or have you seen me before?” (*Then what am I?*)

Block Parent volunteers may show the Block Parent sign and explain why they are a “safe stranger”.

Who is a stranger?

Any person you don’t know

What does a stranger look like? (*use posters to reinforce*)

- may be male or female
- may be young or old
- may be pleasant looking or scary (*some definition may be required here*)

How can you tell the difference between “good people” and “bad people”?

You can’t. Most people are good, but be careful around anyone you don’t know.

Good People are:

- any person introduced to you by your parents
- police officers
- fire fighters
- teachers
- crossing guards
- Block Parents - because they are checked by the police before they receive their sign

People in general, including people you already know, may make you feel sad or unhappy and you should tell someone you trust, preferably an adult, if someone causes you to feel this way.

Why is it important to know about strangers?

Some strangers may want to harm you and you must learn to protect yourself

Ways in which you may be approached by a stranger.

- being asked for directions (adults do not need to ask children for directions)

- being asked to look for or at pets
- being told they were sent by your parents to help you
i.e. *“Something happened to your mom and she sent me to get you.”*
- being offered a ride
- being offered candy or other treats
- being offered the use of their cell phone or video game

Suggest some role playing here or “What if” game.

What should you do when approached by a stranger?

- **Stay away** - keep a safe distance between you and a stranger – a least 3 arms lengths - yours, his/hers and one other.

Discuss “Circle of Safety” – larger for smaller or physically challenged children. sufficient distance for children to be able to respond and move away if someone tries to grab them.

- do not stay and talk or listen to what they have to say
- if a stranger speaks to you or asks you a question and if you feel frightened, yell “NO” and run away
- if a stranger is following you in a car, run in the opposite direction to the way the car is facing

How to make yourself safer.

- always tell your parents where you are going
- play or travel in a group whenever you can
- play or travel in areas where there are lots of people and activity
 - ◆ avoid vacant lots, back alleys, deserted houses, construction sites, etc.
- never get into a stranger’s car or vehicle
- never accept candy or anything else from a stranger
- get to know the safe places in your community , i.e. Block Parent homes and businesses, schools, fire stations, police stations, libraries, doctors offices, stores, restaurants, etc; anywhere there is more than one person and a telephone
- know your
 - ◆ name
 - ◆ address
 - ◆ telephone number, including area code
- how to use a pay phone and make a collect call
- how and when to dial 911 or 0 (operator)
(teacher to use discretion depending on what telephone service is available in the area)
- talk to your parents about picking a secret code or password

What should you do if anyone scares or hurts you?

As soon as possible, tell a trusted person, preferably an adult, all you can about what happened. The more that you can remember, the better.

Classroom ideas:

- *Alphabetize the safe and dangerous locations in your community, i.e.*
 - A for alley*
 - B for Block Parent*
 - C for cross walk*
 - D for dangerous dog, etc.*
- *Count the safe and dangerous locations.*
- *Teachers may want to conduct a community walk with parent's assistance.*

Home activity suggestion:

- *Walk around your community with parent(s) to identify safe and dangerous places and discuss safe routes to and from school. Return to school prepared for further discussion.*
- *Urge parents to not put child's name on the outside of clothing or belongings.*

“DANGER HAS MANY FACES”

LESSON PLAN: GRADES 2 to 4

- Give students a white pie plate and ask them to draw a picture of a stranger.
- Use the results to begin discussion about “strangers”.
- Suggest a discussion on how to talk to strangers if they are approached when alone or with a friend or friends.
 - reinforce the idea that a child may approach an adult for assistance and this would not be the same as an adult approaching a child.
- Use the posters provided to emphasize the lesson whenever applicable.

Who is a stranger?

Anyone you don't know

What determines “knowing” someone.

- *How many times you have met them*
- *Who introduced them to you*
- *Do you know their name(s)*
- *Do you know where they live*
- *Have they been to your home, etc.*

Block Parent volunteers may show the BP sign and explain why they are a “safe” stranger.

What does a stranger look like?

- may be male or female
- may be any age
- may be nice looking or scary
- may be well dressed or shabby
- may act kind/friendly or threatening

Use the posters provided and some additional clarification may be required.

How can you tell the difference between “good people” and “bad people”?

You can't. Most people are good people, but be careful around anyone you don't know.
learn and follow the rules for dealing with strangers

Good People are:

- any person introduced to you by your parents, including relatives, parent's friends and colleagues
- police officers
- fire fighters
- teachers
- crossing guards
- Block Parents - because they have been checked by police before they are given their sign and want to help if you are in trouble

Bad People are:

- any person you may already know who is acting in a manner that makes you feel strange or uncomfortable
- any person who tries to convince you that they are your friend, a friend of your parents or someone in authority

Why is it important to know about strangers?

- Some strangers may want to harm you. You must be aware and prepared to protect yourself if necessary.
- You must learn how to talk to strangers

Ways in which you may be approached?

- being asked directions (remember adults don't need to ask children for directions)
- being asked to help look for or at pets
- being offered a ride
- being offered candy, a reward or any other treat
- being told that they were sent by their parents, i.e. "Your mother has been delayed and asked me to pick you up."
- being offered the use of a cell phone or video game

Suggest some role playing here. Focus on strangers encouraging you to go with them.

What should you do when approached by a stranger?

- never get close to a stranger - keep at least three arms lengths away - yours, the stranger's and at least one other.

*Discuss "Circle of Safety" – larger for small or physically challenged children.
Sufficient distance for children to be able to respond and move away if someone tries to grab them.*

- do not stay and talk or listen to what they have to say. If a stranger persists in trying to talk to you, say "NO" loudly and like you mean it, then run to a safe location and tell an adult what happened
- if they follow you in a car - run in the opposite direction to the way the car is moving or facing
- if a stranger tries to grab you, do anything you can to get away, i.e. turn, twist, drop to the ground and yell "You're not my mommy/daddy." or "This person is trying to take me away." "Help!" is not good enough.
- remember that strangers may lie or try to trick you

How to make yourself safer.

- play or walk/travel in a group, whenever you can
- don't talk to strangers, even if you are in a group
- walk confidently and stay alert to any danger
- play or travel in areas where there are lots of other people and activity
 - ◆ avoid vacant lots, back alleys, deserted houses, construction sites, etc.
- never get into a car with someone you don't know, even if;
 - ◆ they know your name
 - ◆ they say your parents sent them
- select a safety password that only you and your parents know. (Should anyone else discover your password, change it immediately.)
- never take anything from a stranger
- get to know the safe places in your community, i.e. Block Parent homes or businesses, schools, fire stations, police stations, libraries, doctors offices, stores, restaurants, etc.
- know your
 - ◆ name, address and telephone number, including area code
 - ◆ mom's and/or dad's telephone number at work and name of the company they work for
- know how to use a pay phone, make a collect call and dial 911 or **O** (operator)
(teacher to use discretion here depending on what telephone services are available in your area.)
- before leaving home let your parents know
 - ◆ where you are going
 - ◆ the route you intend to travel
 - ◆ when you expect to returnRemember to notify your parents if you change your plans.
- do not allow any stranger to take your photograph
- never go into anyone's home without your parent's permission
- do not keep secrets that are bad, especially, if a stranger tells you to do so

If you are home alone -

- follow all instructions and rules given by parents
- keep doors and windows locked securely
- do not answer the door, but do indicate to the caller that someone is home (by saying "We can't answer the door just now." or by turning radio or TV on and off loudly enough to be heard outside.) Tell them to leave a business card or message in the mailbox.
- when answering the telephone
 - ◆ do not talk at length
 - ◆ tell them your parents are busy and take a message
 - ◆ do not give them any other information
- make sure you have a list of telephone numbers by the telephone which includes:
 - ◆ parent's telephone numbers at work and name of company
 - ◆ telephone number of trusted neighbour or relative
 - ◆ emergency telephone numbers - 911, police, fire, ambulance
 - ◆ your address, which you might forget if you are very scared or upset
- call an approved adult if anything happens which frightens or upsets you in any way

What should you do if a stranger scares or hurts you?

- as soon as possible, tell a trusted adult what happened. Parents are the best choice, but could be a teacher, good friend, coach, Kids Help Phone, etc.
- try to train yourself to remember details about description of person, vehicle, location, etc.

Suggested follow-up:

- *Play memory games This is great training for remembering details.*
 - *flash a licence plate*
 - *flash photos of stranger*
- *Give students a map of the community and ask them to indicate dangerous and safe locations and safe routes to and from school.*

“DANGER HAS MANY FACES”

LESSON PLAN: Grades 5 to 7

Who is a stranger?

- anyone you don't know
- anyone you may have met before, but don't know very well
- anyone you think you know very well, but who is acting or behaving strangely

What does a stranger look like?

- may be male or female
- may be any age
- may be nice looking or scary
- may be well dressed or shabby
- may act kind/friendly or threatening

Use poster here and some additional explanation or discussion may be required.

How can you tell the difference between “good person” and “bad person”?

You can't, therefore you must:

- treat everyone the same
- beware of what they want you to do and how that makes you feel. Trust your feelings and use common sense.
- keep in mind that some individuals you think you know well, may not always act as they should towards you.

Good people are:

- any person introduced to you by your parents
- police officers
- fire fighters
- teachers
- crossing guards
- team coaches
- Block Parents - because they are security screened by police before they are given their sign

Bad people are:

- any person you may already know that is acting in a manner that makes you feel strange or uncomfortable. Trust your feelings and use common sense
- any stranger who tries to convince you that they are your friend, a friend of your parents or someone in authority

Why is it important to know about bad people?

It is sad to know that it may not just be a stranger who can be a threat to your safety. An unfamiliar bad person, or even someone you know, may want to harm you, or someone close to you, in some manner. You must be aware and prepared to protect yourself, if necessary.

Ways in which you may be approached:

- being asked directions (remember adults do not need to ask children for directions)
- being asked to look at or for pets
- being offered a ride
- being offered candy, rewards, money, treats, opportunities, drugs, alcohol, cigarettes, etc.
- being told that your parents sent them to pick you up
- pretending to be someone they're not, i.e. parent's friend
- being offered the use of a cell phone, video games or the Internet
- being offered a ride on a scooter or motorcycle

What should you do when approached by a stranger?

- Keep a safe distance away from any stranger so they cannot reach out and grab you.

Discuss "Circle of Safety" – circle larger for smaller or physically challenged children. Sufficient distance for children to be able to respond and move away if someone tries to grab them.

- respond politely, but with caution
- do not stay and talk or listen. If the person persists in trying to speak to you shout "NO", like you mean it and then run to a safe location and tell an adult what happened, as soon as possible.
- if they follow you in a vehicle - run in the opposite direction to the way the car is facing/traveling
- if a stranger tries to grab you, do anything you have to get away, i.e. twist, drop to the ground, kick and yell - "You're not my mom/dad!" or "This person is trying to take me away!" "Help!" is not good enough to get people's attention.
- any touch is wrong if it makes you feel scared, angry, hurt, sad, upset or confused
- remember that strangers may lie or try to trick you
- if you feel strange or uncomfortable in a place or situation - leave!

How to make yourself safer.

- play or walk/travel in a group whenever possible. Be cautious of strangers, even if you are in a group.
- walk confidently, be aware of what is going on around you and stay alert for danger
- play or travel in areas which are well lit and where there are lots of other people and activity
 - ◆ avoid vacant lots, back alleys, deserted houses, construction sites, etc.
- never get into a car with someone you don't know, even if
 - ◆ they know your name
 - ◆ say they have been sent by your parents
- never hitch hike
- select a safety password that only you and your parents know. Should anyone else discover your password, change it immediately.
- never take anything from a stranger

- know the safe places in your community and where someone should be available, i.e. Block Parent homes, schools, fire stations, police stations, libraries, doctors offices, medical clinics, stores, restaurants, etc.
- know your
 - ◆ name, address, telephone number, including area code
 - ◆ mom's and/or dad's telephone numbers at work and name of company
- know how to use a pay phone, make a collect call and dial 911, if available, or O (operator)
- before leaving home, let your parents know
 - ◆ where you are going
 - ◆ the route you intend to travel
 - ◆ when you expect to return
 Remember to notify your parents if you change your plans.
- do not allow any stranger to take your photograph
- do not tell anyone your name or where you live
- never go into anyone's home without your parent's permission
- train yourself to remember important details -
 - ◆ about the person - height, weight, age, clothing, special features, i.e. scars, tattoos, birthmarks, missing limbs or fingers, etc.
 - ◆ about the vehicle - licence number, colour, make, special features, i.e. dents, scratches, fancy ornaments, etc.
- do not keep secrets that are bad, especially if a someone tells you to do so. Tell someone you trust, preferably an adult.

If you are going home or are at home alone:

- never enter the house if anything appears to be wrong. i.e. dog barking, door open, alarm sounding, etc.
- follow all instructions and rules of parents
- keep doors and windows locked securely
- do not answer the door, but indicate to the caller that someone is home (by yelling "We cannot answer the door just now." or by turning the radio or TV on and off, loudly enough to be heard outside)
- do not talk to an unknown person on the telephone
 - ◆ tell them your parents are busy and take a message
 - ◆ do not give them any information
- make sure you have a list of telephone numbers by the telephone which includes:
 - ◆ parent's telephone numbers at work or where they are
 - ◆ telephone number of a trusted neighbour or relative
 - ◆ emergency telephone numbers - 911, police, fire, ambulance (know when to use the appropriate number)
 - ◆ your address, which you might forget if you are really scared or upset
- set up a message centre and use it
- call an approved adult if anything happens which frightens or upsets you

What should you do if a stranger scares or upsets you?

- as soon as possible, tell a trusted adult what happened. Parents are the best choice, but could be a teacher, coach, good friend, Kids Help Phone, etc.
- remember as many details as possible about the person, vehicle, location, etc.
- if a friend tells you about an incident:
 - ◆ encourage them to tell their parents or another adult
 - ◆ support them by staying with them & showing that you care about what happened to them
 - ◆ if they won't tell anyone, tell your parents or an adult
 - you will be helping them by saving them from possible further danger
 - you could be protecting another person by helping to prevent a similar incident happening to someone else

Rules for meeting people on the internet:

- never give anyone personal information about yourself, i.e. telephone number, age, address, school, etc.
- be sure to inform your parents if anyone asks you for such information
- never arrange to meet someone you have met over the internet, unless your parents are aware of and involved in the meeting

Follow-up:

- *Suggest some additional skits or role playing one to two weeks after the program*
- *Suggest this could be the theme for a composition or poster. Posters could then be displayed around the school to benefit all students.*

GENERAL COMMENTS RECEIVED

Yukon:

Elaine Mulholland, Resource Services Teacher – Librarian Yukon Education

“The lesson plans are concise and should bring forth valuable discussion with students about safety. It is important to review and expand on this topic at the next grade level and the lesson plans include this.”

Nova Scotia:

Lloyd B. Gillis, Deputy Minister of Education and Culture Government of Nova Scotia

“We really applaud you investing time and effort in producing resources that will support teachers in their task of educating children on safety.”

Manitoba:

John D. Carlyle, Deputy Minister of Education Government of Manitoba

“There are many excellent suggestions and strategies that will be useful to teachers, parents, and others who have responsibility for the safety and welfare of children. The content of the lesson plans will complement sections of Manitoba’s new physical education/health education curriculum that deals with personal safety.”

“As mentioned in previous correspondence, a balanced presentation is essential. While we want children to be aware of potential danger, we do not want to destroy their basic trust in humanity and make them overly suspicious of anyone who is unknown to them. As well, the materials need to deal with the possibility that even someone “introduced to you by your parents” could be a threat to children’s safety.”

Alberta:

Barb Milne, Program Manager, Curriculum Standards Branch Alberta Education

“We appreciate the efforts of the Block Parent Program of Canada in providing materials to assist teachers, police officers, and volunteers. This valuable contribution supports the personal safety component for the Health Program for elementary students.”

DANGER HAS MANY FACES’
PROGRAM EVALUATION FORM

(copy to be completed by teacher and presenter)

Date of presentation: _____ Number of students present: _____

School: _____

School Address: _____

Teacher: _____ Presenter: _____

How effective do you think the program was for the students? _____

Was the program well presented? _____

Was follow-up and reinforcement done within two weeks following the presentation?

How was this done? _____

If so, what did this reveal about the effectiveness of the program? _____

Your comments and suggestions would be appreciated. _____

Form

completed by: _____ Teacher Block Parent Volunteer

We would appreciate the following information being included:

Address: _____

Phone No: _____

*We thank you for your assistance.
Please mail or fax your form to the
national office at:*

**50 Dunlop Street East, Lower Level
Barrie, ON L4M 6J9**

Fax: (705) 792-4245