

MADE IN HIS IMAGE



Safe Environment Curriculum
Grade 4

Diocese of Steubenville

MADE IN HIS IMAGE

A SAFE ENVIRONMENT CURRICULUM

INTRODUCTION AND OVERVIEW

MADE IN HIS IMAGE is focused on the fundamental belief that **each person is made in the Image of God and therefore deserves to be respected**. The curriculum is rooted in a Catholic understanding of the human person (including human sexuality) as taught by the Magisterium. Educators using these materials must form themselves according to the principles taught by the Church.¹

MADE IN HIS IMAGE proceeds from the conviction that **parents are key to the safety of children and youth**. When children are younger, parents are called to take on a very active role in providing a safe environment for their children, in discerning risks involved in any given situation or relationship, and in assisting their children in discerning the various challenges they are presented with as they grow and develop. As children mature and proceed into adolescents the role of parents, although different, is still essential. While attempting to offer insights and information to adolescents, MADE IN HIS IMAGE also seeks to promote the sacred relationship between parents and their children, encouraging both parents and children to develop, maintain and deepen communication between them. MADE IN HIS IMAGE is intended to **supplement** the education provided by parents, and to **assist** parents in their task of educating and protecting the children entrusted to their care.

MADE IN HIS IMAGE follows a set pattern and strategy:

1. Information for Parents

Each lesson is preceded by a letter sent home to the parents.² Intending to respect their role as ***primary educators and protectors of their children***, this letter informs parents about the topics being addressed, providing the scope of the content covered, and offering them the opportunity to withhold their children from this instruction if they so wish. Explaining that classroom activities are only intended to serve as a supplement to the primary education in this area that takes place at home,³ the letter also serves as an invitation to parents to embrace their role as primary educators and protectors of their children by providing additional information and resources that they can use to ***instruct*** their children, and ***engage them in dialogue*** in this delicate area.

¹ See *Guiding Principles from Church Documents for Addressing Sexuality and Sexual Abuse* from the Diocese of Steubenville Safe Environment Program.

² "It is clear that the assistance of others must be given first and foremost to parents rather than to their children" (*The Truth and Meaning of Human Sexuality*, 145).

³ See *Guiding Principles from Church Documents*, 48.

2. Prayer and Catechesis

Each lesson begins with prayer which is followed by a catechetical lesson that seeks to instill in the students a greater sense of *God's love for them*, and the *inviolable dignity* that each and every person enjoys since they are made in the image of God. MADE IN HIS IMAGE is, in essence, a catechesis on the *Church's vision of human dignity* with very *practical implications* about the *choices* that we make.

3. Moral Formation

Each lesson seeks to assist students in understanding the importance of *making good choices*, as well as the *consequences* that follow from the decisions that we make.⁴ Students learn the basic concept that *virtuous living leads to freedom whereas and sin leads to unhappiness*.

4. Safety Information

Following the discussion on making choices, and flowing from it, students engage in activities that seek to instill *basic safety guidelines* in them. They are encouraged to make choices that protect their safety and the safety of others, and to reach out for help when they have experienced abusive behavior or feel unsafe.

5. Health Friendships and Relationships (Grades 4 – 12)

Formation in healthy friendships and relationships is an integral component of MADE IN HIS IMAGE. Students explore the *difference between healthy and unhealthy relationships* in order to become aware of negative (and possibly harmful) influences in their lives, and to promote healthy relationships that will assist them in living according to God's design.⁵

6. Communication

Each lesson concludes with a reflection on the *role of parents*. Students are challenged to see their parents as gifts from God, and to recognize that they play a vital role in keeping them safe and helping them to become who God has created them to be. Students are encouraged to work to *develop and maintain open lines of communication with their parents*.

MADE IN HIS IMAGE was written and illustrated by Joseph and Christine Schmidt.

⁴ "In accomplishing her mission the Church has the duty and the right to take care of the moral education of the baptised" (*Educational Guidance in Human Love*, 108).

⁵ "Children, adolescents and young people should be taught how to enter into healthy relationships with God, with their parents, their brothers and sisters, with their companions of the same or the opposite sex, and with adults." (*The Truth and Meaning of Human Sexuality*, 53).



Diocese of Steubenville
Safe Environment Program

WHAT CAN PARENTS DO TO PROTECT THEIR CHILDREN?

Ten **action steps** for keeping children safe.

- 1. Spend time** with your children; develop **open** and **honest** lines of communication.

Many argue that the greatest defense against child abuse is the healthy relationship between parent and child itself. Simple information is not enough. Children need the ongoing guidance of their parents to assimilate and apply the information they have learned, as well as to process and deal with the various situations they will encounter in their lives.

- 2. Teach** your children that they are **loved by God**, have infinite value, and they deserve to be respected. **Model respect** in the way you speak and act. Visibly live out your faith.

Children learn behavior patterns mostly by example. When parents model civil and respectful behavior by their own words and actions, children learn the proper way to treat other people, and the way they themselves should be treated by others.

- 3. Teach** your children **safety rules** that you want them to follow.

Don't simply rely on safety programs or classroom lessons in school or youth programs. Parents need to make safety rules part of their family life. A failure in this subject is more serious than a letter on a report card.

- 4. Use "teachable moments"** to reinforce and apply safety rules.

Take passing opportunities to challenge your children to apply your safety rules. On a shopping trip to the mall, you might ask: "What would you do if we got separated in the mall?" or "What would you do if that man over there asked you to help him carry his shopping bags?" etc.

- 5. Talk** to your children about the choices they face day to day. Offer them **guidance** as they try to make various decisions. Help them to **process** their thoughts and feelings.

Patently talking about day to day choices with your children will help them to develop good thinking skills, as well as enhance your relationship. Children are not equipped to deal with all the dangers surrounding them in our often unsafe world. They need trusted adults (especially parents) who can help them navigate through the difficulties of growing up. This is crucial when faced with potentially abuse situations.

"There is no foolproof profile of an abuser or his strategies. Education cannot adequately prepare children for the variety of locations, strategies and approaches used by offenders. The danger of sexual abuse is far too pervasive to expect that children can be taught through child-empowerment programs to recognize and protect themselves from offenders. This is particularly obvious when considering that too often parents are disarmed by the benign appearance of the offender and failing to recognize the danger to their children, invite the offender into their home."⁶

⁶ To Protect and Prevent: The Sexual Abuse of Children and Its Prevention, The Catholic Medical Association, pages 16-17.

6. Listen to your children. **Pay attention** to their behaviors and attitudes. Be vigilant about anything suspicious that might point to a problem.

In the vast majority of sexual abuse cases, the sexual offender is not a stranger, but rather someone who is known to the victim and the victim's family. And whether the offender is a family friend, a relative, a teacher, or some other person, they often will try many tactics (including lies, manipulation, and force) to keep the abuse secret. Parents need to be vigilant.

"Look and listen to small cues and clues indicating something may be troubling your children, because children are not always comfortable disclosing disturbing events or feelings. This may be because they are concerned about your reaction to their problems. If your children do confide problems to you, strive to remain calm, noncritical, and nonjudgmental. Listen compassionately to their concern, and work with them to get the help they need to resolve the problem."⁷

7. Be involved in your child's life. Know their teachers, coaches, and other adults that work with them. Know their friends. Know where they spend their time. Be vigilant and cautious about the people in your child's life, without being paranoid or overbearing.

Let's face it. Children (and teens) often will make foolish mistakes. They will put themselves in situations where they can get hurt. And they can often be deceived by people that want to manipulate, use and hurt them. When it comes to safety, there is no substitute for the careful vigilance of loving parents.

8. Be vigilant with your children's **media use**. Be sure your children know safety rules for using the internet, texting, social networking, playing video games, etc.

*The tools, devices, and services for media use have increased dramatically in recent years. While this is positive in many ways, these new methods of getting connected also pose many new threats, especially to the young. Statistics about exposure to pornography, outright sexual solicitation and cyberbullying demonstrate the need to be vigilant.⁸ The reality is that **the internet is the biggest threat facing your child right now – and the access your child has to the internet is staggering**. Parents need to be educated and vigilant when it comes to internet safety. The good news is that great resources are available for parents. Netsmartz.org is an excellent source to become familiar with the risks associated with various media devices and sources, as well as the steps parents can take to ensure the safety of their children.*

*Another danger that is often overlooked by parents is **video games**. Video and computer games are everywhere. Many of them involve innocent entertainment and learning. But a great number (and more than you might think) involve **extremely graphic displays of violence and sexuality**. In many of the most popular games the players are often encouraged (and even rewarded in the game) for brutal displays of violence, even sexual violence. Parents are strongly encouraged to learn about the dangers of video games and monitor their child's exposure to them. *Plugged In* (www.pluggedin.com) is excellent source for reviews from a Christian perspective of a great variety of games, movies, music and more.*

9. Don't be afraid to ask for help when you need it! Teach your children that it's okay to ask for help.

10. Don't forget to pray!

Pray alone and pray together. Ask the Lord to protect your children. Ask Him to strengthen your faith and the faith of your family. Ask Him to teach you to be a good parent, and to make your marriage and family healthy and holy.

Don't underestimate the power of God's grace!

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Revised 2014

⁷ "Know the Rules: General Tips for Parents and Guardians to Help Keep Their Children Safer," National Center for Missing and Exploited Children.

⁸ <http://www.internetsafety101.org/Pornographystatistics.htm>

MADE IN HIS IMAGE

A Safe Environment Curriculum

- Grade 4 -

THEME:

“God made us in love. We need to act in ways pleasing to Him.
God gives us special people in our lives (parents/guardians) to help us be happy and safe.”

1. PRAYER: Our Father

2. CATECHESIS: God and Us

Objectives

- ✓ The students will discover the special place that human beings have in creation, and the goodness that God sees in them.
- ✓ The students will recognize that they should be treated with love and respect because they are made in the very image of God.
- ✓ The students will come to a deeper understanding of God’s love for them.
- ✓ The students will review some examples of respectful behavior and disrespectful behavior.

Every person, from the first moment of his life in the womb, has an inviolable dignity, because from all eternity God willed, loved, created, and redeemed that person and destined him for eternal happiness. If human dignity were based solely on the successes and accomplishments of individuals, then those who are weak, sick, or helpless would have no dignity. Christians believe that human dignity is, in the first place, the result of God’s respect for us. He looks at every person and loves him as though he were the only creature in the world. (YOUCAT, #280)

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- Begin the lesson by reading Genesis 1 together with the students. Each time God declares creation as good, write the word “GOOD” on the board. When you get to verse 31, write the words “VERY GOOD” on the board.
- Why do you think I wrote these words on the board?** Let them offer ideas and answers, but help them to see that the created world is a GOOD THING! **God doesn’t hate the world! The world that we live in isn’t bad! When God looks out over the world, He says it is good! Even with all the sinful choices that people make, and all the suffering that exists, deep down, the world is good!**
- Now for the next question: Why do you think that God changes to say “very good”?** Let the students offer answers, but help them to see that He declares the world to be very good only after the creation of human beings.
- All of creation is good. But something different happens when God creates the first man and woman. The tells us that they were made in the image of God.**
- As beautiful as the sun and stars are, they are NOT made in God’s image. The mountains and oceans and the birds and the animals are all amazing, but they are NOT made in the image of God. Only human beings are created in God’s image.**

- **What does this mean? Being made in the image of God means that God made us to be like Him: we can think with our minds, make decisions with our wills, and love with our hearts.**
- **Since we are made in the image of God, we have a very special relationship with God. He loves each of us in a very special way.**
- **The Bible actually says a lot about how special we are. We're going to do an activity now to explore more about what the Bible teaches us.**

⇒ ACTIVITY: COMPLETE THE QUOTE – SEE PAGE 11

- **Restate this point after the activity: Since we are made in the image of God, we have a very special relationship with God. God loves each of you in a very special way. Because you are made in the image of God, you deserve to be respected by others.**

⇒ DISCUSSION: WHAT MAKES YOU FEEL RESPECTED?

- **Ask the students: What makes you feel respected? Write their answers on the board. Try to get the students to offer examples that include both words and actions. If needed, ask the students: Do you feel respected when someone ...**
 - **Calls you names?**
 - **Says “Good Morning” to you?**
 - **Pats you on the back when you do a good job?**
 - **Shoves you when you are standing in line?**
- **Conclude the discussion by making several statements about respect and personal safety:**
 - **You are the image of God! You are a priceless treasure in His eyes. You deserve to be respected.**
 - **I want you to remember this! Never think that it's okay for someone to hurt you, or say cruel things to you, or to touch you in ways that make you feel bad, or ask you to do things that make you feel uncomfortable.**
 - **If this has ever happened to you know that it's NOT YOUR FAULT! Be sure to talk to your mom or dad, or another trusted adult, about this as soon as you can.**
 - **You are God's treasure! God made you in His image and you deserve to be respected!**

3. MORAL FORMATION: Making Good Choices

Objectives

- ✓ The students will recognize that we should always act in ways pleasing to God.
- ✓ The students will discover that we need to do what is right in order to be happy.
- ✓ The students will name some virtues that they should practice.

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- **Okay, so you've got this down. Fill in the blank: you are made in the _____ of God.**
- **That means that other people should treat us with respect, and it means that we need to treat other people with respect.**

- But it also means that we need to make good choices and do what's right.**
- Think about it. God loves you. He wants you to be happy. So why doesn't He just do whatever you want?** Let the students offer answers, but help them to see that God gives us laws and rules to help us make good choices that will respect ourselves, other people and God Himself.

⇒ ACTIVITY: RECIPE FOR A GOOD LIFE – SEE PAGE 12

4. SAFETY INFORMATION: Promoting Safe Choices

Objectives

- ✓ The students will recognize that making good choices helps to keep them safe.
- ✓ The students will review basic safety rules.

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- God wants us to be happy. He also wants us to make choices that will keep us safe, and protect the safety of other people.**
- But sometimes children and teens don't think they need to follow the rules. We're going to do an usual activity about making safe choices.**
- Give each student a copy of the activity page. Review the directions with the students and allow them to complete the activity.

⇒ ACTIVITY: THE STRANGE DAY – SEE PAGE 13

- After the students have completed the activity, go through it and discuss the answers. Be sure to ask the students to explain WHY certain choices were wrong. The handout on page 19 might prove helpful.

5. RELATIONSHIPS: Promoting healthy friendships and relationships

Objectives

- ✓ The students will recognize that God made them to be in relationship with other people.
- ✓ The students will reflect on the influences that other people have on their lives, helping them to follow God and be happy or hurting them and leading them into sin.
- ✓ The students will identify some of the qualities of healthy friendships and relationships.

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- God made us in His Image. He made us to be in relationships with other people: parents, family, friends, etc.**
- The people in our lives can help us to follow God and be happy. But they can also hurt us and lead us into sin.**

- It's important to understand the difference between healthy friendships and unhealthy ones, so that we can be more aware of the influences in our lives.**

⇒ ACTIVITY: WHO WOULD YOU CHOOSE? – SEE PAGE 14

- After an appropriate amount of time, review the activity together. Ask the students to explain WHY they made the choices they did.
- Be sure to challenge the students to think about what kind of a friend THEY ARE.

6. COMMUNICATION: Fostering Communication with Parents and Guardians

Objectives

- ✓ The students will recognize that God gave them their parents (or guardians) to love them, teach them and keep them safe.
- ✓ The students will recognize the importance of strengthening their relationship with their parents or guardians by talking to them about the things that happen to them on a day to day basis.
- ✓ The students will realize the importance of telling their parents if anything happens to them that makes them feel uncomfortable or scared.

Teaching the Lesson (NOTE: The text printed in **bold** can be read to the students.)

- God blesses us in so many ways.**
- One of the greatest blessings you have received from God are the people who love and care for you.**
- Most of you have a mom and dad that takes care of you; some of you have a grandparent or an aunt or uncle, or another person that loves you and takes care of you.**
- It's so important to talk to your mom or dad, or other people who take care of you, about the things going on in your life. You should share with them the things that you are excited about and the things that you are nervous about. And you should always talk to them about anything that makes you feel scared or uncomfortable or sad.**

⇒ HANDOUT: TELL OR NOT TO TELL? – SEE PAGE 15

- Give each student a copy of the handout. Read it together and ask the students to sign the pledge.
- Be sure to ask the students if they have any questions about anything it says.

7. REVIEW

- Read the theme for the lesson to the students.
- Review the key points of each section.

8. ADDITIONAL RESOURCES

- HANDOUT: SAFETY TIPS FOR CHILDREN – SEE PAGE 19
- INTERNET AND MEDIA SAFETY:
 - The National Center for Missing and Exploited Children has produced an excellent resource for internet and media safety: www.netsmartz.org. A variety of FREE resources are provided for students, parents and educators.
- START TALKING! ***Building a Drug Free Future***
 - A new effort is underway across Ohio to **prevent drug abuse**. The **Catholic Bishops of Ohio** [issued a statement](#) about the initiative. “*Start Talking* is a program designed by the state of Ohio to help equip families and communities to clearly communicate the important message of drug prevention,” the Bishops said. “We support this critical initiative and we encourage Ohioans to visit www.starttalking.ohio.gov for details.”
 - Among the resources available is an email newsletter for educators. Their website explains: “Teachers are powerful influencers in their students’ lives. What is shared in the classroom can positively impact a child’s decision not to use alcohol, tobacco, marijuana or other drugs. Teachers have an incredible opportunity to guide students toward making healthy, drug-free lifestyle choices. That is why Drug Free Action Alliance created **TEACHable Moments**, which are specially designed tips for educators, sent out via email twice monthly for FREE. They contain news that teachers can use to get those critical prevention talks started in the classroom.” Learn more at www.starttalking.ohio.gov/SchoolLeaders.aspx

COMPLETE THE QUOTE

DIRECTIONS: The Bible is full of messages of God's love for us! Read the quotes below and fill in the missing words using the word bank below.

"God _____ man in his own _____;
in the image of _____ he created him."
(Genesis 1:27)

"For you created my _____ being;
you _____ me together in my mother's _____."
(Psalm 139: 13)

"God is _____.
Whoever lives in love, _____ in God,
and God in _____."
(1 John 4:16)

"Before I _____ you in the womb
I _____ you."
(Jeremiah 1:5)

"See what _____
the _____ has lavished on us,
that we should be called _____ of God!
And that is what we _____!"
(1 John 3:1)

are
children
created
Father
formed

God
great
image
inmost
knew

knit
lives
love
them
womb

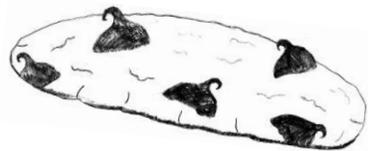
RECIPE FOR A GOOD LIFE

Have you ever helped an adult make cookies? Good cookies always have flour, sugar, butter, eggs, baking soda and sometimes other yummy things.

What if you leave out an important ingredient? You get a yucky mess!

God's laws are like a recipe for a good life - a life of happiness and holiness. God wants us to be happy, so He gives us all the guidance and graces we need to have a good life here on earth, and enjoy eternal happiness with Him in Heaven.

Following His laws might be tough but in the end it's the only way to be truly happy.



DIRECTIONS: Complete the recipe card below by writing down the "ingredients" for a happy life. Be sure to include such things as following the Ten Commandments, Prayer, attending Mass each Sunday, etc.

<i>~ Recipe ~</i>	
A Recipe for: <u>A Good Life</u>	Yields: <u>Eternal Happiness</u>
Ingredients:	

THE STRANGE DAY

DIRECTIONS: Read the following story and underline all the unsafe decisions that Tammie made.

One day, Tammie woke up in a very strange mood. For some reason, she thought she could do whatever she wanted without any consequences, and so she decided not to follow any safety rules all day. "Safety rules ... Ha! Those are for wimps!" she thought. "Safety rules won't keep me safe! I'm just going to do whatever I feel like today."

She got out of bed and put on her favorite t-shirt, the one with her name on it written in sparkly purple letters. She left the house alone, without telling her mom and dad. She started walking to the park.

On the way, a man pulled up beside her in his car and called out, "Hey Tammie!" She didn't recognize him, but figured that he must know her since he knew her name. She walked over to his car and said, "Hi." He asked for directions to the post office and she told him which way to go.

At the park, an older boy kept talking to her and saying rude things that made her feel weird. But she decided not to tell anyone about it.

A girl she met in dance class came over. "Hi, Tammie!" she said. "My brother is driving me around in his new car. Want to come?" Tammie's stomach started to feel kind of funny at the thought, but she ignored it and got in the car anyway.

They raced off, with music thumping loudly. They were having a great time, until a police car pulled them over for speeding. The police officer looked sternly at each of them sitting in the car. He starred intensely at Tammie and said, "What is your name young lady?"

RRRRING! At that very second, Tammie's alarm clock went off. It was all a dream - a very bad dream! Tammie sat in her bed for a few minutes just thinking about the terrible dream. She realized that at every step of this crazy dream she had put herself in terrible danger. Even though it wasn't real, it bothered her to think about it, so she went and talked about the whole thing with her mom which made her feel so much better. From that time on she recommitted herself to always making safe decisions.

WHO WOULD YOU CHOOSE?

DIRECTIONS: Circle the letter beside the friend you would like to have. Then use the letters you have chosen to complete the message below.

<u>D</u> Sam never listens when his friends talk about the things they are worried about.	<u>L</u> Jack is kind to his friend who is overweight, and tries to help him make healthy choices.
<u>H</u> Cara always brags about how pretty and popular she is.	<u>Q</u> Brent listens respectfully to friends who disagree with him, then calmly explains his own opinion.
<u>V</u> Krista does not have the same taste in clothes as her friends, but tries to find something she does like about them.	<u>W</u> Cooper does not let his friends make decisions about what to do, what to watch, or what music to listen to.
<u>C</u> Katie always makes fun of her friend and tells her she is fat.	<u>R</u> Brooke knows her friend's mom and dad don't have much money so she shares when she can.
<u>S</u> Chloe tells her friends she is sorry whenever she hurts their feelings.	<u>K</u> Parker tries to talk his friends into showing him the answers on tests.
<u>N</u> Gabby always seems to lose her temper and take it out on her friends when she does not get her way.	<u>P</u> Preston listens carefully when his friends have a problem.
<u>B</u> Emily always tells her friend she is stupid whenever she makes a mistake in school.	<u>E</u> Spencer takes a deep breath and counts to ten before he responds when he is angry.
<u>L</u> Brandon makes fun of his friend because he is "poor," and does not have the nicest clothes.	<u>C</u> Ella tries to make the day a little better for each person she meets with a bright smile.

Healthy Friendships

Have Both

___ E and _ E ___ T.

TELL OR NOT TO TELL?

No one who cares about you should tell you to keep a secret from your parents.
If they do **don't listen to them!** Tell anyway!



SIGN THE PLEDGE

I promise to always tell my parents if someone hurts me, makes me feel uncomfortable, does something dangerous, scares me, or asks me to keep a secret from them.

Sign Here: _____

COMPLETE THE QUOTE

DIRECTIONS: The Bible is full of messages of God's love for us! Read the quotes below and fill in the missing words using the word bank below.

"God CREATED man in his own IMAGE;
in the image of GOD he created him."

(Genesis 1:27)

"For you created my INMOST being;
you KNIT me together in my mother's WOMB."

(Psalm 139: 13)

"God is LOVE.
Whoever lives in love, LIVES in God,
and God in THEM."

(1 John 4:16)

"Before I FORMED you in the womb
I KNEW you."

(Jeremiah 1:5)

"See what LOVE
the FATHER has lavished on us,
that we should be called CHILDREN of God!
And that is what we ARE!"

(1 John 3:1)

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<u>V</u> Krista does not have the same taste in clothes as her friends, but tries to find something she does like about them.	<u>W</u> Cooper does not let his friends make decisions about what to do, what to watch, or what music to listen to.
<u>C</u> Katie always makes fun of her friend and tells her she is fat.	<u>R</u> Brooke knows her friend's mom and dad don't have much money so she shares when she can.
<u>S</u> Chloe tells her friends she is sorry whenever she hurts their feelings.	<u>K</u> Parker tries to talk his friends into showing him the answers on tests.
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<u>B</u> Emily always tells her friend she is stupid whenever she makes a mistake in school.	<u>E</u> Spencer takes a deep breath and counts to ten before he responds when he is angry.
<u>L</u> Brandon makes fun of his friend because he is "poor," and does not have the nicest clothes.	<u>C</u> Ella tries to make the day a little better for each person she meets with a bright smile.

Healthy Friendships
Have Both
L O V E and R E S P E C T.

KNOW THE RULES...

SAFETY TIPS for children

1. Always **CHECK FIRST** with your parents, guardians, or the trusted adult in charge before you go anywhere or do anything. Be sure to **CHECK IN** regularly with your parents, guardians, or a trusted adult when you're not with them.
2. Always **TAKE A FRIEND** with you when playing or going anywhere. It's safer and more fun.
3. Don't be tricked by people who offer you special treats or gifts. Never accept anything from anyone without your parents' or guardians' permission.
4. Stay **SAFER** when you're home alone by keeping the door locked; not opening the door for or talking to anyone who stops by unless the person is a trusted family friend or relative, you feel comfortable being alone with that person, and the visit has been preapproved by your parents or guardians; and never telling anyone who calls that you're home by yourself. Have a neighbor or trusted adult you are able to call if you feel scared, uncomfortable, or confused or there's an emergency.
5. Never go into a public restroom by yourself.
6. Never go alone to malls, movies, video arcades, or parks. Take a friend with you, and always **CHECK FIRST** with your parents or guardians to make sure it's okay.
7. Don't panic if you feel lost. Identify the safest place to go or person to ask for help in reuniting you with your parents or guardians. Safe helpers could be a uniformed law-enforcement or security officer, store salesperson with a nametag, person with a nametag who is working at the information booth, or mother with children. Never search for your parents or guardians on your own, and never go with anyone who is trying to reunite you with them.
8. Be careful when you play. Stay away from pools, canals, and other bodies of water unless you are with a trusted adult. Don't play near busy streets or deserted areas, and never take shortcuts unless you have your parents' or guardians' permission.
9. Don't wear clothes or carry items with your name on the outside, and don't be confused just because a person you don't know calls out your name.
10. Don't get into a vehicle or go near a vehicle with anyone in it unless you are with your parents, guardians, or a trusted adult. Never take a ride from anyone without **CHECKING FIRST** with your parents or guardians.
11. Be careful playing or riding your bicycle as it gets dark. Sometimes it is difficult for people driving to see you. Wear reflectors and protective clothing if your parents or guardians say you may play outside after dark.
12. Don't be afraid to say **NO** and **GET AWAY** from any situation making you feel scared, uncomfortable, or confused. **TRUST YOUR FEELINGS**, and be sure to **TELL** a trusted adult if anything happens to make you feel this way.



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