

Keeping Kids Safe

A kit for caring communities



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21471



Youth

in action
September 1999 NUMBER 10

Meetings—Make Them Work!

What Is a Good Meeting?

A meeting is a gathering of people to present or exchange information, plan joint activities, make decisions, or carry out actions already agreed upon. Almost every group activity or project requires a meeting, or meetings, of some sort.

Knowing how to hold efficient and effective meetings can help make projects successful. In a good meeting, participants' ideas are heard, decisions are made through group discussion and with reasonable speed, and activities are focused on desired results. Good meetings help generate enthusiasm for a project, build skills for future projects, and provide participants with techniques that may benefit them in their future careers.

Good meetings require good leaders and good participants. A good leader understands the purpose of a meeting, makes sure that all participants understand this purpose, helps keep the discussion on track, works with participants

to carry out the business of the meeting in the time allotted, and tries to ensure that everyone is involved appropriately in discussions. These responsibilities often require a leader to distribute an agenda and other written materials prior to a meeting.

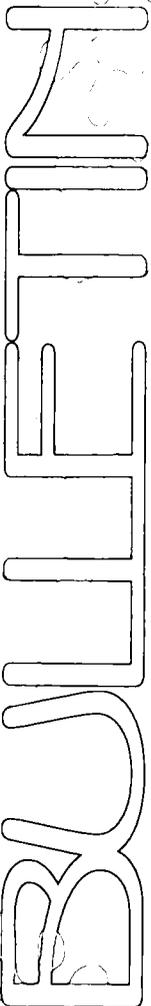
Good participants come to a meeting prepared for the business at hand—with reports ready, concerns over key issues thought out, and questions about key issues organized. They also bring to the table their best listening skills and group manners. These participants, for example, take turns talking, stay on the point of discussion, and help to move decisions forward.

from the administrator

Good meetings depend on good leaders and good participants—leaders who understand the meeting's purpose and are able to keep it on track and participants who come prepared to contribute to sound decisions. Knowing how to plan and run productive meetings can make the difference between success and failure for your project. This Bulletin will provide you with step-by-step instructions to conduct effective meetings that will generate enthusiasm for your project, along with resources for planning successful projects.

OJJDP

State Bulletin
Administrator



What Does It Take To Plan and Run a Productive Meeting?

Any successful meeting has a structure. Each part may be more or less developed; sometimes (especially in informal meetings) parts are barely visible. Here are eight setup tasks for those who wish to lead successful meetings.

Set a Time That Works

Choose a time of day when people are not likely to be tired, hungry, or otherwise distracted. Let people know that you will begin the meeting on time and take attendance with a sign-up sheet. Also let them know that minutes of the meeting will be taken. Before the meeting, ask a member of the group to take minutes. This way, the person will be prepared with a notebook, pen or pencil, and agenda.

Set a realistic time limit for meetings (for example, a 2-hour meeting that will begin at 1 p.m. and end at 3 p.m.). Try to stick to the time limit. Make sure the meeting room is free of distractions. Holding a meeting in the main room of a busy restaurant may sound like fun,

but the likelihood of accomplishing anything meaningful there is slim.

Set an Agenda

An agenda helps spell out the items and issues to be discussed and the results that everyone expects. For some groups, reports from officers, approval of minutes from a previous meeting, and reports from subcommittees are routine for general meetings. There may be specific old and new business. In other situations, a meeting may focus on making decisions or recommendations on a series of issues.

An agenda should help participants see what will be expected of them. You may want to leave time for suggestions from the group about any new subjects that participants want to discuss. Don't forget to review the agenda as you start the meeting to let participants know what to expect and to find out whether additional items need to be addressed.

Distribute Available Written Materials in Advance of the Meeting

Sending out a draft agenda and any available proposals or reports a week or two ahead of the meeting helps participants think through issues, prepare for discussions, and feel more comfortable making decisions.

Set Up Tasks and Divide Chores

You may be very energetic, but you are only one person. Dividing the chores—asking specific group members to report on specific topics, establishing a subcommittee to investigate a major issue, or getting someone to help with finding resources—helps strengthen the group and makes for more productive meetings in two ways. First, more work gets done. Second, the

Planning a Successful Project

For more information on how to plan a successful project, see the National Youth Network's Planning a Successful Crime Prevention Project. This 28-page workbook explains the five steps of the Success Cycle:

- ◆ *Assessing Your Community's Needs.*
- ◆ *Planning a Successful Project.*
- ◆ *Lining Up Resources.*
- ◆ *Acting on Your Plans.*
- ◆ *Nurturing, Monitoring, and Evaluating.*

The workbook includes six worksheets for you to take notes on. You can get a copy of this planning workbook from the Juvenile Justice Clearinghouse, listed in the Resources section. Good luck!



more your committee members are involved, and the more active and productive they are, the more committed they will be to the group's goals. Don't be afraid to delegate tasks!

Set Up Discussions So That Everyone Gets a Say

Discussing topics sometimes takes more time than you would like. Although there are ways to keep a discussion moving, it is essential that the person running the meeting preside impartially. Make sure that people who disagree have a chance to state their cases. Your job in facilitating discussions or debates is to be the referee, a person who does not show favor to people or their ideas. As a referee, you will allow discussion to flow and provide participants a chance to discuss differing opinions on issues. Your job is to bring opposing sides together by showing areas where they agree and asking how they can "give a little" to come to a decision that will permit a win-win outcome for everyone.

Set Up a Structure That Keeps Discussion Orderly

Keeping discussions organized and moving forward is a major task and often the most difficult one you will face. It is sometimes hard to remind participants to pay attention and stay on task. One way to head off these problems is to get your group to agree in advance on the operating rules for meetings. Rules may be as simple as "one speaker or topic at a time" or "everybody gets a chance to speak one time before anybody else speaks a second time on the same issue."

Agreeing on rules ahead of time and deciding what you'll do if people ignore the rules will make it easier for you as chairperson to keep your group on task and your discussion on

target. You'll be enforcing the group's rules, not your own.

Set Up Ways To Stick to the Subjects

Too often, meetings run over their time limit because the group tries to do all the work through discussion, when finding the right answer may require some research. The group may get tangled in a conflict between two people who disagree on a topic that is not easily resolved.

A good way to deal with this problem is to move on to other business, agreeing to either leave the subject for a future meeting or have a smaller group (a specific committee) look into the issue. Bring up the idea of using a "parking lot"—some place to acknowledge unresolved issues or additional topics to ensure that they are brought up for later discussion.

Set Up Time To Summarize

Build in time at appropriate points during the meeting and especially at the end of the meeting to very briefly review and summarize what has taken place. If your meeting has dealt with complex or far-ranging topics, this is particularly important.

Building in time to summarize your meeting also affirms commitments others have made to the group and confirms everyone's understanding of decisions, next steps, and assignments of tasks to be completed. For example, stating that "George will reserve the auditorium; Mimi will ask the Mayor to speak; Larry will get approvals from the student council and the principal; and Dave and Jenny will draw up a program and arrange for printing" is a good way to reconfirm people's understanding of their tasks and the group's decisions.



What Does It Take To Keep a Meeting Moving in a Positive Direction?

Participants play an important role in a successful meeting. As a participant, you may be tempted to blurt out responses, correct the speaker immediately, or jump right into the argument. Yielding to these temptations may lead to unproductive discussions or decisions made without careful thought. Being a good participant means understanding your role, your rights, and your responsibilities.

Remember Your Right to Politeness and Progress

You have a right, as a member of the group, to expect an orderly discussion leading to a decision. Showing courtesy to any speaker, staying on task, allowing both sides in a dispute an opportunity to be heard by all—these are not just nice manners. They are necessary for conducting your group's business effectively.

State Your Point of View

If you disagree with a proposal, don't assume that you should be quiet just because no one else has said anything. State your concerns courteously, clearly, and constructively. For example, you might suggest, "I agree that we should hold the meeting, but how about having it on a Wednesday at the local high school? I think a community meeting on Sunday night at City Hall would not be well attended."

Disagree Without Being Disagreeable

You do not have to go along with every decision. When a vote is called for, you can vote yes when everyone else votes no, or vice versa, and still be a team player and an effective participant. Sulking, leaving the room, or

threatening to withdraw your support if things do not go your way will mark you as a poor team player and a poor leader.

Learn by Observation

A good way to pick up on some meeting skills is to observe a few in action. Attend a meeting of your local town council or parent-teacher association. What skills do the meeting leaders demonstrate? How do effective participants get their points across? What behavior do you find inappropriate or offensive?

What Are Some of the Challenges to Conducting Meetings?

The following list offers some points on meeting logistics. If you take care of these things before the meeting, it is more likely to run smoothly. If not, you could run into all sorts of problems. Just imagine showing up at a meeting location to find that a room is already occupied, or, even worse, showing up at the meeting place but finding no participants there because you told everyone the wrong time.

- ◇ Make sure the meeting space is a comfortable area, where everyone will be able to see and hear the others in the group. The room should be neither too hot nor too cold and should provide proper lighting.
- ◇ Make sure the meeting space has been reserved for the time and date agreed upon.
- ◇ Remind participants of the meeting time, date, and place with a phone call, an e-mail, or a broadcast over the school's public address system. A postcard reminder can be a helpful reminder for groups that meet only a few times a year. Also, sending out an agenda in advance helps participants think through the issues before they come to the meeting, ensuring that the meeting can move ahead smoothly.

- ◆ Check at least a week in advance with anyone who is expected to present a report to the group. Make sure that everyone involved is clear on the subject of the report and confirm that there will be a sufficient number of any handouts.
- ◆ Examine logistical needs. Do you need a TV, VCR, overhead projector, or flipcharts? Will you serve refreshments? Will you need additional chairs or a coatrack?

How Can a Meeting Be Evaluated?

Evaluating meetings is a complex process. Evaluating your meetings can help you learn whether you have met your goals, but only if you decide up front what you want to evaluate and how you will go about doing so. In general, the purpose of conducting an evaluation is “to answer practical questions of decision-makers and program implementors who want to know whether to continue a program, extend it to other sites, modify it, or close it down.”¹ In this case, substitute “meeting” for program.

If your group intends to hold meetings on a regular basis, you will want to evaluate the effectiveness of the first few meetings. Consider whether the group accomplished its work, whether everyone understood the followup actions and the impact of decisions, whether all the participants felt that they had an opportunity to be heard, and whether disagreements were settled reasonably well. Once you’ve gained experience conducting meetings with your particular group, you will find that you can make many of these assessments automatically. Until then, this checklist may be helpful:

- ◆ Take attendance. At the beginning of every meeting, make note of who is there, who came in late, and who said they would be there but didn’t show up. This can be done formally, as a teacher records attendance in a notebook, or informally by passing around a sign-in sheet. Assess your records after a few meetings to see who comes regularly and who is always late. These observations can tell you who is committed to your group and its mission and whether the meeting time or location is inconvenient for some participants.
- ◆ Did the meeting start and end on time? If not, why? Did the group have too much business scheduled? Were discussions unfocused? What needs to happen at the next meeting to enable you to begin and end as promised?
- ◆ Was there an agenda that was understandable to all? Did people have the opportunity to add to the agenda? Was the agenda followed? If not, was the agenda too ambitious, or was there some other reason? If so, what helped you stay on track and reach decisions?
- ◆ Were the logistics appropriate and helpful? Think about room temperature, physical setup, refreshments, and the site’s accessibility to members.
- ◆ Did the discussion leading to a decision provide enough time for pros and cons to be aired? Were issues thoughtfully reviewed or was the decision rushed? Was too much time spent talking about issues rather than making decisions?
- ◆ What decisions were made at the meeting and whose work or interests do they affect? Do these people know about and understand the implications and any new commitments or responsibilities they have as a result?

¹ National Crime Prevention Council, *What, me evaluate?* Washington, DC: National Crime Prevention Council, 1986.



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- ◆ Pay attention to the responsiveness of the participants. Did any one person dominate the discussion? Were there people who should have spoken but did not?
 - ◆ Was the chair or president's facilitation of the meeting smooth and constructive? Do members feel that everyone understood what was happening and what had happened? Do members believe they had reasonable opportunities to state their views? Do they feel that everyone was treated fairly?
 - ◆ What was the best thing about the meeting? What was the worst thing? What should be repeated and what should be improved?

Each of these questions can help you spot problems and may suggest corrective action. The checklist can also identify strengths of your meetings, which you can build on in future meetings.

In addition to these techniques, evaluation may include thoughtful discussions with individual group members about your leadership style in meetings and how you can improve it. This can be a sensitive subject and one that may be hard on your ego. Consider carefully whether you are comfortable inviting and receiving direct criticism. If you are, honest and constructive criticism may help you improve your skills.

Learning to evaluate the things you do is a good skill, one you can apply to all aspects of your life. Good luck with your meeting and—Make it a good one!



Resources

For more information, consult your local library for these and other reference materials: *Effective Meeting Skills* by Marion Haynes and *How to Run a Successful Meeting in Half the Time* by Milo O. Frank.

You may also want to contact one of the following organizations or visit the U.S. Department of Justice Kids Page Web site at www.usdoj.gov/kidspage. This site includes information for kids, youth, parents, and teachers.

American Institute of Parliamentarians

P.O. Box 2173
Wilmington, DE 19899
302-762-1811
302-762-2170 (fax)
Internet: www.aipparlipro.org

Association of Junior Leagues, Inc.

660 First Avenue
New York, NY 10016
212-683-1515
212-481-7196 (fax)

Juvenile Justice Clearinghouse

P.O. Box 6000
Rockville, MD 20849-6000
800-638-8736
301-519-5212 (fax)
Internet: www.ojjdp.ncjrs.org

League of Women Voters of the United States

1730 M Street NW.
Washington, DC 20036
202-429-1965
202-429-0854 (fax)
Internet: www.lwv.org

National Crime Prevention Council

1700 K Street NW., Second Floor
Washington, DC 20006-3817
202-466-6272
202-296-1356 (fax)
Internet: www.ncpc.org

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Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official position or policies of the Office of Juvenile Justice and Delinquency Prevention, BJA, or the U.S. Department of Justice.

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The National Youth Network, founded and managed by the Office of Juvenile Justice and Delinquency Prevention, consists of diverse youth leaders from across the Nation who are sponsored by youth-serving organizations. The goal of the Network is to recognize and build upon the power and importance of youth leadership by uniting young people and adults, through communication and action, to enable youth organizations and nonaffiliated youth to have a positive, formidable impact in our communities and throughout our Nation.

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The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.



U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention

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Youth in Action Bulletin

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Keeping Kids Safe

A kit for caring
communities





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The National Crime Prevention Council is a private, nonprofit tax-exempt [501(c)(3)] organization whose principal mission is to enable people to prevent crime and build safer, more caring communities. NCPC publishes books, kits of camera-ready program materials, posters, and informational and policy reports on a variety of crime prevention and community-building subjects. NCPC offers training, technical assistance, and national focus for crime prevention: it acts as secretariat for the Crime Prevention Coalition of America, more than 136 national, federal, and state organizations committed to preventing crime. It also operates demonstration programs and takes a major leadership role in youth crime prevention. NCPC manages the McGruff "Take A Bite Out Of Crime" public service advertising campaign, which is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. Proceeds from the sale of materials funded by public sources are used to help support NCPC's work on the National Citizens' Crime Prevention Campaign.

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Introduction

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This kit was created to assist you in helping children deal with today's toughest issues in a developmentally appropriate way.

Whether you are a teacher, law enforcement officer, community volunteer, parent, or other adult who works with children in grades preK through five, this kit will help you to:

- identify new strategies for teaching protection skills to children;
- generate community interest and awareness of children's issues; and
- access valuable resources for information and program support.

Professionals in the fields of education, law enforcement, child advocacy, and crime prevention have collaborated to design, test, and review this new product. This kit is an effective resource that supports children as they navigate their way through childhood. It contains a wealth of tools and information.

The kit is divided into eight topical sections:

- Alcohol, Tobacco, and Other Drugs;
- Bullying;
- Conflict Management;
- Media Literacy;
- Positive Peer Groups Instead of Gangs;
- Respecting Differences;
- Safety at Home and in the Neighborhood; and

- **Traffic Responsibility.**

Each of the eight topical sections includes the following:

- Background information for adults;
- Reproducible parent brochure(s) in English and Spanish that provide concrete suggestions for what parents can do to help their children on a variety of issues;
- Reproducible letter(s) from McGruff the Crime Dog® to children that provide basic advice to help kids keep safe and healthy; and
- Interactive activities and activity sheets appropriate for grades preK–K; 1st–2nd; and 3rd–5th.

In addition, there are six colorful and educational posters, a special focus on community action paper, a paper on how to work with children effectively, a resource guide, and an audio cassette and coloring songbook featuring McGruff and Scruff® and the Crime Dogs.

All of the included activities have been created by teachers and reviewed by teachers, principals, law enforcement officers, and other community workers for applicability with children. Many of the activities feature McGruff the Crime Dog, the symbol of the National Citizens' Crime Prevention Campaign, and his nephew Scruff. Almost all children recognize and trust McGruff to give them good and thoughtful advice. Children usually view Scruff—a child figure—more as a “peer,” who shares similar situations to those they may experience. The two nationally known figures can help you better communicate with children in positive ways.

The extensive resource guide contains names, phone numbers, fax numbers, e-mail addresses, and Web sites of organizations that also work to help keep children safe and healthy. The guide includes resources for each section of the kit. Also included is a special focus on community action paper that explains how individuals can mobilize others to work together to prevent crime. It offers examples of individuals and community-wide programs uniting to improve conditions for children in their area. The paper entitled “How To Work Effectively With Children” helps the adult working with children understand the different developmental levels of children — what they can do, the way they think, and what they need from adults. The information in the paper will help adults determine the most appropriate way to teach and talk with the children they care for.

Special Thanks

This kit is the result of the hard work of many people. Special thanks are extended to the following individuals for their assistance:

John A. Calhoun, NCPC's Executive Director, was supportive throughout; Mac Gray, Deputy Executive Director, provided encouragement and guidance;

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The National Crime Prevention Council (NCPC) on behalf of the National Citizen' Crime Prevention Campaign, thanks you for helping children learn to be safe and healthy.

INTRODUCTION



TAKE A BITE OUT OF
CRIME

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
www.weprevent.org

Keeping Kids Safe

A Kit for Caring Communities

To improve future materials, we depend on comments from people like you to help us better understand what the field needs. Please take a few minutes to fill out this form and return it to:



National Crime Prevention Council
 Substance Abuse Prevention and Children's Initiatives Unit
 1700 K Street, NW, Second Floor, Washington, DC 20006-3817

Thank you.



1 Please tell us about yourself/your organization:

School _____

 Law Enforcement _____

 Social Services _____

 Neighborhood Group _____

 Community Organization _____

2 How have the materials in the kit helped you? Please check all that apply and explain how the materials have helped.

- Helped enhance an existing program
- Provided information for a new program
- Helped in program planning
- Helped increase community participation
- Saved time in the development of materials
- Saved money in the development of materials

3 Please check the ways you have used/distributed the parent brochures and McGruff letters.

- Handouts at events such as _____

- Handouts in the classroom
- Handouts at an assembly
- Bulletin Boards
- Articles in newsletters
- Displayed in community center or public waiting room

EVALUATION

Continued

4 How effective were the parent brochures/McGruff Letters?

5 Approximately how many people have you reached with these materials?

6 Which features of the kit did you find most useful? Least useful? Why?

7 What did you think of the organization and format of the kit?

8 We are continuously developing new materials. What other types of materials and assistance from the National Crime Prevention Council would be most helpful to you in the future?

9 Please list the issues of greatest concern for children in your school, neighborhood, or community.

10 As an adult who works with children, on which prevention issues do you need or want more information?



Alcohol, Tobacco, and Other Drugs

BACKGROUND INFORMATION FOR ADULTS

ADULT BROCHURES

- Talking With Your Kids About Drugs
- Cómo Hablar con Sus Hijos Acerca de las Drogas

McGRUFF LETTER TO KIDS

ACTIVITIES

PREKINDERGARTEN/KINDERGARTEN

- ▶ What's Good and What's Bad To Put in My Mouth?
- ▶ What's Not Safe?

GRADES 1–2

- ▶ Warning Labels
- ▶ Help Scruff Say No

GRADES 3–5

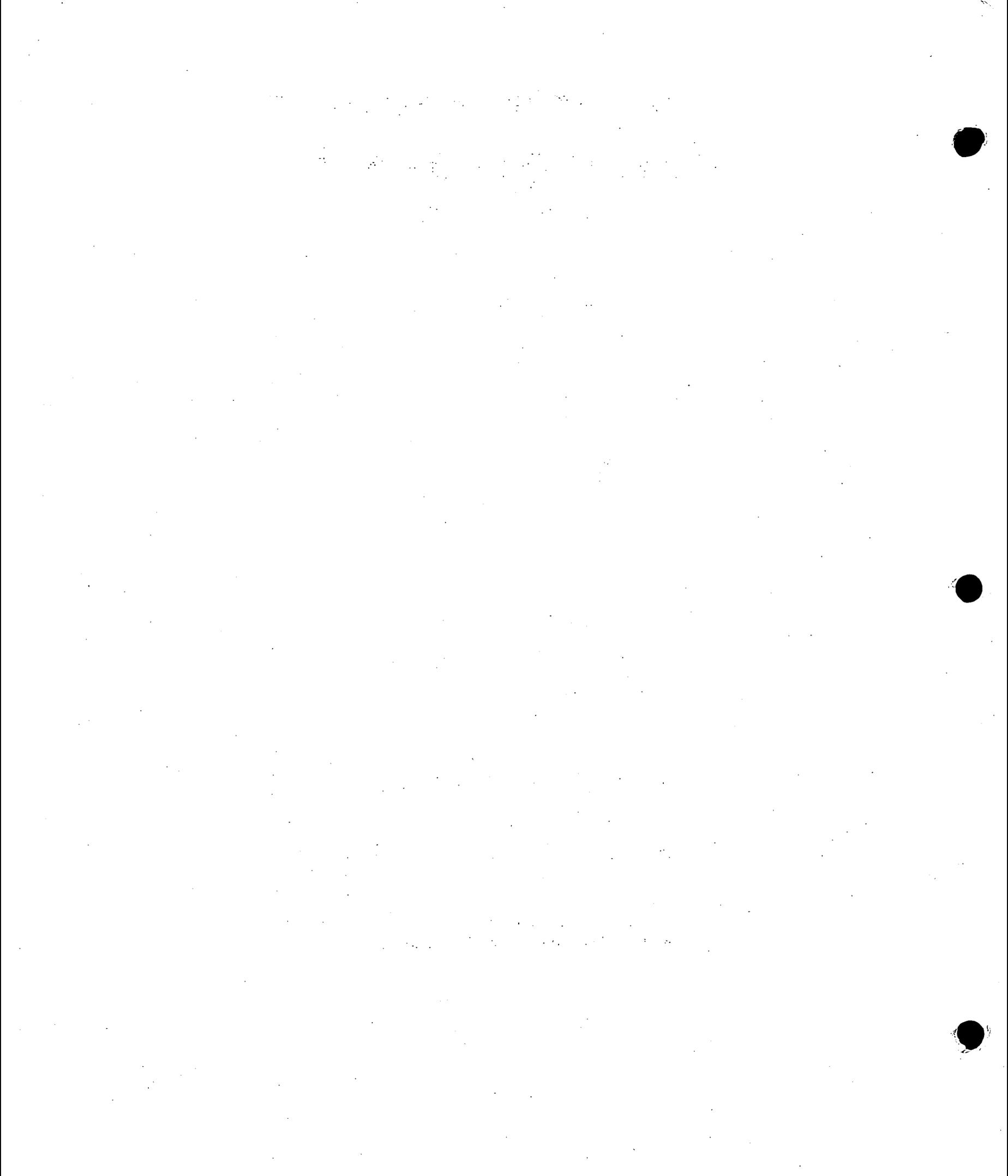
- ▶ My Future—Setting Goals
- ▶ Get the Most Out of Life

Keeping Kids Safe

A Kit for Caring Communities

POCKET

- 1** Alcohol, Tobacco, and Other Drugs
- 2** Bullying
- 3** Conflict Management
- 4** Media Literacy
- 5** Positive Peer Groups Instead of Gangs
- 6** Respecting Differences
- 7** Safety at Home and in the Neighborhood
- 8** Traffic Responsibility
- 9** Resource Guide, Community Action, and How To Work Effectively With Children



ALCOHOL, TOBACCO, AND OTHER DRUGS

Nearly one in four of students in grades four through six reports that someone has tried to sell or give them drugs.

Y

ou may think that the use of alcohol, tobacco, and other drugs begins in the teen years. Unfortunately, drugs are a serious problem among younger children as well. Research indicates that drug use among children is 10 times more prevalent than most parents suspect.¹ Nearly one in four of students in grades four through six reports that someone has tried to sell or give them drugs,² and nearly half of children in that age group said that there is some or a lot of pressure for kids their age to try sniffing glue. In 1995, there was a substantial increase in peer pressure for students in grades four through six to try marijuana. Half of fourth graders said they felt pressured, almost double the 1980 level.³

The substantial majority of elementary school-aged children do not use drugs. However, many children in preschool through fifth grade are exposed to drugs in their neighborhoods, families, and schools and through the media. They are also approached or pressured to try drugs.

Experimentation with alcohol, tobacco, or other drugs at this age is dangerous and can lead to serious social and physical problems later on. Children are also at risk from the consequences of the drug use by others. Adult role models, including parents, are largely responsible for whether children will fall victim to these risks. Strong, healthy bonds between adults and children are an extraordinary defense against drugs. In fact, not wanting to harm

the relationship between themselves and the caring adults in their lives is the most common reason that young people give for not using alcohol and other drugs.⁴

In addition to building and maintaining positive relationships, you and other adults who work with children need to know what else can be done to protect them. You also need to know the warning signs and symptoms associated with drug use.

General Tips for Working With Children

One of the best ways you can prevent drug use among children is to be a good role model and a good communicator. Through action and language, adults set the standards and articulate the principles that will substantially determine a child's behavior. Set a good example by using alcohol and tobacco responsibly, if at all. Refrain from illegal drugs. Reinforce these actions with a clear, consistent, no-use message to children. Explain to children why they should say no to alcohol, tobacco, and other drugs, and help them stick to their decisions. Kids with good role models, clear messages, and consistent values internalize and act on the "no drugs" message. Children who decide not to use alcohol, tobacco, or other drugs often make this decision because they have strong convictions against the use of these substances—convictions they have internalized because of adult behavior and explanations about the dangers of drugs.

You and the parents of the children you work with already understand that adult drug use sets a negative and confusing example for children. If there is no way to avoid children's exposure to adults that abuse drugs, you should still explain and point out the negative effects of drug abuse and that drugs are addictive.

What to tell children to counteract pressure to use tobacco and other drugs is more complicated. The U.S. Department of Education has formulated guidelines for adults who work with children.⁵

- Set aside time to address the subject of alcohol, tobacco, and other drugs.
- Talk with children in a calm, quiet, unhurried manner.
- Send a clear, consistent message that children should not use drugs, and reinforce this message periodically.
- Listen carefully and pay attention to children's facial expressions and body language to gauge their reaction to the subject, and respond in a meaningful way.

Children are more likely to listen to adult responses if they are phrased in terms of the adult's feelings rather than as directives for children to obey. For example, responses that begin "I am very concerned about . . ." or "I understand that it is sometimes difficult . . ." are less likely to be considered a lecture than "You should . . ." or "If I were you . . ."

What To Tell Children About Alcohol, Tobacco, and Other Drugs

Although we know that drug use is dangerous, illegal, wrong, and can hurt bodies, minds, families, and friends, children may be curious to know the reasons why drug use is still attractive to some people. Explain to children that many people use drugs because of peer pressure, curiosity, because their friends do, they're bored, depressed, or looking for a quick fix to their problems. For example, we know that narcotics initially produce a feeling of euphoria, but that feeling is often followed by drowsiness, nausea, and vomiting. Some people choose to use stimulants because they believe that these drugs will give them more energy and help them to stay awake. But we know that stimulants can also cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. Any "good" feelings brought on by the use of drugs is temporary and short-lived. The effects afterwards are much more damaging and serious.

It is also important that children be given information that is appropriate to their developmental level. The U.S. Department of Education has identified appropriate information for preschoolers through fifth graders.⁶ These standards should be viewed as applying to a typical child in each age group. For some more or less advanced children, you may need to adapt these guidelines.

PRESCHOOLERS AND KINDERGARTNERS

Preschoolers and kindergartners are not yet ready to learn a lot of facts about alcohol, tobacco, and other drugs. The best preventive strategy for children at this age is to develop their ability and confidence in the general decision-making and problem-solving skills they will use later when confronted with alcohol, tobacco, and other drugs. Here are some points to cover with preschoolers and kindergartners to encourage positive attitudes about health and to prepare them for more specific information when they are older:

- Explain how medicine can be harmful if used incorrectly. Teach children that prescriptions are meant only for the person whose name is on the label and that they should not take any medicine unless given by a parent or some trusted adult designated by a parent, such as a babysitter.
- Explain why children need nutritious food to stay strong and healthy and why children should eat and drink only good things.
- Identify community helpers (e.g. firefighters, police officers, teachers, coaches) whom children can trust.

FIRST AND SECOND GRADERS

Children in the first and second grades are ready to learn basic information about drugs. They may already be afraid of drugs because of what they have heard through the media and from other children. Provide honest and straight-

forward information, and help alleviate any unwarranted fears. Make clear rules that specify unacceptable behavior. Discussions with children should build on the foundation of maintaining good health and avoiding things that harm the body.

By the end of the second grade, children should understand:

- what an illicit drug is, why it is illegal (because it's bad for you), what drugs look like
- that all illegal drugs are harmful
- that it is illegal for children to use alcohol and tobacco
- how foods, poisons, medicines, and illicit drugs differ
- how medicines may help during illness, when prescribed by a doctor and administered by a responsible adult, and how medicines can be harmful if misused
- why it is important to avoid unknown and possibly dangerous objects;
- which adults, both at school and in the community, children should rely on for answers to questions or help in an emergency
- which kinds of foods are nutritious and why exercise is important
- rules at home and school about alcohol and other drug use.

THIRD THROUGH FIFTH GRADERS

Children in this age group are ready to learn more complicated facts about drugs and their consequences. New information should reinforce the no-use message and help children resist peer pressure to use drugs. It should also help children challenge ideas they may have obtained from peers and the media that drug use is acceptable and cool.

Be aware that in the third through fifth grades, the peer group becomes increasingly important. A child's self-image is influenced by his or her acceptance by peers. If a child perceives that the "in crowd" is using drugs, a need to fit in or feel accepted can drive a child to try drugs. To help children learn to resist negative peer pressure, adults need to discuss ways to avoid confrontations and help children practice resisting peer pressure.

Appropriate information about alcohol, tobacco, and other drugs for third through fifth graders should include:

- ways to recognize specific drugs, including alcohol, tobacco, marijuana, inhalants, and cocaine in their various forms
- the effects of drugs on different parts of the body, and why drugs are especially dangerous for growing bodies
- key consequences of alcohol and illegal drug use for the family, society, and the user.

Teaching Children To Say No

Here are some steps to practice with children to make it easier for them to refuse an offer of alcohol, tobacco, or other drugs.⁷ Help children to:

- ▶ **Ask questions.** If unknown substances are offered, children should ask, "What is it?" and "Where did you get it?" If a party or other gathering is proposed, children should ask, "Who else is coming?" "Where will it be?" "Will parents be there?"
- ▶ **Say no.** Tell children they should not argue or debate. They should say no and walk away.
- ▶ **Give reasons to support the "no."** Children can say things like "I'm doing something else that night," or "The coach says drugs will hurt my game." Also, don't forget the oldest reason: "My parents will ground me for life."
- ▶ **Suggest other things to do.** If it is a friend who offers alcohol or other drugs, saying no can be difficult. Help the child distinguish between the friend and the behavior. Suggesting something else to do—going to a movie, playing a game, or working together on a project—shows that drugs are being rejected, not the friend.
- ▶ **Leave.** If all these steps have been tried without success, children should get out of the situation immediately. They can go home, go to class, go to the public library or community center, join a group of friends, or talk to someone else.

Signs and Symptoms of Abuse of Some Common Drugs

Knowing the signs, symptoms, and effects of drug use can help adults educate children and intervene if children are involved with drugs. Typical behavioral and physical signs of drug use are listed below. A chart provides information about specific drugs children are most likely to encounter.

Be concerned when children exhibit these behaviors:

- withdrawal from previous interests, friends, or hobbies
- decline in academic performance
- reluctance to talk about new friends or having friends who avoid meeting parents
- secretive phone conversations
- lack of interest in appearance or change in style of dress
- periods of unexplained absence from home, school, or other places
- increasing periods of erratic behavior, moodiness, inappropriate sensitivity, irritability, depression, hostility
- increased use of drug-related slang and street terms
- reduced energy, self-esteem, and enthusiasm

- reduced interaction with family members
- defensive reactions to questions about substance abuse
- possession of large amounts of unexplainable money or material goods
- suspected involvement in the disappearance of money or other items of value from friends, home, or school
- frequent incidents of dishonesty.

Be concerned if children are experiencing physical signs that can indicate drug use:

- nausea
- decreased control of motor capabilities
- decreased ability to judge time and distance
- distorted perceptions
- aggression and violence
- dramatic mood swings
- loss of consciousness.

Dangers of Using Specific Drugs

You and the parents of the children you work with should understand the dangers of using specific drugs and be able to share some information with the children in your care. Below we first discuss drugs in language that is appropriate for adults. Each section is followed by a paragraph in language the average elementary school-aged child can understand. Which drugs you should discuss with children will vary according to their environment and the problems specific to your community. Use discretion in deciding what types and amounts of information are appropriate for the ages and situations of the children with whom you work.

In almost any environment, children are exposed to some use of alcohol, tobacco, marijuana, and inhalants. Although some people downplay alcohol, tobacco, and marijuana, they often lead to more serious drug use in later years. Drugs selected or considered for use are also influenced by what the peer group is doing. Use of inhalants by young children has increased dramatically in recent years, possibly as a spillover effect from inhalant use by somewhat older children.

ALCOHOL

Beer, wine, wine coolers, and liquor all contain alcohol. A typical drink of each contains the same amount of alcohol. Alcohol is a depressant; it slows down the body and mind. Drinking alcohol can cause stomachaches, headaches, lack of coordination (clumsiness), slurred speech, sleepiness, mental dullness and foginess, and rapid mood changes (people may feel happy one moment and sad the next).

Alcohol can lead a person to act aggressively against others. Use of alcohol can also cause brain malfunction, severely altering a person's ability to learn

and remember information. Drinking large amounts of alcohol can result in diminished breathing ability and even death.

Continued use of alcohol can lead to dependence. Long-term effects of drinking large quantities of alcohol, especially when combined with poor nutrition, can lead to permanent damage to vital organs such as the brain and liver. Also, research indicates that children of alcoholic parents are at greater risk than other children of becoming alcoholics.

The effects of alcohol for children are different from those for adults. Children and teenagers can become addicted more quickly than adults. Children and teenagers—whose bodies are growing so rapidly that they have to relearn coordination skills—are particularly vulnerable to alcohol's effects. Because of its accessibility, even very young children can be involved in alcohol abuse.

A way to explain adult alcohol use to children

Alcohol is legal for adults, but it can be harmful if used in an unsafe or unwise way. Alcohol can change a person's mood. It can make that person loud, sad, funny, relaxed, confused, upset, or angry. Alcohol can make it hard to see and think clearly; it can make it hard to play sports and dangerous to drive a car. Alcohol can hurt the body, and it is against the law for children to drink.

TOBACCO

The use of tobacco products (cigarettes, cigars, pipe tobacco, and smokeless tobacco such as chewing tobacco and snuff) is the chief avoidable cause of death in our society. Smokers are more likely than nonsmokers to get heart disease and to have strokes or heart attacks. Smoking also causes cancer. Additional adverse effects of tobacco use include emphysema, bronchitis, ulcers, and gum and throat disease.

More immediate effects of tobacco products include dizziness, stomachache, coughing and sore throat, bad breath, and smelly hair, skin, and clothing.

Cigarette smoke contains some 4,000 chemicals, several of which are known to cause cancer. Some of the most dangerous are tar (a cancer-causing brown substance that sticks to the inside of lungs), arsenic and cyanide (deadly poisons used by tobacco growers to kill bugs on tobacco plants), and formaldehyde (used by funeral homes to preserve dead bodies and by tobacco farmers to kill bugs). Perhaps the most dangerous substance in tobacco smoke is nicotine. Nicotine is the substance that is the source of addiction; it reinforces and strengthens the desire to smoke. Because nicotine is highly addictive, people find it very difficult to stop smoking.

It is illegal for people under 18 to have or use tobacco. Adults need to prevent children from beginning to smoke. The earlier a person starts, the harder it is to stop, and the greater the health risks later on.

A way to explain tobacco use to children

Tobacco products are made from a plant that has a drug called nicotine in it. It is usually smoked in cigarettes, pipes, or cigars, but it can also be chewed or sniffed. Tobacco smoke hurts the people who use it and also the people around them who breathe the smoke. Tobacco smoke hurts the lungs, which help us breathe, and the heart, which pumps our blood. That is why it is against the law for children to purchase cigarettes. Cigarettes are unhealthy for everyone—children and adults.

MARIJUANA

Marijuana is a plant. It is usually smoked in homemade (rolled) cigarettes called joints, rolled into cigar wrappers (blunts), or in small pipes. It can also be cooked into food, such as brownies, or made into tea. Hashish (hash) is a brown, gummy substance that comes from the same plant; it is also smoked or eaten. The chemical in marijuana or hashish that produces a high is THC (delta-9-tetrahydrocannabinol). Marijuana today has higher concentrations of THC than it did in the 1960s and 1970s.

Immediate short-term effects of using marijuana include coughing and sore throat, stomachache, clumsiness, confusion, nervousness, anxiety, mood changes, lowered resistance to disease, hallucinations (seeing, hearing, or feeling things that aren't really there), and problems with memory, concentration, and learning. In addition, marijuana is illegal, so users risk trouble with the law.

Long-term effects include psychological dependence, apathy, hormonal problems, lung damage, lung cancer, and brain damage. Also, marijuana use at an early age may lead to use of even more serious drugs in later years.

A way to explain marijuana use to children

Marijuana, also called dope, pot, weed, or grass, comes from a plant. It is sometimes smoked in cigarettes called joints or in cigars called blunts. Marijuana hurts the lungs, which help us breathe, and the heart, which pumps our blood. Smoking marijuana may change a person's mood and make the brain work differently. It makes it hard to think clearly. It is a drug that is against the law for both adults and children to use.

HALLUCINOGENS

Hallucinogens, including LSD, are mood-altering drugs. LSD (lysergic acid diethylamide), also called acid, microdot, white lightning, blue heaven, and sugar cubes, can be in the form of colored tablets, blotter paper, clear liquid, or thin squares of gelatin. It can also be in the form of removable tattoos, so it is particularly dangerous to children who may find tattoos fun. LSD can be taken orally, licked off paper, or eaten via a treated sugar cube; the gelatin and liquid forms can be put in the eyes. LSD can cause a person to lose all sense of

direction, distance, and time. Some people experience deep depression. LSD users may have flashbacks (re-experience the effects of the drug) days or even months after taking it.

PCP, the street name for the chemical phencyclidine, is another common hallucinogen. It interrupts the functions of the brain that control the intellect and keep instincts in check. PCP has numbing effects that may cause violent episodes that result in self-inflicted injuries. The effects of PCP vary, but users frequently report a feeling of distance and alienation. The user's sense of time and body movement are slowed down. Muscular coordination worsens, and senses are dulled. Speech is blocked and incoherent. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Large doses may produce convulsions and coma, as well as heart and lung failure.

Other types of hallucinogens include mescaline and peyote (also called mesc, buttons, and cactus), which can look like hard brown discs, tablets, or capsules. Generally, the discs are chewed, swallowed, or smoked. The tablets and capsules are swallowed. Psilocybin (also known as magic mushrooms or 'shrooms) looks like fresh or dried mushrooms and is usually chewed or swallowed.

A way to explain hallucinogen use to children

Hallucinogens are drugs that cause people to see or hear things that are not really there. They can come from plants or can be made by people. They can change the way people think. Hallucinogens can make some people have scary or unhappy thoughts, and may try to hurt themselves or other people. Hallucinogens can look like pills, sugar cubes, squares of gelatin, mushrooms, or removable tattoos. They can be eaten or absorbed through the skin. Hallucinogens are dangerous and it is against the law to use them.

COCAINE AND CRACK

Cocaine (also called coke, snow, nose candy, flake, blow, big C, lady, white, and snowbirds) looks like a white crystalline powder and is normally inhaled or injected. It is a powerful stimulant that speeds up breathing and may make the lungs stop working. Cocaine makes the heart beat faster and harder. Its effects include dilated pupils; elevated blood pressure, heart rate, and respiratory rate; and an increase in body temperature. Occasional use of cocaine can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Cocaine also makes sleep more difficult and can cause paranoia and hallucinations. Injecting cocaine with contaminated equipment can cause AIDS, hepatitis, and other diseases.

Crack cocaine, also called crack or rock, can look like white to tan pellets or crystalline rocks that look like soap. Crack is made from cocaine and is normally smoked. Preparation of the cocaine into crack involves the use of explosive solvents. This can result in death or injury from fire or explosion.

Crack is extremely addictive and its effects are felt within 10 seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, hallucinations, paranoia, and seizure. The use of cocaine can cause death by cardiac arrest or respiratory failure.

Children get addicted to cocaine faster than adults. People—children and adults—can become addicted to crack the first time they try it.

A way to explain cocaine and crack use to children

Cocaine is made from a plant and looks like powder. People sniff the powder up their noses. Some people smoke little pieces of hard cocaine called crack in pipes. Crack looks like rock candy or soap. Some people give themselves injections (shots) of cocaine. This is extra dangerous because using a dirty needle can make people very sick or even kill them. It can be very hard to stop using cocaine once a person tries it—even if the person has used it only once! Cocaine hurts the brain, the heart, and the lungs—it can even kill people. It is against the law for anyone to use cocaine.

INHALANTS

Some people breath the fumes of different kinds of chemicals in order to get high. These products include aerosol sprays, cleaning fluids, solvents, gasoline, and correction fluid, among others. Some non-household products are abused by sniffers. These include nitrous oxide (also called laughing gas), amyl nitrite (also known as poppers or snappers), and butyl nitrite (also called rush).

Using inhalants causes dizziness, clumsiness, confusion, headaches and stomachaches, coughing, sneezing, nosebleeds, inability to focus, hallucinations, unconsciousness, violent behavior, troubled breathing, and numbness.

The high that results from using inhalants is caused by the shortage of oxygen to the brain. This same oxygen shortage can permanently damage the brain, heart, and other vital organs. Using inhalants even one time can cause death. The more a person uses these chemicals, the bigger the dose required to produce a high, which means the person takes more and more of these harmful drugs into the body.

A way to explain inhalants use to children

Inhalants are common things that may be around the house. They include glues, paints, cleaners, gasoline, and sprays that are propelled out of a can under pressure. Household products should be used only for their intended purpose—for example, cleaning. Never taste them or hold them close to your face to breath them in, because that is very dangerous and could make you sick. People who breathe the fumes can hurt their brains, lungs, hearts, or kidneys. They might even die. While it's not dangerous to use products such as

glue properly—for example, in an art project—it is dangerous to hold glue close to your face and sniff it deeply.

OTHER DRUGS

We have discussed the drugs that children are most likely to encounter. Clearly, there are many more drugs that may be problems for children in some communities. If **stimulants** such as amphetamines and methamphetamine, **depressants**, **narcotics** such as heroin, **designer drugs**, or **anabolic steroids** are likely to affect children in your care, the state or local drug prevention agency has information about the sources, symptoms, and consequences of using these drugs.

The following chart summarizes information about alcohol, tobacco, marijuana, inhalants, LSD, cocaine, and crack.

Drug Name	Other Common Name	What It Looks Like	How It Is Used
Alcohol	Beer	Liquid or fluid	Drink
	Wine		
	Liquor		
	Booze		
	Wine Coolers		
Tobacco	Cigarettes	Brown dried leaves	Smoked or chewed
	Cigars		
	Chewing Tobacco		
	Pipes		
Marijuana	Pot	Dried green leaves, similar to oregano	Smoked or eaten
	Reefer		
	Joint		
	Grass		
	Weed		
Inhalants (nitrous oxide, amyl nitrite, butyl nitrite, chlorohydrocarbons, hydrocarbons)	Laughing gas	Aerosol cans, small bottles, ampules, depending on type of inhalant	Vapors inhaled
	Whippets		
	Poppers		
	Snappers		
	Rush		
	Locker Room		
	Aerosol sprays or cleaning fluids		
Solvents			
Lysergic acid diethylamide (LSD)	Acid	Colored tablets, blotter paper, removable tattoos, clear liquid, thin squares of gelatin	Taken orally, absorbed through the skin, gelatin and liquid can be put in the eyes
	White lightning		
	Blue heaven		
	Sugar cubes		
Crack	Rock	Light brown, beige, crystalline rocks, looks like soap or rock candy	Smoked
Cocaine	Coke	White powder	Inhaled, snorted, injected, smoked
	Snow		
	Flake		
	Toot		
	Blow		

Checklist—What Adults Can Do

The following guidelines can help people who work with children to prevent drug use among children.

- **Talk with children about alcohol, tobacco, and other drugs**
Adults can intervene to help change mistaken ideas children may have obtained from peers and the media, such as “everybody drinks.”
- **Really listen to children’s responses**
Children are more likely to communicate when they receive positive verbal and nonverbal cues that show adults are listening.
- **Help children develop strong convictions against drug use**
Behavioral standards and rational principles can give children the courage to make decisions based on facts rather than pressure from friends.
- **Help children feel good about themselves and their bodies**
Self-regard is enhanced when adults praise efforts as well as accomplishments and take good care of children’s physical needs.
- **Be a good role model**
Adults’ habits and attitudes toward drugs may strongly influence children’s perceptions.
- **Help children deal with peer pressure**
Children who have been taught to be gentle and loving may need adult permission to assertively say “no” to negative peer pressure.
- **Develop rules and policies that help children say “no”**
It’s helpful when care providers and parents set up specific rules against alcohol and other drug use by minors and the consequences of breaking those rules.
- **Encourage participation in healthy, creative activities**
Hobbies, school events, community service projects, and other activities may prevent children from experimenting with alcohol, tobacco, or other drugs out of boredom.
- **Make parents aware of the signs and symptoms of drug use**
Parents should learn to recognize the signs of drug use. Knowledgeable care providers can reach out to parents to ensure that they have this information.

Programs That Work

These programs have been selected by the U.S. Department of Health and Human Services as Exemplary Substance Abuse Programs.⁸ They encompass a variety of approaches for prevention of use of alcohol, tobacco, and other drugs by children.

ALPHA Prevention Program

Operation PAR, Inc.

10901-C Roosevelt Boulevard, Suite 1000

St. Petersburg, FL 33716

813-570-5080

The ALPHA program is a voluntary prevention program for 4th and 5th grade students who are considered at risk for future academic, psychological, and social problems involving alcohol, tobacco, and drug use. The program provides individual, group, and family counseling and specialized academic support during the school year for 120 students and their families from diverse cultural and ethnic backgrounds.

Creating Lasting Connections

Council on Prevention and Education: Substances (COPEs, Inc.)

1228 East Breckinridge Street

Louisville, KY 40204

502-583-6820

The Creating Lasting Connections (CLC) prevention/early intervention program in the Louisville, Kentucky, area is for high-risk youth ages 11 to 15 years. The CLC program engages African American and Caucasian church communities in urban, suburban, and rural settings in a dynamic community mobilization effort designed to recruit and retain high-risk families for a comprehensive 25-week training program, a year-long follow-up, and case management services.

Ozarks Fighting Back

United Way of Ozarks, Inc.

1229 East Seminole

Springfield, MO 65804

417-888-2020

Ozarks Fighting Back is a community partnership program in Springfield, Missouri, designed to prevent alcohol and drug abuse, and related violence by building a healthy community. Now covering a 19-community area in southwest Missouri, activities are neighborhood based as well as collaborative with other agencies. At the heart of all work is the belief that each individual can make a difference.

Substance Abuse Prevention Team of Essex County, Inc.

Pavilion Building, Wicker Street

Ticonderoga, NY 12883

518-585-7424

The Prevention Team provides direct classroom instruction, prevention/intervention counseling, help in setting up appropriate school policies, and collaboration in planning positive alternative activities to students, faculty, support staff, and parents in public and private schools in the Adirondack Mountains of Essex County, New York.

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ALCOHOL, TOBACCO, AND OTHER DRUGS

ALCOHOL, TOBACCO, AND OTHER DRUGS

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about drug use and take action if your children:

- Change moods—become more irritable, secretive, withdrawn, overly sensitive, inappropriately angry, or euphoric.
- Become less responsible—are late coming home, late for school or class, or dishonest.
- Change friends or lifestyles—have new interests or unexplained cash.
- Deteriorate physically— have difficulty concentrating, loses coordination, or appears unhealthy.
- Refuse to talk to or be around family.



Crime Prevention Tips from
National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
www.weprevent.org

and

Talking With Your Kids About Drugs



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The National Citizens' Crime Prevention Campaign, sponsored by the Crime Prevention Coalition of America, is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

 **MOTOROLA**

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*National Crime
Prevention Council*

Don't put off talking to your children about alcohol, tobacco, and other drugs. When in elementary grades, kids worry about pressure to try drugs—especially “gateway” substances like alcohol, tobacco, and marijuana. Research shows that kids who use just one of these substances are more likely to use more dangerous substances later.

School programs aren't enough. Parents must become involved, but many parents aren't sure how to talk with their children about drugs. One of the main reasons children choose not to use drugs is because they are afraid of disappointing their parents, so talking to your children now is important.

Open communication is one of the most effective tools you can use to help your child avoid drug use. Talking freely and really listening shows your children that they are special to you. It boosts their self-confidence at the same time. Kids who think highly of themselves are better able to resist pressure to try drugs. Here are some tips for talking effectively with your children.

What You Can Say

- You love them and you want them to be happy and healthy.
- You do not find alcohol, tobacco, and other illegal drug use acceptable. Many parents never state this simple principle.
- Talk about positive, drug-free alternatives, and how you can explore them together. Some ideas include bike rides, movies, reading, sports, hikes, camping, cooking, games, and concerts. Invite your children's friends.
- Discuss the facts about how drugs harm people—especially young people. Tell your children that they could lose friends, have difficulty studying, or end up with lower grades because of drug use.
- Discuss legal issues. A conviction for a drug offense can lead to time in prison, cost someone a job, driver's license, or college loan.

How You Can Say It

- Calmly and openly. Don't exaggerate. The facts speak for themselves.
- Face to face. Exchange information and try to understand each other's point of view. Be an active listener, not just a talker. Let children talk about fears and concerns. Don't interrupt and don't preach.

- Through “teachable moments”—in contrast to formal lectures. Use a variety of opportunities to open the topic for discussion—television news, TV shows, and newspaper reports.
- In ongoing conversations rather than a one-time speech.
- Remember that you set the example. If you choose to drink, do so responsibly and moderately. Never mix drinking with driving or any other activity requiring skill and coordination. If you smoke, seriously consider quitting for your children's sake, if not for your own health. Don't use illegal drugs! Your children will judge your actions and be guided accordingly.
- Role play situations in which someone tries to pressure your child to use drugs. Figure out two or three ways your child can handle each situation and talk about which way works best.
- Exchange ideas in discussions with other parents. Let children know that you are communicating with other parents about this topic. Show children that you and his friends' parents share the same convictions and concerns.

How To Tell if Your Child Is Using Drugs

Identifying illegal drug use may help prevent further abuse. Though troubles may come from a number of sources, be concerned

- Intercambie ideas en conversaciones con otros padres. Deje que sus hijos sepan que habla sobre este tema con otros padres. Demuestre a sus hijos que usted y los padres de sus amigos comparten las mismas convicciones e inquietudes.

Cómo Saber si Su Hijo Esta Usando Drogas

La identificación del uso ilegal de drogas puede ayudar a prevenir un mayor abuso. Aunque los problemas pueden provenir de diversas fuentes, preocúpese por el uso de drogas y tome medidas si sus hijos:

- Cambian de humor— se vuelven más irritables, reservados, introvertidos, demasiado sensibles, enojados sin motivo o eufóricos.
- Se vuelven menos responsables— llegan tarde a casa, tarde a la escuela o la clase, o son deshonestos.
- Cambian de amigos o de modo de vida— tienen nuevos intereses o dinero en efectivo inexplicado.
- Sufren deterioro físico— tienen dificultad en concentrarse, pierden coordinación o parecen enfermizos.
- Se niegan a hablar o a estar con la familia.



TAKE A BITE OUT OF
CRIME

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Cómo Hablar con Sus Hijos Acerca de las Drogas



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No postergue el momento de hablar con sus hijos acerca del alcohol, el tabaco y otras drogas. En la escuela primaria, los niños están preocupados por la presión a que se los somete para probar drogas— especialmente sustancias “de entrada” como el alcohol, tabaco y marihuana. Las investigaciones demuestran que los niños que usan una de estas sustancias tienen más probabilidad de usar sustancias más peligrosas más adelante.

No basta con los programas de las escuelas. Los padres deben intervenir, pero muchos padres no saben cómo hablar con sus hijos acerca de las drogas. Una de las razones principales por la que los niños deciden no usar drogas es porque temen decepcionar a sus padres, de modo que es importante que usted hable con sus hijos ahora mismo.

La comunicación franca es una de los medios más eficaces que usted puede emplear para ayudar a su hijo a evitar el consumo de drogas. Si les habla abiertamente y realmente los escucha, sus hijos se darán cuenta de lo especiales que son para usted. Al mismo tiempo les refuerza la confianza en sí mismos. Los niños seguros de sí mismos son más capaces de resistir la presión para probar drogas. Las siguientes son algunas sugerencias para hablar provechosamente con sus hijos.

Qué Puede Decirles

- Usted los ama y quiere que estén contentos y sanos.
- Usted no encuentra aceptable el uso de alcohol, tabaco y otras drogas ilegales. Muchos padres nunca expresan este simple principio.
- Hable acerca de alternativas positivas, libres de drogas, y cómo pueden explorarlas juntos. Algunas ideas son hacer paseos en bicicleta, ver películas, leer, practicar deportes, hacer caminatas, ir de campamento, cocinar, participar en juegos e ir a conciertos. Invite a los amigos de sus hijos.
- Hable sobre las distintas maneras en que las drogas dañan a las personas— especialmente a los jóvenes. Dígalas a sus hijos que si toman drogas pueden perder a sus amigos, tener dificultades para estudiar o terminar con notas bajas.
- Converse sobre las cuestiones legales. Una condena por un delito relacionado con drogas puede llevar a cumplir la condena en la cárcel, perder el empleo, el registro de conductor, o un préstamo para estudiar en la universidad.

Cómo Puede Decirlo

- Con calma y abiertamente. No exagere. Los hechos hablan por sí mismos.

- Cara a cara. Intercambie información y trate de comprender el punto de vista de cada uno. Sea un oyente activo, no se limite a hablar. Deje que sus hijos hablen acerca de sus temores y preocupaciones. No los interrumpa y no sermonee.
- Mediante “momentos para enseñar” — a diferencia de disertaciones formales. Aproveche una variedad de oportunidades para abrir el tema de discusión— las noticias de la televisión, los programas televisivos y los artículos de los periódicos.
- En medio de una conversación y no en una sola charla.
- Recuerde que debe dar el ejemplo. Si decide beber, hágalo de manera responsable y moderada. Nunca mezcle la bebida y el manejo de un vehículo o cualquier otra actividad que requiera destreza y coordinación. Si fuma, considere seriamente dejar de hacerlo por el bien de sus hijos, si no por su propia salud. ¡No use drogas ilegales! Sus hijos juzgarán sus acciones y se guiarán de acuerdo con ellas.
- Realice dramatizaciones en las que alguien trata de presionar a su hijo para que use drogas. Encuentre dos o tres maneras en que su hijo pueda manejar la situación y hable con él para ver cuál es la mejor manera.



Hey Kids,

The word drugs can sound pretty scary, but it can mean a lot of different things. There are many different kinds of drugs.

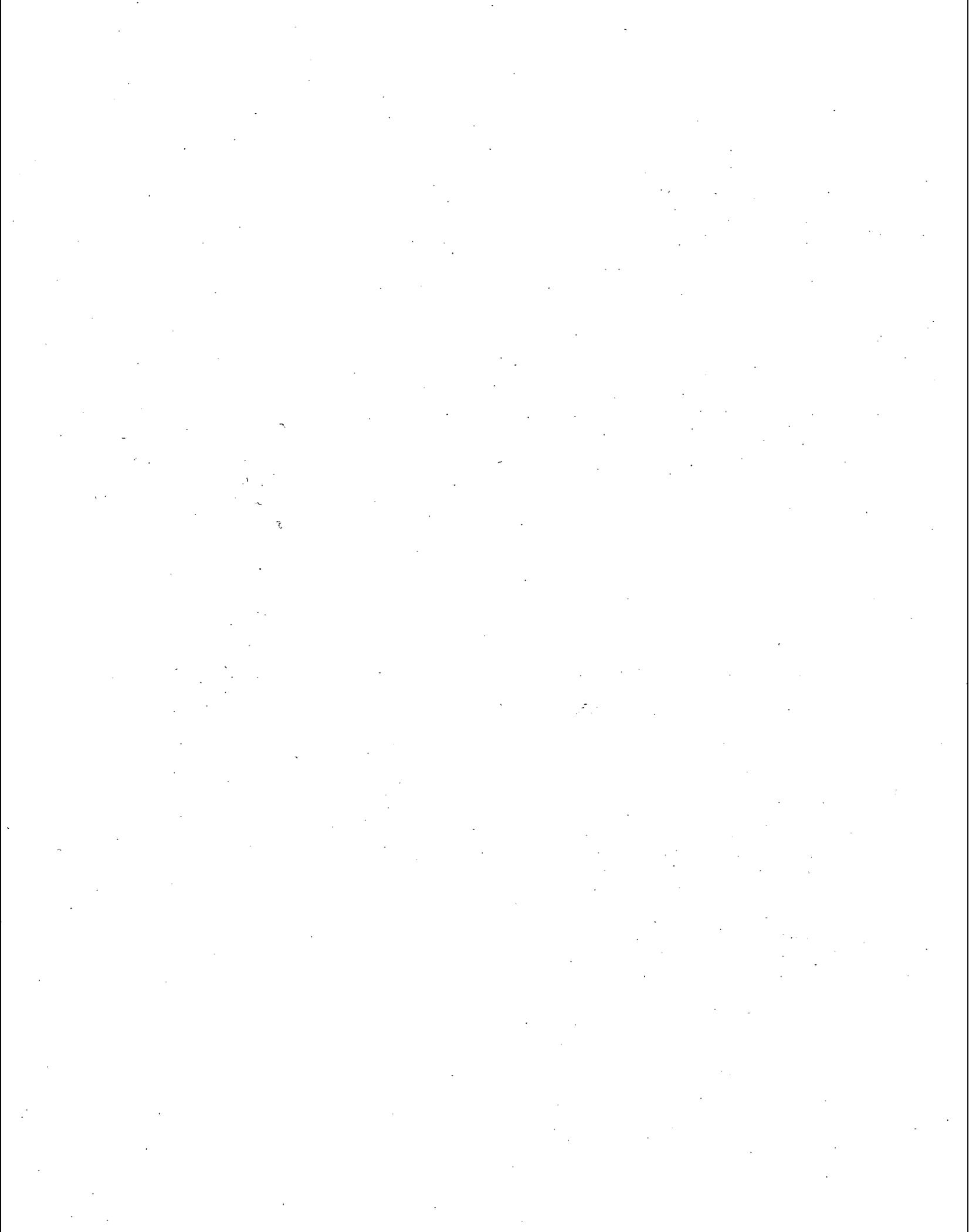
Some drugs are medicine that helps us when we get sick. Who can give you medicine? Your parent, a doctor, or a nurse.

Some drugs—bad drugs—may just look like medicine. Other bad drugs look like candy or little rocks. You may not know what they are. If you find something you think may be a drug, **DON'T** touch. Tell a grown up you trust.

Bad drugs are dangerous and against the law. Do you know why? They can hurt the way your brain and body work. They can hurt the way you grow. You are too smart to mess with drugs.

Your friend,
McGruff







Hey Kids,

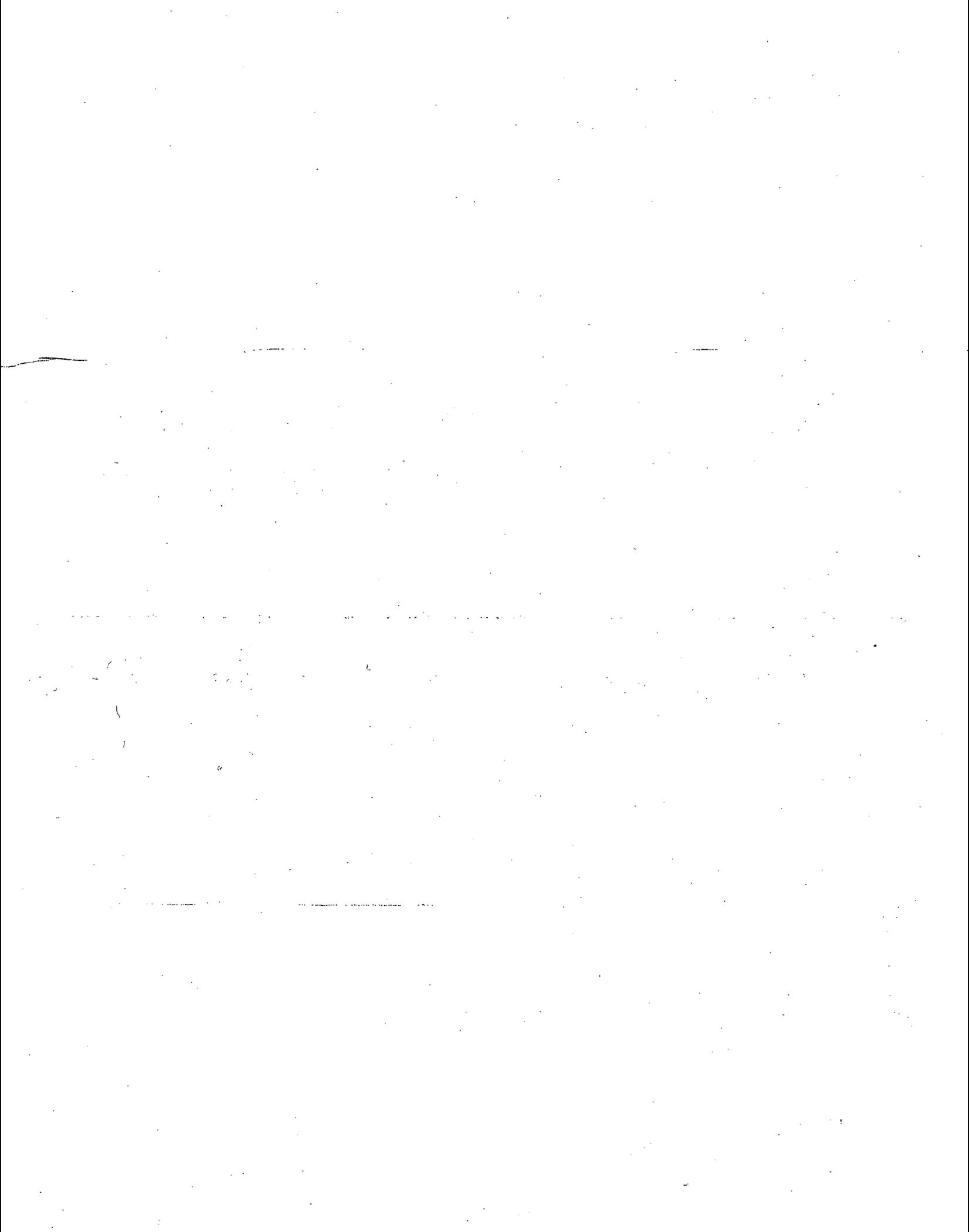
Using drugs isn't smart. Drugs change the way your mind and body work. Some people use drugs because their friends tell them it's fun. Some people say it makes them feel grown up. But using drugs can hurt or even kill. And it's against the law.

What would you do if an older kid asked you to try drugs? You might say you have basketball practice, homework, or something else to do. Just make sure you say no. Still being bothered? Tell an adult you trust. Be a part of drug-free activities like sports or clubs. Ask your friends to join.

Drugs are bad news. Don't hang out with friends who smoke, drink alcohol, or take drugs. If you have any questions about drugs, ask your parents or another adult you trust.

Your friend,
McGruff







What's Good and What's Bad To Put in My Mouth?

OBJECTIVE

To identify and discuss what is good and bad to put into one's mouth.

DURATION

10–15 minutes.

MATERIALS

“What's Good? What's Bad?” worksheet.

PREPARATION

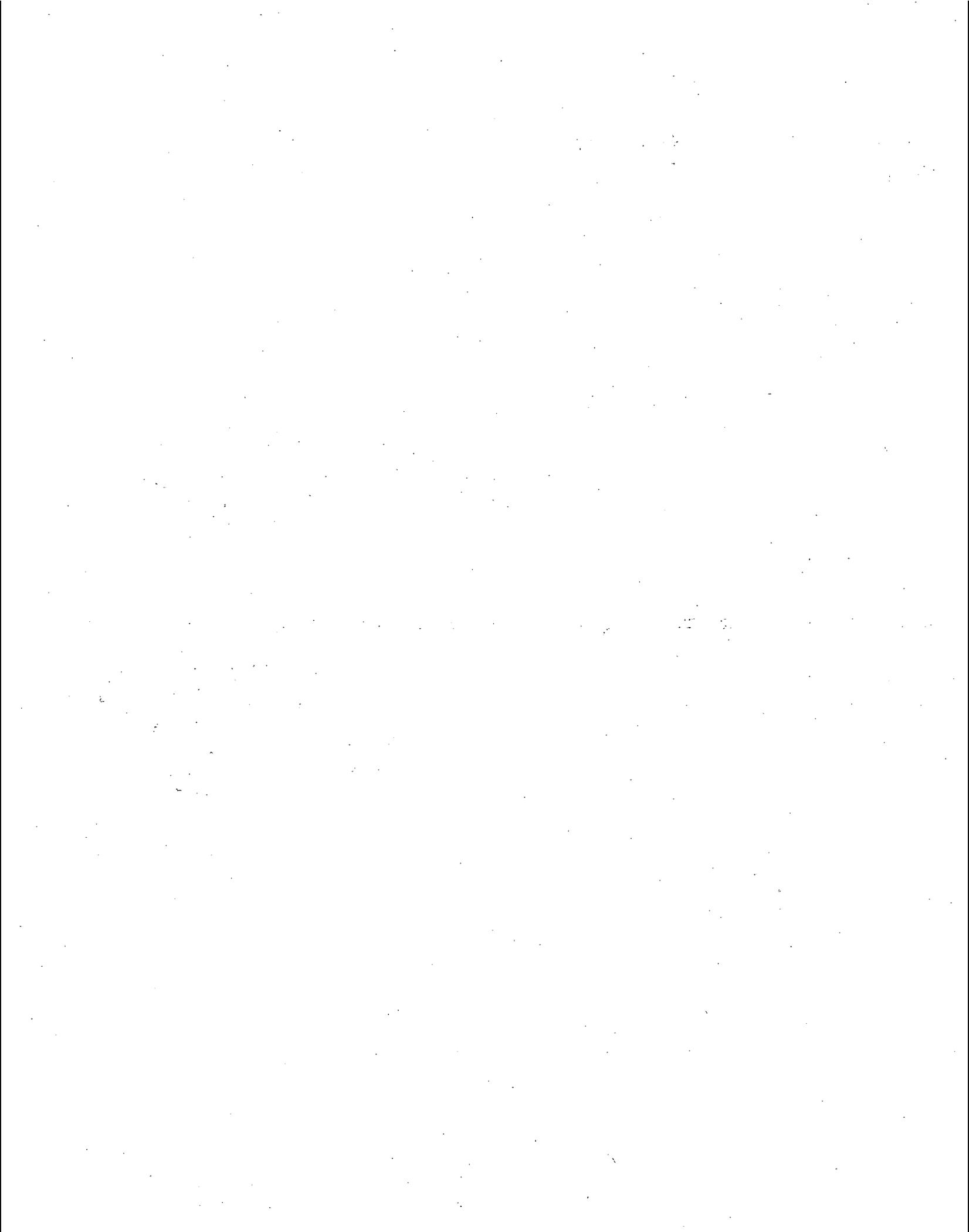
Photocopy worksheet for each member of the group.

ACTIVITY

1. Gather children into a circle.
2. Hold up a copy of the “What's Good? What's Bad?” worksheet and encourage discussion about good, healthy things that children may put in their mouths. Emphasize that medicines are good only for a specific child and only if given by a doctor or caregiver. Alcohol (including beer) and cigarettes hurt small, growing bodies.
3. Children return to their area to complete the worksheet.

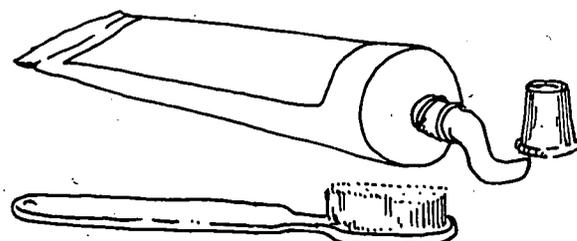
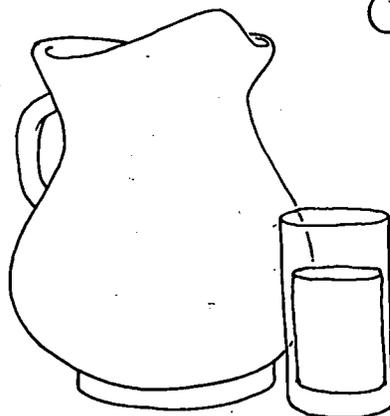
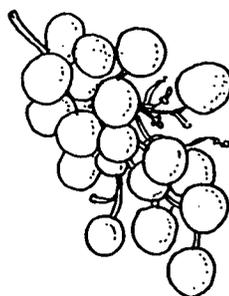
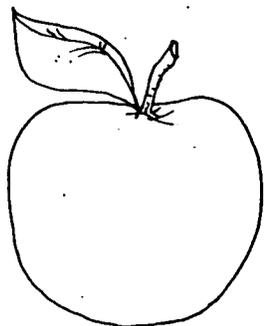
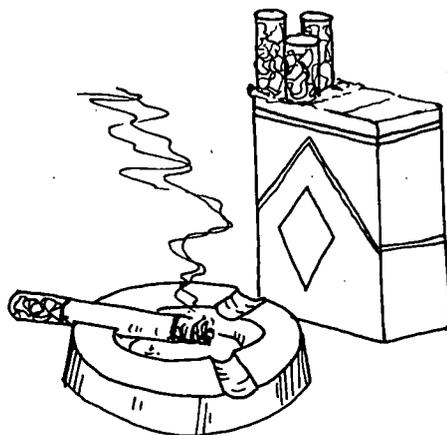
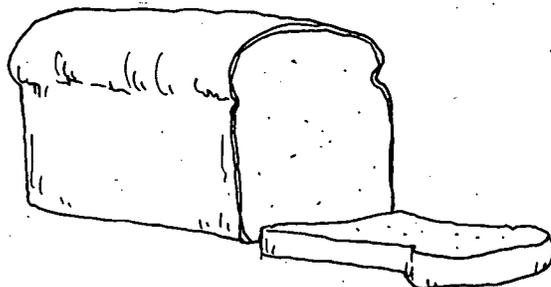
FOLLOW-UP ACTIVITY

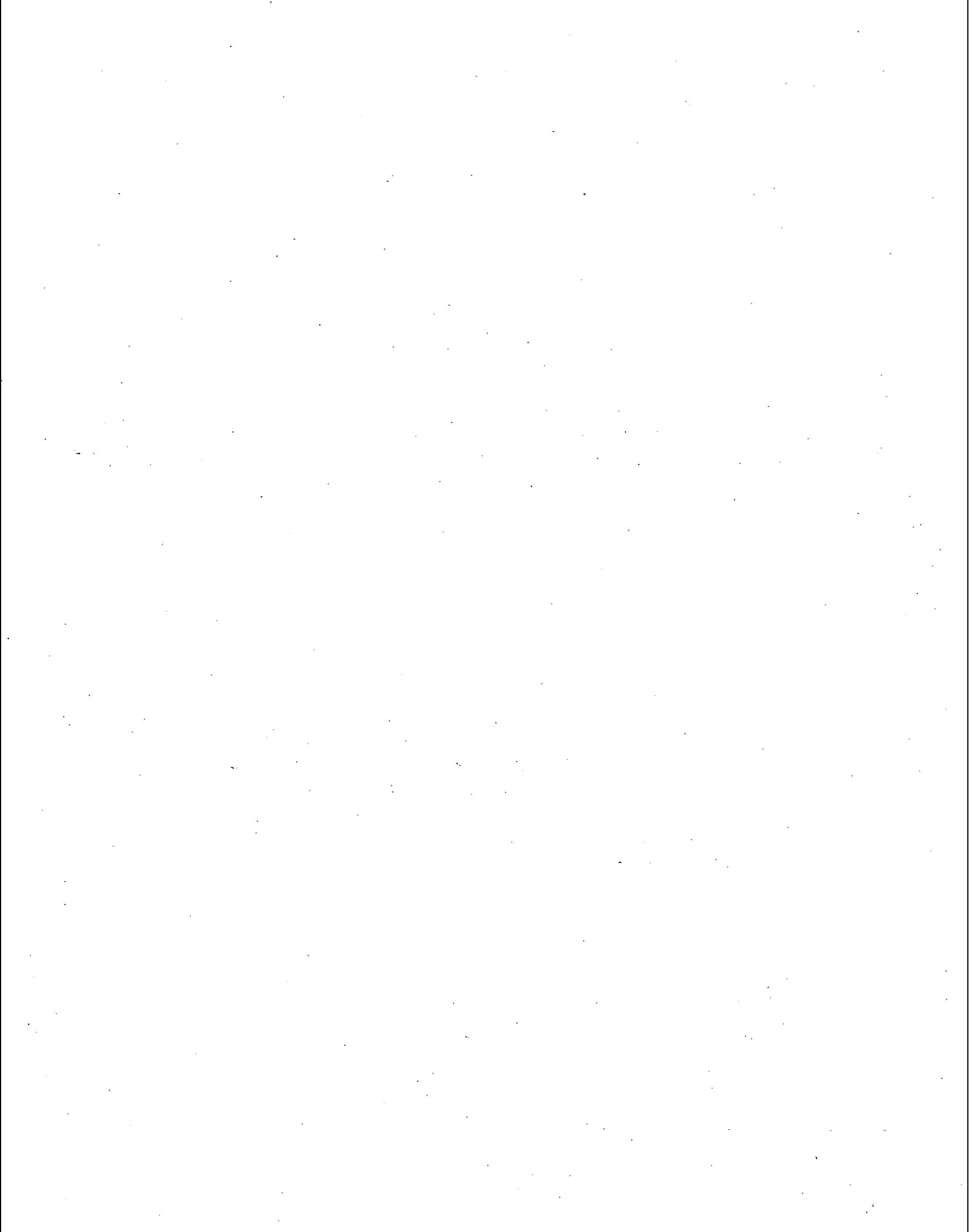
1. Photocopy the “Say No!” worksheet for each member of the group. Complete the worksheet.
2. Play “Cool It, Talk It Out, Then Walk Away” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach the children the words to sing along. Photocopy the “Cool It, Talk It Out, Then Walk Away” page from the song book for children to color.



What's Good? What's Bad?

DIRECTIONS: Put an "X" over the bad things to put in your mouth. Color the good things to put in your mouth.





Say No!

DIRECTIONS: Color the ring and slash red to show "No!" to alcohol, tobacco, and other drugs.





What's Not Safe?

OBJECTIVE

To identify and discuss alcohol and tobacco.

DURATION

10–15 minutes.

MATERIALS

“What's Not Safe?” worksheet.

PREPARATION

Photocopy worksheet for each member of the group.

ACTIVITY

1. Gather children into a circle.
2. Hold up a copy of the worksheet and discuss the following with children:
 - medicine (given only by a designated caregiver)
 - tobacco (unhealthy for everyone)
 - alcohol (only for adults, causes problems if abused).See the background section on alcohol, tobacco, and other drugs for information on what to say to young children.
3. Distribute the worksheet and ask the children to look for unsafe things in the picture.
4. Remind the children about how to stay healthy and to stay away from alcohol and tobacco, which can hurt them and make them sick. Tell them to take medicine only from a parent, the doctor, or someone a parent says can give them medicine (designated caregiver).
5. Have children return to their area to complete the worksheet.

FOLLOW-UP ACTIVITY

Have the children draw a picture on the back of the worksheet that shows what they can do with a healthy, drug-free body.

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... ..

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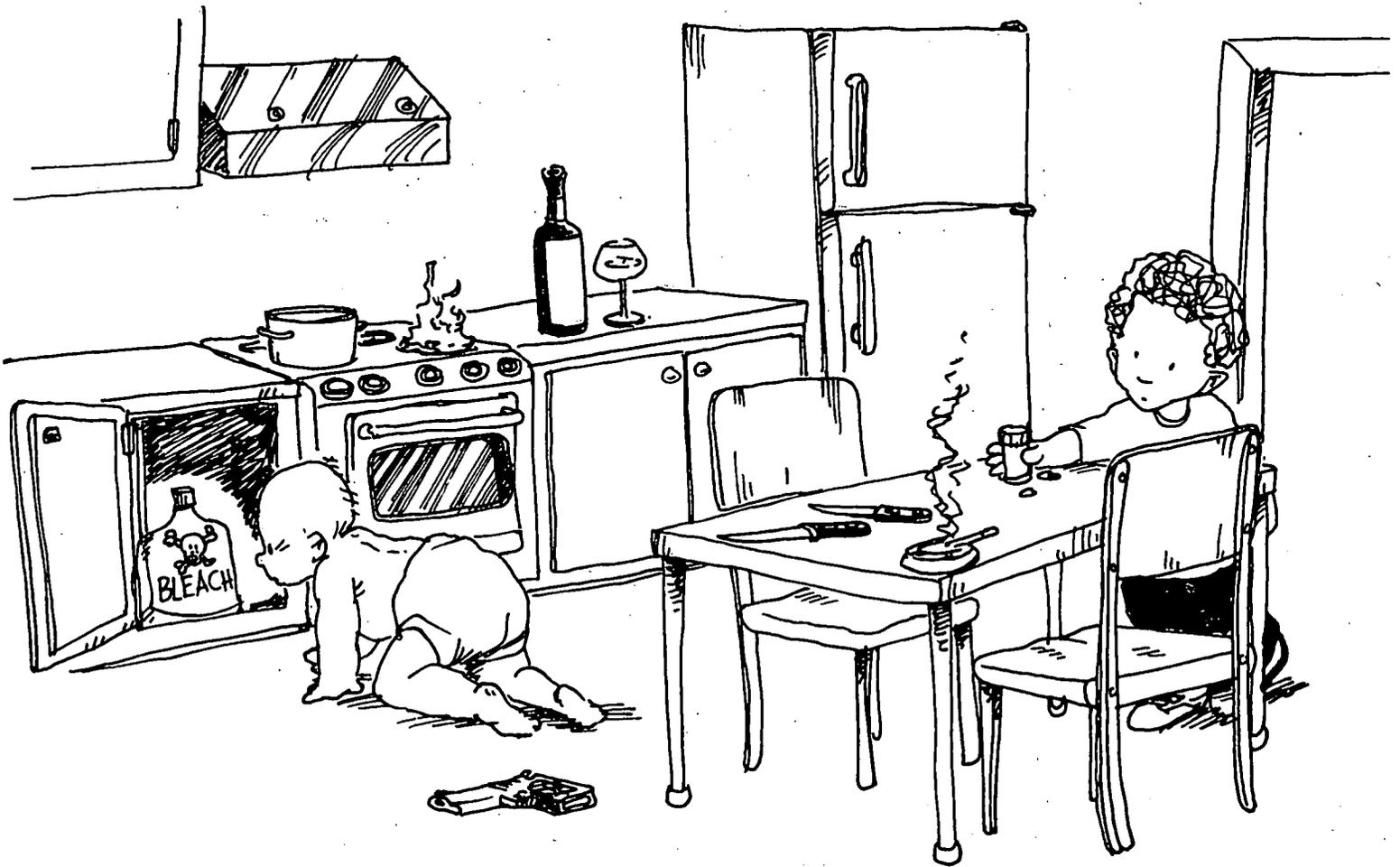
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What's Not Safe?

DIRECTIONS: Put an "X" over all the unsafe things in the kitchen. On the back of your paper, draw a picture of what you can do with a healthy, drug-free body.





Warning Labels

OBJECTIVES

To recognize alcohol and tobacco as harmful substances.

To describe the harmful effects of alcohol and tobacco.

DURATION

20–30 minutes.

MATERIALS

Warning labels on cigarette and alcoholic beverage packages (taken from cigarette packages, alcoholic beverage labels, or advertisements), markers, chart paper, “McGruff’s Top Three Reasons” worksheet, pencils.

PREPARATION

Gather warning labels. Photocopy worksheet for all members of the group.

ACTIVITY

1. Tell the children you are going to read them a warning label from a product that is available in supermarkets and other stores. Without naming the actual product, read the warning to children and have them guess what it is. If they don’t guess, continue to give them clues until they have answered accurately. Ask, “Why do you think someone would use this product, even though it might hurt them?” Read the labels from the other products and advertisements that are available and discuss with children how each can impair their health or behavior.
2. On the chart paper, write the headings “Cigarettes” and “Alcohol.” Underneath each, list the effects that the children learned about from the warnings and their ideas about other ways these products could be harmful to people, especially kids. Emphasize in your discussion with children that not only are these things bad for children’s growing bodies, they are illegal for kids to use, too. Encourage them to think of distasteful ways these products can affect people, in addition to the health risks, such as the smell of their breath after a cigarette and their ability to play sports after drinking a beer.
3. Explain to children that they have learned a lot about the dangerous things cigarettes and alcohol can do to their bodies. Next, explain “McGruff’s Top Three Reasons” not to use alcohol and cigarettes.
4. Tell the children, “I’ll bet you can come up with some great reasons. See if you can write down three reasons not to use cigarettes and alcohol. If you can think of even more, write them on the back of your paper!” Dismiss children to tables to write their reasons. When all are finished, have the children share their reasons with the group.

FOLLOW-UP ACTIVITY

Have children make a collage of warning labels from tobacco and alcohol advertisements found in magazines and newspapers. Display the collage in a visible place.

McGruff's Top 3 Reasons

DIRECTIONS: Write three reasons not to use tobacco or alcohol.



1 _____

2 _____

3 _____



Help Scruff Say “No!”

(follow-up activity to “Warning Labels”)

Although children this young are not likely to be offered or pressured to try harmful substances, this activity will begin the process of developing good refusal skills to be used later.

OBJECTIVES

To develop skills needed to refuse harmful substances.

To practice skills needed when refusing harmful substances.

DURATION

30–40 minutes.

MATERIALS

“Ways to Say ‘No!’” chart, “Help Scruff Say ‘No!’” worksheet, crayons, pencils.

PREPARATION

Photocopy worksheet for each child. Create chart (See “Offer Statements” and “Ways To Say ‘No!’” in steps 2 and 3 below)

ACTIVITY

1. Remind children of all the ways they learned from warning labels that alcohol and tobacco can harm their bodies. Allow the children a few minutes to recall what they learned in the Warning Labels lesson and display the chart “Cigarettes and Alcohol” you made in that lesson. Then say, “Even though you know about all the ways cigarettes and alcohol can hurt you, some people, even older kids, might try to get you to use these dangerous things. I’ve seen it happen before! Now you know lots of reasons why you should say no if this ever happens.”
2. Tell the children they are going to help McGruff think of some creative ways to say no when someone offers them cigarettes or alcohol. Display the “Ways To Say ‘No!’” chart and read the strategies aloud for children, or have volunteers take turns reading. Tell the children they are going to hear some ways that people might try to convince them to use alcohol or tobacco. Read the following statements aloud to children:

Offer Statements:

- “You’ll have a lot more fun if you drink this beer.”
- “Smoke one of these cigarettes. Everyone’s doing it.”
- “It’s fun—you like to have fun, don’t you?”
- “Only sissies won’t smoke.”
- “Are you afraid to try something new?”
- “No one will find out.”

3. As you read each of the "offer" statements, have volunteers hold the McGruff puppet and choose one of the following "Ways to Say 'No!'" (already listed on the chart):

Ways to Say "No!"

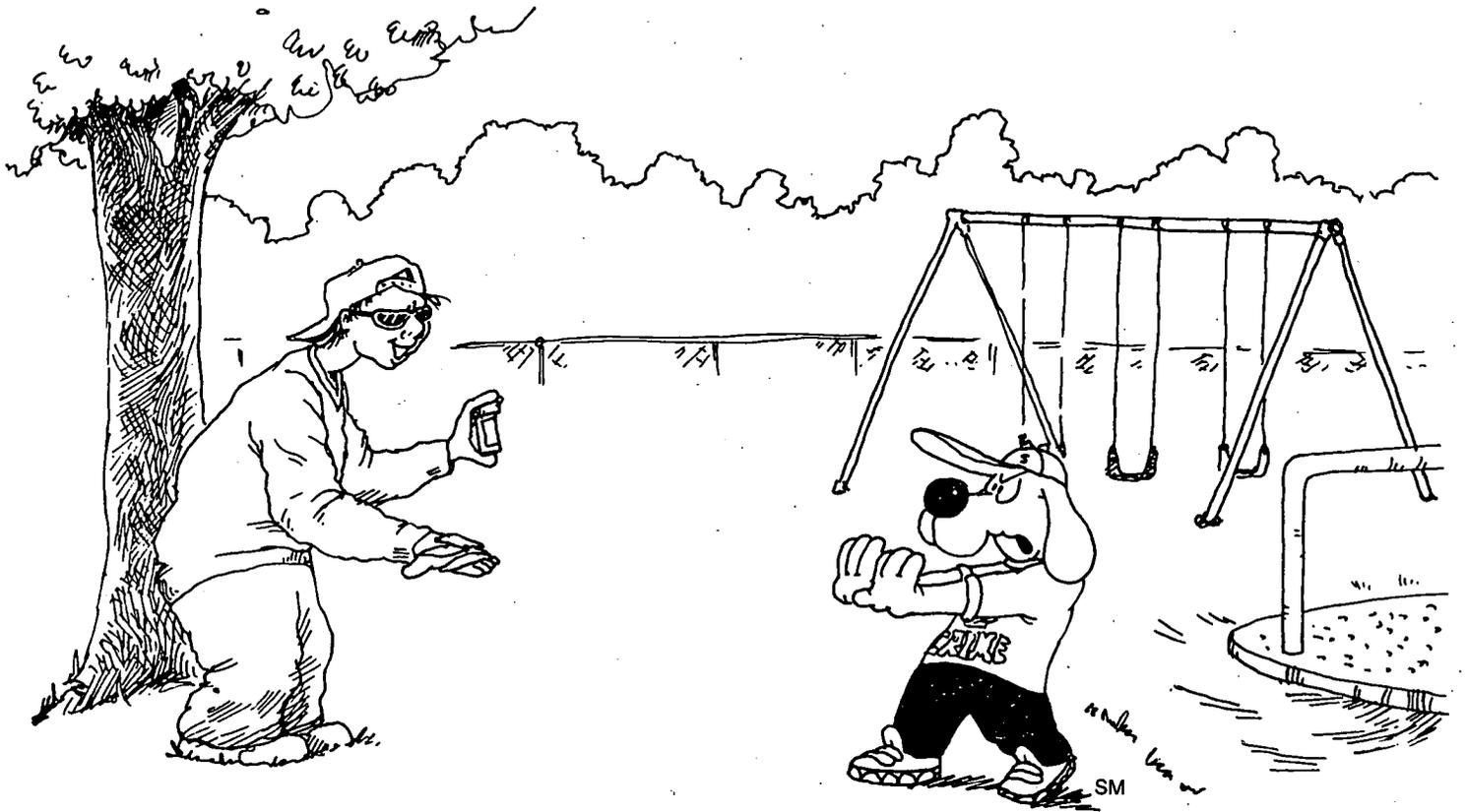
- "I don't want my breath to stink."
 - "I've got better things to do!"
 - "That stuff makes me feel sick just looking at it."
 - "I want to stay in shape for my soccer game tomorrow."
 - "It's against the law."
 - "No way!"
4. Pass out a "Help Scruff Say 'No!'" worksheet to each child. Explain that they should pretend that they are playing with Scruff, and draw themselves in the picture. At the bottom children can write their own creative way to say no to harmful substances.

FOLLOW-UP ACTIVITY

Play "Cool It, Talk It Out, Then Walk Away" from the "McGruff and Scruff and the Crime Dogs" cassette. Teach the children the words to sing along. Photocopy the "Cool It, Talk It Out, Then Walk Away" page from the song book for children to color.

Help Scruff Say "No!"

DIRECTIONS: Draw yourself into the picture below helping Scruff to say no to drugs. Below the picture write the way you said no to using drugs.





Ready, Set, Go for Good Health: My Future—Setting Goals

(Fairfax County, Virginia, Public Schools, 1992)

OBJECTIVE

To recall significant personal life events and identify future goals.

DURATION

One or two 45-minute periods.

MATERIALS

Chalkboard or chart paper, chalk or magic marker, legal-sized paper for each student.

ACTIVITY

1. Draw a timeline on the board for the school year. Include special events planned for each month.
2. Define the word “goal” with the help of the group. Discuss that important events can be planned by setting realistic goals.
3. Brainstorm traits needed to set and reach personal goals (for example, self-confidence, determination, courage).
4. Distribute a piece of legal-sized paper to each child. Have them draw a timeline from the time they began school through age 18.
5. Have the children write or draw past events (such as births, moves, achievements) and goals for their future.
6. Ask the children to pick a goal and write a paragraph about what they think they will need to complete this goal.
7. Ask for volunteers to describe one goal (read the paragraph).
8. Talk about how alcohol, tobacco, and other drugs would interfere with the completion of these goals or be an obstacle to achievements. Include a discussion of the harmful effects of drugs.



Ready, Set, Go for Good Health: Get the Most Out of Life

(Fairfax County, Virginia, Public Schools, 1992)

OBJECTIVES

To identify positive alternatives to taking drugs.

To learn ways of saying no to alcohol, tobacco, and other drugs.

DURATION

One hour.

MATERIALS

Chart paper and markers, "Healthy Alternatives to Drug Use" chart, "Situation and Response" worksheet, magic marker.

PREPARATION

Prepare the "Healthy Alternatives to Drug Use" chart: column one is "Why People Use Drugs" and column two is "Healthy Ways to Get the Same Result," photocopy the worksheet and cut out situation and response cards.

ACTIVITY

1. Ask the group for reasons why people would use drugs (to be like their friends, to be cool or grown-up, to have fun).
2. In the "Healthy Alternatives to Drug Use" chart, have children write three or four reasons why people use drugs in the first column.
3. Discuss whether taking drugs or drinking alcohol really does those things. Also, discuss the negative effects taking drugs will have on your life (cause family problems, interfere with school performance, get you killed, or land you in jail).
4. Next discuss some healthy alternatives children can use to get the same results (pursuing hobbies, joining a sports team, belonging to a Scout troop). Have different children write those alternatives on the chart.
5. Discuss various ways to say no to peer pressure to use drugs (say no over and over again, say no and suggest a different activity, say your parents would get mad, say you have something else you have to do).
6. Put four or five children into two different groups. Distribute situation cards to group 1 and response cards to group 2. Direct group 1 to select one card and read it aloud, and instruct group 2 to select the response card appropriate to the situation presented.
7. After the activity, all the children answer these questions:
 - What would you say if one of your friends called you a chicken, wimp, or baby for not taking drugs?
 - What would you say if someone pressured you to take drugs by saying he or she would beat you up if you refused?

FOLLOW-UP ACTIVITIES

1. Have the children write their own scenarios and responses, then role play their situations.
2. Display "Bad News" poster. Have the children write a newspaper article about the headline "Drugs Hurt Kids" in the poster.
3. Play "Cool It, Talk It Out, Then Walk Away" from the "McGruff and Scruff and the Crime Dogs" cassette. Teach children the words to sing. Photocopy the "Cool It, Talk It Out, Then Walk Away" page from the song book for children to color.

SITUATION CARDS

1

At a sleepover your friends take some beer out of the refrigerator and start drinking. They ask you to have one.

2

One day when you get home from school you find your older brother sitting in his room with some friends. They are sitting on the bed smoking marijuana. Your brother says that if you tattle you'll be sorry.

3

You are walking home from school with your friends when one of them offers you a cigarette. Your friend says all the cool kids smoke.

4

Your next-door neighbor wants you to hide some drugs in your room.

5

While you're on the way home from the video store, some older kids stop you. They want you to take a pill to make you "feel good."

RESPONSE CARDS

1

No thanks. I'd rather play some basketball. Want to come to the courts with me?

2

You know it's against our family rules. I'm not the one breaking the rule—I don't have anything to worry about.

3

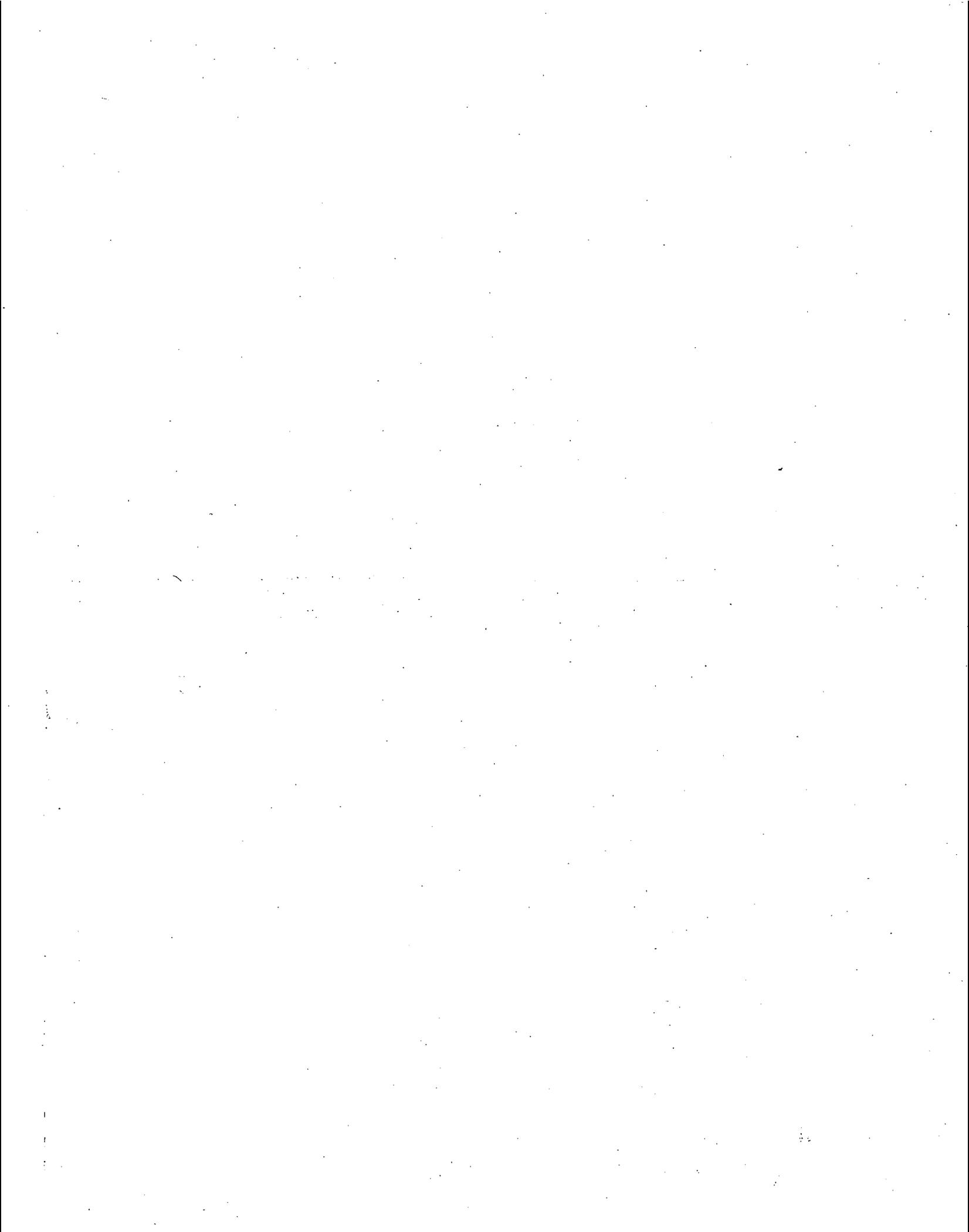
No way! That stuff makes your breath stink!

4

No, thank you. My parents would ground me forever if I tried that stuff!

5

No! I'm going to practice my trumpet. You should join the school band. It's really fun.





Bullying

BACKGROUND INFORMATION FOR ADULTS

ADULT BROCHURES

- Bullies: A Serious Problem for Kids
- Los Valentones: Un Serio Problema para los Niños

McGRUFF LETTER TO KIDS

ACTIVITIES

PREKINDERGARTEN/KINDERGARTEN

- ▶ Together We Can Do It
- ▶ Bully Button Necklace

GRADES 1–2

- ▶ Dealing With Bullies
- ▶ Leave Scruff Alone

GRADES 3–5

- ▶ Who's a Bully?
- ▶ How Does It Feel?

Bullying

W

One out of seven children—or about 15 percent of all elementary students—is involved in some level of violence as either a bully or a victim.

e all remember the class bully. He or she may have been the one who liked to beat up kids for their lunch money. Or the one who called you embarrassing names on the bus. You may think that these behaviors are normal or that bullying among children is insignificant compared to drug use or violence. But bullying can be a serious problem.

For the victim, bullying can be devastating. It can severely harm self-image, academic performance, and even physical health. Victims of long-term bullying can experience psychological damage. For the bully, who is accustomed to getting his or her way through aggression, the pattern of anti-social behavior developed may continue into later years. One in four children who bully will have a criminal record before the age of 30.¹

Bullying occurs with great frequency and in recent years, has become increasingly violent. One out of seven children or about 15 percent of all elementary students—is involved in some level of violence as either a bully or a victim. One in ten students is regularly harassed or attacked by bullies.² One survey found that 58 percent of students have stayed home from school at least once because they were victims of bullying.³

Today, weapons are replacing fists. Texas A&M University

questioned students in 23 small Texas communities in 1990 and discovered that more than half of the boys and a fifth of the girls reported participating in at least one fight involving guns or knives during the previous year.⁴

Bullying is a problem that demands adult attention. It occurs in every type of community, urban, suburban, and rural. But it is preventable and controllable. Adults like you, who work with children, can help stop bullying.

The Characteristics of Bullying

The most important part of preventing bullying is recognizing the problem. You and the children you work with need to be aware of bullying and the behaviors that characterize it.

Bullying can be defined as aggression in which one child, or a group of children, engage in unprovoked and repeated physical or psychological harassment of a victim. Physical abuse is painful and dangerous, but emotional abuse can hurt even more. Boys and girls participate in both physical and psychological bullying. Boys' bullying is usually physical and therefore easy to identify. Girls' bullying is often emotional and can be more difficult for adults to recognize. Emotional bullying may consist of manipulating friendships, name-calling, and exclusion.

The boxes below describe some common characteristics of bullies and their victims.

Bullies Have Many Faces

Extrovert bullies may be outgoing, aggressive, active, and expressive; more interested in things outside themselves than in their own thoughts and feelings; rebels (and usually criticized for rebelliousness); often end up in trouble as adults; rough-and-tough, angry, and mean on the surface; get their way by brute force or openly harassing someone; may feel inferior, insecure, and unsure of themselves on the inside; reject rules and regulations; need to rebel to achieve a feeling of superiority and security.

Introvert bullies may not want to be recognized; are reluctant to rebel; conform to society; try to control by smooth-talking, saying the "right" thing at the "right" time, mislead, lie, say and do whatever they think the other person wants to hear, just to get their way; deceive others into thinking they mean well; work on becoming the "teacher's pet"; get their power through cunning, manipulation, and deception.

Children Who Are Bullied

How to recognize a child who is bullied. Although anyone can be the target of bullying, a victim is often singled out because of psychological rather than physical traits. A typical victim is more likely than other children to lack confidence, be shy and sensitive, and perhaps to be anxious. He or she may often be alone or have few friends. A child who is being bullied may exhibit the following symptoms:

- ▶ increased withdrawn, "loner" behavior
- ▶ a drop in grades
- ▶ hesitancy to go to school or other activities where there are other children
- ▶ torn clothing and unexplained or poorly explained bruises
- ▶ frequent requests for extra school supplies or lunch money

What Adults Can Do About Bullying

There are many steps you can take to deal with the problem of bullying. Recognizing the serious consequences, your first step is to commit yourself to doing all that you can to stop it. Keep in mind that bullies and their victims share many of the same desperate feelings and pressures. Protect victims of bullying, but also be sensitive to bullies and commit yourself to helping them change their behavior.

- **Do not tolerate bullying behavior.** Be on the lookout for bullying behavior. Children are often ashamed or embarrassed when bullying occurs, not wanting to admit that something outside their control is affecting them. Take immediate action. You will be sending a strong message that you care and will not tolerate mistreatment.
- **Discuss the topic of bullies with the children you work with.** Regular discussion keeps the issue alive and provides an opportunity to identify concerns and evaluate progress.
- **Foster an atmosphere of kindness and concern toward others.** Point out acts of kindness whenever they occur. Model the behavior you value.
- **Use every opportunity to build self-esteem.** Children who feel good about themselves are less likely to be victims of bullying and/or be bullies themselves.
- **Encourage children to be part of the solution.** Develop an action plan with children in which they agree on specific things they can do to reduce the problem of bullying.
- **Let children know you are available to discuss problems or concerns with them privately.** Children may have difficulty discussing their feelings and situations in front of the group. Remember in these one-on-one talks to acknowledge their feelings before trying to get the facts of the situation.

- **Teach cooperation by having children work in groups.** Assign group work where cooperation rather than individual skill is critical to success.
- **Alert parents or program administrators to any problems so they can refer children to appropriate services if necessary.** Some bullies, victims, and witnesses may not respond to your efforts and could benefit from counseling.
- **Tell children about the strategies they can use to prevent or respond to bullying.** Help them practice using the techniques in the following section.

Gender and Bullying

Boys and girls tease each other. It's part of growing up. But sometimes that teasing can turn ugly, leaving children feeling scared, hurt, and confused. This type of behavior can include gender-based harassment—unwanted and unwelcome sex-related behavior. In elementary school, it can be as simple as yelling, "I see Nancy's underpants!" or "Jeremy has cooties!" Victims feel embarrassed, self-conscious, afraid, and confused.

Adults can help children deal with sexual harassment in the following ways:

- ▶ **Help them understand sexual harassment.** Stress four points:
 1. Sexual harassment can include sexual jokes, gestures, looks, pictures, or graffiti; rumors; spying on someone dressing or showering; flashing or "mooning"; sexual touching, grabbing, pinching, or pulling at clothing; or forcing someone to kiss, hug, or touch another person.
 2. Sexual harassment does not include behaviors that people like or want (for example, wanted kissing, touching, or flirting).
 3. If someone does something to a child that makes him or her feel bad or scared, the child has a right to stop it.
 4. Sexual harassment—including all the behaviors described above—is wrong and it is against the law.
- ▶ **Watch for symptoms.** Warning signs can include a drop in grades, quitting previously enjoyed activities, self-consciousness, fear, and confusion.
- ▶ **Discourage harassing/bullying behavior in non-school activities.**
- ▶ **Inform the school or your organization's supervisor immediately if you suspect or know that a child is being sexually harassed.** Work with staff and administrators to stop it.
- ▶ **Make sure there is a clear, publicized policy at your school or organization dealing with sexual harassment.**

What Children Can Do To Prevent Bullying

Children may come to you asking for advice on how to handle a bully. Tell children to:

- **Discuss the problem with an adult.** Don't feel afraid or embarrassed to discuss bullying with their parents, teachers, or other trusted adults. They

have nothing to be ashamed of. Adults can give them good advice about how to handle the bully. An adult may also be able to stop the bullying by talking to the bully or to the bully's family.

- **Make friends.** Bullies usually pick on kids who are alone. One of the best ways to prevent being bullied is to have friends, and to be with those friends when kids think they might get picked on.
- **Stand up for themselves.** Bullies like to pick on kids they think are afraid to speak up. If someone is picking on them, tell him or her to leave them alone, and walk away.
- **Avoid the bully.** If they can, try to stay away from situations where they might be bullied. This is not being a "wimp" or a "chicken." There is nothing good about being picked on or beaten up.
- **Do things that make them feel good.** If they are good at drawing pictures, draw pictures. If they have fun playing basketball, play basketball. Bullies don't usually pick on kids who are happy and feel good about themselves.
- **Be assertive.** Tell the bully to leave them alone. Walk away with their head held high.
- **Joke around with the bully.** Humor can help defuse a bully that may be about to attack. If a bully calls the child "a big fat cow," the child could respond with a loud "moo."
- **Be confident and use appropriate body language.** Teach them to face the world with confidence and to look the bully straight in the eye. Be careful not to present any body language that might indicate a willingness to fight.
- **Recognize the victories of the bully.** Compliment the bully when a job has been done well. If the bully makes a great catch in a ball game, saying "Good job!" may just help ease other bullying situations. It may help to get the bully to respond favorably later.
- **Look out for kids who are being bullied.** No one likes a bully. Even if they aren't being bullied, they know the bully's behavior is wrong. Let bullies know they don't like their behavior. Be nice to kids who get picked on.

A Program That Works: Nobody Likes a Bully

If the children you work with are having a particularly bad problem with bullying, it may be necessary to institute a program focused on that issue. A group of elementary schools in South Carolina uses an anti-bullying program designed to reach children in the third through sixth grades. It is an instructional unit with a training video called "Nobody Likes a Bully." After participating in the instructional unit and watching the video, students are asked to participate in a Student Watch program, where they are taught the peer negotiation skills needed to help themselves and others in conflict situations.

The Student Watch program stresses that students are to handle problems with their heads, not their hands. Student representatives are trained to encourage their peers to talk about whatever is bothering them and, if possible, to try to work out solutions without adult intervention. Representatives are taught not to scold, make demands, pass judgments, or force their services on others. When a problem cannot be solved, or has escalated beyond the point where the representative can help, the teacher is notified immediately.

Included in the "Nobody Likes a Bully" unit are pre- and post-program surveys, which help determine the unit's effectiveness. When the South Carolina schools examined the results of their surveys, they found that 54 percent of the students felt that bullying was less of a problem after the program, and 66 percent said they liked school better. In addition, the school principals reported a 50 percent reduction in the number of referrals to their offices after the program had been in effect for only eight weeks.

For more information on the "Nobody Likes a Bully" program, contact the following:

Dr. Susan J. Smith
School of Education
Winthrop University
Rock Hill, SC 29733
803-323-4732

References

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2. Greenbaum, Stuart, Brenda Turner and Ronald D. Stephens. *Set Straight on Bullies*. Malibu, CA: National School Safety Center, 1988.
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BULLYING

- Don't bully your children yourself, physically or verbally. Use nonphysical, consistently enforced discipline measures as opposed to ridiculing, yelling, or ignoring your children when they misbehave.
- Help children learn the social skills he or she needs to make friends. A confident, resourceful child who has friends is less likely to be bullied or to bully others.
- Praise children's kindness toward others. Let children know that kindness is valued.
- Teach children ways to resolve arguments without violent words or actions.
- Teach children self-protection skills—how to walk confidently, stay alert to what's going on around them, and to stand up for themselves verbally.
- Provide opportunities for children to talk about bullying, perhaps when watching TV together, reading aloud, playing a game, or going to the park or a movie.
- Recognize that bullies may be acting out feelings of insecurity, anger, or loneliness. If your child is a bully, help get to the root of the problem. Seek out specific strategies you can use at home from a teacher, school counselor, or child psychologist.



**TAKE A BITE OUT OF
CRIME**

Crime Prevention Tips from
National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
www.weprevent.org

and

Bullies: A Serious Problem for Kids



BJA

The National Citizens' Crime Prevention Campaign, sponsored by the Crime Prevention Coalition of America, is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

MOTOROLA

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*National Crime
Prevention Council*

Bullying behavior may seem rather insignificant compared to kids bringing guns to school and getting involved with drugs. Bullying is often dismissed as part of growing up. But it's actually an early form of aggressive, violent behavior. Statistics show that one in four children who bully will have a criminal record before the age of 30.

Bullies often cause serious problems that schools, families, and neighbors ignore. Teasing at bus stops, taking another child's lunch money, insults and threats, kicking or shoving—it's all fair game to a bully. Fears and anxieties about bullies can cause some children to avoid school, carry a weapon for protection, or even commit more violent activity.

A Word About the Victim

Although anyone can be the target of bullying behavior, the victim is often singled out because of his or her psychological traits more than his or her physical traits. A typical victim is likely to be shy, sensitive, and perhaps anxious or insecure. Some children are picked on for physical reasons such as being overweight or physically small, having a disability, or belonging to a different race or religious faith.

A Word About the Bully

Some bullies are outgoing, aggressive, active, and expressive. They get their way by brute force or openly harassing someone. This type of bully rejects rules and regulations and needs to rebel to achieve a feeling of superiority and security. Other bullies are more reserved and manipulative and may not want to be recognized as harassers or tormentors. They try to control by smooth-talking, saying the "right" thing at the "right" time, and lying. This type of bully gets his or her power discreetly through cunning, manipulation, and deception.

As different as these two types may seem, all bullies have some characteristics in common. They:

- are concerned with their own pleasure
- want power over others

- are willing to use and abuse other people to get what they want
- feel pain inside, perhaps because of their own shortcomings
- find it difficult to see things from someone else's perspective

What You Can Do

- Listen to children. Encourage children to talk about school, social events, other kids in class, the walk or ride to and from school so you can identify any problems they may be having.
- Take children's complaints of bullying seriously. Probing a seemingly minor complaint may uncover more severe grievances. Children are often afraid or ashamed to tell anyone that they have been bullied, so listen to their complaints.
- Watch for symptoms that children may be bullying victims, such as withdrawal, a drop in grades, torn clothes, or needing extra money or supplies.
- Tell the school or organization immediately if you think that your children are being bullied. Alerted caregivers can carefully monitor your children's actions and take steps to ensure your children's safety.
- Work with other parents to ensure that the children in your neighborhood are supervised closely on their way to and from school.

- Avise inmediatamente a la escuela u organización si cree que sus hijos son víctimas de valentonadas. Los encargados de cuidarlos pueden observar las acciones de sus hijos y tomar medidas para garantizar su seguridad.
- Colabore con otros padres para asegurar la estrecha vigilancia de los niños de su barrio en el camino a y de la escuela.
- No maltrate física o verbalmente a sus hijos. Aplique medidas disciplinarias no físicas y hágalas cumplir siempre, pero no ridiculice, grite ni ignore a sus hijos cuando no se portan bien.
- Ayude a sus hijos a aprender las convenciones sociales que necesitan para tener amigos. Es menos probable que un niño listo y seguro de sí mismo que tiene amigos sea víctima de un valentón o actúe él mismo como un valentón.
- Elogie las atenciones que sus hijos tengan con otros. Hágales saber que la cordialidad tiene valor.
- Reconozca que los valentones puede estar expresando sus sensaciones de inseguridad, ira o soledad. Si su hijo es un valentón, ayúdele a descubrir la raíz del problema. Pídale a un maestro, consejero escolar o psicólogo de niños qué estrategias concretas usar en su casa.
- Enseñe a sus hijos distintas maneras de resolver argumentos sin recurrir a palabras o acciones violentas.

- Enseñe a sus hijos técnicas de autoprotección— cómo caminar demostrando seguridad en sí mismo, advertir en todo momento qué es lo que pasa a su alrededor y defenderse verbalmente.
- Ofrezca a sus hijos la oportunidad de hablar sobre los valentones, quizá cuando están mirando juntos televisión, leyendo en voz alta, participando en algún juego o yendo al parque o al cine.



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Los Valentones: Un Serio Problema para los Niños



*National Crime
Prevention Council*

El comportamiento de los valentones puede parecer bastante insignificante en comparación con el de los muchachos que llevan armas de fuego a la escuela y andan con drogas. Las pendencias suelen descartarse como parte del pasaje a la vida adulta. Pero es realmente una forma temprana de comportamiento agresivo y violento. Las estadísticas muestran que uno de cada cuatro niños que habitualmente buscan pendencia tendrán antecedentes delictivos antes de cumplir los 30 años.

Los valentones suelen causar serios problemas que las escuelas, las familias y los vecinos ignoran. El hábito de molestar con bromas en la parada del ómnibus, quitar a los compañeros el dinero para el almuerzo, dirigir insultos y amenazas, dar patadas y empujones— todas estas cosas le divierten al valentón. El temor y la ansiedad que ocasionan puede llevar a que algunos niños eviten ir a la escuela, lleven un arma para protegerse o incluso cometan actos más violentos.

Una Palabra Acerca de la Víctima

Aunque cualquiera puede ser blanco de esta mala conducta, el valentón elige a su víctima más por sus características psicológicas que por sus características físicas. En general, la víctima típica es un niño tímido, sensible y quizás ansioso o inseguro. A veces el valentón lo elige por razones físicas, sea porque es obeso o físicamente pequeño, o porque tiene una discapacidad o pertenece a una raza o a una fe religiosa diferente.

Una Palabra Acerca del Valentón

Algunos valentones son extrovertidos, agresivos, activos y expresivos. Consiguen lo que quieren por medio de la fuerza bruta o acosando abiertamente a alguien. Este tipo de valentón rechaza las normas y reglamentos y necesita rebelarse para adquirir una sensación de superioridad y seguridad. Otros valentones son más reservados y manipuladores y tal vez no quieren que se los reconozca como acosadores o atormentadores. Para ejercer control hablan suavemente y dicen lo correcto en el momento oportuno y mienten. Este tipo de valentón adquiere su poder discretamente, con astucia, manipulación y engaño.

Por diferentes que parezcan estos dos

tipos, todos los valentones tienen algunas características en común:

- están interesados en su propio placer
- quieren tener poder sobre los demás
- están dispuestos a hacer uso y abuso de otras personas para conseguir lo que quieren
- sufren por dentro, quizá por sus propias deficiencias
- encuentran difícil ver las cosas desde la perspectiva de otra persona

Qué Puede Hacer

- Escuche a sus hijos. Aliéntelos a hablar sobre la escuela, acontecimientos sociales, los compañeros de clase, el recorrido a pie o en ómnibus a y de la escuela para que usted pueda advertir cualquier problema que puedan tener.
- Reciba seriamente las quejas de sus hijos sobre los valentones. Si investiga la causa de una queja aparentemente poco importante puede descubrir agravios más serios. A menudo los niños tienen miedo o se avergüenzan de contarle a alguien que un valentón los ha molestado, de modo que escuche sus quejas.
- Observe los síntomas que indican que el niño puede ser víctima de un valentón, como retraimiento, notas más bajas, ropa desgarrada, o la necesidad de más dinero o suministros.



Did a kid ever push you down on the playground or take your money? That person bullied you. I want to help you handle him.

There are lots of ways for you to handle a bully. You can walk away, stick with nice friends, or ask the bully to leave you alone. Never fight or argue with a bully.

Don't be a bully yourself. Treat others with kindness. Stick up for others who are being bullied.

If you are being bullied, tell an adult you trust. You have the right to feel safe and not be hurt by someone else.

Your friend,
McGruff





Together We Can Do It

OBJECTIVE

To understand the importance of everyone's efforts in a group activity.

DURATION

15–20 minutes.

MATERIALS

Parachute or old sheet.

PREPARATION

None.

ACTIVITY

1. Place the children, evenly spaced, around the outside of the parachute/sheet.
2. Instruct the children to hold on to the parachute/sheet, using both hands.
3. Begin with "Mountain." Have children slowly move the parachute/sheet up and down. Move onto "Waves," having the children more quickly perform the same motion up and down. On the count of three, have the children hold the parachute/sheet over their heads and look under the parachute/sheet to say "Hi" to their friends. Use this opportunity to let children know that teamwork can be fun.
4. Tell the children that on the count of three, you will call out two of their names. The group will raise the parachute/sheet, and the two children whose names were called will run underneath and change places. Emphasize the children's cooperation.
5. Choose two children to role play a scene in which one child decides to push the friend next to him or her during the game. Act this scenario out as the others struggle to keep the parachute/sheet up. The children will discover that to have fun everyone is needed. The adult can invent similar situations as the game continues. Each of the children will realize the same lesson: all children are needed for the fun, and when even one child decides to bully, the fun for everyone else stops. (Similar situations might include everyone laughing at someone's shirt, teasing about an untied shoe, making scary noises, calling mean names—all bullying distractions that involve at least two children.)
6. End the game. Discuss the fun and also what happened when someone did not cooperate. Bullying is no fun for anyone—everyone loses.

FOLLOW-UP ACTIVITY

1. Play "Crime Biters" from the "McGruff and Scruff and the Crime Dogs" cassette. Teach children the words to sing along. Photocopy the "Crime Biters" page from the song book for children to color.



Bully Button Necklace

OBJECTIVES

- To identify bullying behaviors.
- To articulate feelings about being bullied.
- To practice strategies for dealing with bullies.

DURATION

20–25 minutes.

MATERIALS

“Bully Button Necklace” pattern, yarn, Scruff puppet, crayons, scissors.

PREPARATION

Photocopy pattern. Make Scruff puppet

ACTIVITY

1. Gather the children into a circle.
2. Use the Scruff puppet to discuss bullies or people who tease, scare, or hurt others. Have Scruff relate situations that happen to him and ask the children to help him solve the problems. Scruff’s situations could include someone calling him a mean name, someone hitting or biting him, or someone taking his lunch money and running off with it.
3. Discuss the following strategies for dealing with bullies:
 - walk away
 - stick with a nice friend
 - tell an adult
 - say “NO! Leave me alone”
 - talk it out
4. Have children role play the strategies listed above. Shy children might prefer to use the Scruff puppet to express feelings and solutions.
5. Explain to the children that they will be making a “Bully Button” necklace to wear to show everyone that they’re not afraid of bullies. They will cut out the pattern and color the button.
6. Discuss with the children that the heart means a loving person, the star means a very special person, and the smiley face means a happy person.
7. Help children thread yarn through holes.

FOLLOW-UP ACTIVITY

Act out the following poem as a group:

Five little children
Jumping up and down.
Along came a bully
And pushed me to the ground!
I ran to tell the teacher
And the teacher frowned!
Don't let bullies push you around. [shake finger]

Act this out five times, shouting the last line on the fifth rendition. Each time the number of children reduces by one: four, three, two, one. Children can show the number of fingers to represent the "children."

Scruff Puppet

DIRECTIONS: Photocopy the Scruff puppet below, cut out, and glue to a popsicle stick.



Bully Button/Necklace

DIRECTIONS: Color the patterns and cut out. Glue the two pieces together. Punch a hole at the top of the button/necklace. Put yarn through and tie in a knot. Wear the button/necklace.





Dealing With Bullies

OBJECTIVES

To recognize bullying behavior.

To learn strategies for dealing with bullying behavior.

DURATION

30 minutes.

MATERIALS

Index cards (one for every two children), chalkboard or dry-erase board, writing instrument, tape recorder, children's music (if available).

PREPARATION

Mark one index card with a "B" for bully.

ACTIVITY

1. As a group, define what a bully is and brainstorm how a bully acts. Record the ideas, and be sure to include these bullying behaviors:

- teasing
- name calling
- threatening
- taking property from someone
- hurting someone physically or emotionally.

Allow a few minutes for the children to share their own experiences with bullies or tell about witnessing someone else being bullied.

2. Discuss these questions as a group:

- How does it feel to be bullied or picked on?
- Why do you think bullies act the way they do?

Help the children understand that bullies often have low self-esteem, feel angry or lonely, want power, are not sure how to make friends, or may just want to make others feel rotten, too. Ask the group "If a bully picked on you, what would you do?"

3. Record strategies and be sure to emphasize nonviolent strategies for dealing with bullies, such as:

- walking away,
- talking it out,
- sticking with friends,
- telling an adult.

4. Explain that the children are going to play a game to learn about how it feels to be bullied and some ways to deal with bullies. Divide the children into two groups and have each group form a circle, one inside the other. Pass out index cards to the children in one group (all cards should be blank except for the one marked with "B"). Each child should look at his or her card but not show it to anyone. Whoever has the "B" on his or her card will be the bully for this round. (See instructions for "Bullying Behavior" below.)
5. Have the two groups (facing each other) practice moving – one clockwise and the other counterclockwise. Explain that you are going to play some music, and when the music stops, the children should stop moving and face their partner in the opposite circle.

INSTRUCTIONS FOR "BULLYING BEHAVIOR"

1. In the first round all children with a blank card should say one nice thing about what their partner is wearing, but the bully should criticize his or her partner.
2. In the second round all children should shake hands with or pat their partners on the shoulder, but the bully should lightly push his or her partner.
3. In the third round all children should tell about something fun they would like to do with their partners, but the bully should make a threat about something mean he or she will do to his or her partner.

Discuss these questions after each round:

- How was the victim bullied?
- How do you think the victim felt?
- What strategy could the victim use to deal with the bully?

FOLLOW-UP ACTIVITY

1. Have children come up with their own bullying scenarios to role play and practice one of the strategies discussed.
2. Play "Crime Biters" from the "McGruff and Scruff and the Crime Dogs" cassette. Teach the children the words to sing along. Photocopy the "Crime Biters" page from the song book for children to color.



Leave Scruff Alone!

OBJECTIVES

To recognize bullying behavior.
To learn strategies for dealing with bullies.

DURATION

20 minutes.

MATERIALS

Finger puppets (Scruff, McGruff, bullies), chalkboard or chart paper, writing instrument.

PREPARATION

Make finger puppets.

ACTIVITY

1. Display the Scruff puppet and call on a volunteer to “play” Scruff. Explain that you are going to pretend to be someone Scruff might meet on his way home from school.
2. Display the bully puppet and have him criticize Scruff—“Hey! Why are you wearing that dumb hat? I saw you on the playground today. You sure kick the ball like a sissy! Listen, you’d better give me your lunch money before school tomorrow or I’m going to beat you up!” Have the bully puppet give Scruff a shove before walking away.
3. Ask the children if they can think of a name for a person who acts this way. If no one suggests it, write “bully” on the board and explain that you were acting like a bully toward Scruff. Have children brainstorm some of the ways the bully mistreated Scruff. If necessary, help children recognize the following bullying behaviors: teasing, threatening, name calling, taking things from someone, hurting (pushing or kicking).
4. Introduce the McGruff puppet and have him ask Scruff, “How did you feel when the bully was picking on you?” Allow the child who played Scruff to answer him. Have McGruff ask the other children how they felt while watching their friend get bullied. McGruff can tell children, “I’m going to show you some ways to deal with bullies, and I need your help, OK?” (You may want to have McGruff first ask for some suggestions on how to deal with bullies.)

Strategies:

- A. Bully: “Hey! Why are you wearing that dumb hat?” Scruff could WALK AWAY. Simply ignoring a bully sometimes solves the problem.

- B. Bully: "I saw you on the playground today. You sure kick the ball like a sissy!" Scruff could **SPEAK UP**, and say something like, "Leave me alone!" in a loud voice. Even if you feel scared on the inside, responding like this may startle a bully and make him or her leave you alone.
 - C. Bully: "So Scruff, where's your lunch money I told you to bring?" Scruff could **TALK IT OUT** and try to reason with the bully, perhaps saying, "But then how will I eat my lunch?" Scruff could even try to **MAKE FRIENDS** with the bully (since bullies are often just lonely) and say, "Why don't you eat lunch with me? I'll introduce you to all of my friends!"
 - D. Bully: "I said I was going to beat you up if you didn't have my money!" Scruff could **STICK WITH A FRIEND** (have the child playing Scruff call a friend to come up with him). There is usually safety in numbers, and the bully may not pick on you if you are not alone.
 - E. Bully gives Scruff a little shove. Scruff could **TELL AN ADULT**, such as a parent or teacher. You should get an adult's help if the other methods are not successful. Explain that kids should always tell a trusted adult if the situation is serious or they are afraid.
6. Have McGruff explain to all the children that they should always stick up for someone who is being bullied. Have them practice shouting at the bully, "Leave Scruff alone!" and ask them how it feels to stand up to a bully.

FOLLOW-UP ACTIVITIES

1. Photocopy the "Say Goodbye to Bullies" worksheet for each member of the group. Have children complete the worksheet.
2. Photocopy finger puppets for each member of the group. Have children color and cut out their own finger puppets. Help the children to come up with and practice additional bully situations with their puppets.

Leave Scruff Alone!



Bully



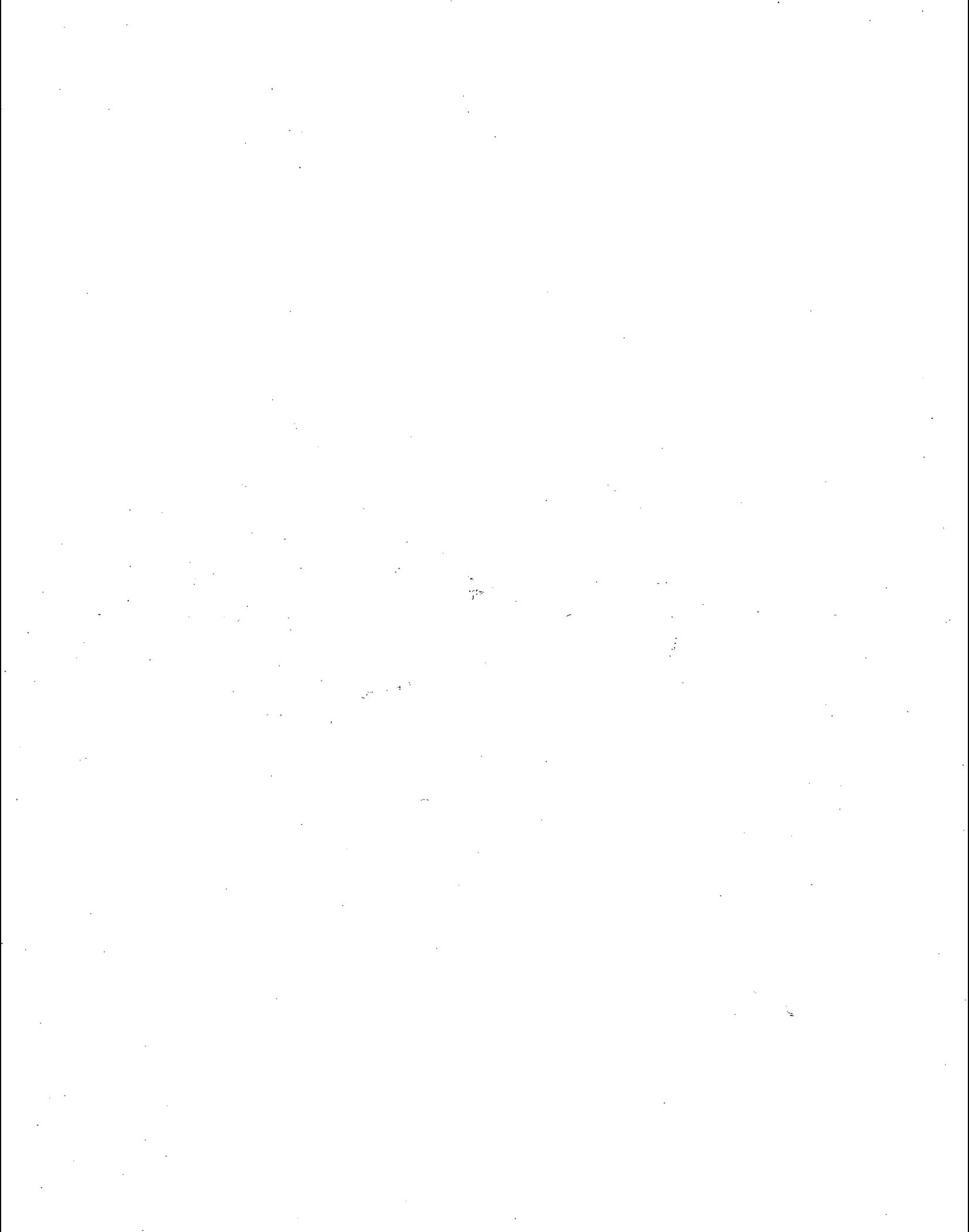
McGruff the Crime Dog®



Bully



Scruff®



Say Goodbye to Bullies

DIRECTIONS: Add up the numbers. Look at the key and find the letter that matches the sum. Write it on the line below to find ways to deal with bullies.

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array} \begin{array}{r} 2 \\ +8 \\ \hline \end{array} \begin{array}{r} 4 \\ +4 \\ \hline \end{array} \begin{array}{r} 5 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +7 \\ \hline \end{array} \begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

O U

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array} \begin{array}{r} 1 \\ +4 \\ \hline \end{array} \begin{array}{r} 5 \\ +5 \\ \hline \end{array} \begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

U P

$$\begin{array}{r} 1 \\ +3 \\ \hline \end{array} \begin{array}{r} 7 \\ +2 \\ \hline \end{array} \begin{array}{r} 4 \\ +3 \\ \hline \end{array} \begin{array}{r} 5 \\ +1 \\ \hline \end{array}$$

C

$$\begin{array}{r} 0 \\ +3 \\ \hline \end{array} \begin{array}{r} 2 \\ +5 \\ \hline \end{array} \begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

H

$$\begin{array}{r} 6 \\ +1 \\ \hline \end{array} \begin{array}{r} 2 \\ +3 \\ \hline \end{array} \begin{array}{r} 1 \\ +0 \\ \hline \end{array} \begin{array}{r} 1 \\ +1 \\ \hline \end{array} \begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

F R

$$\begin{array}{r} 2 \\ +1 \\ \hline \end{array} \begin{array}{r} 7 \\ +3 \\ \hline \end{array} \begin{array}{r} 2 \\ +6 \\ \hline \end{array} \begin{array}{r} 1 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array} \begin{array}{r} 0 \\ +3 \\ \hline \end{array} \begin{array}{r} 9 \\ +1 \\ \hline \end{array}$$

Y.

$$\begin{array}{r} 0 \\ +9 \\ \hline \end{array} \begin{array}{r} 3 \\ +2 \\ \hline \end{array} \begin{array}{r} 5 \\ +3 \\ \hline \end{array} \begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +0 \\ \hline \end{array} \begin{array}{r} 0 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array} \begin{array}{r} 2 \\ +0 \\ \hline \end{array}$$

U

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array} \begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

KEY

1 **N** 2 **D** 3 **W** 4 **S** 5 **E** 6 **K** 7 **I** 8 **L** 9 **T** 10 **A**



Who's a Bully?

OBJECTIVES

- To increase awareness of what motivates a bully.
- To identify strategies for dealing with bullies.
- To work cooperatively with a partner.

DURATION

45 minutes to one hour.

MATERIALS

“What Would You Do?” worksheet, long strips of paper, chalk or markers, crayons, chalkboard or chart paper.

PREPARATION

Photocopy worksheet for all members of the group

ACTIVITY

1. Ask the children to define the word “bully.”
2. Read the first scenario on the worksheet to the group. Ask for possible solutions.
Discuss:
 - Is violence an effective solution? Discuss what the consequences might be if violence is the solution.
 - Ask the children, “Would you feel safe if everyone solved their problems with violence?”
3. Pair up the children and distribute the “What Would You Do?” worksheet to each pair. Have them discuss possible solutions to each problem.
4. Discuss the answers as a group. Emphasize that violence will only lead to more violence.
5. Brainstorm a list of nonviolent ways to deal with bullies, such as: walk away, talk it out, stick with friends, talk to a trusted adult.
6. Distribute one long strip of paper to each pair of children. Direct them to fold the paper into three sections.
7. Direct the pairs to illustrate a bully–victim situation and solution in the three frames. The children should draw a non-violent solution in the last frame. (They can choose a scenario from the “What Would You Do?” worksheet or make up their own.)
8. The children should then write a descriptive sentence or two at the bottom of each frame.
9. Display the completed strips in a prominent place, along with the group’s definition of a bully.

FOLLOW-UP ACTIVITY

Play “Crime Biters” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach the children the words to sing along. Photocopy the “Crime Biters” page from the song book for children to color.

What Would You Do?

Each scenario describes a likely bully situation. Read each one. If you were the victim, what would you do? What is the best way to avoid or solve the conflict?

1. Heidi announces on the playground that Scott has a big nose. Heidi walks over to Scott, pinches his nose, yells "Pinocchio!" and dashes away around the building.
2. Darren, a fourth grader, is practicing basketball at the park near his house. He notices it is getting dark, and two of the biggest guys in fifth grade are coming toward him. They start making fun of the way Darren shoots the ball.
3. Stacey invites Lee to her apartment on Thursday to watch videos. Amanda, who is Stacey's best friend, finds out and feels jealous. On Friday at school, Amanda starts a rumor that Lee never brushes her teeth. A group of girls in the hall start laughing at Lee.
4. Every Monday before art class, Ian forces Matt to give him his lunch money. On Friday Ian reminds Matt that he will collect the money on Monday and threatens that if Matt doesn't bring more money, Ian will beat him up.
5. Heather copies Reana's spelling paper every time they have a test. Reana told Heather that she was going to tell the teacher, but Heather says she will make up a story that Reana is really the cheater.
6. During English class, John softly kicks Michelle's chair for almost the entire class. John also grabs her hand every time they pass in the hall. Michelle told a teacher about John, but nothing seems to change.
7. Shannon has passed the word around the schoolyard that Jane's clothes smell funny. Whenever Jane tries to join a group at recess, everyone ignores her.
8. A.J. corners Jonah in the library, pushes him against the wall, and punches his chest. A.J. leaves the library and walks down the hall.
9. Donna got off the bus and headed home. Suddenly she felt a sharp object hit the back of her head—Charles had thrown a pen out one of the windows of the bus. Donna ignored it until Monday afternoon, when Charles hit her with a baseball he had kept in his jacket pocket.



How Does It Feel?

OBJECTIVES

To understand how a bully, victim, and witness feel and why bullies act the way they do.

To develop problem-solving skills in dealing with bullies.

DURATION

40 minutes.

MATERIALS

Situation cards, chart with suggestions for dealing with bullies, which should look like this:

GUIDELINES FOR DEALING WITH BULLIES

1. Walk away.
2. Stick with friends.
3. Talk it out.
4. Tell an adult you can trust.

PREPARATION

Prepare chart and situation cards.

ACTIVITY

1. Ask the children to define the word “bully.”
2. Explain that the bullying process can involve more than just the bully. Talk about the role of the victim(s) and witness(es) and the silence of others. Refer to the background section on bullying if you need further information. Tell the children they are going to have the opportunity to play one of these roles.
3. Divide the group into teams of two to five children, depending on the scenario. Pass out situation cards to each group. Assign a role (bully, victim, or witness) to each team member.
4. Direct the teams to read the scenario and discuss a positive resolution to the conflict.
5. Allow 10 minutes for the teams to practice acting out scenarios.
6. Have each team perform their resolution. Afterward, discuss the decisions with the rest of the group to see if they agree with the resolutions. List other possible alternatives to each bully scenario.
7. After all the teams have performed, ask those who played each role:
 - How did you feel at the beginning?
 - Why did you act the way you did?
 - How did you feel at the end of the skit?
8. Ask children why it is important to understand each role. (Answers should include so they can communicate better, diffuse conflicts sooner, and know what to do and how to react sooner).

SITUATION CARDS:

1

Bully: Tony, sixth grader
Victim: Alex, fourth grader
Witnesses: Andy and C.J., sixth graders
Setting: bus

Tony gets on the bus. All the seats are full except for the one next to Alex. Tony rudely tells Alex he doesn't want to sit next to him. Andy and C.J. are sitting behind Alex.

2

Bully: Sam
Victim: Jose
Witness: Daronte
Setting: boys' bathroom

At the beginning, Sam is in the bathroom. When Jose enters, Sam demands his lunch money. Jose begins to give it to him when Daronte enters. Sam tells them they both better keep their mouths shut.

3

Bully: Robert
Victim: Jacob
Witness: Raul
Setting: playground

On the soccer field during recess, Robert is constantly tripping and pushing Jacob, who is smaller than he is. Raul notices what is going on, but he is also smaller than and afraid of Robert.

4

Bullies: Tom, Maria, Nakita
Victim: Enrique
Other: Elliot
Setting: field trip

Miss Fields, the teacher, has assigned the seating for the bus. She assigns Elliot to sit with Enrique, the new boy from El Salvador whom everyone teases. When they sit on the bus together, Tom, Maria, and Nakita start teasing Enrique. They tell Elliot that he is going to get "Enrique cooties."

5

Bully: Nidia
Victim: Rachel
Witness: LaToya
Setting: zoo

On a field trip to the zoo, Nidia says to Rachel "Go away! We don't want you to hang around with us." LaToya is close by.

6

Bully: Henry
Victim: Shane
Setting: playground

Henry has a difficult time in math. He is jealous of Shane, who gets As all the time. Henry is constantly calling Shane a nerd and tries to get others to join in, too.

7

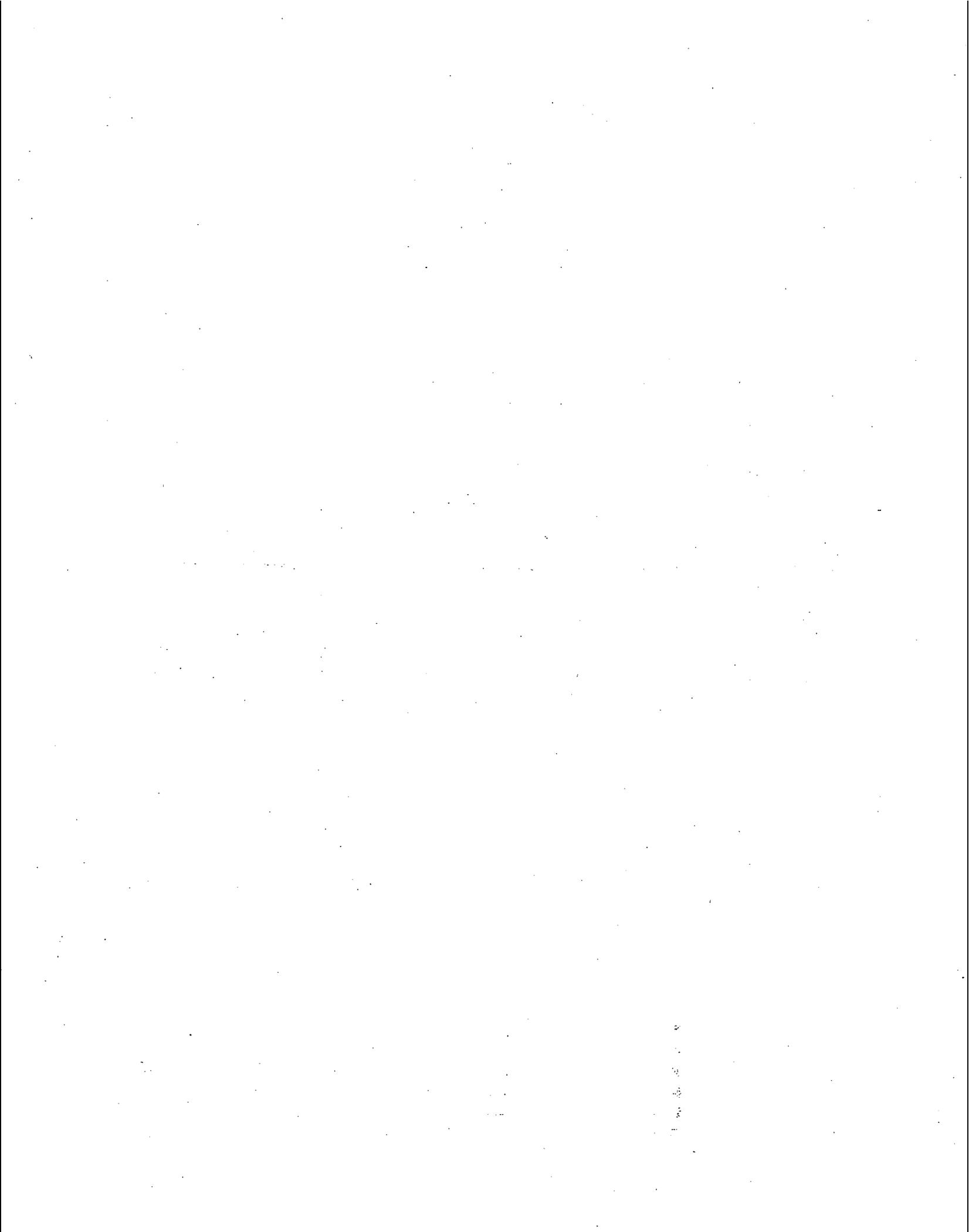
Bully: Jean
Victim: Lydia
Setting: lunch room

Jean is very short, and thinks people won't like her for who she is. So she is constantly picking on Lydia, who is overweight. Jean calls her fat and makes fun of Lydia doing exercises in gym class. At lunch Lydia chooses a lot of high-fat foods and always sits by herself.

8

Bully: Mark
Victim: Matt
Others: David, Carlos

Setting: steps in front of the school building
It is the first day of school, and Mark notices that Matt, the new kid, is talking and laughing with David and Carlos, Mark's best friends. Mark is afraid that David and Carlos will like Matt more than they like him. Mark makes up a rumor that Matt is weird.





Conflict Management

BACKGROUND INFORMATION FOR ADULTS

ADULT BROCHURES

- Help Your Kids Keep the Peace
- Ayude a sus Hijos a Mantener la Paz

McGRUFF LETTER TO KIDS

ACTIVITIES

PREKINDERGARTEN/KINDERGARTEN

- ▶ Talk it Out
- ▶ What Bugs You?

GRADES 1–2

- ▶ Collage in Pairs
- ▶ Working it Out
- ▶ How Does Scruff Feel?

GRADES 3–5

- ▶ Catching On to Cooperation
- ▶ Peace Collage

Conflict Management

W

Of 700 communities surveyed nationwide in 1994, 40 percent reported that violence in schools had increased noticeably over the past five years. Nearly half of all public school students in one national study reported personal experiences with angry scenes of confrontations, and a quarter have been involved in physical fights.

Whether it's an argument with a friend, irritation because a driver cuts in front of you, or a disagreement about the best way to do a job, conflict is a part of everyday life for adults.

Children have conflicts, too. As an adult who works with children, you see it every day. Who will be first in line? Which game will they play? Who gets to be captain of the team? These are just a few examples of children's conflicts you are probably well aware of.

No one can completely avoid conflict, but everyone can learn to manage it. Conflict management skills are what allow people to resolve their differences peacefully. Adults and children who learn to manage conflict experience less stress, have better relationships, and are better able to resolve disputes without violence.

Conflict management is particularly important for children today, who are faced with violence in many forms. Of 700 communities surveyed nationwide in 1994, 40 percent reported that violence in schools had increased noticeably over the past five years¹. Nearly half of all public school students in one national study reported personal experiences with angry scenes of confrontations, and a quarter have been involved in physical fights.² Typically, confrontations involve angry words and possibly fists. But there is often the potential

for use of weapons. In a nationwide survey of students in grades 9 through 12, twenty percent of students reported they had carried a weapon at least once during the 30 days preceding the survey.³

Even young children can learn conflict management. They can learn to generate alternatives and to think through the consequences of each. They can find out how to solve problems and control their anger—skills they will need throughout life.

Helping Children Learn

There are many opportunities to help children learn conflict and anger management skills. But these skills work best in an atmosphere that promotes cooperative behavior, whether on the basketball court or in the classroom. Four actions can help you create such an atmosphere.

- **Assess how you respond to conflicts.** Children learn from what they see. Be aware of how you respond to conflict and try to model the behaviors you teach.
- **Create a caring environment.** A peaceable environment has four major features:⁴
 - Cooperation.* Children work together and trust, help, and share with each other.
 - Communication.* Children observe body language carefully, communicate accurately, and listen sensitively.
 - Tolerance.* Children respect and appreciate other people's differences.
 - Positive emotional expression.* Children express feelings, particularly anger and frustration, in ways that are not aggressive or destructive, and they learn self-control.
- **Learn, model, and teach good communication techniques.** Use “I” statements and paraphrases with your children and other adults. For example, instead of shouting “Don’t ever use that word in my classroom again!” ask “Why did you use that word? I don’t like to hear that word because it hurts people’s feelings.”
- **Designate an area for children to settle their own differences.** Set aside a quiet corner or a “problem-solving table” where children can gather to make peace. This sends a strong message to children that conflict management is valued.

What Adults Can Do When Conflict Occurs

Fights occur even in the most peaceful atmosphere. The key is to recognize that such moments are “teachable moments.” When kids are in the midst of a disagreement, you can teach them to solve problems by breaking the process down into four basic steps:⁵

1. **Each child gets to tell his side.** Each child gets a chance to tell his or her side of the story. The other child must listen without interruption, and repeat back the content of what the other child said.
2. **Kids brainstorm solutions.** There are three things for you, the adult, to remember in brainstorming. First, push for as many ideas as possible. Second, try not to judge any ideas, no matter how unworkable or outrageous you find them, until the brainstorming session is finished. Third, unless you are invited into the discussion, stay out of it.
3. **Children pick the idea that they both think is a good solution.** Each child may have to compromise, but both participants can have a win-win solution—each gets at least part of what he or she wants.
4. **Make a plan and nail down all the details.** Remember the question words—who, what, where, when, how—and work out each detail. If you don't, another fight could start.

This process requires certain ground rules as the conflict is resolved: No interrupting, yelling, put-downs, or physical acting out. The process is not always smooth. Here are three kinds of problem areas:

- **When children break a formal rule.** The problem-solving process should not substitute for punishments normally handed out when formal rules have been broken. But remember, discipline doesn't solve disputes. The problem will probably still need to be resolved when the punishment is over.
- **When children are too angry.** If emotions are running too high, separate the children and let them cool down a few minutes before they try to talk it out.
- **When children keep breaking the conflict management ground rules or cannot agree on a solution.** You will probably have to deal with the problem for them. But don't give up. As long as you keep trying to use the process before giving your own solution, eventually they will learn to succeed on their own.

The Steps in Action

Mick and Luke, 5-year-old friends, are fighting over which video to watch — *Aladdin* or *Peter Pan*. As the shouting increases, Luke's father gets up from the baseball game he's trying to watch and asks the boys if they want help solving their problem. "Yes!" they say.

STEP 1

Each child gets to tell the other his side. Luke starts out, "I want to watch . . ."

"But that's not fair because . . .!" Mick can't contain his outrage.

"Remember, no interrupting," says the father. "You'll get a chance in a minute."

"I want to watch *Peter Pan*; I don't want to watch *Aladdin*," Luke says.

The father turns to Mick. "Do you understand Luke's side?" Mick nods. "Tell him in your own words so he knows that you understood."

“He wants to watch . . .” Mick begins.

“Don’t tell me, tell him,” the father reminds Mick.

“You don’t want to watch *Aladdin*.” Luke nods. Greg then asks Mick to tell his side to Luke.

“I want to watch *Aladdin* because we always watch *Peter Pan*, and I’m really sick of it,” Mick says. With a little prompting, Luke restates what Mick said.

STEP 2

Kids brainstorm. The father has a perfect solution: choose a tape that both of them want to watch. But he doesn’t want to waste this teachable moment, so he ignores his urge to give advice and asks, “What can you do so you both get what you want?”

“We can watch *Peter Pan*,” says Luke.

“Okay. What else can you do?” replies the father.

“We can watch *Aladdin*,” says Mick.

“Okay. What else can you think of?”

There’s a pause. “We could play puzzles,” Luke says. The father nods.

“Yes, you could. And what else could you do?”

“We could watch *Peter Pan* first and *Aladdin* second,” Mick offers.

“Any other ideas?” The father asks. Nope.

STEP 3

Children pick the idea that they both like. “Let’s watch *Peter Pan* first and watch *Aladdin* later,” says Luke. To the father’s delight, Mick agrees.

STEP 4

Make a plan, and work out all the details. “Mick, what are you going to do while Luke is watching *Peter Pan*?” the father asks.

Mick decides to pull out a few puzzles. “Luke, how are you going to let Mick know when it’s his turn?” Luke says he will go tell Mick.

The father heads back to his baseball game a bit confused. Why was Mick willing to give up *Aladdin* after making such a fuss? Apparently, solving the problem became more important than fighting. By helping the boys cooperate, the father had changed the definition of winning. Winning used to mean getting the desired video. Now it means coming up with a solution that both kids like.

A Program That Works: Kids on Patrol

The Bierbaum Elementary School, in St. Louis, Missouri, has instituted a conflict resolution program called Kids on Patrol (KOP). Each year, thirty-six children are selected by their fellow students and teachers to act as conflict managers. KOP’s are easily identified by other children by their hats and badges. KOP’s are trained to resolve non-physical conflicts that occur on the playground. The children selected to be KOP’s must get their parents’ permission and participate in two half-day training sessions.

The school’s principal believes the KOP’s gain confidence in their leadership

and communication abilities and act as models for cooperation among students.⁷ Conflict resolution programs are being implemented throughout the Melville School District, of which Bierbaum Elementary School is a part.

Do's and Don'ts of Mediation⁶

Just like the father in the example, you are often called upon to help settle disputes between children you work with. When you need to take an active role in helping the children resolve disputes nonviolently, it is called mediation. The following guidelines will help you be the most effective mediator possible.

- ▶ Listen carefully. Don't take sides.
- ▶ Be fair. Don't tell the children what to do.
- ▶ Ask how each child feels. Don't ask who started it.
- ▶ Let each child state what happened. Don't try to blame anyone.
- ▶ Treat each child with respect. Don't ask "Why did you do it?"
- ▶ Keep what a child has told you confidential. Don't give advice.
- ▶ Mediate in private. Don't allow witnesses.

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CONFLICT MANAGEMENT

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Crime Prevention Tips from
National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
www.weprevent.org

and

Help Your Kids Keep the Peace



BJA

The National Citizens' Crime Prevention Campaign, sponsored by the Crime Prevention Coalition of America, is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

MOTOROLA

Production of this kit was made possible in part by a grant from Motorola.

*National Crime
Prevention Council*

Children, like adults, face conflict in their lives. Maybe someone is teasing at school or a best friend suddenly doesn't want to be best friends anymore. At home most conflicts revolve around possessions, responsibilities, or privacy.

Children need key skills to help them learn to manage conflicts cooperatively. They must have the ability to listen and to communicate effectively. They need to understand emotions. They also need to know that they are capable of managing their own problems. With the help of parents, teachers, and other adult role models, even young children can learn to problem solve and manage their anger.

Children learn how to manage conflict by watching what goes on around them. They learn from you, from teachers and other caring adults, from other children, and from the media. Here are some tips you can use to help your child learn the best strategies to manage conflict.

What You Can Do

- Give your child special time each day. Experts tell us that just 20 minutes of positive adult attention per day dramatically reduces children's aggressive behavior.
- Teach your child to ask for attention constructively. Sometimes the real purpose of a fight is to get adult attention.
- Praise your child for doing well.
- Teach your child to recognize the feelings of others. Point out when someone is happy, sad, scared, worried, and so on.
- Avoid using physical punishment and yelling to discipline your child. It only stops the behavior temporarily.
- Assess how YOU respond to conflicts. Your child learns from what he or she sees.



- Teach your children Scruff's Steps for Managing Conflict:
 - S Stop and calm down. Listen to what others are saying and feeling.
 - C Come up with the problem. Use "I" statements to describe to each other the problem and your feelings to each other.
 - R Rack your brains to think of solutions.
 - U Use your judgement—choose the option you can both agree on.
 - F Figure out how you'll carry out your solution. Who? What? When? Where?
 - F Forward ho! Congratulate yourselves. Decide when you'll talk again to see how well they're doing.

Ayude a Sus Hijos a Mantener la Paz



TAKE A BITE OUT OF
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Los niños, como los adultos, enfrentan conflictos en su vida. Quizá alguien les haciendo bromas molestas en la escuela o el mejor amigo de pronto no quiere ser más amigo suyo. En el hogar los conflictos giran en torno de las posesiones; las responsabilidades o el deseo de estar solo.

Los niños necesitan habilidades esenciales que les ayuden a aprender a cooperar para resolver los conflictos. Deben ser capaces de escuchar y de comunicarse debidamente. Necesitan comprender las emociones. También necesitan saber que son capaces de resolver sus propios problemas. Con la ayuda de los padres, maestros y otros adultos que les merecen respeto, aun los niños pequeños pueden aprender a resolver un problema y controlar su ira.

Los niños aprenden cómo resolver los conflictos mirando lo que pasa alrededor de ellos. Aprenden de usted, de los maestros y otros adultos solícitos, de otros niños y de los medios de difusión. Las siguientes son algunas sugerencias que puede seguir a fin de ayudar a su hijo a aprender las mejores estrategias para encarar los conflictos.

Qué Puede Hacer

- Todos los días dedique tiempo especial a su hijo. Los expertos nos dicen que con solo 20 minutos diarios de atención positiva del adulto el comportamiento agresivo de los niños se reduce notablemente.
- Enseñe a su hijo a pedir que se le preste atención de manera constructiva. A veces el verdadero propósito de una pelea es atraer la atención de los adultos.
- Alabe a su hijo por su buen comportamiento.
- Enseñe a su hijo a reconocer los sentimientos de los demás. Indíquele cuando alguien está contento, triste, asustado, preocupado y demás.
- Evite recurrir al castigo corporal y a los gritos para disciplinar a su hijo. Con eso el comportamiento solo se corrige momentáneamente.
- Evalúe cómo responde USTED a los conflictos. Su hijo aprende lo que ve.



- Enseñe a sus hijos los Pasos de Scruff para Resolver Conflictos:
 - S Siéntate y cálmate. Escucha lo que los otros dicen y sienten.
 - C Cuenta el problema. Cada uno dirá “yo” y describirá a los otros el problema y lo que siente.
 - R Reflexiona y trata de encontrar alguna solución.
 - U- Usa tu facultad de discernimiento y elige una alternativa que ambos puedan aceptar.
 - F Figúrate cómo llevar a cabo la solución. ¿Quién? ¿Qué? ¿Cuándo? ¿Dónde?
 - F ¡Felicitaciones! Decidan cuándo hablarán otra vez para ver cómo andan todos.



Everybody disagrees sometimes. For example, a friend may borrow a pencil and not give it back when you ask for it. Or, you want to play basketball but your friend wants to play soccer. What can you do?

Listen to the other person. Tell that person how you feel. Put yourself in her shoes. Stay cool.

If you get mad, don't argue or fight. Stop and think about what made you mad. Did certain words or actions bother you? Once you know what's bugging you, you can better control your feelings.

If you and your friend can't work things out yourselves, have someone else help you. A teacher or older friend can listen to both sides and help work out a peaceful solution.

Your friend,
McGruff





Talk It Out!

OBJECTIVES

- To increase use of manners and social assertiveness.
- To increase social problem-solving abilities.
- To practice coping skills through role playing.

DURATION

Two 30-minute sessions.

MATERIALS

Scruff puppet [see Bullies section (PK-K) for pattern].

PREPARATION

Make Scruff puppet.

ACTIVITY

1. Have the children sit in a circle.
2. Explain that Scruff has a problem. (For example, Scruff is unhappy because someone cut in front of him at the water fountain.) Discuss alternative solutions such as Scruff should speak up and tell that someone to please go to the end of the line and wait for his turn.
3. Discuss with the group the benefit of talking problems out versus using physical force.
4. With younger children, discuss the following scenarios. With older children, role play the following scenarios, giving all children an opportunity to participate. As a group, list possible nonviolent solutions to each problem. Discuss the positive and negative consequences of each alternative. This activity could be split into two sessions. Scenarios A through E concern manners. Scenarios F through L concern coping and problem solving.

Manners. Discuss and role play. What would you say . . .

- A. if two friends smile at you as you came into the room in the morning? (“Hello. How are you today?”)
- B. to a friend who thanks you for finding his lost backpack? (“You’re welcome.”)
- C. if you bump into someone by accident? (“Excuse me, please.”)
- D. if someone gives you a present on your birthday? (“Thank you.”)
- E. if you want another cookie at snack time? (“May I have another cookie, please?”)

Coping and Problem Solving. What can you do . . .

- F. if you and your friend want to play with the same toy? (Talk it out, take turns.)
- G. if a person in your class calls you names? (Walk away, find a friend to play with.)
- H. if a person pushes you down on the playground? (Tell the person to stop, tell an adult, find a friend to play with.)
- I. if you don't have anyone to play with? (Ask friends if you could join them.)
- J. if your shoes are untied? (Ask an adult to tie them.)
- K. if your friend says he is lonely? (Go to a friend, put an arm around his or her shoulder, and say "I like you, I'm your friend. Let's play.")
- L. if your friend falls and badly cuts his knee? (Tell an adult.)



What Bugs You?

OBJECTIVES

To identify actions that bother people.

To demonstrate appropriate ways to express feelings.

DURATION

30 minutes.

MATERIALS

Chalkboard or dry-erase board and writing instrument, “What Bugs You” worksheet, hole punch, scissors, yarn, crayons.

PREPARATION

Photocopy worksheet for all members of the group.

ACTIVITY

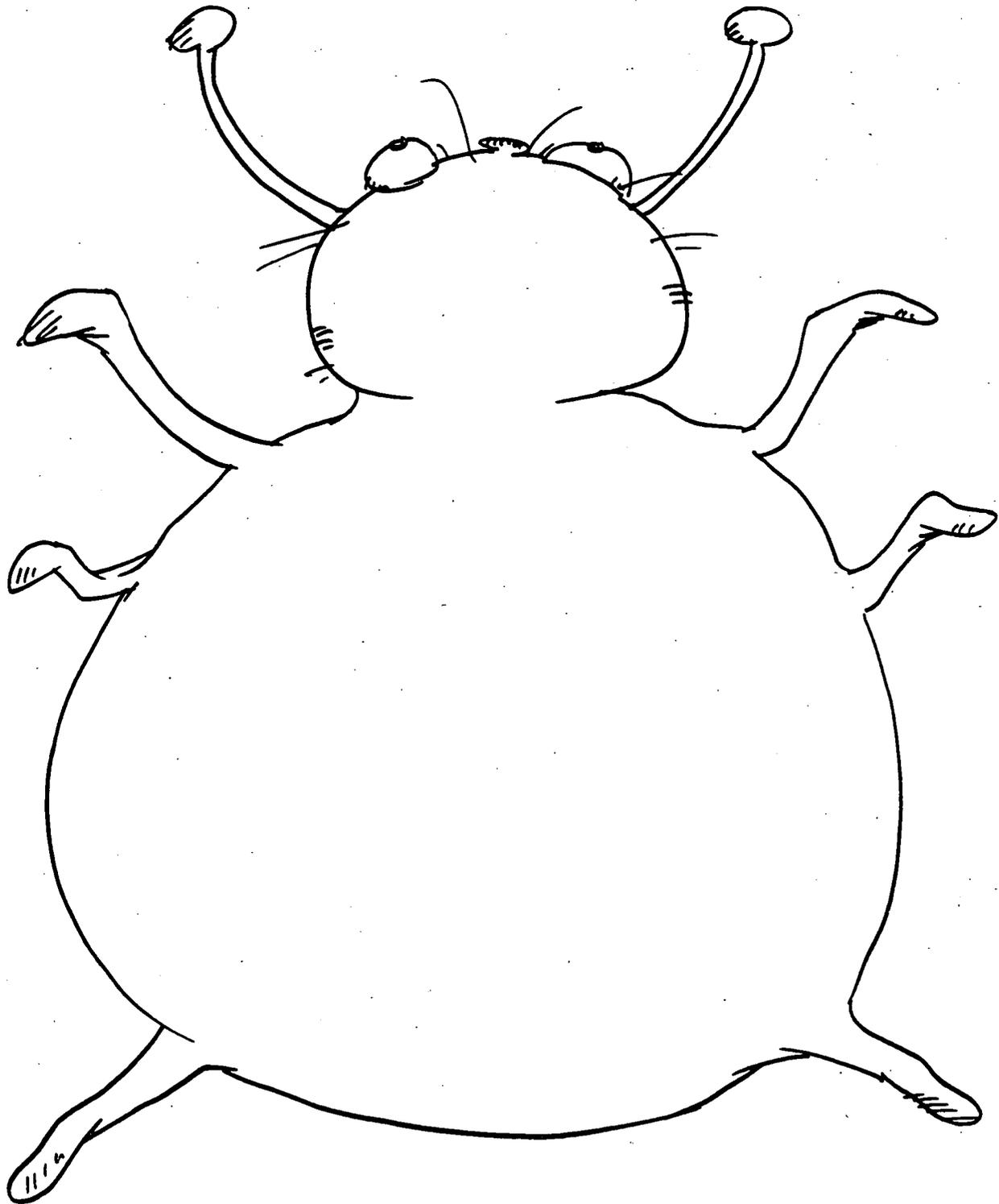
1. Discuss feeling “bugged”—annoyed, bothered, or angry. You may want to initiate the discussion by sharing one of your own “pet peeves” with the children. Ask:
 - What bugs you?
 - How do you *feel* when someone or something bugs you?
 - What do you *do* when someone or something bugs you?
2. Ask the children if they can think of situations when they bug other people. Ask:
 - Do you ever bug your friends? How? (By being bossy, not sharing?)
 - What do you do that bugs your parents? (Complain about doing homework?)
 - Do you ever bug your teacher? (By not paying attention, being out of your seat?)
3. Have the children think of a time when something or someone really bothered them. Ask them if they felt like doing something they knew they shouldn’t do, such as yelling, breaking something, or hurting something or someone. Explain that it’s all right to feel angry sometimes, but there are good ways of dealing with anger. For example, children can:
 - talk it out
 - walk away
 - take a deep breath
 - count to 10
4. Distribute a copy of the “What Bugs You” worksheet to each child. Explain that children should think of and draw a picture of something that bugs them and how it makes them feel.
5. Have the children color their bug. Then collect their bugs, cut them out, and make them into necklaces with a hole punch and yarn.
6. Wearing their necklaces, the children should share with the group what bugs them. Have the children suggest ways to deal with each situation in a positive manner.

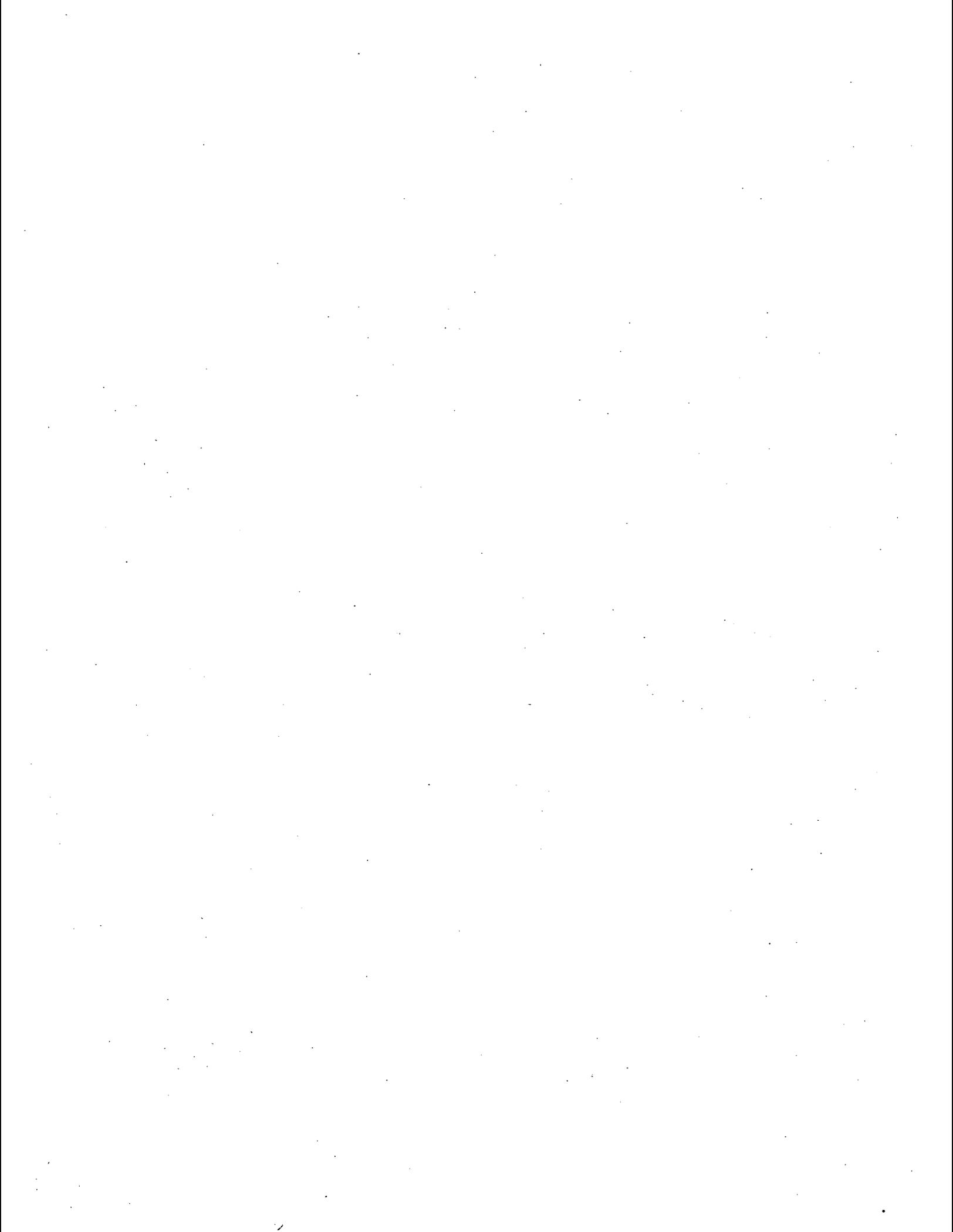
FOLLOW-UP ACTIVITY

1. Play "We've Got to Make A Better World" from the "McGruff and Scruff and the Crime Dogs" cassette. Teach children the words to sing along. Photocopy the "We've Got to Make a Better World" page from the song book for children to color.

What Bugs You?

DIRECTIONS: Draw a picture of something that "bugs" you and how it makes you feel.







Collage in Pairs

OBJECTIVES

To develop communication skills.

To work cooperatively with a partner.

DURATION

30 minutes.

MATERIALS

Two pieces of construction paper for every two children, glue, collage materials (various colored shapes of paper, letters, scraps of ribbon, yarn, cut-out magazine pictures).

PREPARATION

Cut out magazine pictures.

ACTIVITY

1. Determine a theme for the collages. Explain to the children that they are going to work with a partner to make a collage. Call a child up to help you demonstrate the activity for the group. Have a piece of construction paper, glue, and several collage pieces within reach.
2. Explain that each partner will have a turn to be the "Leader" and the "Artist," and that you are going to demonstrate being the Leader first with your partner. For example, instruct your partner where to glue each object. Praise your partner and thank him/her for following directions. Change roles and have your partner be the Leader and give you directions using a new piece of construction paper.
3. Determine if it is necessary to assign who will be the leader first and who will be the artist first, or if children are capable of deciding this for themselves. Divide the children into pairs and dismiss them to an area equipped with all the materials they will need. Set a timer for five to seven minutes and tell the children how long they will have to work. When the timer rings, the children should switch roles and begin a new collage. Reset the timer.
4. Monitor the children as they work, and encourage them to praise their partner. As they finish their collages, have the children fill in their names at the top of each under the headings "Leader" and "Artist." Display the finished collages.
5. Discuss the activity as a group:
 - Did you like being the leader or artist better? Why?
 - Was it hard to follow directions?
 - Did you ever feel angry at your partner?
 - What kind of voice did you use to tell your partner what to do?

- Did you like what your partner told you to do? Did you want to do it in a different way sometimes?
- Did you like the way your collage turned out?
- What would you do differently next time?

FOLLOW-UP ACTIVITY

Play "We've Got to Make a Better World" from the "McGruff and Scruff and the Crime Dogs" cassette. Teach the children the words to sing along. Photocopy the "We've Got to Make a Better World" page from the song book for children to color.



Working It Out

OBJECTIVES

- To recognize conflict situations.
- To identify strategies for resolving conflicts.

DURATION

25 minutes.

MATERIALS

Chalkboard or dry-erase board and writing instrument.

PREPARATION

None.

ACTIVITY

1. Tell the children they are going to listen to a story about Scruff and his friend Jason. The children should listen carefully to the story because Scruff and Jason need some advice.
Scruff and Jason are playing a video game at Scruff's house after school. Suddenly Jason says, "I don't feel like playing this anymore." This makes Scruff angry. They were right in the middle of the game, and Scruff was winning! Scruff says, "Come on, Jason, let's just finish this game." But Jason says he wants to play something else. Scruff tells him, "You promised to play this game with me, and I don't want to play anything else!"
2. Ask the children to describe the problem Scruff and Jason are having. Write the word "conflict" on the board, if no one suggests it, and explain that a conflict is when people cannot agree on something.
3. Brainstorm and list on the board some ways that Scruff and Jason might be able to resolve their conflict. Emphasize nonviolent methods, perhaps suggesting that Scruff and Jason could talk it out or that they could do both activities, splitting the time spent on the activity fairly.
4. Ask the children to think of a time when they have had a conflict with someone. Allow a few minutes for children to share their experiences. Brainstorm and list on the board additional strategies for resolving different types of conflicts. Emphasize these nonviolent methods: talking it out and telling the other person how you feel, sharing and taking turns, compromising.
5. Read the scenarios below aloud to the children or call on volunteers to read, if appropriate. Have the children suggest one of the brainstormed strategies that Scruff and his friends might use to resolve each conflict. Discuss how the children think Scruff feels as they listen to each situation and how he might feel after employing the suggested strategy:

Scenarios

- Scruff is building a really tall tower with blocks when Leslie knocks it over. Scruff yells, “Hey! Look what you did!” Leslie says, “I tripped on my shoelace—it was only an accident!”
 - Scruff is standing in the lunch line when Robert cuts in front of him. Scruff says, “I was here first!” Robert says, “I just went to get my quarter that I dropped on the floor. This was my place.”
 - Scruff and Cynthia both reach for the green jump rope at the same time to take outside for recess. They pull it back and forth, and each one yells, “I had it first!”
6. Emphasize that there is more than one way to resolve a conflict and it is important to be aware of all the options available.

FOLLOW-UP ACTIVITIES

1. Photocopy the “Working It Out” worksheet for each member of the group. Have children draw a picture at the top, showing a time they had a conflict with someone. Children should write about the conflict (or dictate to an adult, if necessary) below the picture and describe how they worked it out. If children feel they did not use an appropriate strategy at the time, they can write instead about what positive method they might try the next time a similar conflict occurs.
2. Use the “Got a Problem?” poster as a prompt to review concepts of managing conflict.

Working It Out



DIRECTIONS: Draw a picture below of a conflict that you have had with someone. Below the picture write a few sentences about how you worked things out.



How Does Scruff Feel?

OBJECTIVES

To recognize various emotions.

To identify situations that generate different emotions.

DURATION

30 minutes.

MATERIALS

Paper bag for each pair of children, one copy of the “Feelings” sheet with pre-cut squares.

PREPARATION

Photocopy and precut the “Feelings” game squares. Enlarge one uncut copy of the “Feelings” sheet to use as the game sheet.

ACTIVITY

1. Place the “Feelings” game squares (only one square for each emotion represented) in a paper bag.
2. Tell the children to make the happiest face they can. Talk about what makes them feel very happy. Allow a few minutes for them to share their ideas. Ask if they can think of other faces people make that show how they are feeling. Talk about these faces and the corresponding feelings.
3. Explain that the children are going to play a game about feelings. Call volunteers up one at a time to draw a Scruff feeling square out of the bag and make the face shown on it for the group. The other children should try to guess what feeling the child is demonstrating. As each emotion is identified, place that square on the game sheet. Ask the children for one idea of something that makes them feel this emotion. Continue until all the squares have been drawn.
4. Read the following scenarios below aloud to the children. Have them identify what emotion Scruff might be feeling in each by coming up to identify the appropriate feeling square on the game sheet. Discuss how in some situations Scruff may be feeling more than one emotion.

Scenarios:

- Scruff’s friend Kevin asks if he wants to go to the baseball game on Saturday.
- Scruff is eating a chocolate ice cream cone, and the ice cream falls off the cone and lands on the sidewalk.
- Scruff’s friends Angie and Javier tell him they don’t want to play with him.
- Scruff wakes up in the middle of the night because he hears a loud crash in his room.

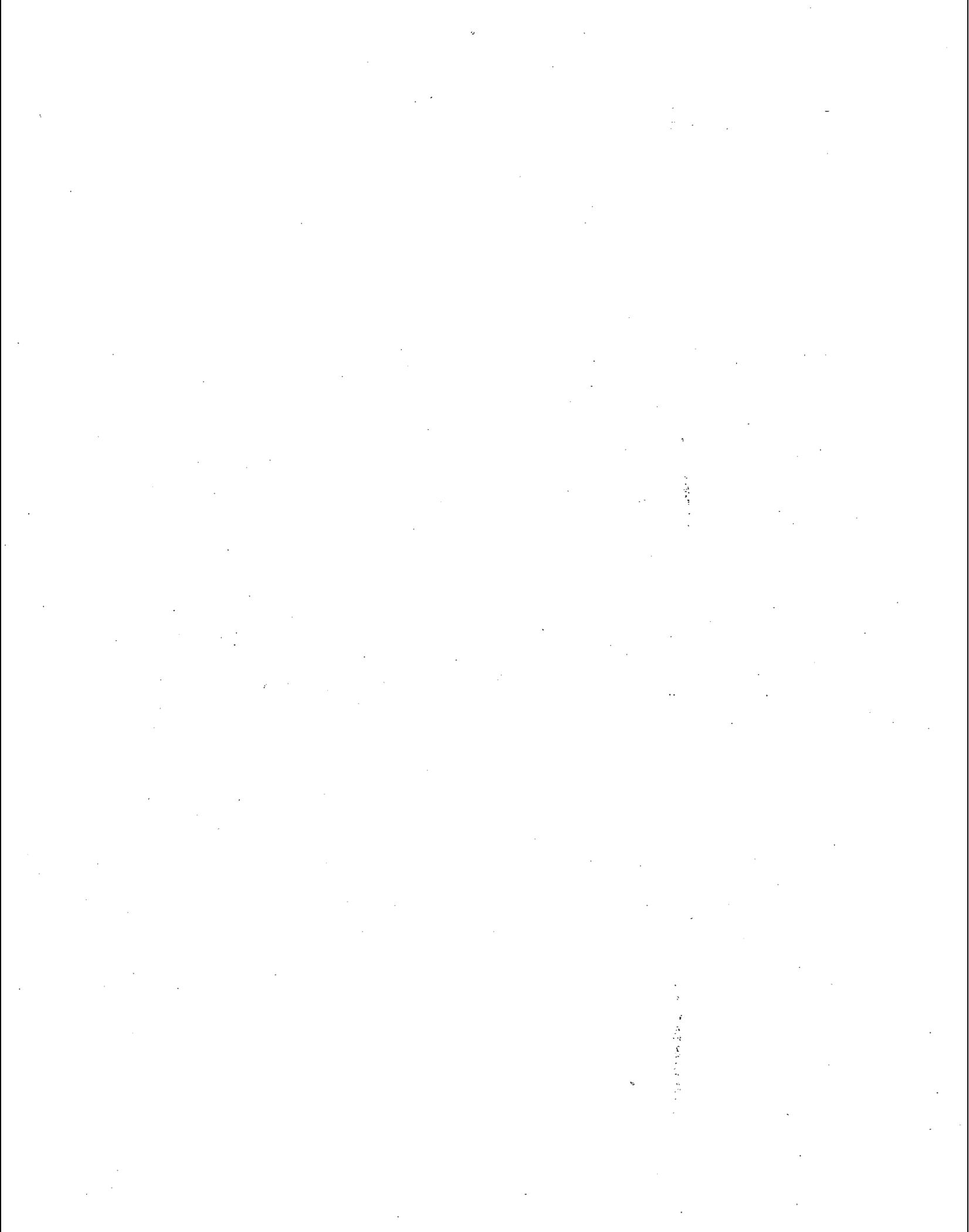
- Scruff finds out his family is going on vacation to Disneyland.
- Scruff's best friend is away at summer camp, and Scruff doesn't have anyone to play with.
- Scruff walks into McGruff's house, and there's a surprise party for Scruff.

FOLLOW-UP ACTIVITY

1. Make one copy of the "Feelings" sheet for every two children.
2. Give each pair of children two copies of the "Feelings" sheet, and two pairs of scissors. Explain that they should work with their partner to cut out all the squares. (If materials are available, children can glue each piece onto a construction paper square for durability.) Explain that the game is played by placing all the squares face down in a grid. Each child takes a turn choosing two squares to turn over. If they do not match, the child turns them face down in the same places where he or she found them and it is the other child's turn. If the two squares do match, the child shares with their partner something that makes him or her feel the emotion shown on the squares (for example "I feel mad when my brother takes my toys") and keeps the pieces. Players continue taking turns until all pairs have been matched.

How Does Scruff Feel?







Catching on to Cooperation

OBJECTIVES

To identify important components of successful cooperation.

To realize the need for cooperation.

DURATION

One hour.

MATERIALS

Popsicle sticks, glue, aluminum foil, construction paper, scissors, straws.

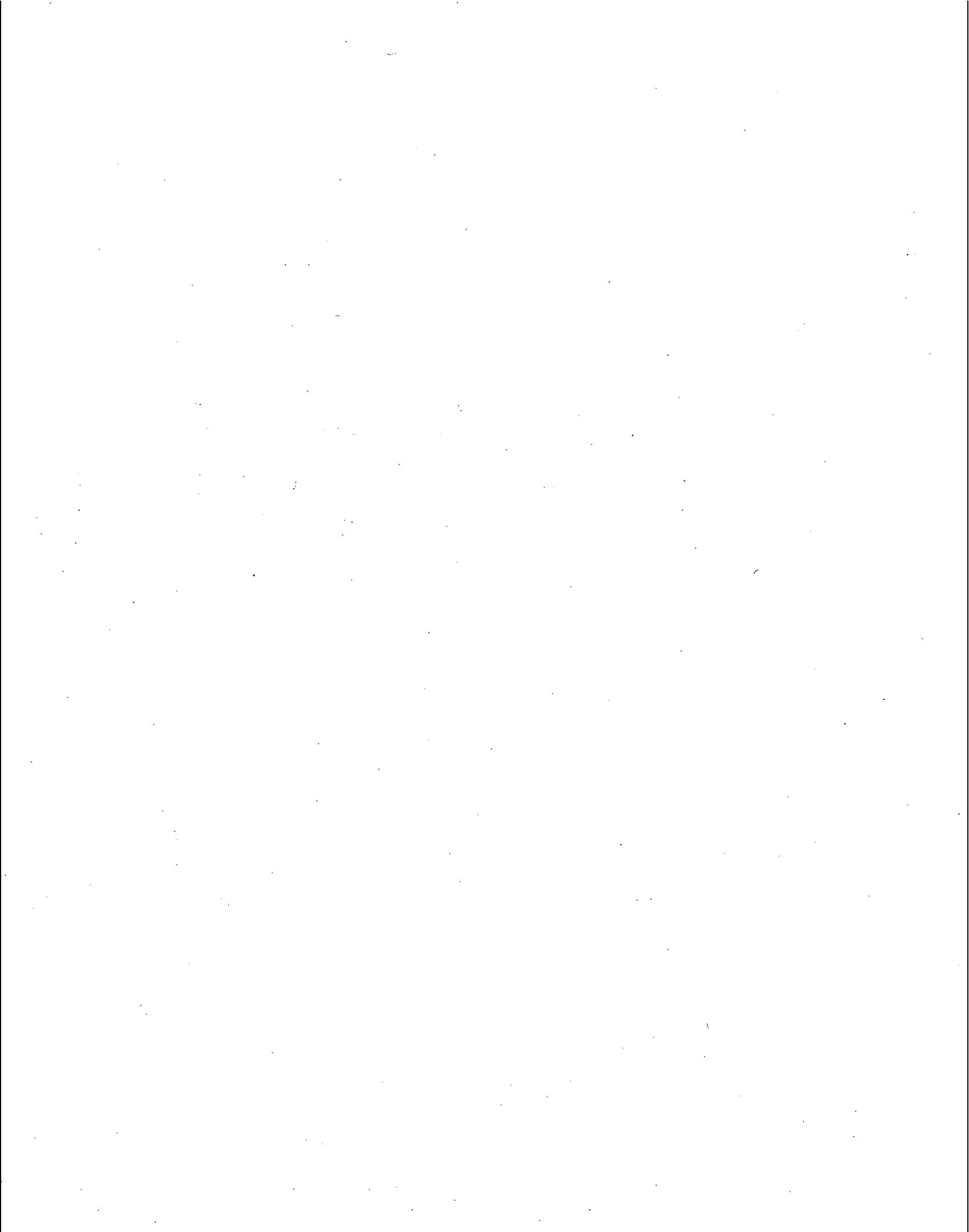
ACTIVITY

1. Ask the children to give examples of when they need to cooperate—work together—with others. Accept a variety of answers and stress that almost every job requires working with others.
2. Explain that cooperating involves a number of things, like patience and accepting differences. Ask them for other characteristics (communication, compromise). Explain that they are going to need to use these skills for the following activity.
3. Have the children work in pairs. Each pair receives the same amount of materials—50 popsicle sticks, glue, one 2" × 2" square of aluminum foil, one 8½" × 11" piece of construction paper, one pair of scissors, and two straws.*
4. Direct them to make some kind of creation using their materials. (They don't have to use all of the materials). Anything is acceptable, as long as each person in the pair contributes to the creativity.
5. Allow 30 minutes before stopping. Have children walk around and look at the others' creations.
6. Back in the large group, discuss what compromise or discussions and skills were required during the activity:
 - Did you get angry or frustrated with your partner while doing this?
 - Did you like the way your project turned out?
 - What kind of voice did you use to tell your partner what to do?
 - What would you do differently next time?

*A variation for older kids: Give groups of four to five children one minute to decide what they will create with their materials. They are not allowed to pick up the materials yet, but they can draw a picture of what they would like their creation to look like. Give them 10 minutes to put their materials together with one major stipulation: They can't talk to each other! They have to communicate through their hands and expressions.

FOLLOW-UP ACTIVITY

Play "We've Got to Make a Better World" from the "McGruff and Scruff and the Crime Dogs" cassette. Teach children the words to sing along. Photocopy the "We've Got to Make a Better World" page from the song book for children to color.





Peace Collage

OBJECTIVES

To develop skills in getting along with others.

DURATION

30–40 minutes.

MATERIALS

Magazines, newspapers, catalogs (precut peace and conflict clippings for younger groups), glue, scissors, chalk or marker, chalkboard or chart paper, poster board.

PREPARATION

None.

ACTIVITY

1. Brainstorm definitions of “peace” and “conflict” and write the answers on the chalkboard or chart paper.
2. Split the children into two teams, making one “peace” and the other “conflict.”
3. Using magazines and newspapers, each team will find headlines, articles, pictures, and symbols that may explain the concepts of peace and conflict. They may also use poetry and artwork that they create themselves. Have the children glue their clippings and artwork onto the poster board to form a collage.
4. Each team will select two or three members to explain their collage.
5. Display the collages in a prominent place.

FOLLOW-UP ACTIVITIES

1. Review the conflict management methods depicted on the “Got a Problem?” poster. Role play the various situations on the poster.
2. Have older children become peer mediators. They can be responsible for training younger students in proper techniques of conflict management.

4

Media Literacy

BACKGROUND INFORMATION FOR ADULTS

ADULT BROCHURES

- Turn Violence Off
- Apague la Violencia

McGRUFF LETTER TO KIDS

ACTIVITIES

PREKINDERGARTEN/KINDERGARTEN

- ▶ Saturday Wheel
- ▶ Which One Do I Need?

GRADES 1–2

- ▶ McGruff's TV Violence Scorecard
- ▶ Scruff and the Zoom Sled

GRADES 3–5

- ▶ How Does Advertising Affect You?
- ▶ How Do You Spend Your Time

Media Literacy

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The average American youth spends 1,500 hours each year watching TV but only 900 hours in school.

ews and entertainment media influence everyone's behavior. Children are susceptible to these messages from many sources, but adults can help them recognize these influences by teaching media literacy. A media-literate child has the skills and the knowledge necessary to question, analyze, interpret, and evaluate messages from advertising, movies, television, music lyrics, the Internet, and various print media, including books, tabloids, comic books, magazines, and newspapers. Adult guidance can help kids learn how to think analytically and critically about the information that reaches them from all these sources.

The level of children's exposure to these media is extraordinary. The average American youth spends 1,500 hours each year watching TV but only 900 hours in school (a weekly average of 29 TV hours and 17 school hours).¹ The children you work with are exposed daily to thousands of messages, not only from television but also from newspaper headlines, music, games, magazine covers, catalogs, radio jingles, and billboards. Even T-shirts shout slogans and promote products!²

What types of messages are children hearing? Some messages contain useful information about our society and the world we live in, but many are harmful. For example, the

entertainment media often portrays people solving problems through violence, not showing the real life results of the violence.

Children's viewing of television violence has been positively correlated by researchers with peer ratings of aggression.³ One study found that by the time an average child finishes elementary school, he or she has witnessed 8,000 murders on TV. Cartoons and commercials average 25 violent acts per hour. Many children listen to violent song lyrics and play violent video games. While the research is incomplete as to the effect of violent music lyrics, research has shown a short-term relationship between playing violent video games and increased aggressive behavior in younger children.⁴

Media convey information about our culture including negative values existing in our society. For example, although most children have heard the adage "Don't judge a book by its cover," advertising for diets, perfumes, and beauty products encourages them to base their reactions on appearances of others. A number of portrayals of alcohol and tobacco use encourage children to think that these products are "cool" and that they have no negative effects. Racial, religious, and sexual stereotypes learned from the media can affect children's self-image and help form their ideas about other people.

Commercial advertising itself can adversely affect children's attitudes about themselves and others. In 1993, advertisers spent \$800 million on television advertising in children's programs alone.⁵ The average child sees 20,000 30-second TV commercials each year.⁶ After years of exposure, children may value themselves according to possessions instead of abilities and relationships. Advertising has even helped make ownership of popular products, such as certain brands of athletic shoes or jackets, a life-or-death situation due to their high desirability. Children have killed each other over possession of trendy, expensive garments such as jackets and basketball shoes.

The good news is that adults like you can help children resist negative aspects of media by encouraging them to become media literate. The objective is to enable children to ask and answer five questions:

- What is the purpose of the messages?
- Whose interests are served?
- What goals are promoted?
- What values are involved?
- How does the content of these messages compare with what I know is right?

If children can apply and answer these questions in reference to TV programs, video games, advertisements, movies, song lyrics, and other media, they will be less likely to be harmfully influenced and better able to think for themselves.

A Basis for Teaching Media Literacy

How do you keep children from internalizing negative media messages? Four characteristics of the media form a foundation for teaching children how to

interpret their messages intelligently.

- The media construct their own realities. In the process of writing the nightly news or creating a billboard for advertising, writers and editors select information to convey. The audience never sees the information that was rejected or excluded to serve the agency's purpose. Helping children understand how these messages are put together and how the media shape what we know and understand about the world is one way of helping children gain perspective on the messages they receive.
- The media use recognizable techniques. One way to understand how media intentionally shape messages is to take apart the world they create by identifying the camera angles; music; special effects; and splashy layouts to highlight message elements, heighten response, grab attention. Each medium, whether electronic or print, uses such techniques. Concentrating on these techniques helps "deconstruct" the reality a medium is trying to present. By understanding the techniques and their purposes, we become less susceptible to manipulation by them.
- The media are businesses with commercial interests. Corporations spend billions of dollars every year on advertising trying to get people to purchase services or products. Kids are a hot "target market." Children between the ages of 4 and 12 control over \$8 billion of their own money and are in general more easily persuaded than adults. Media literacy helps kids make better educated and more informed decisions about the thousands of commercial messages directed at them each day. One way to help kids understand about commercialism is to explain how the industry sells time or space to advertisers. For example, advertisers spend thousands of dollars for a 30-second television commercial. They are able to pay for that space by selling their product. Companies advertise because it pays off.
- The media conveys ideological and value messages There is no such thing as objective, "value-free" media. All media—TV, movies, news, sports, game shows, video games, newspapers—by their nature of being created by human beings reflect points of view. The creators inevitably leave their imprint. The challenge is to learn to "read" and analyze the media critically in order to uncover the values and ideologies that are portrayed and reflected in them.

Teaching Children Appropriately

Children need age-appropriate information keyed to their developmental levels. Although the core principles outlined above may be too advanced for direct instruction, most elementary school-age children can learn the habits and thought processes that underlie these concepts and can apply them to at least some degree. The need is to teach the ideas in ways children can grasp them.

PRESCHOOL THROUGH SECOND GRADE

At these ages, children are unlikely to understand explanations of what they see in the media. Because their reading skills are limited, they are more likely to be affected by audio-visual than print media. This is a good age to begin to develop healthy habits in response to TV, music, movies, and video games. Parents and other adult role models can do the following things to encourage healthy habits:

- Limit the hours a child spends watching TV and movies and playing video games
- Schedule daily activities that don't include the TV, movies, or video games
- Reject violent media by not allowing it in the house, school, or during extracurricular activities
- Plan a weekly TV schedule with children, allowing them to make selections from a group of appropriate shows (approved by parents)
- Explain that violence in entertainment is not real, and that in real life, violence has serious consequences
- Point out and praise non-violent problem-solving in the media and in real life

THIRD THROUGH FIFTH GRADE

Children are better prepared at this age to understand how media influence the way people think. *Beyond Blame*, a curriculum written by the Center for Media Literacy, suggests that children should be able to do the following activities by the time they finish fifth grade:

- Identify various types of media used both in and out of school;
- Identify three types of violence: with weapons, without weapons, and crashes and explosions;
- Recognize consequences missing from violent media portrayals;
- Identify elements used in TV/movie violence to attract and hold the audience—for example, lighting, camera angles, music, and layout;
- Record how many hours they spend on TV, music, video games, radio, newspapers, magazines;
- Keep track of the number of acts of violence they witness on TV and at the movies; and
- Compare how they feel about violence in real life with the feelings they have when they witness it on TV, at the movies, and in other media.

A Program That Works: “Turn Off the Violence”

Many citizens feel that violence is becoming an ordinary way of being entertained, settling arguments, or reacting to stress. To raise violence awareness levels among children, teens, and adults, some communities hold “Turn Off the Violence” campaigns.

One such community is Minneapolis, Minnesota. In October 1991, the Minnesota Crime Prevention Officers' Association spearheaded a week long campaign to "Turn Off the Violence." The initiative sought to help people recognize violence in the media and its influences and look for alternative ways to solve problems and be entertained.

During the week-long campaign, crime prevention practitioners gave presentations to students stressing that violence is not an acceptable way to resolve conflict or express emotion. Legal, safe, and positive alternatives to violent entertainment were discussed. The message of the speakers was brought to the entire community through an extensive public awareness effort.

For one day during the campaign, the Turn Off the Violence coalition asked children, teens, and adults to turn off violent television programs, not listen to violent music, not go to violent movies, and not rent violent videos. The coalition encouraged schools to use the day as a unique opportunity to teach conflict management skills, for families to share activities, for communities to sponsor events and programs, and for youth to tell government leaders how violence shapes their daily lives.

The campaign received extensive coverage by radio, TV, and newspaper, and had more than forty-five sponsors. Minnesotans were very pleased, and have continued to hold the event annually.

Turn Off the Violence campaigns can be an effective way to raise the awareness level of both children and adults to violence in the media. Any community member can organize a Turn Off the Violence campaign. For information to help organize a "Turn Off the Violence" Campaign in your community, contact the following:

Project Coordinator
Turn Off the Violence
310 4th Avenue South
Suite 1020
Minneapolis, MN 55415
612-340-5432

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4. Funk, J. (1993). *Reevaluating the Impact of Video Games*. *Clinical Pediatrics*, 32(2), 86–90, as quoted in *Helping Kids Handle Conflict: A Guide for Those Teaching Children*. Washington, DC: National Crime Prevention Council, 1995.
5. "Teaching Television Watchers." *Instructor*. April 1994, p. 52.
6. *Helping Kids Handle Conflict: A Guide for Those Teaching Children*. Washington, DC: National Crime Prevention Council, 1995.

MEDIA LITERACY

to the manufacturer to express your concern. Check product packages or call your local library for addresses.

- Work with a local church or civic group to sponsor a violent toy turn-in. Ask a local business to donate gift certificates good for a nonviolent toy, a book, or sporting equipment.
- Advocate for good role models in the media so children will have more positive figures with which to identify.

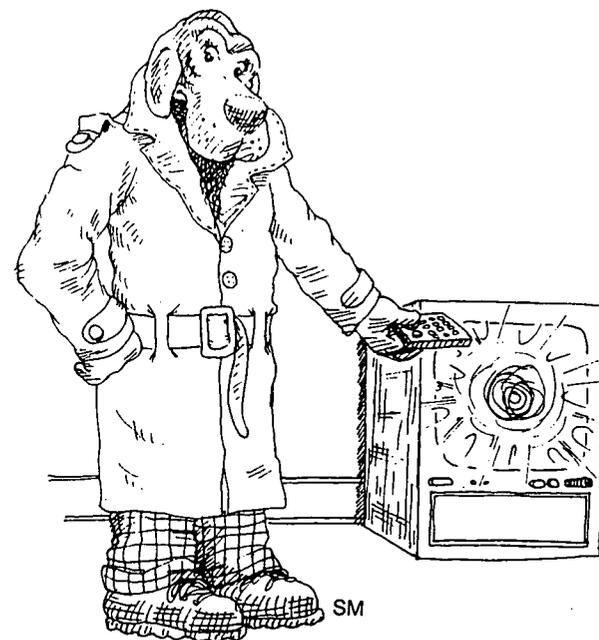


TAKE A BITE OUT OF
CRIME

Crime Prevention Tips from
National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
www.weprevent.org

and

Turn Violence Off



BJA

The National Citizens' Crime Prevention Campaign, sponsored by the Crime Prevention Coalition of America, is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

 **MOTOROLA**

Production of this kit was made possible in part by a grant from Motorola.

*National Crime
Prevention Council*

For too many people, violence has become a routine way to be entertained, settle arguments, or blow off steam. Violence results when many different forces come together. We know that exposure to violence in the media can be one of those forces. American children spend more time watching television (where they witness a great deal of violence) each week than in any other activity except for sleeping. But violence isn't limited to TV—it can be found in video games, music lyrics, radio broadcasts, movies, and print media, including comic books, newspapers, and magazines.

The more children are exposed to violence, the less sensitive they are likely to be to the pain and suffering of others. They can also become more fearful of the world around them and more willing to act aggressively. Fortunately, most media violence can be turned off.

What You Can Do

- Monitor your children's television programming. Take a hard look at what you and your family watch on TV. Do the same for movies, videotapes, games, magazines, comic books, and computer games. What are the values they teach? Are the characters stereotypes of certain groups of people? Do they make violence appear exciting or funny? Do they solve real-life problems without violence? Do they show how the victims of violence suffer?
 - Turn off violent television, radio, and movies that send dangerous messages to your children about violence and its victims. Call and write TV stations, radio stations, and movie theaters about your decisions. Call and send letters to thank the media as well when they show programming that portrays positive, nonviolent ways of solving conflict. Have other parents do the same.
 - Encourage your children to balance their lives with a variety of activities, such as reading, community service, or participation in sports, hobbies, or other extracurricular activities.
 - Be aware of advertising that is geared toward children. Help your children develop the critical thinking skills needed to be "informed consumers" of media. Children must learn to question, assess, and evaluate everything they encounter.
- Ask children why they choose the shows they watch and the music they listen to.
- Limit the amount of television your family watches. Make one night a month family fun night at your house. Go to dinner, go for a walk, take in a nonviolent movie, or play games. Play basketball or a game of catch, visit your local library, or go through old family photo albums. Ask everyone in the family for suggestions.
 - Use TV to encourage your children to read. Watch for programs that relate to a book or something your child is studying in school.
 - Make one room in your house a TV-, video game-, violence-free media zone. Make it a comfortable place for you and your children to read, talk, and visit.
 - If your children have a particular interest or hobby, tape shows that relate to it and build a library of good viewing. A budding ballerina will enjoy watching a professional dance troupe perform, or a child who collects dinosaurs will enjoy a show on how dinosaurs became extinct.
 - Contact your local school or community center to see if there is a mediation or conflict resolution program. If not, help start one. You can get information, training, and materials from colleges, community dispute resolution centers, or state and national organizations that focus on dispute resolution.
 - Don't buy products whose advertisements glorify physical or verbal violence. Write

de mediación o resolución de conflictos. En caso negativo, inicie uno. Puede obtener información, capacitación y material en colegios, centros comunitarios de resolución de disputas, u organizaciones estatales y nacionales que se ocupan de la resolución de disputas.

- No compre productos cuyos avisos glorifican la violencia física o verbal. Escriba a los fabricantes para expresar su inquietud. Inspeccione los envases de los productos o lláme a la biblioteca local para obtener direcciones.
- Colabore con una iglesia local o grupo cívico para auspiciar la entrega de juguetes violentos. Pida a una empresa local que done certificados de obsequio para un juguete no violento, un libro o equipo deportivo.
- Abogue por buenos modelos de conducta en los medios de difusión para que los niños tengan más figuras positivas con quienes identificarse.

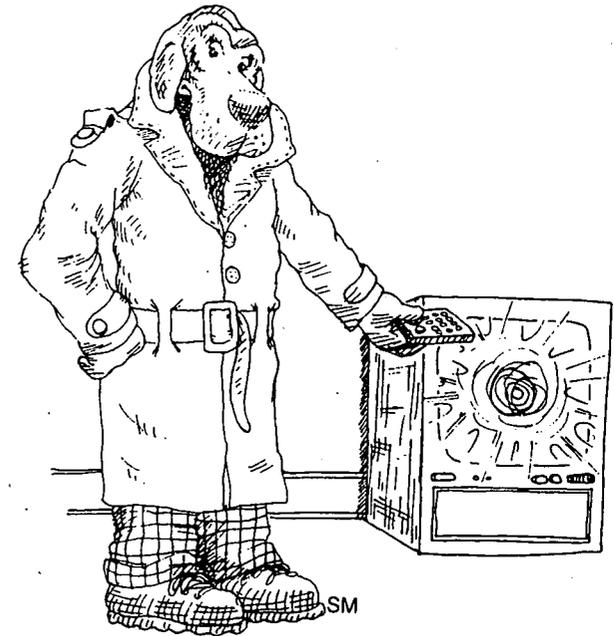


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Para demasiada gente, la violencia se ha convertido en una forma habitual de entretenimiento, de resolución de argumentos o de desahogo. La violencia surge de numerosas fuerzas diferentes juntas. Sabemos que la exposición a la violencia a través de los medios de difusión puede ser una de esas fuerzas. En Estados Unidos, todas las semanas los niños pasan más tiempo mirando televisión (donde son testigos de bastante violencia) que en cualquier otra actividad excepto el dormir. Pero la violencia no está limitada a la televisión— se la encuentra en los juegos de video, letras de canciones, transmisiones radiofónicas, películas y la prensa, inclusive en las revistas de tiras cómicas, diarios y revistas.

Cuanto más expuestos están a la violencia, menos sensibles tenderán a ser los niños al dolor y el sufrimiento ajenos. También pueden volverse más temerosos del mundo que los rodea y más dispuestos a actuar agresivamente. Afortunadamente, casi toda la violencia de los medios de difusión puede apagarse.

Qué Puede Hacer

- Vigile los programas de televisión de sus hijos. Fíjese bien qué miran usted y su familia en la televisión. Haga lo mismo con las películas, videocintas, juegos, revistas, revistas de tiras cómicas y juegos de computadora. ¿Qué valores enseñan? ¿Son los personajes prototipos de ciertos grupos de personas? ¿Dan idea de que la violencia parece emocionante o divertida? ¿Resuelven los problemas de la vida real sin violencia? ¿Muestran cómo sufren las víctimas de la violencia?
- Apague la televisión, radio y películas violentas que envían mensajes peligrosos a sus hijos acerca de la violencia y sus víctimas. Llame y escriba a las estaciones de televisión, las estaciones de radio y las salas de cine acerca de sus decisiones. También llame y escriba cartas para agradecer a los medios de difusión cuando muestren programas que presenten maneras positivas, no violentas, de resolver conflictos. Trate de que otros padres hagan lo mismo.
- Aliente a sus hijos a buscar una vida equilibrada con una variedad de actividades, como leer, participar en servicios comunitarios, o participar en deportes, pasatiempos u otras actividades extraescolares.
- Reconozca la publicidad dirigida a los niños. Ayude a sus hijos a desarrollar el sentido crítico necesario para ser “consumidores informados” de los medios de difusión. Los niños deben aprender a preguntar, valorar y evaluar todo lo que encuentran. Pregunte a sus hijos por qué eligen los programas que miran y la música que escuchan.
- Trate de que una noche por mes la familia pase un rato agradable y divertido. Vayan a cenar afuera, a caminar, a ver una película no violenta o a participar en un juego. Jueguen al baloncesto o a la pelota, visiten la biblioteca local o miren los viejos álbumes de fotos de la familia. Pida sugerencias a toda la familia.
- Válgase de la televisión para incitar a sus hijos a leer. Mire programas relacionados con un libro o algo que su hijo esté estudiando en la escuela.
- Cree en una habitación de su casa una zona de televisión, juegos de video, medios de difusión libres de violencia. Trate de que sea un lugar confortable para que usted y sus hijos lean, hablen y reciban visitas.
- Si sus hijos tienen un interés o pasatiempo especial, grabe programas relacionados con ellos y forme una buena biblioteca de material visual. A una bailarina en ciernes le agrada mirar la actuación de un conjunto profesional de bailarines, o a un niño que colecciona dinosaurios le gustará ver un programa en el que se muestre cómo se extinguieron los dinosaurios.
- Diríjase a la escuela local o centro comunitario para ver si hay un programa



Hey Kids,

Going to movies, watching TV, and reading comic books are fun. But sometimes those things can be scary or violent. If a show seems real to you and scares you, remember the actors are pretending. They're not really getting hurt or killed. If you see or hear something that scares you, be sure to talk to an adult you trust.

Here are some ways for you to "turn off" the violence you see and hear. Don't watch, read, play, or listen to anything violent. Make one night a month Family Fun Night. Go with your family to the park or help cook dinner.

When you get home from school, don't turn on the TV. Instead you could play a game of basketball, read a book, or start a club with a friend.

If you do watch TV, plan a schedule with your mom or dad. Pick shows you can all watch together. Try to limit TV time to a half hour a day.

Your friend,
McGruff





Saturday Wheel

OBJECTIVES

To generate alternative ideas to watching television and playing video games.

DURATION

25–30 minutes.

MATERIALS

“Saturday Wheel” worksheet, fastener, cardboard, glue, scissors, masking tape, access to a long room or outside play area.

PREPARATION

1. Enlarge worksheet on a photocopier, cut out, and glue to cardboard.
2. Punch a hole through the straight end of the spinner and through the middle of the Saturday Wheel. Attach the two with a fastener so that the spinner can move freely.
3. Place a line of tape at one end of the room or outside play area.

ACTIVITY

1. Gather the children into a circle. Review the seven days of the week. The “My Darling Clementine” song works well for this review (see below). Discuss the children’s various Saturday activities, emphasizing healthy ideas such as riding a bike or making pancakes with a parent. Encourage the children to engage in active, creative, and imaginative behavior instead of simply watching television or playing video games.
2. Introduce the Saturday Wheel and mention all the wonderful activities they just told you about.
3. Explain the rules of the game:
 - The object of the game is for everyone to cross the tape line at the other end of the room.
 - The children will stand at one end of the room, arm length apart, facing the opposite end of the room.
 - The adult will move down the line of children, giving each child a turn to spin the spinner. The adult declares aloud the result (for example “On Saturday Ethan likes to fly a kite—everyone take three steps).
 - If the spinner lands on the television or video game, everyone takes one step back.
 - All the children should reach the other side of the room at approximately the same time.

“Days of the Week”

To the tune of “My Darling Clementine.” (Use hand gestures.)

There are seven days [hold up seven fingers]

There are seven days

There are seven days in a week

There are seven days

There are seven days

There are seven days in a week.

Sunday, Monday,

Tuesday, Wednesday,

Thursday, Friday, Saturday,

Sunday, Monday,

Tuesday, Wednesday,

Thursday, Friday, Saturday.

FOLLOW-UP ACTIVITY

Teach the children the song “Turning Off the TV” (below).

To the tune of “I’ve Been Working on the Railroad.” (Use hand gestures.)

I am turning off the TV [motion: turn knob]

I am going outside to play [motion: point]

I am turning off the TV

It’s a bright and sunny day [motion: arms up in circle for the sun]

When you see me in my backyard

Playground or the park [motion: arms outstretched on either side]

I am turning off my TV

And playing till it’s dark.

I can ride my bike [motion: hold handlebars]

Or go out on a hike [motion: walk]

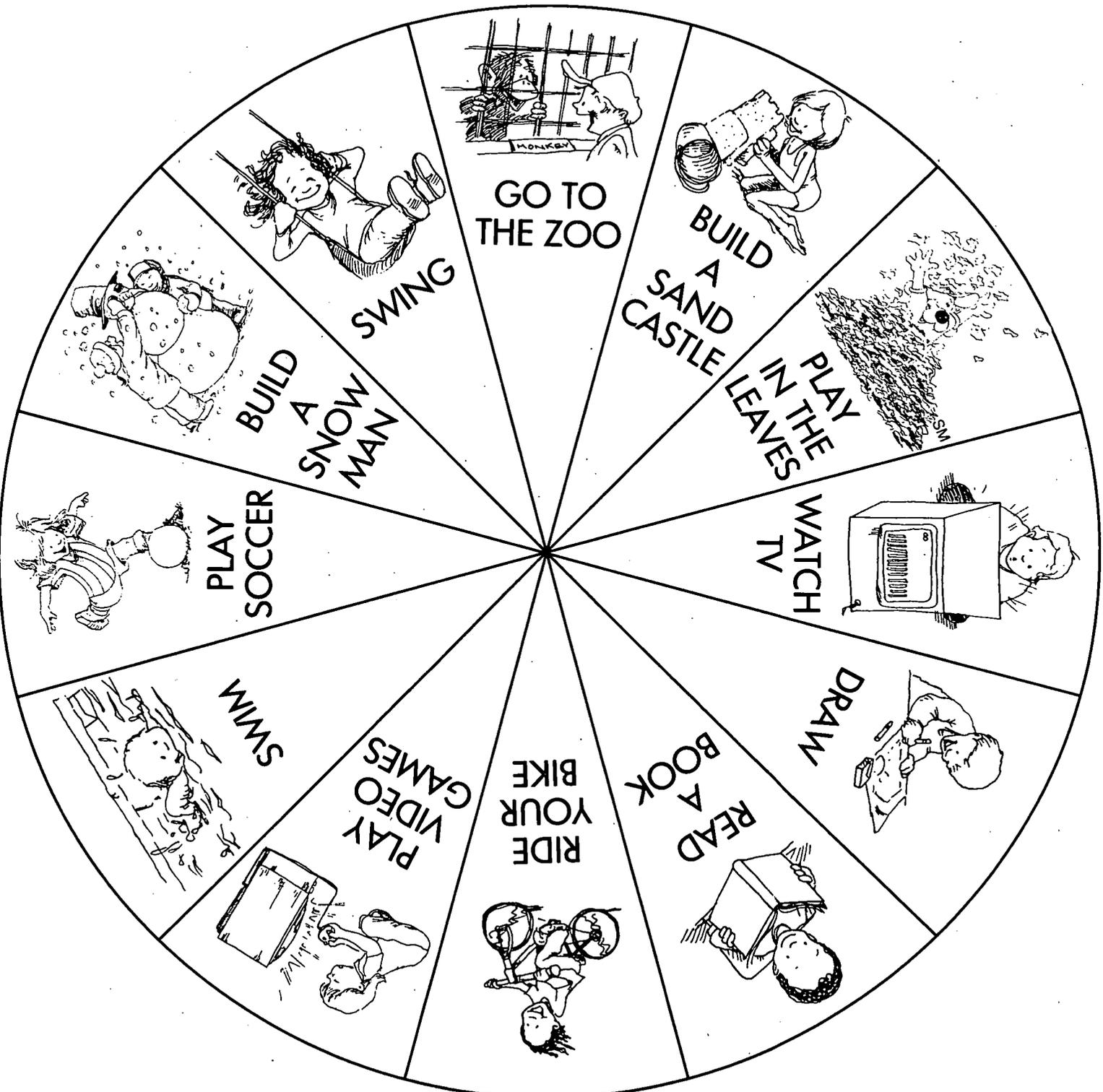
I’m going outside to play-ay-ay

I can run and sing [motion: run in place]

and bounce and slide and swing [motion: bounce ball, dip hand for slide]

I’m going outside to play—hurray!

Saturday Wheel





Which One Do I Need?

OBJECTIVES

To determine the difference between a want and a need.

To understand basic concepts of advertising and its effects.

DURATION

30 minutes.

MATERIALS

15-minute tape of a children's cartoon and commercials, television set, VCR, magazines, catalogs, poster board, glue, scissors.

PREPARATION

Tape 15 minutes of a children's cartoon, along with the commercials, for the children to view.

ACTIVITY

1. Show the children the tape of the cartoon and commercials.
2. Discuss where the cartoon and commercials separate. Ask children why they think commercials exist. Discuss whether or not children feel the commercials are for things they WANT (toys) or things they NEED (food), or both.
3. Continue discussion with these questions:
 - What's the difference between the cartoon and the commercials?
 - What is a commercial?
 - When are commercials shown on television?
 - What do commercials try to do? (advertise and get you to buy a product)
 - When you see a commercial, do you WANT or NEED the item?
 - What's the difference between a WANT and a NEED?

FOLLOW-UP ACTIVITY

Continue the discussion of wants and needs with the children (for example, you need food [such as milk and cheese] but you want toys [you could live without them]). Have children cut out magazines and catalogs to make a collage of things they want and things they need. One side of the poster board is wants, the other is needs. Use magazines and catalogs.



McGruff's TV Violence Scorecard

OBJECTIVES

- To recognize violence on children's television programs.
- To identify alternatives to settling arguments in a violent manner.

DURATION

25 minutes.

MATERIALS

"McGruff's TV Violence Scorecard" worksheet.

PREPARATION

Photocopy worksheet for each member of the group.

ACTIVITY

1. Ask the children to think of a favorite cartoon they've seen on television. Ask them to recall an episode in which the characters were involved in a conflict. How was the conflict resolved? Allow a few minutes for the children to share what they've seen on television or in the movies.
2. Discuss how arguments and conflicts on television programs are often resolved in a violent manner. Ask these questions about the violence they've seen on television or in the movies:
 - What happened on the show after the characters fought?
 - Did they seem truly hurt?
 - Did they appear shortly after the violence happened looking as if they were just fine?
 - If you got into a fight like the one you described in the cartoon, how do you think you would feel?
 - How does it really feel to be hit, kicked, or pushed?
3. Emphasize to the children that what they see on television is not always real—if the fighting involved real people, they could get seriously hurt. Explain that some injuries that come from real violence never heal.
4. Choose one of the cartoons, shows, or movies shared in the discussion that many of the children seem familiar with. Ask volunteers to act out what happened on part of the show and "freeze" the action before the violence begins.
5. Discuss some other ways this conflict could be resolved without fighting. Brainstorm ideas as a group, and be sure to include these strategies in your discussion: talking it out, walking away, compromising, or trying to see the other person's side.
6. Have the children continue the scene by choosing one of the nonviolent ways to resolve their conflict.

7. Pass out a copy of "McGruff's TV Violence Scorecard" for each child to take home. Explain that they should watch an episode of their favorite cartoon and color in one of the boxes each time they see violence, such as hitting, kicking, pushing, or yelling. After the show is over, the children should count their boxes and color in the picture of McGruff that corresponds to the number of violent acts on the program.

McGruff's TV Violence Scorecard

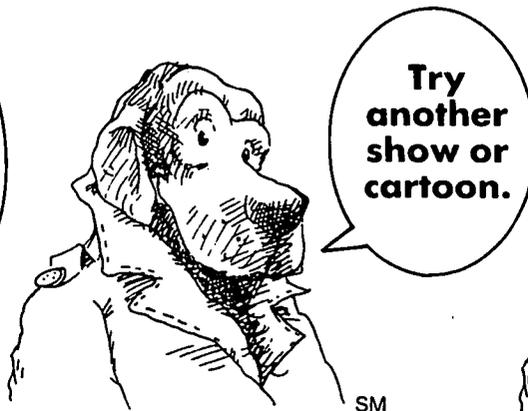
DIRECTIONS: Watch an episode of your favorite show or cartoon. Color in a box each time you see someone get hurt by someone else. Then count up how many boxes you filled in. Color the picture of McGruff that shows how he feels about your program choice. Watch your show with an adult.

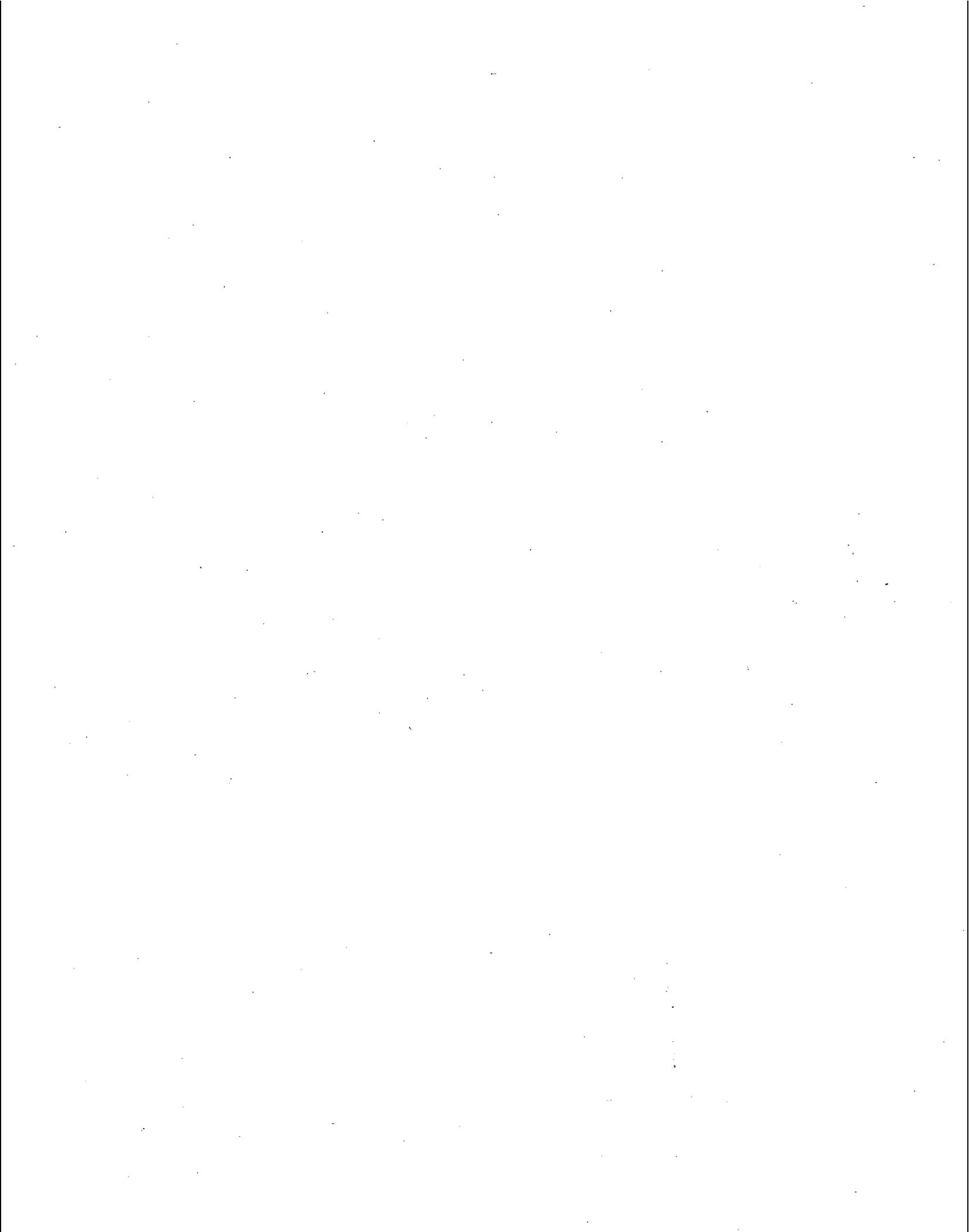
Number of Boxes Colored In

NONE

1-3

MORE THAN 3







Scruff and the Zoom Sled

OBJECTIVES

To analyze messages in advertising.

To learn skills for being critical consumers of advertising.

DURATION

30 minutes.

MATERIALS

Advertisements for children's toys from magazines or newspapers, tape, pictures #1 and #2 from "Scruff and the Zoom Sled," white construction paper, markers.

PREPARATION

Cut out advertisements. Photocopy pictures.

ACTIVITY

1. Tape several advertisements for popular children's toys on a chalkboard or wall. Ask the children to choose one and tell why they like the ad, and why they would want the advertised toy.
2. Discuss the advertisements the children choose. You may want to ask children:
 - What does the ad tell you about the toy?
 - What makes you want to buy it?
 - What are some of the words they use to describe the toy?
 - (If the ad shows children playing with the toy) How do the children in the picture look? Do you think you would feel like that if you had the same toy?
 - Have you ever wanted a toy you saw advertised on television or in a magazine, that when you got the toy home, found out it wasn't so great?
 - Do you think advertisements always tell the truth about the products they try to sell?
3. Explain that advertisements try to persuade people to buy things, but sometimes the company exaggerates about what a product can do. They may not tell people everything they

4. Tell the children they are going to hear a story about Scruff and something he really wanted to buy. Display picture #1 from "Scruff and the Zoom Sled." Have the children describe what they see. Read the children the story below and explain that afterwards they will answer questions about what happens to Scruff:

"It's out! It's out! I can't believe it!" thought Scruff as he moved closer to the TV. Scruff had been waiting for two things this winter: snow and the Zoom Sled. And yesterday it snowed! Scruff listened carefully to the commercial. "Buy the fastest, coolest, zoomiest Zoom Sled in the world! The Zoom Sled goes faster than the speed of light! Guaranteed never to break! And, for just \$10 more, buy the Magic Zoom Powder that makes your sled zoom by in a cloud of magic smoke!" Scruff ran to his piggy bank and counted his money. He had just enough for the Zoom Sled and the Magic Zoom Powder. He ran to the toy store.

5. Discuss the first part of the story:
- What two things was Scruff waiting for this winter?
 - Do you think Scruff should spend all his money on the Zoom Sled? Why or why not?
 - Does the Zoom Sled go fast? How do you know?
 - What does the Magic Zoom Powder do? Does the commercial tell you exactly what it does?
 - What is the Zoom Sled guaranteed never to do?
 - What do you think will happen when Scruff buys the Zoom Sled?
6. Display picture #2 from "Scruff and the Zoom Sled." Finish the story: The Zoom Sled was as light as a feather! Scruff ran up the hill in no time. He dropped the sled onto the snow. Crack! Scruff turned the sled over. "Oh, no!" thought Scruff, "I cracked it!" Scruff thought that the sled did not look very strong anyway, and he wondered if he had dropped it too hard. "Oh, well, it should still work," said Scruff. He smeared the Magic Zoom Powder on the back of the sled, and his hands turned purple! "Yuck!" thought Scruff. "Well, let's see if this

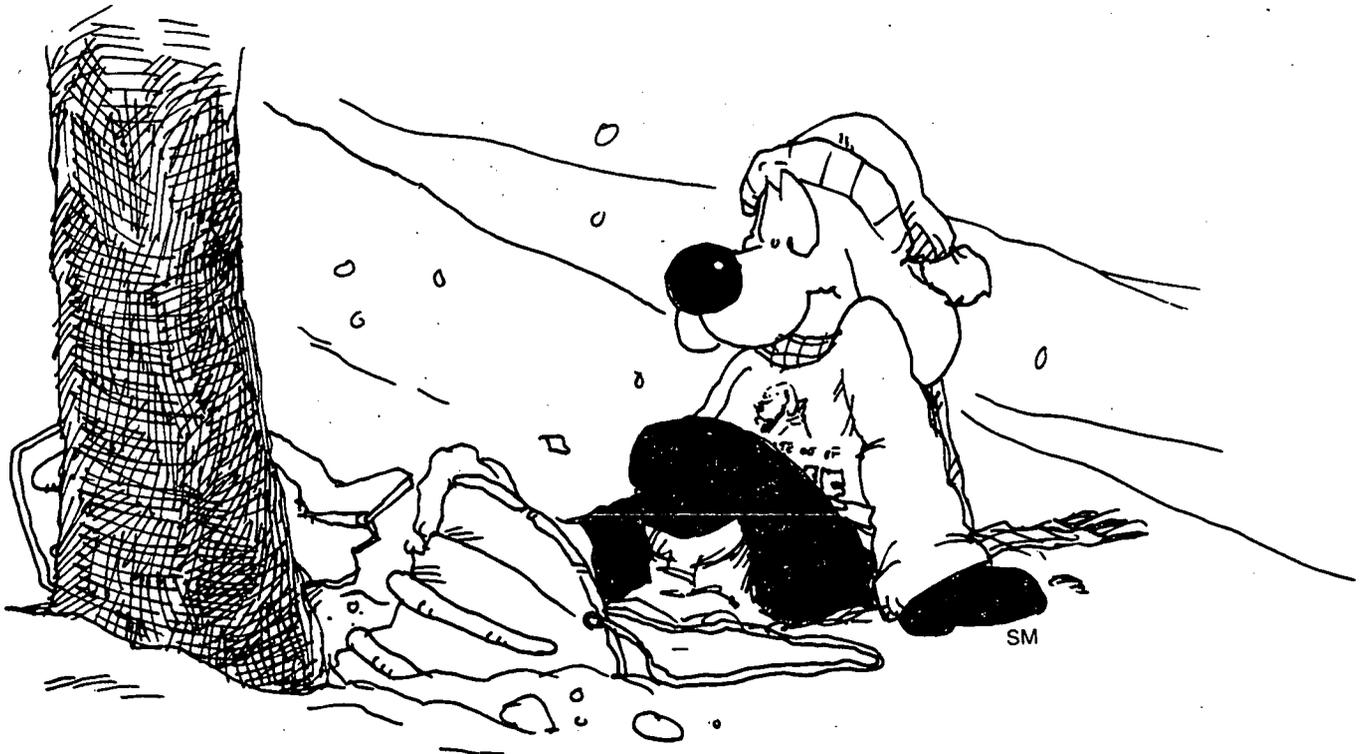
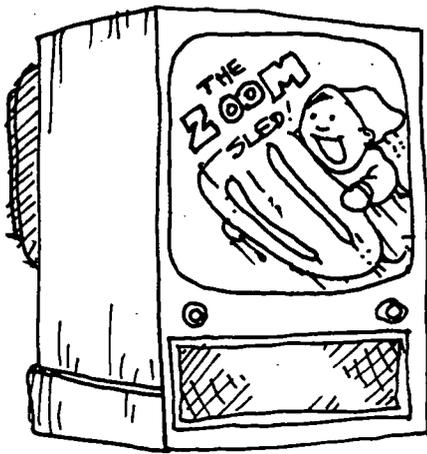
sled is fast!" He jumped on and started down the hill. "Oh, no!" yelled Scruff. "I can't see!" The purple goo started smoking and got into Scruff's eyes. "Yikes!" yelled Scruff. "The sled is too light!" Whish! The Zoom sled was too fast, so Scruff rolled off into a snow bank. Crash! Bang! The sled hit a tree and broke in half. "Oh, no," thought Scruff sadly. The Zoom Sled was a rip-off.

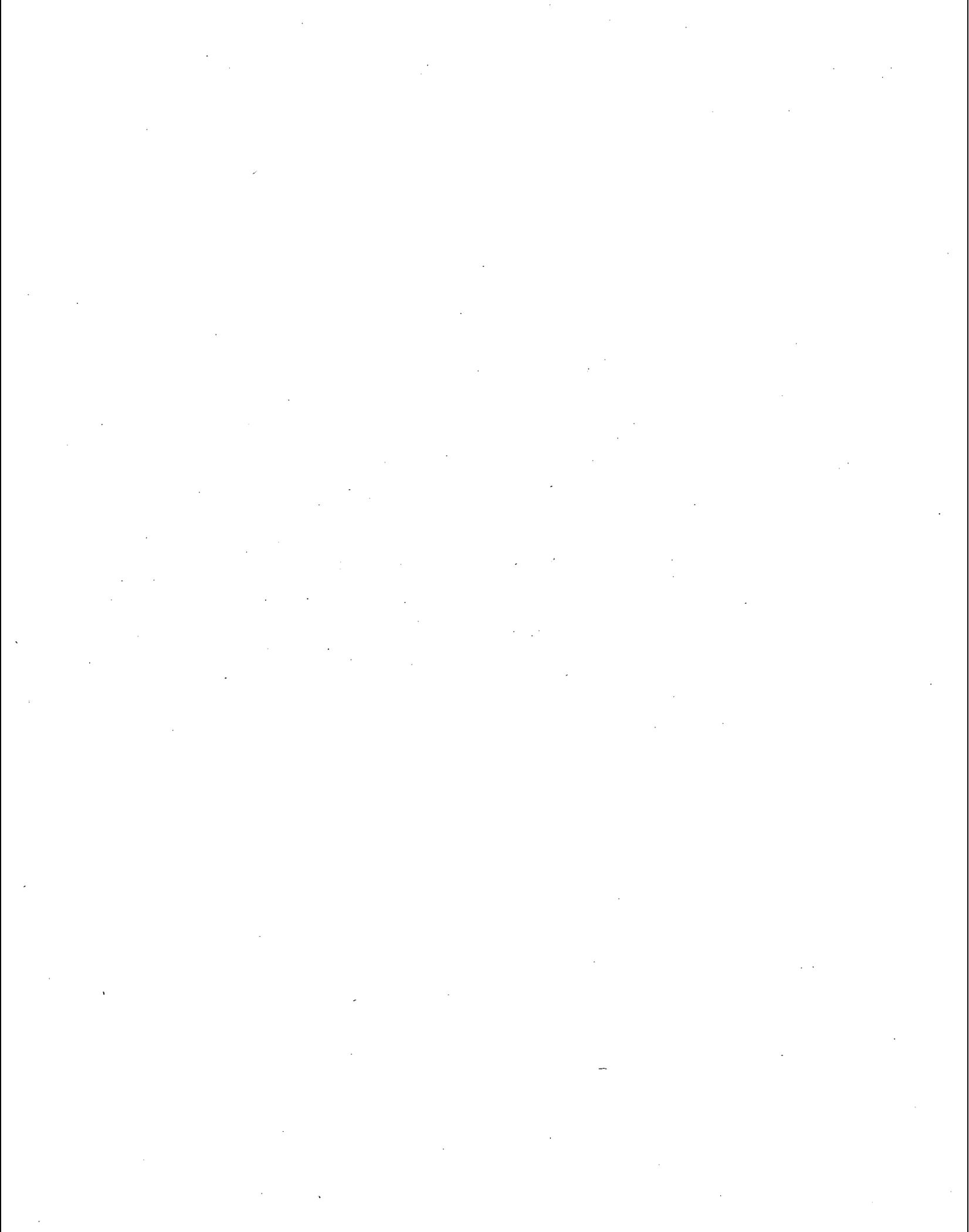
7. Discuss the second part of the story:
- Was the Zoom Sled fast? What happened?
 - Did it break? What did the commercial say the sled was guaranteed never to do?
 - Would you want the Magic Zoom Powder on your sled? Why or why not?
 - Scruff lost his sled because it broke. What else did he lose?
 - Why didn't the commercial say that the sled might be too light? That the powder might make it hard to see? That Scruff's hands would turn purple?
 - Should commercials tell us about things like these?

FOLLOW-UP ACTIVITY

Display several items from around the room—a box of crayons, a book, children's scissors—or have children "donate" items for the activity such as a pair of shoes or a jacket. Divide the group into teams of three or four. Have each team choose one item to create their own advertisement for. The children should record their ideas on construction paper and display the finished ads.

The Zoom Sled







How Does Advertising Affect You?

OBJECTIVES

To understand the motives of advertisers.

DURATION

45 minutes.

MATERIALS

Advertisements from magazines.

PREPARATION

Cut out several ads (including tobacco and alcohol ads) from magazines and newspapers.

ACTIVITY

1. Show the selected ads, one at a time, to the children and ask:
 - What is being sold?
 - How does the advertiser make the product look attractive?
 - Who is the ad trying to sell to?
2. Discuss different marketing angles and list them on the board:
 - It's quick.
 - It's healthy.
 - It's low-fat.
 - It's cheap.
 - It comes in a big quantity.
 - It's new.
 - It's cool.
3. Discuss these questions:
 - Are people under the age of 18 influenced by advertisements for products that are illegal to their age group (cigarettes and alcohol)?
 - What images are being presented to buy products?
 - Which of the ads that you see here attract kids? Teens? Young adults? Adults? Older adults?
 - What is the bottom line, or ultimate goal, of ads? (to sell a product and make money).



How Do You Spend Your Time?

OBJECTIVES

To identify alternative activities to television watching.
To analyze a graph.

DURATION

25 minutes.

MATERIALS

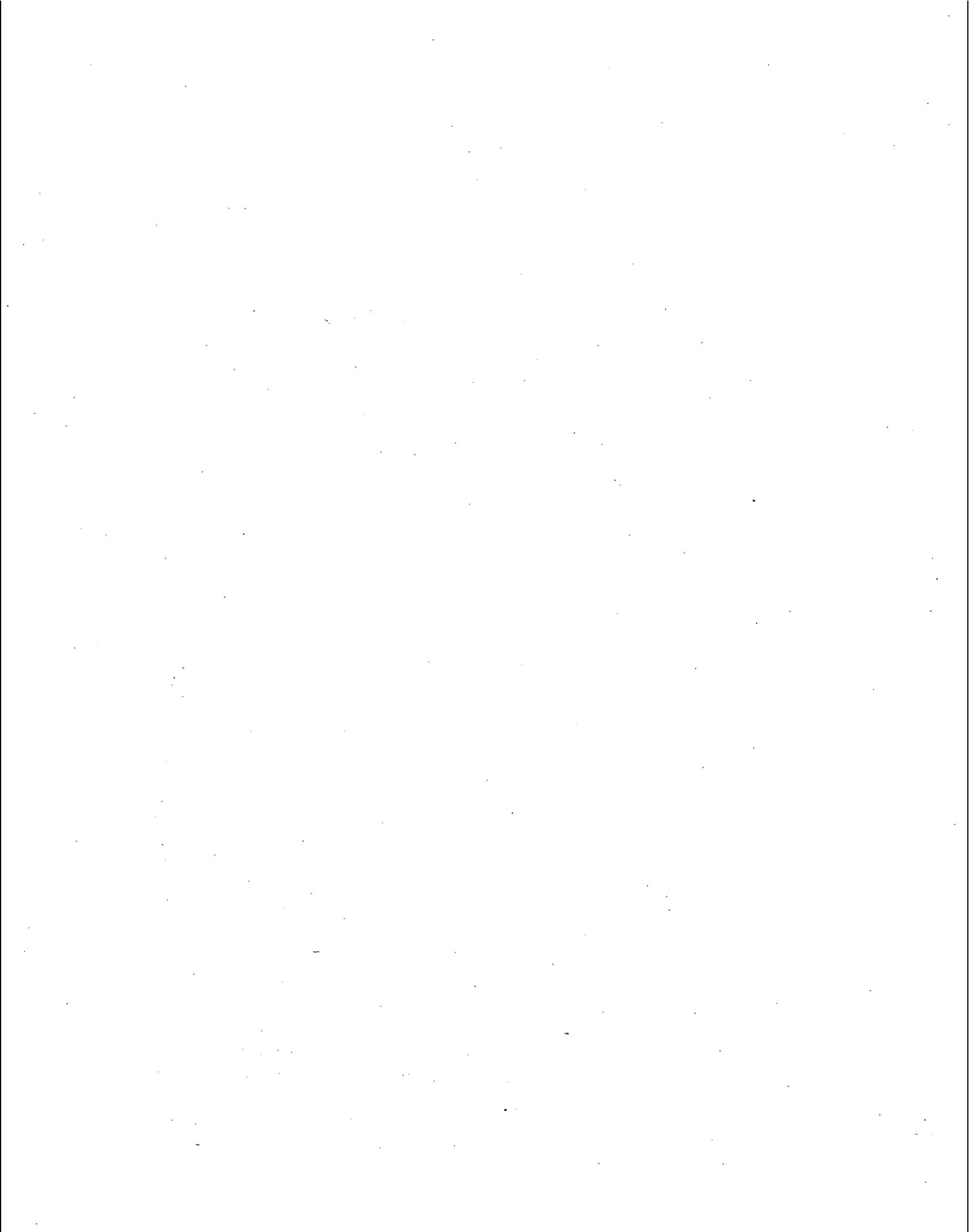
Chart paper, tape, markers, “McGruff Says, ‘Turn It Off!’” worksheet, crayons.

PREPARATION

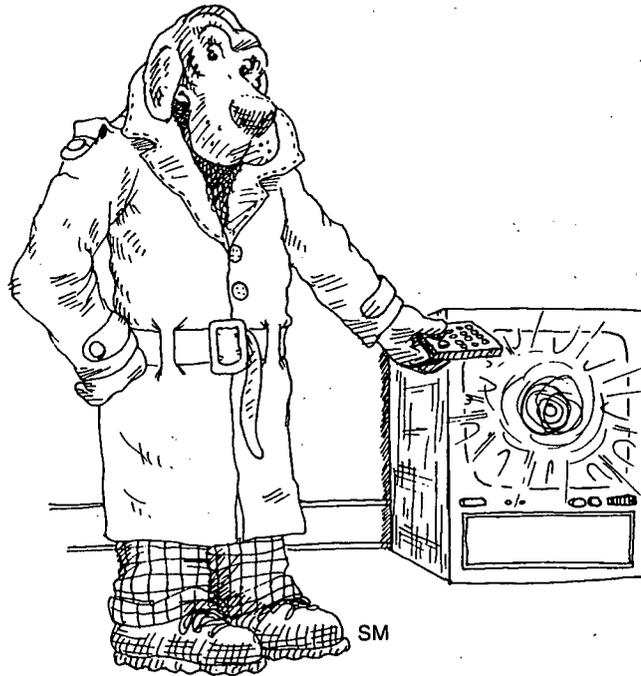
Photocopy worksheet for each member of the group.

ACTIVITY

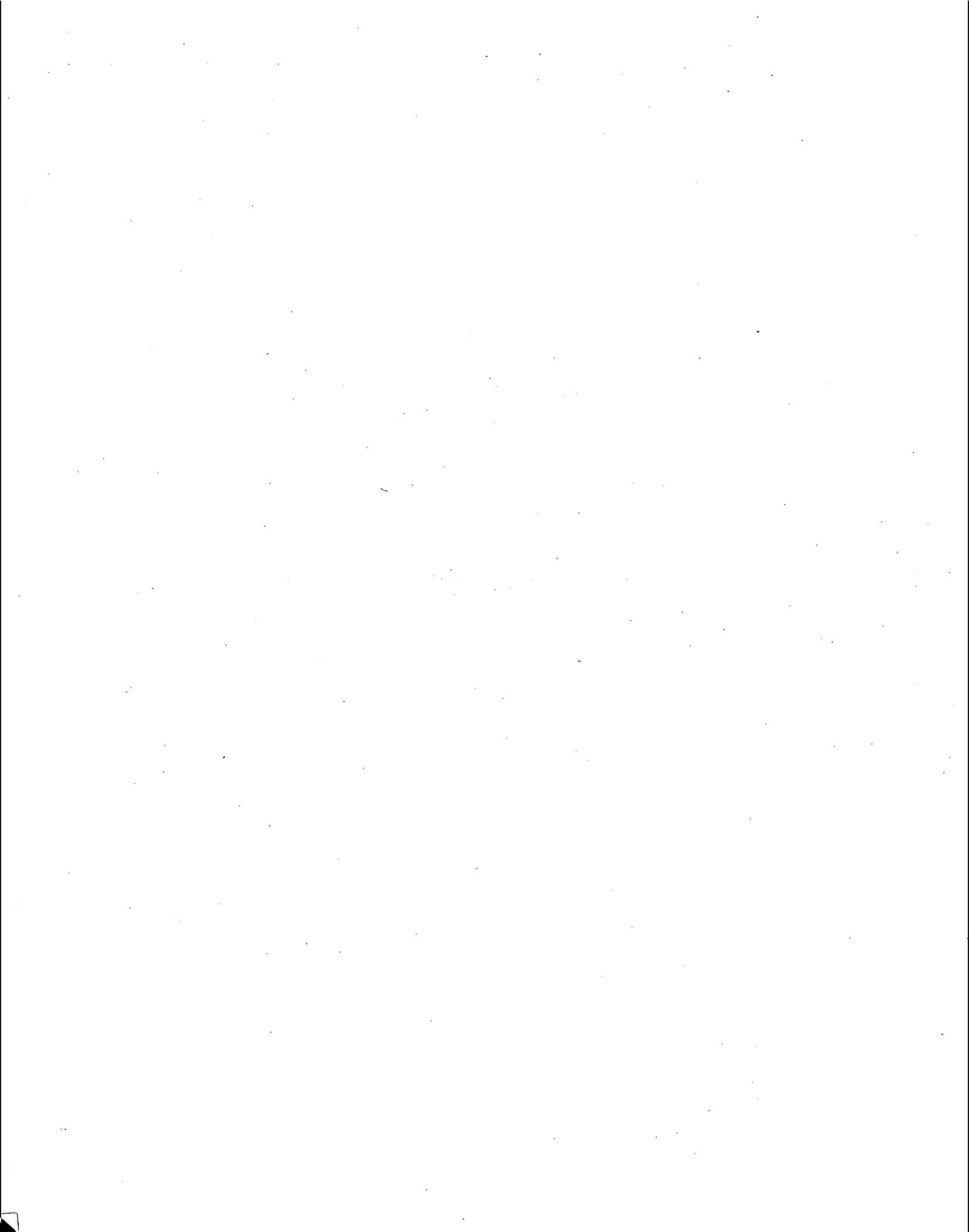
1. Write the heading “How Do You Spend Your Time?” at the top of the chart paper. Attach to the board or wall and draw a large circle underneath to make a pie graph.
2. Ask the children how many hours there are in a day, and write “24” at the top of the chart. Discuss how the children spend a typical school day. Help them determine how many hours they spend:
 - sleeping (probably eight to nine hours)
 - in school (six to seven hours, including travel time)
 - eating (one to two hours).Draw lines on the pie graph and label the sections to show an average of how much time children in the group spend on each activity.
3. Assist the children in adding up the total hours spent sleeping, eating, and in school, and subtract the number from the total of 24 hours in a day. Tell the children, “That leaves ____ hours for other activities.” Discuss what the children enjoy doing during their free time, what they usually do after school, what they like to do before dinner, and what they do before they go to bed. Many of the responses will likely be “watch television” (include playing video or other games on the television).
4. Explain that many children spend an average of three or more hours watching television every day. Say, “With only ____ hours left over for free time in each day, that hardly leaves room for anything else!” Draw another segment on the pie graph labeled “TV” to show children just how little space in the day is remaining.
5. Tape a second piece of chart paper to the board and quickly sketch another graph showing the same segments for sleeping, eating, and school as in the first graph. Have the children brainstorm other activities that don’t involve television, and write as many as will fit in the remaining section on the graph. If necessary, record some ideas outside the graph:
6. Hand out the worksheet and have them draw a picture of themselves doing one of the activities listed on the graph.



McGruff Says "Turn It Off!"



DIRECTIONS: Draw a picture below of yourself doing something other than watching television.



5

Positive Peer Groups Instead of Gangs

BACKGROUND INFORMATION FOR ADULTS

ADULT BROCHURES

- Gangs! What's a Parent To Do?
- ¡Las Pandillas de Muchachas! ¿Qué Puede Hacer un Padre?

McGRUFF LETTER TO KIDS

ACTIVITIES

PREKINDERGARTEN/KINDERGARTEN

- ▶ Copy Cat Game
- ▶ Where Do You Feel Safe?

GRADES 1-2

- ▶ Gangs Are No Good, Scruff!
- ▶ What Do You Want to Be?

GRADES 3-5

- ▶ What Group Would You Join?
- ▶ The Price

Positive Peer Groups Instead of Gangs

A 1992 survey of 110 jurisdictions found that over a 12 month period, there were 46,359 gang-related crimes and 1,072 gang-related homicides.

G

angs—we all know what they are. Groups of young people who carry out violent, unlawful, anti-social activity. Because gang members are usually teenagers or young adults, parents of elementary-age children and adults who work with these young children don't have to worry about gangs, right? Wrong!

Gangs are spreading to every corner of the country. Children in elementary school are the targets of gang recruitment efforts. Some members are as young as eight years old, and some “wanna-be’s”—kids who want to be gang members—are even younger. Children as young as three are influenced by older siblings or neighborhood children to find gangs attractive.

Gangs are increasing in the cities, in the suburbs, and even in rural America. And they are becoming more violent for members as well as law-abiding citizens. A 1992 survey of 110 jurisdictions found that over a 12 month period, there were 46,359 gang-related crimes and 1,072 gang-related homicides.¹ Statistics cannot convey the levels of fear and the economic and emotional costs to these communities. In many neighborhoods, a young child playing in the wrong place or at the wrong time can be the accidental victim of a gang-related shooting.

Gangs are a community problem. To prevent gang-related crime and violence, communities must be active and vigilant. Parents and other concerned adults can do a great deal to promote positive peer groups and a gang-free community.

Identifying Gangs

In the past, gangs were almost exclusively male-dominated. Any girl involved was a “hanger-on” or girlfriend. However, female gangs are becoming more common. Most are the female counterparts of male gangs. They can be as involved in violence as male gangs.

Gangs develop signs, signals, and behaviors that are trademarks of their existence. Like many other youth behaviors, these symbols can change quickly and dramatically. The following kinds of markers may indicate the presence of gangs in a community:

- **Graffiti:** A drawing or lettering is used to stake out a turf controlled by a particular gang. Gangs challenge each other by defacing or drawing a rival gang’s symbol upside down. Such a challenge can lead to violence. Gang graffiti should not be confused with “tagging,” which is graffiti generated by kids who have no gang affiliation. Taggers are usually kids who paint names, slogans and/or pictures to create an identity and gain personal recognition. They may be gang members, but their personal “tags” or logos are not gang-focused graffiti.
- **Clothing or “colors”:** Some gangs choose certain articles of clothing or an unusual or stylized manner of wearing clothes to show their allegiance. For example, gang members may wear specific-color bandanas wrapped around their heads, or lace their shoes with gang-color shoelaces.
- **Hand signals:** Gangs display hand signals and gestures—known as “throwing signs”—to communicate among members and sometimes with close rivals. Hand signals may look like a kind of sign language.
- **Language:** The meanings of existing words may be changed or new words may be created as a gang code.
- **Tattoos:** Tattoos may be permanent displays of gang symbols or emblems.

Five Types of Gangs

Traditional street gangs, such as the Bloods, the Crips, the El Rukns, or the Black Gangster Disciples, are highly organized.

Neighborhood gangs (sometimes called posses) are generally less organized and have no area-wide or regional reach.

Ethnic gangs base membership on cultural traditions or ethnic identity or heritage.

Drug dealer gangs are formed or currently organized to generate income through the drug trade.

Hate gangs are generally motivated by some form of ethnic, racial, or social bias.

Do You Know A Gang “Wanna-be”?

You may be able to prevent a “wanna-be” from joining a gang, by talking to the child and getting the child involved with other activities. Once a child joins a gang, it is very difficult for the child to leave the gang, even if they want to get out of it. “Wanna-be’s” often exhibit the following characteristics:

- ▶ Truancy
- ▶ Graffiti writing
- ▶ Dress and/or language associated with gangs
- ▶ Boasting/bragging of gang involvement
- ▶ Withdrawal from the family and increased involvement with peers
- ▶ Rebellious behavior at school and/or home
- ▶ Experimental drug usage
- ▶ New nickname
- ▶ Weak connections to school, family, or significant adult

Keeping Kids Out of Gangs

Prevention starts first with determining why kids belong to gangs in the first place. Gang members give a variety of reasons for their involvement: sense of belonging or family, the excitement of gang activity, peer pressure, physical protection, financial gain, and involvement of other family members.

Gang members also frequently say they joined because the gang offers them emotional support, caring, and a sense of order and purpose. They felt these

elements were missing in their lives. The more adults are able to meet children's needs in these areas, the less they will be attracted to gangs. Here are some ways to give children self-confidence, self-esteem, and positive direction that can help them avoid gangs.²

- **Make sure that children have the presence of an adult who is always there for them.** Be a role model by setting a good example for children to follow. Keep commitments you make to children. It is important for children to always have the presence of an adult mentor close at hand. If a parent is in need of additional assistance because of working hours and other demands, find other positive role models for children to rely on as well.
- **Help children to improve their self-image.** Praise effort as well as accomplishment. Encourage children to do their very best—to stretch their skills to the utmost.
- **Provide positive things for children to do after-school hours—for example, Boys & Girls Clubs, scouting, or after-school programs.**
- **Teach children positive values** by explaining the difference between right and wrong; encouraging them to respect themselves and others; and promoting a strong work ethic. Remember that teaching by example is among the stronger methods of education. You can tie this to your family's religious beliefs.
- **Help children feel good about themselves.** Set the stage for success with high but reachable expectations. Avoid shaming, humiliating, or belittling them. Praise effort as well as accomplishment. Focus on the positive. Listen to them with your full attention; share your feelings candidly but constructively; and respect their right to their feelings. Learn about good, effective ways to discipline them.
- **Talk to children effectively about tough topics** by listening actively to them and letting them tell you what they know about gangs, bullies, violence, and drugs; what their experiences have been; and what fears or concerns they already have. Stay calm and open; use only facts (and be sure you know the facts); stick to the subject and avoid getting into personalities or criticizing. Use “teachable moments” such as situations from television shows, books, newspapers, or the neighborhood to ask how they would have reacted, what else might have been done, or what else might have happened. Maintain an ongoing dialog with them on these subjects, not one-time lectures.
- **Talk about the consequences of gang membership,** stressing that gangs usually make members commit a serious (frequently violent) crime to prove their loyalty before becoming full-fledged members. Members may get hurt or even killed or see their friends get hurt or killed. Youngest members often are made to carry out the gang's most serious crimes. Members often end up with criminal records that will prevent them from doing things they want to do as adults.

- **Help children develop pride in their community** by encouraging them to become involved with community-building projects.

Identifying Children at High Risk for Gang Membership³

The presence of one or more of these risk factors indicates children who may be more vulnerable to gang recruitment than others. Many children with these risk factors become productive, law-abiding adults with no gang backgrounds, but these factors can make it easier for gangs to recruit particular children.

Family/Social Risk Factors

- ▶ Has a family member(s) involved with a gang
- ▶ Sees excessive alcohol or other drug use in the home
- ▶ Lives with a single parent or grandparents
- ▶ Experiences poor living conditions or poverty
- ▶ Has friends involved with gangs

Behavioral Risk Factors

- ▶ Has poor academic work
- ▶ Exhibits low self-esteem
- ▶ Perceives poor to non-existent job prospects
- ▶ Fights or exhibits general aggressiveness
- ▶ Has chronic delinquency problems

Talking About Gang Confrontations

Children who know about gangs may be afraid of them. In most instances, gang members will be friendly to young children because they want to recruit them. Gang members will only threaten a child they think is a member of a rival gang. As long as the child does not look or act like a gang member, the chances of a threatening confrontation are modest.

Give children worried about gang confrontations the following advice:

- Do not dress or act in any manner which might suggest gang membership.
- Be aware of areas known for gang activity and avoid them as much as possible.
- Associate with friends who are not involved in gangs and do not look like gang members.
- Do not be frightened into saying they are gang members. For example, if a gang member gives a gang sign, don't be frightened into making the sign back.

- If gang members confront children to rob them, give the gang members what they want. They may have weapons. It is better to lose property than to be hurt or lose their lives.

Help Keep (or Put) Gangs Out of the Community

Gangs are a community problem, and almost everyone wants a gang-free community. There are things parents and other community members can do to prevent gangs from moving in or to discourage them if they are already in the community.

- **Develop positive, attractive alternatives.** Make sure there are after-school and weekend activities kids can enjoy. Ask the school to offer its facilities. Organize clubs or sports. Have older kids tutor or mentor younger ones. Ask the kids themselves to help with ideas.
- **Talk with other adults.** You can support one another and share knowledge that will help spot problems sooner than you can on your own. Educate civic and community groups about the need for vigilance.
- **Ask local businesses to make jobs available to the youths in your community.** Help start internship, mentoring, and adopt-a-class efforts.
- **Work with police and other agencies.** Report suspicious activity. Set up a Neighborhood Watch, even a community citizen patrol, working with police. Let the police know about gang graffiti. Get (and share with parents and other adults) the facts on the gang problem in your community; find out what local organizations—nonprofits as well as government—will work with you. For example, a partnership between the Boston Police Department's Anti-Gang Violence Unit and the Massachusetts Department of Probation is one of several innovative strategies that has helped reduce crime by and against young people. Gang-related violence fell 70 percent last year. Operation Night Light covers Boston's toughest neighborhoods where gangs and violence create an atmosphere of fear for residents. Probation and police officer teams make nightly visits to the homes of youths to make sure they are complying with their probation.
- **Help get at-risk kids involved with mentoring programs.** Research shows that the consistent presence of a caring adult can help prevent juvenile delinquency, increase school success, and improve relationship skills. Big Brothers/Big Sisters (BBBS) is the oldest and best-known mentoring program in the United States. Adult volunteers meet with their "brother" or "sister" three times a month, four hours a meeting, for one year. Mentors work one-on-one with young people to provide tutoring, teach life skills, and do informal counseling.
- **Work with the school system.** Develop policies and rules specific to gang issues. Set up student assistance programs and effective counseling as well

as extra-curricular activities. Stress the importance of a team approach to gang prevention and eradication.

- **Get organized against the gang organization.** Use your neighborhood association or form a new group. Get help from a variety of sources in your community. Try these kinds of people in addition to the police: community associations, school faculty, athletic coaches, Boys & Girls Club, YM/YWCA, Scouts, drug abuse prevention groups, youth-serving agencies, and community centers, just to name a few.
- **Help kids get involved with service projects.** Many schools now have service requirements for students. Check with your local schools to see if such requirements exist. If not, help the schools and local community to develop such projects. Programs such as the National Crime Prevention Council's Youth as Resources (YAR) and Teens, Crime, and the Community (TCC) engage youth in designing and carrying out service projects that address social problems and contribute to significant community change. Young people in classrooms, neighborhood centers, youth organizations, churches, community foundations, and clubs tackle a range of social issues that concern them. Examples of youth-led service projects include community "paint outs" to help clean up graffiti in the neighborhood and "adopting" younger classes to teach them about the dangers of alcohol and drug abuse.

A Program That Works: THRIVE

Truancy is a common characteristic of gang member "wanna-be's" and children already involved in gangs. Responding to the school system, police, and community concerns about high rates of truancy and juvenile crime, Oklahoma City, Oklahoma, started the Truancy Habits Reduced, Increasing Valuable Education (THRIVE) program in 1986. THRIVE operates a truancy prevention center staffed by police, social workers, school officials, representatives of the district attorney's office, and community volunteers who work together to counsel truant students and refer them to needed services.

The program was so successful that after four years, the daily absenteeism rate had fallen from 10 to 4 percent and dropout rates had fallen by 50 percent. Although it is impossible to say that gang membership has decreased due to THRIVE, the benefits to Oklahoma City students and the community have given THRIVE national recognition as a successful truancy prevention program.

To find out more about THRIVE, contact the following:

THRIVE
 Department P
 PO Box 18674
 Oklahoma City, OK 73154
 405-634-8081

References

1. U.S. Department of Justice, National Institute of Justice. *Gang Crime and Law Enforcement Recordkeeping*. Washington, DC, August 1994.
2. *Pediatric Nursing*. Volume 19, Number 6. Jannetti Publications, Inc., Pitman, NJ.
3. Ibid.

- Help your children identify positive role models—especially people in your community.

What You Can Do In Your Neighborhood

- Get organized against gangs. Use your neighborhood association. Get help from a variety of sources right in your community. Try police, clergy, counselors, coaches, YM/YWCA, youth-serving agencies, and community centers.
- Work with police and other agencies. Report suspicious activity, set up a Neighborhood Watch, let police know about gang graffiti, and find out what local services—nonprofit as well as government—will help organize communities against gangs.
- Talk with other parents at school forums, social events, networks, parenting classes, and support groups.
- Develop positive alternatives. Make sure there are after-school and weekend activities for kids to enjoy. See if the school will offer its facilities. Get parents to organize clubs and sports. Have older kids tutor younger ones. Let kids themselves help with ideas.



TAKE A BITE OUT OF
CRIME

Crime Prevention Tips from
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1700 K Street, NW, Second Floor
Washington, DC 20006-3817
www.weprevent.org

and

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The National Citizens' Crime Prevention Campaign, sponsored by the Crime Prevention Coalition of America, is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

 **MOTOROLA**

Production of this kit was made possible in part by a grant from Motorola.

Gangs! What's a Parent To Do?



SM

*National Crime
Prevention Council*

Once found only in large cities, gangs have invaded communities of all sizes across the United States. Gangs bring fear and violence to neighborhoods through drug trafficking, destruction of property, threatening or hurting peaceful residents. Ultimately, gangs can drive out businesses and draw young people away from school and home, and into a life of violence.

Many communities—maybe the one you live in—have serious problems with gangs. Parents and other concerned adults can do a lot to prevent gang problems or to reduce gang problems already in place. As a parent, your primary concern is to keep your own children from joining a gang.

Did You Know?

- Young people as young as eight or nine join gangs for various reasons. They may be attracted to a gang for any or all of the following reasons: to belong to a group; to experience excitement; to secure protection for themselves; or to earn money.
- Gangs signal their existence and solidarity through clothing and head coverings, a special vocabulary, tattoos, hand signs, and “tagging” their area with graffiti.
- Most gang members are male and range in age from 8 to 22 years. However, females may be involved through their gang-member boyfriends or through the growing number of female gangs.
- Gangs can be organized around race or ethnic group, money-making activities, or territory.
- “Gangsta” rap paints a realistic picture of daily gang activity. The lyrics glorify violent behavior, the abuse of women, and disrespecting authority figures. The music’s popularity cuts across class, economic, racial, and geographic lines.

Signs That Your Child Might Be in a Gang

- Changes in type of friends
- Changes in dress habits
- Gang symbols on books or clothing

- Secretiveness about activities
- Extra cash from unknown sources
- Carrying a weapon
- Declining interest in school and family
- Purchasing or listening to “gangsta rap”
- Growing hostility toward you or others

What You Can Do With Your Child

- If you notice gang-related patterns, get help. Contact a school counselor or the gang crimes unit of your local police department.
- Show your children love with lots of hugs and reassurance.
- Know what your children are doing. Know about your children’s friends and their families.
- Talk with and listen to your children. Discuss values and why you think gangs are dangerous. Point out the consequences of gang involvement—the violence, drug dealing, hatred of other groups for no reason, and the likelihood of being arrested and imprisoned. Don’t forget to actively listen as well, letting your child have full opportunity to share concern.
- Praise your children for doing well and encourage them to do their very best.
- Supervise your children’s activities. Get them involved in non-gang-related activities that interest them.

cárcel. No olvide escuchar activamente, dándole a su hijo plena oportunidad de compartir sus preocupaciones.

- Alabe a sus hijos por desempeñarse bien y alíentelos a hacer lo mejor posible.
- Supervise las actividades de sus hijos. Hágalos participar en actividades que les interesen, no relacionadas con las pandillas.

Ayude a sus hijos a identificar modelos de conducta— especialmente personas de su comunidad.

Qué Puede Hacer en Su Barrio

- Organícese contra las pandillas. Recorra a la asociación de vecinos. Consiga ayuda de una variedad de organizaciones y personas de su comunidad, como la policía, el clero, consejeros, entrenadores de equipos deportivos, la YM/YWCA, agencias que atienden a los jóvenes y centros comunitarios.
- Colabore con la policía y otras agencias. Informe acerca de cualquier actividad sospechosa, establezca un programa de vigilancia del vecindario (“neighborhood watch”), informe a la policía sobre las inscripciones de las pandillas en las paredes y averigüe qué servicios locales— sin fines de lucro y gubernamentales— ayudarían a organizar a las comunidades contra las pandillas.

- Hable con otros padres en foros escolares, acontecimientos sociales, redes de información, clases para padres y grupos de apoyo.
- Organice alternativas positivas. Asegúrese de que haya actividades que les gustan a los niños después de clase y los fines de semana. Averigüe si la escuela ofrecerá espacio para ello. Trate de que los padres organicen un club y actividades deportivas. Trate de que los niños mismos ofrezcan ideas.



Crime Prevention Tips from
National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
www.weprevent.org

and

BJA

The National Citizens' Crime Prevention Campaign, sponsored by the Crime Prevention Coalition of America, is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

 **MOTOROLA**

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¡Las Pandillas de Muchachos! ¿Qué Puede Hacer un Padre?



*National Crime
Prevention Council*

Las pandillas de muchachos que una vez se encontraban solo en las grandes ciudades han invadido las comunidades de cualquier tamaño en todos los Estados Unidos. Estas pandillas llevan a los barrios el temor y la violencia con el tráfico de drogas, la destrucción de la propiedad, amenazando o causando daño a los pacíficos residentes. Finalmente, las pandillas pueden obligar a los comerciantes a irse a otra parte y desarraigar a los jóvenes de la escuela y el hogar y sumergirlos en una vida de violencia.

Muchas comunidades— tal vez su misma comunidad— tienen serios problemas con las pandillas. Es mucho lo que los padres y otros adultos interesados pueden hacer para prevenir los problemas que presentan las pandillas o para reducir los ya existentes. Como padre, su interés principal es evitar que sus hijos se unan a una de ellas.

¿Sabía Usted?

- Los muchachos, hasta de solo ocho o nueve años, se unen a las pandillas por diversas razones. Pueden sentirse atraídos por alguna de las siguientes razones o por todas ellas: porque quieren pertenecer a un grupo; experimentar emociones fuertes, sentirse protegidos o ganar dinero.
- Las pandillas indican su existencia y solidaridad por la manera de vestirse y de cubrirse la cabeza, un vocabulario especial, tatuajes, signos con las manos y marcando su territorio con inscripciones en las paredes (“graffiti”).
- En su mayoría, los integrantes de las pandillas son varones cuya edad se extiende desde los 8 a los 22 años. Pero también puede haber muchachas envueltas a través de los novios que pertenecen a la pandilla o a través del creciente número de pandillas femeninas.
- Las pandillas pueden estar organizadas por raza o grupo étnico, actividades lucrativas o territorio.
- Las canciones “gangsta rap” pintan un cuadro realista de las actividades diarias de las pandillas. La letra de estas canciones glorifica el comportamiento violento, el maltrato de la mujer y la falta de respeto a las personas con autoridad. La popularidad de este tipo de música se extiende a través de las distintas clases sociales, económicas y raciales y de las divisiones geográficas.

Signos de que su hijo podría estar en una pandilla

- Cambios en el tipo de amigos
- Cambios en las formas de vestirse
- Símbolos de la pandilla en libros o en la ropa
- Reservado acerca de sus actividades
- Efectivo extra de fuentes desconocidas
- Lleva armas consigo
- Interés decreciente en la escuela y la familia
- Compra o escucha discos de “gangsta rap”
- Hostilidad creciente hacia usted u otros

Qué Puede Hacer con Su Hijo

- Si nota hábitos relacionados con la afiliación a una pandilla, consiga ayuda. Diríjase al consejero escolar o a la unidad de delitos de pandillas del departamento de policía local.
- Demuestre a sus hijos que los quiere abrazándolos y tranquilizándolos.
- Sepa lo que hacen sus hijos. Sepa quiénes son los amigos de sus hijos y sus familias.
- Hable con sus hijos y escúchelos. Hable sobre los valores y por qué usted cree que las pandillas son peligrosas. Señale las consecuencias de pertenecer a una pandilla— la violencia, las drogas, el odio sin motivo de otros grupos y la posibilidad de ser arrestado y enviado a la



Hey Kids,

Everybody wants and needs friends. We all want to belong. It's smart to belong to something good, like a sports team. But it's not smart to belong to something bad, like a gang.

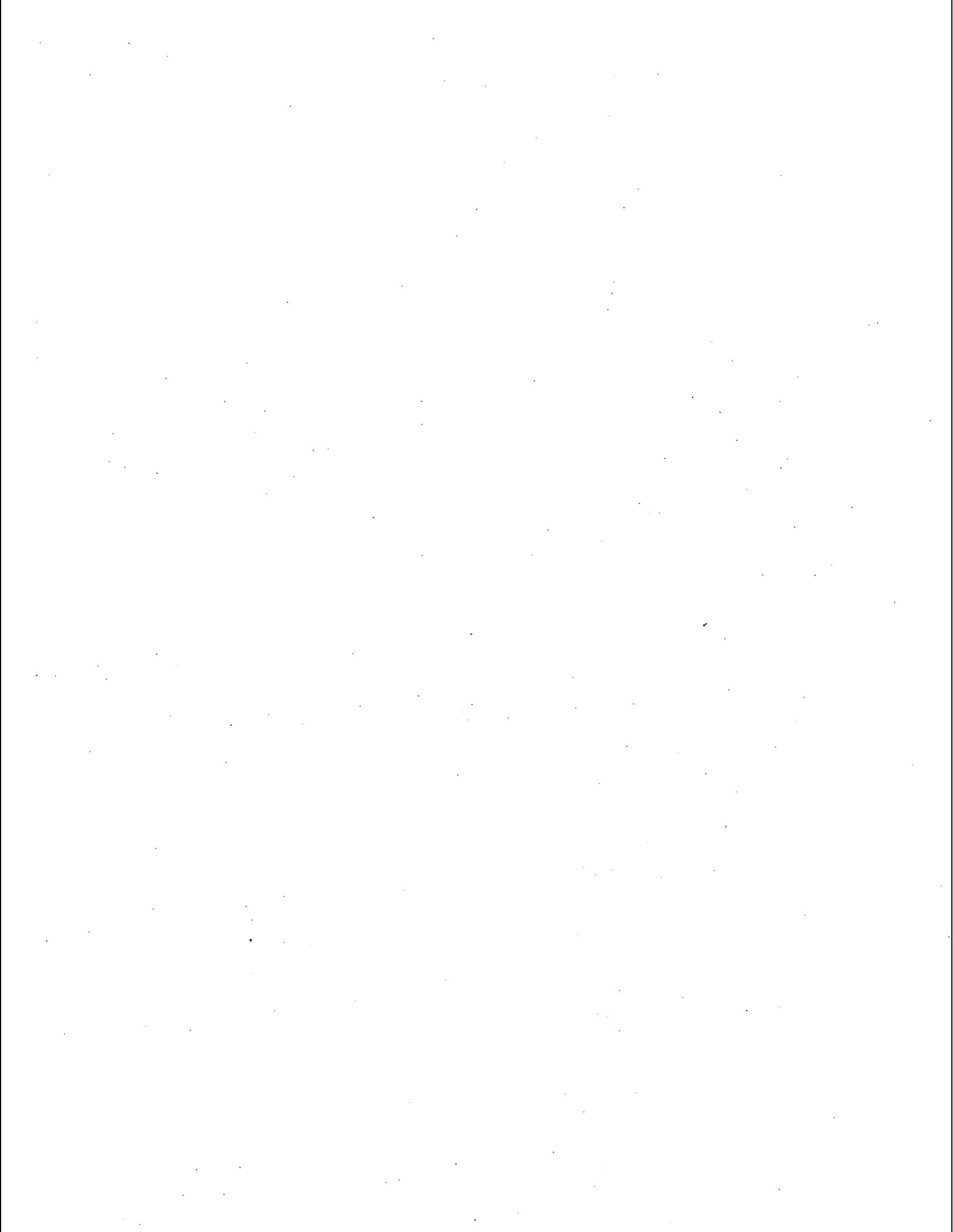
If you have a friend who wants you to join a gang, tell him no. Gangs are dangerous. They break things and hurt people. Some gang members end up in jail or dead. Don't hang out with friends who are gang members or who think gangs are cool.

Know what to say if someone pressures you to join a gang or do something that is bad. Practice your answers so you'll be ready. Ask your family to help.

Stick with friends who don't cause trouble. Stay away from areas where gangs hang out. Join a club or get a hobby. Lots of good things make you special. Don't waste those good things on a gang!

Your friend,
McGruff







Copy Cat Game

OBJECTIVES

To model positive behavior.

To resist the impulse to copy negative behaviors.

DURATION

15–20 minutes.

MATERIALS

None.

PREPARATION

None.

ACTIVITY

1. Tell the children to form a line behind an adult leader.
2. Explain the rules of the game: Children are to copy all of the positive behaviors of the leader as the group moves throughout the room. The leader will try to “trick” the children by performing negative behaviors too. When the leader performs a negative behavior, children should freeze and not copy that behavior.
3. Move throughout the building continuously. Positive motions could include clapping, marching, jumping, turning around, placing hands on head, tip-toeing, waving, taking giant steps, etc. Negative motions could include throwing stuffed animals across the room, kicking the wall, knocking a chair over, pulling a coat onto the floor, littering, wiping nose on sleeve, ripping a picture from wall, or throwing playground mulch.

FOLLOW-UP ACTIVITY

1. Children get better at this each time it is presented. More positive and negative actions can be added. Switch to a peer leader when the task is mastered. When the entire group reaches 100 percent reaction to only the positives (no one is tricked), a special reward is appropriate.
2. Play “Working Together to Stop the Violence” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach the children the words to sing along. Photocopy the “Working Together to Stop the Violence” page from the song book for the children to color.



Where Do You Feel Safe?

OBJECTIVES

- To increase sense of belonging to a family unit.
- To identify family members as positive role models.
- To identify the image of home as a safe haven.

DURATION

20–25 minutes.

MATERIALS

McGruff and Scruff puppets (see “Bullying” section for Scruff puppet), two popsicle sticks, glue, “Get on Home” worksheet.

PREPARATION

Make puppets and glue to popsicle sticks. Photocopy worksheet and cut out house and apartment building.

ACTIVITY

1. Discuss what’s safe and what’s dangerous at home and in the neighborhood. Discuss community members whom children can turn to if they run into trouble.
2. Select two children from the group and have them stand together holding the McGruff and Scruff puppets inside the house or apartment building silhouette. As an adult relates each scenario, the child holding Scruff walks around the room (leaves home).
3. Help the children decide if Scruff should return home to stay out of trouble. Children should chant: “Run, Scruff, run. Get on home.” The child holding Scruff then runs back to the home silhouette and McGruff. Give all the children a chance to be either McGruff or Scruff.

SCENARIOS

- A. Scruff meets a group of kids stealing a bike. They ask him to join in.
- B. Scruff meets a group of children and they bully him, calling out names and threats.
- C. Scruff meets some older kids spray painting the side of a school building. They ask him to join in.
- D. Scruff meets a group of children and one of them pushes him down. When Scruff gets up, they begin to chase him.

FOLLOW-UP ACTIVITY

Teach the children the following finger play poem:

“My Home’s for Me”

Rabbits grow in a hole in the ground;

They never, ever make a sound.

[Make hole with fingers of one hand; hold two fingers of other hand up and have them jump through hole].

Down by the pond grows a little green frog;

Catching flies and sitting on a log.

[Hold one hand out flat; make fist of other hand and sit on top of flat hand].

Deep in the woods grows a little mouse;

That is where you will find his house.

[Make fists and hold them on either side of head].

Bear cubs grow inside their cave;

They are so very, very brave.

[Flex arms].

Of all these places that I know,

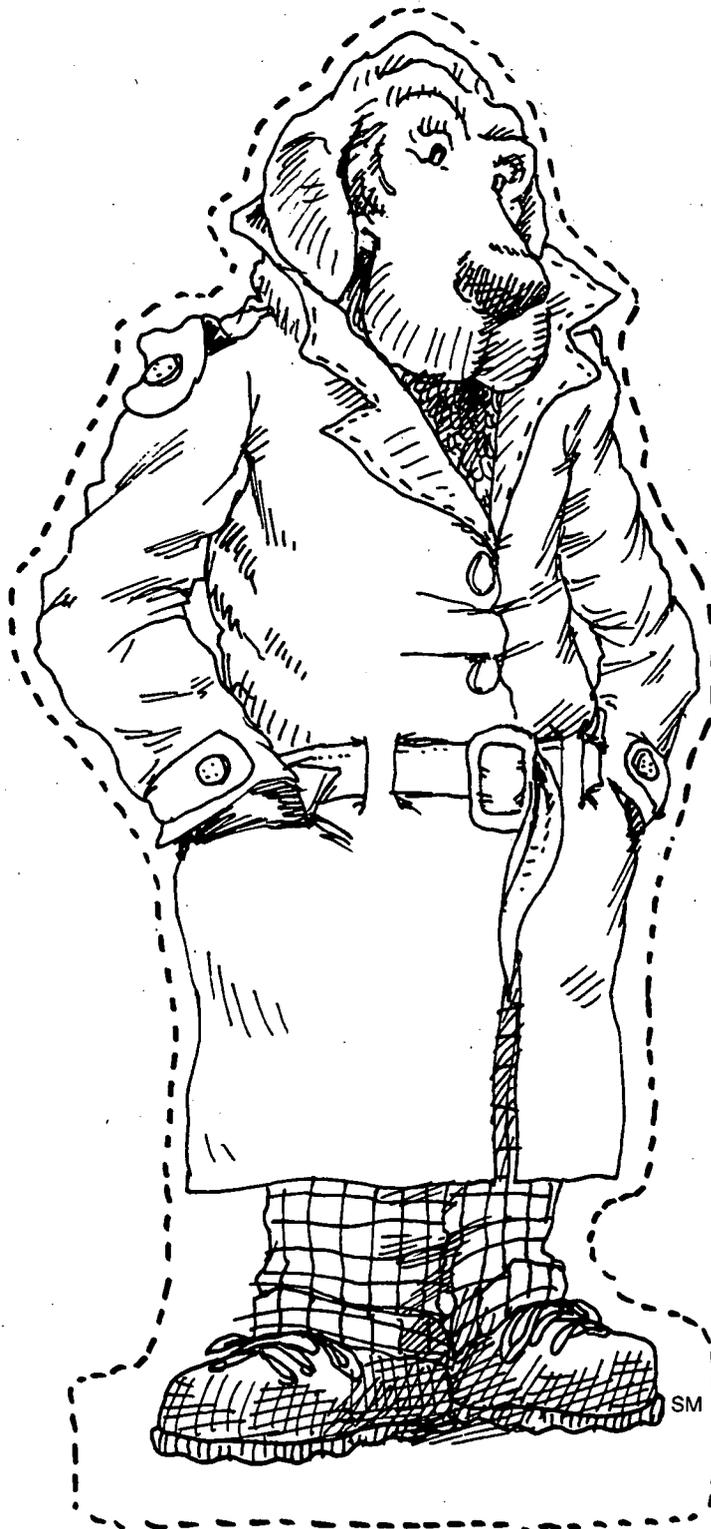
My home is best for me to grow!

[Hug self].

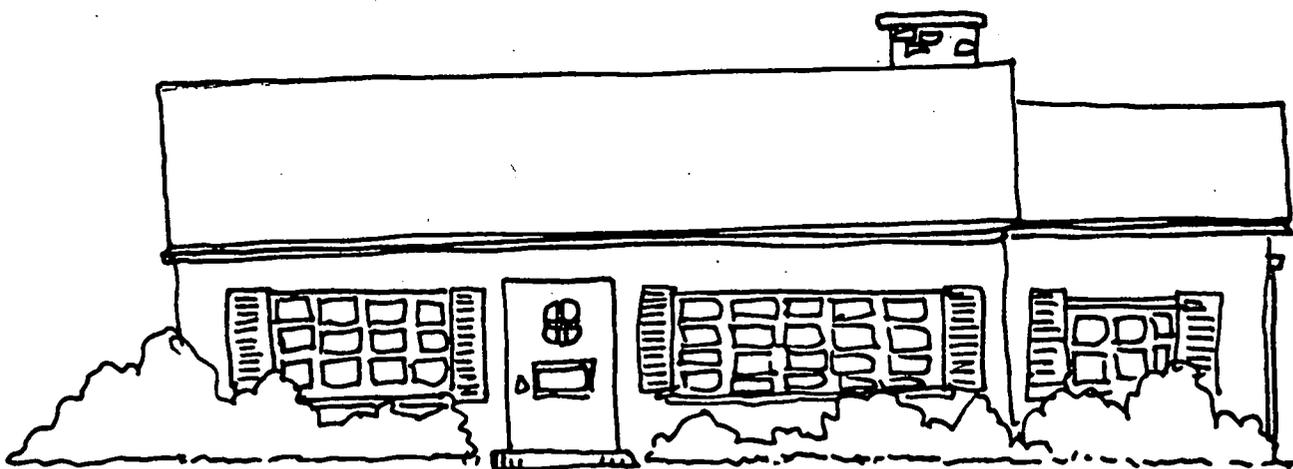
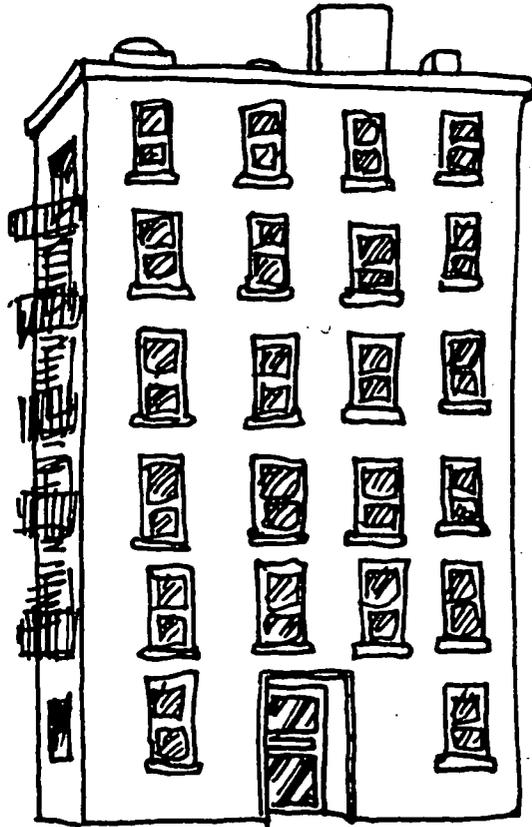
(Adapted from Leland B. Jacobs.)

McGruff Puppet

DIRECTIONS: Photocopy the McGruff puppet below, cut out, and glue to a popsicle stick.



Where Do You Feel Safe? Get on Home!





Gangs Are No Good, Scruff!

OBJECTIVES

To understand why children may be tempted to join a gang.

To recognize negative aspects of gang membership.

DURATION

25 minutes.

MATERIALS

“Gangs Are No Good, Scruff!” picture, chart paper, marker.

PREPARATION

Photocopy picture; display poster.

ACTIVITY

1. Display the picture. Ask children to listen to this:

Scruff came rushing into the house. He was very excited about something. “Uncle McGruff!” he said. “I was just at the mall and met the neatest bunch of guys! They were buying the coolest, most expensive tennis shoes in the store. They were all wearing matching red leather jackets that said ‘The Panthers’ on the back.”

“Whoa, Scruff,” McGruff said, “slow down! Just who were these boys, and did you talk to them?”

“Oh, yeah!” said Scruff. “They seemed older than me—junior high, maybe. They saw me watching them try on those cool shoes, and outside the store they asked me if I’d like to hang out with them and maybe join their group. They showed me all the money they had—it was a lot—and said that I could be rich like them too! They said if I was one of the Panthers, if anyone ever bothered me they would take care of it for me. They would protect me—doesn’t it sound great to have a group of friends like the Panthers?”

McGruff slowly shook his head. “No, Scruff,” he said, “the Panthers don’t sound great to me at all. It sounds to me like the Panthers are nothing more than a gang, and you shouldn’t have anything to do with them.”

2. Discuss these questions with the children:

- Why was Scruff so excited?
- What did he like about the group of boys he met?
- Would you like to have friends like the Panthers? Why or why not?
- Why did McGruff tell Scruff to stay away from the Panthers?
- What does the word “gang” mean?

3. Explain to the children that gangs are groups of teenage boys or girls who all wear the same colors or clothes. Ask what the Panthers were wearing (red leather jackets, matching shoes). Explain that sometimes gangs even hurt people.
Ask the children to think about where the gang gets their money. Tell the children that “Chances are, by selling drugs or stealing the money. Gangs often try to get someone younger, like Scruff, to do these things that are against the law. The gangs figure the youngest members probably won’t get into much trouble. Do you want to join a group that asks you to do things like this?”
“When the Panthers said they would ‘protect’ Scruff and ‘take care of it’ if anyone bothered him, do you know what they were talking about? Gang members sometimes carry guns, knives, or other weapons, and lots of times they get into fights and use their weapons. Gang members can get seriously hurt—or even killed—in these fights! Who would want to have friends like that? Not you and not Scruff!”
4. Ask the children, “Why did Scruff want to be friends with the Panthers in the first place?” Help them recall that it was because the Panthers wore neat clothes, were older, had lots of money, and said they would protect him. Ask, “Are these good reasons to choose your friends?” Help the group brainstorm a list of positive reasons for choosing friends. Emphasize such aspects as: friendliness, similar interests, willingness to share, and so forth. List these on chart paper.

FOLLOW-UP ACTIVITY

1. Use the “Kids of All Kinds” poster to teach children the poem about staying drug and violence free.
2. Play “Working Together to Stop the Violence” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach the children the words to sing along. Photocopy the “Working Together to Stop the Violence” page from the song book for children to color.

Gangs Are No Good, Scruff!





What Do You Want To Be?

(follow-up to “Gangs Are No Good, Scruff!” activity)

OBJECTIVE

To identify positive role models.

DURATION

25 minutes.

MATERIALS

Pictures of positive teenage and adult role models (cut from newspapers and magazines), crayons, pencils, drawing paper.

PREPARATION

Cut out pictures of role models.

ACTIVITY

1. Display the picture of Scruff and McGruff from the “Gangs Are No Good, Scruff!” activity. Have the children recall the story they heard about Scruff, and ask, “Why did Scruff think it would be great to have friends like the Panthers?” Help children remember that Scruff was attracted to the boys in the gang because they were older, wore fancy clothes and shoes, had money, and said they would protect him.
2. Discuss how Scruff looked up to the Panthers as someone he would like to be. Remind them of why McGruff said the Panthers were not people that Scruff would want to be like.
3. Ask the children, “Have you ever looked up to someone who was older and thought that you might want to be like them?” Allow them to share some of their role models with the group. Have children explain what it is about that person that they would want to be like.
4. Display pictures of several teenage and adult role models, either local or national figures. Tell the children briefly about each person’s positive qualities and accomplishments. Ask if the children see anyone among the pictures whom they would like to be like when they get older.
5. Explain to the children that they have seen and heard about many different people and what they do. Have them now imagine that they are much older—all finished with school. Ask them what they would like to be and do. Have them draw pictures of what they want to be and display the pictures in a prominent place.

FOLLOW-UP ACTIVITY

Invite a local junior high or high school student to come and speak with children about his or her accomplishments and why he or she feels it’s important to stay away from gangs.



What Group Would You Join?

OBJECTIVES

To recognize characteristics of gangs.

To understand negative consequences of gang membership.

To identify positive alternatives to gangs.

DURATION

30 minutes.

MATERIALS

Two pieces of poster board; crayons or markers; masking tape; bandanas; sunglasses; or arm bands.

PREPARATION

None.

ACTIVITY

1. Call two groups of six to eight children to come to the front. The children in each group should be wearing generally the same color clothing—for example, children with red shirts in one group and children with jeans in the other. You may want to bring something that they can all wear such as bandanas, sunglasses, or the same color arm bands.
2. Give each group a piece of poster board and some markers or crayons. Explain that they are members of a special group, and they will design a symbol for their group on the poster board. The children should also work together to come up with a name for their group. Dismiss the children to tables and tell them they will have 10 minutes to complete their tasks.
3. While the two groups are working, have the rest of the children spread out into a circle. Call volunteers to assist you in putting a line of masking tape line down on the floor to divide the circle into two halves. Randomly choose three children to sit outside the circle. Tell them they are called “The Players,” and should think of one game or sporting activity they all like to play.
4. Call the first two groups over and have them share their name and symbol with the other children. For the purposes here, they will be called “Reds” and “Blues.” Have the Reds and Blues each stand on separate sides of the tape line. Explain that this is their “turf,” and they risk serious consequences if they cross over it.
5. Tell children, “The Reds and Blues are members of rival gangs. What does the word ‘gang’ mean to you?” Allow the children to share their ideas. Explain that the children in the Reds and Blues are going to pretend to be gang members to help all the children understand more about gangs. Discuss:

- All members of the Reds are wearing similarly-colored clothing. What do you notice about the Blues' clothes? Explain that gang members often wear special clothing, colors, or jewelry to identify their members.
 - The Reds have a special hand signal they show to each other to let outsiders know they are members of the same gang—it's the "thumbs up" sign. (Have the Reds flash a thumbs up at each other.) The Blues' special signal is thumbs down. (The Blues should flash their signal.)
 - The two gangs also have special symbols to show membership (each gang should hold up its symbol).
 - If members of the Reds step over the line onto the Blues' turf, the Blues may try to throw them out or even hurt them. The same thing will happen to the Blues if they go into the Reds' turf.
6. Ask the Reds to choose another child from the circle to join their gang. Before the child comes up, tell him or her, "To become a member of the Reds, you must first steal 10 candy bars from the local candy store. Are you willing to do this?" Have the Blues also choose a prospective member, and tell this child, "You must first spray paint the school wall by the playground with the name and special symbol of the Blues. Will you do this?"
 7. Explain that gangs often require members to steal, vandalize, or do even worse things, such as sell drugs, carry guns or other weapons, and hurt or even kill people! Ask, "Do any of you want to be members of the Reds or Blues if you have to do these things? Of course not!"
 8. Direct the children's attention to the players at the back of the group. Ask what activity they came up with—perhaps, for example, they all like to play soccer. Tell the children, "To join this group, you don't have to do anything first. All they ask is that you like to have fun and run and kick a soccer ball. Who would like to join this group?"
 9. Brainstorm as a group other positive alternatives to gangs, such as sports teams, Scouts, music groups, hobby clubs, community service projects, and so forth.

FOLLOW-UP ACTIVITY

Invite a police officer representing the local gang unit to speak to the group about the consequences of gang involvement.

 **The Price**

OBJECTIVES

To identify both apparent and hidden costs in joining a gang.
 To identify alternatives to gangs.

DURATION

30 minutes.

MATERIALS

Chart paper (two sheets per group), markers.

PREPARATION

None.

ACTIVITY

1. With children in grade 3, discuss the term “good results.” Children in grades 4 and 5 discuss the term “benefit.” Tell them that most times, we have to pay a cost to earn something we desire. For example:

<i>Reward</i>	<i>Cost</i>
play outside	clean room
expensive toy	money

2. One desirable thing is being part of a group. Ask children to name three or four acceptable groups—a sports team, a religious group, a band, or Scouts group. For example, basketball team:

<i>Reward</i>	<i>Cost</i>
have fun	practice a lot

3. Divide the children into groups of four or five each. Give each group two sheets of chart paper and markers.
4. Direct each group to select an example of a positive group and write it at the top of one of the chart. Have them list the benefits and costs of being in this group. On the other chart, have them list the benefits and costs of being in a gang.

<i>Positive Group Name</i>		<i>Gangs</i>	
<i>Benefits</i>	<i>Costs</i>	<i>Benefits</i>	<i>Costs</i>

5. Then have them rate the benefits of each from 1 to 10 (10 = most benefit). Have them do the same for the cost column.
6. Have the groups share their ratings and discuss their results.
 Note: For younger children you may want to use symbols as an alternative to rating the benefits and costs of joining a gang. For example, a positive benefit may be worth ○○○○, while its corresponding cost may be ○○○○○.

FOLLOW-UP ACTIVITIES

1. Make a poster that shows “no gangs” (a circle with the word “gangs” inside, with the “no” slash through it). Have each child in the group sign his or her name to it as a way of making a commitment.
2. Play “Working Together to Stop the Violence” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach children the words to sing along. Photocopy the “Working Together to Stop the Violence” page from the song book for children to color.

6

Respecting Differences

BACKGROUND INFORMATION FOR ADULTS

ADULT BROCHURES

- Celebrate Diversity
- Celebre La Diversidad

McGRUFF LETTER TO KIDS

ACTIVITIES

PREKINDERGARTEN/KINDERGARTEN

- ▶ My Family Home
- ▶ Getting To Know Me

GRADES 1–2

- ▶ People Puzzles
- ▶ What Do You Like to Do?

GRADES 3–5

- ▶ Around the World
- ▶ Everybody Move Who...

Respecting Differences

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By the time they reach elementary school, kids are well aware of differences, and some have already learned to prejudge and stereotype people.

Not since the turn of the century has the United States population been as diverse as it has been in the last two decades. While this diversity has given our country vitality and cultural richness, it has also resulted in some serious problems including racism, prejudice, discrimination, and lack of respect for one another. The intolerance appears at an early age: racist name-calling on the basketball court, giggling at a foreign child's name or accent and doodled swastikas on school furniture, are all examples of intolerance.

Where do children learn these things? If parents and adults who work with the children never mentioned "differences," children of all colors, religions, nationalities, and abilities would play together in harmony, right? Not really. Children are bombarded with messages—some subtle, some not so subtle—from adults, peers, the media, and society at large. By the time they reach elementary school, kids are well aware of differences, and some have already learned to prejudge and stereotype people. Stereotypes remain until and unless adults attempt to correct them. By addressing the topic of respect for differences and providing accurate, unbiased information, you can lay a foundation of tolerance and "unteach" negative messages.

What Adults Can Do To Help Address Differences

How adults who are influential in the lives of children approach the issue of differences in gender, race, ethnicity, and ability will affect how the children approach these issues. Here are five ways you can help create an atmosphere that supports tolerance and respects and values differences.

- Use toys, read books, watch TV programs, and listen to music that reflects diversity. Provide images of nontraditional gender roles, diverse racial and cultural backgrounds, and a range of family lifestyles.
- Make and enforce a firm rule that race, ethnicity, gender, physical or mental ability, or religion is never an acceptable reason for teasing or rejecting someone.
- Provide opportunities for children to interact with others who are racially or culturally different and with people who have disabilities. Look for opportunities in the neighborhood—places of worship, concerts, and community events.
- Teach children ways to think objectively about biases and discrimination that they may have or witness and how to overcome these conditions. Set an example by your own actions.
- Respectfully listen to and answer children's questions about themselves and others. Ignoring questions, changing the subject, sidestepping, or scolding a child for asking may suggest that the subject is bad, forbidden, or inappropriate.

Responding to Common Questions Children Ask¹

Young children not only recognize differences, they also absorb values about which differences are positive and which are not. Your reaction to ideas that young children express will greatly affect their feelings and beliefs. Often, children's curiosity-based questions about differences go unanswered because adults react by teaching that it is impolite to notice or ask about differences. By failing to provide accurate information, adults leave children vulnerable to absorbing the biases of society. Here are examples of ways to respond to children's questions:

"WHY IS THAT GIRL IN A WHEELCHAIR?"

Inappropriate

"Shh, it's not nice to ask." (Admonishing)

"I'll tell you another time." (Sidestepping)

Appropriate

"She is using a wheelchair because her legs are not strong enough to walk. The wheelchair helps her move around."

"WHY IS JAMAL'S SKIN SO DARK?"**Inappropriate**

"His skin color doesn't matter. We are all the same underneath." This response denies the child's question, changing the subject to one of similarity when the child is asking about a difference.

Appropriate

"Jamal's skin is dark brown because his mom and dad have dark brown skin." This is enough for 2- and 3-year-olds. For older children, you can add an explanation of melanin:

"Everyone's skin has a special chemical called melanin. If you have a lot of melanin, your skin is darker. If you only have a little, your skin is lighter. How much melanin you have in your skin depends on how much your parents have in theirs."

"WHY AM I CALLED BLACK? I'M BROWN!"**Inappropriate**

"You are, too, Black!"

This response is not enough. It doesn't address the child's confusion between actual skin color and the name of the racial and/or ethnic group.

Appropriate

"You're right; your skin color is brown. We use the word 'black' to mean the group of people of whom our family is a part. Black people can have many different skin colors. We share the fact that we have ancestors who came from some part of Africa. That's why many people also call themselves 'African Americans'."

"WILL THE BROWN WASH OFF IN THE TUB?"

This is a fairly common question for younger children, who sometimes may be influenced by the racist equation of dirtiness and dark skin.

Inappropriate

Taking this as an example of "kids say the darnedest things" and treating it as not serious.

Appropriate

"The color of Jose's skin will never wash off. When he takes a bath, the dirt on his skin washes off, just like when you take a bath. Whether they have light or dark skin, everybody gets dirty, and everyone's skin stays the same color after it is washed. Everybody's skin is clean after they wash it, no matter what color the skin is."

"WHY DOES TRAN SPEAK FUNNY?"**Inappropriate**

"Tran can't help how she speaks. Let's not say anything about it." This response implies agreement with the child's comment that Tran's speech is unacceptable, while also telling the child to "not notice," and be polite.

Appropriate

"Tran doesn't speak funny, she speaks *differently* from you. She speaks

Vietnamese because that's what her mom and dad speak. You speak English like your mom and dad. It is okay to ask questions about what Tran is saying, but it is *not* okay to say that her speech sounds funny because that can hurt her feelings."

A Program That Works: Friends Who Care™

Some teachers and other adults who work with children use a curriculum designed to foster appreciation of differences and to address bias. Friends Who Care™ is the National Easter Seal Society's disability awareness curriculum. Its goal is to help nondisabled children better understand what it means and how it feels to be a young person with a disability.

In this program, kids work in teams on exercises that simulate different types of impairment. They read through waxed paper to understand vision impairment, and practice guiding each other blindfolded to learn how to be sight guides. They practice lip reading the way people with hearing disabilities do, with one child silently mouthing words while the other tries to figure out what is being said. To simulate having a physical disability of their fine motor skills, children tape the fingers of their hands together, then try opening doors, using zippers, and turning the pages of a book. The children take pre- and post-program surveys to mark changes in attitude. Post-program surveys show significantly greater acceptance of people with disabilities in everyday activities.

Since 1990, Friends Who Care™ had reached over half a million students in elementary schools nationwide. The program has won nine national awards. The curriculum kit contains a pre- and post-program attitude survey, a teacher's guide with information and classroom activities, activity worksheets, a video tape, poster, bookmarks, and more. To receive a Friends Who Care™ curriculum kit, contact the following:

National Easter Seal Society
230 East Monroe Street, Suite 1800
Chicago, IL 60606-4802
312-726-6200

Reference

1. "Teaching Young Children to Resist Bias: What Parents Can Do." National Association for the Education of Young Children.



TAKE A BITE OUT OF
CRIME

Crime Prevention Tips from
National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
www.weprevent.org

and

Celebrate Diversity



BJA

The National Citizens' Crime Prevention Campaign, sponsored by the Crime Prevention Coalition of America, is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

 **MOTOROLA**

Production of this kit was made possible in part by a grant from Motorola.

*National Crime
Prevention Council*

“Hate-” or bias-motivated crime is not a new phenomenon. It is a problem that many communities have tried to deal with throughout history. There has been a disturbing increase in the number of these crimes committed in America over the past decade. Graffiti, vandalism, and criminal threats are the most common forms of hate crimes. On a child’s level, lesser forms include teasing, name calling, and racial slurs. Although adults often ignore these actions, they can have a profound and lasting impact on children.

Children are bombarded with messages—some subtle, some not so subtle—from adults, peers, the media, and society in general. By the time children reach elementary school, they are aware of differences between people. Unfortunately, they receive a lot of false information about race, religion, culture, gender, and physical and mental challenges. Some have already developed prejudices against people who are different from them. These stereotypes will persist unless and until adults attempt to correct them.

What You Can Do

- Bring into your home books, toys, tapes, records, or other things that reflect diverse cultures. Provide images of nontraditional gender roles, diverse racial and cultural backgrounds, and a range of family lifestyles.
- Show that you value diversity through your friendships and business relationships. What you do is as important as what you say.
- Make and enforce a firm rule that someone’s differences are never an acceptable reason for teasing or rejecting.
- Provide opportunities for your child to interact with others who are racially or culturally different and with people who are physically or mentally challenged.

Look for opportunities at school, in the community, places of worship, or camps.

- Respectfully listen to and answer your child’s questions about others. If you ignore questions, change the subject, sidestep, or scold your child for asking, your child will get the message that the subject is bad or inappropriate.



- Avoid gender stereotyping. Encourage your child’s interests in all sorts of activities, whether they are traditionally male- or female-oriented.
- If you hear your child use a racial, ethnic, or religious slur, make it clear that those kinds of comments are not acceptable.

actividades, sean tradicionalmente de orientación masculina o femenina.

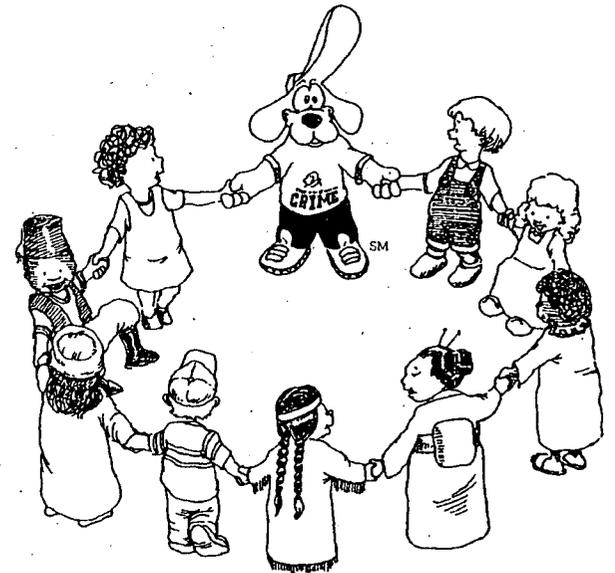
- Si usted oye que su hijo profiere un agravio racial, étnico o religioso hágale entender que esas clases de comentario no son aceptables.



Crime Prevention Tips from
National Crime Prevention Council
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Celebre la Diversidad



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Los delitos motivados por el odio o los prejuicios no son un fenómeno nuevo. Se trata de un problema que muchas comunidades han tratado de abordar a lo largo de la historia. En el último decenio se ha experimentado un perturbador aumento en el número de estos delitos en los Estados Unidos. Las inscripciones en las paredes y vehículos, el vandalismo y las amenazas criminales son las formas más comunes de los delitos motivados por el odio. En el nivel de los niños, las formas menores son las bromas molestas, insultos y agravios raciales. Aunque los adultos suelen ignorar estas acciones, ellas pueden tener un profundo y duradero impacto en los niños.

A los niños se los bombardea con mensajes— algunos sutiles y otros no tan sutiles— de los adultos, los compañeros, los medios de difusión y de la sociedad en general. Cuando los niños ingresan a la escuela primaria se dan cuenta de las diferencias existentes entre las personas. Lamentablemente, reciben gran cantidad de información falsa sobre la raza, la religión, la cultura, el género y los problemas físicos y mentales. Algunos ya han desarrollado prejuicios contra las personas distintas de ellos. Estos prototipos persistirán a menos y hasta que los adultos intenten corregirlos.

Qué Puede Hacer

- Lleve a su casa libros, juguetes, grabaciones, discos u otras cosas que reflejen diversas culturas. Ofrezca imágenes de papeles no tradicionales para uno u otro género, ambientes raciales y culturales diversos y una variedad de modos de vida familiar.
- Demuestre que usted valora la diversidad a través de sus amistades y relaciones de trabajo. Lo que usted hace es tan importante como lo que usted dice.
- Establezca y haga cumplir una firme regla de que el hecho de que alguien es diferente no es una razón valedera para hacerle bromas molestas o rechazarlo.
- Ofrezca oportunidades para que su hijo interactúe con otros que son racial o culturalmente diferentes y con personas con problemas físicos o mentales. Busque oportunidades en la escuela, en la comunidad, establecimientos de culto o campamentos.
- Escuche y responda respetuosamente las preguntas de su hijo sobre otras personas. Si usted ignora las preguntas, cambia de tema, evade la pregunta o regaña a su hijo por preguntar, este recibirá el mensaje de que el asunto es malo o inapropiado.
- Evite los prototipos por género. Estimule el interés de su hijo en toda clase de





Maybe you've heard people calling each other names because of how they look or talk, names that can really hurt.

Kids are alike in lots of ways. They all like to play and enjoy learning. But it's the things that are different that make our world interesting. Maybe your skin is a different color than your neighbor's. Or you like to eat foods different from your best friend. That's great! We can all learn from each other.

Talk to kids who are different and get to know them. Think about the ways you are alike and *respect* the ways you are different.

Learn a song in another language. Learn how people from other cultures celebrate holidays. Share with other people things about where you and your family come from.

Take time to learn about the ways we are different, and you will find that these differences are fun and interesting!

Your friend,
McGruff





My Family Home

OBJECTIVE

To appreciate similarities and differences among families.

MATERIALS

“My Family Home” worksheet, crayons, photographs of family members from each child (requested before the day of the activity).

DURATION

30 minutes.

PREPARATION

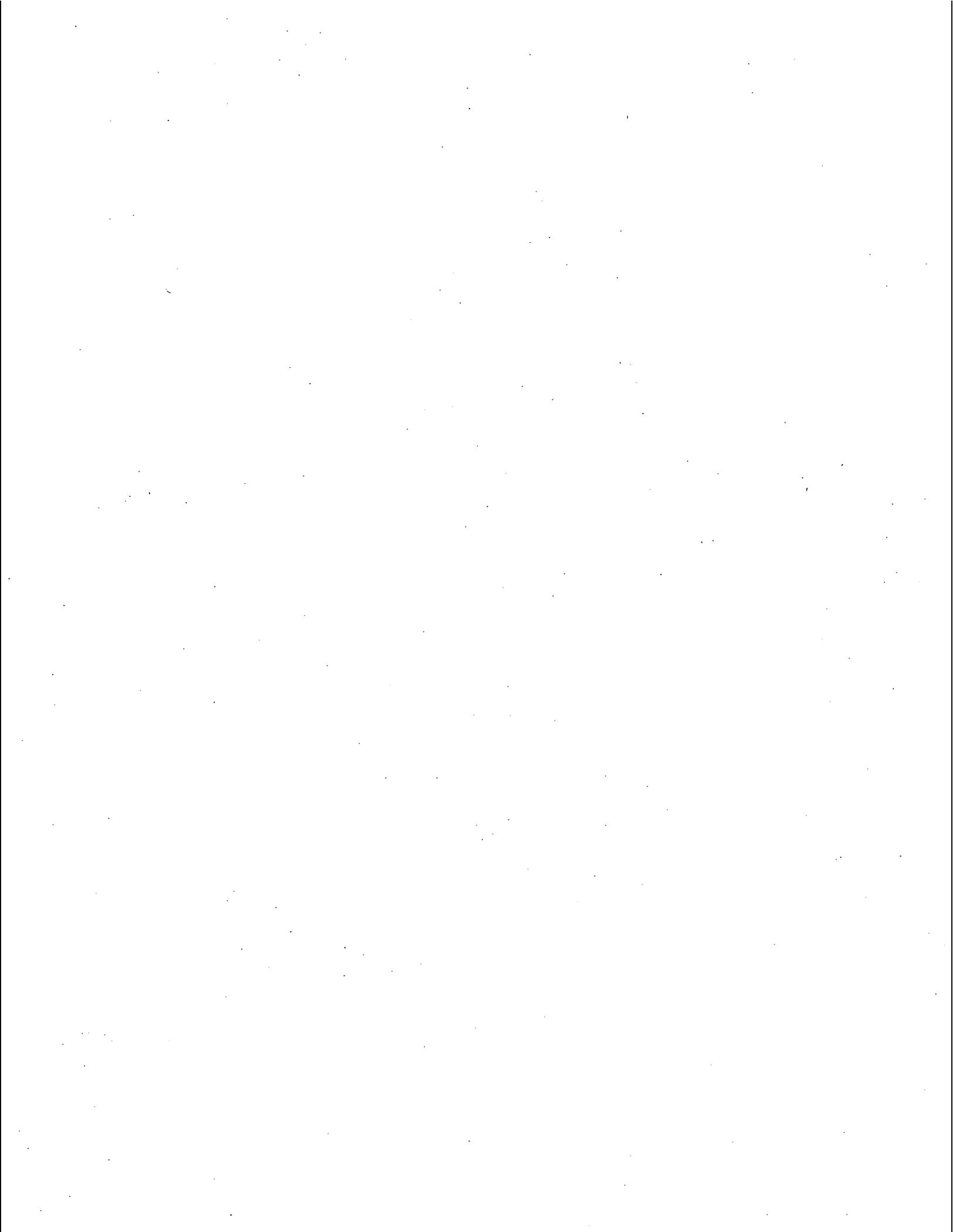
Photocopy and enlarge pictures on worksheet. Cut out homes for each child.

ACTIVITY

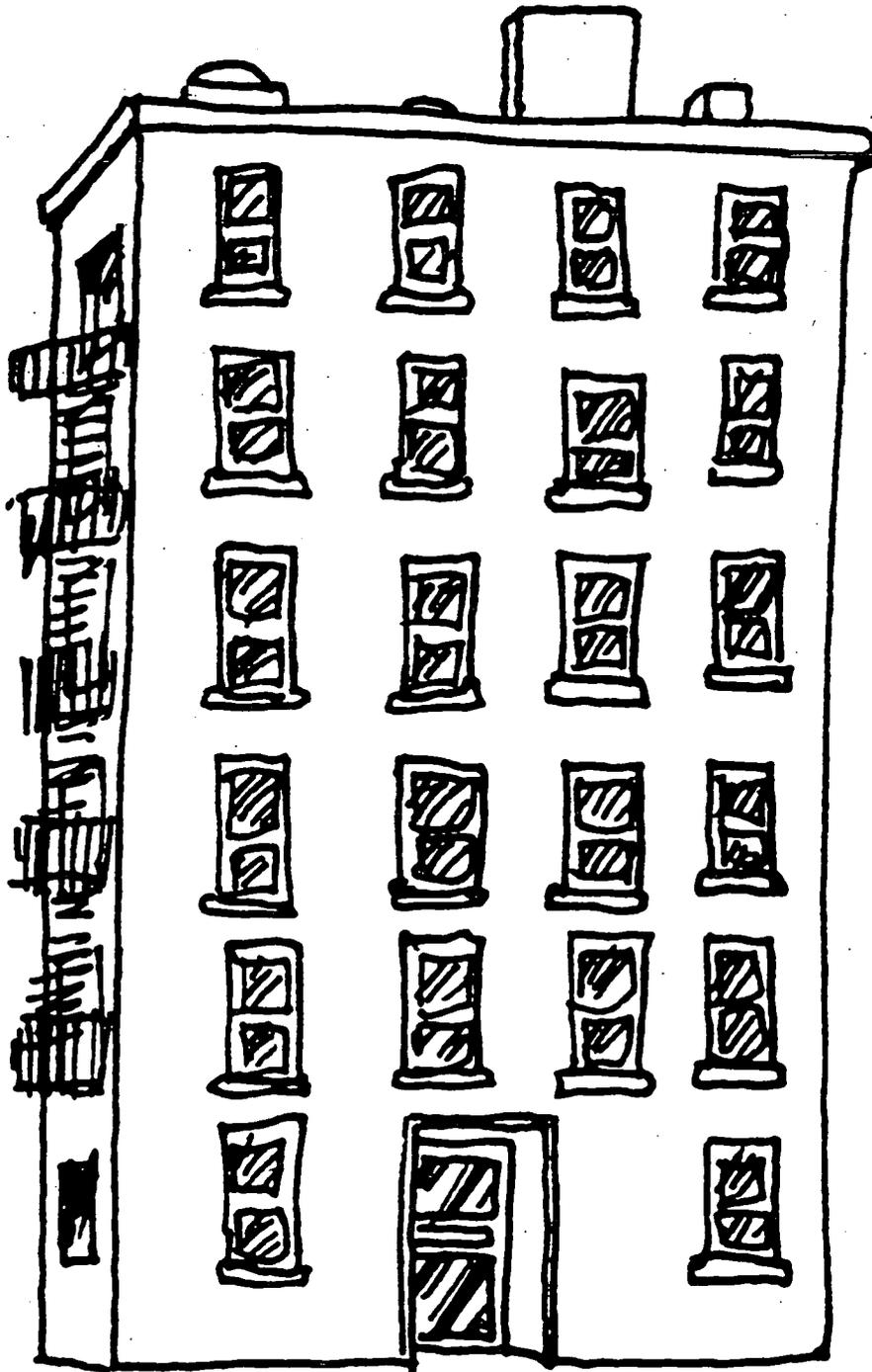
1. Gather the children into a circle.
2. Ask these questions of the children.
 - What did you have for dinner last night? Is that your favorite food?
 - Who makes dinner in your family?
 - What does your family do for fun?
 - What language do you speak in your family?
 - How many people are in your family? (Include relatives, other than parents, who may be living in the home.)
 - Do you have a pet?
 - What color is your house or apartment?
3. Have each child color his or her pre-cut home (allow children to choose either the apartment building or the house). Help each child glue family photographs on the pre-cut home. Title each home “The [child’s last name] Family.” Allow time for each child to show his or her family home and talk about its members.
4. Discuss similarities and differences among the members of the group:
 - Does everyone eat the same foods?
 - Does everyone speak the same language?
 - Do all families go to the movies for fun? What else do some families do?
 - Does everyone have a large family, with many brothers and sisters?

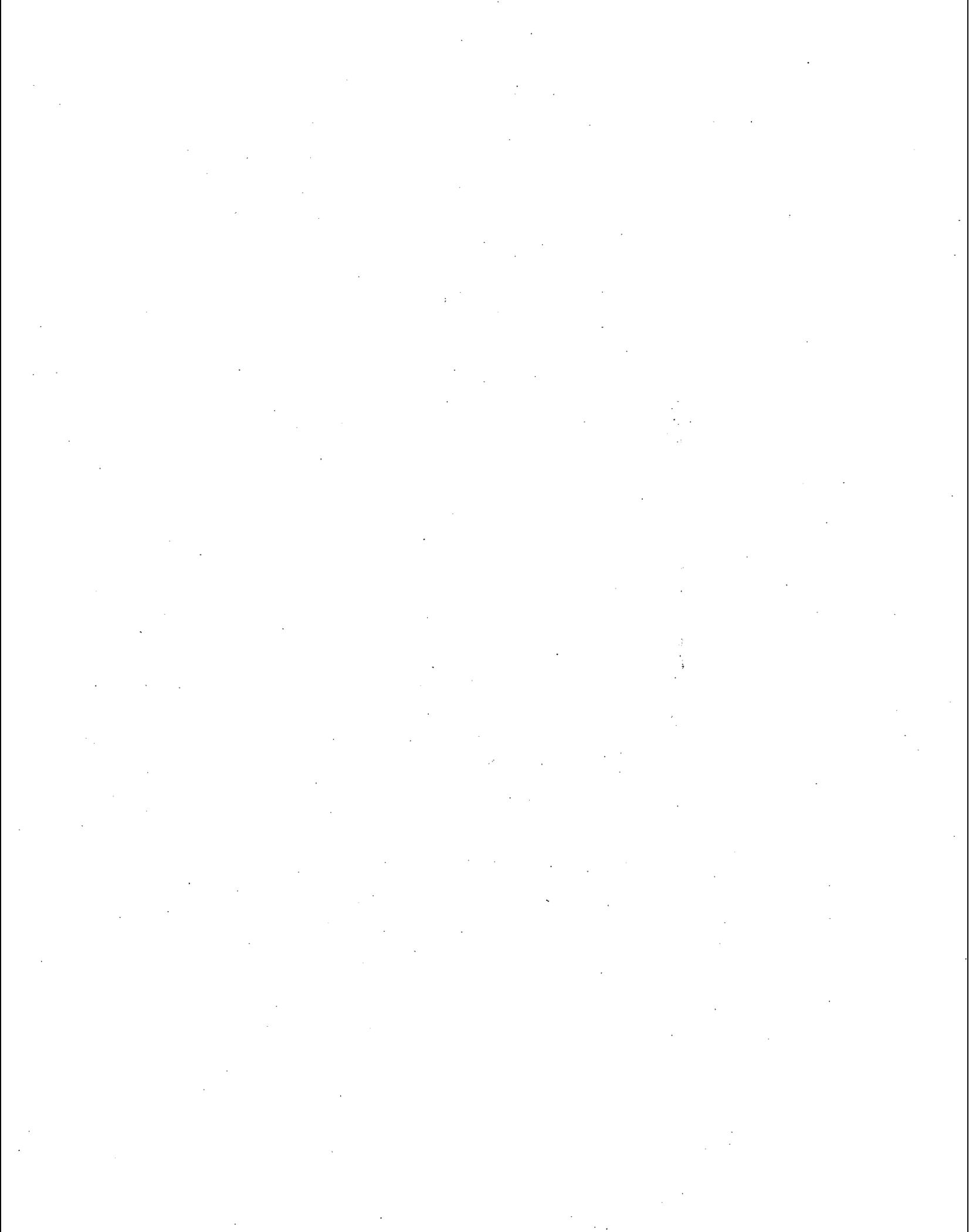
FOLLOW-UP ACTIVITY

Prepare a mural or bulletin board with the title: “Scruff’s Small World.” Attach each child’s completed family home. Display the artwork in a public place.

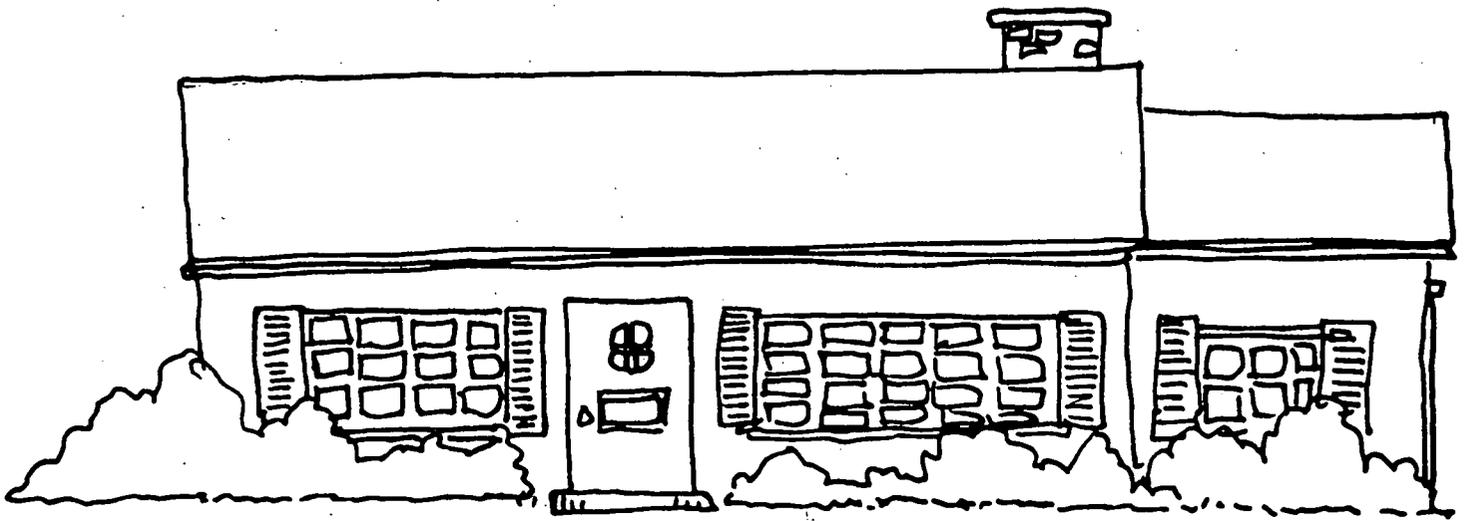


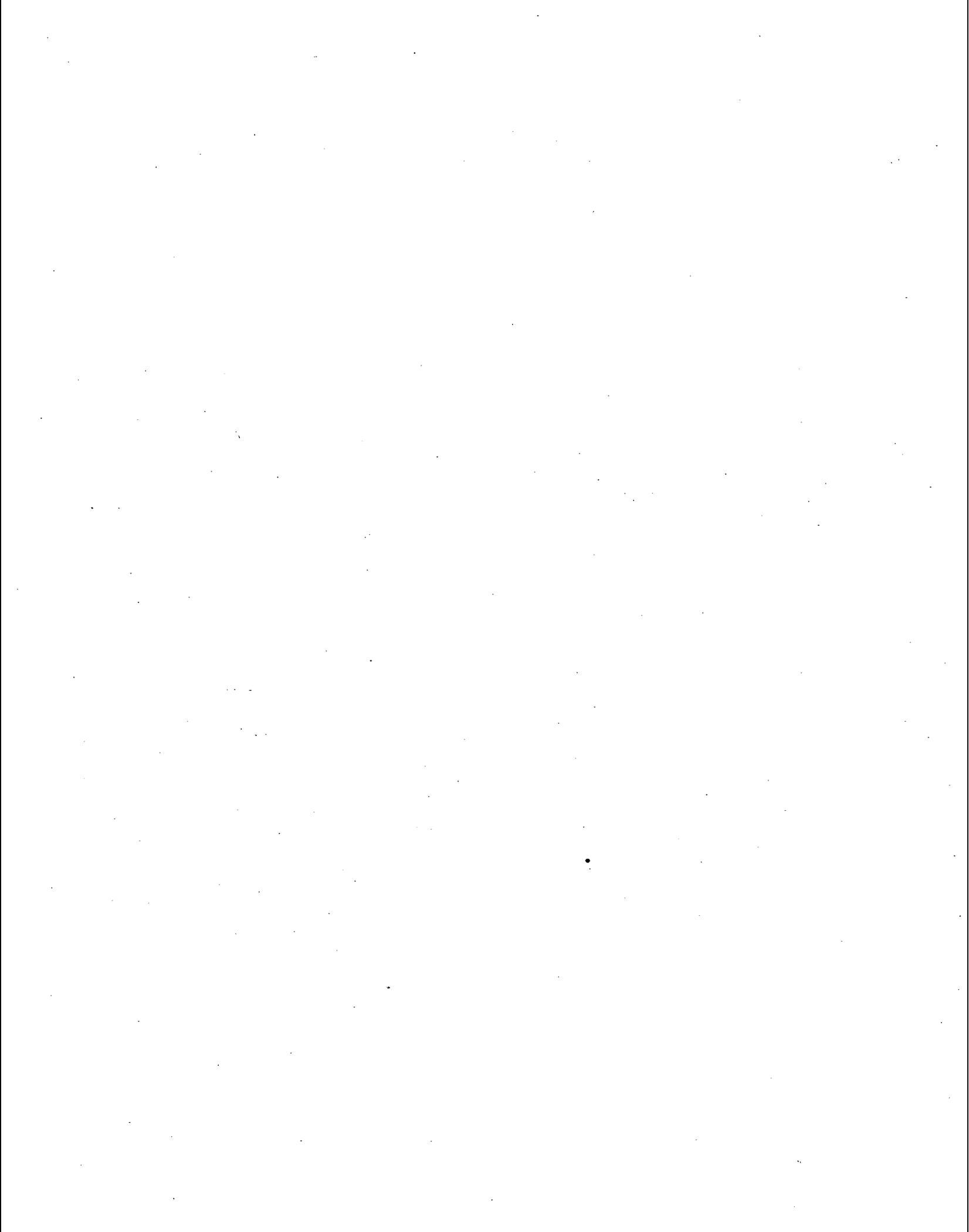
My Family Home





My Family Home







Getting To Know Me

This activity should be done with groups that meet on a regular basis.

OBJECTIVE

To develop a positive self-image.

DURATION

10 minutes per child.

MATERIALS

One or two sturdy cardboard boxes, letters of instruction to send home (see below), glitter, colored paper, ribbon.

PREPARATION

Title each box "Getting to Know Me" and decorate it with glitter, colored paper, and ribbon. Photocopy the Letter of Instruction (below) and tape it inside the box.

ACTIVITY

1. Each week select one or two children to take home the box(es) to fill with personal items, including family photographs.
2. Set aside a time for the special presentation. Gather the children into a circle. Have the selected child(ren) present about themselves, their family, and their interests.
3. Encourage the other group members to ask questions about the boxes' contents, to draw out the child and his or her unique, special nature.

You may want to retain the family photographs for the "My Family Home" activity.

Letter of Instruction

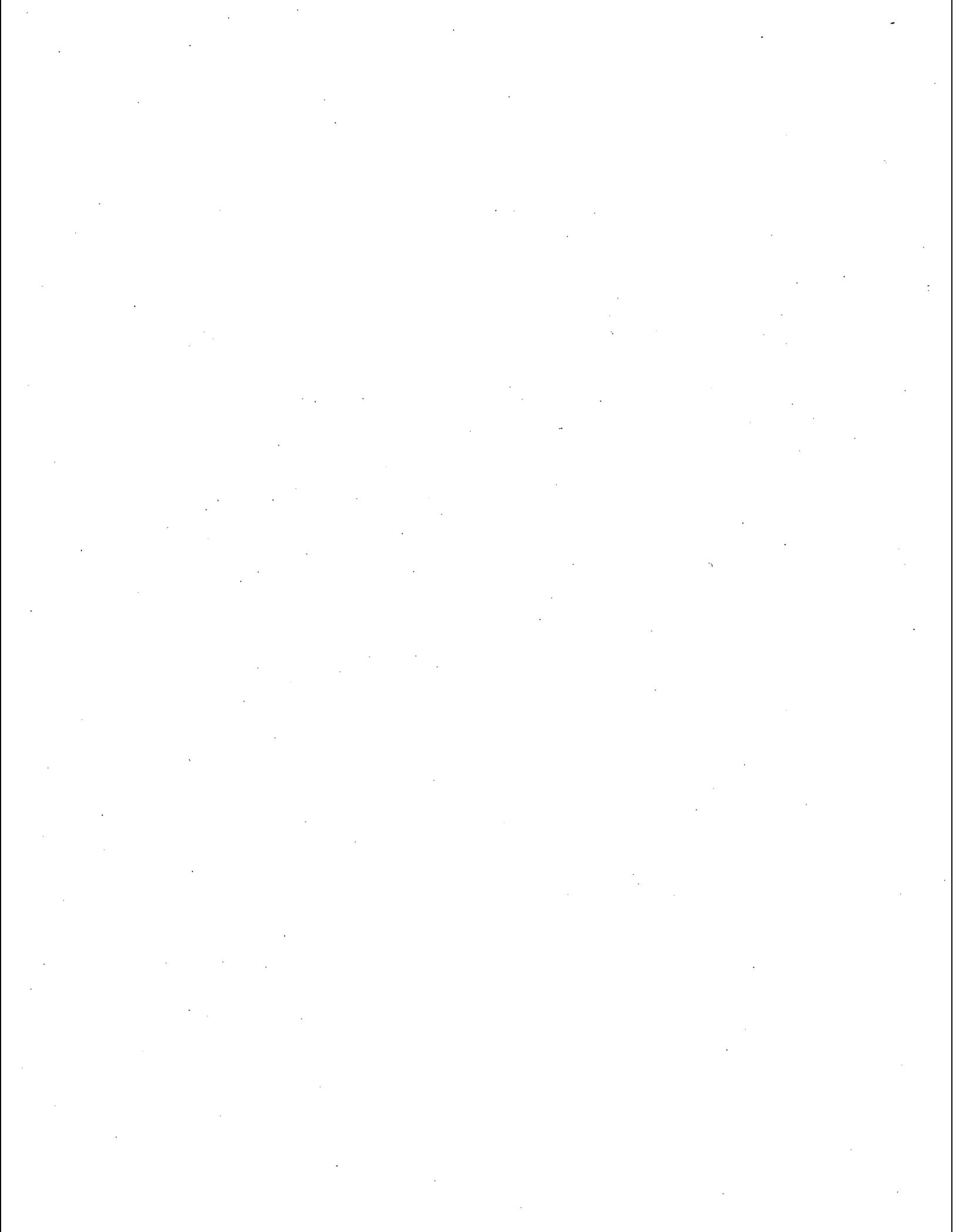
Dear Parent,

Today your child has brought home the "Getting to Know Me" box to prepare his or her special show-and-tell for peers. Please help your child fill the box with family photographs, pictures of a favorite food, toy, place, color, etc. Your child might want to dress in favorite clothes as he or she shares the box's contents.

I would appreciate your child returning with the box full of "treasures" on his or her next meeting day.

Thank you for your help.

Sincerely,





People Puzzles

OBJECTIVES

To appreciate differences and similarities among people.
To develop problem-solving skills by trying to solve puzzles.

DURATION

30 minutes.

MATERIALS

“People Puzzle” worksheet, crayons, pencils, scissors, plastic sandwich bags or letter-sized envelopes.

PREPARATION

Photocopy worksheet for all members of the group.

ACTIVITY

1. Ask all the children who have brown hair in the group to stand up and have a volunteer count how many children are standing. Next ask the children who have brown hair and freckles to continue standing and have others sit down. Have a volunteer count the remaining children. Now tell the children you want them to solve the following puzzle: you are thinking of a child who has brown hair, freckles, and whose initials are _____. (give one child’s initials). See if the others can guess which child you are thinking of.
2. Pass out one puzzle sheet to each child, and explain that they are going to make a puzzle of themselves for others to put together and figure out who it is describing. Read each clue on the puzzle pieces aloud for the children or call on volunteers to read them, if appropriate. Explain that they must fill in the missing words on each piece and that they may draw pictures to go with the clues on each piece as well. Dismiss the children to an area equipped with crayons, pencils, scissors, and a plastic bag or envelope for each child.
3. After they have finished filling in all the pieces, the children should cut them out on the puzzle piece lines and place all the pieces in the plastic bag or envelope (but not seal up it). (Note: you may want to assign each child a number to write on each of his or her puzzle pieces so they do not get confused with anyone else’s pieces.) The children should not write their names anywhere on the puzzle or envelope. Place all the puzzles in a box or larger bag and have each child come up to take one out (checking to make sure it is not his or her own puzzle). They can then fit the pieces together and use the clues to guess which child the puzzle is describing.

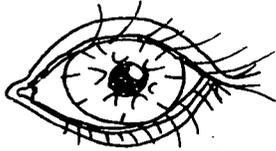
FOLLOW-UP ACTIVITY

1. Use the “Kids of All Kinds” poster to discuss similarities and differences among children.

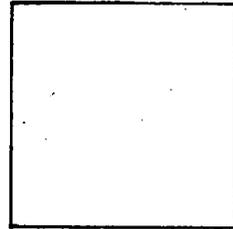
People Puzzles

My eyes are

_____.



The first letter in
my name is



My
favorite
food is



My birthday is in

_____.

After school
I love to





What Do You Like To Do?

OBJECTIVES

To develop an awareness of gender stereotypes.

To realize that girls and boys can be good at many of the same things.

DURATION

30 minutes.

MATERIALS

Enlarged Scruff puppet [See Bullies section (PK-K) for pattern].

PREPARATION

Make Scruff puppet.

ACTIVITY

1. Using the Scruff puppet, share the following story with the children:

“One day, I was playing football with three boys in the park. We had been playing for a while when my friend Sarah came along and said she wanted to play too.

Right away Tony and Jack said, ‘No way! Girls can’t play football!’ I could tell Sarah felt bad, and I knew that she could throw the ball a lot farther than I could, but I didn’t know what to do. What do you think I should have done?”

2. Allow the children to discuss what they think Scruff should have said and done in this situation. You may want to stimulate the discussion with questions such as:

- Should the boys have let Sarah play football with them?
- Why do you think Tony and Jack said that girls can’t play football?
- Do you think boys are better than girls at some things?

3. Have Scruff tell the children the story below and get their advice about how to handle this situation:

“One time, my friend Devon and I knocked on the door at my neighbor Maria’s house. She was playing with Judy, a girl from our class at school, and they were pretending to make dinner in Maria’s play kitchen. Devon and I thought that sounded like fun but Judy said, ‘You guys can’t play with us—boys don’t know how to cook!’ What do you think I should have said?”

Stimulate discussion about this situation with such questions as:

- Should the girls have let Scruff and Devon play with them?
- Why do you think Judy said that boys can’t cook?
- Do you know any boys or men who like to cook?
- Do you think girls are better than boys at some things?

4. Tell the children you are going to read some questions and you want them to think about who the question is describing—boys, girls, or both.
 - Who is really good at painting pictures?
 - Whose favorite sport is soccer?
 - Who likes to make pancakes?
 - Who is really good at listening to friends when they have a problem?
 - Who likes to build with blocks?
5. Tell the children you are going to read the same questions again and this time you want them to stand up if the question describes them. Discuss how these results compare with what the children thought the first time they heard the questions. Do the children think boys and girls can be good at, and like doing, the same things?

FOLLOW-UP ACTIVITY:

Have the children pick one or two activities from the “Kids of All Kinds” poster that they enjoy doing. Discuss what they have in common with or how they are different from the child depicted doing those activities on the poster.



Around the World

OBJECTIVE

To recognize the many sources of our American culture by tracing ancestry.
To recognize cultural differences and similarities.

DURATION

Two 45-minute periods.

MATERIALS

Access to a library or research materials.

PREPARATION

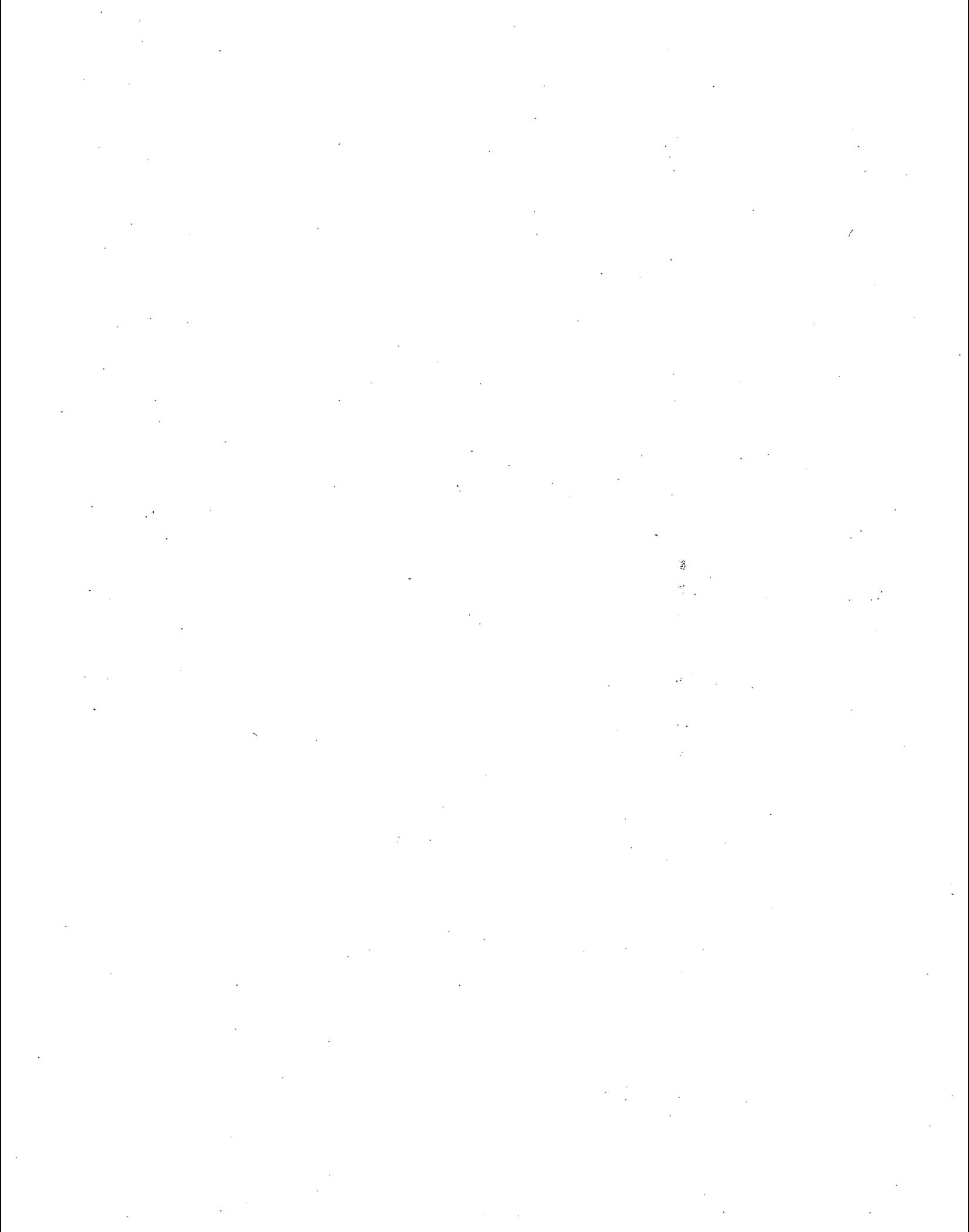
Discuss ancestry and instruct the children to interview their families about their ancestors and the country or countries where they came from.

ACTIVITY

1. Have the children research their ancestors' country or countries. If possible, have them interview a grandparent or older relative to obtain information.
2. Have them write a short paper about their cultural background.

FOLLOW-UP ACTIVITIES

1. Have the children share their reports with their peers by giving oral presentations of their cultural reports.
2. Direct the group's attention to the "Kids of All Kinds" poster. After reading the poem with the group, discuss the diversity of children and activities in the poster.





Everybody Move Who . . .

OBJECTIVES

To appreciate differences in people.

DURATION

30 minutes.

MATERIALS

Enough chairs for every child in the group.

PREPARATION

Set up chairs in a circle, with one chair in the middle.

ACTIVITY

1. Have all the children sit in the circle. Choose one child to sit on the chair inside the circle.
2. The child in the middle should call out "Everyone who has brown hair move to a new chair."
3. The child in the middle and all those who fit the stated description leave their chairs and attempt to find a seat in the circle. The child left without a seat around the circle sits in the center and "calls" the next round.
4. After the game, discuss ways that all children are alike (we all have a birthday, we all go to school) and ways that children are different.

Note: If a child with a disability is a part of your group, have that child "call" the game. If possible, give all children a chance to "call" the game.



Safety at Home and in the Neighborhood

BACKGROUND INFORMATION FOR ADULTS

ADULT BROCHURES

- Neighborhood Safety: A Parent's Guide
- Seguridad Vecinal: Guía para los Padres
- Stop the Violence—Start with Weapons
- Detenga la Violencia: Comience con las Armas
- Home Alone: A Parent's Guide
- Solo en Casa: Guía para los Padres

McGRUFF LETTER TO KIDS

ACTIVITIES

PREKINDERGARTEN/KINDERGARTEN

- ▶ If You Find a Gun
- ▶ Calling 9-1-1

GRADES 1–2

- ▶ Scruff's Gun Safety Rules
- ▶ Remember To Lock It Up, Scruff

GRADES 3–5

- ▶ Home Alone Role Play
- ▶ If They Had Lived

Safety at Home and in the Neighborhood

As a concerned adult, you can teach decision-making skills and set rules that will help protect kids.

C

hild safety encompasses a wide range of preventive practices, from teaching about traffic rules to explaining the dangers of alcohol, tobacco, and other drugs. This section discusses keeping unsupervised children safe from crime and related dangers in the home and neighborhood. For many reasons, parents are unable to provide 24-hour supervision for their children. As children grow older they want more freedom and need to know how to protect themselves.

Educating children about safety in the home and neighborhood is primarily the parents' responsibility. As a concerned adult however, you can teach decision-making skills and set rules that will help protect kids. You can also discuss home and neighborhood safety rules directly with the children you work with. There are many areas in which children may need self-protection skills. Four areas that present common concerns or serious dangers: children alone in the home and neighborhood, children and guns, dealing with strangers, and children using the Internet.

Children Home Alone

Children may be at home alone for ten minutes, an hour, or an entire afternoon. Whether a child is regularly at home without adult supervision or only rarely left alone, that child is at a greater risk. However, for a well-prepared child, self-care can be a good experience and an opportunity to build confidence.

The following are skills to help “home alone” children stay safe. Parents and other adults should teach these skills to children at every opportunity.

Teach children to:

- Call 9-1-1 (or your area’s emergency number) or the operator in emergency situations. Discuss and have them describe “emergencies.”
- Identify and know the nearest major landmark to home, such as a highway exit, a shopping center, a fast food restaurant, or a convenience store.
- Check in with a parent or a neighbor immediately upon arriving home from school. Phone numbers where a parent can be reached should be posted by the phone, along with numbers for emergencies—paramedics, police and fire departments, the poison control center, and a neighbor or relative.
- Use the door and window locks, and the alarm system if one exists.
- Never let a person at the door or on the phone know there’s no adult at home. Kids can always let an answering machine take a message if one is available, or say their parents are busy and take a message.
- Never let anyone in the house without specific parental permission.
- Carry a house key with them in a safe place like inside a shirt pocket or sock. Don’t leave it under a door mat or on a ledge.
- Escape from the house in case of fire. Rehearse this plan once a month.
- Never go into an empty house or apartment if things don’t look right—a broken window, ripped screen, or opened door.
- Let a parent know about anything that frightens them or makes them feel uncomfortable.

Children and Safety in the Neighborhood

The best way to teach children about safety in the neighborhood is by walking them through it, showing them the potential dangers, and discussing solutions. This is more effective than just talking at home. Children should be encouraged to share their fears and concerns and to ask questions. Where do they see dangers? Children notice hazards that adults may not see and vice versa. How can these dangers be avoided or minimized? Where can a child go for help?

The following are questions that parents and/or caregivers should ask and teach their children the answers to. The answers should be taught to children before allowing them to go out alone in the neighborhood.

- Do children know their address (including town) and phone number (in-

cluding area code) by heart? Do children know the name of their neighborhood, how far they are allowed to go from the home, and the names of main streets?

- Can children safely cross all the intersections between school and home? Practice crossing each one together; do it more than once. Make clear those intersections that children can cross only with supervision, as well as those that are off-limits.
- Can children identify safe places to play (playgrounds, certain backyards, schoolyards) and unsafe places?
- Are there dangerous or potentially dangerous places in the neighborhood? (Woods, rivers, storm sewers, empty houses or buildings, construction sites, road construction?) What are your rules about playing near them?
- If children walk or ride bicycles, do they know and practice the rules of the road?
- What places in the neighborhood may be safe for children to go in an emergency (fire station, police station, library, church, school, or store)? In some communities there are special programs, such as the McGruff House program, in which special insignia identify certain homes as places that are safe to go for help.
- Do children know what to do if they are being followed? (Keep walking to a public place, like a library, store, or business. Talk to a grown-up at that place. Do not go home unless a grown-up is there.)
- Can children identify community helpers by badge or uniform (police, crossing guards, fire fighters, emergency medical technicians, and similar people)?
- Does your community have emergency phones, citizens' boxes, or special dial-a-friend, dial-for-help, or telephone reassurance programs? Do children know how and when to use these services?

Keeping Children Safe From Guns and Other Weapons

According to the American Medical Association, every day an estimated 1.2 million elementary-aged, latchkey children have access to guns in their homes. It is not surprising that most children who accidentally kill themselves or other children are playing with a gun found in the family home (or a family member's or friend's). With more than half of all gun owners keeping their guns loaded at least some of the time, it is vital that children learn about the dangers of guns and how to avoid them.

Help keep children safe from guns and other weapons through a variety of actions steps. Many of them are quite simple:

- Teach all children—from preschoolers to teenagers—that guns and other weapons can hurt and kill.

- Encourage children to report any weapon they know about at school or in the neighborhood to a trusted adult. Tell them not to touch the weapon for any reason.
- Explain to children that gun violence in the movies, on TV shows, and in video games is not real. It does not show the pain, suffering, and crippling that accompany violence. Stress that in real life guns hurt and kill people.
- Show children how to settle arguments without resorting to violence. Talk openly with children about their problems. Set a good example in how you handle your own anger, disagreements, and sadness.
- Support school staff in their efforts to keep guns, knives, and other weapons out of schools.
- Because handguns are more likely to be used in suicide, homicide, or fatal accidents than in self-defense, it's safest not to keep a gun in the home.
- If you choose to own firearms—handguns, rifles, or shotguns—make sure they are unloaded and securely stored in locked facilities. Invest in trigger locks, gun cabinets with locks, and pistol lock boxes, as needed. Lock up ammunition separately from weapons.

Keeping Children Safe From Strangers

While only a small number of pre-teens are abducted and murdered or exploited, it is important that children be aware of how to respond to potentially threatening situations involving strangers. Most parents tell their children “Don’t talk to strangers,” but don’t know how else to protect them. The warning alone is not enough—children often don’t understand that strangers can be people who act friendly and don’t necessarily look scary or dangerous. They also can be lulled into a false sense of security if a stranger “hangs around,” becoming a familiar part of the scene after a day or two. It’s important to recognize that children who are on the lookout for certain kinds of situations or actions are safer than those who are cautious about individuals.

There are a number of basic safety rules kids can follow that will increase their awareness and lessen their chance of being harmed. Share these rules with children; help parents learn to teach them as well.

- If children are in a public place, and get separated from their parents, tell them not to wander around looking for their parents. Go to a checkout counter or the security office and quickly tell the person in charge that they have lost their mom and dad and need help in finding them.
- Children should not get into a car or go anywhere with any person unless their parents have told them specifically that it’s okay.
- If someone follows them on foot or in a car, stay away from him or her. Don’t go near the car or get inside it. Get to a crowded, well-lit place where others can help.

- Don't go anywhere a stranger. Don't respond to anyone they don't know well even if the person asks for directions, help to look for a "lost puppy," or tells them that their mother or father is in trouble and that he or she will take them to their parents.
- If someone tries to take them somewhere, quickly get away from him or her and yell: "This man (woman) is trying to take me away" or "This person is not my father (or mother)."
- Kids should always use the "buddy system." Go with a friend, never alone.
- Always ask for permission to leave the yard or play area or to go into someone's home. Let parents know where they are; be back when they're expected.
- No adult should ask children to keep a special secret. If he or she does, tell their parents or another adult they trust.
- If someone they or their family doesn't know well wants to take their picture, tell him or her "NO" and tell their parents or another trusted adult.
- No one should touch them in the parts of their body covered by their bathing suit, nor should they touch anyone else in those areas. A child's body is special and private.
- Children are strong, and they have the right to say "NO" to someone who tries to take them somewhere, touches them, or makes them feel uncomfortable in any way.

Children in Cyberspace

Millions of people are now connecting their personal computers to telephone lines so they can tap the electronic universe called cyberspace. Children who have access to online services enjoy learning about a wide variety of topics, communicating with friends and family by e-mail, and playing endless numbers of computer games with other users or with the computer itself. Most children have positive experiences, but a few are targets of fraud and exploitation.

Just as you wouldn't send children near a busy road without some safety advice, you shouldn't send them on the information superhighway without guidance for navigating safely. Teach kids to:

- Never give out identifying information—name, address, telephone number, school name, or any other personal information.
- Let you know immediately if they find something scary or threatening on the Internet.
- Never arrange a face-to-face meeting with another computer user without explicit parental permission.
- Never respond to messages or bulletin board items that are suggestive, obscene, belligerent, or threatening. If children receive a message that is harassing, of a sexual nature, or threatening, forward a copy of the message to the service provider and contact the police.

- Remember that people online may not be who they seem. Because you can't see or hear the person, it is easy for someone to assume an entirely inaccurate identity. Someone indicating that "she" is a "12-year-old girl" could be a 40-year-old man.
- Never enter an area that charges for services without asking first.
- Never send a picture of themselves to anyone without parental permission.
Controlling access to the information superhighway can help protect kids from exposure to inappropriate material, physical molestation, or harassment. As an adult you can help children by:
 - Setting reasonable rules and guidelines for children's computer use. Discuss these rules and post them near the computer as a reminder. Remember to monitor compliance with the rules, especially when it comes to the amount of time children spend on the computer. Excessive use of online services or bulletin boards, especially late at night, may be a clue to a potential problem.
 - Choosing a commercial online service that offers control features. These features can block contact that is not clearly marked as appropriate for children: chat rooms, bulletin boards, news groups, and discussion groups, or access to the Internet entirely.
 - Reminding them that their best tool for screening material found on the Internet is their brain. Teach children about exploitation, pornography, hate literature, excessive violence, and other issues so they know how to respond to this material.
 - Encouraging children to tell a trusted adult about anything that they receive on-line that makes them feel uncomfortable.

A Program That Works: Holding a Safety Fair

A great way to get your community interested in safety issues is to organize a child safety fair. The first step is to organize several community groups that might be interested in participating. Good choices include PTA's, civic clubs such as Kiwanis or the Elks, youth groups, sports teams, and of course, police, fire, and other public services. Send a letter or call the leaders of these groups and invite them to a meeting about organizing the safety fair. Set the date for the meeting when there are no conflicts like holidays or local events. At the meeting, ask for volunteers to serve on a steering committee. This committee will coordinate work for different aspects of your fair.

Choose a good location with high visibility and safety, such as a large parking lot, park, or other public space. Make sure it can be secured from traffic and that it has (or can be supplied with) restrooms and water. Different aspects of the fair could include:

- A bicycle rodeo where trained volunteers show children how to tell what size bike is right for them, how to wear a bike helmet properly, and how to ride a bike safely.

SAFETY AT HOME AND IN THE NEIGHBORHOOD

- Tables with brochures you've gathered from the safety resources listed in the resource section of this kit.
- Areas for local stores to sell safety products like bike helmets, sports safety equipment, and child safety products for the home, including lock boxes for guns.
- Booths to sign up for local crime prevention programs like Neighborhood Watch or McGruff House, and any other community efforts.
- A safety video on bicycle and traffic safety.
- Elected officials, traffic engineers, and other safety personnel on hand to answer questions from the public. Create a safety suggestion box for visitors to suggest safety ideas.
- Tours of the police and/or fire station if your site is near those buildings. Be sure to include displays of fire engines and police cars, too. Have plenty of uniformed police and firefighters on hand to demonstrate equipment and talk to children.

To publicize your safety fair, ask the local weekly newspaper to run a free public service ad. Post and/or mail fliers. If you have local cable television and/or radio, ask for public service time to promote your fair.

SAFETY AT HOME AND IN THE NEIGHBORHOOD



TAKE A BITE OUT OF
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Neighborhood Safety: A Parent's Guide



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 **MOTOROLA**

Production of this kit was made possible in part by a grant from Motorola.

Would your children know what to do if they got lost at a shopping mall? Or if a nice-looking, friendly stranger offered them a ride home after school? What if the babysitter or a neighbor wanted to play a secret game?

The great thing about children is their natural trust in people, especially in adults. It's sometimes hard for parents to teach children to balance this trust with caution. But today children need to know common-sense rules that can help keep them safe—and build the self-confidence they need to handle emergencies.

What You Can Do

- Tell your children never to accept rides or gifts from someone they and you don't know well.
- Teach your children to go to a store clerk, security guard, or police officer for help if lost in a mall or store or on the street.
- Take time to listen carefully to your children's fears and feelings about scary people or places. Tell them to trust their instincts.
- Encourage your children to walk and play with friends and to avoid places that could be dangerous – vacant buildings, alleys, playgrounds, or parks with broken equipment and litter.
- Check out your children's school policies on absent children—are parents called to be sure and absence is excused?
- Check out daycare and after-school programs—look at certifications, staff qualifications, rules on parental permission for field trips, reputation in the community, parental participation, and policies on parent visits.
- Volunteer to help with a McGruff House* or other block parent program. If you can't offer your home as a haven for children in emergencies, you can help on other ways—telephoning, fundraising, or public relations.
- Make sure children know their address and phone number by heart and the location of their house—also know the name of their neighborhood.
- Teach your children that if they are being followed to keep walking to a public place, like a library or a store. Talk to a grown-up at that place.
- Your children should know how to identify community people by badge and uniform.
- Check to see if your community has a protection program for children. Find out if they recommend fingerprinting or videotaping children.
- Be certain your children know that no adult should ask them to keep a special secret and to tell you right away if someone does.
- Teach your children that no one should touch the parts of their body covered by a bathing suit.

*A McGruff House is a reliable source of help for children in emergency or frightening situations. Volunteers must meet specific standards, including a law enforcement records check. Programs are established locally as a partnership among law enforcement, schools, and community organizations. For information call 801-486-8768.

programa de protección para niños.
Averigüe si recomiendan tomar las huellas
digitales o hacer un video de los niños.

- Asegúrese de que sus hijos sepan que ningún adulto debe pedirles que mantengan un secreto especial y que si alguien lo hace, se lo cuenten inmediatamente a usted.
- Enseñe a sus hijos que nadie deberá tocarlos en las partes del cuerpo cubiertas por un traje de baño.

*Una casa McGruff es una fuente segura de ayuda para los niños en situaciones de emergencia o alarmantes. Los colaboradores voluntarios deben satisfacer ciertos estándares, incluida una verificación de antecedentes por las autoridades judiciales y policiales. Los programas se establecen localmente como una asociación entre las autoridades judiciales y policiales, las escuelas y las organizaciones comunitarias. Para mayor información llamar al 801-486-8768.



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Seguridad Vecinal: Guía para los Padres



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MOTOROLA

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¿Sabrían sus hijos qué hacer si se pierden en una galería de negocios? ¿O si un simpático y agradable desconocido les ofrece llevarlos en su auto a casa después de la escuela? ¿O si la babysitter o un vecino quiere que participen en un juego secreto?

Es admirable cómo los niños confían naturalmente en la gente, especialmente en los adultos. A veces es difícil para los padres enseñarles a equilibrar su confianza con una dosis de cautela. Pero hoy día los niños necesitan conocer reglas de sentido común que les puedan ayudar a evitar riesgos— y a desarrollar la confianza en sí mismos que necesitan para arreglarse en situaciones de emergencia.

Qué Puede Hacer

- Diga a sus hijos que nunca acepten ser llevados en un vehículo o regalos de alguien que ni ellos ni usted conocen bien.
- Enseñe a sus hijos a dirigirse al empleado de un negocio, guardia de seguridad u oficial de policía para pedir ayuda si se pierden en una galería de negocios, en una tienda, o en la calle.
- Dedique tiempo a escuchar atentamente los temores y sentimientos de sus hijos acerca de personas o lugares que les inspiran miedo. Dígalos que confíen en sus instintos.
- Incite a sus hijos a caminar y jugar con amigos y a evitar lugares que podrían ser peligrosos— edificios desocupados, callejuelas, campos de juego o parques con equipo roto y cubiertos de basura.
- Asegúrese de que sus hijos tomen las rutas más seguras para ir y volver de la escuela, tiendas y casas de amigos. Recorra junto con ellos esas rutas y señale los lugares adonde ir para pedir ayuda.
- Inste a sus hijos a estar alertas en el barrio y a hacerle saber a un adulto de confianza si ven algo que no les parece bien.
- Averigüe cuáles son las políticas de la escuela sobre los escolares ausentes— ¿se llama a los padres para estar seguros de que la ausencia está justificada?
- Infórmese sobre las guarderías y programas para las horas después de clase— mire los certificados, títulos y

- preparación del personal, reglas sobre el permiso de los padres para hacer excursiones escolares, reputación en la comunidad, participación de los padres y políticas sobre las visitas de los padres.
- Colabore como voluntario con el programa de la Casa McGruff* u otro programa de vigilancia por cuadra. Si no puede ofrecer su hogar como refugio para los niños en caso de emergencia, puede ayudar de otra manera— hablando por teléfono, obteniendo fondos u ocupándose de las relaciones públicas.
- Asegúrese de que sus hijos sepan de memoria su dirección y número de teléfono y dónde está ubicada su casa— y también el nombre del barrio.
- Practique con sus hijos el cruce de intersecciones. Recorra/practique todas las rutas con sus hijos— a la escuela, campo de juegos, parques, cancha de pelota— para que usted sepa qué se ve o puede encontrarse diariamente.
- Asegúrese de que sus hijos sepan evitar los lugares peligrosos de su barrio (el bosque, río, bocas de tormenta, edificios o casas vacíos, lugares de construcción).
- Enseñe a sus hijos que si alguien los sigue, sigan caminando hasta llegar a un local público, como una biblioteca o tienda. En ese lugar le hablarán a un adulto.
- Sus hijos deberán saber como reconocer a las personas de la comunidad por la insignia y el uniforme.
- Averigüe si la comunidad tiene un

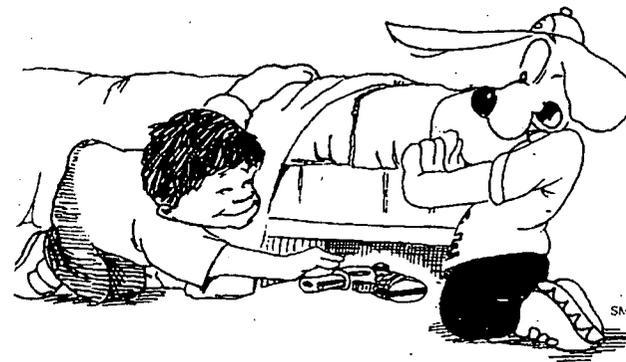
Stop the Violence: Start with Weapons



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When we talk about violence, we can't ignore weapons. Even if you don't have a weapon in your own home, chances are that your child may be in the home of a friend or relative with weapon.

- Think long and hard about having weapons, especially firearms, in your home. Studies show that a firearm in the home is more than forty times as likely to hurt or kill a family member as it is to stop a perpetrator.
- Look at other ways to protect yourself and your home (top-grade locks, jamming devices for doors and windows, a dog, or an alarm system).
- If you do choose to own firearms make sure they are safely stored. That means unloaded, trigger-locked, in a locked gun case or pistol box, and with ammunition separately locked.
- Store keys to the box out of the reach of children and away from weapons and ammunition. Check frequently to make sure this storage arrangement remains secure.
- Obtain training from a certified instructor in firearms safety for everyone in the home. Make sure certification is kept current.

What You Can Do To Help Your Children

- Teach children—whether a preschooler or a teenager—that guns and other weapons hurt and kill.
- Teach children what to do if they find a firearm or other weapon—“Stop, Don't Touch, Get Away, and Tell a Grown-up You Trust.”
- Show children how to settle arguments without resorting to words or actions that hurt.
- Discourage name-calling and teasing. These can easily get out of hand, moving all too quickly from “just words” to fists, knives, and even firearms. Teach children that bullying is wrong and take fears about bullies seriously.
- Be aware of what you and your family watch and listen to for entertainment. How do the characters solve problems? Do they make firearms and other violence appear fun, exciting, or glamorous? Are the real-life consequences for victims of violence and their families clear?
- Stick with friends and family who steer clear of violence and drugs. Encourage children to do the same. Research shows that the use of alcohol and other drugs is closely linked with violence, including the use of guns and other weapons. Know

which friends and family members have guns in their homes.

- Encourage children to report any weapons in or near school or in the neighborhood, to you or another trusted adult.

Take Action in Your Community

- Support your local school in efforts to keep guns, knives, and other weapons out of schools. Work with law enforcement officials to start a Gun-Free School Zone.
- Work with law enforcement officials and area churches or other groups to organize an event that encourages people to turn in weapons, or even toys that might be mistaken for real weapons, in exchange for books, nonviolent toys, or coupons from local merchants.
- Be sure to know where and how to report concerns about conditions in your neighborhood that could lead to violence. Ask the police department for help in identifying what to report, when, how, and to whom.
- Find out if guns are easily accessible in the community. See what you can do to stop possession of guns by children.
- Work with law enforcement officials to close down unlicensed gun dealers.

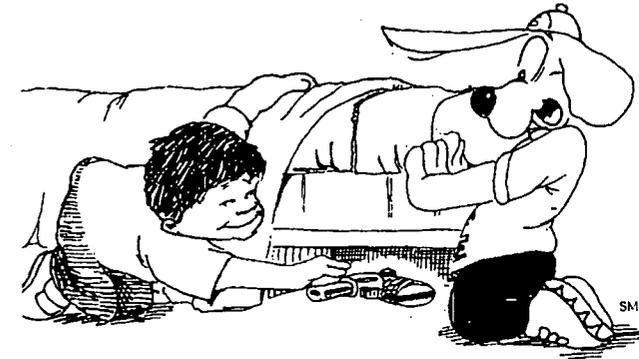
- Averigüe si en la comunidad las armas de fuego son fácilmente accesibles. Vea qué puede hacer para impedir que los niños posean armas de fuego.
- Colabore con las autoridades judiciales y policiales para clausurar los comercios de armas de fuego no autorizados.



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Detenga La Violencia: Comience con las Armas



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Cuando hablamos sobre la violencia, no podemos ignorar las armas. Aun si usted no tiene un arma en su casa, existe la probabilidad de que su hijo esté en la casa de un amigo o pariente donde hay un arma.

- Piense detenidamente acerca de la existencia de armas, especialmente armas de fuego, en su casa. Los estudios muestran que cuando hay un arma de fuego en el hogar, la probabilidad de que mate o hiera a un familiar es cuarenta veces mayor que la probabilidad de que detenga al delincuente.
- Busque otras maneras de protegerse y de proteger su hogar (cerraduras de calidad superior, dispositivos para atascar las puertas y ventanas, un perro o un sistema de alarma).
- Si decide, en cambio, tener armas de fuego, asegúrese de guardarlas con todas las precauciones, o sea, descargadas, con el gatillo trabado, en un estuche o cajón cerrado con llave y con las municiones guardadas con llave por separado. **Guarde las llaves del cajón fuera del alcance de los niños y lejos de las armas y las municiones.** Fíjese con frecuencia que todo esté en las condiciones de seguridad en que usted lo dejó.
- Obtenga capacitación de un instructor certificado en seguridad de armas de fuego para todos los de la casa. Asegúrese de que la certificación no haya vencido.

Qué Puede Hacer Ayude a Sus Hijos

- Enseñe a sus hijos — sean preescolares o adolescentes— que los revólveres y otras armas hieren y matan.
- Enseñe a sus hijos qué deben hacer si encuentran un arma de fuego o de otra clase— “Detente, No la Toques, Vete y Cuéntale a un Adulto de Confianza.”
- Muestre a los niños cómo resolver argumentos sin recurrir a palabras o acciones que hieren.
- Desaliente la costumbre de ofender y provocar pues se puede perder el control y pasar rápidamente de las “meras palabras” a los puños, cuchillos e incluso a las armas de fuego. Enseñe a sus hijos que las valentonadas son algo malo y tome seriamente los temores sobre los valentones.
- Fíjese en lo que usted y su familia ven y escuchan para entretenerse. ¿Cómo resuelven problemas los personajes? ¿Dan idea de que las armas de fuego y otros tipos de violencia parecen algo divertido, emocionante o atrayente? ¿Están claras las consecuencias que tienen en la vida real para las víctimas de la violencia y sus familias?
- Quédese con los amigos y familias que evitan la violencia y las drogas. Aliente a sus hijos a hacer lo mismo. Las investigaciones muestran que el uso de alcohol y otras drogas está estrechamente

vinculado a la violencia, incluido el uso de revólveres y otras armas. Sepa qué amigos y familiares tienen revólveres o rifles en sus hogares.

- Inste a sus hijos a informarle a usted o a otro adulto de confianza si ven cualquier tipo de arma en la escuela o cerca de ella o en el barrio.

Tome Medidas en Su Comunidad

- Apoye los esfuerzos de su escuela local para mantener las armas de fuego, cuchillos y otras armas fuera de las escuelas. Colabore con las autoridades judiciales y policiales para iniciar una Zona Escolar Libre de Armas de Fuego.
- Colabore con las autoridades judiciales y policiales y con las iglesias del área u otras agrupaciones en la organización de un acontecimiento que incite al público a entregar a la policía armas e incluso juguetes que puedan confundirse con armas verdaderas, a cambio de libros, juguetes no violentos o cupones de los comerciantes locales.
- Sepa dónde y cómo informar sus preocupaciones acerca de las condiciones de su barrio que puedan llevar a la violencia. Pida al departamento de policía que le ayude a determinar qué informar, cuándo, cómo y a quién.



Keep These Important Numbers Near the Phone!

Mom's or dad's work _____

Neighbor _____

Family friend who lives or works nearby _____

School _____

Police _____

Fire department _____

Poison control center _____

Paramedics _____

Emergency help 9-1-1 or Operator



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Home Alone: A Parent's Guide



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National Crime
Prevention Council

Your ten-year-old comes home from school at 3:30 p.m., but you don't get home from work until 5:00 p.m. What does he do until you arrive?

Most likely, he gets a snack, talks on the phone, or starts his homework. But since you're not there, you worry.

Just like a lot of parents who work and have to leave their children on their own after school every day, you are anxious about your child's safety.

By following the safeguards listed below, you can help ease some of this worry by taking measures that will protect your kids when you're not around.

What You Can Do

- Make sure your children are mature enough to care for themselves. Don't forget to check on your state's law about the age at which children can be left at home by themselves.
- Teach your children to check in with you or a neighbor immediately after arriving home.
- Post a list of numbers beside the phone so your children know whom to contact in case they feel scared.
- Discuss what constitutes an emergency. Make sure your children know how to call "9-1-1" or "0."
- Tell your children to never accept gifts or rides from people you and they don't know and trust.
- Teach your children how to give directions to your home, in case of an emergency. Even young children should know their full name, address (including zip code), and phone number (including area code).
- Teach your children how to use the door and window locks as well as the alarm system if you have one.
- Allow your children to have their own house key to keep in a safe place (on a chain around their neck or in their school backpack). Don't leave it under a mat or on a ledge outside the house. Give a key to a neighbor for emergency situations or in case the key gets lost.



- Teach your children how to respond if someone telephones for you. Have them practice telling the caller that you're busy or letting the answering machine answer the phone.
- Establish family rules about whether (and if so, how) your children answer the door when an adult is not at home.
- Teach your children how to escape in the event of a fire. Practice this drill once a month.
- Teach your children not to go into your home or apartment if things don't look right—a broken window, opened door, or ripped screen.
- Encourage your children to tell you or another trusted adult about anything that frightens them or makes them feel uncomfortable.
- Work on getting after-school programs started in your children's school or community.

- Incite a sus hijos a que le cuenten a usted o a otro adulto de confianza cualquier cosa que les asuste o les haga sentirse incómodos.
- Esfuércese por conseguir que se pongan en marcha programas después de las horas de clase en la escuela o comunidad de sus hijos.



Keep These Important Numbers Near the Phone!

Mom's or dad's work _____

Neighbor _____

Family friend who lives or works nearby _____

School _____

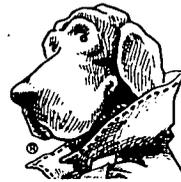
Police _____

Fire department _____

Poison control center _____

Paramedics _____

Emergency help 9-1-1 or Operator

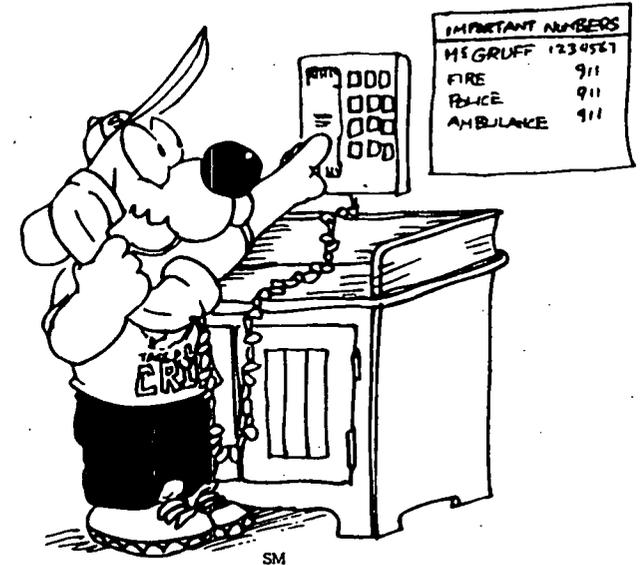


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Solo en Casa: Guía para los Padres



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National Crime
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Su hijo de diez años llega a casa de la escuela a las 3:30 de la tarde, pero usted no llega del trabajo hasta las 5:00 de la tarde. ¿Qué hace su hijo hasta que usted llega?

Lo más probable es que coma algo, hable por teléfono o empiece a hacer los deberes. Pero como no está con él, usted se preocupa.

Como tantos padres que trabajan y tienen que dejar que sus hijos se arreglen solos después de la escuela, la seguridad de su hijo le causa ansiedad.

Si toma las medidas de salvaguardia siguientes, puede ayudar a disipar algo su preocupación pues contribuirán a proteger a sus hijos cuando no está con ellos.

Qué Puede Hacer

- Asegúrese de que sus hijos tienen la madurez suficiente para cuidarse a sí mismos. Recuerde averiguar a qué edad pueden dejarse los niños solos en casa de acuerdo con la legislación de su estado.
- Enseñe a sus hijos que inmediatamente después de llegar a casa, se lo hagan saber a usted o a un vecino.
- Coloque una lista de números al lado del teléfono para que sus hijos sepan a quién llamar si están asustados.
- Discuta con ellos qué constituye una emergencia. Asegúrese de que sus hijos sepan cómo llamar “9-1-1” ó “0”.
- Diga a sus hijos que nunca acepten regalos ni se dejen llevar en un vehículo por personas que ni usted ni ellos conocen ni gozan de su confianza.
- Enseñe a sus hijos a dar instrucciones para llegar a su casa en caso de emergencia. Aun los niños pequeños deberán saber su nombre completo, dirección (inclusive el código postal) y el número de teléfono (incluido el código del área).
- Enseñe a sus hijos cómo usar las cerraduras de la puerta y las ventanas así como el sistema de alarma, si es que tiene uno.
- Deje que sus hijos lleven la llave de la casa en un lugar seguro (en una cadena alrededor del cuello o en la mochila que llevan a la escuela). No la deje debajo del felpudo o en un reborde fuera de la casa.



Dé una llave a su vecino para situaciones de emergencia o en caso de que se pierda la llave.

- Enseñe a sus hijos de qué manera responder si alguien le habla por teléfono. Hágalos practicar cómo decirle al que llama que usted está ocupado o cómo dejar que el contestador reciba el llamado.
- Decida— y establezca reglas para la familia— si los niños responderán o no cuando alguien llama a la puerta y no hay ningún adulto en la casa, y cómo responderán.
- Enseñe a sus hijos cómo escapar en caso de incendio. Ejercítense con ellos una vez por mes.
- Enseñe a sus hijos que no deben entrar a la casa o departamento si ven algo raro— una ventana rota, una puerta abierta o una tela metálica rasgada.



Do you ever worry when you are home by yourself?
These tips can help keep you safe and calm.

Know how to use your telephone to call your parents, a neighbor, or 9-1-1 or "0" in an emergency. Put these numbers by the phone in your house. Always call your mom, dad, or a neighbor when you get home from school, so they know you made it home safely.

If someone you don't know calls for your parents, say they are busy or let the answering machine take the call. If someone you don't know knocks on the door, don't open it.

Keep all doors and windows locked.

Follow these tips and you'll be safe at home.

Your friend,

McGruff





Your neighborhood is a fun place to walk your dog or play with friends. Here are some tips to help you stay safe in your neighborhood.

Always walk or bike with a friend, never alone. Know the way you're going before you start. Stay away from empty buildings and unsafe places.

Never take *anything* from a stranger. If a stranger asks you a question, don't talk. Run away. Don't go *anywhere* with a stranger.

Tell an adult you trust if you see someone you think doesn't belong hanging around public rest rooms, playgrounds, or school yards.

Follow these tips and you are on your way to staying safe.

Your friend,
McGruff



If You Find a Gun

OBJECTIVES

To recognize a handgun as a dangerous object.
To learn what to do if one sees or finds a handgun.

DURATION

25-30 minutes.

MATERIALS

“What To Do If You Find a Gun” poster.

PREPARATION

None.

ACTIVITY

1. Gather children into a circle.
2. Ask them to name some things that they are not allowed to touch because they would not be safe.
3. Display the poster from the kit and point out the gun. Ask children to identify the gun. Explain that a gun, which they may see on television, is a dangerous item. Explain that children should never touch guns—that guns can hurt, even kill.
4. Explain the rules to follow if they see or find a gun (or other weapon):
 - Stop
 - Don't touch
 - Get away
 - Tell an adult.
5. Read and review the rules with the group. Repeat in different scenarios (if a child finds a gun or other weapon in a closet, park, or under a bed). Remind the children to tell an adult (nurse, mother, police officer, babysitter, teacher, or uncle).

FOLLOW-UP ACTIVITY

1. Play “Livin’ It Safe At Home” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach the children the words to sing along. Photocopy the “Livin’ It Safe at Home” page from the song book for children to color.



Calling 9-1-1

Most communities have a working 9-1-1 system. Make sure your community has one before teaching this lesson. Otherwise, substitute dialing “0” in any emergency instead. All children aged three to six should know their full name, address, and telephone number (with area code). If the children in your group do not know this information, practice it before teaching this lesson.

OBJECTIVES

To understand what constitutes an emergency.

To demonstrate how to use the phone to call for help in an emergency.

DURATION

20–25 minutes.

MATERIALS

Play or real telephone (with cord removed), “9-1-1” cards written on separate large pieces of poster board or construction paper (one digit per card).

PREPARATION

Make “9-1-1” cards.

ACTIVITY

1. Ask the children if they have ever seen a fire truck driving fast with its siren sounding. Allow a few children to share their experiences. Then ask, “How do you think the firefighters find out about the fires and know where to go?”
2. If no one suggests dialing 9-1-1, write the number on the board or a large sheet of paper and explain that it is to be called only in an emergency. Ask the children why they think a fire would be an emergency. Emphasize that an “emergency” means a very serious situation in which people may be hurt or killed, or property may be seriously damaged. Ask the group to think of other situations that might be emergencies. If they suggest some situations that may not actually constitute an emergency, talk about why they are not appropriate for police or firefighters. Emphasize that calling 9-1-1 will result in an emergency vehicle, such as an ambulance, fire truck or police car, being sent to the scene, so 9-1-1 should be called only in a true emergency—not just for fun.
3. Role play with the children that there is a fire in the house across the street, and flames are coming out of one of the windows. Have a volunteer come up to use the phone to call 9-1-1. Ask the group to help him or her think of what to say. Help children understand that they will need to give: their name, their address, reason why they are calling, and that they should stay on the phone to wait for possible instructions.

4. Pass out the 9-1-1 number cards to three children and have them sit at the front. They should be in order so that as they hold up each card it will make the numbers 9-1-1 for the rest of the group. Tell children they are going to help decide 9-1-1 should be called in some different situations. Read the scenarios below aloud to the children. Discuss whether the situation would be an emergency requiring a call to 9-1-1. If the group feels that it is, have the three students with the number cards hold them up one at a time as the group calls out, "9-1-1!" Then have a volunteer call 9-1-1 to get help. If a situation is not an emergency, discuss what should be done instead (for example get an adult's help).

SCENARIOS

- A. Scruff and his friends are playing in Green Meadow Park. Scruff's friend Sadie falls off the jungle gym and hits her head hard on the ground. She is bleeding a lot and cannot talk or stand up. No adults are nearby, but Scruff sees a pay phone. What should he do?
- B. Scruff is eating lunch at his friend Jose's house when he knocks his milk over and glass shatters all over the floor. Jose's mom is in the next room. What should Scruff and Jose do?
- C. Scruff is walking home from school and is right in front of his house. Suddenly he hears a big crash and sees that two cars have run into each other on the corner nearby. He doesn't see any other cars or people around, and no one is getting out of the cars in the accident. What should Scruff do?
- D. Scruff and his friend Mike are playing at Mike's house. Scruff walks into the kitchen and finds his friend's dad lying on the floor like he's asleep, but Scruff cannot wake him up. No one else is home. What should Scruff do?
- E. While Scruff and his friend Maria are outside playing kickball, they notice smoke and flames coming out of a neighbor's house. What should Scruff and Maria do?
- F. Scruff and his friends are outside. The ball they're playing with falls into the neighbor's yard. As Scruff's friend Tony reaches to get the ball, his arm gets stuck in the fence. What should Scruff do?

FOLLOW-UP ACTIVITY

1. Play "A Fun Way to Family Safety" from the "McGruff and Scruff and the Crime Dogs" cassette. Teach children the words to sing along. Photocopy the "A Fun Way to Family Safety" page from the song book for children to color.



Scruff's Gun Safety Rules

OBJECTIVES

To recognize a gun as a dangerous object.
To understand what to do if a gun is found.

DURATION

25–30 minutes.

MATERIALS

“If You Find a Gun” poster, pictures of dangerous items, pictures of nice, safe items,
“Scruff's Gun Safety Rules” worksheet.

PREPARATION

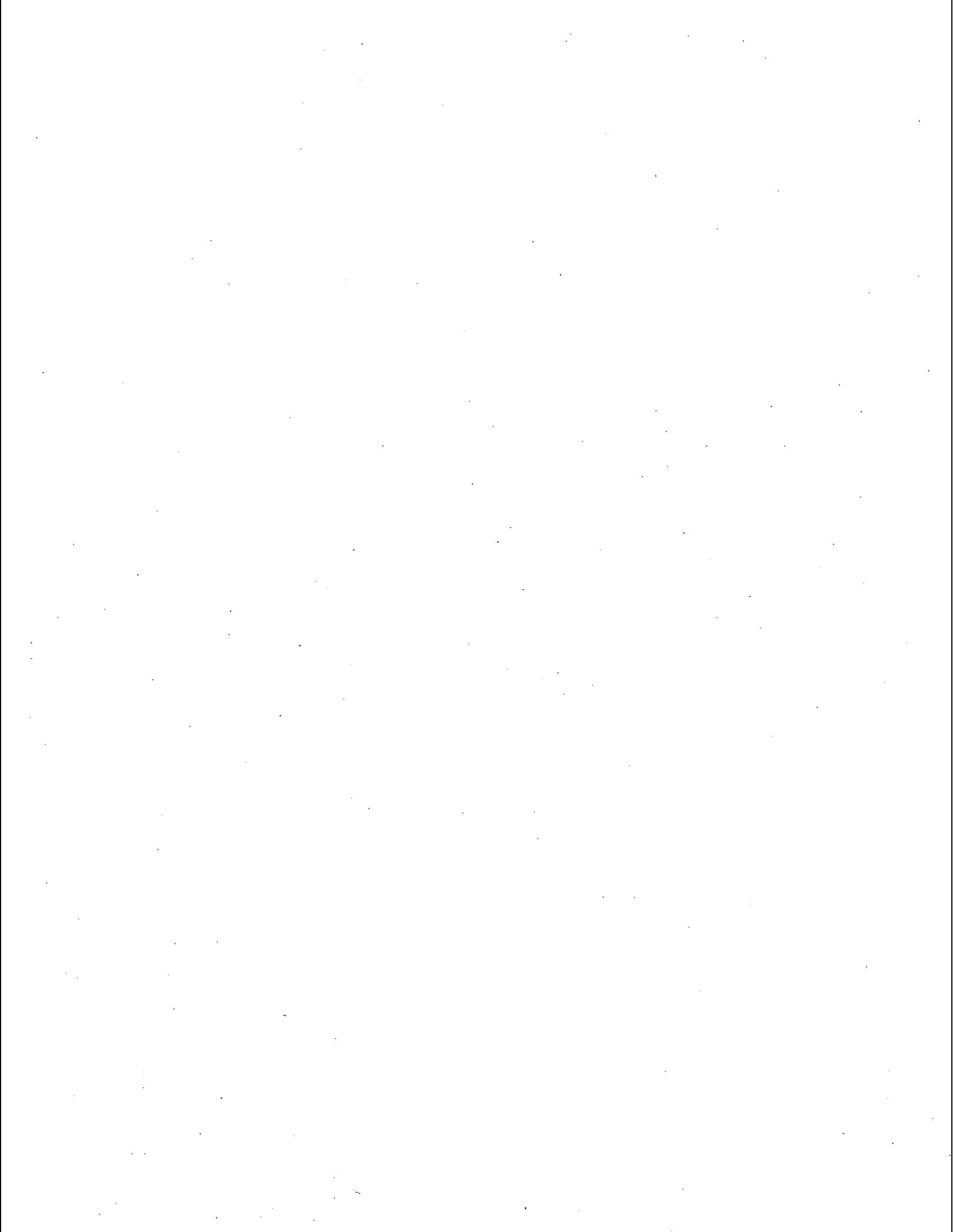
Display poster, photocopy worksheet for each member of the group.

ACTIVITY

1. Ask the children to name some things that are nice to touch. If necessary, hold up magazine pictures of a teddy bear, a ball, or other examples to stimulate discussion. Ask them to also think of things that would be dangerous to touch—you may want to show pictures of a razor, matches, or hot stove to get children thinking.
2. Display a picture of a gun if children bring it up in your discussion. If they do not, introduce it to them as another dangerous object. Explain that a gun, which children may have seen on television (or possibly first-hand), is a dangerous object like matches and razors. Children should NEVER touch gun. Guns can hurt, or even kill.
4. Explain to the group that there are four special rules to follow if they ever find or see a gun. They should:
 - STOP.
 - DON'T TOUCH THE GUN.
 - GET AWAY FROM THE GUN.
 - TELL A GROWN-UP THEY TRUST.
5. Ask the children to repeat the rules. As they remember them (or if they need assistance in remembering), point out the rules in the displayed poster.
6. Have children complete the “Scruff's Gun Safety Rules” worksheet.

FOLLOW-UP ACTIVITY

Play “Livin' It Safe at Home” and “A Fun Way to Family Safety” from the cassette. Teach children the words to sing along. Photocopy the “Livin' It Safe at Home” and “A Fun Way to Family Safety” pages from the song book for children to color.



Scruff's Gun Safety Rules

DIRECTIONS: Fill in the letter of the alphabet that comes *after* each letter in the box for a message about gun safety.

1	R	S	N	O

2	C	N	M	'	S	S	N	T	B	G

3	F	D	S		V		X
				A		A	

4	S	D	K	K		F	Q	N	V	M	-	T	O
					A						-		

X	N	T	S	Q	T	R	S



Remember to Lock It Up, Scruff!

OBJECTIVE

To identify ways to keep bikes safe from theft.

DURATION

20 minutes.

MATERIALS

“Bike Description Form” worksheet.

PREPARATION

Photocopy the worksheet for everyone in the group.

ACTIVITY

1. Share this story with the group:

Scruff came bursting into the room. He was very upset. “Uncle McGruff!” he said. “You won’t believe it! I rode my bike home from school and parked it right in front of the house. I went inside to get a snack, and when I came back out to ride to Jimmy’s house, my bike was gone! Someone stole it!”

“Oh no, Scruff!” said McGruff. “I’m sorry to hear about your bike. How could it have been stolen? You always lock it up.”

Scruff looked down at the floor. “I forgot.”

“Well, Scruff,” he said, “It’s not your fault that someone stole your bike, but you certainly can make it a lot harder to steal by locking it up. You should ALWAYS lock your bike, no matter where or for how long you leave it.”

2. Discuss the story with the children. Ask them:
 - What did Scruff forget to do?
 - Why is it important to lock up your bike?
 - How do you think Scruff feels?
 - Have you or someone you know ever had a bicycle stolen? How did you or your friend feel?
3. Allow the children a few minutes to share their experiences with bikes being stolen and have them explain how it happened and where the bike was when it was stolen. Discuss how Scruff had parked his bike in front of his house. Ask, “Where might be a safer place to put your bike? (In a locked garage or inside the house, perhaps in the basement or another room).”

4. Finish the story:

“You know what we need to do now, right Scruff?” asked McGruff.

“Yup,” said Scruff, “Tell the police about my bike!”

“That’s right, Scruff. Let’s go find your Bike Description Form so we will have all the information we need to tell the police about your bike.”

“Wait right here, Uncle McGruff!” said Scruff. “I know right where it is—in my dad’s files under ‘B’ for bike! It’s there along with a photo of my bike.”

“Good for you, Scruff. You remembered to keep it all in a safe place. Now let’s call the police and hope that they can find your bike.”

5. Pass out a copy of the “Bike Description Form” for each child to take home.

Explain that children should have an adult help them find their bike’s serial number and complete the form, then attach a photo of their bike and the sales receipt, if available. All the information should be kept in a safe place in case the bike is ever stolen.



Home Alone Role Play

OBJECTIVE

To identify safe practices when home alone.

DURATION

One 45-minute period.

MATERIALS

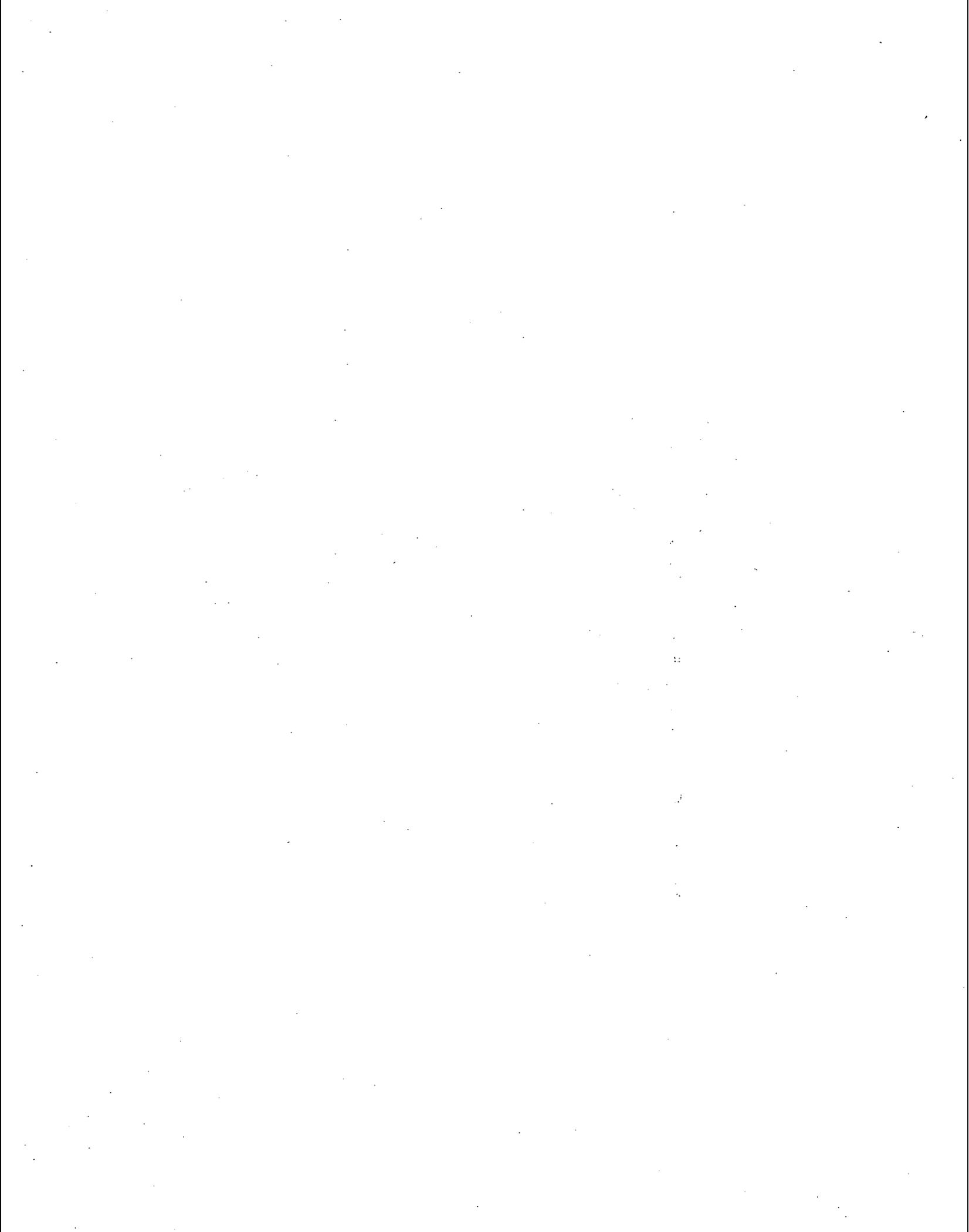
Yes/No cards (index cards).

PREPARATION

Prepare a Yes card and a No card for every member of the group.

ACTIVITY

1. Discuss with the group the importance of safe practices when at home alone.
2. Tell the children that they will now watch skits performed by their peers and decide if good decisions were made. Children will hold up either their Yes or No card accordingly.
3. Have children role play the following situations:
 - A. You are at home alone when a friend calls and asks to come over to play.
 - B. You are at home with your younger brother. A friendly neighbor whom you recognize, but do not know personally, asks to use your phone because his or hers is not working.
 - C. You are home alone. A stranger calls and asks to talk to your mother.
 - D. You and your younger sister are playing when she falls and cuts her leg. It is bleeding and looks very serious.
 - E. You are coming home from school alone and notice an electric company repairperson working on the porch light. Your father did not tell you about the repairperson working at your home.
5. Children hold up their Yes or No card to show their agreement or disagreement with actions taken. Discuss how it could have been handled differently.
6. Have the children create their own role plays until everyone in the group has had a chance to participate.





If They Had Lived

OBJECTIVE

To understand the impact on society when an influential person prematurely dies from a gunshot.

DURATION

Two or three 45-minute periods.

MATERIALS

Access to a library or reference materials, poster board, pencils, markers, paint, "Interview Questionnaire" worksheet.

PREPARATION

Photocopy worksheet for each member of the group.

ACTIVITY

1. Discuss the danger and lethality of guns.
2. Form small groups of two or three children. Assign a prominent person who was killed by gun violence to each group. Examples include John F. Kennedy, Martin Luther King, Jr., Abraham Lincoln, Anwar El-Sadat, Malcolm X, Mahatma Gandhi, and John Lennon.
3. With younger children, direct them to write a mock interview with this person, using the interview questionnaire. With older children, have them write a report on the significance of the person and his or her contributions. Predict what would have happened if he or she had not died.
4. Groups or individual children may act out the interview or read the report to class.

FOLLOW-UP ACTIVITY

Play "Livin' It Safe at Home" from the "McGruff and Scruff and the Crime Dogs" cassette. Teach children the words to sing along. Photocopy the "Livin' It Safe at Home" page from the song book for children to color.



Traffic Responsibility

BACKGROUND INFORMATION FOR ADULTS

ADULT BROCHURE

- The Smart Route to Bicycle Safety
- La Ruta Inteligente para el Ciclismo sin Riesgos

McGRUFF LETTER TO KIDS

ACTIVITIES

PREKINDERGARTEN/KINDERGARTEN

- ▶ Signs, Signs Everywhere
- ▶ Buckle Up McGruff and Scruff!

GRADES 1–2

- ▶ What's Your Sign?
- ▶ Bike Safety Rules

GRADES 3–5

- ▶ Sign Language
- ▶ Bicycle and In-Line Skating Safety

Traffic Responsibility

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**Every year, approximately
950 child pedestrians are
killed in traffic accidents.**

Unintentional injury is the number one killer of children ages fourteen and under, and traffic, including pedestrian, bicycle, skate, and passenger-related injuries, is one of the major unintentional causes of injury.¹ Many of these accidents can be prevented. Even more important, learning about traffic rules and responsibilities is, for most children, the first encounter they have with personally being expected to obey the law. Teaching traffic rules well helps set the pattern for how children see other laws.

Children need to be able to:

- understand pedestrian laws and safety tips;
- know the importance of traffic laws and safety tips for bicycles, in-line skates, and skateboards;
- know the importance of seat belt use; and
- understand why these rules help keep them safe.

Educating children—as pedestrians, passengers, cyclists, and skaters—to understand the importance of obeying traffic rules and laws will not only increase their chances of avoiding accidents, but may also positively influence their future behavior as well as the actions of their friends and families.

Children as Responsible Pedestrians

Every year, approximately 950 child pedestrians are killed in traffic accidents.² Many of these accidents can be prevented if children know and practice pedestrian safety. While adults usually recognize the dangers of carelessness around auto traffic, children are generally more impulsive and less aware of these dangers. Teach kids the following pedestrian safety rules:

- Walk on the sidewalk. If there is no sidewalk, walk facing traffic and keep as far to the left side of the roadway (away from the cars) as possible.
- Cross the street at intersections. Drivers expect pedestrians at crosswalks, not in the middle of the block. At traffic lights with pedestrian signals, wait until the sign gives a symbol for “WALK,” even if there are no cars coming. If the signal starts to flash “DON’T WALK” while they’re in the street, keep walking. Don’t run because they might stumble and fall. At corners without pedestrian signals, wait until the traffic signal facing them is green; Look left, then right, then left, then over their shoulder for cars turning right on red; then cross when it is safe.
- Stop. Always stop at the curb or edge of the road to look for cars before stepping into the street.
- Walk, don’t run. Walking gives them time to look for cars and gives drivers time to see them, too.

Children as Responsible Cyclists

Approximately 400 children die of bicycle accident-related injuries every year. Two-thirds of these deaths and two-thirds of all bicycle-related injuries involve children under the age of 15. Inexperience and lack of knowledge of traffic rules are the chief causes of these deaths and injuries. Protect children by teaching these bicycle safety rules:

- Always wear a helmet. In many places, it is the law. Helmets should fit well and be comfortable with a chin strap that stays fastened. They should meet Snell or American National Standards Institute (ANSI) standards.
- Keep their bikes in good condition. Be sure the mechanical parts of the bike work well and that there are reflectors on both the front and back. It’s also a good idea to have a bell or horn on the handlebars to let pedestrians know when they are approaching. Keep tires inflated to the right tire pressure, and check daily for cracks, cuts, and bulges in the tires.
- Ride on the right-hand side of the street. Move with the flow of traffic.
- Stop and check. Come to a complete stop and look for traffic before entering a street from a driveway, parking lot, or sidewalk. Look left-right-left.
- Under nine years of age? Don’t ride in the street. Ride on the sidewalk, in driveways, or in empty parking lots.

- Obey all traffic signs, signals, and pavement markings. When riding on the street, obey traffic laws that apply to motor vehicle operators. Walk bikes across busy streets at corners or crosswalks.
- Give cars and pedestrians the right-of-way. It's polite and safer, too.
- Watch for car doors opening into the roadway. Look ahead for drivers who may be getting out of cars. Slow down or stop if necessary to avoid running into the door.
- Ride in single file. When riding with friends or family, always ride in single file on the right-hand side of the roadway, not side-by-side.
- Use hand signals to let drivers know what they are going to do. To indicate a left turn, extend the left arm straight out to the side. To indicate a right turn, hold the left arm in a right angle with your hand pointing up. To indicate stopping, hold the left arm at a right angle with the hand pointing down.
- Always tell someone where they are going.
- Don't ride double. They will have trouble balancing and steering a bicycle if they have a passenger on board. The passenger could easily be injured.
- Wear bright, reflective clothing that people can see. Clothing should be light in color and reflective, even if they're riding during the day.
- Use a backpack to carry books and other items. Don't carry them loose.
- Put rear and front reflectors on their bikes. Do not ride at night.

Tricycles and Other Riding Toys

Even the youngest children who ride tricycles, Bigwheels[™], and other riding toys need to follow safety rules. Teach children to:

- ▶ Ride on the sidewalk, in the yard, or at the playground. Stay out of the street!
- ▶ Not go so fast that they cannot turn or stop.
- ▶ Not wear loose-fitting clothes, such as baggy shirts or jeans. Their clothes could get caught in the wheels.
- ▶ Watch out for people who are walking when they ride on the sidewalk.
- ▶ Get off their tricycle and walk it to the other side when they come to an intersection or a driveway. Drivers who are backing out of driveways can't always see them, even if they can see the driver.

Children as Responsible Skateboarders

Skateboarding is a popular form of recreation for kids, but it can be dangerous, too. In 1995 alone, 30,000 people received emergency treatment for injuries sustained from skateboarding.³ Many accidents occur when riders attempt to maneuver skateboards through traffic or parking lots. In a number of com-

munities, skateboarding in certain areas is illegal. Teach skateboarders to:

- Wear good protective equipment. Always wear hard, plastic-shell safety helmets and leather gloves. Knee and elbow pads can help avoid serious and painful cuts, scrapes, and bruises.
- Know their own ability. If they think a trick on their skateboard might be too difficult, don't try it! Progress slowly and practice until they have enough experience to perform a trick safely.
- Know their equipment. Always check their skateboards for any problems (for example, loose wheels) before riding it. Taking their skateboards to a sport shop for service will help keep children safe and help the skateboard last longer.
- Stay on sidewalks and out of streets and parking lots. Use designated skateboard areas, if they are available. If they ride on sidewalks, slow down at each driveway and check for cars backing out.
- Be polite to walkers. Ride their skateboards in areas that are not crowded with walkers or joggers.

Children as Responsible Skaters

Roller skating has long been a recreational and fitness sport. Recently, in-line skating or Rollerblading® has become popular. But as more people are in-line skating, the number of related injuries is increasing. There were an estimated 76,000 injuries in 1994, up almost 50 percent over 1993. Teach children who skate these safety tips:

- Pick their skates according to support and comfort. For proper ankle support, test the plastic of the boot on their skates: if they can squeeze it, the material is not strong enough to give them reliable support. Try on skates with socks to ensure a proper fit.
- When skating outdoors, always wear protective equipment. Wear elbow and knee pads, light gloves, helmets, and wrist guards. If they fall, safety equipment can reduce their risks of injury.
- Skating while wearing headphones is dangerous. The headphones can keep them from hearing other skaters, cars, cyclists, or runners approaching from behind or the side.
- Be conscious and thoughtful of others. Skaters, pedestrians, joggers, and bicyclists frequently use the same areas. Avoid collisions with other people.
- Skate on the right-hand side of sidewalks, bike paths, and trails. Pass on the left, after yelling "passing on the left." Pass only when it is safe and there is enough room between them and the person they want to pass.
- Don't skate in the street. When they need to cross a street, look left-right-left and cross when it is safe to do so. Remember that they must obey all traffic rules.

Children as Responsible Passengers

Wearing seat belts is the law, and most adults know they should wear their seat belts every time they ride in a car. Most children also know they should wear seat belts, but often forget or don't want to. Parents have the strongest influence on children's attitudes and behavior about the importance of buckling up, but others can remind kids that seat belts have saved thousands of lives and prevented thousands of injuries. Every adult should set a good example. Teach kids the following rules for passenger safety:

- Don't stick hands or feet out of the window while the car is moving.
- Don't make loud noises or touch the driver in any way that might take his or her attention away from the road.
- Don't play with car doors or locks.
- Keep their seat belts fastened until the car is parked.

A Program That Works: Putting on a Bicycle Rodeo

What is a bicycle rodeo? It is a skills course for children that teaches bicycle safety. It can be a small group activity of as few as four participants or a community event for as many as 3,000. A bicycle rodeo is made up of different stations, each one geared toward teaching different lessons directly related to the accident problems of young cyclists. For small rodeos, the Adventure Cycling Association suggests the following stations: a Bike Shop, which teaches kids the basics about bicycle sizing and maintenance; the Demon Driveway, which teaches kids to stop and look for traffic before riding out of the driveway; the Who's There?, which teaches kids to look over their shoulders for traffic; and the Rock Dodge, which teaches kids control and balance. Larger rodeos have more stations.

To run the rodeo, all the children ride through one station at a time. As children arrive at each station, an adult instructor explains the lesson and sends them through. At the end of each station, an adult evaluator stops the kids and attaches their scores to a hang tag on the handlebars and gives advice for improvement. When the kids have gone through all the stations, they move on to the scorekeeper's table. Here, they receive their final score and any prizes.

Bicycle rodeos with a large number of participants are a great way to focus the community's attention on the importance of traffic safety. They can be held in a centrally located park or parking lot. Police and citizens' groups may get involved in the planning and volunteer to be instructors and evaluators. In addition to the skills course, rodeos may have displays on safety, bike locks, helmets, bike lights and reflectors, and other safety measures. Kids can show a

“gallery” of artwork on bicycle-related subjects. 4H and scouting groups may have related projects they want to hold simultaneously.

For a guide to bicycle rodeos that gives complete instructions on how to hold any size bicycle rodeo, order *The Guide to Bicycle Rodeos* from the following:

Adventure Cycling Association Sales Department
PO Box 8303
Missoula, MT 59807
1-800-721-8719

For a Bicycle Rodeo Kit with accessories and brochures for 100 participants, contact the following:

Outdoor Empire Publishing, Inc.
Publications Department
511 Eastlake Avenue East
Seattle, WA 98109
206-624-3845

References

1. “Fact Sheet.” National Safe Kids Campaign. Washington, DC: November 1995.
2. Ibid.
3. Consumer Product Safety Commission.

TRAFFIC RESPONSIBILITY

- Record the serial numbers of your children's bikes and keep them with the sales receipt and a photograph of the bike. Check with local police about bike registration programs.
- Mark children's bikes with an engraver to deter thieves and to help police in identifying and returning a stolen bike. Use a unique number, such as your driver's license number.

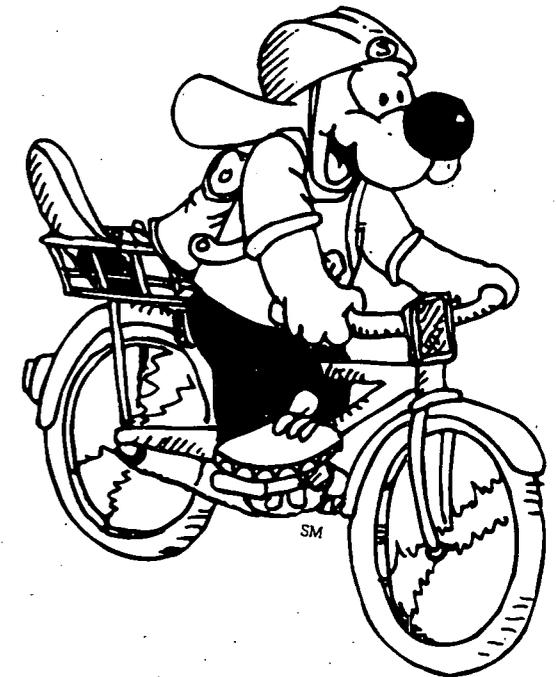


TAKE A BITE OUT OF
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Crime Prevention Tips from
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Washington, DC 20006-3817
www.weprevent.org

and

The Smart Route to Bicycle Safety



BJA

The National Citizens' Crime Prevention Campaign, sponsored by the Crime Prevention Coalition of America, is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

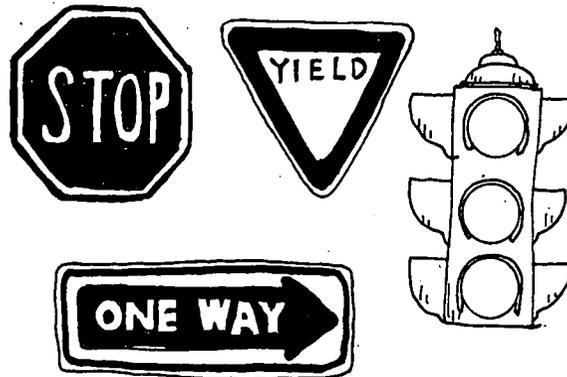
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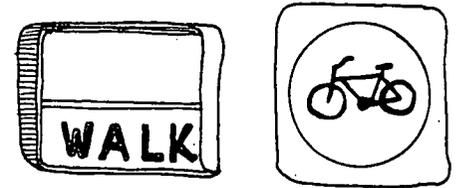
*National Crime
Prevention Council*

What You Can Do

- Tell children to wear helmets. Studies have shown that using a bicycle helmet can reduce head injuries by up to 85 percent. Select a helmet that has a snug, but comfortable fit. Look for the helmet labels that show they are recommended by either the American National Standards Institute (ANSI) or the Snell Memorial Foundation.
- Make sure children wear proper clothing. Clothing should be light in color and close fitting to avoid being caught in the bicycle's moving parts. Also, be sure books and other loose items are carried in a backpack.
- Teach children to obey the rules of the road. These include all traffic signs, signals, and road markings. Teach children to ride on the right side of the street in single file and to use proper hand signals. Tell children never to hitch rides by grabbing onto moving cars or trucks.



- Teach children that before entering a street or intersection to check for traffic and always look left-right-left. Walk the bike across busy streets at corners or crosswalks.



- Children's bikes should display both front and rear reflectors. They should ride only in familiar areas and only during the daylight hours.
- Make sure children's bikes are adjusted properly. Check to make sure that all parts are secure and working. The handlebars should be firmly in place and turn easily. The wheels should be straight and secure. Check tires for pressure, bulges, and cracks.
- Teach children to always lock up their bike. A U-lock should be used, securing both wheels and the frame to a stationary object such as a tree or bike rack. Help children practice locking up the bike.
- Be sure children do not show off on their bikes. Hands should be kept on the handlebars, only one person should be on the bike at a time, and jumping curbs should not be allowed.

Riding a bicycle is more than just basic transportation—it can be a fun and exciting hobby. When your children ride, remember that they're not alone. They share the road with cars, trucks, pedestrians, and other cyclists. Since accidents can turn a bicycling adventure into a bicycling tragedy, here are some tips to help make your children's ride a safe one.

- Marque las bicicletas de sus hijos con un grabador para desanimar a los ladrones y ayude a la policía a identificar y devolver una bicicleta robada. Use un número único, como el número de su registro de conductor.



Crime Prevention Tips from
National Crime Prevention Council
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and

La Ruta Inteligente para el Ciclismo sin Riesgos



*National Crime
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Production of this kit was made possible in part by a grant from Motorola.

La bicicleta es algo más que un simple medio de transporte y el ciclismo puede ser un pasatiempo divertido y emocionante. Cuando sus hijos anden en bicicleta, recuerde que no están solos pues comparten el camino con autos, camiones, peatones y otros ciclistas. Puesto que los accidentes pueden transformar una aventura en tragedia, ofrecemos algunas sugerencias para ayudar a sus hijos a andar en bicicleta sin riesgos.

Qué Puede Hacer

- Diga a sus hijos que usen un casco. Los estudios han demostrado que el uso del casco para ciclistas puede contribuir a reducir hasta un 85% las lesiones en la cabeza. Elija un casco que se ciña bien pero que sea cómodo. Fíjese en la etiqueta que muestra que está recomendado por el American National Standards Institute (ANSI) o la Snell Memorial Foundation.
- Asegúrese de que los niños usen ropa apropiada. La ropa deberá ser de color claro y bien ajustada al cuerpo para evitar que se enganche en las piezas móviles de la bicicleta. Además, recuerde que los libros y otros objetos sueltos deben llevarse en una mochila.
- Enseñe a los niños a obedecer las reglas de tránsito. Estas se refieren a todos los signos y señales de tráfico y las señalizaciones de carreteras. Enseñe a los niños a circular en bicicleta por el lado derecho de la calle en fila india y a usar las señales manuales apropiadas. Diga a los niños que nunca se tomen de autos o camiones en movimiento para dejarse llevar en la bicicleta.
- Enseñe a los niños que antes de entrar a una calle o intersección se fijen si hay tráfico y miren siempre a la izquierda-derecha-izquierda. Bajarán de la bicicleta y caminarán con ella para cruzar las calles de mucho tráfico en las esquinas o en los cruces para peatones.
- Las bicicletas de los niños deberán llevar reflectores en la parte de adelante y de atrás. Deberán manejarla solo en lugares que conocen bien y solo en pleno día.
- Asegúrese de que las bicicletas de los niños estén adecuadamente ajustadas. Fíjese en que todas las piezas estén seguras y funcionen bien. Los manubrios deberán estar firmemente en su lugar y girar fácilmente. Las ruedas deberán estar derechas y seguras. Verifique la presión de los neumáticos y fíjese si tienen bultos y grietas o rajaduras.
- Enseñe a los niños a poner siempre una traba a la bicicleta. Se usará una traba en forma de U que sujete ambas ruedas y el armazón a un objeto estacionario como un árbol o un enrejado para bicicletas. Ayude a los niños a practicar cómo trabar la bicicleta.
- Asegúrese de que los niños no hagan alardes en la bicicleta. Deberán tener siempre las manos en el manubrio, solo montará la bicicleta una persona a la vez, y no se permitirá que salten por encima del borde de la acera.
- Anote los números de fabricación de las bicicletas de sus hijos y guárdelos junto con el recibo de venta y una fotografía de la bicicleta. Consulte con la policía local para averiguar los programas de registro de bicicletas.



Riding your bike is fun and good exercise. Follow these tips to stay safe when riding your bike.

Always wear a helmet. You may think helmets aren't cool. But helmets protect your head and your brain.

When you ride your bike, always wear bright clothes so cars can see you. Follow traffic signs and signals. Walk your bike across busy streets. Always cross at the corner.

Don't try things on your bike that could hurt you or wreck your bike. Never let a friend ride on your bike with you. Never jump curbs with your bike.

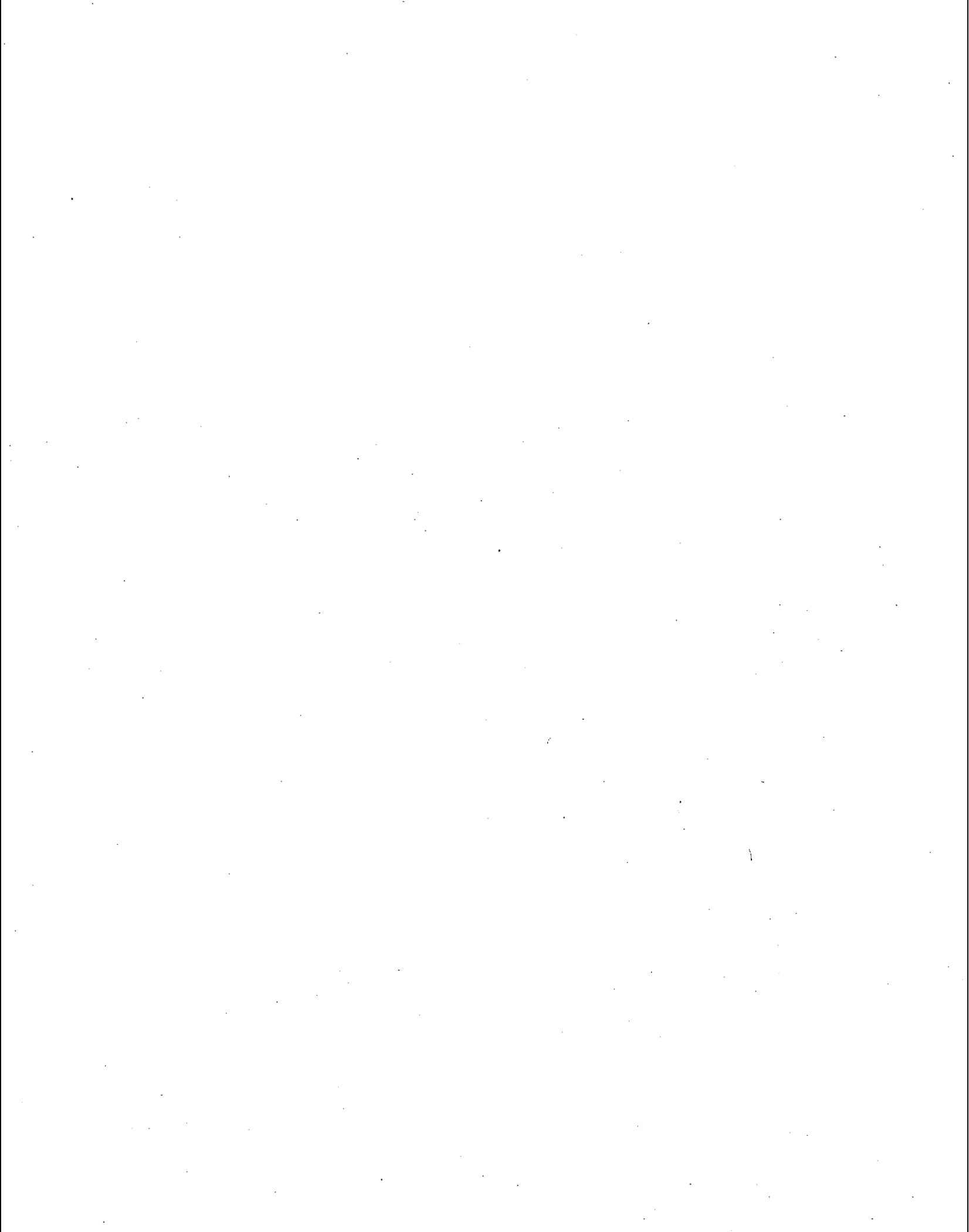
Always lock up your bike to keep it from being stolen.

Stay safe and enjoy the ride!

Your friend,

McGruff







Signs, Signs Everywhere

OBJECTIVES

To identify some common warning and regulatory signs.
To understand that signs exist for safety reasons.

DURATION

20–30 minutes.

MATERIALS

“Signs, Signs Everywhere” worksheet, “Stop Sign” pattern, scissors, long, thin strips of black construction paper, “ABC’s of Being Healthy and Safe” poster.

PREPARATION

Photocopy and color the “Signs Everywhere” worksheet as signs actually appear, make a model stop sign using the pattern, photocopy stop sign pattern for every member of the group.

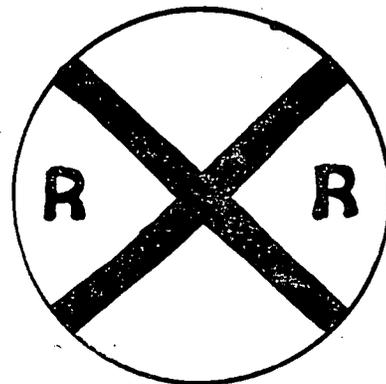
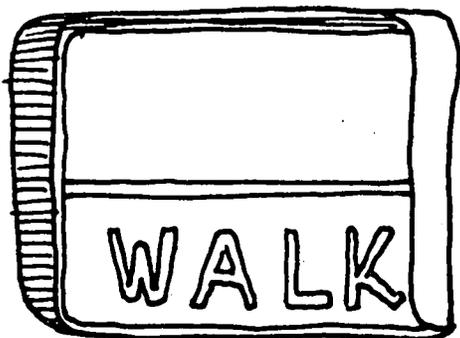
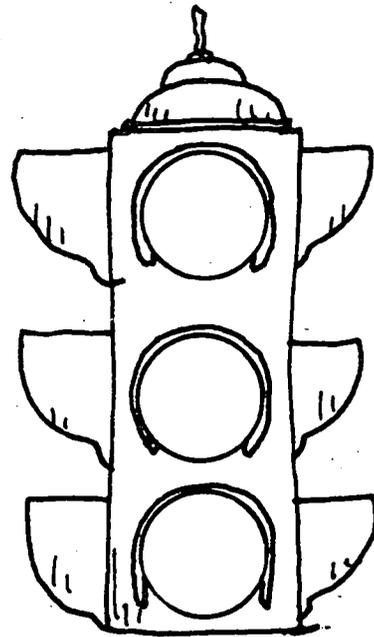
ACTIVITY

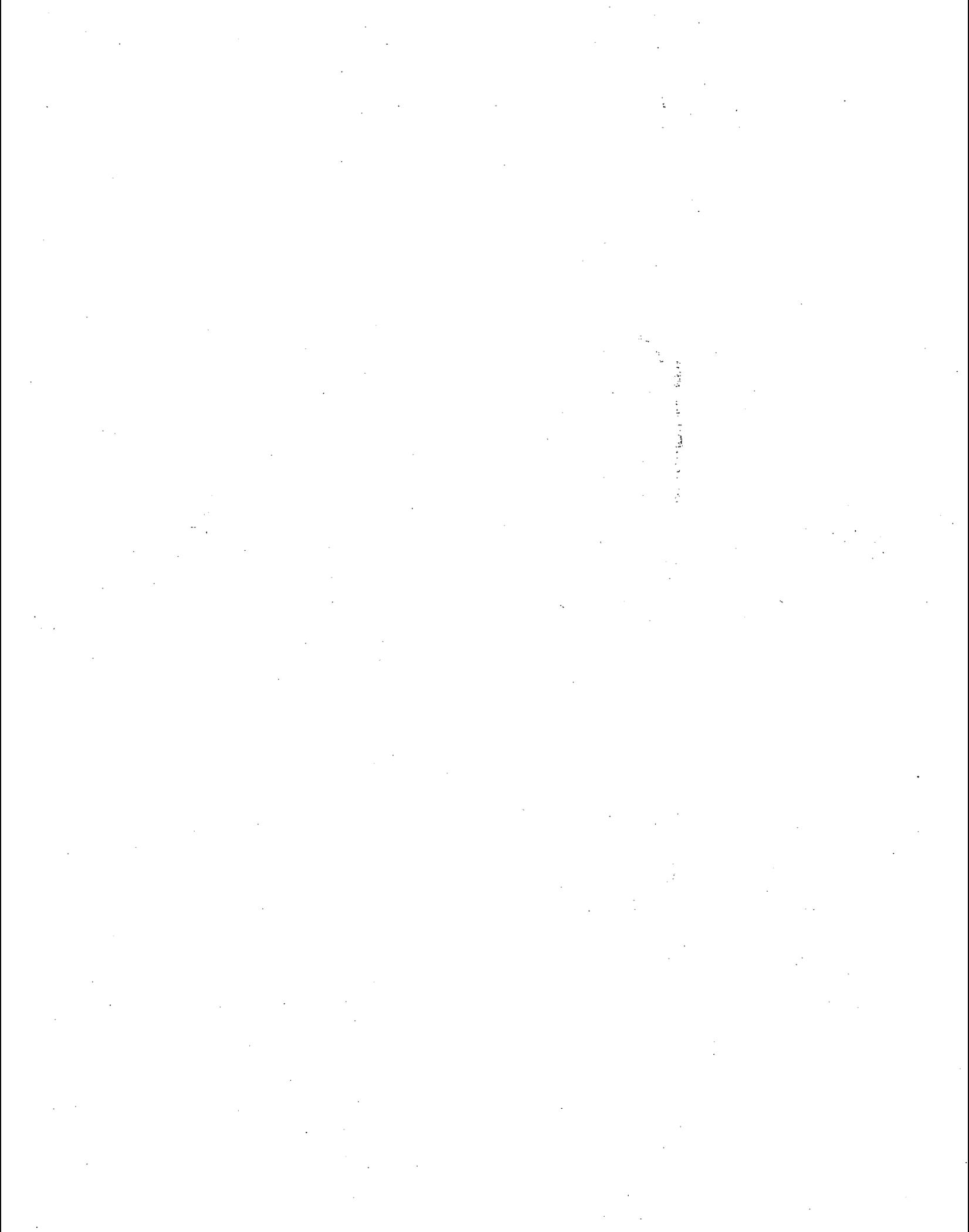
1. With the group gathered, discuss the significance of each sign presented on the “Signs Everywhere” worksheet.
2. Discuss other types of signs in a building (restrooms, doors, entrances)
3. Display the stop sign you have made and explain that it exists by law to help keep people safe.
4. Have children construct their own stop sign using the pattern.

FOLLOW-UP ACTIVITIES

1. Walk around the building with children looking for other signs. Discuss each sign encountered emphasizing those that are required by law.
2. Play a simplified version of “Red Light, Green Light” with the children:
 - Have the children pretend to be drivers of cars, trucks, and vans.
 - They pretend to turn on their motors and drive.
 - Hold up a stop sign and shout “Stop!”
 - Children “put on their brake” and stop.
 - Emphasize that with each stop, the law has been obeyed.
3. Using the “ABC’s of Being Healthy and Safe” poster, discuss what the colors of the traffic light stand for.
4. Play “Be Smart, Be Safe” and “The Bicycle Song” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach children the words to sing along. Photocopy the “Be Smart, Be Safe” and “The Bicycle Song” pages from the song book for children to color.

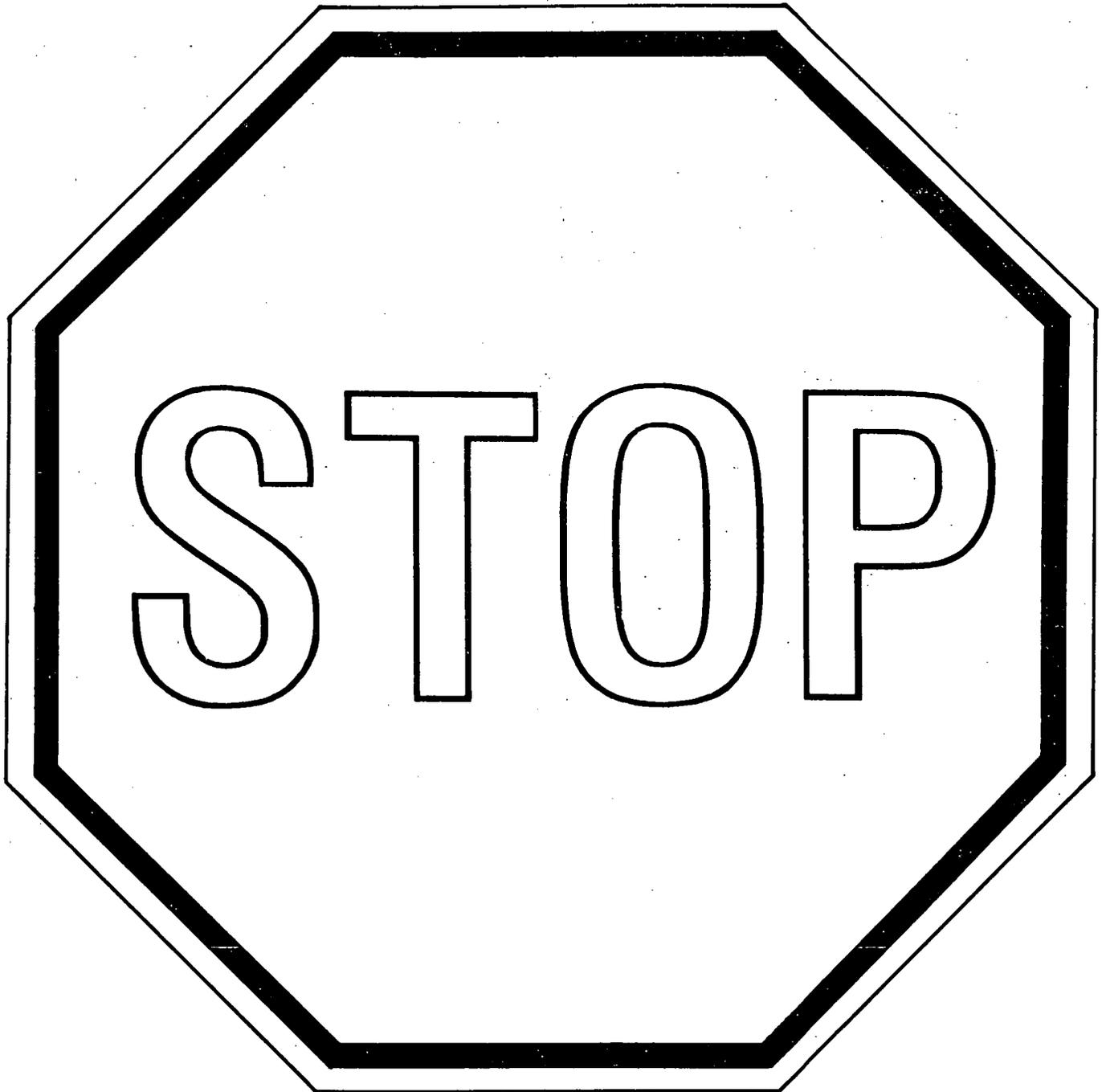
Signs, Signs Everywhere





Stop Sign Pattern

DIRECTIONS: Color the letters S-T-O-P white and the rest of the sign red. Attach to a long, thin strip of black construction paper.





Buckle Up McGruff and Scruff!

OBJECTIVE

To understand the importance of wearing a seat belt while traveling in a car.

DURATION

10 minutes.

MATERIALS

“Buckle Up” worksheet, crayons.

PREPARATION

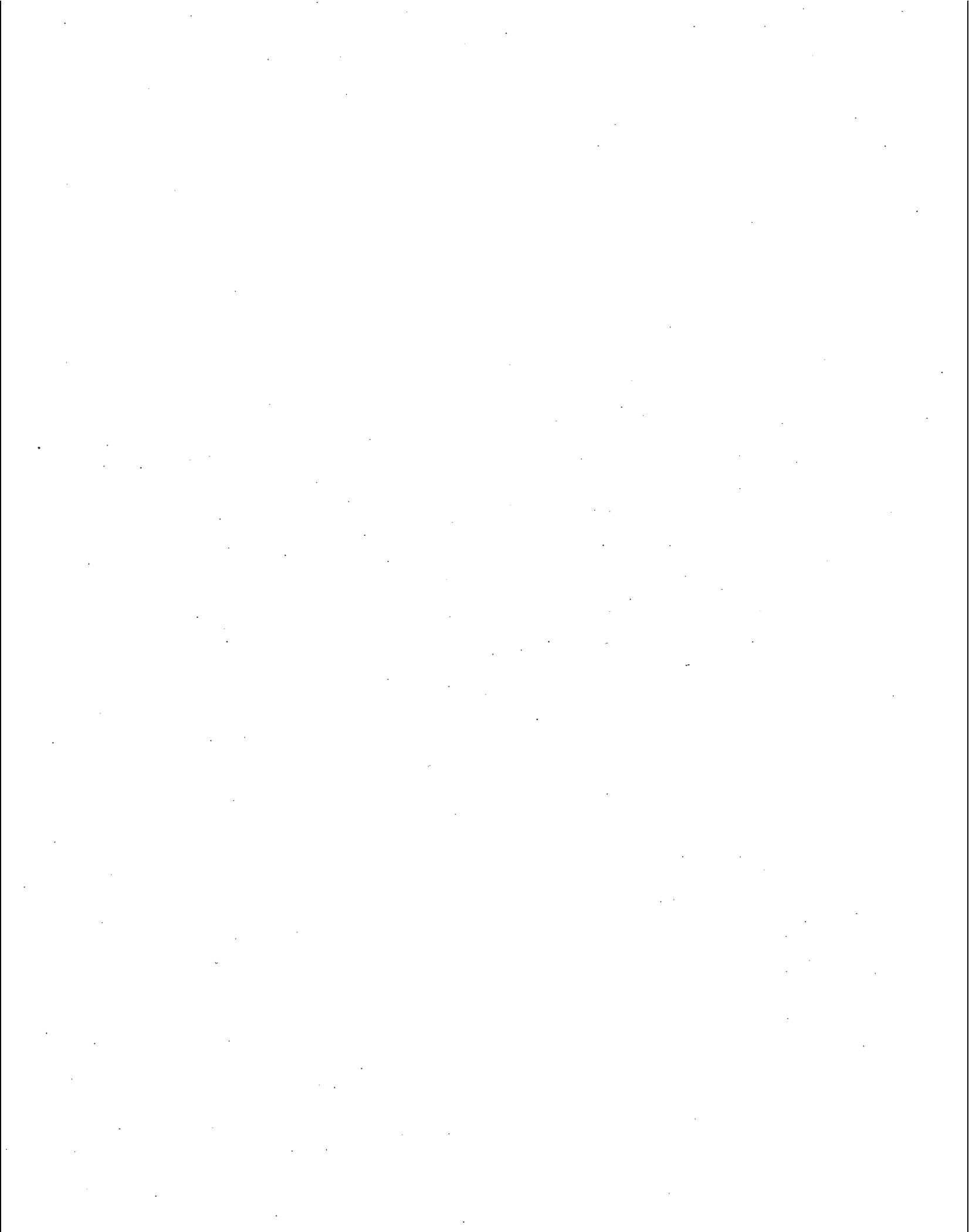
Photocopy worksheet for everyone in the group.

ACTIVITY

1. Gather children into a circle.
2. Hold up the worksheet of McGruff and Scruff riding in a car. Ask the children to explain what is wrong.
3. Elicit responses and discuss why seatbelts are so important for safety.
4. Pass out worksheets. Have the children draw a seatbelt on Scruff.

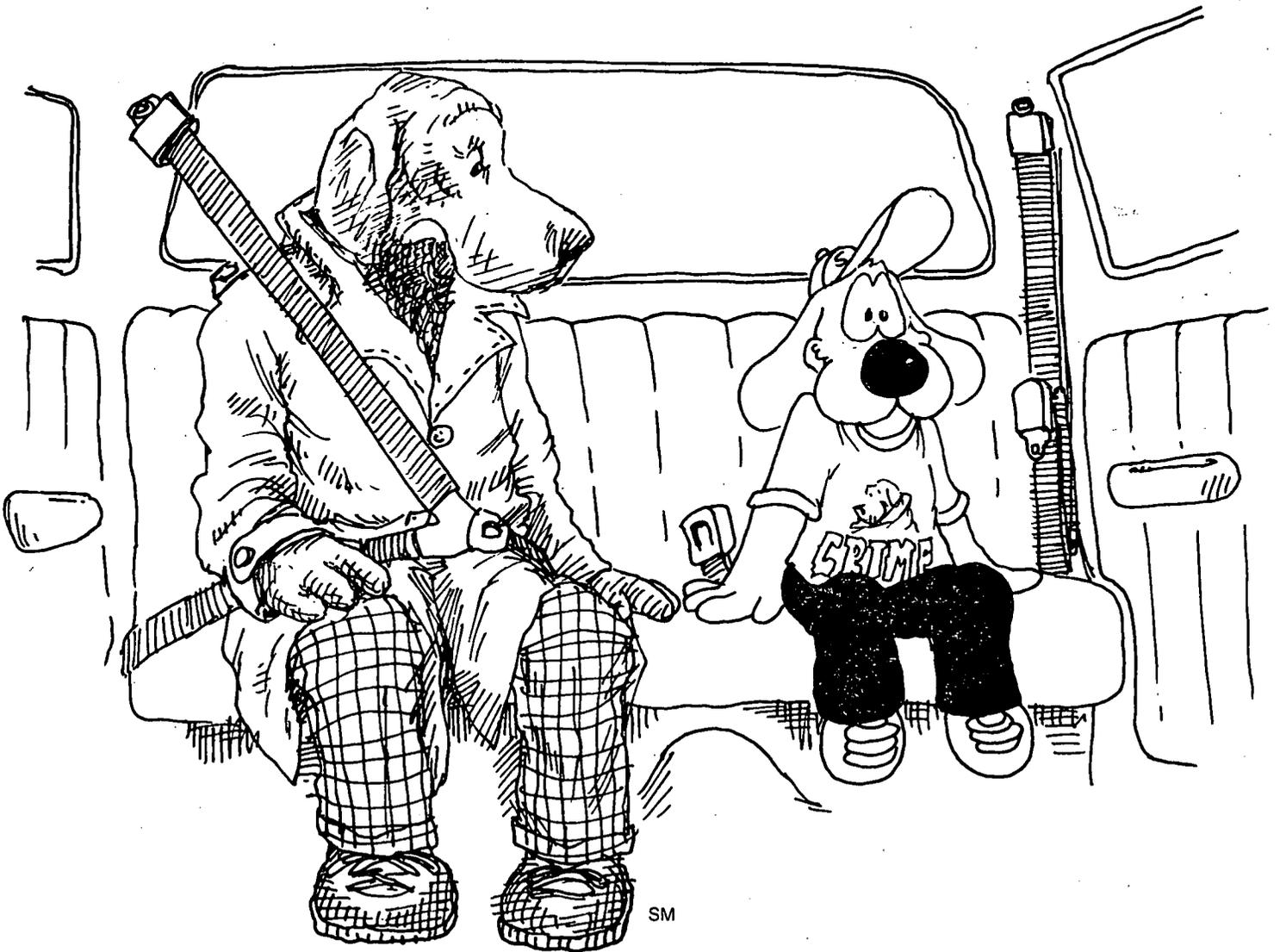
FOLLOW-UP ACTIVITIES

1. Teach this poem to the children:
My seat belt should be very snug,
To feel just like a big, big hug.
When it goes click, that's when I know
I'm buckled up and ready to go.
2. Invite a crossing guard to visit and discuss seat belts and other traffic safety issues with the children. He or she might play traffic games with the children. For example, half the group pretends to be cars, and the other half, children. The children wait on the sidewalk while the cars go by in the street. The crossing guard blows a whistle and with proper hand motions stops the cars and the children can walk. Then the two groups switch roles.



Buckle Up McGruff and Scruff

DIRECTIONS: McGruff is wearing his seatbelt. Scruff is not. Help make Scruff safe by drawing a seatbelt on him. Then color the picture.





What's Your Sign?

OBJECTIVES

To recognize common traffic signs and signals.

To understand the importance of obeying traffic signs and signals.

DURATION

25 minutes.

MATERIALS

“What's Your Sign?” worksheet, crayons.

PREPARATION

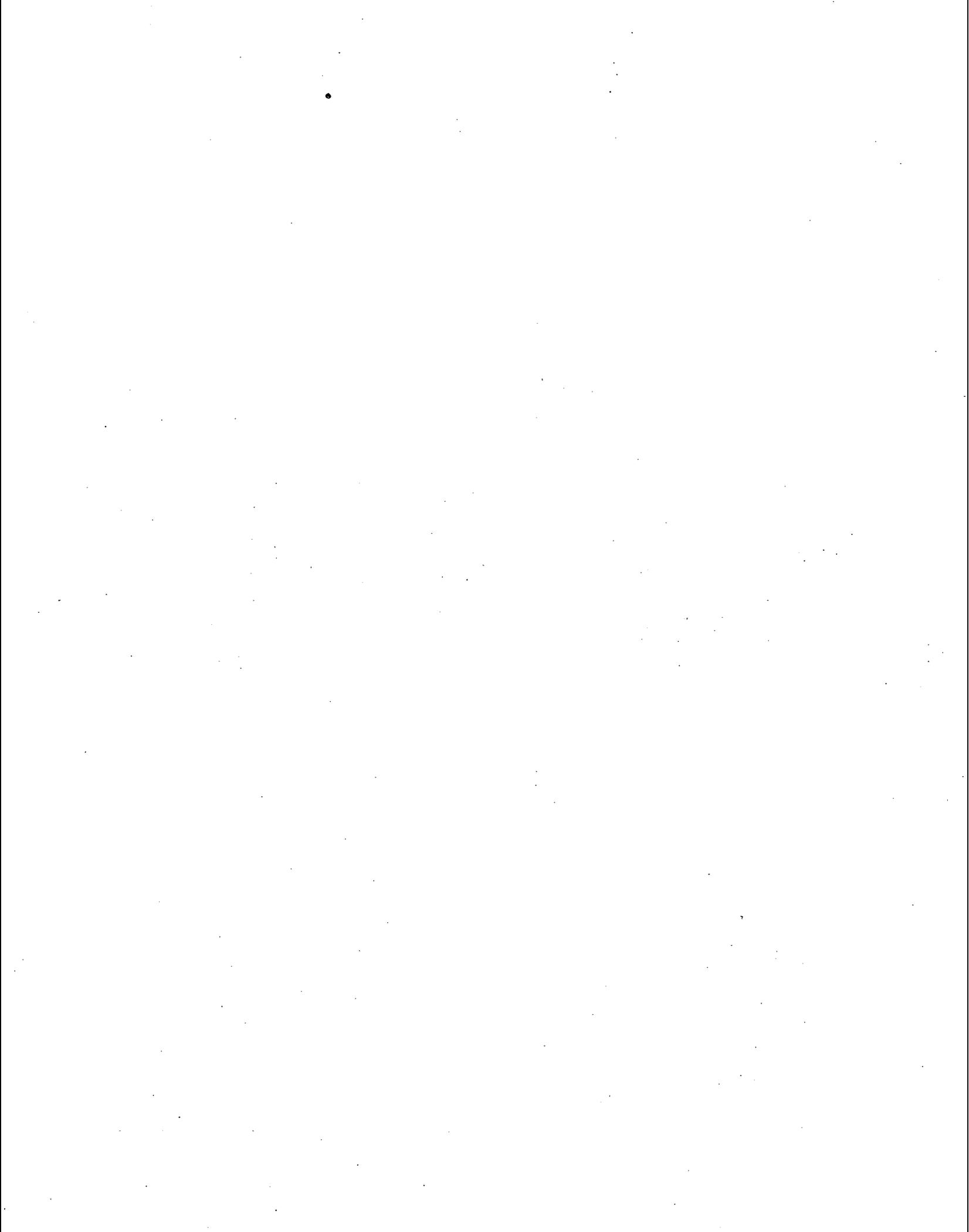
Make individual sample safety signs and signals using the sign worksheet (you will have to enlarge the size when photocopying).

ACTIVITY

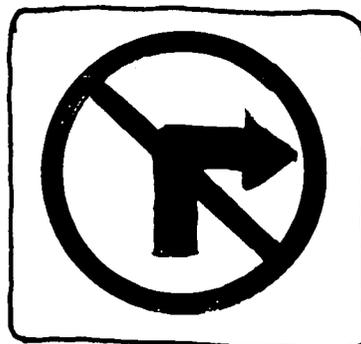
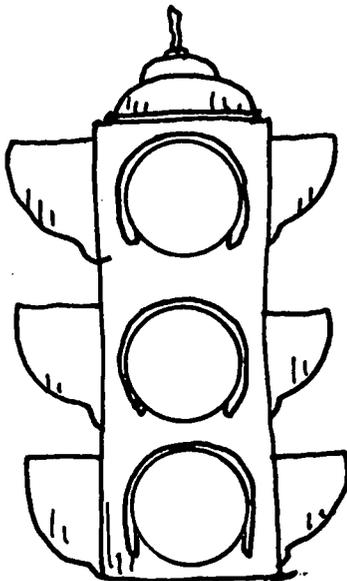
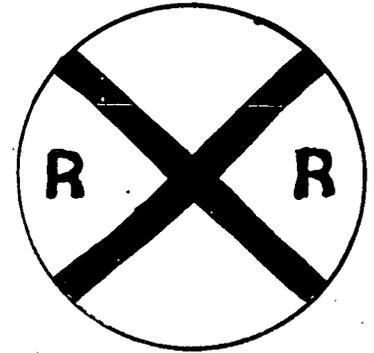
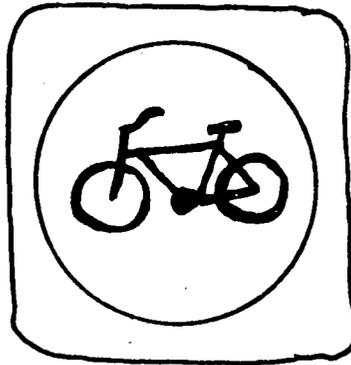
1. Ask the children to imagine they are riding in the car with one of their parents. Ask them what the adult should do if they come to this sign (display the Stop sign). Next hold up a traffic signal with the green light colored in and ask them what the driver should do now?
2. Discuss with the children what might happen if drivers, did not obey traffic signs and signals.
3. As a group, brainstorm ways (other than riding in a car with an adult) that children get to school, to a friend's house, or to the park. Be sure to include walking, biking, in-line skating, and skateboarding. For example, ask: When you go by yourself or with friends somewhere by biking or in-line skating, do you think you need to follow the traffic signs and signals like cars do? Why or why not?
4. Display each of the safety signs and signals you have made using the “What's Your Sign?” worksheet. Discuss what each one means. Have volunteers pretend to be biking or in-line skating, and hold up the various signs for the children to demonstrate what you do when you come to each.
5. Pass out a copy of the “What's Your Sign?” sheet to each child. Explain that children should look at the shape of each sign and draw what goes inside. (Note: You may want to leave the traffic signs and signals you have made displayed where children can refer to them as they work.)
6. When the children have finished, pair them with a partner to discuss their signs worksheet and explain to their partner what each one means.

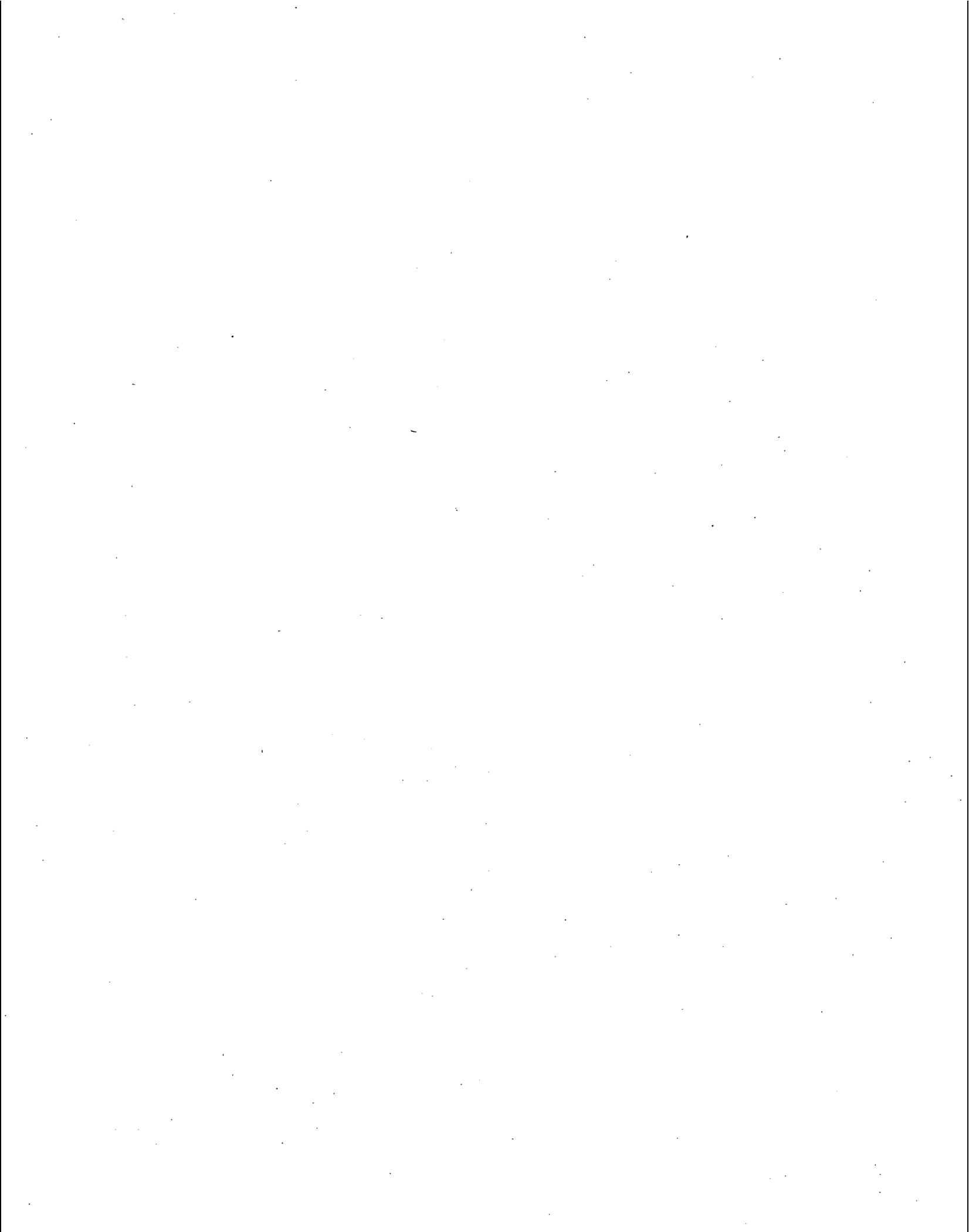
FOLLOW-UP ACTIVITY

Play “Be Smart Be Safe” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach the children the words to sing along. Photocopy the “Be Smart, Be Safe” page from the song book for children to color.



What's Your Sign?







Bike Safety Rules

OBJECTIVES

- To understand the importance of rules.
- To demonstrate basic bicycle safety rules.

DURATION

20 minutes.

MATERIALS

“Bike Safety Quiz” worksheet.

PREPARATION

Photocopy worksheet for each member of the group.

ACTIVITY

1. Ask the children to tell you about some rules at school, at home, and on the street—for example, walking in the hallways, not climbing on furniture to reach things that are up high, waiting for the “walk” sign to cross the street. Discuss why these rules are important, and what might happen if children do not follow them.
2. Tell the children they are going to play a game. Divide the group in half—assign the children in one group to be “cars” and the children in the other groups to be “bikes.” The only rule is that cars and bikes can go only as fast as children can walk. Otherwise, there are no stop signs, no traffic lights, and no police officers to direct traffic. All cars and bikes can go in any direction they choose.
3. Allow the children to drive around for a few minutes, then ring a bell to stop them and have everyone sit down. Discuss what they think it would be like if there were no rules for cars and bikes. Discuss how traffic rules help keep people safe.
4. Ask the children to sit down in a group. Using the “Traffic Responsibility” background information, as well as the “Bike Safety Quiz,” have a discussion concerning bicycle safety with the children.
5. Pass out a copy of the “Bike Safety Quiz” to each child. Read it aloud as the children follow along on their own copy or ask for volunteers to read each statement aloud for the group. Do the worksheet together.

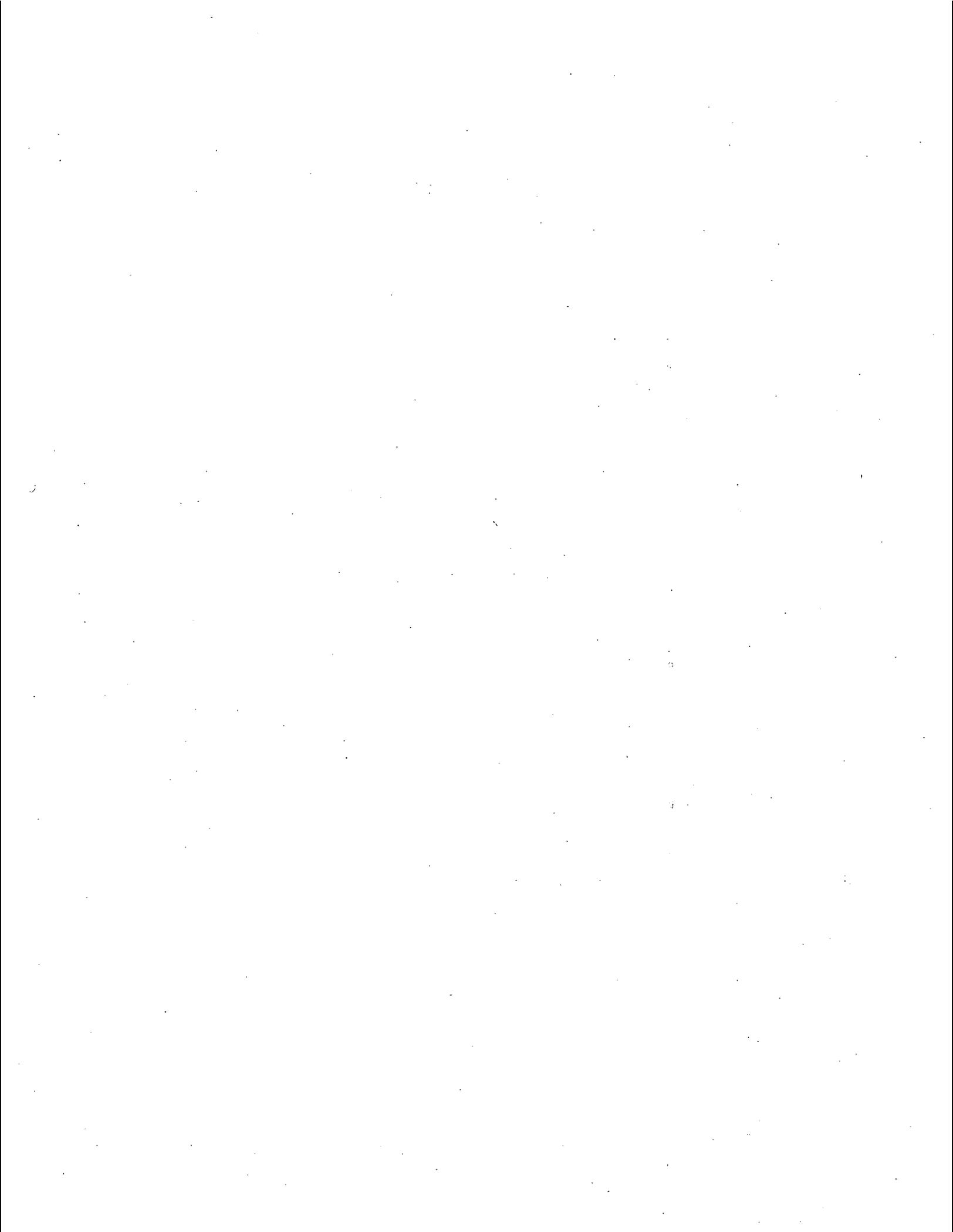
FOLLOW-UP ACTIVITIES

1. Using the “Bike Safety Tips” poster as a prompt, have children practice the hand signals for safe bike riding. Also, review the various bike safety rules with the group.
2. Play “The Bicycle Song” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach children the words to sing along. Photocopy “The Bicycle Song” page from the song book for children to color.

Bike Safety Quiz

	TRUE	FALSE
1. If the street is crowded with cars, you should ride on the sidewalk.	<input type="checkbox"/>	<input type="checkbox"/>
2. Only wear safety helmets when you feel like it.	<input type="checkbox"/>	<input type="checkbox"/>
3. Bikes must obey the same rules that cars do.	<input type="checkbox"/>	<input type="checkbox"/>
4. In an intersection, be sure to check both ways before riding through it.	<input type="checkbox"/>	<input type="checkbox"/>
5. On hot summer days it's a good idea to ride barefoot.	<input type="checkbox"/>	<input type="checkbox"/>
6. It is safe to ride through construction areas.	<input type="checkbox"/>	<input type="checkbox"/>
7. You should bicycle against the traffic, as if you were walking.	<input type="checkbox"/>	<input type="checkbox"/>
8. Nighttime is the best time to ride your bike.	<input type="checkbox"/>	<input type="checkbox"/>
9. If a friend needs a ride, let them ride on your handlebars.	<input type="checkbox"/>	<input type="checkbox"/>
10. You are considered a "driver" when you ride in the street.	<input type="checkbox"/>	<input type="checkbox"/>
11. Ride as far to the right-hand side of the street as possible.	<input type="checkbox"/>	<input type="checkbox"/>
12. When you come to an intersection and want to make a turn, make a hand signal to let other drivers know, look to the right and left, ahead and behind.	<input type="checkbox"/>	<input type="checkbox"/>
13. If the brakes are not working, jump off the bike when you want to stop.	<input type="checkbox"/>	<input type="checkbox"/>
14. When a traffic light is yellow, it means hurry up before the light turns red!	<input type="checkbox"/>	<input type="checkbox"/>
15. When you have a flat tire you should take off the tire and ride on the rim.	<input type="checkbox"/>	<input type="checkbox"/>
16. Lock up your bike even when you are only leaving for a minute.	<input type="checkbox"/>	<input type="checkbox"/>
17. Wearing dark clothes helps you to be seen by other drivers.	<input type="checkbox"/>	<input type="checkbox"/>
18. Ride as close as you can to parked cars.	<input type="checkbox"/>	<input type="checkbox"/>
19. Carry books or packages in a backpack or basket to leave your hands free to be on the handlebars.	<input type="checkbox"/>	<input type="checkbox"/>
20. After an impact, a bike helmet loses its ability to absorb shock.	<input type="checkbox"/>	<input type="checkbox"/>

Answers: 1. F 2. F 3. T 4. T 5. F 6. F 7. F 8. F 9. F 10. T
 11. T 12. T 13. F 14. F 15. F 16. T 17. F 18. F 19. T 20. T





Sign Language

OBJECTIVE

To learn the meanings of various signs for pedestrians, cyclists, and in-line skaters.

DURATION

30 minutes.

MATERIALS

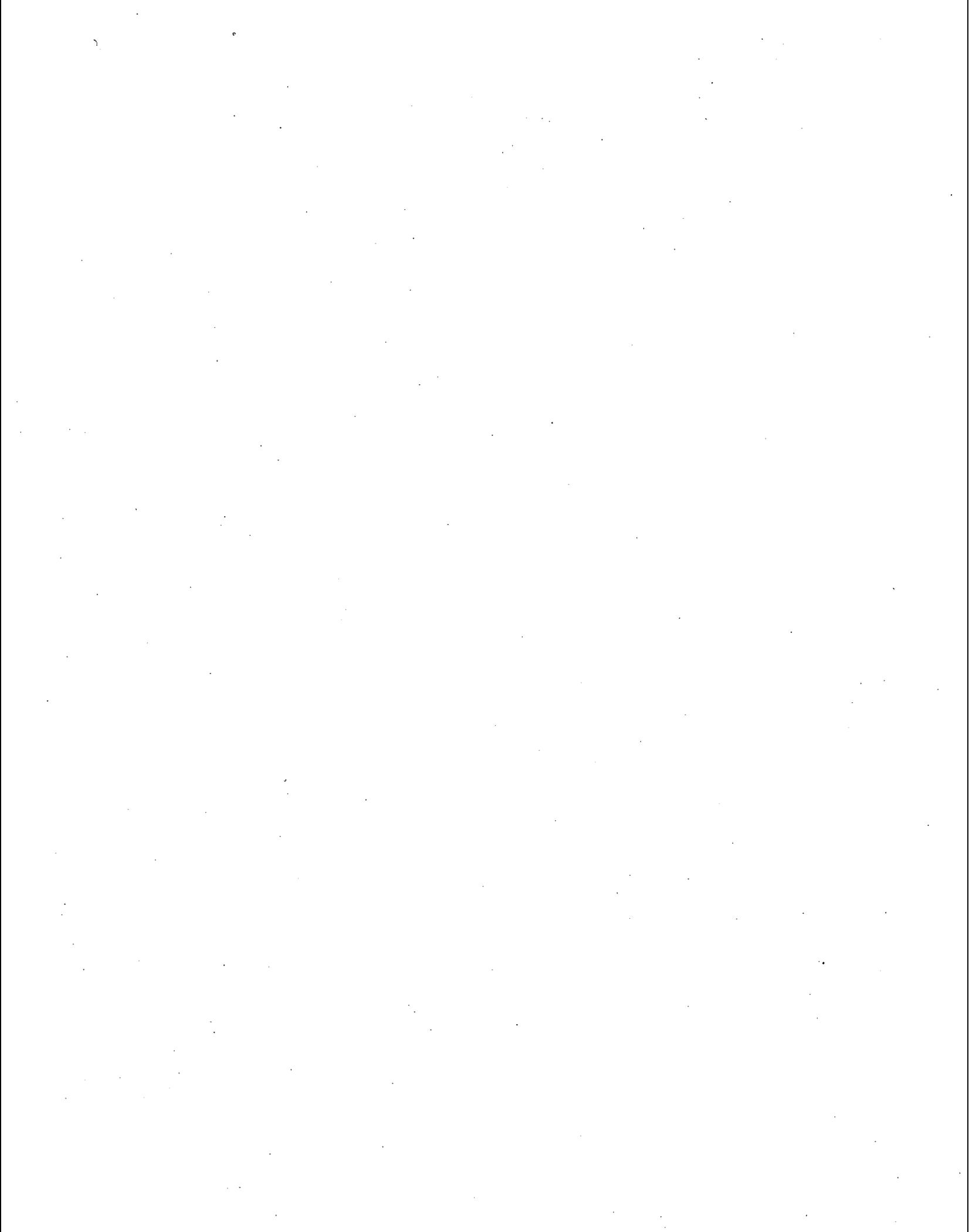
Pictures of traffic signs enlarged on a photocopying machine from the "Being Safe with Signs" worksheet.

PREPARATION

Enlarge pictures of signs, photocopy worksheet for each member of the group.

ACTIVITY

1. Discuss how traffic laws for cyclists also apply to in-line skaters.
2. Hold up each of the traffic signs and discuss the meanings for pedestrians, cyclists, and skaters.
3. Arrange the chairs or desks in rows to simulate intersecting roads. If chairs or desks are not available, use masking tape on the floor to make "streets."
4. Have a volunteer pretend to be on the road. Have other volunteers scattered throughout "the streets" holding up various traffic signs. When the child comes to the end of a street (aisle), he or she must tell what the sign means, and if correct, turn down another street.
5. Continue until the volunteer has approached all of the signs.
6. Do the activity again with a volunteer acting as a cyclist or in-line skater. Briefly discuss any differences between pedestrian and cyclist-in-line skater reactions to traffic signs.
7. Have children complete the worksheet as a review of sign meanings.
8. Check answers together.

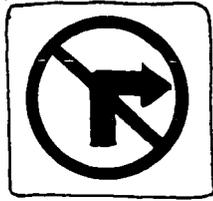


Being Safe With Signs

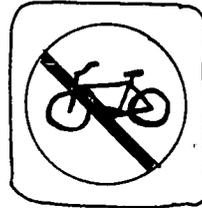
DIRECTIONS: Fill in the blanks with the answers provided. Some answers are used more than once.



1



2



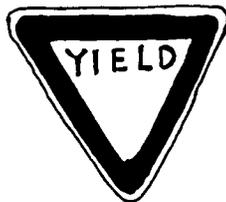
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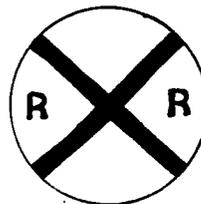
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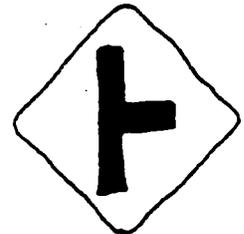
5



6



7



8

In these situations, you are either riding your bike or walking ...

1. You have ridden up to #2. This sign tells you that you cannot make a _____.
2. You have ridden up to #1. You must _____.
3. You are walking and see #7. This warns you of a _____ . You must _____, look and _____.
4. You see sign #3. It means NO _____ allowed. You must take another _____.
5. You have come to a traffic signal showing #4. You may _____.
6. You come to triangular sign with a red border. This is a _____ sign and is # ____ . You must yield _____ of _____ to the other _____.
7. You see sign #8. You should watch for traffic entering your path from the _____.
8. You are riding along and come to a one way street. This is sign # ____ and means DO NOT _____.

ANSWERS: yield walk route traffic turn
 #6 right way stop listen
 crossing enter railroad bicycles #5



Bicycle and In-Line Skating Safety

OBJECTIVE

To review the laws of safety for riding a bike or in-line skating.

DURATION

20-30 minutes.

MATERIALS

Sentence strips for everyone in the group, tape.

PREPARATION

None.

ACTIVITY

1. Brainstorm the “do’s” and “don’ts” of bicycle riding and in-line skating with the children. Here are some ideas to get you started:

DO:

- ride with traffic
- signal when turning or stopping
- stop and look both ways before entering a street
- walk bike across busy streets at corners or crosswalks
- wear a helmet all the time.

DON'T:

- zigzag, race, or stunt ride in traffic.
- hitch rides on trucks or cars
- accept passengers
- carry large packages
- ride against traffic
- wear dark clothing at night

2. Have the children write their suggested rules on their sentence strip.
3. Make two columns on the board. Write “DO” and “DON’T” at the top.
4. Have volunteers come up, read the sentence, and tape it under the appropriate heading.
5. Review the importance of each rule.

FOLLOW-UP ACTIVITIES

1. Have children design bumper stickers for bicycle and in-line skating safety. For example, “Use Your Head! Wear a Helmet!”
2. Display the “Bike Safety Tips” poster. Practice hand signals shown on the poster with the children.
3. Review the rules on the bike poster with the children.
4. Play “Bicycle Safety” from the “McGruff and Scruff and the Crime Dogs” cassette. Teach children the words to sing along. Photocopy the “Bicycle Safety” page from the song book for children to color.

Bike Description Form

Attach a copy of your bike's sales receipt here. If you don't have the receipt, write the name of the store where you purchased your bike and how much it cost.

Place a photograph of your bicycle here.

Bike Serial Number _____

Owner's Name _____

Address _____

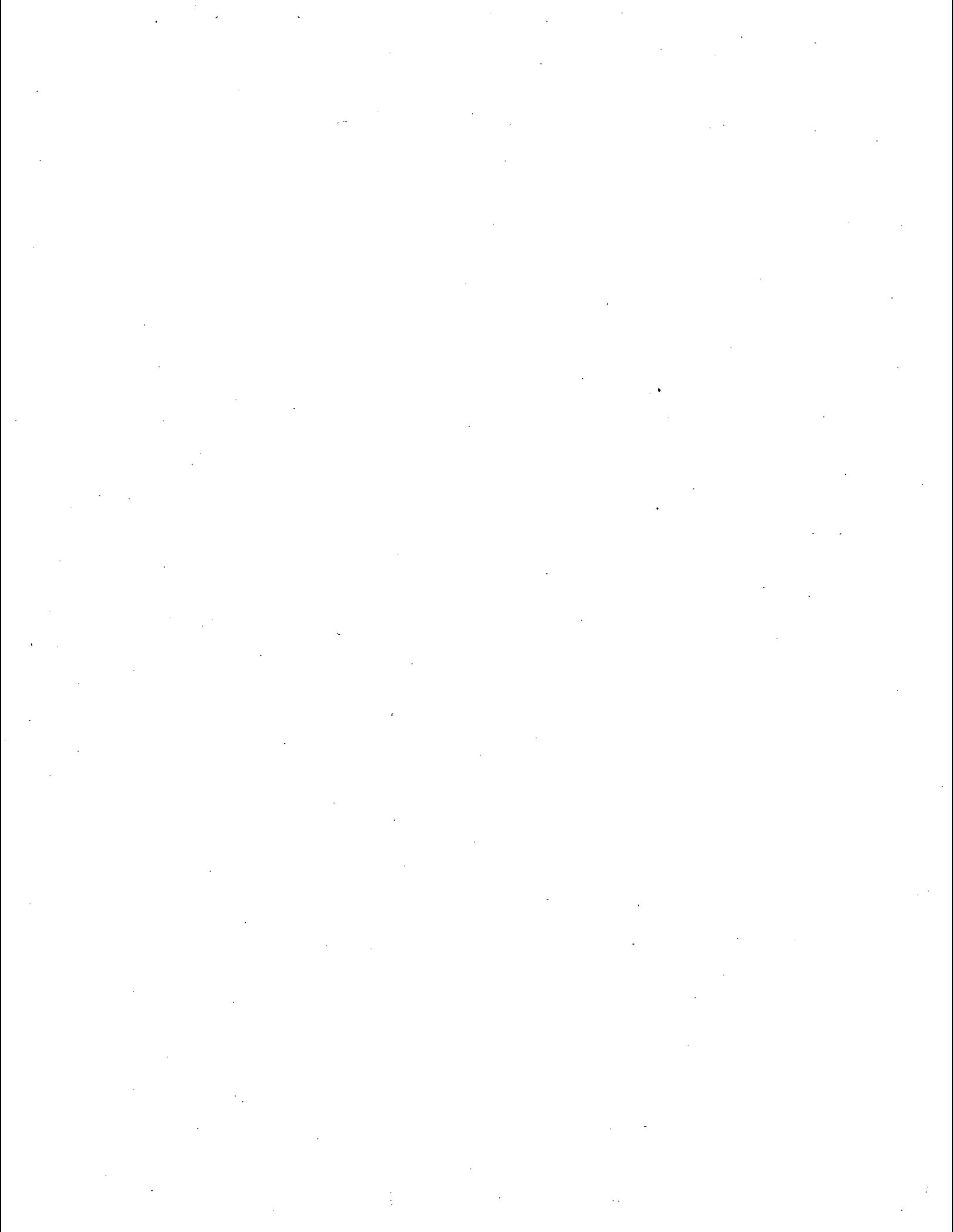
City/State/Zip _____

Phone Number _____

Boys/Girls/Size _____

Brand Name _____

Color _____ Speeds _____ Fenders: Yes No



Interview Questionnaire

Interviewer(s): _____

Famous Person: _____

1. What is your name? _____

2. When did you live? _____

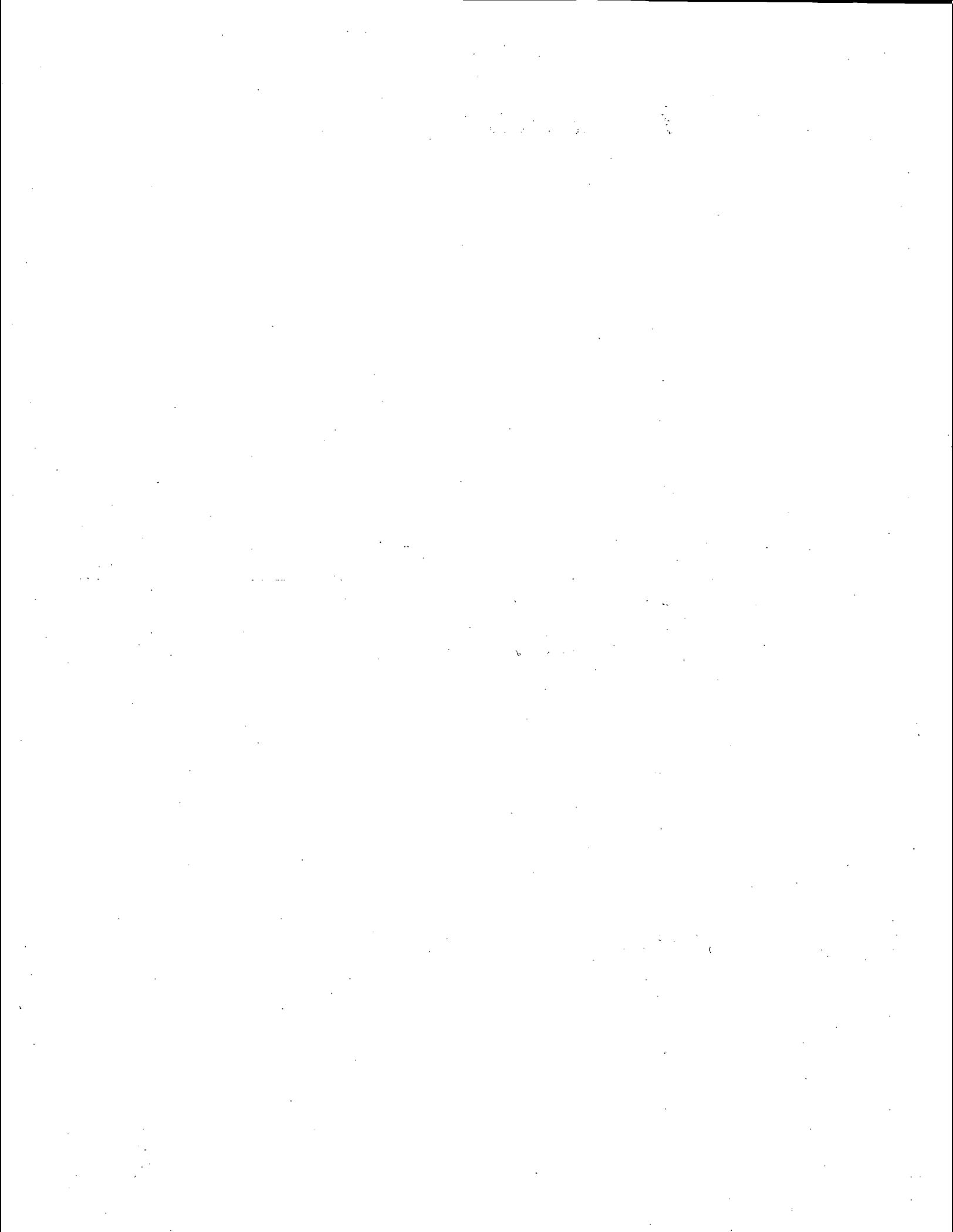
3. What important things did you do? _____

4. Why didn't everybody like you? _____

5. How did you die? _____

6. What do you think would have happened if you had lived? _____

7. How do you feel about guns? _____





Resource Guide, Community Action, and How To Work Effectively With Children

- Contains resource information including organization name, phone number, fax number, e-mail address, and Web site addresses. Includes resources for each section of the kit.
- Explains how individuals can mobilize others to work together to prevent crime problems. Offers examples of individuals and community-wide programs that have improved conditions for children in their area.
- Helps the adult working with children understand the different developmental levels of children—what they can do, the way they think, and what they need from adults. The information in the paper will help adults determine the most appropriate way to teach and talk with the children they care for.

Community Action

By providing information and being a good role model, you can help protect children from harm, both physical and psychological.

A

s a caring adult, you take many basic measures to enhance children's safety. For example, with the materials in this kit, you can teach children a variety of important skills: how to say no to alcohol, tobacco, and other drugs; how to respect differences among people; how to manage conflict without violence; how to resist gangs and deal with bullies; how to be safer in the home and neighborhood; and how to be safe and responsible around traffic. By providing information and being a good role model, you can help protect children from harm, both physical and psychological.

Even the most cautious child can have a bicycle accident if drivers are careless. The most knowledgeable child may become biased if he or she is the victim of bias or is exposed to bias. The most passive child may resort to violence to solve problems if he or she is constantly exposed to violent entertainment or if violence is commonplace in the neighborhood or home. While parents and other care providers must take immediate responsibility, the community plays a tremendous role, positive or negative, in determining the safety and well-being of children.

The health and happiness of children are related to the larger health of the community. Children's involvement

with drugs, violence, and other problems is often a result of adults' involvement. Moreover, children who are beset by negative examples and circumstances can grow up to be irresponsible employees, unproductive citizens, and inconsiderate neighbors, who make heavy demands on social service and criminal justice resources. It is in the community's interest to help its children, so those children will become happy, productive members of the community.

Your work as a role model and teacher is essential. But your success will be limited without broad support and investment by the larger community. As one who understands children's needs, you are in a special position to raise the awareness of others. Both encouraging community members to get involved in children's issues and by contributing your energy to organized activities, you can help create an environment supportive of children's physical and psychological security, one in which it becomes easier for parents to bring up safe, happy children into productive, well-rounded adults.

A Supportive Community

What factors in the community determine whether children are raised in a healthy environment? The following community-related issues directly or indirectly affect children:

- crime
- employment levels and economic activity
- social services, such as health care and counseling services
- availability of weapons
- availability of drugs, including alcohol and tobacco
- quality of schools
- supportive adults other than parents
- recreational activities for youth
- upkeep of parks, neighborhoods, and streets
- community standards, norms, and expectations
- racism
- attitude toward police (cooperative or confrontational)
- availability of after-school programs
- personal involvement in the neighborhood (people know and care for their neighbors)

Whether these issues are positive or negative influences on children depends on the involvement of community members. In typical communities, many individuals and organizations have a direct interest in bringing up safe, healthy children—parents, grandparents, social service and juvenile justice agencies, local and state governments, religious institutions, businesses that employ or market to young people, civic groups, school faculty, and others like you who work with children. Each of these people and groups brings a special perspective and varied resources to their work with children. Together, they have

tremendous problem-solving potential to create the kind of community that supports the growth of safe, healthy children into productive, mature adults.

Examples of community members who have successfully united to improve conditions for children abound.

- In Trenton, New Jersey, a partnership of schools, parents, city leaders, and others resulted in a “Safe Havens” program in which schools in the neighborhood, after school hours ended, became multi-purpose centers for youth activities ranging from sports to crafts, to tutoring. Children have flocked to the centers as a positive alternative to being at home alone after school or being at risk on the streets. This program and similar ones have spread nationwide.
- A congregation in Ohio focused their efforts on reaching drug-addicted parents and their children. Tutoring for children, courtesy of the local college; courses on black history taught by church members; and recreational activities helped raise the spirits and self-esteem of children. The addicted parents were counseled and assisted by church members and given support during and after treatment.
- The Minnesota Crime Prevention Officers’ Association enlisted the support of families, public officials, and 45 statewide and local organizations, including schools and churches, to wage a campaign against youth violence. Actions ranged from encouraging children and parents to turn off violent TV shows for a day to classroom training in various kinds of conflict resolution.

In these examples, the efforts of many accomplished what individuals could not have done alone.

Who mobilizes participants for community action? Individuals who want to make a change. Their roles emerge based on their talents and the needs in their communities. A youth whose leadership has reduced gang activity in the neighborhood may work with community leaders to develop activity programs for youth. A business owner with a talent for working with young people may encourage other business leaders to form a mentoring group. A senior citizen who helps neighborhood children cross the street on the way to and from school may be joined by other senior citizens in tutoring. A construction worker whose restoration work has a positive impact on neighborhood appearance may organize a community clean-up/fix-up campaign. Through energy and commitment, individuals inspire others to take action.

You may feel the task of making the community more responsive to the needs of children is worthwhile but overwhelming. It does not have to be. The effort can range from one program to a dozen, and may be active in just one neighborhood or in the entire community. Communication and coordination among groups usually results in more focused and productive efforts, but there is something every group and individual can do.

To begin, focus work according to your community's needs and resources. What has been effective in one community may not work in another. The following are examples of individual and community-wide programs that have worked in other communities. They are not provided as models to imitate, but rather to help stimulate ideas of how to provide a safer environment for the children in your own community.

Project Chess—Push Pawns Not Drugs

1332 C Street
Sparks, NV 89431
702-356-8288

Since 1992, the Foster Grandparent Program of Washoe County, Nevada, has used chess to instruct over 6,800 elementary school children. Senior citizens use the game of chess to teach conflict management, stressing that—like unwise moves on the chessboard—actions can have negative consequences. Contact with older adults also helps children develop social skills and respect differences.

Volunteer School Security Patrol

Elementary School District 159
6131 Allemong Drive
Matteson, IL 60443
708-720-1300

In the suburban Chicago community of Matteson, the Woodgate Fathers organization has become a vital resource for local elementary and secondary schools. By supplementing school security staff and organizing special events for youth, volunteers demonstrate for students and other adults a commitment to the school and the community. The group publicizes and promotes its activities, using brochures and community meetings to recruit other adult members and to gain the cooperation and involvement of students.

Self-Help for African People Through Education

SHAPE Community Center
3815 Live Oak Street
Houston, TX 77004
713-521-0629

In a Houston neighborhood, approximately two hundred volunteers take time each day to lead children safely to and from school. Their action protects the children and demonstrates their community's intolerance of drug use and other illegal activity near schools. Signs announcing drug-free school zones state that penalties for violations are severe.

Parents University

Sedgewick County Extension Service Education Center
 7001 West 21st Street North
 Wichita, KS 67205
 316-722-7721

Kansas State University, the Sedgewick County Extension Service, the Regional Prevention Center, and a coordinating council that includes community residents periodically sponsor Parents University, a one-day series of lectures for parents. For a nominal fee, parents are able to hear lectures that help them better protect and raise their children. Free child care is provided. Recent sessions included "TV's Role in Your Family," "Working With School Professionals," "Let's Be Peace Teachers," and "The Critical Role Parents Play in the First Three Years."

Child Development-Community Policing Program

Child Study Center, Yale University
 230 South Frontage Road
 PO Box 207900
 New Haven, CT 06520
 203-785-5930

This program developed out of the shared concerns of the New Haven Police Department and the Yale Child Study Center faculty. It is a partnership aimed at improving the response of mental health professionals and police to the burden of violence on children, families, and the community. Through the program, police officers learn how to respond to children who are victims or perpetrators of violence. Mental health clinicians are on call 24 hours a day to discuss problems of children and youth with the police. Police officers and clinicians meet weekly to discuss difficult cases and provide follow-up services. Working together, police and mental health professionals develop strategies for interrupting and minimizing the effects of violence.

Success by Six

United Way of the Minneapolis Area
 404 South 8th Street
 Minneapolis, MN 55404
 612-340-7459

In the early 1980's, residents and city officials became concerned with the increase in violence in Minneapolis. After months of study and deliberation, they concluded that the violence begins in children's early years. Based on this conclusion, Minneapolis' Youth Coordinating Board was established through an agreement between the city, school district, Park and Recreation Board,

Public Library Board, and County Board of Commissioners. In 1988, the United Way of the Minneapolis Area created Success by Six, an umbrella organization to develop and coordinate the Youth Coordinating Board's efforts to serve children and their families. These are the strategies that the city uses:

- Way to Grow, community-based centers, provide pregnant women and families with children under age six with preventive health exams, home visits, job training and placement advice, child care assistance, nutrition advice, and parent counseling. Services are delivered by trained residents, nurses, and social workers.
- Neighborhood Early Learning Centers offer quality child care and family services, a Head Start Program, Early Childhood Family Education, and maternal and child health services.
- Minneapolis Youth Organization promotes and recognizes youth service to the city through awards and special events.
- *Connections*, a newsletter that goes out to community groups throughout the city, offers practical advice on parenting and suggests community-based resources for families in need of services.
- School Human Services Redesign Initiative is a collaboration of school and human resources representatives that attempts to reform the way schools and human services serve families and ensure that children receive a quality education to prepare them for the future.

Hawaii's Healthy Start Family Support Systems

1600 Kapiolani Boulevard
Suite 600
Honolulu, HI 96814
808-946-4771

This program serves as Hawaii's primary child abuse and neglect prevention program. Healthy Start offers a variety of services including voluntary home visitation that focuses on parent-child bonding, case management services, parent support groups, and community education. Professionals screen new parents at the hospital to determine if they are at risk of child abuse or neglect using a family stress checklist. The intensity of the service depends on the family's needs. Continuous follow-up is available to the family until the child reaches age five.

After three years of the program's beginnings, an evaluation revealed that there was not a single case of abuse among the 241 participating high-risk families.

Greater San Antonio Crime Prevention Commission

PO Box 839966

San Antonio, TX 78283-3966

210-207-7575

The idea for a comprehensive crime prevention commission originated with a captain in the police department's research and planning unit. By 1992, the idea had developed into the Greater San Antonio Crime Prevention Commission, a 29-member commission consisting of representatives of the city council, clergy, business, medicine, education, law enforcement, media, community service organizations, neighborhood associations, the judiciary, and the mayor's office. The commission established four goals:

- to increase community awareness of and involvement in crime prevention activities;
- to promote positive educational, social, and recreational opportunities for youth;
- to increase accountability and responsibility of juvenile offenders; and
- to reduce violence via increased law enforcement cooperation and through the prevention of domestic violence.

The commission identified many strategies to accomplish these goals. The following are a few that bear directly on families and children:

- Drug Abuse Resistance Education (D.A.R.E.), Gang Resistance Education and Training (GREAT), and gang alternative programs have been emphasized.
- Health care programs support additional immunizations, injury prevention, maternal substance abuse prevention, prenatal care, and well-child clinics.
- The City Council enacted a firearm/weapon-removal ordinance, juvenile daytime curfew, and graffiti removal ordinance.
- Citizens were educated about the cost and impact of domestic violence and its connection to drug and alcohol abuse through a central hotline number and public service messages.
- A city-county clinic coordinated help in domestic violence cases and in turn reduced crime being bred in violent homes.

Savannah Youth Futures Authority

316 East Bay Street

Savannah, GA 31401

912-651-6810

Savannah's leaders were becoming increasingly uneasy about juvenile crime, school dropouts, teen pregnancy, and drug abuse. In their evaluation of available services to children and youth in the community, they found services limited and fragmented. A representative from schools, city and county government, the community and the business sector formed the citywide organi-

zation. Savannah developed several approaches to bring a wide range of comprehensive and coordinated services to young people who were at risk. The strategies included:

- The Community-Based Resource Center based in the community offers a wide array of family-based services and activities directed by neighborhood residents in a targeted area of the city.
- The Teenage Parenting Program provides teens with an alternative school that has special provisions for their needs.
- The Strategic Intervention for High Risk Youth (SIHRY) program offers intensive education, social services, and crime prevention activities to high risk youngsters in one of the most troubled neighborhoods.
- The After-School Program (ASP) and Summer Camp provide students with supervised, constructive recreation and academic enrichment activities to help them spend leisure-time hours more productively.

HOW TO WORK WITH CHILDREN EFFECTIVELY

W

To teach drug and violence prevention effectively, it is critical to understand the different developmental levels of children.

Whether you are a classroom teacher, a law enforcement officer, a coach, or a volunteer working with a community youth group, you can help protect children and guide them in developing the skills they need to make good choices today and for the rest of their lives—what they can do, the way they think, and what they need from adults. Anyone familiar with children knows they develop along some predictable lines. But no two children develop exactly alike. Knowing generally how most children learn and grow will make it easier for you to work with kids and select activities that will capture and hold their interests.

“What do I say?” “How will they act?” These are common questions for people who do not work with children on a daily basis. Don’t worry. Remember that, for the most part, children have open hearts and minds and are eager to learn new things. Trust your common sense. It’s also important for you to be aware that when you enter a classroom or meet with a scout troop, you will be dealing with children at different developmental levels and with differing abilities (even within the same age group). To keep children’s attention use visual aids (e.g., posters enclosed with this kit), ask lots of questions, call on volunteers to assist you, and have children demonstrate activities when appropriate (many of the activities in the kit include role plays).

A child's intellectual, emotional, and social growth occur in stages that define the child's view of the world, sense of reality, and relationships with other people. Knowing what's typical for a child of a particular age will help you prepare and plan experiences for children. Having said that, realize that a child's developmental age may not be the same as his or her calendar age. Developmentally, a child may act the same age, older, or younger, than his or her chronological age. A child of ten could act like a six-year-old or 12-year-old. Each child has his own personality, learning style, and family background. Adult interactions with children should be sensitive and responsive to these individual differences. All children, no matter what their age, need an environment that is safe, nurturing, stimulating, challenging, and engaging.

The information that follows will help you talk to children about drug and violence prevention and plan activities appropriate for their developmental stage.

Pre-Kindergarten–Kindergarten (Ages four to five)

Pre-kindergartners and kindergartners are curious, eager, and anxious to learn. They will smile and nod at you seeming to understand everything you're speaking about, but realize that they're not yet quite ready to "learn it all."

Children ages four to five learn through their real-life experiences and you must provide them with experiences that challenge and stimulate their thinking. For example, reading books about animals to preschoolers gets their brains ticking. But a visit to the zoo—where they can see, hear, and perhaps touch the animals and learn more about their environments and what they like to eat—provides a greater opportunity for children to learn about the world that surrounds them. It's not enough to just provide information—help them to see, hear, smell, taste, and touch the information as much as possible.

Because they are developing language skills, children in this age group need a great deal of verbal stimulation. Have clear and frequent conversations with children and listen to their responses, read simple books aloud, and teach them songs to sing and nursery rhymes to recite.

Children ages four to five are extremely active as they develop their muscles and satisfy their curiosity about the world around them. Although children this age expend a great deal of energy and periodically need to rest, they also cannot sit still for extended periods of time. When working with this age group, take frequent breaks and rest periods. To keep their attention you should alternate between activity and rest. For every 15 minutes of activity, provide a 5 minute rest period.

Four- to five-year-olds are developing fine motor skills and are able to perform a number of basic tasks, such as cutting and pasting. But keep things simple. Children can color, cut, and paste, but don't expect them to assemble a model airplane just yet.

PreK and kindergarten children are intensely curious, often asking “How” and “Why” questions. Remember to keep your answers simple and direct. For example, if they ask why there are fire trucks, simply tell them fire trucks help put out fires. They won’t understand much more than that—one or two simple sentences will satisfy their curiosity.

It is no secret that four- to five-year-olds have active imaginations and love to pretend and to hear stories. However, it may be difficult for children this young to distinguish between real and make-believe. Often children see the world as they want to see it, not as it really is. Help the children you work with separate fact from fantasy. Read aloud children’s stories where a character hasn’t followed the rules and discuss the consequences. For example, Little Red Riding Hood didn’t listen to her mother; look what happened as a result! Ask them what happens to them if they don’t follow their own parent’s rules.

At this age, a child’s character is developing just as quickly as his or her body. Although they are gaining patience, learning to handle their anger, and adapting to rules and routines, these children still love to say “no.” Establish clear limits up front. Provide guidelines that teach children what kind of behavior you expect. Tell stories that illustrate basic rules of getting along: fair play, sharing, telling the truth, and the Golden rule. Don’t just tell them they can or can’t do something—explain to them what happens if they if they don’t stick to these limits. Be consistent and fair when dealing with this age group, and correct them without anger when needed. Remember that children this age want to please you more than anything else.

Pre-Kindergarten–Kindergarten Children (Ages four to five)

What They Are Like	What They Need
1. Becoming active	1. Time for rest periods
2. Learning through real-life experience	2. Visits to the zoo, a farm, or nature center
3. Increasing muscle development	3. Opportunities for running, jumping, climbing, and for cutting and pasting activities
4. Seeking frequent approval from adults	4. Immediate and consistent praise for routine performance
5. Feeling sensitive to criticism	5. Correction in a sensitive and positive way
6. Handling simple responsibilities	6. Basic responsibilities (e.g., water plants, pass out snacks, clean area, pick up clothes)
7. Developing an interest in language and vocabulary	7. Opportunities to talk and listen to simple stories
8. Acquiring basic problem-solving skills	8. Clear limits
9. Modeling behavior after adults	9. Good role models

1st–2nd Grades (Ages six to seven)

Like four- to five-year-olds, first and second graders are excited, optimistic, and eager to learn. They need hands-on projects and experimentation that reflect

their interests, abilities, and learning styles. They are developing problem-solving skills from their experiences so be sure to provide them with objects they can manipulate like cards, games, tools, and arts and crafts materials.

At this age, children are increasing their verbal ability as well as gaining a new interest in communicating via the written language. Make sure kids know and are able to write down their address and telephone number. Discuss the importance of knowing this information. Work with children to develop a "helpers" list of people they can rely on or turn to when they need help. Discuss the list and hand out another list with blank spaces for phone numbers of parents, neighbors, police, and the fire department. Help the children to fill out these sheets.

While they are still as active as they were at ages four to five, children at this age can control their energetic impulses in a structured setting in order to focus on a task. They don't need as many breaks or rests. They have also developed more fine motor skills and need less assistance with arts and crafts types of projects.

Another characteristic of six- to seven-year-olds is that they learn by social experience and by copying others' behavior. They need dedicated adults who will spend time with them and help guide the development of their self-esteem and competence. Make sure kids see adults in a positive light. Get adults to coach at a local school or in the community. Set up a program that matches adults with children to talk with them, encourage them, and help them with their homework.

Children this age need opportunities to develop social skills: helping, cooperating, negotiating, talking to solve interpersonal problems. This age group can work and play together with less supervision because of a natural willingness to share and identify with the thoughts and feelings of other members in a group. Give these children small group projects to promote positive peer interaction and an opportunity for conversation.

Unlike younger children, six- to seven-year-olds have a strong sense of fair play, an interest in games, and an investment in rules that allow the game to unfold successfully. Generally, this age group is able to distinguish between notions of "good" and "bad." They still retain their sensitivity to disapproval and need plenty of praise and reward. They need encouragement and positive feedback to energize them and make them feel genuinely special in a positive way. First and second grade children are developing a conscience and internalize moral rules to guide their behavior. They need information from trusted adults to help guide them through problem-solving and in making good choices and decisions. They also need adults to help them calm down and help them figure out how to control their impulses.

1st and 2nd Grade Children (Ages six to seven)

What They Are Like	What They Need
1. Have a strong interest in written and verbal communication	1. Opportunity to write in a journal, letters to pen pals or out-of-town family members and friends
2. Are interested in games and puzzles	2. Adult assistance and encouragement in solving problems
3. Are willing to share with and listen to others	3. Opportunities for sharing
4. Learn by social experience	4. Cooperative small group projects
5. Have a sense of fair play, good vs. bad (morality)	5. Information to help them make good choices and decisions

3rd–5th Grades (Ages eight to ten)

Third through fifth graders are gradually achieving independence and yearn to be included in more mature activities. Their motor skills are more developed and consistent, and many want to use their physical abilities in competitive sports.

Eight- to ten-year-olds are also much more capable of concentrating for extended periods of time, making them capable of working on long-term projects that don't require immediate feedback. They are more curious about the nature of things around them (for example, how something works or where to find information) and are able to express their questions better than they were previously, thanks to their ever-expanding vocabulary and language skills. Because of their increased ability to read and write independently they need challenges in terms of vocabulary and grammar. Provide this group with continued stimulation through challenging reading, writing, and oral presentation activities.

Children at this age want to know about things that they perceive are important to them as individuals. They are interested in using their newly acquired ability to comprehend complex issues to satisfy their curiosity and to help them make decisions for themselves rather than just go along with the decisions of adults in their lives. These children are developing critical thinking skills and are increasingly able to handle complex ideas. However, they still need help in cultivating good decision-making skills. Help them determine healthy choices through role plays; this allows them to act out choices and consequences.

Eight- to ten-year-olds are motivated by pleasing their peers. They spend more time with their friends, and less with their family. More and more, peer acceptance determines self-image. These children begin to dress like friends and form cliques to "belong." They tend to pursue activities with their peers, and social planning (joining a club or team or spending time with friends) gains a new importance. Consequently, these children begin to form their self image according to the peer group with whom they associate. Because of the increas-

ing role of peers in shaping the behavior of these kids, it is important to provide children in this age group with opportunities to practice peer resistance skills. Guide children through an activity where they are pressured to try drugs or do something that is wrong, like fighting. They need strategies to deal with peers and peer pressure and strategies to deal with rejection, frustration, disappointment, and failure. Create special, regular times to make yourself available to meet and talk with children, for example a regular lunch date in the school cafeteria. Be a role model—coach, sponsor a team, support wholesome activities for children such as sports, youth programs, community-sponsored youth organizations.

3rd to 5th Grade Children (Ages eight to ten)

What They Are Like	What They Need
1. Seek independence	1. Need to cultivate decision-making/problem-solving skills.
2. Want to make their own choices	2. Opportunities to role play to act out choices and consequences
3. Spend more time with friends, less with family	3. Ways to deal with peers and peer pressure
4. Are affected by what group thinks	4. Adult to continue to provide steady guidance and supervision

Many things, including school, quality of family life, and community, help determine a child's make-up. All of these external factors are important. But perhaps most important is the presence of at least one caring adult who conveys compassion and provides support for healthy development and learning.

In addition, a child's physical, mental, social, and emotional development play a large role in determining who that child is and how to work with that child. Children in pre-kindergarten–kindergarten are very active, but tire easily and need rest time. Children in 1st and 2nd grade are beginning to realize there's more to their lives than just their immediate families. Third through 5th graders are becoming more social—peer acceptance helps determine their self-image.

Not every child you encounter will fit neatly into these categories. Remember that other things play a role in children's development—their own individual personality, their family life, and their community. All of these variables must be taken into account when working with children.

HOW TO WORK WITH CHILDREN EFFECTIVELY

RESOURCES

Alcohol, Tobacco, and Other Drugs

Bureau of Justice Statistics Clearinghouse and National Criminal Justice Reference Service (NCJRS)
PO Box 6000
Rockville, MD 20849-6000
1-800-732-3277 or 1-800-851-3420
Fax: 410-792-4358
E-mail: askncjrs@ncjrs.org
<http://www.ncjrs.org>

Free, up-to-date, bibliographic information on drugs, gangs, and related crimes. Sponsored by the U.S. Department of Justice, the service has the largest criminal justice library in the world. The BJS Clearinghouse, which operates as part of NCJRS, answers statistical questions, distributes reports on crime, drugs, and violence, and enrolls callers on BJS mailing lists. Many free informational brochures and catalogs are available upon request.

D.A.R.E. America
PO Box 512090
Los Angeles, CA 90051-0090
1-800-223-DARE
Fax: 310-215-0180
E-mail: www.dare-amer.com
<http://www.webmaster@dare-amer.com>

Drug Abuse Resistance Education (D.A.R.E.) is a police officer-led, classroom program for antidrug, antigang, antiviolence education for children from kindergarten through senior high school around the world. D.A.R.E. offers a variety of programs from specially trained officers who teach a 17-session course in drug resistance and violence avoidance techniques. They address resisting peer pressure, making your own decisions, and learning to cope with problems in positive ways.

DREAM, Inc.
310 Airport Road
Jackson, MS 39208
1-800-233-7326 or 601-933-9199
Fax: 601-933-1138
E-mail: dream@cenaccsys.com
<http://www.dreaminc.org>

Developing Resources for Education in America, Inc. (DREAM) is a national nonprofit organization that plans and implements a coordinated effort against the use of alcohol, tobacco, and other drugs by children and youth. DREAM's mission includes life skills (character) education, violence prevention, and other timely concerns. Call or write for a free catalog and sample pack.

Families, 4H and Nutrition Unit
U.S. Department of Agriculture
Fourteenth and Independence Avenues, SW
Room 3441 South
Washington, DC 20250
202-720-2908
<http://www.reeusda.gov>

This unit emphasizes "head, heart, hands, and health" through activities that include drug and alcohol education programs and provides educational programs for healthy nutrition and human development skills for families. It offers training at the local, county, state, and national levels. Brochures are available upon request.

Join Together
441 Stuart Street, Seventh Floor
Boston, MA 02116
617-437-1500
Fax: 617-437-9394
E-mail: info@jointogether.org
<http://www.jointogether.org>

Join Together is a national resource that helps communities fight substance abuse. Its program components include technical assistance to help community groups, public policy panels, an online service for people to share strategies and other information, and communications to help community groups raise public awareness about substance abuse problems and solutions. Single copies of all publications are free.

RESOURCES

Just Say No International

2000 Franklin Street, Suite 400
Oakland, CA 94612
1-800-258-2766 or 510-451-6666
Fax: 510-451-9360
E-mail: youth@justsayno.org

Founded in 1985, Just Say No International empowers children and teenagers to lead healthy, productive, drug-free lives. Through innovative, research-based programs, this organization promotes academic achievement, social development, and physical and emotional well-being. Free informational brochures are available.

Mothers Against Drunk Driving (MADD)

511 East John Carpenter Freeway, Suite 700
Irving, TX 75062
214-744-6233
1-800-GET-MADD (victim hotline)
Fax: 972-869-2206
<http://www.madd.org>

MADD offers a variety of community programs for youths and adults, including a poster and essay contest, the "Tie One on for Safety" campaign, and National Sobriety Checkpoint Week. Many MADD chapters conduct speaker's bureaus. MADD offers victim services such as emotional support, guidance through the criminal justice system, court accompaniment, and victim support groups. Free informational packets are available.

National Association for Children of Alcoholics

11426 Rockville Pike, Suite 100
Rockville, MD 20852
1-888-554-2627 (toll-free) or 301-468-0985
Fax: 301-468-0987
E-mail: NACOA@erols.com
<http://www.health.org/NACOA/>

A national nonprofit association and advocate for children and families affected by alcoholism and other drug dependencies. Free information packets are available.

National Clearinghouse for Alcohol and Drug Information (NCADI)

PO Box 2345
Rockville, MD 20847-2345
1-800-729-6686 or 301-468-2600
Fax: 301-468-6433
E-mail: info@health.org
<http://www.health.org>

The clearinghouse distributes a wide range of free information on alcohol and other drugs for the U.S. Department of Health and Human Services and the U.S. Department of Education. Bulk quantities are sometimes available to the general public. It also has a computerized research database.

National Coalition of Hispanic Health and Human Services Organizations (COSSMHO)

1501 Sixteenth Street, NW
Washington, DC 20036
202-387-5000
Fax: 202-797-4353
E-mail: cossmho@cossmho.org

COSSMHO is a national organization focusing on the health, mental health, and human services needs of the diverse Hispanic communities across the country. The organization deals with alcohol and drug prevention, inhalant abuse prevention, child health, and mental health and human services. COSSMHO conducts research, provides consumer education and outreach, has training programs, and develops and adapts a variety of materials. Free informational packets and catalogs are available.

National Families in Action

2296 Henderson Mill Road, Suite 300
Atlanta, GA 30345-2739
770-934-6364
Fax: 770-934-7137
E-mail: hollyc@atl.minespring.com (to order materials)
<http://www.emory.edu/NFIA>

National Families in Action is a national drug information center that distributes up-to-date facts about the dangers of drugs and drug abuse. This organization offers a number of materials to educate both children and adults. Catalogs are available upon request.

National Family Partnership (formerly National Federation for Drug-Free Youth)

11159B South Towne Square
St. Louis, MO 63123
314-845-1933
Fax: 314-845-2117

National Family Partnership (NFP) is a national leader in drug prevention education and advocacy. It supports our nation's families and communities in nurturing the full potential of healthy, drug-free youth. NFP provides drug prevention awareness by sponsoring the annual national Red Ribbon Celebration. Free informational packets are available.

National School Safety Center (NSSC)

4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
805-373-9977
FAX: 805-373-9277
E-mail: June@nssc1.org
<http://www.nssc1.org>

The NSSC mandate is to focus national attention on cooperative solutions to problems that disrupt the educational process. Special emphasis is placed on efforts to alleviate bullying and rid schools of crime, violence, and drugs and on programs to improve student discipline, attendance, achievement, and school climate. NSSC offers publications and films.

Parents' Resource Institute for Drug Education (PRIDE)

3610 DeKalb Technology Parkway, Suite 105
Atlanta, GA 30340
770-458-9900
Fax: 770-458-5030
E-mail: prideyouth@mindstring.com
<http://www.prideusa.org>

PRIDE is a private nonprofit organization whose goal is to stem the epidemic of drug use, especially among adolescents and young adults, by disseminating accurate health information and informing parent and youth networks. Each year PRIDE holds the largest annual drug prevention conference in the world. Free catalog available upon request.

Project Charlie

Storefront Youth Action
6425 Nicollette Avenue South
Richfield, MN 55423
1-800-279-5437
Fax: 612-861-3446

Project Charlie is a national drug prevention education program. The program includes school-based (kindergarten through eighth grade) and home-based parent programs for drug, child abuse, and violence prevention. Free brochures are available upon request.

Scott Newman Center

6255 Sunset Boulevard, Suite 1906
Los Angeles, CA 90028-7420
1-800-783-6396 or 213-469-2029
Fax: 213-469-5716
E-mail: SNC@earthlink.net

The Scott Newman Center is dedicated to reaching children before they experiment with drugs, rather than after they need treatment, counseling, or rehabilitation. Its efforts include parent and youth educational films, a quarterly newsletter, books for home and school use, special school programs, community outreach programs, and research and advocacy.

Youth Crime Watch of America (YCWA)

9300 South Dadeland Boulevard, Suite 100
Miami, FL 33156
305-670-2409
Fax: 305-670-3805
E-mail: bettyann@ycwa.org
<http://www.netrus.net/users/ycwa>

This nonprofit corporation is a student-led crime and drug prevention program implemented in schools across the country. It also deals with the rising issue of youth gang involvement in the schools. YCWA holds an annual conference in Miami with representatives from schools, law enforcement agencies, and corporations from within and outside Florida. A free informational packet is available.

RESOURCES

Youth Gang and Drug Prevention Programs

Center City Community Corporation
1190 First Place, NW
Washington, DC 20001
202-789-0866
Fax: 202-408-5311

These programs involve parents, employers, organizations, unions, and other volunteers who assist in a gang and drug prevention program for at-risk youth aged 10–18.

Youth to Youth

CompDrug
700 Bryden Road
Columbus, OH 43215
614-224-4506
Fax: 614-224-8451

Youth to Youth is a community-based drug prevention and youth leadership program focusing primarily on middle school and high school students. It offers teen-centered conferences, training and consultation, and other programs and produces promotional and educational items for youth programs and a newsletter written and produced by youth. A free information packet is available.

Bullying and Conflict Management

AikiWorks, Inc.
PO Box 251
Victor, NY 14564
716-924-7302
Fax: 716-924-2799
E-mail: aikiworks@aol.com
<http://www.frontiernet.net/~aiki>

AikiWorks offers workshops for adults and young people in conflict resolution, communication, and leadership. It also produces publications and videos on conflict resolution for teachers and youth group counselors.

Campfire Boys and Girls

4601 Madison Avenue
Kansas City, MO 64112
816-756-1950
Fax: 816-756-0258
E-mail: info@campfire.org
<http://www.campfire.org>

Campfire provides informal educational opportunities for youth to help them realize their potential and function effectively as caring, self-directed individuals who are responsible to themselves and to others. The organization seeks to improve social conditions that affect youth and offers self-reliance courses so young people can learn to handle threats to their safety, take care of themselves in specific situations, and provide service in the community. A quarterly newsletter and informational materials are available.

Children's Creative Response to Conflict (CCRC)

PO Box 271
521 North Broadway
Nyack, NY 10960
914-353-1796
Fax: 914-358-4924
E-mail: ccrc.nyack@aol.com

This group provides specially designed workshops and activities in which participants experience ways to examine conflict and develop solutions. Call the above number to learn which of the 26 CCRC offices is closest to you. Free information packets are available.

Community Board Program

1540 Market Street, Suite 490
San Francisco, CA 94102
415-552-1250
Fax: 415-626-0595
E-mail: cmbuds@conclitnet.org

The program develops innovative dispute resolution programs nationally, including a curriculum for elementary school students. It also offers workshops in mediation training for teachers and schools.

Consortium for Peace Research, Education, and Development (COPRED)

Center for Conflict Resolution
George Mason University
4620 Chainbridge Road
Fairfax, VA 22030-4297
703-993-2405
Fax: 703-993-3070
E-mail: dgallagh@gmu.edu

COPRED is devoted to networking, catalyzing, and serving people and institutions interested in scientific study, action, research, and education on problems of peaceful social change and conflict resolution. Free information packets are available.

Education for Peace Publications

Atrium Society
PO Box 816
Middlebury, VT 05753
1-800-848-6012
Fax: 707-447-0989
E-mail: atrium@sover.net
<http://www.atrumsoc.org>

Education for Peace Publications Fulfillment Center (orders only):
PO Box 2284
South Burlington, VT 05407
1-800-966-1998
Fax: 802-388-1027

This organization helps teach kids how to cope with bullies and resolve conflict without fighting. Call the first 800-number listed above for more information and a free catalog.

National School Safety Center *(see listing under Alcohol, Tobacco, and Other Drugs)*

"Nobody Likes a Bully"
College of Education
Winthrop University
Rock Hill, SC 29733
803-323-4740
Fax: 803-323-2585
E-mail: j@winthrop.edu

This antibullying program reaches children in grades three through six. It is an instructional unit with a training video called "Nobody Likes a Bully." Students are taught peer negotiation skills needed to help themselves and others in conflict situations. The program emphasizes that children solve problems with their heads, not their hands. Free information packets are available.

Media Literacy**AdSmarts**

Scott Newman Center
6255 Sunset Boulevard, Suite 1906
Los Angeles, CA 90028-7420
1-800-783-6396 or 213-469-2029
FAX: 213-469-5716
E-mail: SNC@earthlink.net

AdSmarts is a comprehensive media literacy curriculum to develop action skills in young people and help them understand the power of advertising. In particular, the curriculum aids young people in exposing, altering, and counteracting the messages of alcohol and tobacco advertising.

Center for Media Literacy

4727 Wilshire Boulevard, Suite 403
Los Angeles, CA 90010
1-800-226-9494 or 213-931-4177
Fax: 213-931-4474
E-mail: cml@earthlink.net
<http://www.earthlink.net/cml>

The nation's largest producer and distributor of media literacy resources serves a growing network of parents, teachers, child care providers, and community leaders in teaching media literacy to help children access, analyze, and evaluate the powerful images, words, and sounds that make up the mass media culture. A free catalog and information packet are available.

RESOURCES

National Telemedia Council

National Media Literacy Clearinghouse and Center
120 East Wilson Street
Madison, WI 53703
608-257-7712
Fax: 608-257-7714
E-mail: Ntelemedia@aol.com
<http://danenet.wicip.org/NTC>

NTC is the oldest media literacy organization in the United States. In response to people's need for increased sharing of knowledge and resources, NTC developed the National Media Literacy Clearinghouse and Center. The center has a computerized database containing information on people, organizations, periodicals, and teaching materials concerned with media literacy. A free brochure of materials and services is available.

Positive Peer Groups Instead of Gangs

City of Paramount

Community Service Recreation Program
Alternatives to Gang Membership
16400 Colorado Avenue
Paramount, CA 90723
562-220-2121 or 562-220-2140
Fax: 562-630-2713

Through an elementary school antigang curriculum, an intermediate school follow-up program, and neighborhood meetings, this program teaches children the harmful consequences of gang activity and positive alternatives to gangs.

Gang Intervention Program

Youth Development, Inc.
5015 Fourth Street, NW
Albuquerque, NM 87107
505-343-1918
Fax: 505-343-8966

This organization offers a variety of programs, including gang prevention, intervention, and diversion. It focuses on both the individual and the community to empower people to take responsibility for their community.

Gang Prevention/Intervention Coalition

Yakima County Substance Abuse Coalition
1211 South Seventh Street
Yakima, WA 98901
509-575-6114
Fax: 509-575-4649
E-mail: YCSAC@wolfenet.com

The mission of the coalition is to reduce the rate of youth violence by providing positive opportunities for youth in several community centers. Through education and information, prevention and intervention activities, and mentors, youth violence has decreased by 80 percent over three years in the six neighborhoods where the coalition operates.

Gang Resistance Education and Training (G.R.E.A.T.)

Department of the Treasury
800 K Street, NW, Suite 750
Washington, DC 20001
202-565-4560
Fax: 202-565-4588
<http://www.atf.treas.gov/great.htm>

G.R.E.A.T. is a structured, school-based program implemented in areas where gang activity is emerging or already exists. The program provides classroom instruction and other related activities that help students learn to set goals, have self-respect, resist peer pressure to join gangs, make sound choices, and resolve conflicts without violence. The G.R.E.A.T. curriculum is taught by specially trained, uniformed police officers and federal agents, and it is designed for grades three and four and seven and eight. Free informational brochures are available.

National School Safety Center (*see listing under Alcohol, Tobacco, and Other Drugs*)

Police Executive Research Forum (PERF)
1120 Connecticut Avenue, NW, Suite 930
Washington, DC 20036
202-466-7820
Fax: 202-466-7826
<http://www.PF.org>

PERF is a national membership organization of progressive police executives from the largest city, county, and state law enforcement agencies. It is dedicated to improving policing and advancing professionalism through research and involvement in public policy debate. PERF produces a variety of publications about how law enforcement agencies can deal effectively with gang problems and provides free information upon request.

Youth Crime Watch of America (*see listing under Alcohol, Tobacco, and Other Drugs*)

Youth Gang Unit School Safety Program

Cleveland Board of Education
Youth Gang Unit
1380 East Sixth Street, Room 106A
Cleveland, OH 44114
216-574-8552
Fax: 216-574-8555

Through education, awareness, mediation, and police involvement, the program helps youth avoid gang activity and other violent activities.

Respecting Differences

Anti-Defamation League of B'nai B'rith

823 United Nations Plaza
New York, NY 10017
212-490-2525
Fax: 212-867-0779
<http://www.adl.org>

Originally established to combat anti-Semitism and discrimination, this national organization combats all forms of racism and bigotry. Its "World of Difference" program is used in elementary and secondary schools nationally and globally to combat prejudice and promote respect for differences.

National Conference of Christians and Jews

71 Fifth Avenue, Suite 1100
New York, NY 10003
1-800-352-NCCJ or 212-206-0006
Fax: 212-255-6177

This human relations organization is dedicated to fighting bias, bigotry, and racism in America and to promoting understanding among all races, religions, and cultures. Their kindergarten through twelfth grade curriculum guide, *Actions Speak Louder than Words*, was created in 1995. Free informational packets are available.

National Down Syndrome Society

666 Broadway, Suite 810
New York, NY 10012-2317
800-221-4602 or 212-460-9330
Fax: 212-979-2873
<http://www.ndss.org>

The society offers information about Down syndrome, inclusive education, and referral services for parents. It also offers a free poster, complete with lessons for grades kindergarten through third grade to help teachers demonstrate to children that their peers with Down syndrome and other developmental disabilities are more like them than different from them.

National Easter Seal Society

230 West Monroe Street, Suite 1800
Chicago, IL 60606-4802
312-726-6200
Fax: 312-726-1494
E-mail: nessinfo@seals.com
<http://www.seals.com>

This nonprofit, community-based health agency is dedicated to helping people of all ages and disabilities achieve independence. "Friends Who Care" is a disability awareness program, funded by Ronald McDonald Children's Charities, for nondisabled students and is distributed to more than 20,000 schools.

National Information Center for Children and Youth with Disabilities

PO Box 1492
1875 Connecticut Avenue, NW
Washington, DC 20013-1492
1- 800-695-0285 or 202-884-8200
Fax: 202-884-8441
E-mail: nichcy@aed.org
<http://www.nichcy.org>

This information clearinghouse provides information on disabilities and all related issues.

RESOURCES

National Youth Leadership Council

1910 West County Road B
St. Paul, MN 55113
612-631-3672
Fax: 612-631-2955
E-mail: NYLCUSA@aol.com
<http://www.nylc.org>

This organization provides customized services for schools to meet curriculum needs pertaining to multicultural education, character education, and service learning. Free catalogs and information packets are available.

Southern Poverty Law Center

PO Box 548
400 Washington Avenue
Montgomery, AL 36104
334-264-0286
Fax: 334-264-0629
<http://www.stlcenter.org>

The "Teaching Tolerance" program is this center's national education project. It is distributed nationally and internationally to teachers, individuals, youth, community organizations, and religious and correctional institutions. The kit includes videos, posters, and other materials.

UNICEF

333 East Thirty-eighth Street
New York, NY 10016
212-686-5522
Fax: 212-779-1679
<http://www.unicefusa.org>

The U.S. Committee for UNICEF, the United Nations Children's Fund, offers programs related to national UNICEF month which is celebrated each October. Educators and families can use the program to teach children about global issues and celebrate the diversity that surrounds them in their classrooms, communities, and world. Free informational packets are available.

Safety at Home and in the Neighborhood

American Academy of Pediatrics (AAP)

141 Northwest Point Boulevard
PO Box 927
Elk Grove Village, IL 60007
847-228-5005
Fax: 847-228-5097
E-mail: kidsdocs@aaa.org
<http://www.aap.org>

AAP and its member pediatricians dedicate their efforts and resources to the health, safety, and well-being of infants, children, adolescents, and young adults. It maintains a Washington office to ensure that children's health needs are taken into consideration as legislation and public policy are developed. AAP offers many materials for parents, including brochures, books, and videos.

Boy Scouts of America (National Headquarters)

Exploring Division
PO Box 152079
Irving, TX 75015-2079
214-580-2000
FAX: 972-580-2502

Scouting provides young men and women with a variety of crime prevention and law enforcement projects (including the Crime Prevention merit badge) that include character-building, citizenship, and fitness training and is a good source of volunteers. Contact your local Boy Scouts office for more information.

Campfire Boys and Girls (*see listing under Bullies & Conflict Management*)

Center for the Study and Prevention of Violence

University of Colorado
Institute of Behavioral Science
Campus Box 442, Building #10
Boulder, CO 80309-0442
303-492-8465
Fax: 303-443-3297
E-mail: CSPV@colorado.edu
<http://www.colorado.edu/CSPV>

This organization maintains a resource database of juvenile violence prevention curricula and videos. It provides bibliographic information and abstracts for materials from a topical search, as well as free brochures and catalogs.

Center to Prevent Handgun Violence

1225 Eye Street, NW, Suite 1100
Washington, DC 20005
202-289-7319
FAX: 202-371-9615
<http://www.hci-cphv.org>

This organization provides and publishes educational materials and programs for adults and children, including information about children and gun violence; firearm homicide, suicide, and unintentional shooting; violence in schools; and conflict resolution. Free informational materials are available.

Child Welfare League of America (CWLA)

440 First Street NW
Washington, DC 20001-2085
202-638-2952
Fax: 202-638-4004
<http://www.cwla.org>

CWLA is an association of more than 850 public and not-for-profit agencies devoted to improving the life of at-risk children and youths and their families. Member agencies are involved in prevention and treatment of child abuse and neglect, positive youth development programs, child day care, and prevention and the treatment of chemical dependency. CWLA is the largest publisher of child welfare materials in the country. A free catalog of publications is available.

Children's Defense Fund

25 E Street, NW
Washington, DC 20001
202-628-8787
Fax: 202-662-3510
E-mail: cdinfo@childrensdefense.org
<http://www.childrensdefense.org>

This organization deals with children's issues involving child care, health care, medical care, and education. It organizes various campaigns pertaining to these problems to help children get what they need and deserve. Free information packets are available.

Committee for Children

2203 Airport Way South, Suite 500
Seattle, WA 98134-2027
1-800-634-4449 or 206-343-1223
FAX: 206-343-1445
E-mail: clientsupport@cfchildren.org

The Committee for Children promotes the health, safety, and social development of children by creating quality educational materials for educators, families, and communities. This organization is involved in the research and development, presentation, and teacher training of new violence prevention curriculums. Information packets and catalogs are available upon request.

National Association for the Education of Young Children (NAEYC)

1509 Sixteenth Street, NW
Washington, DC 20036-1426
1-800-424-2460 or 202-232-8777
Fax: 202-328-1846
<http://www.naeyc.org/naeyc>

NAEYC is a membership-supported organization committed to fostering the growth and development of children from birth through age eight. It provides educational services, publications, and videos for parents and adults who work with young children. Free information packets are available.

National Association of Police Athletic Leagues, Inc. (PAL)

618 US Highway 1, Suite 201
North Palm Beach, FL 33408-4609
561-844-1823
Fax: 561-863-6120
E-mail: copnkid1@aol.com

PAL is a crime prevention program that uses athletics and social activities to create a bond between police officers and children. It is based on the belief that children, if reached early enough, can develop a strong, positive attitude toward police officers. Free information packets are available.

RESOURCES

National Center for Missing and Exploited Children (NCMEC)

2101 Wilson Boulevard, Suite 550
Arlington, VA 22201-3052
1-800-843-5678 or 703-235-3900
Fax: 703-235-4067
<http://www.ncmec@missingkids.org>

NCMEC is the nation's resource center for child protection, providing case management services to assist law enforcement with efforts to locate and recover missing children. Resources include materials on child abduction, molestation, and sexual exploitation. (Many publications are also available in Spanish and Vietnamese.) Up to 50 copies of materials are available free of charge.

National Clearinghouse of Families and Youth (NCFY)

PO Box 13505
Silver Spring, MD 20911-3505
301-608-8098
Fax: 301-608-8721

NCFY is part of a coordinated response to the growing need to link youth services professionals, policy makers, and the general public in their efforts to help families and young people. NCFY offers information sharing, issue forums, materials development, and networking and provides a free publication list and brochure.

National Clearinghouse on Child Abuse and Neglect Information

National Center on Child Abuse and Neglect (NCCAN)
PO Box 1182
Washington, DC 20013-1182
1-800-FYI-3366 or 703-385-7565
Fax: 703-385-3206
E-mail: nccanch@calib.com
<http://www.calib.com/nccanch>

NCCAN offers information on legislation, networking, training support, research, and database products. The clearinghouse collects, stores, organizes, and disseminates information on all aspects of child maltreatment: policy and legislation, identification and investigation, treatment, prevention, research, training, education, and public awareness. Free information packets available.

National Committee to Prevent Child Abuse (NCPCA)

Headquarters
332 South Michigan Avenue, Suite 1600
Chicago, IL 60604
1-800-55-NCPCA or 312-663-3520
Fax: 312-939-8962

NCPCA Fulfillment Center (orders only):
200 State Road
South Deerfield, MA 01373-0200
1-800-835-2671
Fax: 800-499-6464

Resources include booklets, brochures, and posters on parenting, discipline, stress management, and violence prevention (including verbal, physical, and sexual abuse). A catalog and free materials are available from your local NCPCA. Call NCPCA Headquarters for your local number.

National Council on Crime and Delinquency (NCCD)

685 Market Street, Suite 620
San Francisco, CA 94105
415-896-6223
Fax: 415-896-5109
<http://www.nccd.com>

NCCP East Coast Office
1325 G Street, NW, Suite 770
Washington, DC 20005
202-638-0556
Fax: 202-638-0723

NCCD is a nonprofit organization committed to promoting criminal justice strategies that are fair, humane, effective, and economically sound. It researches criminal justice issues, formulates approaches to crime control, and implements criminal justice programs on behalf of criminal justice professionals and correctional facilities nationwide. A free information packet is available.

National Crime Prevention Council (NCPC)

1700 K Street, NW, Second Floor
Washington DC 20006-3817
202-466-6272 or 1-800-NCPC-911 (to order materials)
Fax: 202-296-1356
<http://www.weprevent.org>

Through the National Citizens' Crime Prevention (McGruff) Campaign, demonstration programs, educational materials, training, licensed products, and the Crime Prevention Coalition of America, NCPC forges a nationwide commitment to prevent crime and build safer, more caring communities.

National McGruff House Network

66 East Cleveland Avenue
Salt Lake City, UT 84115
801-486-8768
Fax: 801-486-8815

This is the national headquarters for local McGruff House programs, in which law enforcement, schools, and community organizations cooperate to provide reliable sources of help for children (and others) in frightening or emergency situations. The program safeguards include law enforcement record checks on all adult participants. The organization also oversees the McGruff Truck program which applies the same concept to utility companies. Free catalogs and information are available.

National Network for Youth (NNY)

1319 F Street, NW, Suite 401
Washington, DC 20004
202-783-7949
Fax: 202-783-7955
E-mail: NN4Youth@aol.com

NNY promotes mutual responsibility for and interdependence among communities, youth, and families. One of those responsibilities is the development of every youth's assets—his or her talents, skills, interests, and family. NNY is interested in ensuring that opportunities for growth and development are available to youth who face greater risks because of abuse, neglect, family conflicts, lack of resources, and other life challenges. It produces newsletters, statistical fact sheets, training manuals, and other resources. A free informational brochure is available.

National PTA (National Headquarters)

330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
312-670-6782
Fax: 312-670-6783
<http://www.pta.org>

National PTA Fulfillment Center (orders only):

135 South LaSalle Street
Department 1860
Chicago, IL 60674-1860
312-549-3253
Fax: 312-477-5818

The PTA encourages the efforts of parents, school officials, and community members who are working together to prevent violence. Materials include information about parenting, bullying, school, and community programs, as well as resource lists from other organizations. Catalogs are available upon request.

National SAFE KIDS Campaign

1301 Pennsylvania Avenue, NW, Suite 1000
Washington, DC 20004
202-662-0600
Fax: 202-393-2072
<http://www.safekids.org>

The National SAFE KIDS Campaign is a long-term effort to prevent unintentional injury—the number one killer of children. Resources include materials for parents and children on injury prevention, bike safety, fire safety, and burn prevention. Catalogs are available upon request.

National Safety Council

PO Box 558
Itasca, IL 60143-0558
1-800-621-7619
FAX: 630-285-0797
<http://www.nsc.org>

The National Safety Council offers booklets, brochures, and posters on a variety of health and safety issues. Catalogs are available upon request.

National School Safety Center (NSSC) (*see listing under Alcohol, Tobacco, and Other Drugs*)

RESOURCES

Traffic Responsibility

National Safety Belt Coalition

1025 Connecticut Avenue, NW, Suite 1200
Washington, DC 20036-5105
202-296-6263
Fax: 202-293-0032
E-mail: guzzettc.nsc.org
<http://nsc.org>

The National Safety Belt Coalition promotes the use of safety belts and child safety seats in cars. Materials, activities, and programs are concerned with the importance of safety belt and child safety seats, and why safety belt laws are essential to saving lives.

AAA Foundation for Traffic Safety

1440 New York Avenue, NW, Suite 201
Washington, DC 20005
1-800-305-SAFE or 202-638-5944
Fax: 202-638-5943
<http://www.aaafoundation.org>

The foundation provides books, films, and curricula on traffic safety. Materials are designed to be used with several age groups and address bicycle, school bus, and pedestrian safety. A free catalog is available.

Adventure Cycling Association

PO Box 8308
Missoula, MT 59807-8308
406-721-1776
Fax: 406-721-8754
E-mail: ACAbike@aol.com
<http://www.adv-cycling.org>

Adventure Cycling is the largest bicycling organization in the United States. They publish a select assortment of safety materials dealing with bike safety.

Other Resources

Association of Junior Leagues, Inc.

660 First Avenue
New York, NY 10016
212-683-1515
Fax: 212-481-7196

This is the headquarters of local educational and charitable organizations that promote volunteerism, participation in community affairs, and training community leaders. It develops service projects and advocacy efforts to address issues such as juvenile justice, mental health counseling, parenting, and substance abuse.

Boys & Girls Clubs of America

1230 West Peachtree Street, NW
Atlanta, GA 30309
404-815-5700
Fax: 404-815-5787 (marketing and communications)
<http://www.bgca.org>

These clubs help young people gain competence, usefulness, and a sense of belonging through the Targeted Outreach Program, SMART moves, and other efforts. They offer daily programs promoting health, social, educational, vocational, and character development of youth aged six to 18. Free informational brochures are available.

Street Law, Inc.

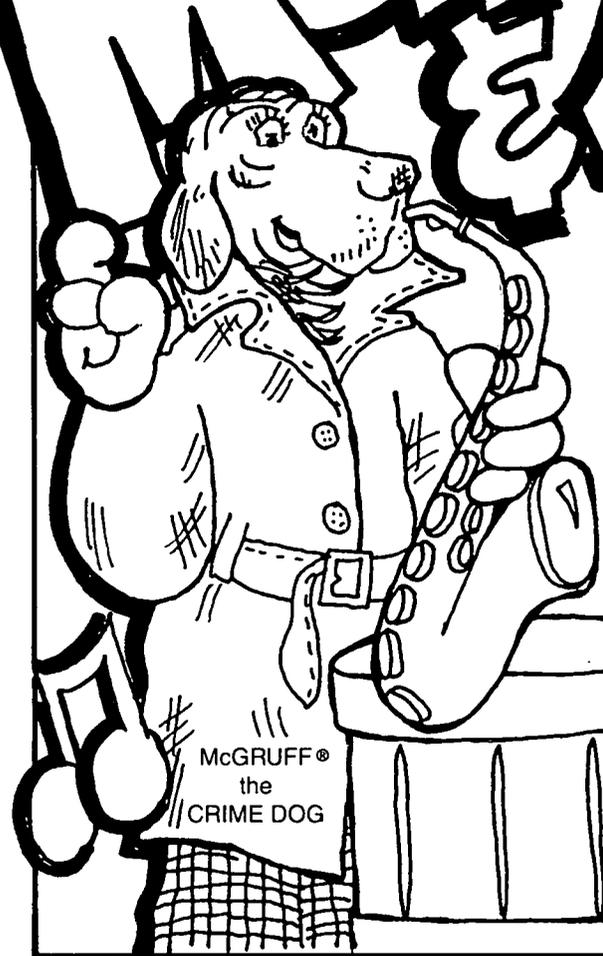
918 Sixteenth Street, NW, Suite 602
Washington, DC 20006-2995
202-293-0088
Fax: 202-293-0089

Street Law, Inc., grew out of the highly successful Street Law Project co-sponsored by the Georgetown University Law Center, Washington, DC, and the District of Columbia public schools. Street Law, Inc.'s services include curriculum development, teacher training, and technical assistance to new and established law-related educational programs. Free informational packets are available.

COLORING
SONG BOOK

McGRUFF[®]
& SCRUFFSM

AND
THE
CRIME
DOGS



This Crime Prevention Awareness Coloring Book Is Sponsored By:

National Crime Prevention Council

The bicycle song



... YOUR BIKE HELMET IS YOUR MOST IMPORTANT PIECE OF BIKING EQUIPMENT!



Rollin'—Just rollin' along
Happy— Just ridin' and singin' my song
I'm ridin' along singin' the Bicycle Song

Happy—That's the way it should be
Ridin' my bike and safety's the key
I'm ridin' along singin' the Bicycle Song

I got my helmet on tight and I ride to the right
I wear bright clothes if I ride at night
I steer with my hands and never my feet
I get off and walk when I'm crossin' the street

Chorus

I learn my hand signals from McGruff and Scruff
Make sure you memorize them cause they're
not that tough
Always lock your bike so it's sure to remain
And make sure that it's registered in
your name

Chorus

©1994 WRIGHT STREET MUSIC

Cool it, talk it

I was walkin' down the street
Saw some old friends I didn't care to meet
But they came on up to me
Said they had somethin' I'd like to see

Said just try some of this stuff
Just roll it up and take a puff
Then I remembered what I read
And thought about what McGruff said

He said
When you feel like
They'll be trouble
Cool it, talk it out, then walk away

Do what Scruff does
And McGruff does
They will lead you
In the right direction

If someone does something you think is wrong
Make sure you don't tag along
Just tell your parents, teacher, or cop
And they'll know how to put it to a stop

You can't judge a person by how they look
They just might turn out to be a crook
Could offer you dope, even take your money
Now I don't think that would be very funny

McGruff teaches us how to avoid trouble
First try to ignore it then leave on the double
Listen close and you can learn too
McGruff can be a very good friend to you

If you just do what Scruff does
And McGruff does
They will lead you in the right direction
When you feel like
They'll be trouble
Cool it, talk it out, then walk away

Chorus

out, then walk away...

TROUBLE



Livin' it safe at home

Livin' it safe at home
Dealing with things unknown
Takin' care to prepare sayin' no to a dare
Livin' it up Livin' safe at home

Here's a song about some safety stuff
Brought to you by Scruff the nephew of McGruff
The message in this song is relative
So just sit right back I'll tell you what it is

Chorus

Crime, crime, take a bite out of crime
Let's do what's right don't you think that it's time
For us to say no, to walk on, to tell one and all
We're standing up on the side of the law

Your house can be castle if it's safe that is
So play it smart don't mess around with that danger biz
This is real life and not a pop quiz
And if you find a gun leave it where it is
If there's a knock on your door don't just let 'em in
You've got to be certain if this person's a friend
You know being safe at home can be really tough
So feel free to use these words from my friend McGruff

Chorus

You know hangin' with your friends can be really neat
But there's a lot for you to learn to beat the scary streets
Like how to walk away from trouble when it's going down
And tell a parent or a teacher if a cop's not around

If there's a knock on
your door don't just
let 'em in
You've got to be
certain if this per-
son's a friend
You know being
safe at home can
be really tough
So feel free to use
these words from
our friend Scruff

Chorus

©1994 WRIGHT STREET MUSIC



DON'T OPEN
THE DOOR IF YOU
DON'T KNOW WHO
IT IS!

THE PERSON WILL COME
BACK IF IT IS
IMPORTANT...



A fun way to family safety...

Safe kids learn emergency ABC's
It's as easy as 1-2-3
Safe kids help McGruff take a bite out of crime

Learning these things can be fun
And through the safety maze you can run
It's a fun way to family safety

Here's some things that parents can do
To make it a safer place for you
Walk your child to the bus stop
Don't leave them alone when you shop
Never send them to the park alone
And teach them how to use the phone
Start a McGruff House in your neighborhood
Scruff thinks that would be real good

Chorus

Here are some more things parents can do
To make it a safer place for you
Explain that a stranger is someone you don't know
And remember that with them you never go
Never tell a caller your name on the phone
Or let them know that you are home all alone
McGruff and Scruff can help you avoid trouble
Teach you to dial for help on the double

Chorus

To keep you safe now here are some rules
McGruff and Scruff teach them to kids in schools
Always tell Mom and Dad when you'll be home
And where you will be and with whom you will roam
If someone tries to take you fight, kick, and scream
Never talk to a stranger no matter how friendly they seem
Always stay at least an arm's length away
Listen to McGruff and have fun when you play

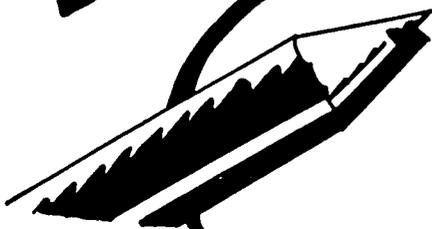
Chorus



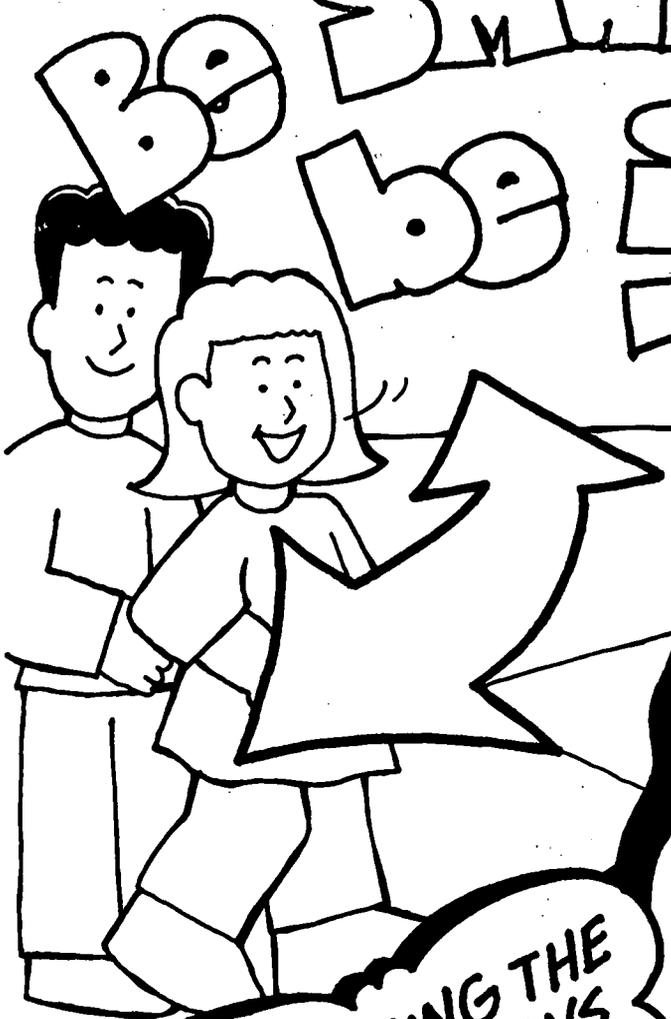
©1994 WRIGHT STREET MUSIC

Especially for grown-ups...

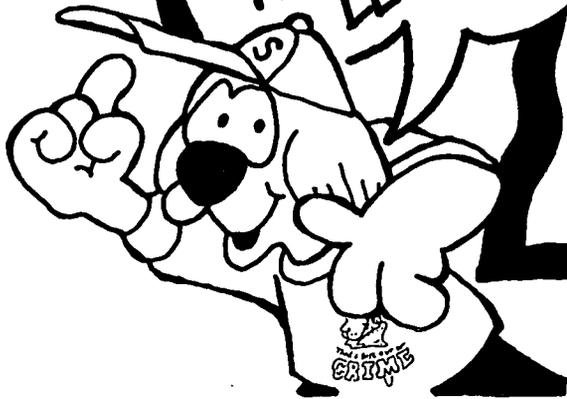
- Walk your child to the bus stop.
- Never leave your child unsupervised.
- Never send them to the park alone.
- Teach your child how to use the phone.
- Start a McGruff House Program in your neighborhood.
- Explain that a stranger is someone you don't know.
- Teach your child to never give out information over the phone.



Be Smart, be Safe...



**WHEN CROSSING THE
STREET, ALWAYS
LOOK LEFT, THEN
RIGHT, THEN
LEFT AGAIN**



Be smart, be safe
Put crime in its place
Help McGruff
Take a bite out of crime

When crossing the street look left then right
Look left again just in case there might
Be a car you haven't seen
So double check is what we mean

Chorus

We all have laws and rules to obey
Just like the games your friends and you play
The officer is like a referee
Enforces the laws for you and for me

Chorus

You should learn your name, address, and telephone
Just in case you can't find your way home
Keep a list of numbers you might need
Just in case of EMERGENCY!

Chorus

If you find yourself home all alone
Don't let a stranger know your parents aren't home
And when someone strange is sent for you
Make sure they know the code word too

Chorus

Working Together to Stop the Violence...

Working together to stop the violence
Help McGruff and Scruff don't sit there in silence
You can lend a helping hand
Just join in you can take a stand

Stop the violence
Get the message out
Stop the violence
Together we will shout

Stop the violence
Together I know we can
Stop the violence
To build a better land

Turn off the violence and take a bite out of crime
Join a neighborhood watch don't you think it's time
McGruff and Scruff say work as a team
There's strength in numbers you'll see what they mean

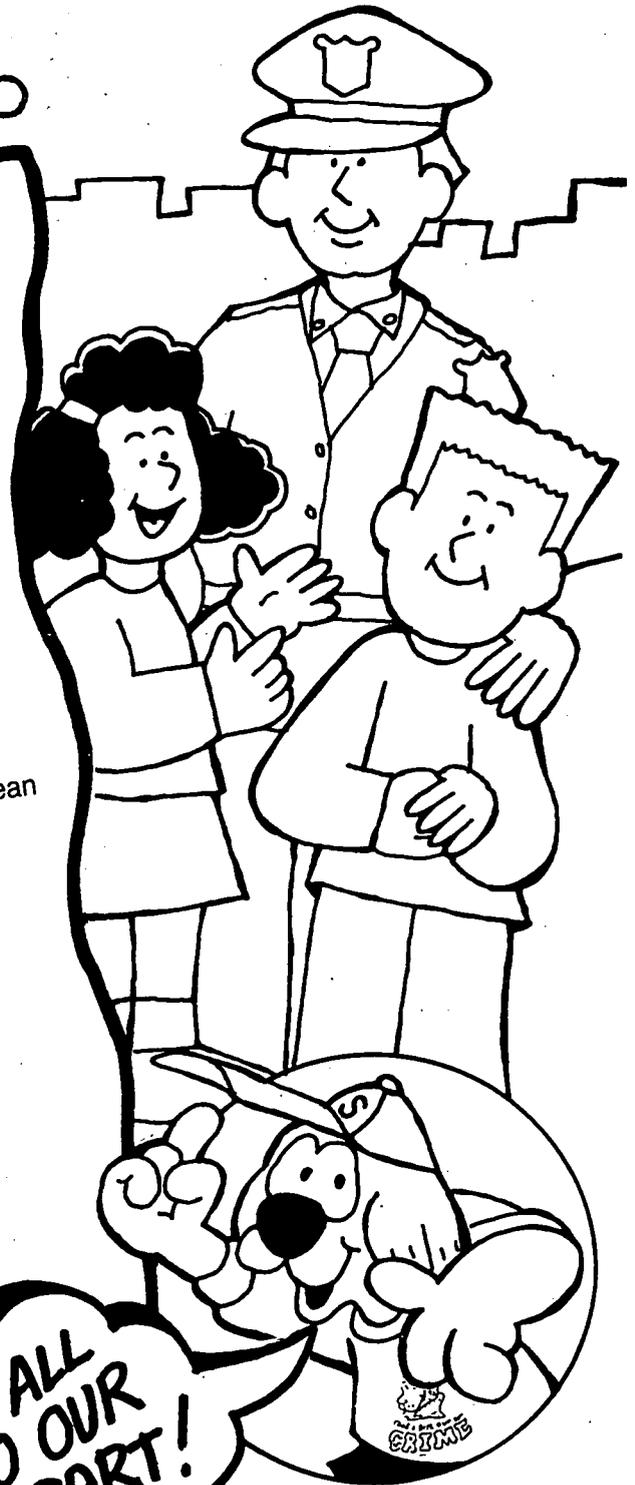
Stop the violence
Work with the police
Stop the violence
To make for safer streets

Stop the violence
Don't join a dead end gang
Stop the violence

Working together to stop the violence

Stop the violence
Help parents keep kids safe
Stop the violence
Put crime in it's place

Stop the violence
Clean up the neighborhood
Stop the violence
For everybody's good



LET'S ALL
DO OUR
PART!

We've got to make a better world...



We can have peace if we end our silence
Takin' the steps to stop the violence
No one should live in a world of crime
It's up to us and now's the time

We've got to make a better world
For all the people boys and girls
Everywhere ... Everyone

It's time for all to lend a hand
Learn to say no ... Learn to take a stand
Unite as one voice across the land
Help every woman, child and man

Time is a healer time's a friend
Crime is a problem whose time must end
Take time to learn what's right and wrong
Learning can only make you strong

Chorus

Crime biters
Takin' a bite out of crime
Crime biters
Takin' a bite out of crime

Me, McGruff and Scruff
Takin' a bite out of crime

©1994 WRIGHT STREET MUSIC

CRIME biters...

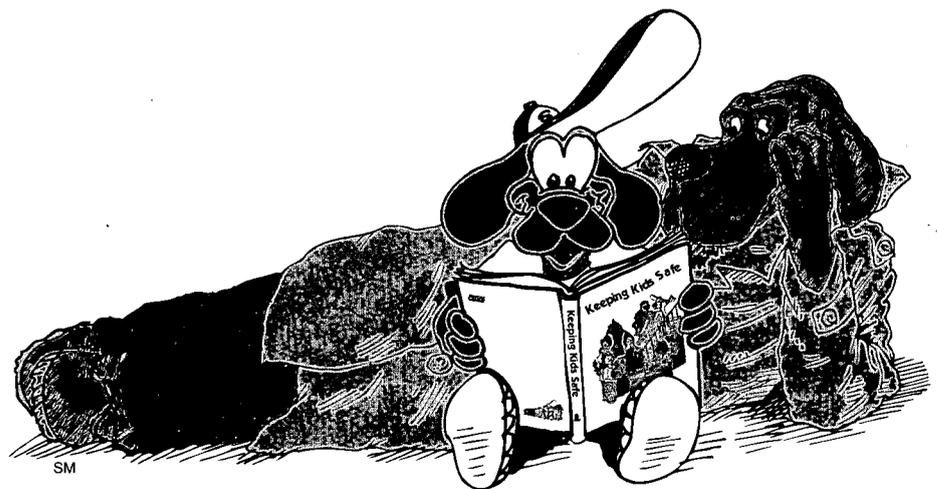


TAKE A BITE OUT OF
CRIME[®]

National Crime Prevention Council

1700 K Street, NW, Second Floor

Washington, DC 20006-3817



ISBN 0-934513-14-7

Hi kids! I'm McGruff the Crime Dog® and this is my nephew Scruff®. We're here to help you learn the ABC's of good health and safety.



Aa

Ambulance

Bb

Buckle Up

Cc

Cigarettes

Dd

Doctor

Ee

Exercise

Ff

Firefighter

Gg

Gun

Hh

Helmet

Ii

Ice Skate

Jj

Jump Rope

Kk

Kite

Ll

Lock Up

Mm

McGruff

Nn

Neighbor

Oo

Orange Juice

Pp

Police Officer

Qq

Question

Rr

Read

Ss

Sheriff

Tt

Telephone

Uu

Uncle McGruff

Vv

Vegetables

Ww

Wash Hands

Xx

X-ray

Yy

Yellow

Zz

Zip Up

Here's how you can use this poster:

- Read through the alphabet one letter at a time and discuss the pictures.
- Help the children put the pictures into these categories: healthy and safe activities and things; community helpers; and dangerous things.
- Discuss the various community helpers the children can turn to if they need help.
- Have children role play situations in which they find the dangerous items in the pictures. Lead a discussion about what to do in such situations.
- Have the children choose a few letters and make up a story to go along with the corresponding pictures.

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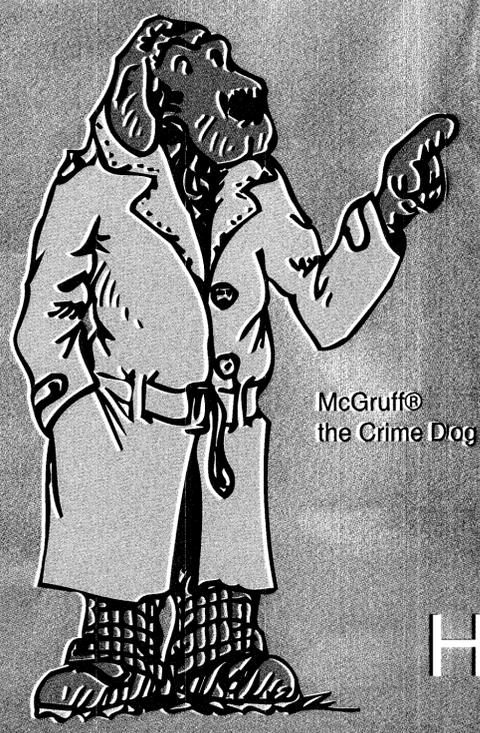
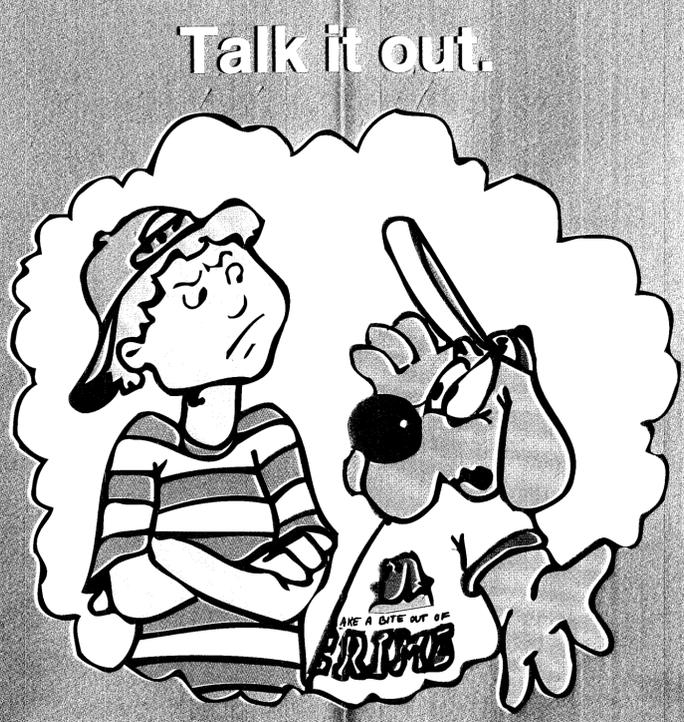


Walk away.

Talk it out.

Stick with friends.

Talk to a trusted adult.



McGruff®
the Crime Dog

Scruff®

Got a problem?

Here are four ways to work it out without fighting.

Can you think of more?



Alcohol, Tobacco, and Other Drugs

are

BAD NEWS!



Scruff®

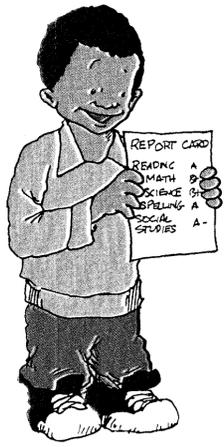
McGruff®
the Crime Dog

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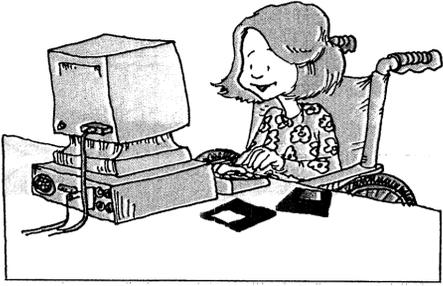
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Kids of All Kinds



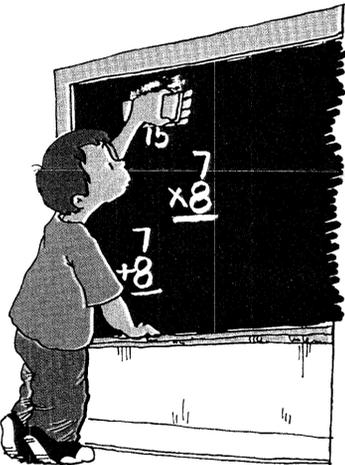
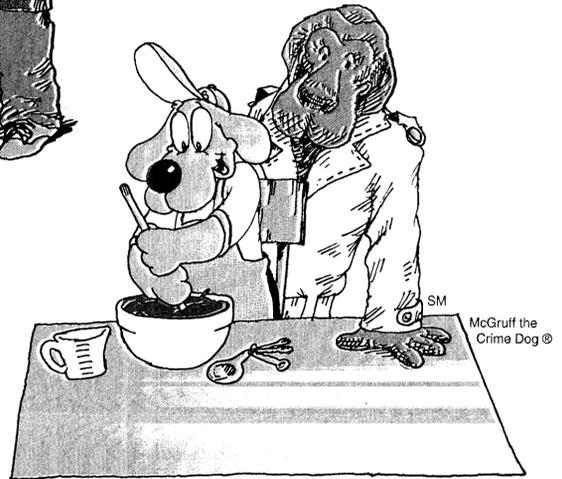
**Kids of all kinds,
Do all kinds of things.
One plays sports.
Another one sings.**



**One plays the trumpet.
Another one cooks.
One does art.
Another reads books.**



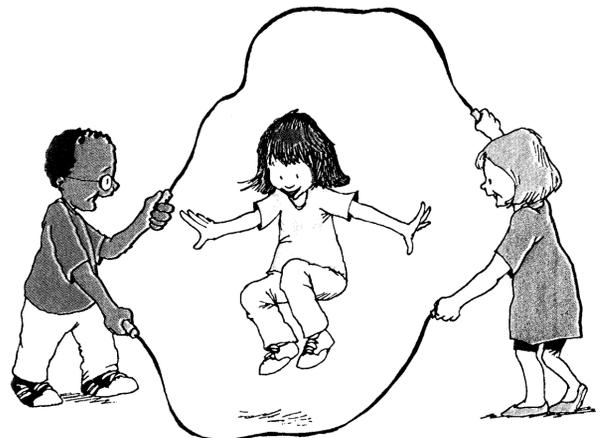
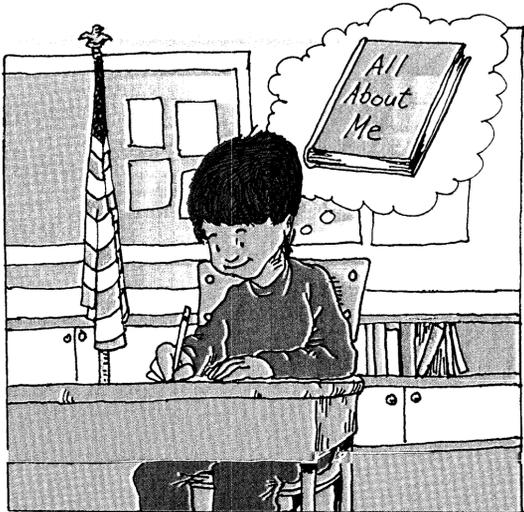
**One jumps rope.
Another one hikes.
One writes stories.
Another one bikes.**



**One helps out.
Another one blades.
One likes computers.
Another makes good grades.**



**All these kids know
what is good to do.
No drugs, no violence.
You can join them too!**



Note to Adults: McGruff the Crime Dog® and his nephew Scruff® help children to be safe and healthy. This poster shows children that although they come from a variety of backgrounds, abilities, and cultures, there are many children just like them who want to be drug- and violence-free.

Here's how you can use this poster:

- Teach the poem and recite it as a group at a show or assembly.
- Ask children to suggest and draw other drug- and violence-free activities.
- Talk with children about ways in which the children pictured are alike/different from themselves.
- Encourage children to bring in books, foods, and other items from various cultures to share with the class.

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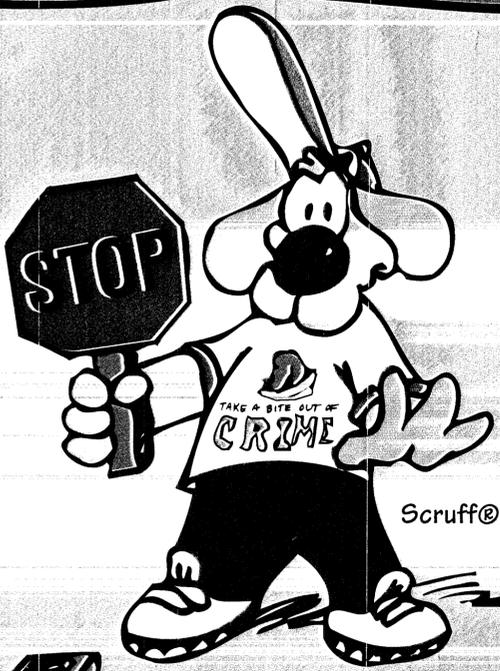


Kids, if you find a gun, here's what you should do.



McGruff®
the Crime Dog

① Stop



Scruff®

② Don't Touch



③ Get Away



④ Tell a Grown-up You Trust



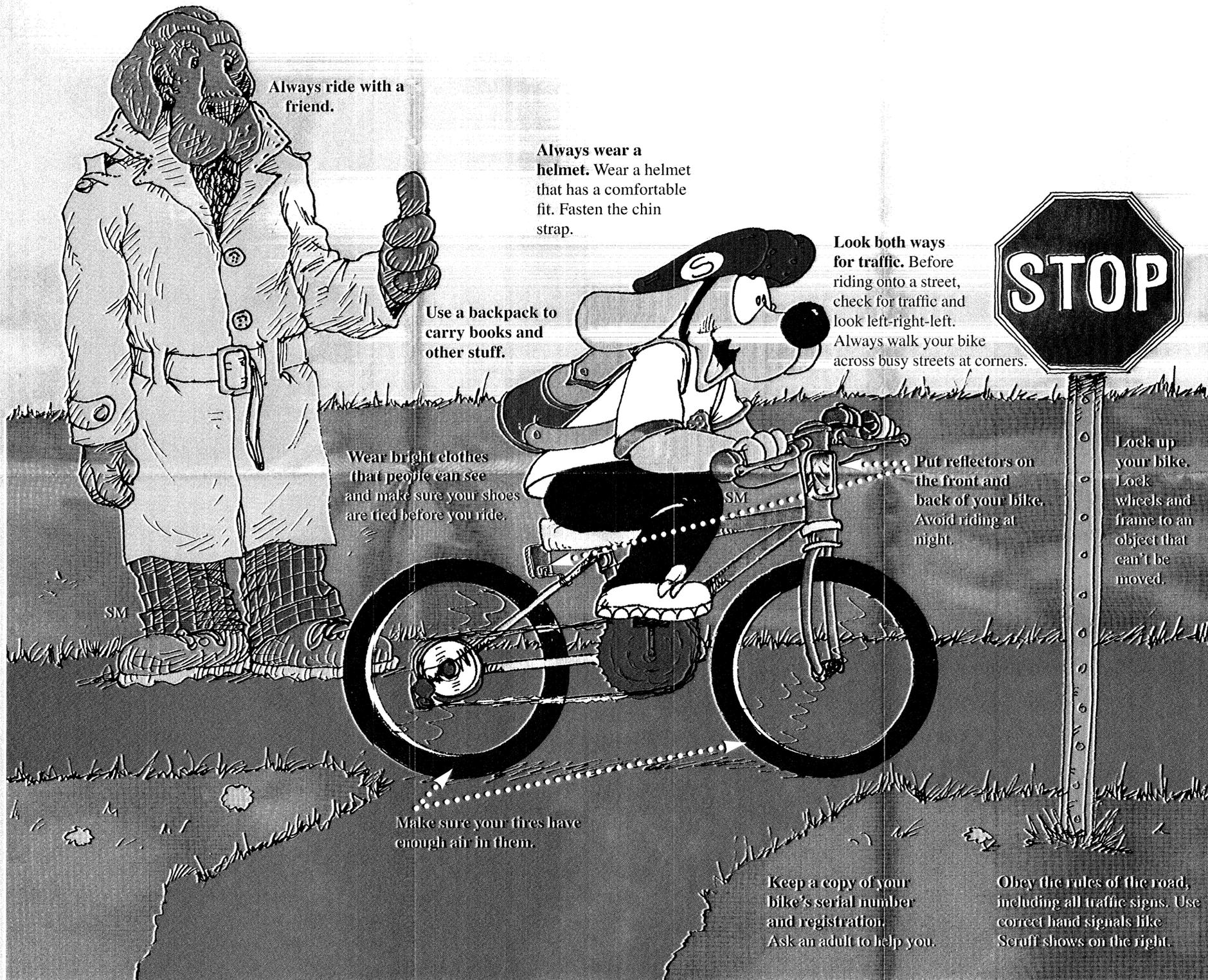
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Adults: McGruff® the Crime Dog and his nephew Scruff® help children to be safe and healthy.

Here's what you can do with this poster:
Find creative ways to help children learn these four steps for staying safe. Incorporate these steps into a song, complete with hand motions; role play or act out situations where children might find a gun or other weapon to make sure they can demonstrate the necessary steps to keep safe.

McGruff[®] and Scruff's[®] Bike Safety Tips



Always ride with a friend.

Always wear a helmet. Wear a helmet that has a comfortable fit. Fasten the chin strap.

Use a backpack to carry books and other stuff.

Wear bright clothes that people can see and make sure your shoes are tied before you ride.

Look both ways for traffic. Before riding onto a street, check for traffic and look left-right-left. Always walk your bike across busy streets at corners.



Put reflectors on the front and back of your bike. Avoid riding at night.

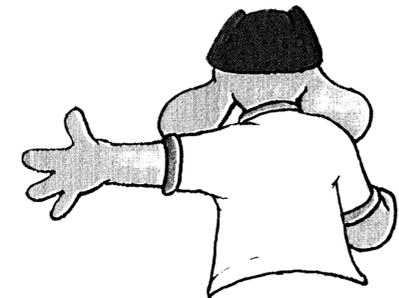
Lock up your bike. Lock wheels and frame to an object that can't be moved.

Make sure your tires have enough air in them.

Keep a copy of your bike's serial number and registration. Ask an adult to help you.

Obey the rules of the road, including all traffic signs. Use correct hand signals like Scruff shows on the right.

Hand Signals



Before turning left.



Before turning right.



Before slowing down or stopping.

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Note to Adults: McGruff the Crime Dog[®] and his nephew Scruff[®] help children learn to be safe and to protect themselves against crime.

Here's how you can use this poster:

- Go over each of the rules on the poster and discuss them with the children.
- Have your group meet with a law enforcement officer to discuss bike safety rules.
- Organize a bike rodeo in your community to help teach children the rules of the road and ways to avoid bike theft.
- Explain various traffic signs and hand signals to children.

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