

McGruff's Guide to Personal Safety

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Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia



1-800-FOR-AIMS

1-800-367-2467

Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

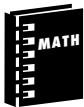
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

McGruff's Guide to Personal Safety

THEMES

McGruff's Guide to Personal Safety explores the concept of personal space and teaches children the importance of being assertive. Students' personal rights are examined, including the right to choose who gets close and who does not. In addition, children are encouraged to recognize inappropriate behavior and discuss it openly with adults they trust.

OVERVIEW

In *McGruff's Guide to Personal Safety*, McGruff the Crime Dog teaches children how to protect themselves from uncomfortable and dangerous situations. He explains that children can refuse to let someone get close to them, even if that person is a relative, friend or neighbor. In addition, he illustrates the difference between the actions of people whose closeness is good and natural, and those who may put a child's safety at risk. The dangers associated with strangers are also examined.

OBJECTIVES

- ▶ To teach children that they have personal space.
- ▶ To be sure children understand they have the right to choose who gets close to them.
- ▶ To illustrate the difference between the actions of people whose closeness is natural and those who may put a child's safety at risk.
- ▶ To demonstrate assertiveness skills that children can use effectively.
- ▶ To encourage children to tell others about exploitative incidents.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

Has someone ever touched you in a way that made you angry or uncomfortable? What did you do? Did you tell anyone? Did you wish that there was more you could do to protect yourself?

In *McGruff's Guide to Personal Safety* you'll learn about your own personal space and how to protect it. You'll find out what to do if anyone makes you feel strange or uncomfortable, even a neighbor or family member. Also, you'll find out what to do if you're ever bothered by a stranger.

INTRODUCTION TO VOCABULARY

Write "personal space" on the board. What does this term mean to students? Write all answers on the board, accepting opinions without judgment. Ask students if anyone has the right to invade our personal space without our permission. What are some examples of people invading our personal space?

FOCUS

No one has the right to come into your personal space if you don't want them to, not even a grownup. You have the right to protect your body from anything that feels uncomfortable. Tell students they are going to learn more about their rights and how to use them to be safe.

DISCUSSION IDEAS

Personal space is the area around your body that is all your own. You have the right to keep anything away from your body that doesn't feel right. But you also have the responsibility to protect your body from things that are harmful. Can students think of some things we should keep away from our bodies? (Answers can include drugs, including alcohol and tobacco, too much junk food, and too much sunlight.)

JUMP RIGHT IN

HOW TO USE THE *MCGRUFF'S GUIDE TO PERSONAL SAFETY* AIMS TEACHING MODULE

Preparation

- ▶ Read *McGruff's Guide to Personal Safety Themes, Overview, and Objectives* to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *MCGRUFF'S GUIDE TO PERSONAL SAFETY*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *McGruff's Guide to Personal Safety* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *MCGRUFF'S GUIDE TO PERSONAL SAFETY*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

▶ Duplicate the appropriate number of **Vocabulary, Checking Comprehension**, and consumable activity pages for your students.

- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.

- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Critical Thinking

People who hurt children often say scary things to keep the children from telling anyone. For instance, they may say that bad things will happen if anyone finds out about the "secret." Ask students why someone might say these things. Who will really be hurt if the truth comes out? Should threats keep children from talking about the truth? (Threats are scary. That's why people who hurt others use them. They want children to be too scared to tell anyone what happened. But the hurtful person is the one who will be in trouble if the truth comes out.)



10 Minutes

Connection to Technology

If internet access is available, use keywords such as "stranger" and "child safety" to find websites designed for kids. Share the best of these sites with students. After giving them a chance to look over the sites, ask them to share any new information they learned about personal safety.



30 Minutes

Meeting Individual Needs

Ask students to make sentences using each of the following words or phrases.

close
personal space
stranger
trust
protect



20 Minutes

Writing

We've all had uncomfortable experiences in our lives. Ask students to write a short paragraph describing an uncomfortable event they have had. Who else was involved? What happened? How did they respond? Did the event ever happen again?



Extended

Extended Activity

Some words make us feel loved and respected, while other words can be just as hurtful as a kick or a shove. Ask students to listen the phrases below, describing how each one makes them feel. They can write their responses on paper or share their feelings verbally with the class.

I love you.
Make me!
Good morning.
Whatever.
Thank you.
Shut up.
Who cares?



15 Minutes

Link to the World

There are many places to go when we have problems. Ask students to make a list of all the people they can talk to if they have a problem. Encourage them to include their relatives, teachers and principal, neighbors, classmates, and spiritual leaders.



10 Minutes

In the Newsroom

Ask students to pretend that there is a dangerous stranger in the area. The stranger is trying to trick kids into going for a ride. Divide students into cooperative groups and ask each one to create a news report warning people about the stranger. What can young people in the area do to protect themselves from the stranger? If audio or video equipment is available, have students record their news reports.



45 Minutes

Culminating Activity

Have children practice the assertiveness techniques discussed in the unit. Ask them to take turns role-playing their reactions to the following incidents.

- 1) A classmate grabs them in a way that makes them feel uncomfortable.
- 2) While playing a game of football, an adult neighbor gets too close.
- 3) A stranger asks them to take a ride.

Are they firm when voicing their disapproval? Who do they turn to for help? What do they say when explaining the problem?



VOCABULARY

Fill in the number of each word next to its meaning.

- 1. anger
- 2. closeness
- 3. crime
- 4. teacher
- 5. personal space
- 6. protect
- 7. speak up
- 8. "911" or "0"

area around your body that belongs to you _____

what you should dial on the phone if you are in danger _____

something we share with people we love _____

a feeling you might have if someone gets too close _____

what you should do if someone makes you feel uncomfortable _____

to keep something safe _____

person you can talk to if someone gets too close _____

something that breaks the law _____

CHECKING COMPREHENSION

Read the following sentences and circle the letters of the words that best fill each blank.

No one can come into your ____ (1) ____ without your permission. Your ____ (2) ____ belongs to you. You have the right to stop people from being too ____ (3) ____ to you. Even if the person is someone you know, like a family member, you can tell them not to ____ (4) ____ you. Closeness is a good feeling that we share with people we ____ (5) ____ . Closeness can be good if someone is ____ (6) ____ you. But if people get close without your permission, they are ____ (7) ____ . You should ____ (8) ____ people who bother you.

- 1. A. school
- B. personal space
- C. classroom
- D. neighborhood

- 2. A. school bus
- B. desk
- C. body
- D. chalkboard

- 3. A. close
- B. friendly
- C. rude
- D. polite

- 4. A. look at
- B. bother
- C. like you
- D. talk to

- 5. A. don't trust
- B. dislike
- C. don't know
- D. love

- 6. A. helping
- B. bothering
- C. tricking
- D. hurting

- 7. A. okay
- B. safe
- C. friendly
- D. wrong

- 8. A. trust
- B. tell on
- C. ignore
- D. thank

WHAT WOULD YOU DO?

What would you do about each problem below? Write a sentence to explain your answer.

1. A stranger follows you home from school.

2. A family member touches you in a way that makes you angry.

3. Someone at school pushes you in the hallway.

4. Your dad's friend gives you a hug that feels weird.

5. A man offers you money if you take a ride with him.

GOOD OR BAD

Next to each good thing, write the word "GOOD." Next to each bad thing, write the word "BAD."

1. A man offers to give you candy if you ride in his car. _____

2. Your mom hugs you for being a good helper. _____

3. A friend pushes you because he is mad. _____

4. An uncle hugs you in a way that feels weird. _____

5. A neighbor grabs you to protect you from being hurt. _____

6. A classmate kicks your leg during a test. _____

7. Your friend pats you on the back and says "good-bye." _____

8. A stranger asks you questions about where you live. _____

FILL IN THE BLANKS

Use the words below to fill in the blanks.

agree

bothers

good

protect

space

stranger

talk

wrong

1. If someone hurts you, you have the right to _____ about it.
2. Closeness can be _____ with people we love.
3. You have the right to say "No!" to anyone who _____ you.
4. Never get into a car with a _____
5. Personal _____ is the area around your body that belongs to you.
6. No one should touch you unless you _____ .
7. It is _____ to make someone feel uncomfortable.
8. You have the right to _____ your personal space.

TRUE OR FALSE

Write the letter "T" for "true" or "F" for "false" after each statement.

It's okay for people to bother you if they are only joking. _____

Your personal space is all your own. _____

Closeness can be good or bad. _____

Tickling someone is okay because it's funny. _____

Police officers can arrest people for trying to hurt you. _____

No one has the right to hurt you, not even a family member. _____

We should trust strangers because they are grownups. _____

Strangers who need help are always safe. _____

WORD SEARCH

The following terms can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backwards.

close
safe
space
crime
protect
trust
friend
share

p	c	r	i	m	e	c	m	o	r
b	l	f	o	q	p	r	s	b	k
o	o	m	g	w	a	t	h	t	r
k	s	a	f	e	c	g	a	h	q
p	e	e	j	p	l	s	r	d	y
a	g	s	p	r	o	t	e	c	t
f	l	d	o	b	c	r	h	u	l
s	p	a	c	e	i	u	m	q	n
t	j	n	i	z	n	s	c	w	z
f	r	i	e	n	d	t	m	x	s

TEST

Underline the phrase which best answers the question.

1. Personal space is the area around your body that:
only belongs to you.
people can touch without asking.
belongs to everyone.
you share with your family.

2. What should you do if someone touches you the wrong way?
touch them back
ignore them
tell them to stop
call them a name

3. If someone jokes around in a way you don't like, you should:
laugh.
be understanding.
tell them to stop.
forgive them.

4. If a relative gets too close, what should you do?
trust the relative
tell the relative "no"
stay quiet
do what the relative says

TEST (CONTINUED)

5. If a stranger asks you for help, you should:
be nice and help them.
kick the stranger.
say "sorry" and walk away.
give them a hug.
6. Who can you talk to if someone bothers you?
teacher
family member
police officer
all of the above
7. If someone hurts you, you have the right to:
hurt them back.
tell someone what happened.
call them names.
laugh at them.
8. If adults try to trick you into going with them:
say "No!" and get away fast.
don't tell anyone.
go with them only if they look nice.
ask them to take you home.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

8212-EN-VID-JE3: "McGruff on Halloween"

8462-EN-VID-JE3: "McGruff and Drug-Free Kids"

8752-EN-VID-JE3: "McGruff on Gun Safety"

9914-EN-VID-JE3: "McGruff on Personal Property"

ANSWER KEY for page 18

VOCABULARY

Fill in the number of each word next to its meaning. **ANSWERS APPEAR IN BOLD.**

1. anger
2. closeness
3. crime
4. teacher
5. personal space
6. protect
7. speak up
8. "911" or "0"

area around your body that belongs to you	5
what you should dial on the phone if you are in danger	8
something we share with people we love	2
a feeling you might have if someone gets too close	1
what you should do if someone makes you feel uncomfortable	7
to keep something safe	6
person you can talk to if someone gets too close	4
something that breaks the law	3

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following sentences and circle the letters of the words that best fill each blank. **ANSWERS APPEAR IN BOLD.**

Read the following sentences and circle the letters of the words that best fill each blank.

No one can come into your ____ (1) ____ without your permission. Your ____ (2) ____ belongs to you. You have the right to stop people from being too ____ (3) ____ to you. Even if the person is someone you know, like a family member, you can tell them not to ____ (4) ____ you. Closeness is a good feeling that we share with people we ____ (5) ____ . Closeness can be good if someone is ____ (6) ____ you. But if people get close without your permission, they are ____ (7) ____ . You should ____ (8) ____ people who bother you.

1. A. school
B. personal space
C. classroom
D. neighborhood

2. A. school bus
B. desk
C. body
D. chalkboard

3. **A. close**
B. friendly
C. rude
D. polite

4. A. look at
B. bother
C. like you
D. talk to

5. A. don't trust
B. dislike
C. don't know
D. love

6. **A. helping**
B. bothering
C. tricking
D. hurting

7. A. okay
B. safe
C. friendly
D. wrong

8. A. trust
B. tell on
C. ignore
D. thank

ANSWER KEY for page 20

WHAT WOULD YOU DO?

What would you do about each problem below? Write a sentence to explain your answer. **Answers will vary.**

1. A stranger follows you home from school.

2. A family member touches you in a way that makes you angry.

3. Someone at school pushes you in the hallway.

4. Your dad's friend gives you a hug that feels weird.

5. A man offers you money if you take a ride with him.

ANSWER KEY for page 21

GOOD OR BAD

Next to each good thing, write the word "GOOD." Next to each bad thing, write the word "BAD."

1. A man offers to give you candy if you ride in his car. **BAD**
2. Your mom hugs you for being a good helper. **GOOD**
3. A friend pushes you because he is mad. **BAD**
4. An uncle hugs you in a way that feels weird. **BAD**
5. A neighbor grabs you to protect you from being hurt. **GOOD**
6. A classmate kicks your leg during a test. **BAD**
7. Your friend pats you on the back and says "good-bye." **GOOD**
8. A stranger asks you questions about where you live. **BAD**

ANSWER KEY for page 22

FILL IN THE BLANKS

Use the words below to fill in the blanks. **ANSWERS APPEAR IN BOLD.**

agree

bothers

good

protect

space

stranger

talk

wrong

1. If someone hurts you, you have the right to _____ about it. **(talk)**
2. Closeness can be _____ with people we love. **(good)**
3. You have the right to say "No!" to anyone who _____ you. **(bothers)**
4. Never get into a car with a _____. **(stranger)**
5. Personal _____ is the area around your body that belongs to you. **(space)**
6. No one should touch you unless you _____. **(agree)**
7. It is _____ to make someone feel uncomfortable. **(wrong)**
8. You have the right to _____ your personal space. **(protect)**

ANSWER KEY for page 23

TRUE OR FALSE

Write the letter "T" for "true" or "F" for "false" after each statement.

It's okay for people to bother you if they are only joking. (F)

Your personal space is all your own. (T)

Closeness can be good or bad. (T)

Tickling someone is okay because it's funny. (F)

Police officers can arrest people for trying to hurt you. (T)

No one has the right to hurt you, not even a family member. (T)

We should trust strangers because they are grownups. (F)

Strangers who need help are always safe. (F)

ANSWER KEY for page 24

WORD SEARCH

The following terms can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backwards.

- close
- safe
- space
- crime
- protect
- trust
- friend
- share

p	c	r	i	m	e	c	m	o	r
b	l	f	o	q	p	r	s	b	k
o	o	m	g	w	a	t	h	t	r
k	s	a	f	e	c	g	a	h	q
p	e	e	i	p	l	s	r	d	y
a	g	s	p	r	o	f	e	c	t
f	l	d	o	b	c	r	h	u	l
s	p	a	c	e	i	u	m	q	n
t	j	n	i	z	n	s	c	w	z
f	r	i	e	n	d	t	m	x	s

ANSWER KEY for page 25

TEST

Underline the phrase which best answers the question.

1. Personal space is the area around your body that:
only belongs to you. (X)
people can touch without asking.
belongs to everyone.
you share with your family.

2. What should you do if someone touches you the wrong way?
touch them back
ignore them
tell them to stop (X)
call them a name

3. If someone jokes around in a way you don't like, you should:
laugh.
be understanding.
tell them to stop. (X)
forgive them.

4. If a relative gets too close, what should you do?
trust the relative
tell the relative "no" (X)
stay quiet
do what the relative says

ANSWER KEY for page 26

TEST (CONTINUED)

5. If a stranger asks you for help, you should:
be nice and help them.
kick the stranger.
say "sorry" and walk away. (X)
give them a hug.
6. Who can you talk to if someone bothers you?
teacher
family member
police officer
all of the above (X)
7. If someone hurts you, you have the right to:
hurt them back.
tell someone what happened. (X)
call them names.
laugh at them.
8. If adults try to trick you into going with them:
say "No!" and get away fast. (X)
don't tell anyone.
go with them only if they look nice.
ask them to take you home.