

# National Missing Children's Day Poster Contest

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## Activity Guide for Grades 1-5

This activity guide was designed to promote awareness among teachers and students and engage them in discussions about safety. This activity guide was developed under grant 2010-MC-CX-K058 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Neither the U.S. Department of Justice nor any of its components, operate, control, are responsible for, or necessarily endorses, this Web site (including, without limitation, its content, technical infrastructure, and policies, and any services or tools provided).

# Grades 1 and 2

Did you know....?

On average, 2,200 children are reported missing each day in the U.S. and that Child Abductions, in a one-year period, included 3,200 non-family abduction and 354,000 family abductions.

[www.tn.gov/humanserv/adfam/kksvw.pdf](http://www.tn.gov/humanserv/adfam/kksvw.pdf) \*

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The first **three hours** are the most critical when trying to locate a missing child. An estimated 100 cases in which an abducted child is murdered occur in the U.S. each year. A 2006 study indicated that 76.2 percent of abducted children who are killed are dead within three hours of the abduction. [1]

[1] Brown K., Keppel R., McKenna R., Skeen M., Weis J. [Case Management for Missing Children Homicides: Report II](#), National Center for Missing & Exploited Children and U.S. Department of Justice, 2006

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(Suggested Safety Activities on back)

# Suggested Safety Activities

## Grades 1 and 2

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### Exercise 1 - Gut Feelings

Everyone has feelings in their gut! (That feeling way down deep inside you) It is urgent that children learn to trust this gut feeling. Make a list of short scenarios and let the children shout out loudly what their 'gut' is telling them. Here are some suggestions;

- ❖ Someone they do not know (man or woman) asks them for help, to find a dog, or to help put groceries in their car. What does your gut tell you to do?
- ❖ A person you and your family know very well asks for help. What does your gut tell you to do?
- ❖ A good friend tells you someone is hurting them. What does your gut tell you to do?
- ❖ A good friend tells you someone is hurting them and makes you promise not to tell anyone. What does your gut tell you to do?

### Exercise 2 - True or Not True

Ask kids to raise their hands to answer "true" or "not true" questions such as these:

- ❖ ALL grownups are good
- ❖ It's important to keep ALL secrets
- ❖ If someone is hurting me, it is OK to tell a grown up
- ❖ It's important to know my phone number and address

### Exercise 3 - Info card

Ask kids what information they think might be helpful to know if they get lost. Create an info card (laminated) for each student to carry INSIDE their backpack in case of emergencies. Let them create a design on it so each one is special and unique and they will WANT to carry it. It must be placed inside the backpack so predators cannot see the child's name, thus engaging in familiar conversation.

### FOR ALL AGES AND FOR PARENTS

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\**Picture Them Home* - Make certain you have updated pictures of you children on your cell phone.

# Grades 3 and 4

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(Suggested Safety Activities on back)

## Suggested Safety Activities

### Grades 3 and 4

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 **pset?**

 **ricky!**

 **ell an adult!**

#### Exercise 1 - Listen to your Gut feelings

It's OK to question people's intentions, even adults. Start with role playing with one student acting as an adult trying to get a student(s) to do something they shouldn't.

Example 1: A friend of your parents unexpectedly shows up to pick you up after school. You know nothing of the change of plans and they do not know your family's 'password' for times like this...what do you do? What does your gut tell you about this person?

Example 2: You are at a friend's house and want to go home. Your friend's big brother says he will take you home. You are pretty sure he's had a beer or two...what do you do? How can I get away from this situation?

Example 3: You are at a birthday party at the skating rink. Some of your friends want to go outside. While outside, a stranger pulls up in her car and asks if you and your friends can help her find her dog and she will reward you with ice-cream. What do you do? What adult can I tell about this situation?

Example 4: There is a fire in your house. It is very smokey and you can barely see your surroundings. A firefighter in his heavy gear comes to take you out of the burning house to safety to be with the rest of your family. You do not know this person, but he is trying to help you. What do you do?

(Always end with a positive adult/child scenario)

#### Exercise 2 - Memory Game

It's very important to start noticing their surroundings. This is fun way to get that point across.

- ❖ Have students get in groups of 4 or 5
- ❖ Place 12-14 random objects placed on a desk
- ❖ Let the group look and memorize the items for 30 seconds
- ❖ Have the kids turn around and take one item away and let them decide which item is missing

#### Exercise 3 - Fact or Fiction

Go to [www.missingkids.org](http://www.missingkids.org)

Have students create a list of facts and make up a list of ‘fiction’ facts. Show them how easy it is to create lies which could be on the internet. Ask them to create a list of websites where they can go to get facts.

While on the [www.missingkids.org](http://www.missingkids.org) website, go to the poster contest page. Have a mock poster contest and display the posters throughout the classroom, school and/or community.

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(Suggested Safety Activities on back)

# Suggested Safety Activities

## Grade 5

### Exercise 1

Go to [www.missingkids.org](http://www.missingkids.org)

- 1) Read and discuss current missing children's cases (local and national cases)
- 2) Read and discuss success stories from [www.missingkids.org](http://www.missingkids.org)

### Exercise 2

After exploring [www.missingkids.org](http://www.missingkids.org), explain what a PSA (Public Service Announcement) is and ask kids to create their own. Kids can do this by creating a skit, a print PSA, a radio PSA, or even a song or rap PSA. They will most likely be familiar with the PSAs from ASPCA ([American Society for the Prevention of Cruelty to Animals](http://www.aspca.org)). PSAs are meant to educate and inform people. Ask the kids to share their PSAs and discuss how effective they would be.

### Exercise 3

Talk to the kids about secrets, good secrets and bad secrets. Ask them for examples of what a good secret is and what a bad secret is. Let them know when it is OK to break a secret...when someone is being hurt or abused or when someone is doing the hurting and/or abusing. Give them 'permission' to break bad secrets. (Ex: "I got Tommy a basketball for his birthday. Don't tell him." Or Ex: "Don't tell anyone where I just touched you or you'll be sorry!" (What does your gut feeling tell you to do?))

### Exercise 4



2014 Poster Contest Winner  
Dawson M., Alabama

Every Fall, a poster contest is hosted by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) through their Missing and Exploited Children' Program. Go to [www.mecptraining.org/poster-contest/](http://www.mecptraining.org/poster-contest/) to see the 2014 national poster contest submissions and to find out more information about how your students can participate. Have a mock poster contest and display the posters throughout the classroom, school and/or community. Then select the school's winner to be entered in to the National Missing Children's Day Poster Contest.

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