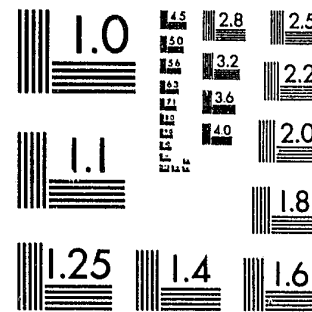


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United States Department of Justice  
Washington, D. C. 20531

11/15/85



State of California  
GEORGE DEUKMEJIAN  
Governor

# GOVERNOR'S YOUTH CRIME PREVENTION PROGRAM

## Training Guide



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Office of Criminal Justice Planning



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## Governor's Youth Crime Prevention Program TRAINING GUIDE

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## UNIT I. RESPONSIBILITY AND PERMISSION

### GOAL:

The goal of this section is to help students understand what it means to be responsible at school, at home and in the community.

### OBJECTIVES:

At the end of this unit, students should be able to:

- name two (2) things for which they should be responsible
- name two (2) situations in which they need to get permission and from whom they need to get it
- list two (2) things for which they are responsible at home

### VOCABULARY WORDS:

Responsible  
Permission  
Parents  
Teachers

### McGRUFF MESSAGES:

The following McGruff Coloring Book messages pertain to this unit.

- "Always ask for your parent's permission before you go anywhere."
- "Always tell your parents where you will be playing."

### ACTIVITY I: BEING RESPONSIBLE

#### OBJECTIVE:

At the end of this activity, students should be able to name two things for which they should be responsible.

Begin this activity with a discussion of what it means to be responsible. The teacher should give some examples to initiate the discussion. When some of the students have volunteered definitions, write the word "RESPONSIBLE" on the blackboard with the following definition: "To be accountable, dependable and reliable, to be able to carry out a job or to do what you are expected to do."

Example: I am responsible as a teacher if I come to school on time . . . if I help my students to learn their lessons . . . if I keep order in the classroom.

You are responsible as a student if you raise your hand before speaking in class.

#### Discussion Questions:

How else could you be a responsible person? Discussion should include responsibilities at school, at home, and in the community.

After several examples have been given by the students, discuss what happens if we do not carry out our responsibilities.

Example: If your job is to feed the dog and you forget, what happens?

Emphasize that responsible persons learn to do their jobs without having to be repeatedly reminded.

Make a responsibility chart similar to the one shown at the end of this section. It can be drawn on the chalkboard, made of construction paper or any other materials available to you. At the end of the day, students should be awarded a symbol of success such as stars or happy faces or McGruff stickers.

### ACTIVITY II: ASKING PERMISSION

#### OBJECTIVE:

At the end of this activity, students should be able to name two situations in which they need to get permission and from whom they need to get it.

Following Activity I in which you have discussed the general concept of responsibility, tell the class that it is important for them to understand the need to get permission from parents or guardians, and from the teacher to do certain things. Parents and teachers need to know where they are and that they are safe. Explain to the students that it is their responsibility to get permission.

Discuss situations in which students should get permission and why it is necessary. Suggested times when children need to get permission include when they wish to:

- leave the yard
- go to a friend's house
- play with someone else's toys
- speak in class
- leave the classroom

#### OPTIONAL ACTIVITY:

Give the students in grades 2-4 copies of the "I am Responsible" quiz at the end of this section. Read the statements aloud to grades K-1. Have students in grades 2-4 fill in the blanks on their papers.

### ACTIVITY III: HOME RESPONSIBILITY

#### OBJECTIVE:

At the end of this activity, students should be able to list two things for which they are responsible at home.

Concepts learned in school can be reinforced and made more meaningful by involvement at home. Therefore, for this activity, duplicate the "Parent Letter" and "Home Responsibility Chart" which are contained in the Appendix section of this unit. Send both sheets, stapled together, home with the students. Tell them that the charts are to be returned to school, signed by a parent or guardian. The Home Responsibility Chart should be completed at home. Students may report back to the class at the end of the week as to how they completed their jobs at home. Compare and contrast students' responsibility performance between school (Activity II) and home (Activity III).

# UNIT I. APPENDIX

## Activity

McGruff Messages

Responsibility Chart

"I am Responsible" quiz

Parent Letter

Home Responsibility Chart

## Page(s)

4-5

6

7

8

9

# McGruff says,



**"Always ask for your parents' permission  
before you go anywhere."**

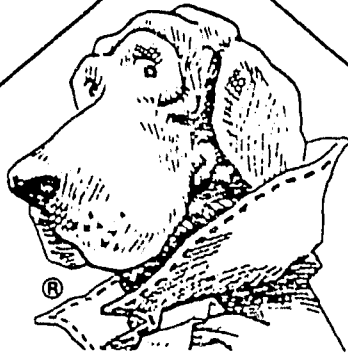
McGruff says,



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“Always tell your parents where  
you will be playing.”

RESPONSIBILITY CHART

 McGRUFF'S HOUSE						
Name	Completed Homework	Raised Hand Before Speaking	Walked in Hallways	Came to Class on Time	Did Not Talk During Quiet Time	Asked Permission to Leave the Room
Joe						
Joan						
Sally						

**"I AM RESPONSIBLE"**

Complete each sentence by using one of these words:

**RESPONSIBILITY**

**PERMISSION**

1. I always get my parent's \_\_\_\_\_ before I go to a friend's house.
2. I always get my teacher's \_\_\_\_\_ before leaving the classroom.
3. It is my \_\_\_\_\_ to feed my dog.
4. It is my \_\_\_\_\_ to pick up my toys.
5. I always get \_\_\_\_\_ before I leave the yard.
6. It is my \_\_\_\_\_ to get to school on time.
7. I always get \_\_\_\_\_ before I take out a library book.
8. It is my \_\_\_\_\_ to lock up my bike.
9. Before I ride in anyone's car, I always get \_\_\_\_\_ from my parents.
10. It is my \_\_\_\_\_ to do my homework assignments.

**Dear Parents:**

At school we are concentrating on the concept of responsibility. Because we believe the project will be more effective with your cooperation we are hoping you will emphasize the importance of assuming responsibility at home.

If you have not already done so, perhaps you and your child can decide on some suitable chores which can be accomplished entirely by the child, such as feeding the family pet, picking up toys, etc.

We are enclosing a responsibility chart which we would like you and your child to use at home. Help your child fill in the particular chore for which he or she will be responsible. Check them each day as tasks are completed.

At the end of the week, please sign the chart and return it to me. Thank you for your assistance.


Sincerely,

\_\_\_\_\_  
(Teacher's Signature)

I am learning about responsibility at home and in school.

Signed,

\_\_\_\_\_  
(Student's Name or Signature)



HOME RESPONSIBILITY CHART

	DUTY 1	DUTY 2	DUTY 3
Describe:			
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

Student's Signature

Parent's Signature

## UNIT II. RULES AND LAWS

### GOAL:

The goal of this section is to help children understand the concept of rules and laws, and that they are not simply restrictions but a means to achieve safety and harmony.

### OBJECTIVES:

At the end of this unit, students should:

- be able to state two reasons why rules are necessary
- be able to state two laws that affect them and why they are necessary
- be familiar with bicycle laws and safety tips

### VOCABULARY WORDS:

Rule  
Law  
Bicycle

### McGRUFF MESSAGES:

The following McGruff Coloring Book messages pertain directly to this lesson:

- "Never hitchhike!"
- "Remember, don't play with matches; fire destroys!"
- "Stealing is wrong!"
- "Never damage or destroy property!"

## UNIT II.

### ACTIVITY I: WHY WE NEED RULES

#### OBJECTIVE:

At the end of this activity, students should be able to state two reasons why rules are necessary.

Seat the class in two groups. Place trash cans in opposite corners of the room. Tell the class that they are going to play a really exciting game. (Get the class very excited about it.) Then say, "O.K. Ready, Go," and hand one child a paper ball. Let the students take charge of themselves and observe what happens. This activity is to allow the students to do whatever they decide to do without further teacher instruction. If students become frustrated, encourage them to improvise and decide on rules and an object for the game. After a period of time, stop the "game"

#### Discussion Questions:

- How do you feel about how the game was played?
- Why do you feel this way?
- How do you think the game could have been better?
- How do you think that this game was different than other games?
- Did someone in the group become a leader?
- Would it have been easier to play this game if there had been rules?



Now have the class decide on appropriate rules for Ready-Go Game and play it again following the new set of rules.

The students have now had the opportunity to personally experience the need for rules. Discuss the meaning of rules. After some definitions, write the word "Rule" on the blackboard with the following definition:

**RULE:** Something written or said which tells us how to act.

What kinds of rules are there?

- rules of behavior
- rules for protection

Why do we need rules?

- to keep order
- to protect us
- to keep us healthy and safe
- to let people know what behavior is expected, etc.

What happens when rules are broken?

- there is disorder
- people do not know what to do
- people may get hurt

## **ACTIVITY II: WHY WE NEED LAWS**

**OBJECTIVE:**

At the end of this activity, students should be able to state two laws that affect them and why they are necessary.

Ask the class the following questions:

What are laws?

- Rules are called laws when they are made and enforced by the government. (e.g., city, county, state and/or national governments)

Write the word "Law" on the blackboard.

**LAW:** An official set of rules.

How are rules and laws alike?

- They are created for the same reasons — for protection, safety and to ensure that there is equal treatment for all.

How do rules and laws differ?

- It is more serious to break a law than to break a rule.
- Punishment for breaking laws is more severe than for breaking rules.

Read the following story to the class.

## **ELMER ELEPHANT'S BIRTHDAY SURPRISE**

Once there was a silly elephant named Elmer. He acted silly because he did things without thinking. When the time came for Elmer's birthday, he got a big surprise. He received a shiny new bicycle all wrapped up in a big bowl! Elmer was thrilled with his new bike and he wanted to show it off to everyone. His mother cautioned him, "Now, Elmer, first you must let your father and me show you how to ride your new bike. We also want to teach you all the bicycle rules and laws so you will be safe."

But Elmer was determined that he already knew enough to manage on his own. He was very anxious for everyone to see his new bike. When his mother went to the store, he decided to ride the bicycle to town.

As he rode down the street, he noticed all the cars were headed straight toward him. He heard someone yelling, "Get over, you silly elephant! You're on the wrong side of the road!" But Elmer kept right on going. A little while later he saw a red light hanging above him, and he pedaled straight underneath it. He heard horns honking and people shouting, but he was too busy steering the bike to see what in the world all the commotion was about.

As Elmer came close to town, he saw his friend, Jumbo. He shouted, "Hey, Jumbo, want a ride?" Jumbo was delighted and jumped up on the handlebars. Elmer could not control the bike very well, and they wobbled all over the place. Cars started honking at them, and Elmer decided it would be safer to ride on the sidewalk. Suddenly he saw a trash can right in his path, and he swerved to miss it. He ran into a lady elephant and knocked her down. When he got up he discovered his new bicycle had a bent fender, and the poor lady elephant and Jumbo were lying flat on the ground. Elmer helped the lady to her feet, and said he was very sorry. Then he sat down next to Jumbo. He felt very disappointed at how his happy day had turned out. "I think I will learn about the rules for my bicycle after all," he said to Jumbo. "To be safe is the happiest birthday present of all."

**Discussion Questions:**

What laws did Elmer break?

- You must ride with the traffic, not against it.
- You must stop for all traffic signs and signals.
- You must not ride on the sidewalk.
- You must ride only one to a bicycle.
- People walking have the right of way.

Should Elmer be punished? How?

What are some of the things which might have happened because Elmer disobeyed the law?

- Elmer might have gotten hurt.
- Other people might have gotten hurt.
- He could have caused automobile accidents.

Do you think Elmer learned why laws should be obeyed?

## **ACTIVITY III: WHERE DOES IT GO?**

(Optional)

Distribute copies of the picture of the school room and playground at the end of this section or draw pictures of each on the chalkboard. Read the rules suggested below to the class, and have students decide where to place the rules on the pictures.

**School Room**

- You need a pass or permission to leave the room.
- Keep your hands to yourself.
- Be responsible for your own belongings.
- Raise your hand to speak.
- Do your own homework.



#### Playground

- Only one person in a swing at a time.
- Never stand up on the swings.
- Do not walk in front of swings while someone is swinging.
- Slide only in the safe and proper way.
- Take turns with playground equipment.

#### ACTIVITY IV: BICYCLE LAWS AND SAFETY

(Optional)

##### OBJECTIVE:

At the end of this activity, students should be familiar with bicycle laws and safety tips.

Ask students to think of bicycle laws and list them on the board or on a chart. Be sure that students differentiate between laws and safety tips.

#### Bicycle Laws

- Signal for turns and stops.
- Obey all traffic signs, signals and rules.
- Yield the right of way to pedestrians.
- Drive solo — only one on a bicycle.
- Drive with traffic in single file — close to the right-hand side of the road.
- Equip your bicycle with headlight and reflector if riding at night.
- Do not ride on sidewalks.
- Do not do stunts with your bike. This could be considered reckless driving.
- Stop and look both ways before entering the street.

#### Bicycle Safety Tips

- Keep feet on pedals at all times.
- Keep both hands on handlebars unless signaling.
- Keep bicycle in good repair.
- Walk bicycles across busy intersections.
- Never leave your bicycle unlocked and unattended.
- Do not leave your bicycle in yard or driveway where it can be seen from the road.
- Watch for opening car doors.

Distribute a copy of "Help Protect Your Bicycle" to each student (a master copy is included in the Appendix of this section).

#### ACTIVITY V: POSTER

(Optional)

Have each student make a poster presenting and illustrating one of the laws. Display the posters in an appropriate place so other students may be reminded of bike laws.

#### ACTIVITY VI: "McGRUFF SAYS" GAME

(Optional)

Have the children play the "McGruff Says" Game, designed for two to three players. It has been created to reinforce the above information about rules and laws. It also serves as a reminder that the penalties and rewards associated with laws are normally greater than those associated with rules.

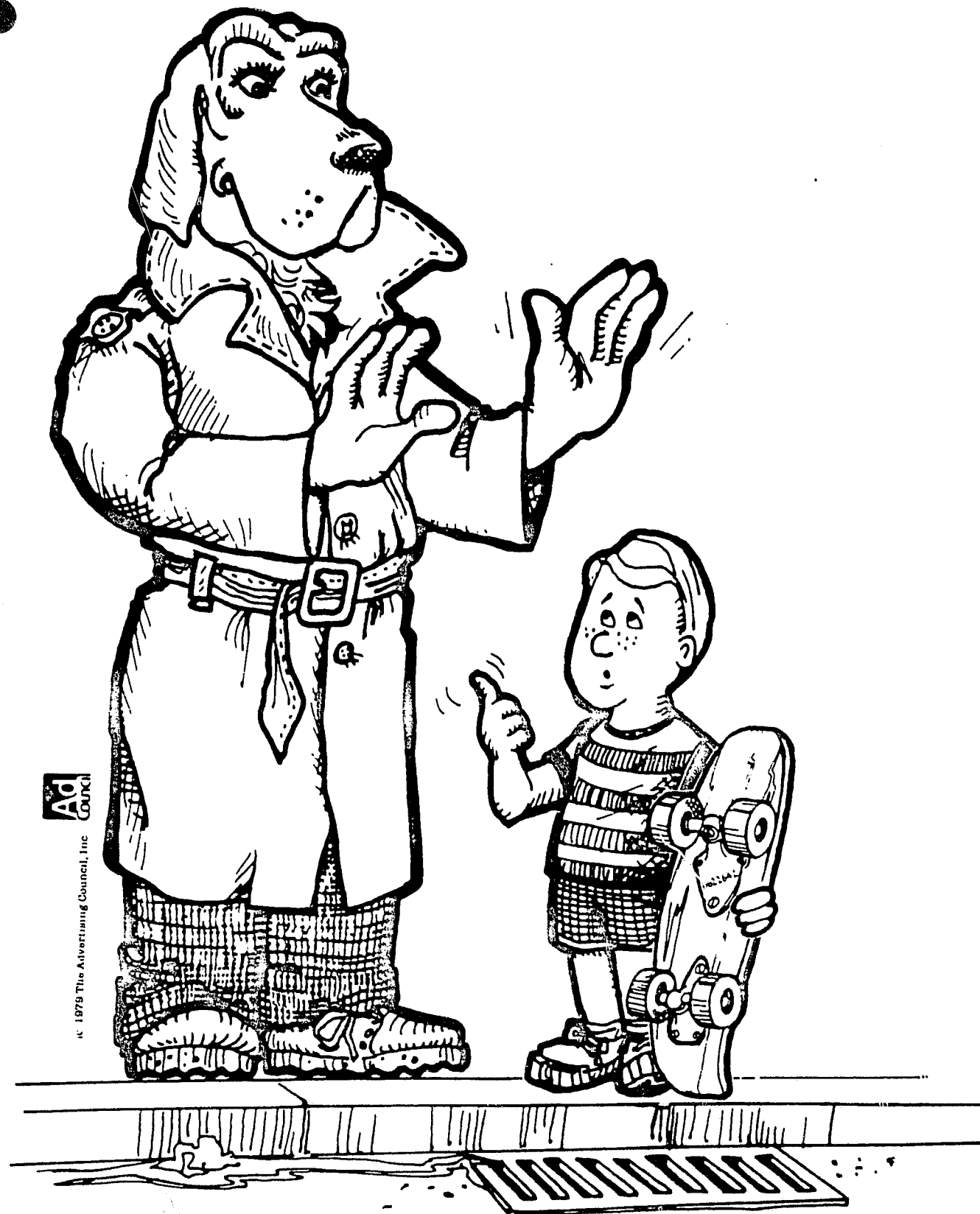
Materials required for this game are: Markers and one die per game or draw numbers which are placed in a hat to determine the number of spaces each player can move.

"McGruff Says" Game is included in the Appendix section of this unit.

#### UNIT II APPENDIX

Activity	Page(s)
McGruff Messages	15 — 18
Picture of School Room and Playground	19 — 20
"Help Protect Your Bicycle"	21
"McGruff Says" Game	22 — 23

**McGruff says,**



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**"Never hitchhike!"**

**McGruff says,**



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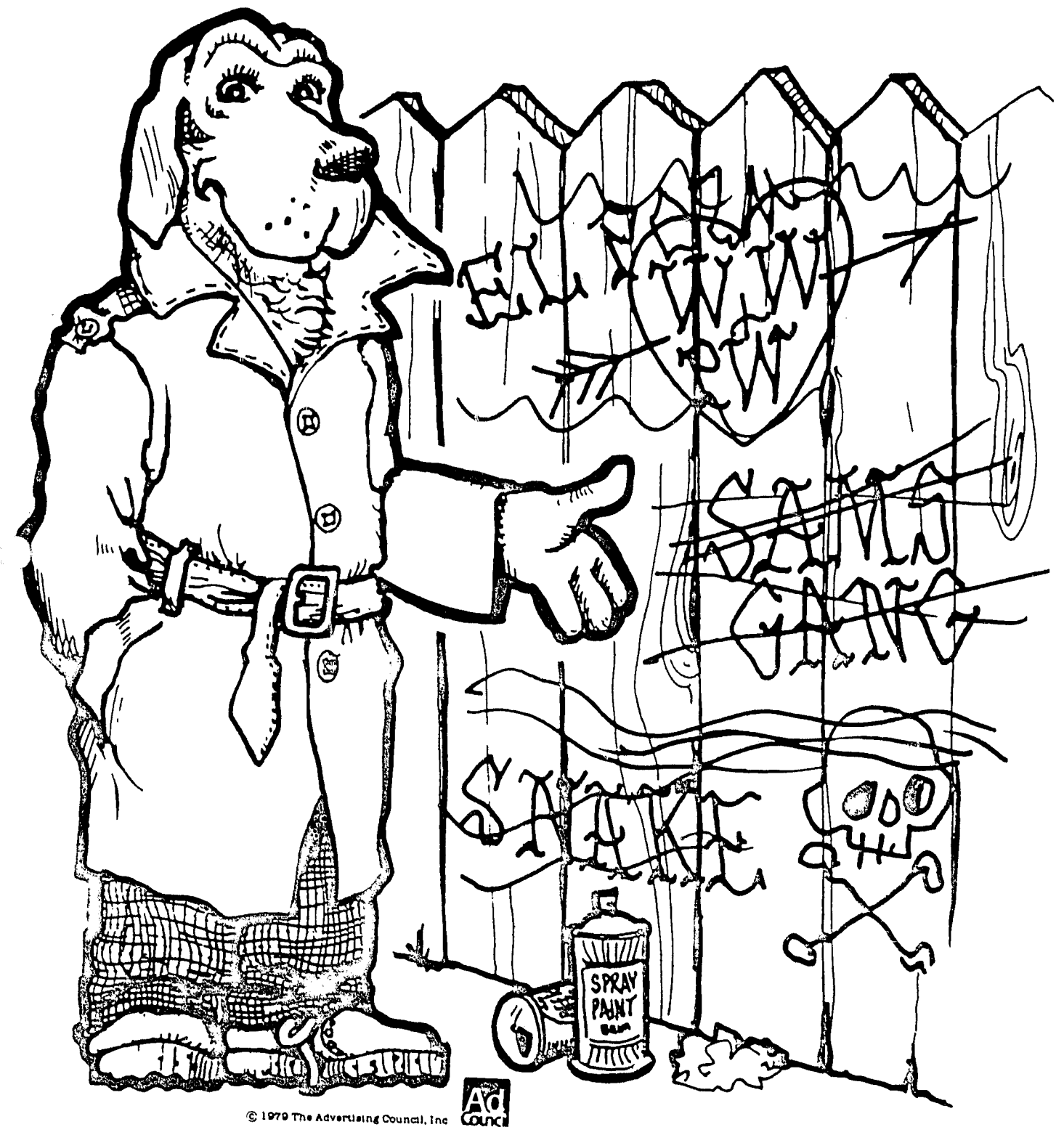
**"Remember, don't play with matches; fire destroys!"**

McGruff says,

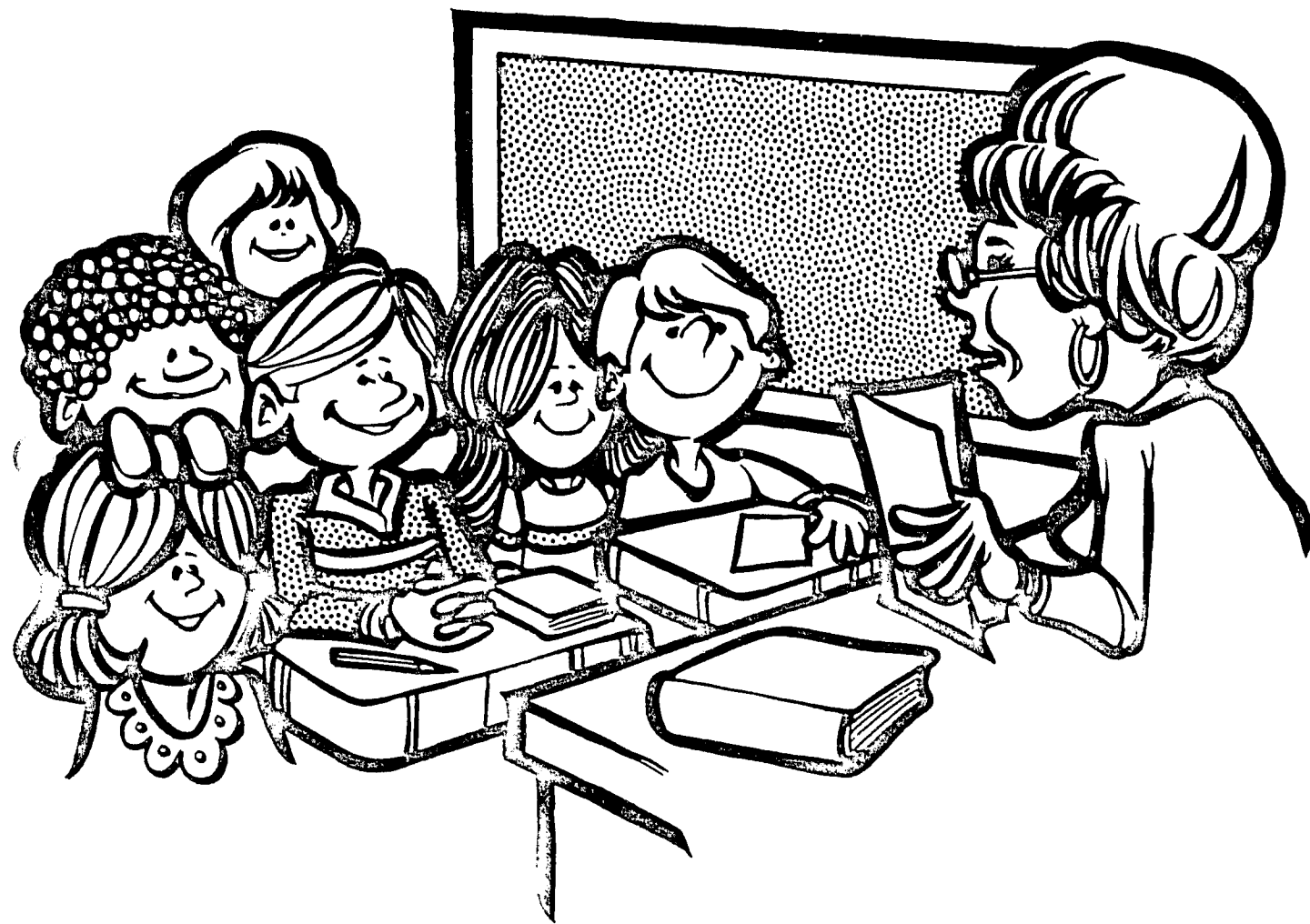


"Stealing is wrong."

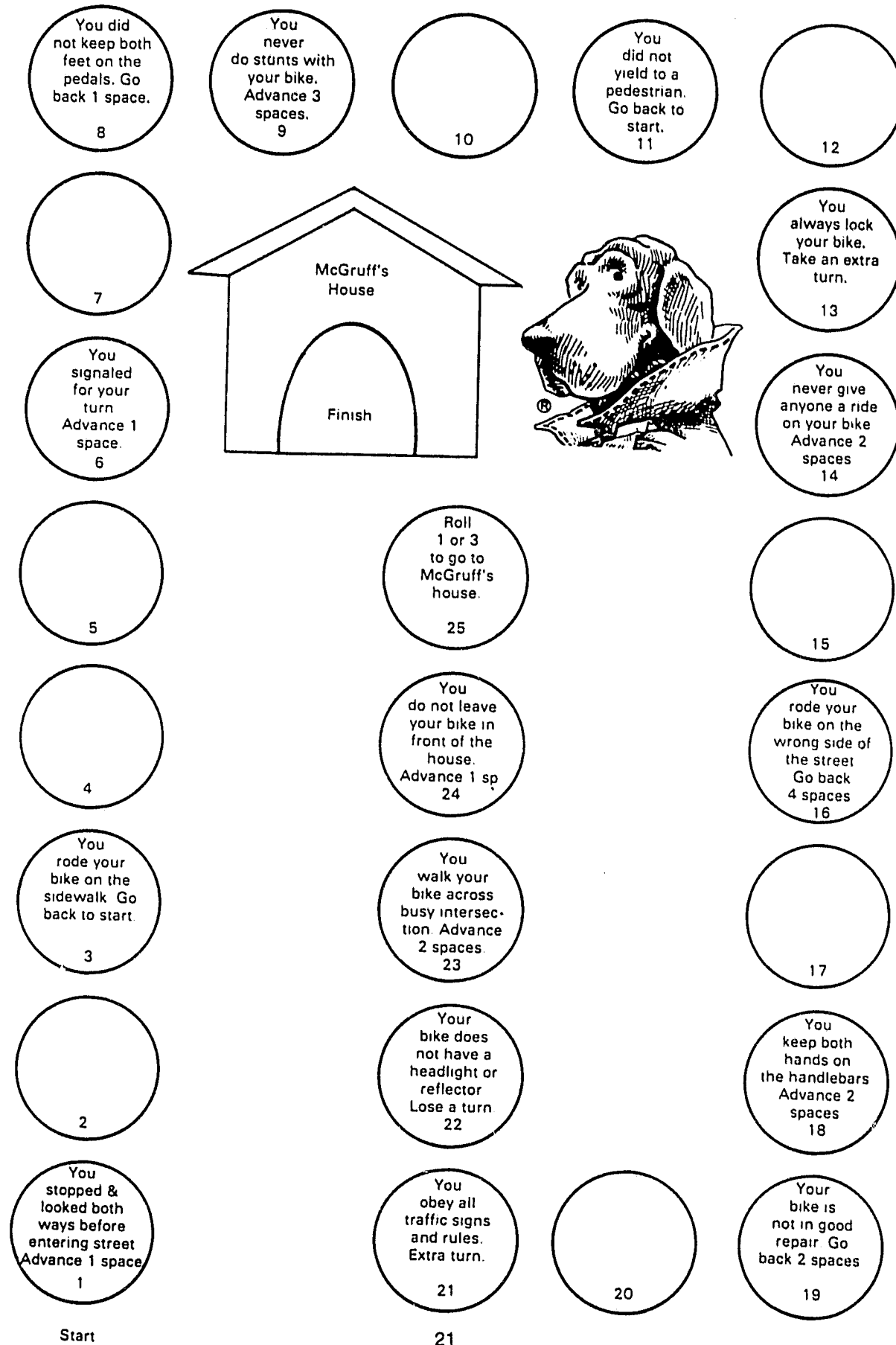
McGruff says,



"... Never damage or destroy property."



# McGruff Says,



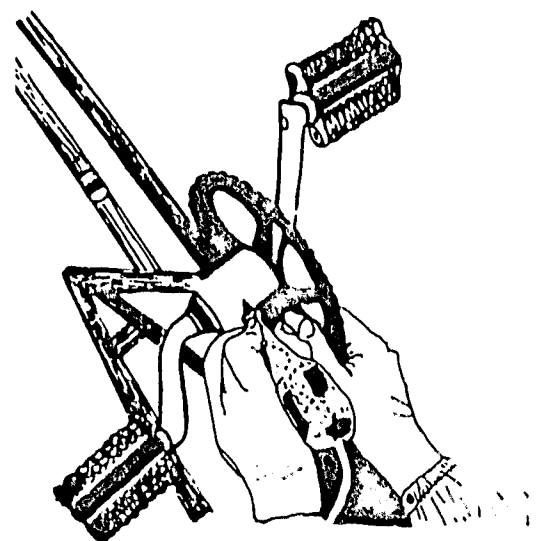
There are many different locks, chains, cables and bicycle locking devices available. Some are much stronger than others. You can tell by comparing the thickness of the cables, thickness of the shackle on the lock and whether the lock is "case" hardened. Don't be afraid to ask the salesman any questions you might have.

Buy the **best** you can afford and whatever it is, **USE IT**. The best lock and chain is useless if you leave it wrapped around the seat post or at home in the garage.

Remember these crime prevention tips:

- Register and mark your bike
- **Always** lock your bike
- Never loan your bike
- Keep your bike locked and out of sight at home

22



The above illustrates the proper method of engraving your bicycle

Office of Criminal Justice Planning  
Crime Prevention Division  
1130 "K" Street  
Sacramento, California 95814

**THE CRIME PREVENTION  
COALITION**

**National Citizens'  
Crime Prevention  
Campaign**

**HELP  
PROTECT  
YOUR  
BICYCLE**



**TAKE A BITE OUT OF  
CRIME**

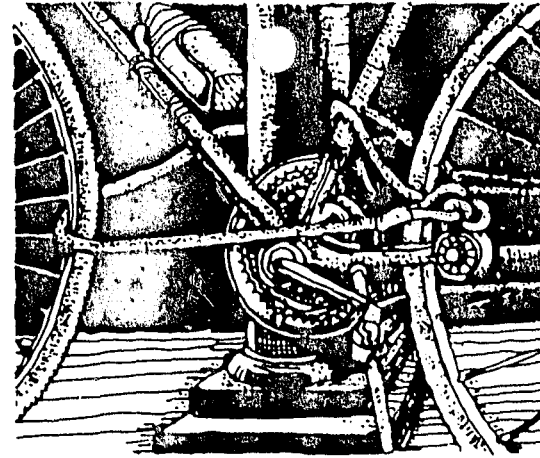
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## WHAT YOU SHOULD KNOW

Bikes get stolen from many places. The most common place is from your home. But bikes have been stolen from parks, schools, stores and libraries. A bike can be stolen from just about anywhere that anyone would park a bike!

Most people don't steal bikes. But a few do. A person who does steal a bike is usually a young person. It could be a classmate, a neighbor from down the street, or a friend who just wanted to "borrow" it for awhile and forgot to bring it back.

The most important thing you should know is that **MOST BIKES THAT GET STOLEN WEREN'T LOCKED!**



Invest in a good, case-hardened padlock and cable, and then use them. Hook the cable through the frame, front and rear wheels, and around a solid, fixed object or bicycle stand.

## WHAT YOU SHOULD DO

If you bought a new bike in the last few years, the bike shop may have registered it for you. Now, you need to mark the bike.

Marking your bike means that you engrave your parents' driver's license number on the bicycle using the Property Marking Code. The Marking Code is simple:

CA3447 DL

The first two letters are the abbreviation of your state, the number is where the driver's license number goes and the DL is the abbreviation for Driver's License.

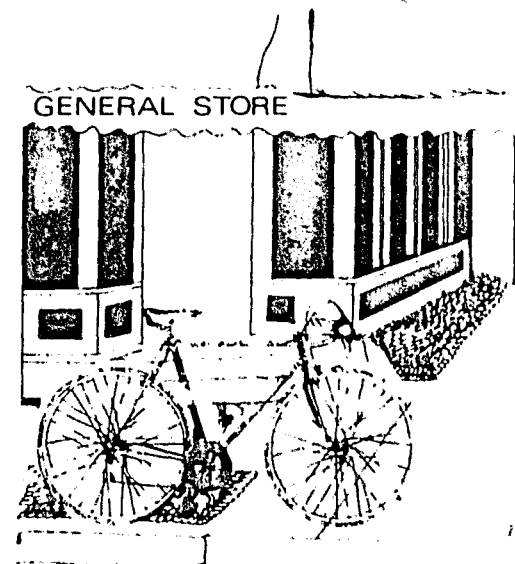
Using the Marking Code helps protect you, serving as a deterrent to would-be bike thieves. It also helps the police in identifying and returning a found or stolen bike to the owner.

## IF IT GETS STOLEN

Besides marking and registering your bike, fill out a description of it. Use the form below. Then put this form in a safe place.

If your bike is stolen, call the police immediately. Tell them who you are, where the bike was stolen and when, and give a description of the bike (the form has that information on it).

23



Try to avoid leaving your bike unattended near shopping areas, schools or playgrounds.

My Bicycle Serial Number Is:			
Property Marking Code:			
Make:			
Model:			
Color:			
Fenders: Yes	No		
Speeds: 1	3	5	10
Size of Wheels:			



### UNIT III. SAFETY AND CRIME PREVENTION

#### GOAL:

The goal of this section is to help students understand the concepts of safety and crime prevention.

#### OBJECTIVES:

At the end of this unit, students should:

- know at least two ways in which they might protect themselves from crime
- understand how to properly use the telephone in an emergency situation
- understand what they should do if the telephone rings when they are home alone.
- know their address and telephone number

#### VOCABULARY WORDS:

Safety  
Crime  
Victim  
Prevention

#### McGRUFF MESSAGES:

The following McGruff Coloring Book messages pertain to this unit:

- "Don't give information to anyone you don't know over the phone" (also part of Personal Safety Unit).
- "If you see something wrong, remember as much as you can."
- "I need your help to prevent crime."

#### UNIT III.

##### ACTIVITY I: BEING SAFE

#### OBJECTIVE:

At the end of this activity, students should know two ways in which they might protect themselves.

#### CRIME

Discuss the meaning of the word crime. For example, a crime is doing something against the law.

Ask the students to think of examples of a crime such as taking something from a store without paying for it.

#### VICTIM

Discuss the meaning of the word "victim". For example, a victim can be:

- A Person who is hurt physically (injured), emotionally (threatened or scared) or financially (stolen from or has property vandalized).
- An Organization such as a school, church or a club that is damaged because items are stolen or vandalized.
- A Community, meaning all citizens, that is damaged by crimes such as vandalism or by shoplifting (this hurts everyone because citizens must pay more for things they buy).

#### CRIME PREVENTION

What does crime prevention mean? For example, crime prevention means people taking action to protect themselves and other people from becoming victims.

Discuss with the class why crime prevention is important.

#### Examples include:

- To help people be safe (less likely to be victims).
- To help homes and schools be safe.
- To help the community to be safe.

How can people protect themselves from crime?

#### Examples include:

- Not leaving houses unlocked.
- Not walking in lonely places.
- Not carrying large sums of money.
- Not hitchhiking (getting into cars with strangers or anyone without parents' permission).
- Not leaving valuable property in the yard.
- Always properly identify property. Have mom or dad mark property with Operation Identification, mom or dad's driver's license number.
- Not allowing strangers to enter their homes.
- Not telling strangers they are home alone when they answer the door or telephone.
- Leaving valuable articles at home, not taking them to school.
- Reporting suspicious activities, e.g., stranger loitering around school, someone trying to get into a neighbor's house, an older student threatening a younger student.

Older students could complete "The Missing E" (included at the end of this section).

##### ACTIVITY II: GET TOUGH ON CRIME

(Optional)

Older students, grades 3 and 4, could present the play, *Get Tough on Crime* (the script is included at the end of this section). The play could be presented to their classmates and also presented to the younger students.

##### ACTIVITY III: McGRUFF SONGS

#### "I am a Junior McGruff"

Have students sing "I am a Junior McGruff". The words and music (to the tune of "She'll be Comin' Around the Mountain") are included at the end of this section.

"Sing-A-Long" is also included at the end of this section.

##### ACTIVITY IV: DIALING FOR HELP (Skit and Discussion)

#### OBJECTIVE:

At the end of this activity, students will understand how to properly use the telephone in an emergency situation.

The following skit, although humorous, is designed to illustrate this point. The teacher, plus an aide, parent or older student enact a skit of a panicked child calling the fire department. Initially, the child does not remember how to use the phone and then does not know his/her full name, address or phone number.

Opening Scene: Hysterical child, who is home alone, grabs the phone and immediately begins to yell for help because the house is on fire.

Scene Two: Finally the child remembers that he/she needs to dial either 911 or Operator.

Scene Three: Another person with a telephone answers and the child yells for help. The Operator asks a series of questions, none of which the child can answer.

Operator: What is your full name?

Child: Susie (or Paul).

Operator: Susie what?

Child: Just Susie.

Operator: Ok, Susie, where do you live?

Child: In my house. It's on fire!

Operator: Yes, Susie, but where is your house?

Child: Right here!

Operator: Yes, but on what street?

Child: I don't know! Come quickly and put out the fire.

Operator: Susie, what is your phone number?

Child: I don't know!

Operator: Look at the telephone. The number is on it. Read it to me.

The child finally reads the phone number to the Operator and is then instructed to leave the house because help is on the way.

After completing this skit, discuss with the students the things that Susie/Paul did not know. The following information should be covered:

Do you know how to ask for help?

- Dial "O" or 911 for help.
- Talk slowly and loudly.
- Tell the Operator who you want (police, sheriff, fire department, etc.)

When the Operator gets the person you want:

- Talk slowly and loudly.
- Give your name and address.
- Tell why you need help.
- Listen and do what you are told to do.
- Do not hang up until you are told to do so.

Be sure the students understand that telephones are not toys and should be used only with parent's permission or in case of emergency. After the discussion, give students an opportunity to practice emergency calling (use real or play telephones). The teacher should play the role of operator and policeman or fireman. Use the following circumstances:

- You are at home with mother and she falls, gets hurt and cannot get up.
- You see smoke filling up your home. (Remind students to leave the house immediately and call from a neighbor's house.)

Suggest other appropriate circumstances. (Permit students to play the role of operator, fireman and policeman after the teacher has gone through several calls.)

### ACTIVITY V: HOME ALONE

#### OBJECTIVE:

At the end of this activity, students will understand what they should do if the telephone rings when they are home alone.

Some suggested options are:

- Do not answer the telephone.
- The parent gives a certain time when he/she will call. Do not answer the phone at any other time.
- If the child must answer the phone, the child should tell the caller that "Mother cannot come to the phone right now. Please call later." Never say that you are home alone.
- Parent should leave numbers for emergency purposes.
- Parents should leave the number where they could be reached.
- Attempt to have a neighbor close by in case of emergency purposes.

Have the students take home the Parent Letter (included at the end of this section).

**ACTIVITY VI: McGRUFF AND THE PHONE**

**OBJECTIVE:**

At the end of this activity, students should know their address and telephone number.

Give students a copy of the McGruff telephone handout. Have them print their name, home address and home telephone number and then color McGruff. A copy of this handout is included at the end of this section.

**ACTIVITY VII: MY NUMBER IS**

(Optional)

Construct a large house on a bulletin board. Place several telephone poles (tissue or paper towel cores) around the house.

Review student addresses and telephone numbers. As students learn to recite addresses, they may place names and addresses on the house. When they learn their telephone numbers, they may place a telephone line (string or yarn) from an address to a telephone pole.

When everyone knows their own address and telephone number, the children could make their own phone books. This is one way they could keep in touch.

**ACTIVITY VIII: THE MAZE**

(Optional)

Have students complete the maze (copy included at the end of this section).

**ACTIVITY IX: THE RAINBOW MAKERS**

(Optional)

Have the older students present the play, *"The Rainbow Makers: Take a Bite Out of Crime"* (the script is included at the end of this section). This could be presented in classrooms or at a school assembly.

**UNIT III APPENDIX**

Activity	Page(s)
McGruff Messages	30 – 32
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**McGruff says,**



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Ad  
Council

**"Don't give information to anyone  
you don't know over the phone."**

**McGruff says,**



© 1979 The Advertising Council, Inc.

**"If you see something wrong,  
remember as much as you can."**

# McGruff says,



© 1979 The Advertising Council Inc

**"I need your help to  
prevent crime."**

## I AM A JUNIOR McGRUFF

(Song set to the tune of "She'll Be Comin' Around the Mountain")

Oh, I am a Junior McGruff — RUFF! (last word barked out)  
For Justice and Honor I stand tough — TOUGH! (last word barked out)  
I bite out of crime

With my song set in rhyme  
Oh, I am a Junior McGruff — RUFF! (last word barked out)

Oh, I am a Junior McGruff — RUFF! (last word barked out)  
For Justice and Honor I stand tough — TOUGH! (last word barked out)  
I hold up the laws  
With my big, helping paws  
Oh, I am a Junior McGruff — RUFF! (last word barked out)

Oh, I am a Junior McGruff — RUFF! (last word barked out)  
For Justice and Honor I stand tough — TOUGH! (last word barked out)  
A crime dog am I  
I am sharp and I'm sly  
Oh, I am a Junior McGruff — RUFF RUFF! (last word barked twice for end of song)

**I AM A JUNIOR McGRUFF**  
(To The Tune of "She'll Be Comin' Around The Mountain")

Boisterously

Words By: Ann Panizzon

Oh I am a Ju-nior Mc-Gruff — RUFF! (last word barked)

For Ju-stice and Hon-or I stand tough—TOUGH! (last word barked)

I bite out of crime with my song set in

rhyme, Oh I am a Ju-nior Mc-Gruff — RUFF!

(last word barked each refrain and barked twice the third time through.)

# SING-A-LONG

*marching tempo* TAKE A BITE OUT OF CRIME !!!

TAKE A BITE OUT OF CRIME, YOU'LL SAVE MORE THAN A

DIME. YOU'LL SAVE FAMILY, AND FRIENDS, AND YOUR-SELF!!

YOU CAN DO IT ANY TIME, TAKE A BITE OUT OF CRIME. DON'T FOR-

GET IT AND PUT IT ON THE SHELF! LEND A HELPING HAND!!

HELP YOUR FELLOW MAN!! AND, TAKE A BITE OUT OF CRIME. IF

YOU DO, WE'LL DO FINE. YOU NEED US AND WE NEED YOU!!!!

Dear Parent:

In class we have been discussing proper use of the telephone. A very important aspect has been what children should do if the phone rings when they are home alone.

Listed below are some possible responses. Please read them over, decide which one(s) you prefer, and discuss it with your child.

- Do not answer the phone.
- Parent gives a certain time when he/she will call. Do not answer the phone at any other time.
- If the child must answer the phone, the child should tell the caller that "Mother cannot come to the phone now. Please call later."

In the interest of safety, a child should *never* say that he or she is home alone. Children must also know how to use the telephone to get emergency assistance. We have learned how to do this in class. Therefore, we ask that you have the following information on or near your phone:

- A number where you can be reached
- The number of the Fire Department
- The number of your Police/Sheriff's Department

Also, arrange to have a close neighbor to whom your child can go to in an emergency.

Thank you for your assistance.

Sincerely,

\_\_\_\_\_  
Teacher's Signature

## McGRUFF AND THE TELEPHONE

When you call the police or sheriff some of the questions they will ask you will be:

1. Your name

\_\_\_\_\_

2. Your address

\_\_\_\_\_  
\_\_\_\_\_

3. Where are you calling from?

Home \_\_\_\_\_

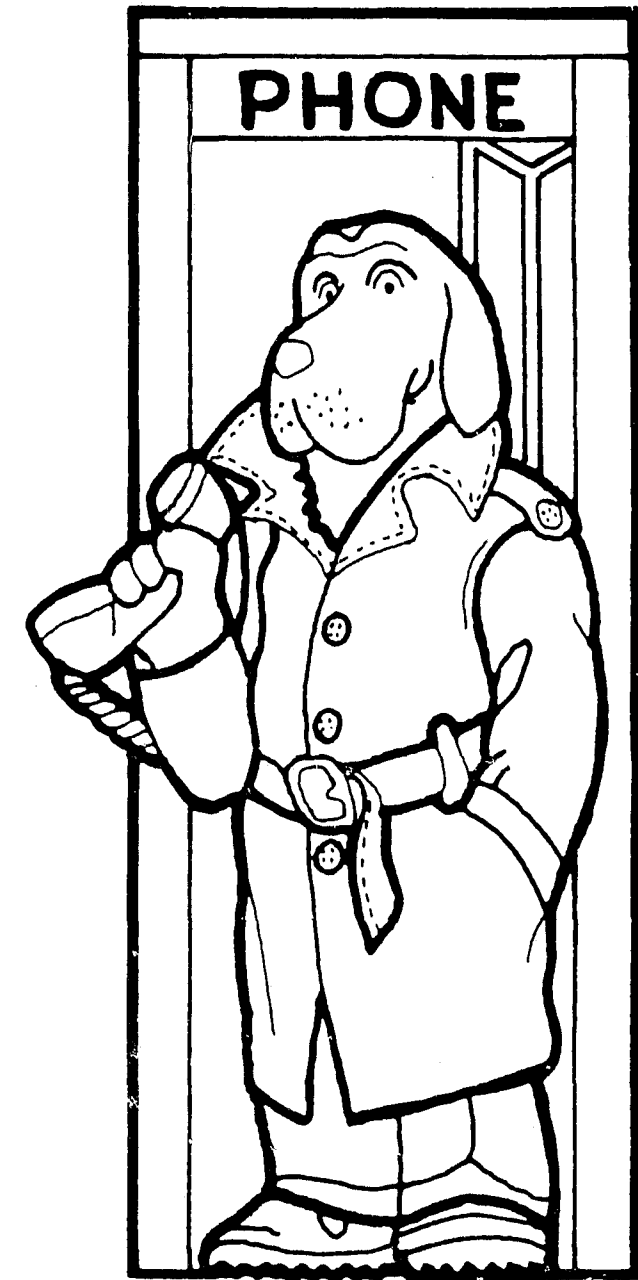
Other \_\_\_\_\_

4. What has happened?

\_\_\_\_\_  
\_\_\_\_\_

5. Was anyone hurt?

\_\_\_\_\_



The police officer or sheriff may have other questions besides these. Try to answer as best you can.

The most important thing to remember is:

**DO NOT HANG UP UNTIL YOU ARE TOLD TO DO SO.**

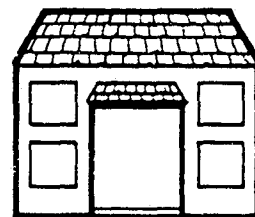
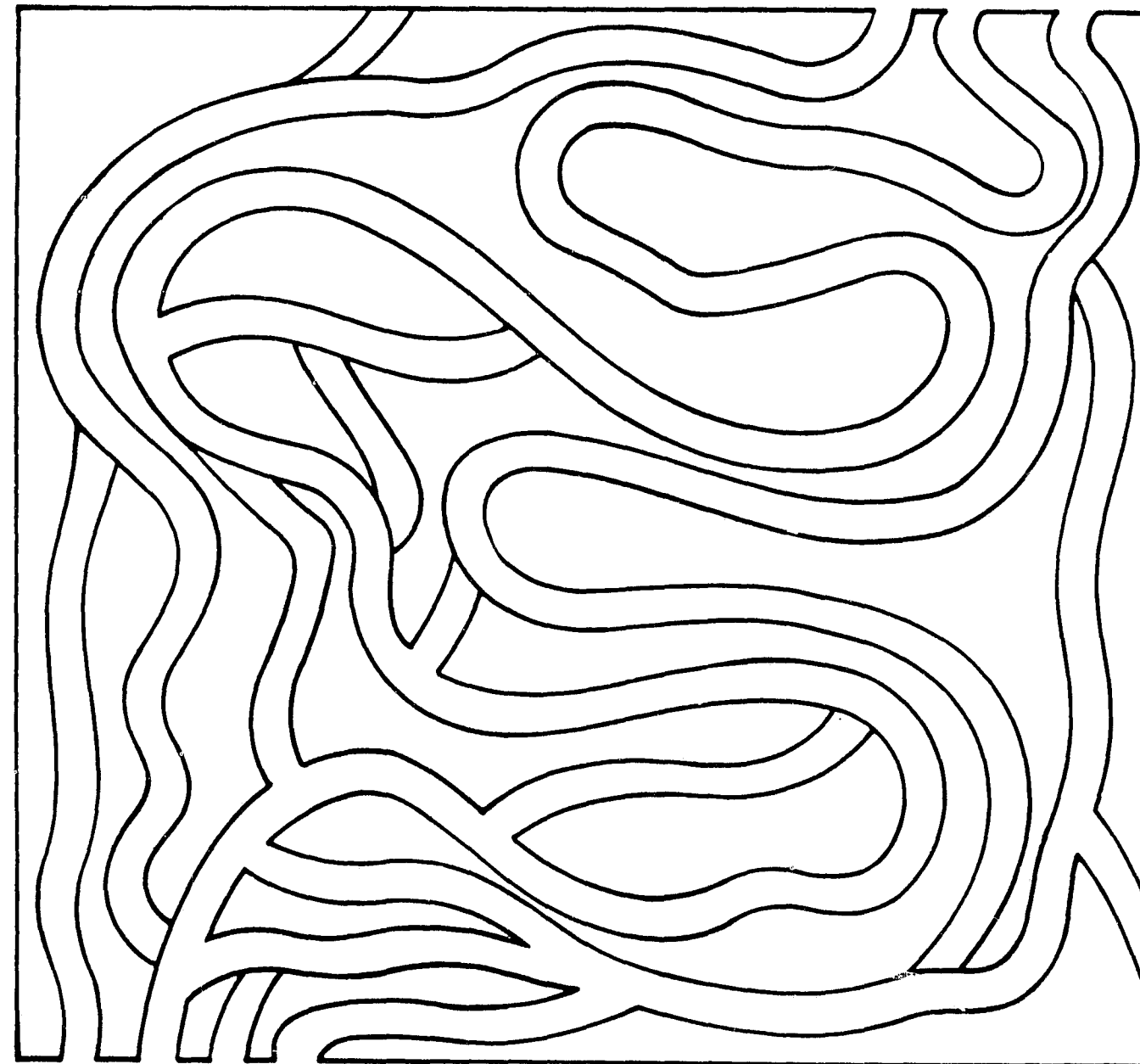


# THE MAZE

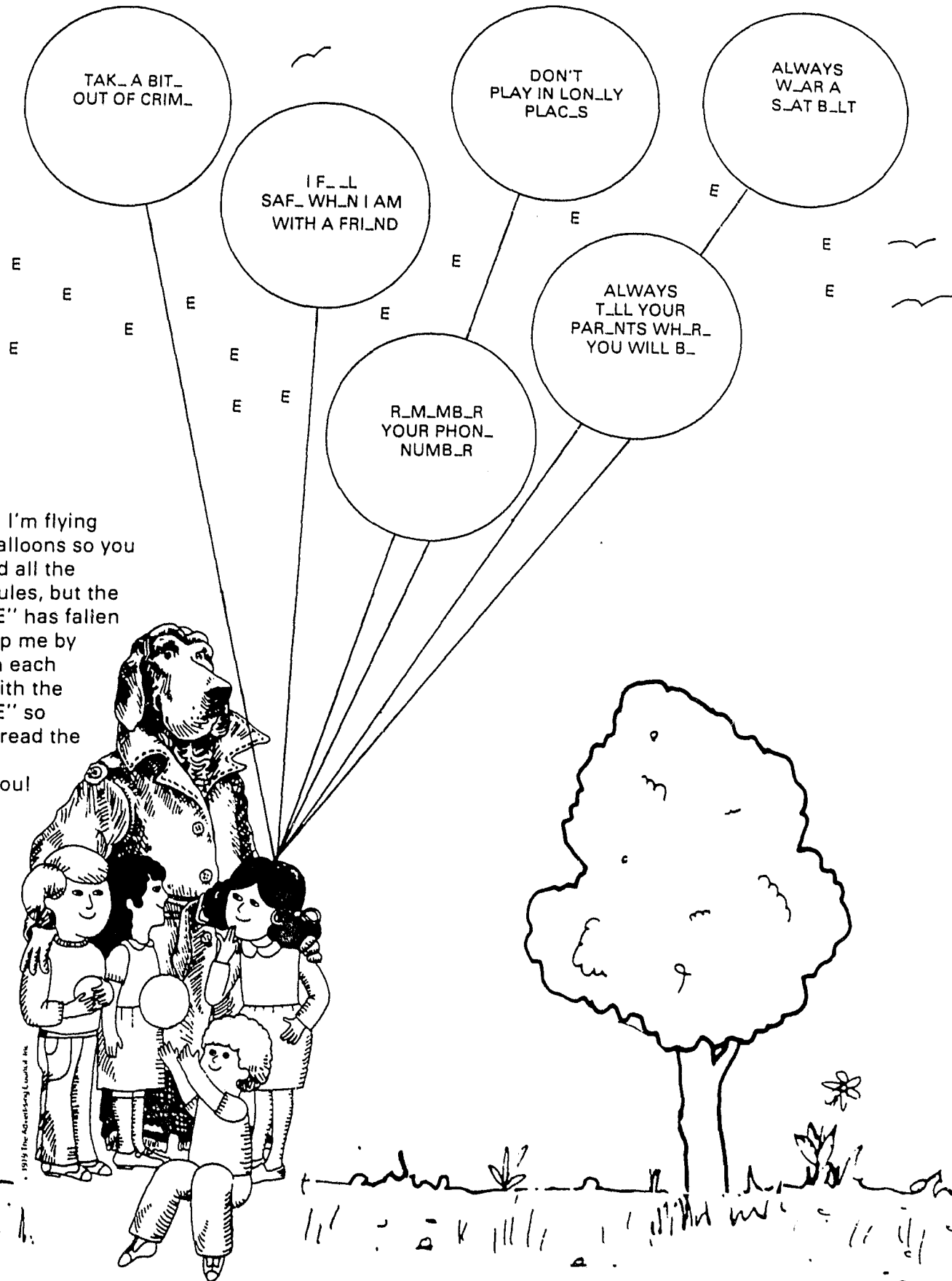
Pretend McGruff's home has been broken into and you are calling the police or sheriff to report it.

- The police or sheriff needs to get to McGruff's home as soon as possible. You can help by playing this game.

Without crossing any lines, use a red marking pen to mark the quickest route for the police or sheriff to take.



McGRUFF'S HOME



Hi, kids. I'm flying these balloons so you can read all the safety rules, but the letter "E" has fallen out. Help me by filling in each blank with the letter "E" so we can read the rules. Thank you!

## YOUTH CRIME WATCH

# GET TOUGH ON CRIME!!!

### A PLAY FOR ELEMENTARY SCHOOLS

©Copyright 1981, Isabel Banks  
featuring  
**OFFICER McGRUFF**

Crime is a  
Dog-gone Shame!

Officer McGruff



**SCENE:** Three school desks, barely large enough to accommodate "students"  
**CAST:** Officer McGruff and three students  
**COSTUMES:** **First Girl:** Short skirt with stretch waist to accommodate a variety of sizes. She wears own blouse. Wig braided into pigtails. Stretch knee socks.  
**Second Girl:** Skirt & Blouse as above; curly wig, big bow on top. Freckles, blacked out teeth, pocketbook.  
**Boy:** Red, mop-type wig; own jeans & shirt (*with tail hanging out*); soccer ball or tennis ball.  
**McGRUFF:** Costume (*head & paws*); clue bag and magnifying glass.

Curtain opens with **First Girl** sitting at desk, reading a book.

**Second Girl:** (*She enters, plops into seat, visibly angry. She slams her pocketbook on the desk, props head on fists and scowls*)

**First Girl:** What's the matter, Suzie?

**Second Girl:** I'm so mad I could throw things – if I had anything left to throw. Someone broke into my desk and took EVERYTHING – notebooks, school books, lunch money. Not even a pencil left. What am I going to DO?

**First Girl:** Why don't you tell the principal?

**Second Girl:** Is he (*she*) going to do my Science project over for me? And my homework? Maybe they'll give me new books, but what about all that work?

**First Girl:** Well, tell your teachers.

**Second Girl:** Aw, they've heard it a million times. They don't hardly believe it anymore.

**First Girl:** Well, what are you going to do?

**Second Girl:** I don't know, but I've had ENOUGH!

**Boy:** (*He enters, bouncing ball dejectedly, and limping. He sits down, takes off one shoe and massages foot, groaning.*)

**First Girl:** You look beat!

**Boy:** I AM! Someone ripped off my bike and I had to walk to school. Darn Shoes! I've got blisters on my blisters.

**Second Girl:** Don't blame your shoes; blame the kid who took your bike. Rotten kid! Like the one who took the stuff out of my locker. And LOOK at our school. (*The second girl will talk about the types of problems occurring at their school*).

**First Girl:** Gee, I sure wish we could change these things.

**Boy:** Yeah! I've had enough! I'VE REALLY HAD ENOUGH! But what can we do about it?

**First Girl:** Well, I have this friend who goes to another school and they DID something about it

**Second Girl  
and Boy:**

**First Girl:** What?  
Well, they called Officer McGruff and he helped them. He told them most of the kids in any school are good, and the good kids really don't have to put up with crime any more if they don't want to.

**Boy:** You mean it? Well, what are we waiting for? Let's call him now!  
**Second Girl:** Yeah! Does he have a phone?  
**First Girl:** You don't call him on the phone – you just call him. You figure out what you're going to say and you yell it. What shall we say?

They all put their heads together, visibly arguing but with no sound; then all smiles as they agree. They walk to the center of the stage, cup their hands to their mouths and yell...

**All Three:** OFFICER McGRUFF  
COME ON AND DO YOUR STUFF  
WE HAVE HAD ENOUGH!!!

McGruff enters dramatically.

**McGruff:** Somebody called?

**First Girl:** We did. We need help! We've heard you helped kids at other schools. Will you help us?

**McGruff:** Sure. What's wrong?

**Boy:** Aw, everything. Somebody stole my bike, someone went into Suzie's desk and took all her stuff. *(He adds things that have been happening at your school).* Can you help us?

**McGruff:** That's what I'm here for – to help good kids straighten things out, but YOU have to help ME!

**Second Girl:** But what can we do?

**McGruff:** Well, it's like this: A detective has to have clues. *(He opens his clue bag and takes out something ridiculous like a fake ice cream cone, acts embarrassed and hastily puts it back).* I've got ears, BIG ears, *(wiggles them with his paws)* but only one pair. And I have eyes *(looks through glass, picks up imaginary clue and puts it in the bag)*, but only two eyes. I need you to use your eyes and ears to help me fill my clue bag. Do you want to help? I can't do it alone.

**All Three:** Sure! What do we do?

**McGruff:** Well, first let's find out if the other kids in your school feel the same way. *(He turns to the audience and asks them about things going on that they don't like).* Do you want these things to keep on happening?

**Audience:** NO!

**McGruff:** Louder, I couldn't hear you.

**Audience:** NO!!

**McGruff:** Well, if you all want to do something about it, all you have to do is call me. He *(referring to the boy)* will teach you how easy it is to do.

**Boy:** Come on now. It's easy. All you have to do is yell:  
OFFICER McGRUFF  
COME ON AND DO YOUR STUFF  
WE HAVE HAD ENOUGH!!!

**All Three:** All together, now... *(with McGruff leading)*  
OFFICER McGRUFF  
COME ON AND DO YOUR STUFF  
WE HAVE HAD ENOUGH!!!

**McGruff:** Dogs are really not allowed in school. *(takes off doghead and sits down on the corner of the stage).* Ok, kids I'm not talking at you, but rather I'm talking to you. *(McGruff then begins to discuss with the children about Youth Crime Watch).*

## Suggested Rap for McGruff P.T.A. Representative

*(In costume or not – I found that it was easier without the costume.)*

Addressing assembly:

1. Does anyone know what crime prevention is? *(get audience participation)*

Good answers: a. Locking your bike  
b. Driving with car doors locked, etc.  
c. Reporting strangers in your neighborhood  
d. Locking house doors even while at home

Here's another question for you:

2. Does anyone know what Youth Crime Watch is? *(Again, get audience participation)*

a. Watching and reporting crimes  
b. Reporting strangers in the school and in the neighborhood  
It is important to watch, and just as important to report what you have seen.

3. Who would you report to if you saw something wrong?

a. Teachers, advisors, principal, parents and neighborhood adults.

4. How many of you have had things stolen before? *(raised hands)*

a. How many have had something stolen from your locker or desk?  
b. How many have had something stolen from your home?  
c. How many have had your bike stolen or your lunch money taken?  
d. How many have had your parents' car stolen, broken into or damaged?

That's too many people getting hurt. Are you ready to stop this nonsense? Let's do something about it. Our school is going to start a Youth Crime Watch and crime prevention activities. *(Select those crime prevention activities which would be good for your school; possibly using some of the activities from the suggested list)*

In order for this to be successful, we need your help, kids. Really, in my opinion, there are no bad kids, just some good kids doing bad things.

So let's not put up with this anymore. Our school is a super school. I want it also to be a crime prevention and Youth Crime Watch school.

**The Crime Prevention Coalition acknowledges The Citizens Crime Watch, Miami/Dade County, Florida, for its outstanding community accomplishments and for its support of The National Citizens Crime Prevention Campaign through the production of the play, GET TOUGH ON CRIME!**

# THE RAINBOW MAKERS: Take a Bite Out of Crime

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Officer McGruff

The Crime Prevention Coalition acknowledges Vernon Youth Services, Vernon, Connecticut, for its outstanding community accomplishments and for its support of the National Citizens Crime Prevention Campaign through the production of The Rainbow Makers: Take a Bite Out of Crime Skits.

The following is an improvisational "Script" for the program, "The Rainbow Makers: Take a Bite Out of Crime" (copyright, 1981). The troupe consists of a minimum of ten people (we have used as many as eighteen) and is adaptable to any stage or classroom setting provided there is at least one "offstage" exit. Stage props consist of three chairs and miscellaneous personal props. Through the use of mime, the audience is encouraged to use their imagination (i.e., as the burglar escapes through a "window" or as the Helping Hand homeowner opens her "door" to the mugging victim). The program is one hour in length and has been presented primarily as an assembly program for grades K-5 following the conclusion of Officer Friendly's two-day classroom visits. He also appears in the first skit. McGruff acts as narrator of the program, introducing each skit and repeating the phrase "Take a Bite Out of Crime" as often as possible.

(\*Message = indicates points of emphasis for McGruff's improv introduction to each skit)

(\*Action = indicates direction of the scene)

## THE RAINBOW MAKERS: TAKE A BITE OUT OF CRIME!

The Show begins with a welcome from the director of the show and a brief explanation of the Rainbow Makers: i.e., schools they attend, how long they've been rehearsing and why they've decided to work with the Police Department to help prevent crime. Director then asks for response from the audience: "Who is Smokey the Bear? What does Woodsy Owl ask us to prevent? I'd like you to meet another friend of mine who needs your help to prevent crime - McGruff."

\*Action = Enter McGruff. "Hi boys and girls! McGruff here - Crime Watchdog. My friends the Rainbow Makers are here today to tell you about some mighty important things - important to all of us - Crime - It shouldn't happen, but it does, everyday, everywhere. And it hurts you, and you, and you. But you know what? We can take steps to prevent crime and I'm counting on YOU to help me because you are the LIGHT OF THE WORLD!"

\*Action = begin music. "You are the Light of the World from "Godspell". Troup enters from the rear of the auditorium and moves down the aisles dancing and clapping and singing with the music, interacting with the audience: literally pointing out to them that they are the Light of the World. During the instrumental closing of the song, the troupe jumps onto the stage two by two and forms a "working machine" (synchronized movement symbolizing that we all must work together to prevent crime). On the last note, all jump and yell "Yeah!", running offstage to prepare for the first skit. McGruff, who has been part of this machine, is left alone onstage. He welcomes everyone to today's show and gives a brief synopsis of the subjects to be presented when he is interrupted by the "missing link" in the machine - a Rainbow Maker who says she's sorry that she is late, but that she missed her bus and had to walk. McGruff says he was worried about her but is glad to hear that she didn't hitchhike. She assures him that a Rainbow Maker wouldn't take chances like that. By this time, the first skit is in place and McGruff invokes audience participation as he does at the beginning of each skit by asking "What is a Burglary?"

### 1. HOME BURGLARY

\*Messages = Lock your doors and windows. Do not enter the scene of a possible burglary. Report it immediately. Participate in Operation I.D. Police/community cooperation.

\*Action = Burglar enters home through unlocked door and ransacks home. He hears a noise outside and exists through an open window. Homeowner enters, discovers theft, phones police. FREEZE ACTION. McGruff talks about Operation I.D. and not entering the scene of a possible burglary. Action moves ahead two weeks.

\*Action = Officer Friendly arrives on scene to say items have been recovered. Comments on new deadbolt lock she has installed. They exit offstage to police department to identify items.

### 2. MUGGING

\*Message = Use the "buddy system" whenever possible. Avoid shortcuts and unlit areas. Your life is worth more than your money. Find the Helping Hand Homes before you need one.

\*Action = victim enters through the rear of the auditorium moving through the audience, commenting on the beauty of the park in the evening. Mugger attacks when victim reaches stage area. Fear, anger and confusion are all expressed as victim runs to a Helping Hand Home. FREEZE ACTION at Helping Hand "Door".

### 3. WHITE COLLAR CRIME

\*Message = Borrowing means returning/keeping it is stealing. The next person pays: it may be YOU! Three vignettes in a FREEZE from left to right.

Vignette #1: \*Action = Sister Susie packing everything but the kitchen sink in her suitcase. She exits. Next person to arrive in hotel room tells (imaginary) bellhop not to bother cleaning the room just yet; he's just there long enough for a shower. He discovers the shower curtain, showerhead, doorknob, etc., missing. Says, "Why did I pay so much for this room?" Exit.

Vignette #2: \*Action = Mom at office, mimes taking everything she will need this weekend, paper, pens, etc. FREEZE. McGruff assures audience she won't be getting a raise this month; her boss can't afford it.

Vignette #3: \*Action = Dad at the shop, "borrowing" all the tools he'll need to build a dog house this weekend. McGruff introduces the son (walking from rear of audience down the aisle) on his way home from school. He, too, has "borrowed" a microscope from school. As the son is walking through the audience, the three vignettes which were separated by two chairs from the action to take place in the living room). The son enters into the living room. Discussion follows with family about souvenirs, items belonging to the company and when borrowing becomes stealing. Scene ends with mother saying, "Did we really teach our children to do this?" FREEZE ACTION.

#### 4. VANDALISM

\*Message = Listen to your conscience. Tell mom or dad if you've done something wrong (or if you see something wrong): someone else will probably see or hear it and report it. We are all victims of vandalism.

\*ACTION = "Doorway" separating bedroom from living room represented by one chair. Three youths sitting on floor in bedroom - Conscience is heard offstage. One youth responds aloud to conscience with regrets about pouring red paint in the town pool. Discussion follows with other two mocking him. The two exit through "door" past the parents in the living room. Youth left behind overhears his parents reading the account of vandalism in the newspaper - complete with description of suspects. He wrestles verbally with conscience and decides to admit to his parents before someone else does. FREEZE at doorway.

#### 5. HITCHHIKING

\*Message = Don't do it. A nice face can be deceiving. You may not get to where you're going.

\*Action = Stage right - Two girls at phone booth, each calls parent to ask permission to go to movies saying that the other's parent will be driving them. They decide to hitchhike. FREEZE ACTION. ACTION moves to stage left where two boys are getting into car (four chairs). They have no money; decide to pick someone up and take theirs. FREEZE ACTION. ACTIONS MOVES TO two girls beginning to hitchhike toward stage left where they get into the car. Much joking about lending money to driver. Scene becomes serious when they "pass by" the theatre and they find themselves on a dark road. FREEZE ACTION.

#### 6. SHOPLIFTING

\*Message = Everyone pays for the owner's losses in higher prices. You may have to pay more than money for the item. Your reputation follows you.

\*Action = Shoplifter is spotted by shopper and reported to store owner. Shoplifter flees to exit and is caught by "rough" storeowner. Youth fails to cooperate with the owner and scene freezes with owner calling police instead of youth's parents.

AT THIS HALFWAY POINT IN THE PROGRAM, THE AUDIENCE HAS A CHANCE TO STAND UP AND "STRETCH". McGruff organizes a shouting contest between grades with the phrase, "Take a Bite out of Crime!" (Approximately five minutes in length)

#### ACTS II (approximately 20 minutes in length)

The skits in Act II are somewhat shorter and are obviously What NOT to Do. *STRANGER DANGER* is the theme.

##### 1. LETTING A STRANGER INTO THE HOME

\*Message = Don't do it, especially when you're alone. Don't offer information about the household to a stranger.

\*Action = Surveyor and assistant are at the door. (Burglars in reality) Assistant "cases" the outside of the house throughout the audience. Surveyor is let into home by little girl who tells him everything he wants to know (i.e., parents work hours, no dogs, etc.). He exits through audience with assistant talking of plans for burglary.

##### 2. PHONE CALLS

\*Message = Another way for a stranger to enter your home. Never say you're alone.

\*Action = Two youths sitting at the edge of the stage - two phone callers in "phone booth" upstage. Using mime, Uncle Jack calls the first victim; she answers all his questions - Obviously the wrong way to answer the phone. Aunt Mary calls the second victim. With the help of the audience, the second would-be victim answers correctly and hangs up. FREEZE ACTION.

#### 3. ENTERING A STRANGER'S HOME

\*Message = Don't enter: wait outside. Use the buddy system if possible for paper routes, candy sales, etc.

\*Action = Student selling candy. Homeowner, victim of neighborhood pranksters, decides to put an end to the pranks with this youth. As the two search for her purse, youth becomes nervous as a result of her questions and actions. Scene freezes with woman cutting the cake; focus on the knife. McGruff assures the audience that nothing happened to the boy; but would he be so lucky next time?

#### 4. BEING OFFERED SUBSTANCES

\*Message = Giveaways are usually worth what you pay for them - nothing! Know where the helping hand homes are in advance.

\*Action = One youth at the playground is approached by two strange looking characters (one with a bottle showing in his pocket; the other with a "strange cigarette") Discussion of their carnival coming to town; coupons, free passes, etc. are offered to the youth. Throughout conversation, the two characters cannot keep their story about the carnival straight. Youth becomes suspicious. One offers him a special sticker (in a plastic bag) from the carnival. Youth hesitates. FREEZE ACTION with his hand outstretched. McGruff asks audience to help him, "Tell him to run to a Helping Hand Home." audience yells.

#### 5. HELPING HAND PROGRAM

\*Message = A safe place to go in emergencies until Mom or Dad can get there.

\*Action = Action sequesters from last scene into youth running to stage left to Helping Hand Home. Homeowner opens door, assuring youth that he did the right thing. "Let's call your parents and the police." FREEZE

#### 6. TAKING MEDICATION

\*Message = More is not better. Mr. Yuk means danger. He can be a friend if you pay attention to him.

\*Action = Two youths; one feeling ill, is convinced by her friend that taking more medication will make her feel better faster so that they can go out as planned later in the day. Action continues with victim taking more and more medication - always displaying the Mr. Yuk sticker on each bottle to the audience. Scene FREEZES with the girl in a stupor, friend panics. FREEZE ACTION.

#### 7. RESOLVES OF SKITS #5 and #6 in Act I

##### A) HITCHHIKING

\*Message = McGruff tells the audience that the show is almost over. "But first, let's take a look at some people you met earlier in the show and see how they've changed since they decided to Take a Bite Out of Crime".

\*Action = Scene begins as before with the boys entering car with same motives. Girls walking through the audience, talking about the beautiful weather and how it's really not such a long walk to the movies after all. The girls near the car and the boys ask if they want a ride. Girls refuse, but notice the license plate and run to a nearby phone booth to report to the police. FREEZE ACTION with boys panicking as girls run through the audience to rear of auditorium. (Everyone who is not in this next scene is now moving to the rear of the auditorium for the closing number).

##### B) SHOPLIFTING

\*Message = This person too has changed since deciding to Take a Bite Out of Crime.

\*Action = Shoplifter now has job in the store. Woman who reported him discovers this and discussion follows between the storeowner, employee and shopper. Owner asks employee to post a "sale" sign in the window due to the decrease in theft since he was hired to watch out for shoplifters. Woman agrees that people CAN change. FREEZE ACTION with all holding onto "Sale" sign.

McGRUFF'S CLOSING STATEMENT: A QUICK REVIEW ENCOURAGING AUDIENCE TO PASS ON THE MESSAGE, AND HELP TAKE A BITE OUT OF CRIME SO THAT TOGETHER WE CAN MAKE THIS A "BEAUTIFUL CITY".

\*Action = begin music: "Beautiful City" from "Godspell". At this point, cast moves through the auditorium picking out youngsters to bring to the stage area to meet McGruff and Officer Friendly (each one holding the hand of the next as they skip and twist and turn and "pretzel" their way to the stage.

At the close of the song, children are returned to their seats and the director introduces Rainbow Makers and McGruff (not revealing his identity) individually. The audience joins McGruff and the Rainbow makers for one last shout, "TAKE A BITE OUT OF CRIME."

#### UNIT IV. PERSONAL SAFETY

##### GOAL:

The goal of this section is to assist children in identifying and avoiding dangerous situations in order to enhance personal safety.

##### OBJECTIVES:

At the end of this unit, students should be able to:

- understand the concepts of personal safety and the need to practice them
- understand the meaning of the word "stranger" and how to avoid becoming involved in dangerous situations
- to be observant and articulate about what they see
- understand what child sexual abuse is and how to avoid dangerous situations

##### VOCABULARY WORDS:

Safe  
Personal  
Trust  
Stranger

##### McGRUFF MESSAGES:

The following McGruff Coloring Book messages pertain to this unit:

- "Say no if someone asks you to go with them or take a ride."
- "Say no if someone asks you to help find something."
- "Say no if someone asks you to go into their house."
- "Always walk and play with a friend."
- "Never take shortcuts or play in lonely places."
- "If someone bothers you, tell a trusted adult."
- "Be alert! Call the police if something is wrong."

#### UNIT IV.

##### ACTIVITY I: FEELING SAFE

###### OBJECTIVE:

At the end of this activity, students should be able to understand the concepts of personal safety and the need to practice them.

Ask the class what it means when someone says they feel safe. Give one or two examples to initiate the discussion.

Example: I feel safe when I am in my house.  
I feel safe when I am with a friend.

Now ask the class to think of some situations in which they would not feel safe. Give one or two examples to initiate the discussion.

Example: I do not feel safe if I cross the street without looking both ways.  
I do not feel safe if I play in a lonely place.

Take notes of the situations identified by students and summarize them at the end. Also identify and discuss other concepts of personal safety such as:

##### Remember:

Look both ways before crossing the street.  
Always let your parents know where you will be.  
Always walk and play with a friend.  
Don't take medicines on your own.  
Don't walk or play in lonely places.  
If someone bothers you, tell a trusted adult.  
Never hitchhike.  
Don't touch electrical outlets.  
Don't give information to anyone over the telephone.  
Walk in crosswalks.  
Don't play with knives.  
Lock your car door when riding in the car.  
Walk on the sidewalk.  
Don't play with matches.  
Wear your seat belt.

Have the students complete the "McGruff Says . . ." game. For younger students, the teacher can read each statement and the students respond with "McGruff says no" or "McGruff says yes". A copy of "McGruff Says . . ." is included at the end of this section.

##### ACTIVITY II: FRIENDS AND STRANGERS

###### OBJECTIVE:

At the end of this activity, students should understand the meaning of the word "stranger" and how to avoid becoming involved in dangerous situations.

Students should develop caution where people they don't know are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses). Students should be made aware that many people unknown to them are kind and need not be feared. However, there are some individuals unknown to children who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers.

Ask your students to name some people they know.

- Immediate relatives
- Friends of the family
- Classmates

In addition to people we know well and feel we can trust, there are certain people we can trust because of their position such as police officers, teachers, clergy or fire fighters.



Discuss the concept of a stranger.

1. Who are strangers?

**STRANGER:** Someone we do not know.

- A person you have never met before.
- A person whom you may have seen, but do not know anything about, such as an ice cream man or a repairman.
- A person your parents or teachers do not know.

2. Are all strangers our friends?

- No.

3. Can we tell by the way a stranger acts or looks if he/she is our friend?

- No.

4. What should we do if a stranger comes up to us?

- Do not talk to strangers.
- Do not go near a stranger.
- Do not accept gifts or rides from strangers.
- Do not let a stranger into your home.
- If a stranger wants to play with you, leave and go tell a trusted adult.
- Never go into an empty room, building or strange house with a stranger.

5. What should you do or where should you go if a stranger bothers you?

- Go where there are adults such as a Block Parent home.
- If you are at school, go to your teacher or principal.
- Run home or to a friend's house.
- Go into a store and tell a clerk.
- If a stranger in a car is following you, turn around and go in the opposite direction.

If you are still being followed:

- Run and yell as loud as you can to attract attention.
- When you are in a safe place, find an adult to help you report to the police. Try to remember as much as you can about the person.
- Always be sure to tell your parents if a stranger bothers you.

Read the poem "An Acquaintance" to the class.

**POEM: AN ACQUAINTANCE**

Little Ricardo walked to school all alone.  
"Come on," said a stranger in a nice, friendly tone,  
"Get into my car. There isn't a danger.  
You've seen me before. I'm hardly a stranger."  
Ricardo remembered his old friend, McGruff.  
The Crime Dog had told him, "with strangers, get tough!"  
He cautioned, "Be careful and know whom to trust.  
Your personal safety is an absolute must."  
So, Ricardo ignored the nice, tempting ride.  
He kept right on walking, his head held with pride.  
He knew just what to do. He had learned it in school.  
An ounce of prevention is everyone's rule.

The following activities are also designed to reinforce the idea of being observant and able to accurately report what is seen.

**ACTIVITY III: GAME, THE LOST CHILD**

**OBJECTIVE:**

At the end of the activity, students will have learned to be observant and articulate about what they see.

Seat students in a circle or in a way all students can see each other. The teacher pretends he/she is a parent and calls one of the students who pretends to be the police officer. (Possibly use play telephones.) The "police officer" answers the "parent's" call. The "mother" or "father" reports that his/her child is lost and asks for help. The "officer" asks the "parent" to describe the lost child. The "parent" chooses another student and, without naming that student, describes clothes, hair, shoes, etc. The "officer" looks around the room and identifies the lost child. The "officer" takes the child to the "parent". After students understand the game, a student may play the part of the "parent". To make the game more complicated, "lose" several children (or articles) at the same time.

**VARIATION**

The following identification exercise may be substituted for the preceding one.

Let the students observe a handout picture of a child (picture included at the end of this section). After one or two minutes, take the handout away and ask the students the following questions. What was the:

- Hair style?
- Type of shirt?
- Type of pants?
- Type of shoes?

Was the Child:

- Wearing a jacket?
- Wearing a hat?
- Carrying anything?
- Wearing glasses?



#### ACTIVITY IV: CHILD SEXUAL ABUSE TEACHER INFORMATION

**OBJECTIVE:**

At the end of this activity, students should be able to understand what child sexual abuse is and how to avoid dangerous situations.

Children, because of their powerless position within society and their inherent innocence, are extremely vulnerable to forced and/or tricked touch and tragically are all too often the victims of sexual abuse and exploitation.

Children need to be empowered with the knowledge that they can trust their own feelings and can say "NO" when they want to; that they have rights over their own bodies; and that they can ask for help from their parents or a trusted adult when necessary. By giving children information, they will learn what they can do to keep themselves safe; that such abuse is not their fault; that they are not alone; and that abuse is something they can talk about and that there are people who can help.

It is recommended that the teacher deal with this sensitive subject through the use of a film and/or a qualified guest speaker. A recommended film would be *Better Safe than Sorry, Part II*.

If teachers choose to lead the discussion on their own, they should be aware of the following facts.

The incidence of child sexual abuse and exploitation is difficult to determine, as incidence studies vary in their findings. Some studies indicate a reported incidence of 1 in 17, while others report it to be as high as 1 in 4.

Regardless of which statistics are used, the incidence of child sexual assault and exploitation is high. Moreover, it is significant to note that studies have shown that up to 70 percent of the cases of sexual abuse or exploitation involve a person known to the victim, particularly in cases where the victim is a child. Further studies show that cases where the offender is known to the victim are the least likely to be reported.

When discussing child sexual abuse, minimize the scariness of the conversation. Balance the conversation about scary or exploitative touch by also talking about positive or nurturing touch. Encourage the class to think about the difference between types of touches and to ask questions whenever they are confused.

Positive touch is when you want to be touched, feel safe and know it's right to be touched. Ask the class to discuss examples of touch they think is positive and good.

- hugs
- kisses
- pats

Negative or "bad" touch is when the touch makes you feel uncomfortable or when you know it feels wrong. Ask the class to discuss examples of touch they think is negative or bad.

- grabbing
- slapping
- punching

Discuss the fact that there are times when touches may be confusing and they may not be sure if it is good or bad.

Explain that if they are confused about certain touches they should talk to a parent or trusted adult.

Now that the class has discussed touch, it is important for them to know that they are not powerless, that they can do something.

- *Say No* - If the children feel unsafe, or someone is touching them in a way they do not like or think is wrong, they can say "no".
- If someone they do not know asks them to go with them.
- If someone they do not know offers them candy or gifts.
- If anyone touches them in a way they do not like and which makes them feel unsafe or they feel is wrong.
- *Get away* - Discuss that the best thing for them to do if they feel unsafe is to "get away".
- *Tell a parent or trusted adult* - Ask the class to name people they would tell if anyone had made them feel unsafe or had touched them in a way they didn't like or felt was wrong.
- Mother
- Father
- Teacher
- Relative
- Trusted Adult

Now that the children understand what to do ("say no", "get away", "tell a trusted adult"), it is important for them to also understand that sometimes someone they love or know, such as a neighbor, can trick or manipulate them into abusive activity. We tell our children to "stay away from strangers" but we need to be aware that up to *70 percent of children are abused by someone they know*.

The rules "say no", "get away", and "tell a trusted adult" also apply if someone they know or love makes them feel unsafe or touches them in a way they think is wrong.

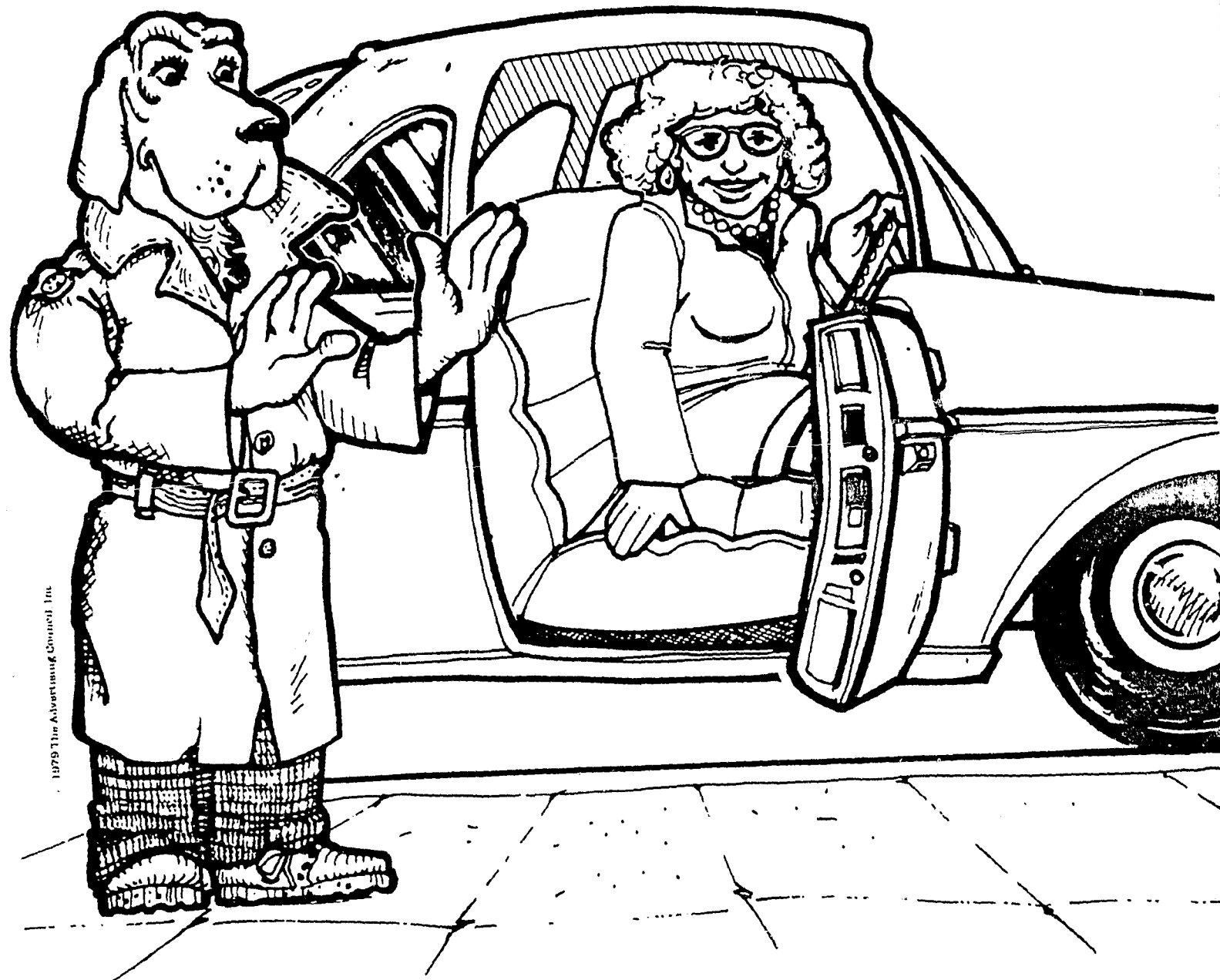
Stress that *no one* has the right to force them into abusive contact or touch. Whenever *anyone* touches them in a way that confuses them, they can let that person know they do not like it, and they should tell what happened to someone they trust.

Help the students to understand that if they are tricked or forced into abusive activity it is *never their* fault.

#### UNIT IV APPENDIX

Activity	Page(s)
McGruff Messages	56 - 61
McGruff Says . . .	62
Picture for Identification Activity	63
5 Ways to Play It Safe	64

## McGruff says, "Say No!"



"Say no . . . if someone asks you to go with them or take a ride."

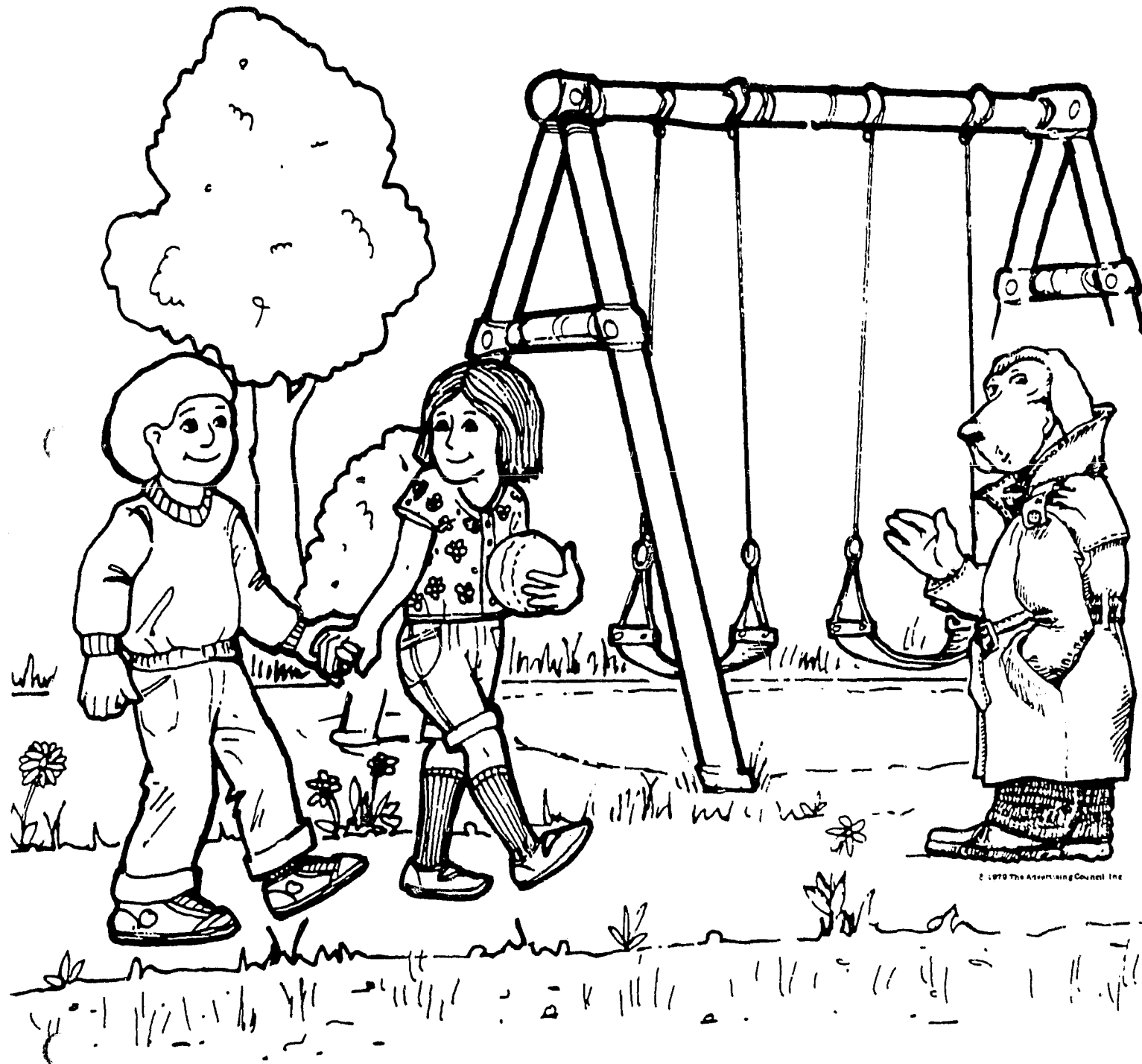
## McGruff says, "Say No!"

"Say no . . . if someone asks you to help find something."



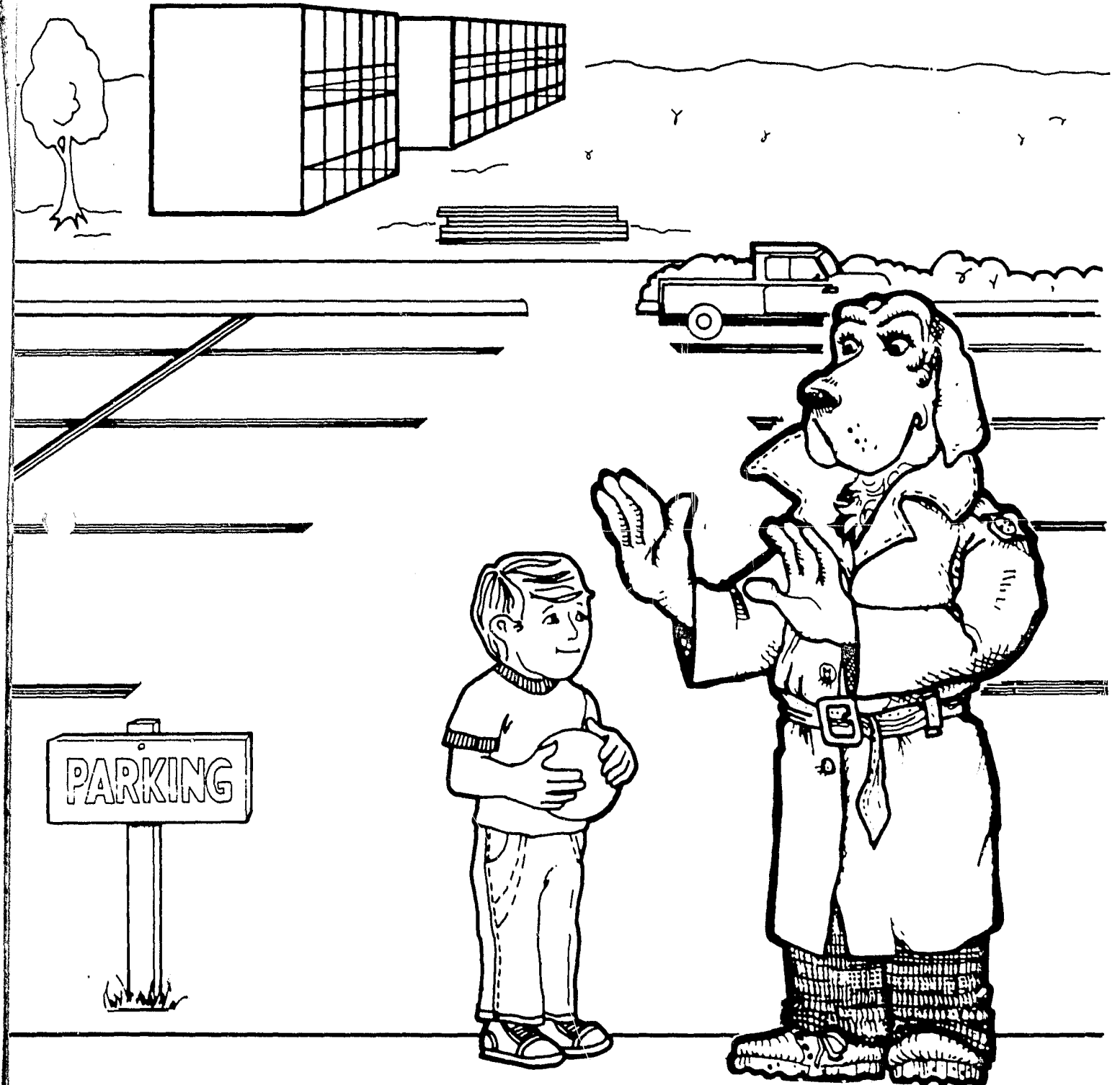
"Say no . . . if someone asks you to go into their house."

**McGruff says,**



**"Always walk and play with  
a friend."**

**McGruff says,**



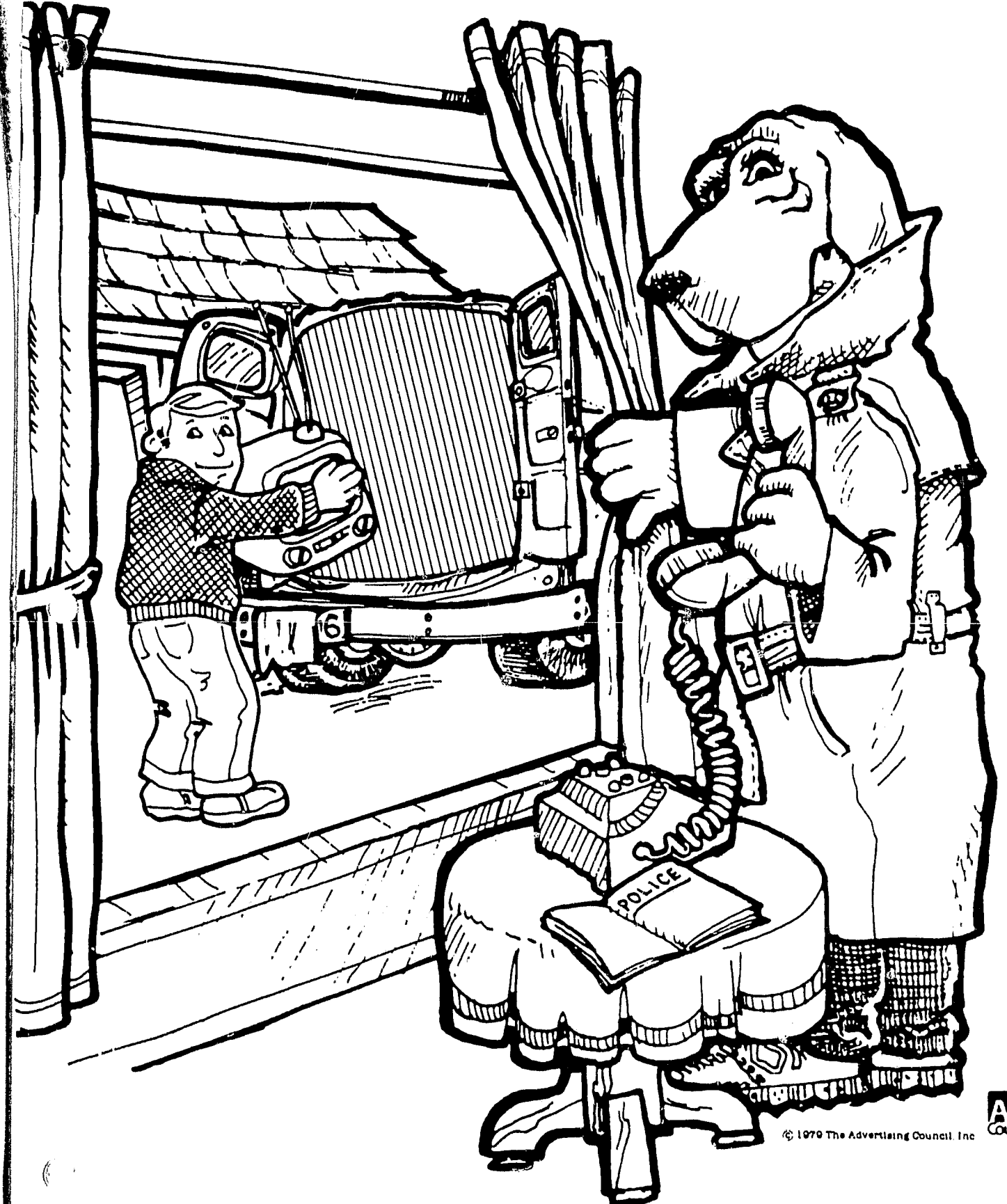
**"Never take shortcuts or  
play in lonely places."**

**McGruff says,**



**"If someone bothers you  
tell a trusted adult."**

**McGruff says,**



**"Be alert!  
Call the police if something is wrong."**



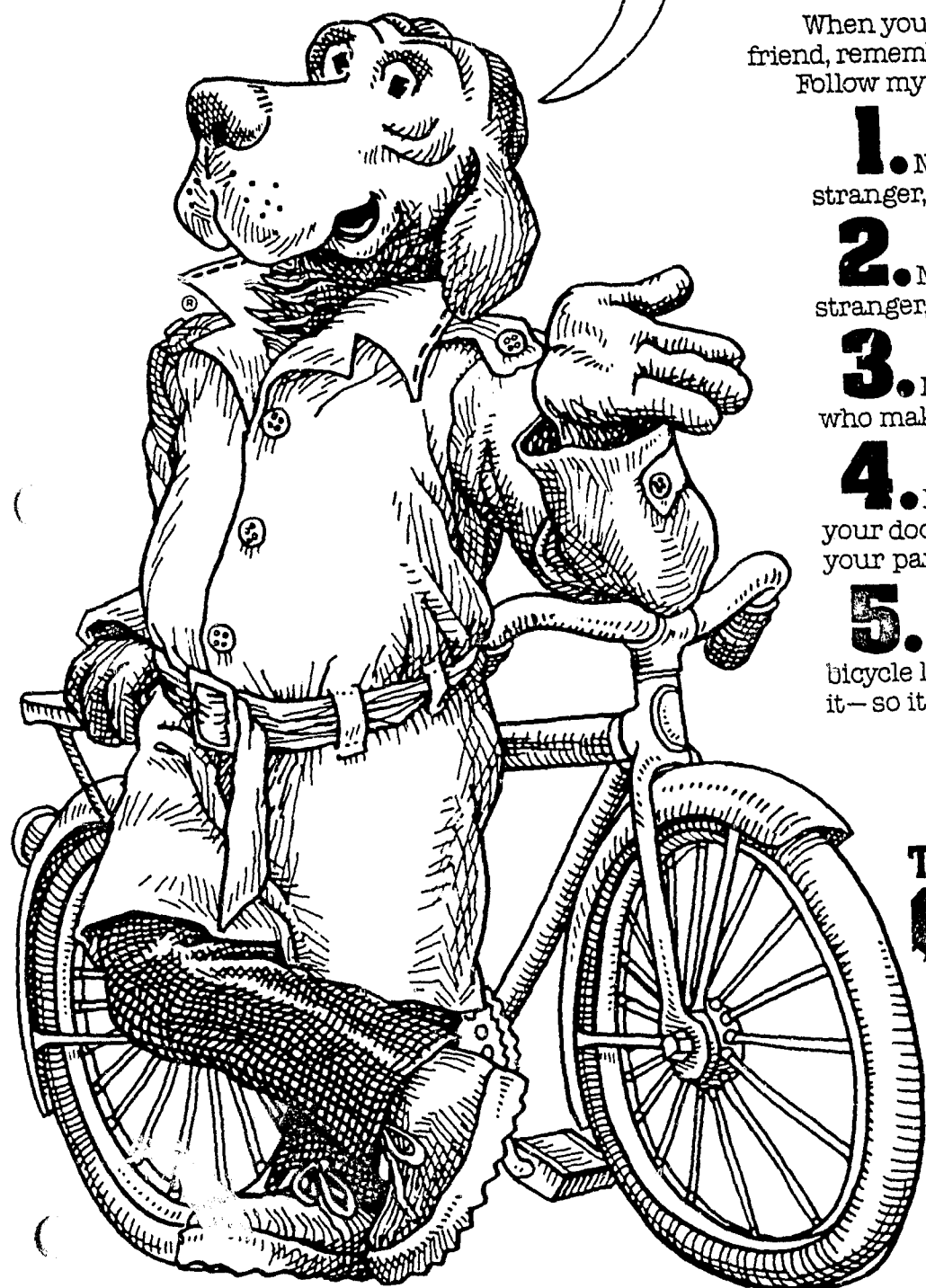
**McGRUFF SAYS . . .**

1. If someone wants you to leave your home without telling your parents or guardian . . . . . Say "\_\_\_\_"
2. If your mother or father asks you to pick up your toys . . . . . Say "\_\_\_\_"
3. If someone you don't know asks you to go with them or to take a ride . . . . . Say "\_\_\_\_"
4. If someone asks you to play in a lonely place . . . . . Say "\_\_\_\_"

5. If someone wants you to take medicine without parent's or guardian's permission . . . . . Say "\_\_\_\_"
6. If someone asks you to fasten your seat belt and lock the door . . . . . Say "\_\_\_\_"
7. If someone you don't know asks you for information over the telephone . . . . . Say "\_\_\_\_"
8. If your teacher asks you to do your homework . . . . . Say "\_\_\_\_"




# McGRUFF® SAYS- Here are 5 ways to play it safe!



When you're playing, alone, or with a friend, remember to be smart, and be safe. Follow my directions, and play it safe!

- 1.** Never get into a car with a stranger, or someone you don't trust.
- 2.** Never open a door to a stranger, or someone you don't trust.
- 3.** Never let anyone touch you who makes you feel unsafe.
- 4.** Remember to always lock your doors at home—and remind your parents, too!
- 5.** One more tip—keep your bicycle locked up whenever you leave it—so it'll be there when you get back!

## TAKE A BITE OUT OF CRIME™

A message from the Crime Prevention Coalition and the Ad Council 

## UNIT V. PROPERTY PROTECTION

### GOAL:

The goal of this section is to help children understand what it means to be responsible for the property of self and others.

### OBJECTIVES:

At the end of this unit, students should be able to:

- list two (2) ways in which they can take care of things that belong to them.
- know what vandalism is and why it is wrong.
- list at least two (2) ways in which they can help keep the classroom neat and orderly.

### VOCABULARY WORLDS:

Property  
Helper  
Spoiler  
Vandalism  
Operation Identification

### McGRUFF MESSAGES:

The following McGruff Coloring Book messages pertain to this unit:

- "Lock up your things."
- "Have mom or dad mark your things with their driver's license number."
- "Learn to use the locks on all doors and windows."
- "Stealing is wrong."
- "Never damage or destroy property."

## UNIT V.

### ACTIVITY I: PROPERTY

#### OBJECTIVE:

At the end of this activity, students should be able to list two ways in which they can take care of things that belong to them.

The following exercise is designed to help students understand the different types of personal property plus public property.

1. Name some things which belong to you.
2. Name some things which belong to your parents.
3. What things belong to our school?
4. What things belong to all of the people in our town (rivers, parks, sidewalks, streetlights, etc.)?

Emphasize that when something belongs to everyone, everyone is responsible for its care.

Discuss Helpers and Spoilers. Helpers are people who are responsible. They are careful with their own property and also with the property of others. Spoilers are not responsible people. They lose and break their own things, and they destroy or steal the property of other people.

### SITUATION:

Hand out to each student the Helpers and Spoilers worksheet, a copy of which is included at the end of this section. Discuss each picture.

1. What has happened here?
2. How do you think it should be changed?
3. Whose property is this?
4. Has a Spoiler been here?
5. What could a Helper do?



section). Discuss the story with the students after they write an ending for it (grades 2-4) or take turns giving oral solutions to the dilemma (K-1). Follow by distributing copies of "My Helpers Contract" (copies included at the end of this section). Read the contract to the younger students. Have them promise verbally to be Helpers. Put each child's name on a contract and give it to him or her to take home. Older students should be given copies of the contract which has space for them to write in specific things they will do to be Helpers.

## **ACTIVITY II: VANDALISM**

### **OBJECTIVE:**

At the end of this activity, students should know what vandalism is and why it is wrong.

### **Teacher Information**

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark. The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back". Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Activity III addresses this important concept. Active and continuous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

Discuss vandalism with the students. Have them give examples of vandalism they have seen at school and in the community. Emphasize that one of the things a Helper never does is vandalize property. Give students the McGruff handout on vandalism. A copy is included at the end of this section.

## **ACTIVITY III: ORDER AROUND US**

### **OBJECTIVE:**

At the end of this activity, students should be able to list at least two (2) ways in which they can help keep the classroom neat and orderly.

(Adapt terminology to students' age and maturity levels.)

### **Discussion Questions:**

1. Do you like things around you to be neat or messy? How does it make you feel when things are messy? neat?
2. What are some improvements we can make in our classroom? school building? playground?
3. How can we make sure each of us does what is necessary to keep things clean and orderly?  
(The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)

## **ACTIVITY IV: HOME SECURITY**

### **OBJECTIVE:**

At the end of this activity, students should be able to properly lock doors and windows, and know about Operation Identification (property marking).

School and home constitute the primary world of children. What happens in one impacts heavily on the other; therefore, it is appropriate for teachers to discuss the basics of home security with children. Responsible behavior at home in such areas as locking doors and marking property can result in more responsible behavior in the classroom thus contributing to a positive, enjoyable learning environment.

Operation Identification is a property marking program which is used to identify ownership of valuables which may be stolen and later recovered. Most law enforcement agencies will provide this program to citizens through loan of an electric engraver which is used to "etch" the parent's drivers license number on the property.

"Lock It Up" is an activity designed for younger students. "Home Security" is more appropriate for older students, grades 3-4.



Give children copies of the "Lock It Up" picture. A master is included at the end of this section.

#### DISCUSS:

1. Why do we use locks?
2. Where do you have locks at home?  
Where do we have them at school?

After the discussion, have the students cut out the locks and paste them in the appropriate places.

Give students a copy of the Security Check List to take home (a master copy is included in the Appendix section).



Give the students a copy of the "Home Security" picture (a master copy is included at the end of this section). Have them find the things that are wrong and discuss proper security measures with them. The discussion should include the following unsafe things.

#### 10 UNSAFE THINGS

1. Low branches on tree reach window and roof
2. Open window upstairs
3. Bushes cover windows
4. Lawn chair left in front yard
5. Newspapers left on sidewalk
6. Front door left open
7. Picture window curtains not closed
8. Ladder left against house
9. Garage door left open
10. Bike left in yard

After completing this discussion, pass out the Home Security Word Game and have students complete it in class. The answers are listed below. A copy of the Word Game is included at the end of this section. Also give the students a copy of the Security Check List to take home (master copy included at the end of this section). Also give the students a copy of the Security Check List to take home (master copy included at the end of this section).

1. 

<u>F</u>	<u>R</u>	<u>O</u>	<u>N</u>	<u>T</u>		<u>D</u>	<u>O</u>	<u>O</u>	<u>R</u>		<u>O</u>	<u>P</u>	<u>E</u>	<u>N</u>
21	9	12	13	7		23	12	12	9		12	11	22	13
2. 

<u>B</u>	<u>I</u>	<u>K</u>	<u>E</u>		<u>L</u>	<u>E</u>	<u>F</u>	<u>T</u>		<u>O</u>	<u>N</u>		<u>L</u>	<u>A</u>	<u>W</u>	<u>N</u>
25	18	16	22		15	22	21	7		12	13		15	26	4	13

3. 

<u>U</u>	<u>P</u>	<u>S</u>	<u>T</u>	<u>A</u>	<u>I</u>	<u>R</u>	<u>S</u>		<u>W</u>	<u>I</u>	<u>N</u>	<u>D</u>	<u>O</u>	<u>W</u>
6	11	8	7	26	18	9	8		4	18	13	23	12	4
<u>O</u> <u>P</u> <u>E</u> <u>N</u>								<u>W</u> <u>I</u> <u>T</u> <u>H</u>		<u>L</u> <u>A</u> <u>D</u> <u>D</u> <u>E</u> <u>R</u>				
12 11 22 13								4 18 7 19		15 26 23 23 22 9				
<u>I</u> <u>N</u>		<u>F</u> <u>R</u> <u>O</u> <u>N</u> <u>T</u>				<u>O</u> <u>F</u>		<u>I</u> <u>T</u>						
18 13		21 9 12 13 7				12 21		18 7						
4. 

<u>G</u>	<u>A</u>	<u>R</u>	<u>A</u>	<u>G</u>	<u>E</u>		<u>D</u>	<u>O</u>	<u>O</u>	<u>R</u>		<u>L</u>	<u>E</u>	<u>F</u>	<u>T</u>
20	26	9	26	20	22		23	12	12	9		15	22	21	7
<u>O</u> <u>P</u> <u>E</u> <u>N</u>															
12 11 22 13															

**ACTIVITY V: CRIME PREVENTION ACTIVITY BOOK**  
(Optional)

This book is designed for the children to take home. It contains information which will increase their knowledge of and responsibility for home security in addition to valuable information for the adults of the household. The Activity Book, which was developed by Maryland Crime Watch, will provide a continuum between knowledge gained in the classroom and practical application of it at home. A copy of the Activity Book is included at the end of this section.

UNIT V. APPENDIX

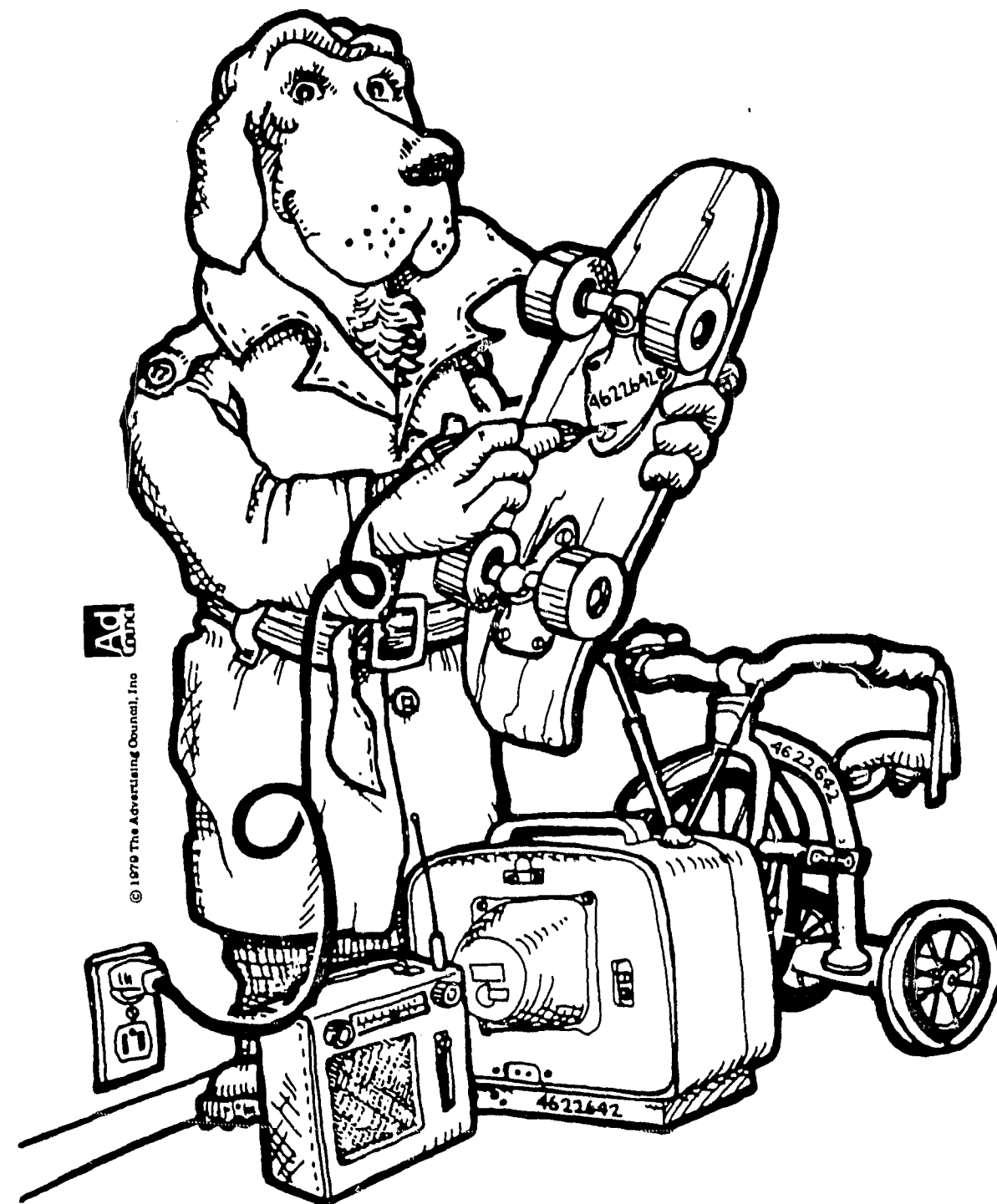
Activity	Page(s)
McGruff Messages	73-77
"Helpers and Spoilers" Picture	78
"The Doll and the Dilemma"	79-80
The Helpers Contract (Version I)	81
The Helpers Contract (Version II)	82
Vandalism Handout	83
"Lock It Up" Picture	84
Home Security Word Game	85
"Home Security" Picture	86
Security Check List	87
Crime Prevention Activity Book	

McGruff says,



"Lock up your things."

**McGruff says,**



**"Have mom or dad mark your things with their driver's license number."**

**McGruff says,**



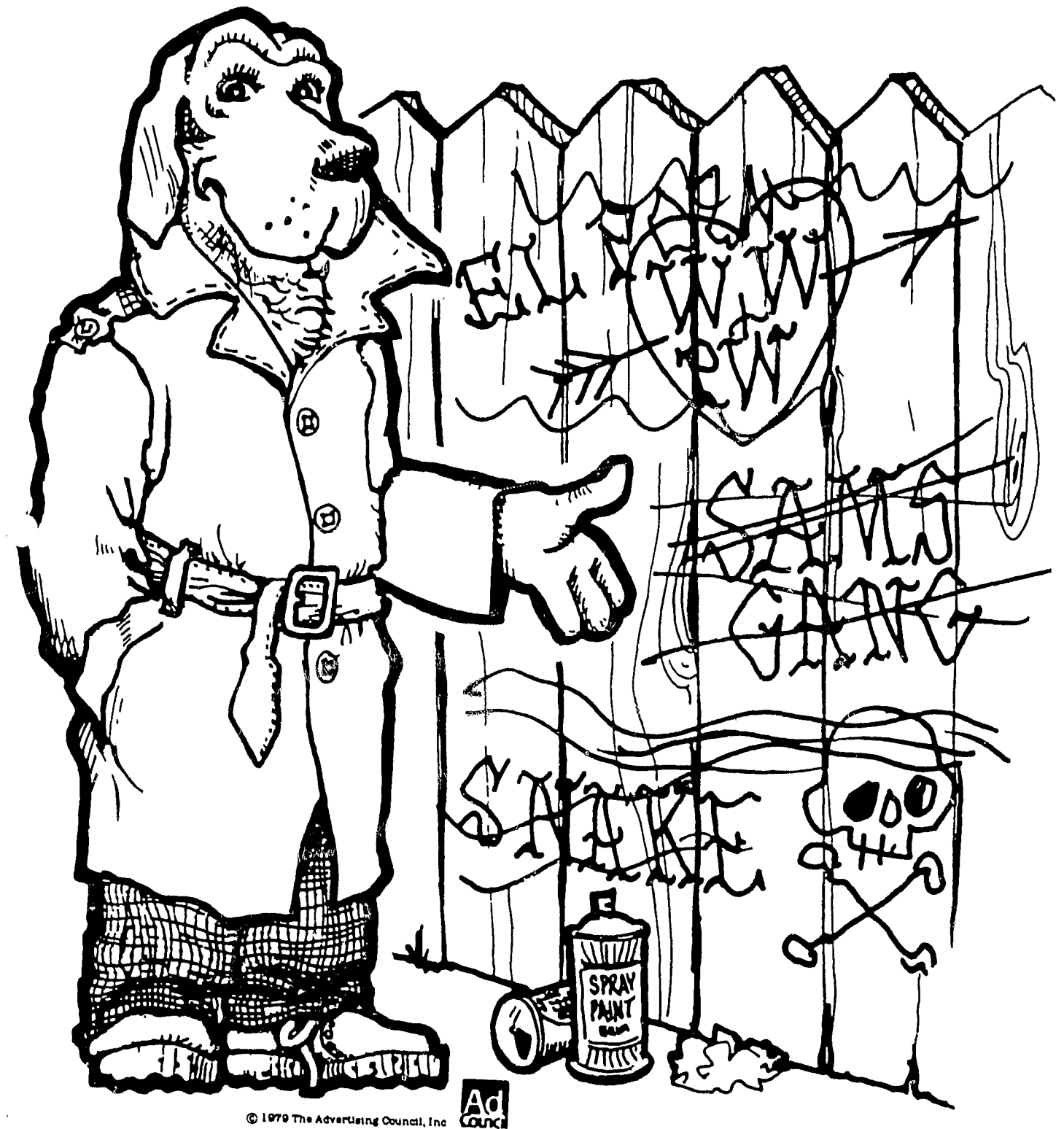
**"Learn to use the locks on all doors and windows."**

McGruff says,



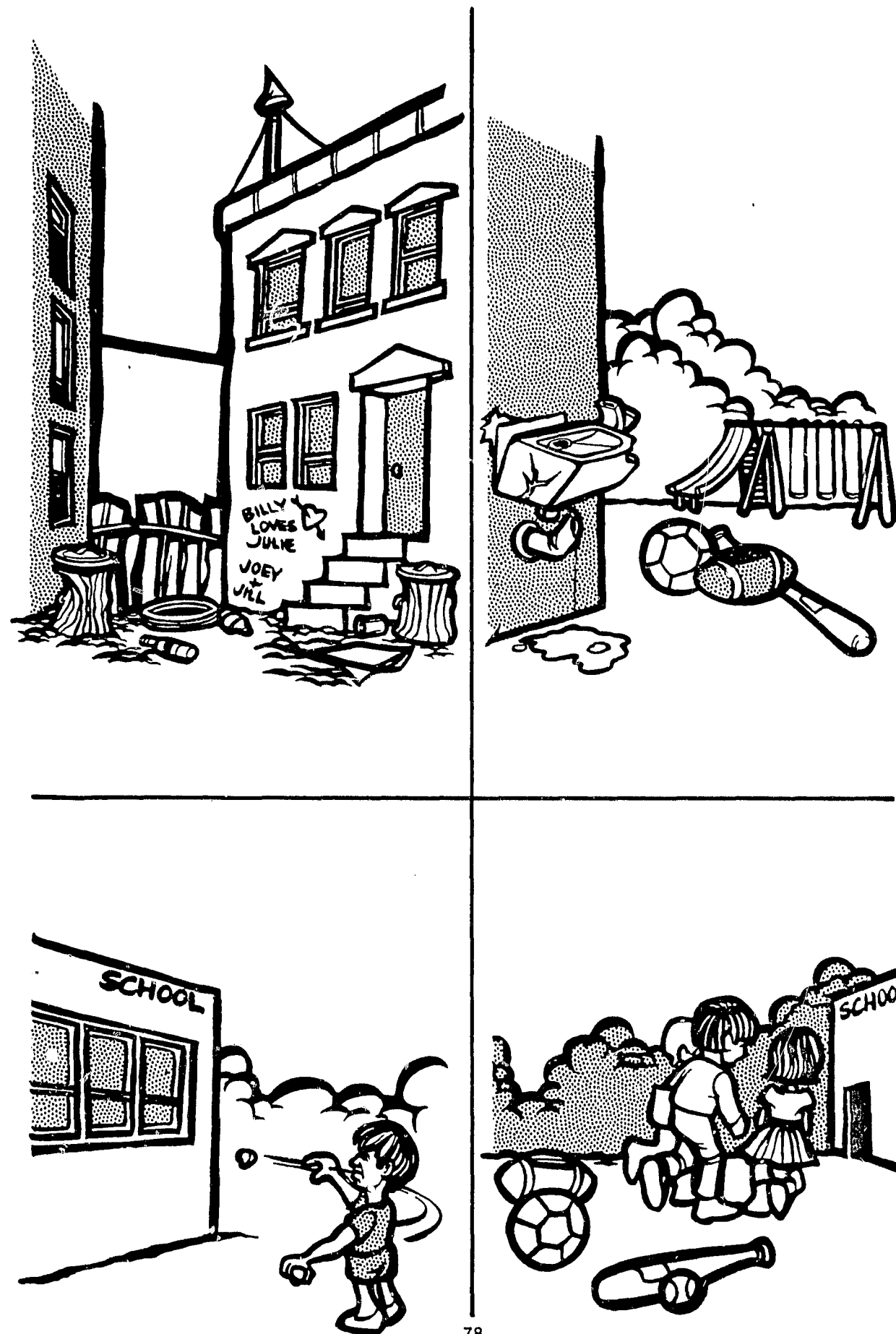
"Stealing is wrong."

McGruff says,



"... Never damage or destroy property."

## "Helpers and Spoilers"



## THE DOLL AND THE DILEMMA

Careless Cora was a beautiful girl with huge blue eyes and long, golden curls. "My eyes," she would say, "are the color of the sky." And she would toss her curls from side to side. Cora's room was filled with dolls and toys. They were strewn all over the place and piled in heaps on the floor. Her mother would fret that Cora neglected all her favorite belongings. But Cora announced that she was entirely too busy to bother with such things. "I am a carefree person," she would say. "I haven't the time to be cautious or tidy. I need to be free, to be young and have fun. Picking up things is too bothersome." So, Cora went on with her reckless ways. What did she care? Someone *else* would always watch out for her possessions. And, between you and me, someone usually did.

Across town lived Jason. He was a handsome boy. Everyone said that he would grow up to be a very important person because he was so generous and kind. He always shared whatever he had with everyone around him. Jason was never selfish, and the person he liked to do things for most was his little sister, Sue. Sue was not often happy. She spent most of her days wishing and wishing for a beautiful doll, a doll she could dress up and fuss over, a doll with long, golden curls and big, blue eyes. Jason felt very sad for his sister because he knew that such a doll would be very expensive, something he and his family could never afford to buy. He thought and thought about how in the world he could find such a doll for Sister Sue. But pretty soon his spirits were very low and he began to feel angry. Poor Sue's birthday would be very soon and anything he got for her would be sure to be a disappointment.

Cora's grandmother came for a visit and presented her with a huge box with a big bow on top! "Oh, what can it be," exclaimed Cora, as she tore open the package. Inside, nestled in the tissue paper was the most beautiful doll she had ever seen. "Why," she squealed, "she looks exactly like me! Her eyes are blue, just like mine, and her hair is in golden ringlets. I can't believe it. I will love her forever and ever." "Please take very good care of her," said her grandmother. "I had her made especially for you."

Cora took her lovely doll with her wherever she went. She named the doll Madeline and she took her for rides in the car and on the swings in the park. Wherever Cora went, Madeline went along too. However, in the course of a few days of traveling about and carrying Madeline all over the place, Cora became annoyed with the inconvenience and bother. Pretty soon she would toss Madeline down on the ground when she went out to play, and Madeline would lie in a heap in the sandbox or under a bush. Careless Cora was very busy having fun, and, besides, Madeline did not look so new anymore. Someone *else* should take care of her anyway, thought Cora. And, between you and me, someone did.



For, along came Jason to play in the park one day. He was walking along worrying about Sister Sue, when all of a sudden, what should appear before him but the very thing he had been dreaming about! Jason stared at the doll in disbelief. There she was sitting all askew, just waiting for him to come and pick her up. At first he was a little afraid. What if she wasn't real? He gingerly approached her and reached out a hand. He touched her soft curls and knew for certain that this was meant to be. She was put here just for him to give to Sister Sue! He grabbed the doll and looked all around to see if maybe her owner was anywhere about. Far off in the distance some little girls were playing on the swings. "Surely," he thought, "no one would leave such a doll as this down in the dirt. No. This doll was put here for Sue. And, besides, 'Finders Keepers'." So off he ran with Madeline clutched in his arms.

When Cora wandered back to pick up Madeline to go home, she saw immediately that she was gone. "Someone has stolen Madeline!" she screamed. "Stop the thief!" Cora and her friends ran all around looking for the person who had taken the doll, but they found no one. When she got home her mother said, "Oh, Cora, you should not have been so careless. Now the doll may be lost forever. You should take better care of your things." Cora was very dejected over this odd turn of events.

Jason went home and sneaked Madeline into the house and, when no one was looking, he ran to his room and hid the doll in the closet. That night he took her out and carefully cleaned her. He got out his brush and comb and tenderly arranged the doll's hair just so. He sponged off her soiled dress and fluffed up her petticoats. Pretty soon she looked as good as new. Jason stared at the doll with pride. "You appeared just in time," he said, grinning from ear to ear. "Tomorrow is Sue's birthday and she will be the happiest girl alive when she sees you." Sure enough, the next day was the most thrilling day that Sue could ever remember. When she woke up in the morning, there sat Madeline at the foot of her bed. No one in the family could believe it, and Generous Jason just beamed his secret smile. He told no one that he was responsible for putting the doll there. He chuckled to himself when he saw his parents' bewildered faces. But, nothing could match the delight of Sister Sue with her new possession. "Oh," she shrieked, "I shall name her Isabella the Queen. She is the most beautiful doll in all the world, and I will treasure her forever and always." True to her word, Sue took meticulous care of Queen Isabella. She brushed her curls and treated her like royalty. Sue and Jason took Isabella for rides in the car and on the swings in the park. One day, you can guess it, Sue and Jason were entertaining Isabella in the park when along came Cora. Right off she spied her beloved Madeline. "Hey," she shouted, "you have my Madeline. Give her back, you nasty boy!" "No," screamed Sue and Jason. "Her name is NOT Madeline at all. It's Isabella — QUEEN Isabella, if you please!" The children started to cause a commotion when along came McGruff. He gently stopped the fuss and asked for an explanation. Each person told his or her side of the story. If you were McGruff, how would you settle this problem, just between you and me?





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### THE HELPERS CONTRACT

Helpers are responsible people.

They take care of things that belong to them.

They take care of things that belong to other people.

They take care of things that belong to everybody.

I promise to be a Helper.

\_\_\_\_\_  
Name



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**MY HELPERS CONTRACT**

I will be a Helper at school.

I promise to help by doing the following things:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

\_\_\_\_\_  
Date\_\_\_\_\_  
Name

# Here are six things vandalism is not:

1. Not cool.
2. Not a game.
3. Not lawful.
4. Not smart.
5. Not pretty.
6. Not cheap.

What vandalism is, is "WRECK-CREATION". It's not something to be proud of. So if you know a group of vandals, don't treat 'em like stars—let 'em know it's not cool. Let's face it, when they bust a window, it's got to be fixed. And that same money could've bought your class a field trip instead. So talk to your principal, and find out what you can do to stop vandalism. Help me, McGruff!™

TAKE A BITE OUT OF  
**CRIME**™



# "Lock It Up"

Name \_\_\_\_\_



84



**CONTINUED**

**1 OF 2**

HOME SECURITY WORD GAME

The Home Security picture shows a house that is unsafe. Using the chart below, decode my message to find out at least four things which make it unsafe.

a - 26	e - 22	i - 18	m - 14	q - 10	u - 6	y - 2
b - 25	f - 21	j - 17	n - 13	r - 9	v - 5	z - 1
c - 24	g - 20	k - 16	o - 12	s - 8	w - 4	
d - 23	h - 19	l - 15	p - 11	t - 7	x - 3	

1. 21 9 12 13 7 23 12 12 9 12 11 22 13

2. 25 18 16 22 15 22 21 7 12 13

15 26 4 13

3. 6 11 8 7 26 18 9 8 4 18 13 23 12 4

12 11 22 13 4 18 7 19 15 26 23 23 22 9

18 13 21 9 12 13 7 12 21 18 7

4. 20 26 9 26 20 22 23 12 12 9 12 11 23 13

25 18 16 22 15 22 21 7 18 13 2 26 9 23

## "Home Security"



## Security Check List

- S**ecure your home with good locks on doors and windows. Don't give the thief any help in his break-in effort.
- T**ake care of your keys: don't give others a chance to duplicate them.
- O**utside, don't let your house look unoccupied. Keep things from piling up . . . have your lawn mowed and snow shoveled while you're gone.
- P**ut a light on while you're away . . . preferably one with an automatic timing device.
- T**hink twice before letting strangers know when you'll be away from home, or before letting one in.
- H**ave police and a trusted neighbor check your home while you're away for more than a few days.
- I**nsure your possessions and keep an up-to-date inventory of them.
- E**tch an identifying number on items a thief might steal. Keep valuables in a safe deposit box.
- F**ind out about burglar alarm systems and install one.

# The Crime Prevention Activity Book



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Hi,  
My name is McGruff. I am a crime fighting dog. I am going to show you some safety tips which will help you practice crime prevention.

A crime is something a person does that hurts you or someone else and is against the law. Crime prevention is stopping a crime before it happens.

Each page in the book will teach you something about how to protect yourselves and your home. You and your family can learn together by becoming a crime prevention team. Do the activities and follow the tips and you will have a safer place in which to live and play.

KEEP THIS BOOK IN A SAFE PLACE.



It is important to call the police or sheriff in an emergency or when you see something that could be a crime.

In many areas of the State, you can dial 911 to call for help in an emergency. Ask your parents about this. If you cannot use 911 in your area, have your parents help you find the phone number for the police or sheriff. Now, write the phone number for the police or sheriff in the box below. Remember to write 911 if that is the emergency number for your area. Cut the box out and tape it to the side of your telephone. This way you will always have the number handy when you need it.

Practice saying the number until you remember it. Then you will have it handy in your memory, too.

**POLICE OR  
SHERIFF**

Make more phone stickers if you need them.

**POLICE OR  
SHERIFF**



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## Protecting yourself...

Sometimes we come into contact with people who want to harm us or take something which belongs to us.

Sometimes people pretend to want to help us. It confuses us because we want to believe everyone.

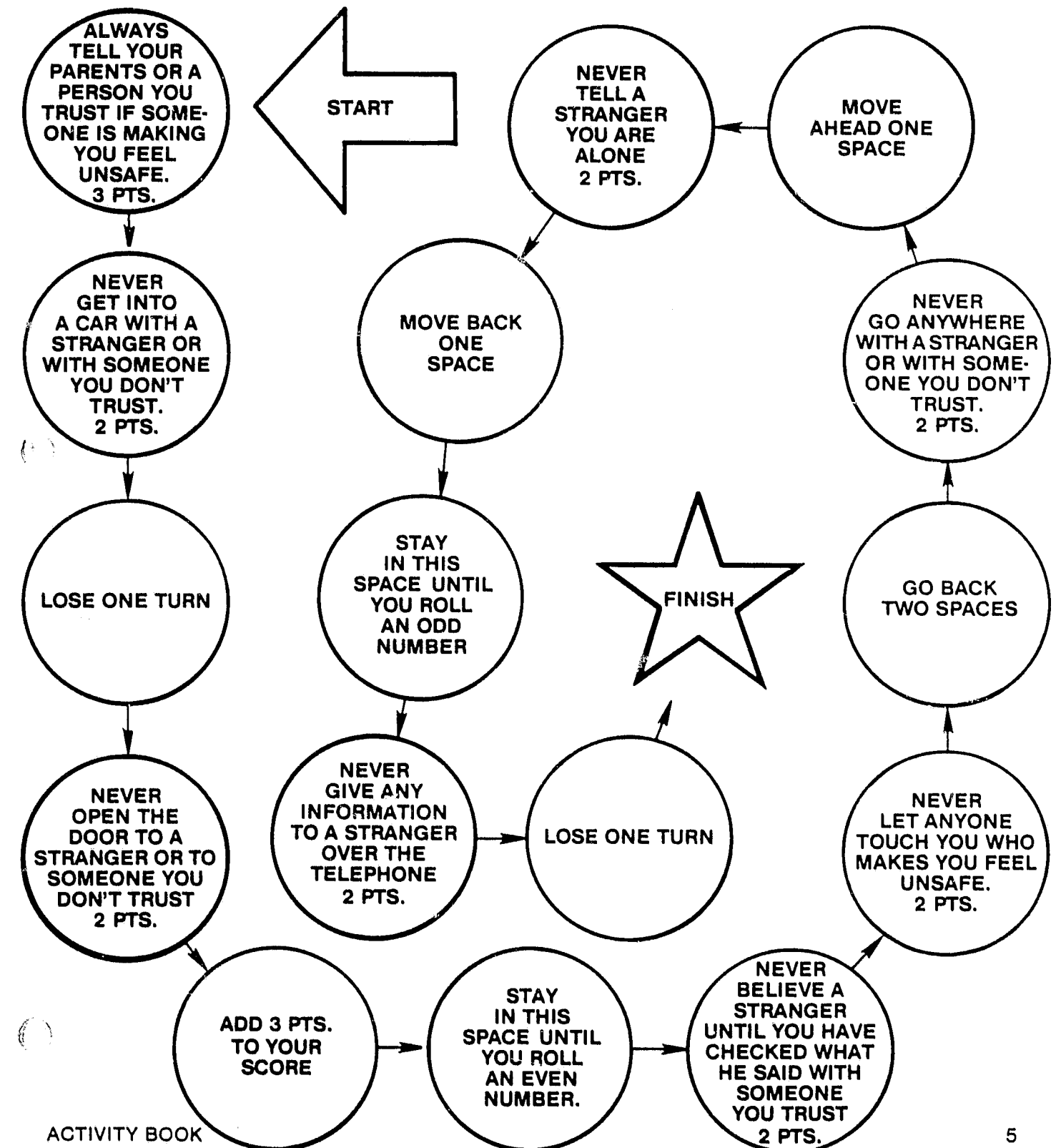
There are some important tips to remember if we should come into contact with people who make us feel unsafe. Play the game on the next page to find out what they are.



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You can color McGruff if you would like.

To play this game you will need: 2 players, 2 markers, and 1 die. Take turns rolling the die and moving. When a player lands on a circle with writing, he or she should read it aloud and add the number of points to his or her score. The first player to FINISH can add five points to his or her score. When both players get to FINISH, add the scores of each player. The player with the most points wins.



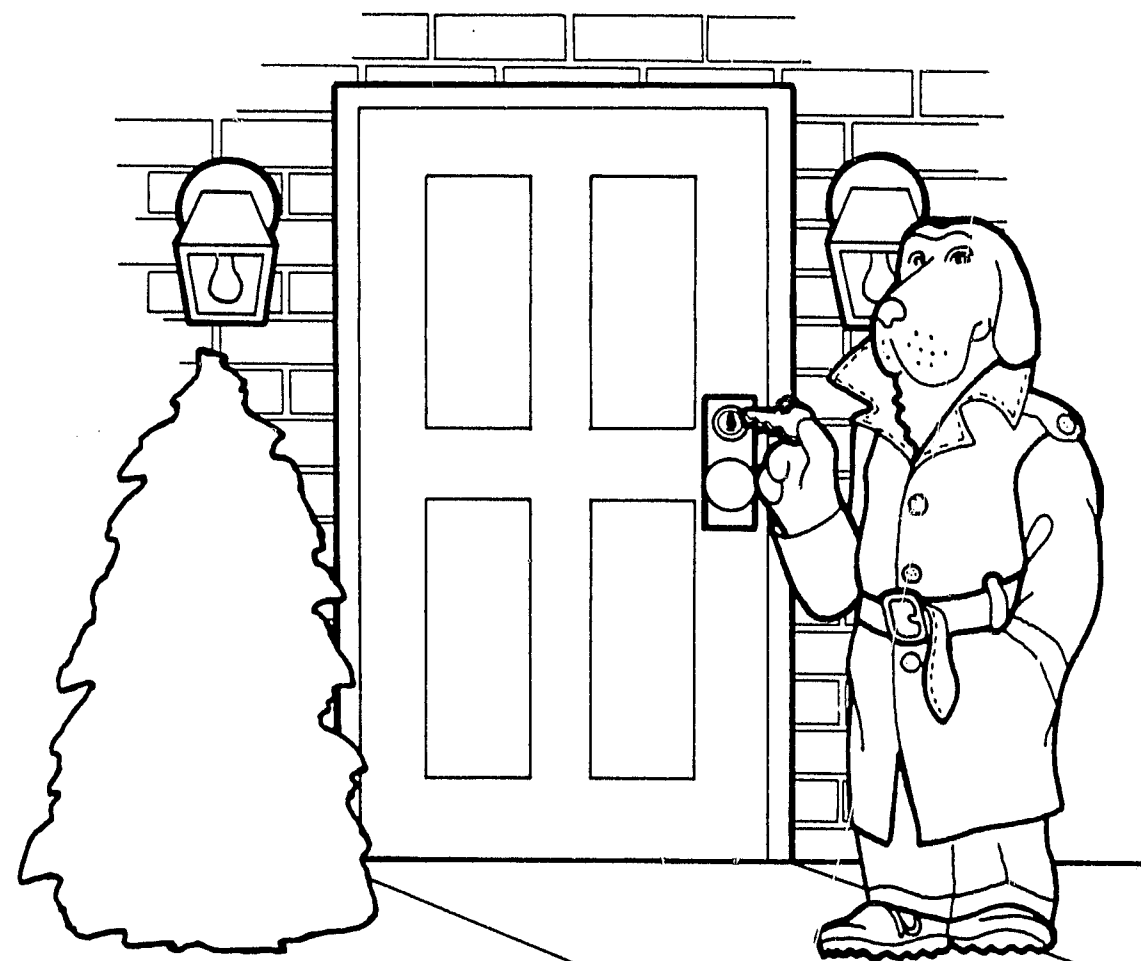
## Protecting your home...

Often people are hurt or their belongings are taken because they do not protect themselves in their home.

The most important thing that you and your family can do to make your home a safe place to be is to have good door and window locks and **USE THEM.**

Your police or sheriff can help your parents decide which locks are best for your house. Ask your parents to call the police or sheriff to find out.

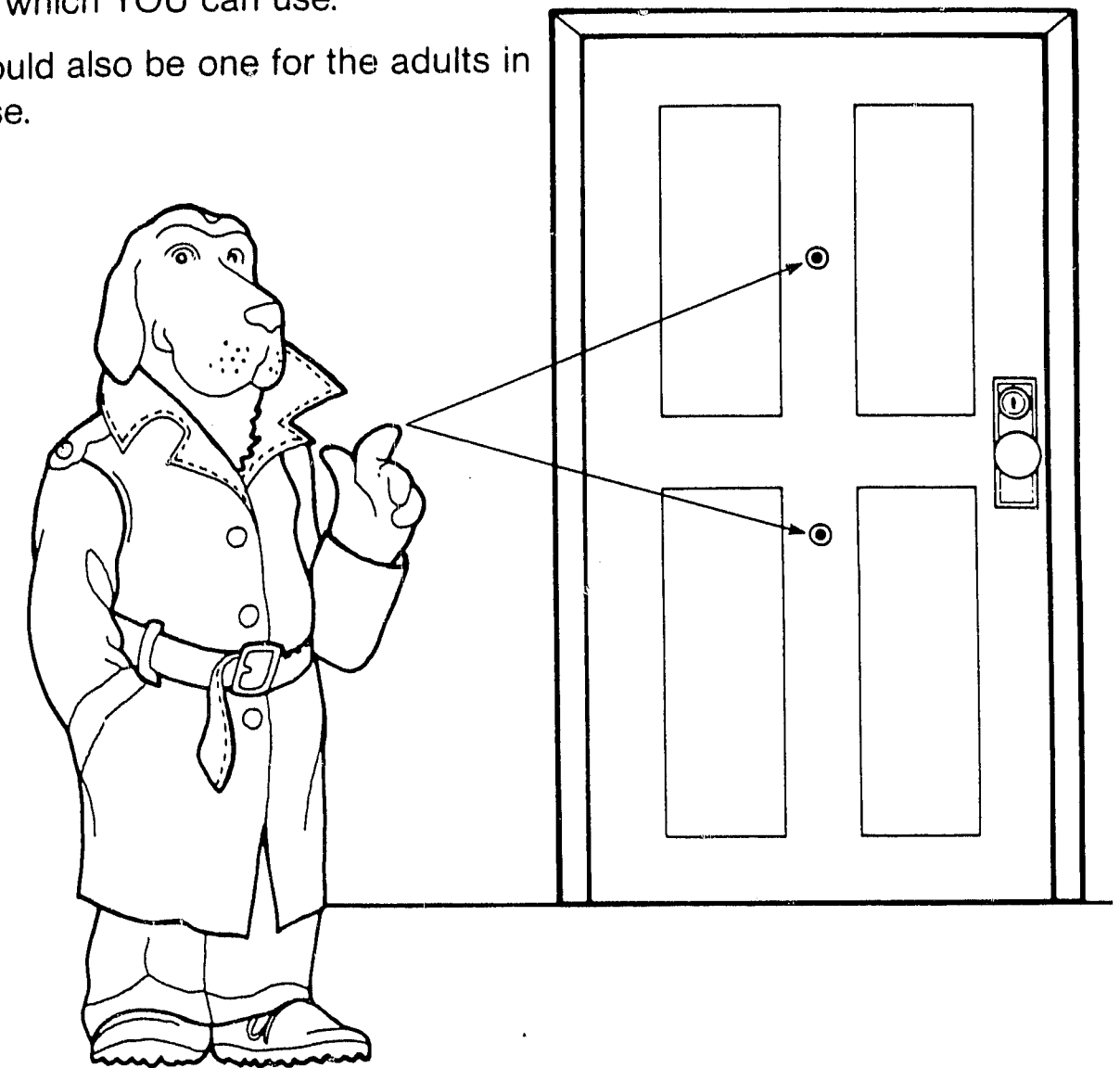
There are other projects which you and your parents can work on to make your doors and windows more secure. These projects are in the back of this book in the parents section. Show this section to your parents and help them with these projects.



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It is very important that your door have a peephole which **YOU** can use.

There should also be one for the adults in your house.



Whenever someone comes to your door, look through the peephole to see who it is before opening the door.

**NEVER OPEN THE DOOR UNLESS YOU KNOW THE PERSON WAITING OUTSIDE.**

If you do not know the person, check with a parent or an adult who is taking care of you.

## Protecting your belongings...

You should protect the things that are important to you and your parents. First list those things that are important to you. (Use another sheet of paper if you need to.)

---

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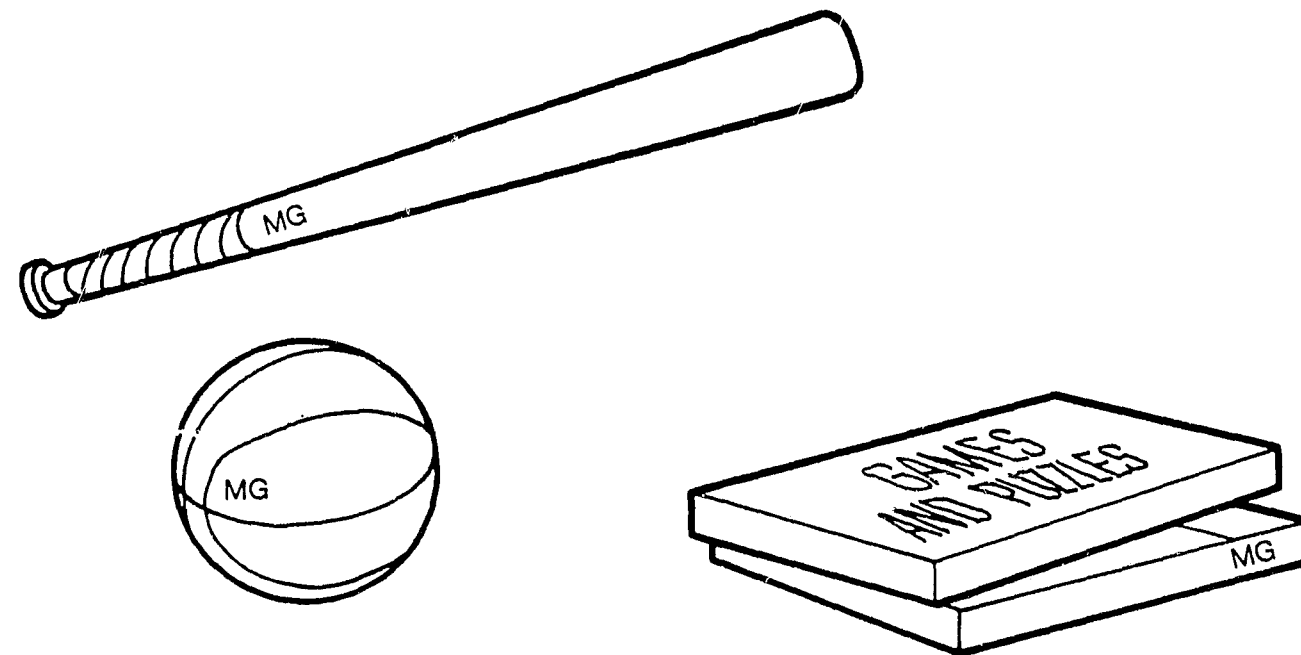
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You should mark your belongings so that people will know they are yours. Use a marking pen to put your initials on things like your basketball, baseball bat, and games.



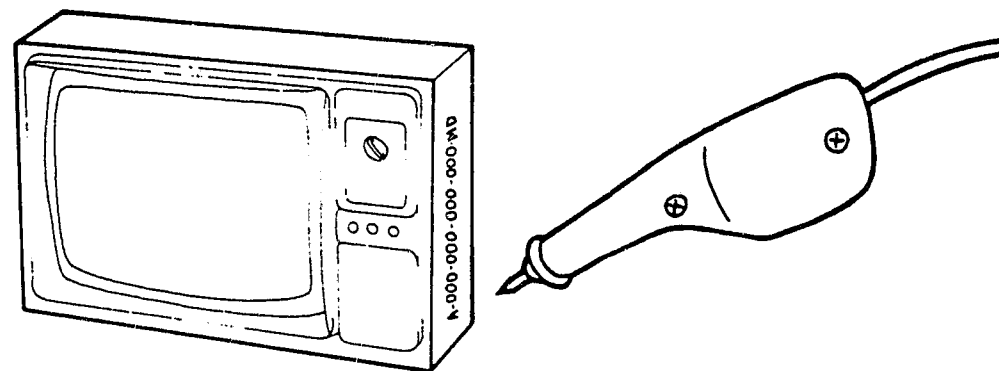
Now go to page 10 to find out how you and your parents should mark your more expensive belongings. (Such things as radios, bikes, cameras, electronic games, etc.)

**CUT OUT THIS PAGE**

Ask your parents to help you list the things that are valuable to them. If there is a serial number or some other number on the item, be sure to include it on the list. Include the color, too.

[illegible]

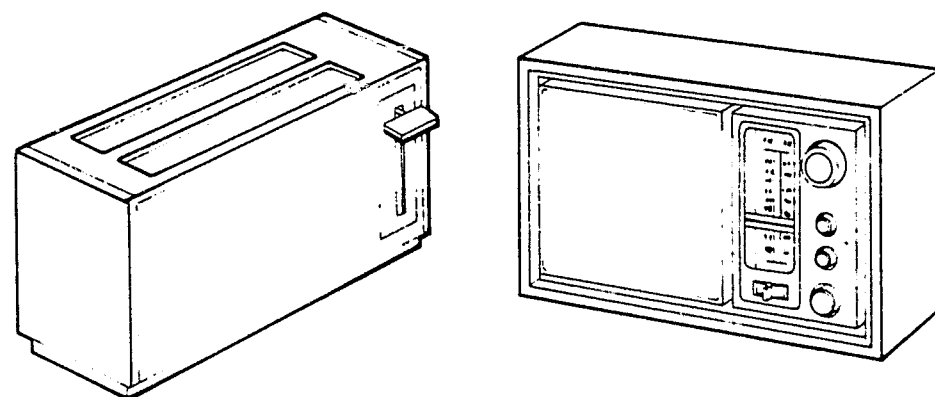
When you and your parents have listed their valuables, your parents should borrow a special tool, called an engraver, from the police or sheriff's department. Using the engraver, your parents should then mark the valuables they have listed with one of their driver's license numbers. The numbers should be followed by the abbreviated letters that stand for your state.



Copy one of your parents driver's license numbers here:

(Did you remember to follow the number with the state's name — abbreviated?)

Practice by writing the driver's license number on the two items shown below. (Were both of these things written on your parents' list of valuables?)



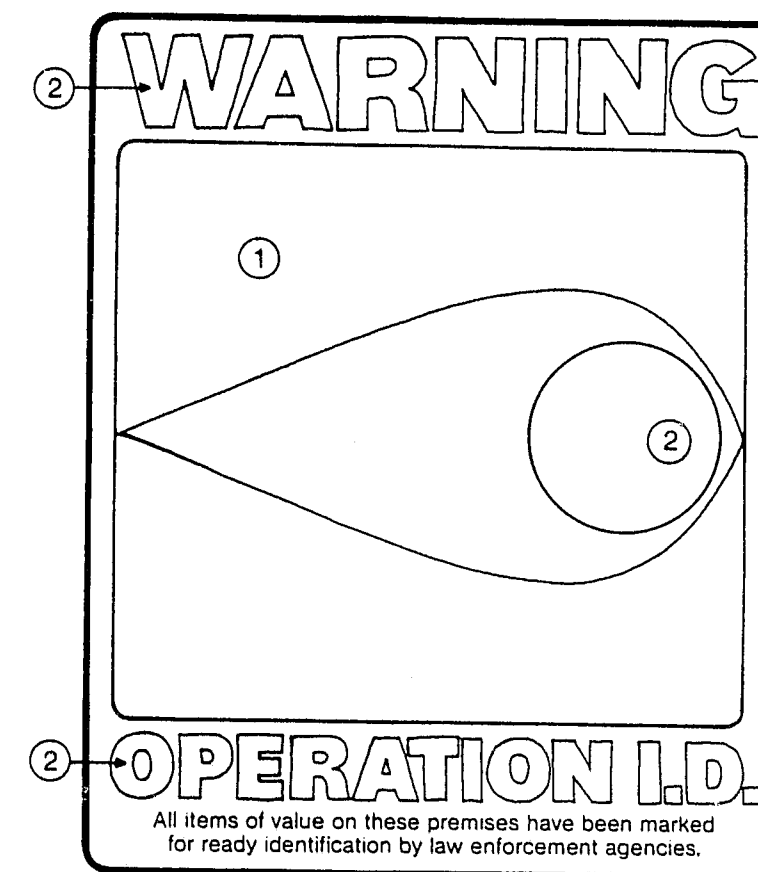
Now that your parents have listed their valuables and marked them, cut out this page. Give it to your parents to put in a safe place. The list should never be shown to anyone except the police or sheriff. Also, remember never to tell anyone about the valuable things in your house.

Thanks for helping the police and sheriff.

You may see the symbol below on lots of homes in your area. It means that the people who live there have marked their valuables and practice good crime prevention.

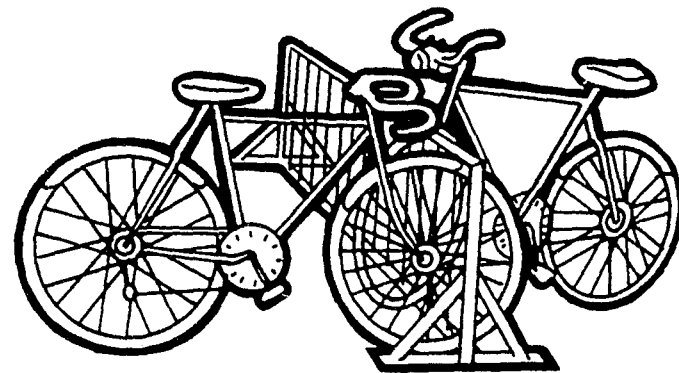
After you and your parents have marked the valuables in your house, ask your police or sheriff to provide you with stickers for your windows and doors. These stickers will have this symbol.

The symbol tells burglars that you are protecting the valuable items in your home. The burglar may then go away and not bother your house.

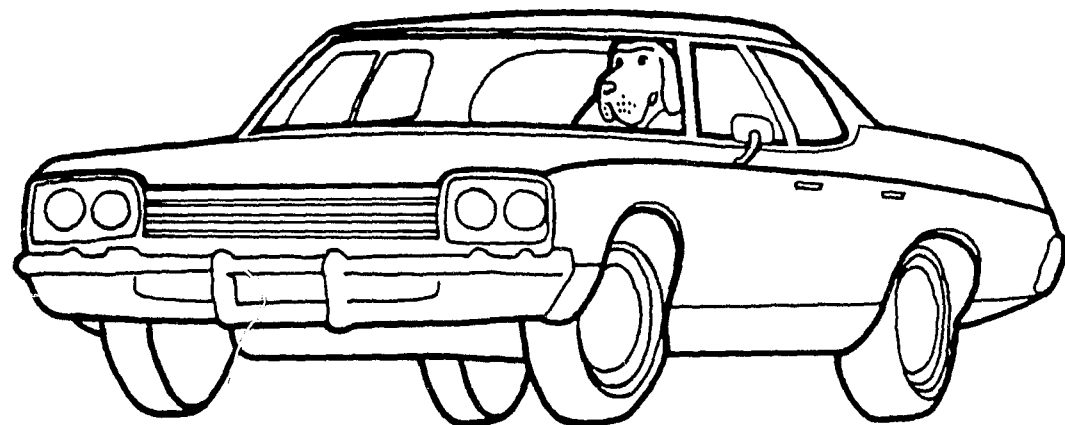


Use the color code to color the symbol.  
1 - blue      2 - black

Your bike gets you to many places and is important to you. When you ride your bike someplace and leave it, make sure you put it in a proper place and lock it. (See page 10 to find out about engraving your bike.)

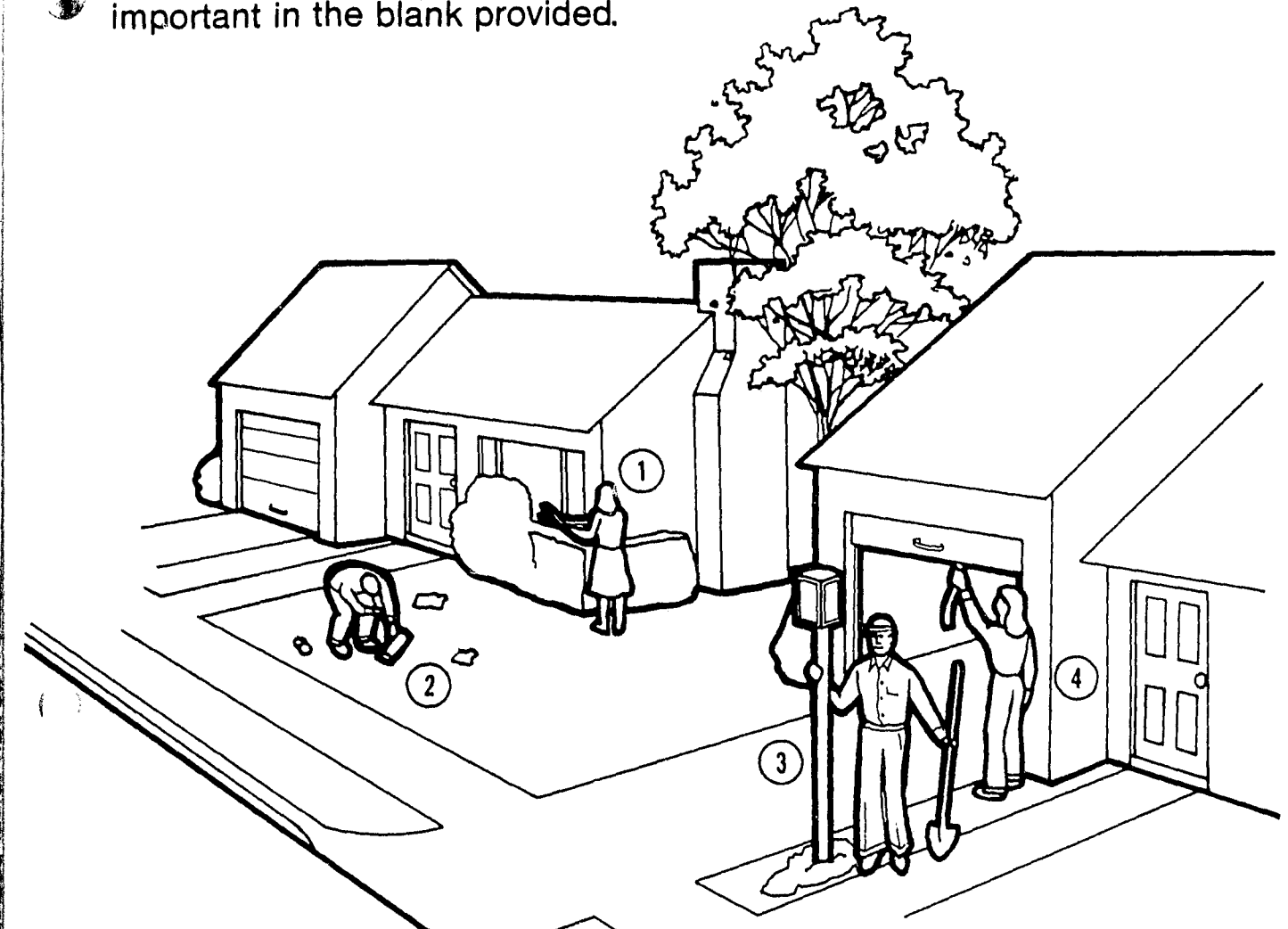


You and your parents should always lock the car, too. Put packages in the trunk or out of view. By doing this, you will reduce the chances that someone will try to take valuables from your car.



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This picture shows some other ways that people protect their homes and valuables. These are some very important crime prevention activities. For each crime prevention activity listed, write the letter of the reason it is important in the blank provided.



#### Crime Prevention Activity

1. \_\_\_\_\_ Person trimming bushes in front of window.
2. \_\_\_\_\_ Person picking up newspapers and packages from lawn.
3. \_\_\_\_\_ Person putting up outside light.
4. \_\_\_\_\_ Person closing garage doors.

#### Reason It Is Important

- A. It is important to close & lock **all** doors.
- B. Sometimes strangers may look for a place to hide outside while trying to get into a home.
- C. Certain items left in the front yard show a burglar that the people living in the house are on vacation.
- D. Burglars like to work in the dark.

See page 22 for the answers.

## Protecting your neighborhood...

You can protect yourself and your home by working together with your neighbors and friends to prevent crime. One way to do this is to be alert to people and activities in your neighborhood.

Practice being alert by doing the following:

### Look outside your window.

When you see a person outside:

#### 1. Describe the person -

Man or woman? \_\_\_\_\_

How old? \_\_\_\_\_

How tall? \_\_\_\_\_

Fat or thin? \_\_\_\_\_

What color hair? \_\_\_\_\_

What color clothes? \_\_\_\_\_

List some other things that you notice about the person, such as a mustache, beard, or glasses, etc.?

#### 2. Describe what the person is doing.

#### 3. Find a car or truck.

What color is the car or truck? \_\_\_\_\_

What kind of car or truck? \_\_\_\_\_

What are the colors and numbers on the license plate? \_\_\_\_\_

If the car or truck is moving, which way did it go? \_\_\_\_\_

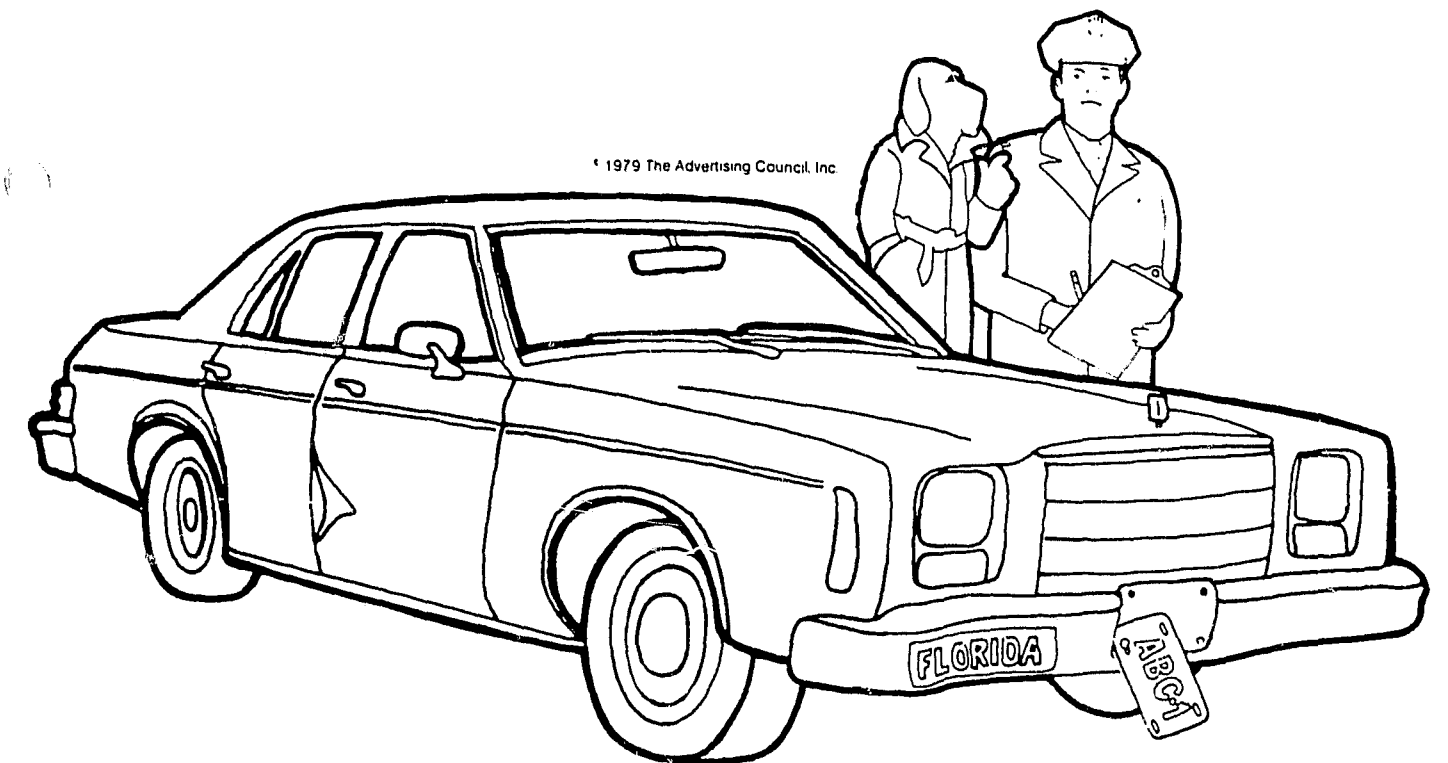
How many people were in the car or truck? \_\_\_\_\_

Was there anything unusual about the car or truck, such as dents, decals, or signs? \_\_\_\_\_



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Another way you and your neighbors can prevent crime is to be the eyes and ears of the police or sheriff. This means that you should let the police or sheriff know when something unusual happens in your neighborhood. Being alert is important to do this job well.



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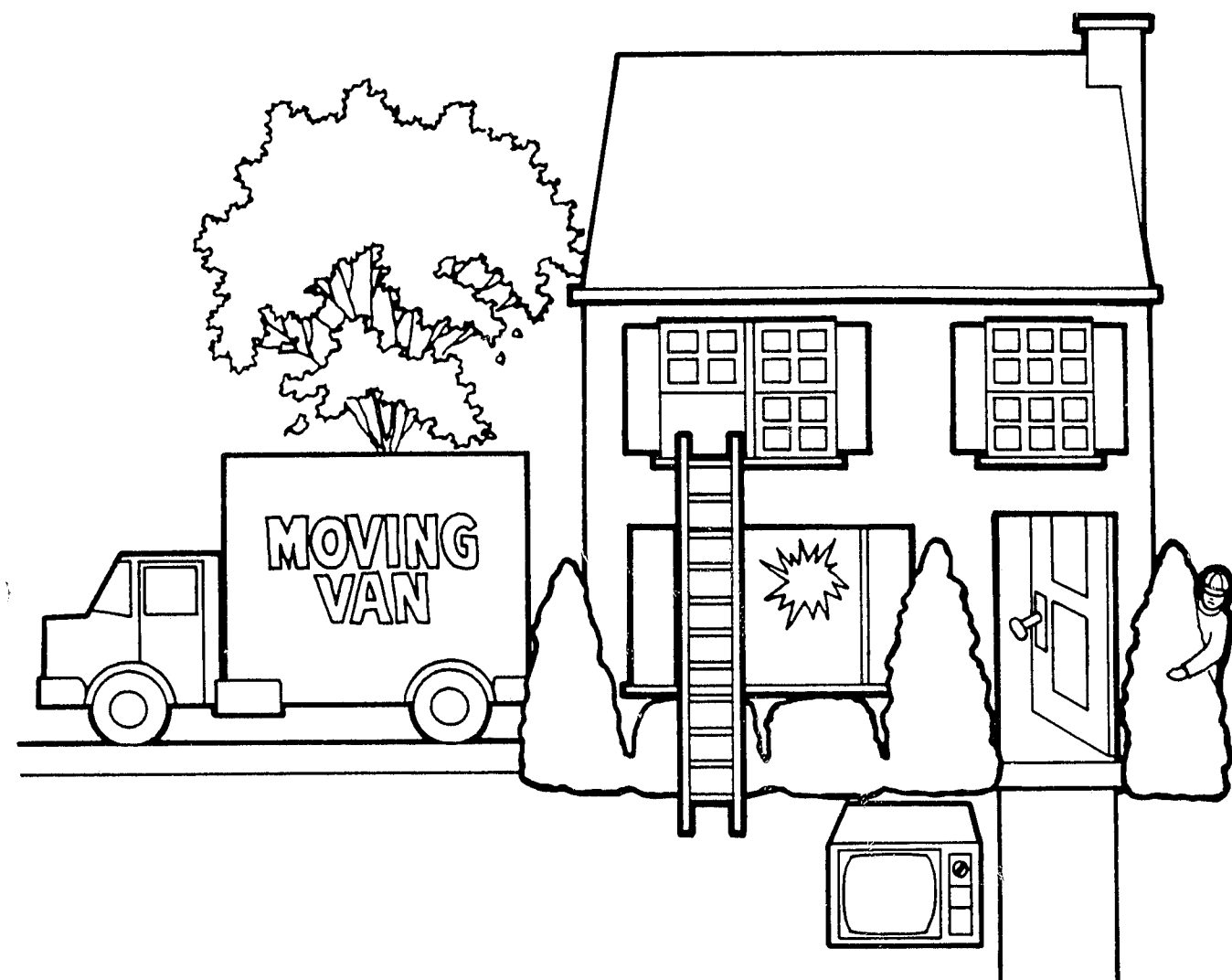
There are signs that tell you that your house may not be safe to enter. If you return from someplace and your house looks different than it usually does, DON'T go in. Go to a neighbor's and ask to call the police.

The picture on the opposite page shows a home that is unsafe to enter. Using the chart below, decode my message to find out what things make this house unsafe.

a - 26	e - 22	i - 18	m - 14	q - 10	u - 6	y - 2
b - 25	f - 21	j - 17	n - 13	r - 9	v - 5	z - 1
c - 24	g - 20	k - 16	o - 12	s - 8	w - 4	
d - 23	h - 19	l - 15	p - 11	t - 7	x - 3	

- 21 9 12 13 7 23 12 12 9 12 11 22 13 4 18 7 19  
15 12 24 16 25 9 12 16 22 13
- 23 12 4 13 8 7 26 18 9 8 4 18 13 23 12 4 25 9 12 16 22 13
- 6 11 8 7 26 18 9 8 4 18 13 23 12 4 12 11 22 13 4 18 7 19  
15 26 23 23 22 9 18 13 21 9 12 13 7 12 21 18 7
- 7 5 12 13 15 26 4 13
- 8 7 9 26 13 20 22 9 19 18 23 18 13 20  
25 22 19 18 13 23 25 6 8 19
- 8 7 9 26 13 20 22 7 9 6 24 16 18 13 23 9 18 5 22 4 26 2

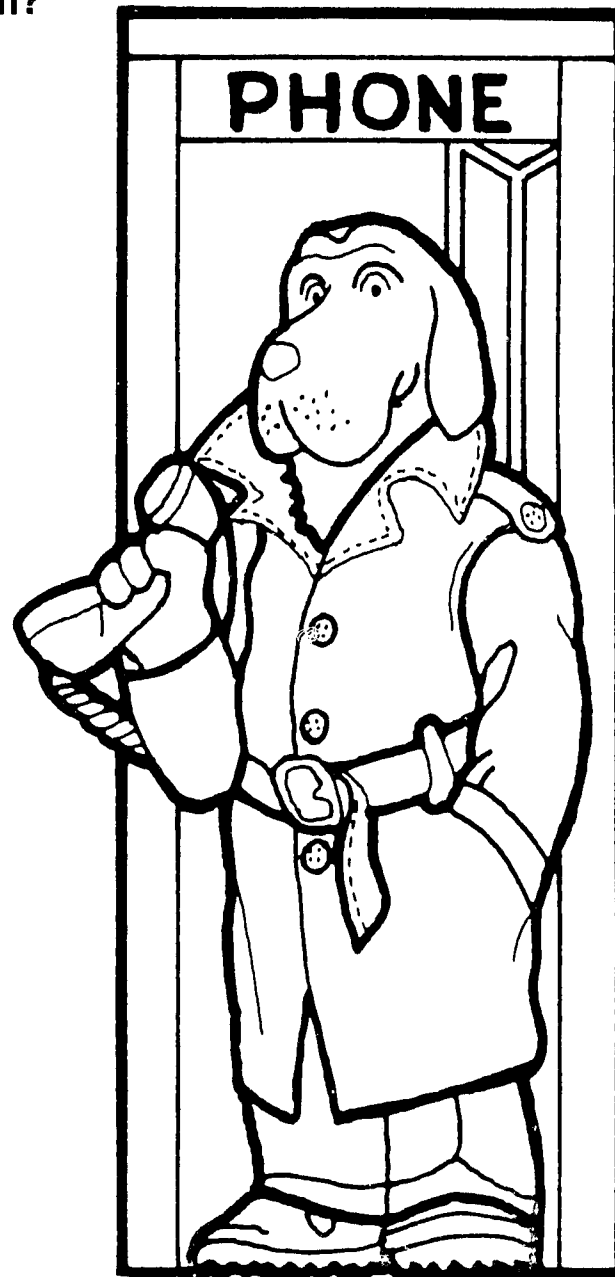
See page 22 for the answers.



If your house ever looks like this, you should not go in. Go to a neighbor's and call the police or sheriff.

When you call the police or sheriff some of the questions they will ask you will be:

1. Your name
2. Your address
3. Where are you calling from?
4. What has happened?
5. Was anyone hurt?



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The police officer or sheriff may have other questions besides these. Try to answer as best you can.

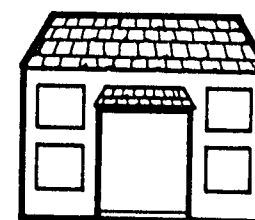
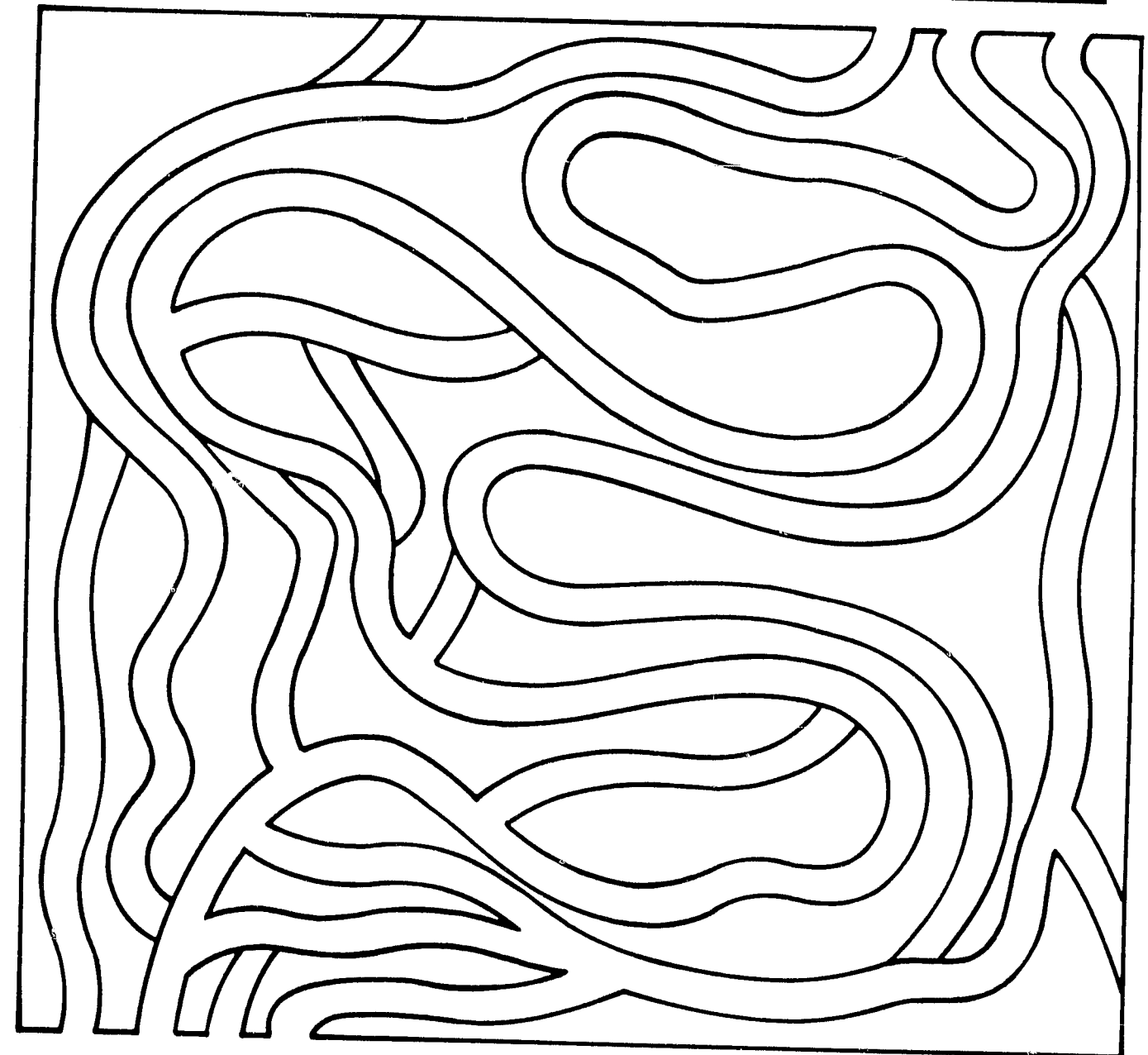
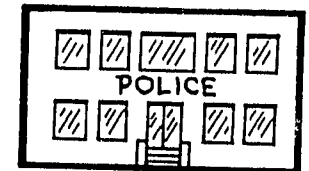
The most important thing to remember is:

**DO NOT HANG UP UNTIL YOU ARE TOLD TO DO SO.**

Pretend McGruff's home has been broken into and you are calling the police or sheriff to report it.

- The police or sheriff needs to get to McGruff's home as soon as possible. You can help by playing this game.

Without crossing any lines, use a red marking pen to mark the quickest route for the police or sheriff to take.



McGRUFF'S HOME

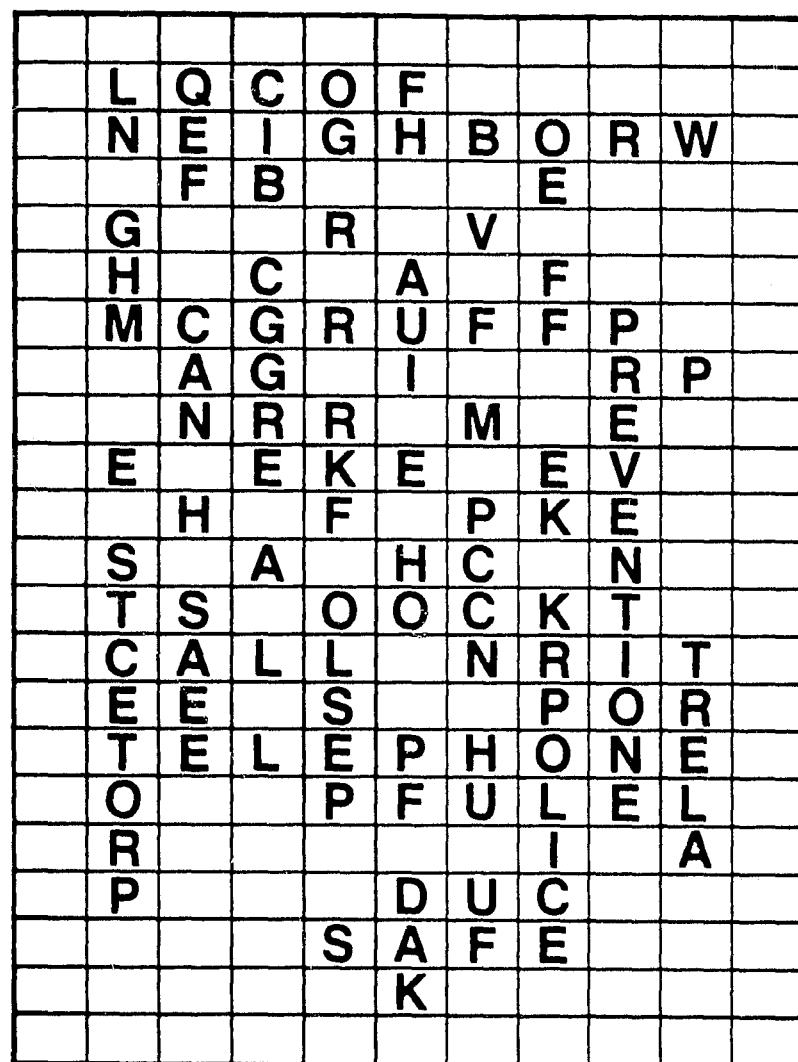


Here is a list of words which are very important to remember when we talk about crime prevention. Read each word aloud.

ALERT    ENGRAVER    MARK    POLICE    SAFE  
 CALL    LOCK    NEIGHBOR    PREVENTION    SHERIFF  
 CRIME    McGRUFF    PEEPHOLE    PROTECT    TELEPHONE

Do you remember why these words are important?

McGruff has hidden each of these words in the puzzle below. See how many of the words you can find and draw a circle around each one.



See page 22 for the answers to the puzzle.

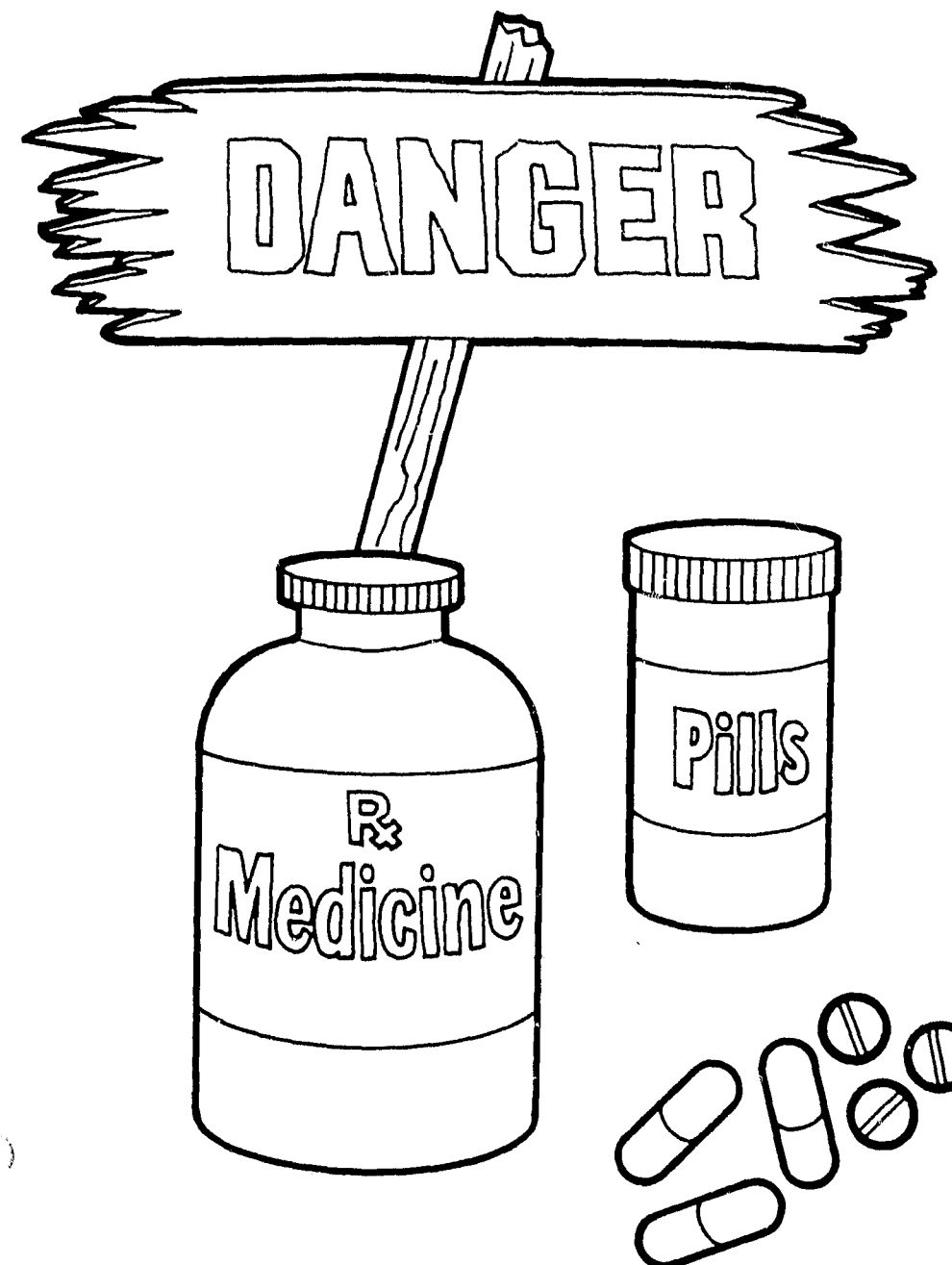
## EXTRA SPECIAL PREVENTION

Each year, hundreds of young people are hurt because they took pills, drugs, and medicine they weren't supposed to. You can prevent this by not taking any medicine unless one of your parents or an adult who is taking care of you gives it to you. Check your house with a parent to make sure that medicines and pills are out the reach of your little brothers and sisters.

By doing this, you are doing extra special prevention. It is really important to me and to the people you love.



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ANSWERS TO MATCH GAME ON PAGE 13.

1. B    2. C    3. D    4. A

ANSWERS TO WORD GAME ON PAGE 16.

1. F R O N T D O O R O P E N W I T H  
21 9 12 13 7    23 12 12 9    12 11 22 13    4 18 7 19  
L O C K B R O K E N.  
15 12 24 16    25 9 12 16 22 13

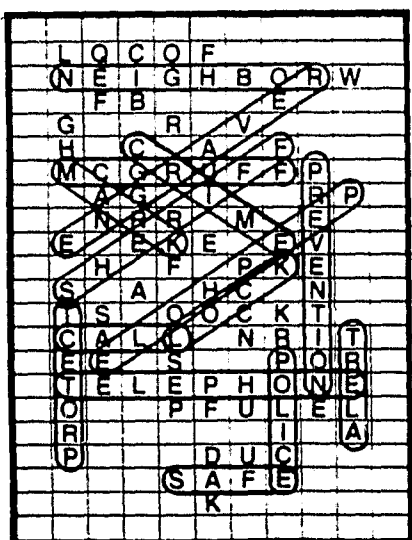
2. D O W N S T A I R S W I N D O W B R O K E N.  
23 12 4 13 8 7 26 18 9 8    4 18 13 23 12 4    25 9 12 16 22 13

3. U P S T A I R S W I N D O W O P E N W I T H  
6 11 8 7 26 18 9 8    4 18 13 23 12 4    12 11 22 13    4 18 7 19  
L A D D E R I N F R O N T O F I T.  
15 26 23 23 22 9    18 13    21 9 12 13 7    12 21    18 7

4. T V O N L A W N.  
7 5    12 13    15 26 4 13

5. S T R A N G E R H I D I N G  
8 7 9 26 13 20 22 9    19 18 23 18 13 20  
B E H I N D B U S H.  
25 22 19 18 13 23    25 6 8 19

6. S T R A N G E T R U C K I N D R I V E W A Y.  
8 7 9 26 13 20 22    7 9 6 24 16    18 13    23 9 18 5 22 4 26 2



ANSWERS TO PUZZLE ON PAGE 20.

ALERT	McGRUFF	PREVENTION
CALL	MARK	PROTECT
CRIME	NEIGHBOR	SAFE
ENGRAVER	PEEPHOLE	SHERIFF
LOCK	POLICE	TELEPHONE

Child/Parent Home Security Checklist

Check the safety of your home with your parents using this list. As you do this, you can help your parents by sharing with them the crime prevention information you have learned in this book.

DOORS

- 1. Are your outside doors either solid wood or metal doors?
- 2. Are the locks on your outside doors deadbolts with a one inch throw?
- 3. If you have double or French doors, is the inactive door secured with concealed flush mounted header and threshold bolts?
- 4. Are your locks all in good repair?
- 5. Have you secured your windows by pinning them or installed auxiliary locks? (See page 26 for pinning.)

YES NO

☐ ☐  
☐ ☐  
☐ ☐  
☐ ☐  
☐ ☐

WINDOWS

- 6. Are you as careful of basement and second floor windows as you are of those on the first floor?
- 7. Have you made it more difficult for the burglar by locking up your ladder, avoiding trellises that can be used as a ladder or similar aids to climbing?

YES NO

☐ ☐  
☐ ☐

GARAGE

- 8. Do you lock your garage door?
- 9. Do you have good, secure locks on the garage doors and windows?
- 10. Do you lock your car and take the keys out even when it is parked in your garage?

YES NO

☐ ☐  
☐ ☐  
☐ ☐

WHEN YOU GO ON A TRIP

- 11. Do you arrange for neighbors to pick up papers, mail and packages?
- 12. Do you notify a neighbor where you can be contacted in an emergency?
- 13. Do you use timers on your lights?
- 14. Do you arrange for someone to keep your lawn and garden in shape?

YES NO

☐ ☐  
☐ ☐  
☐ ☐  
☐ ☐

SAFE PRACTICES

- 15. Do you keep large amounts of cash and other valuables in a bank?
- 16. Do you keep a list of all your valuables such as tools, cameras, typewriters, televisions and similar items? (Include serial numbers.)
- 17. Have you engraved your valuables with your drivers license number followed by the letters MD?
- 18. Do you avoid unnecessary display or mention of your valuables?
- 19. Have you told your family what to do if they discover a burglar breaking in or already in the house?
- 20. Have you told your family to leave the house undisturbed and call the police or sheriff if they discover a burglary has been committed?
- 21. Have you had the police or sheriff's department conduct a security survey of your home?

YES NO

☐ ☐  
☐ ☐  
☐ ☐  
☐ ☐  
☐ ☐  
☐ ☐  
☐ ☐

**NOTE TO PARENTS:** Every "no" check mark shows a weak security point in the home. Tips on how to correct some security weaknesses are illustrated on the following pages of this book. For additional assistance, call your police or sheriff.

The Home Security Check List is designed to involve the child and parent in determining the relative security of their home. Law enforcement officers alone cannot control crime. Citizens have a major responsibility for helping to prevent crime. Children and parents can help by insuring that they properly secure their homes and personal property. Since most crimes committed are property crimes, use of the home security checklist is an important factor.

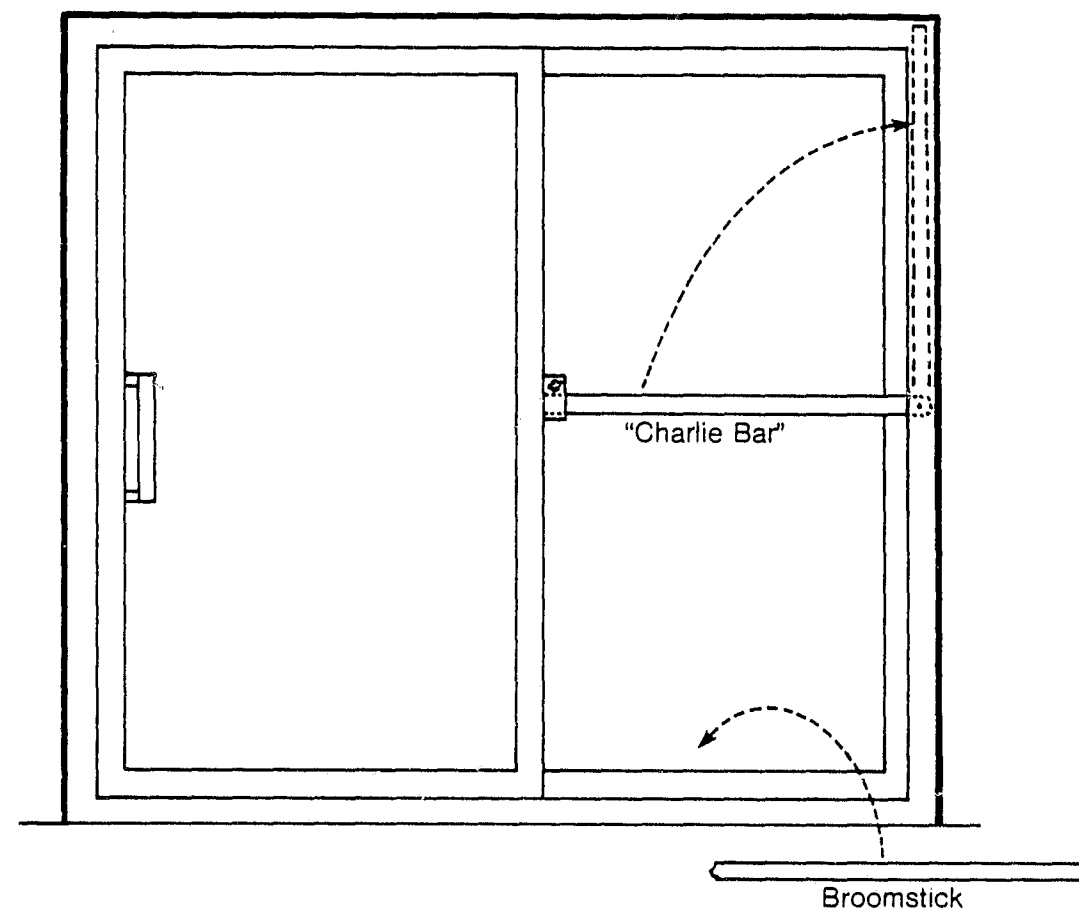
For further information concerning crime prevention measures, or a free home security survey, call your police or sheriff's department or the Maryland Crime Watch Program at 321-3636.

## CHILD-PARENT CRIME PREVENTION ACTIVITIES

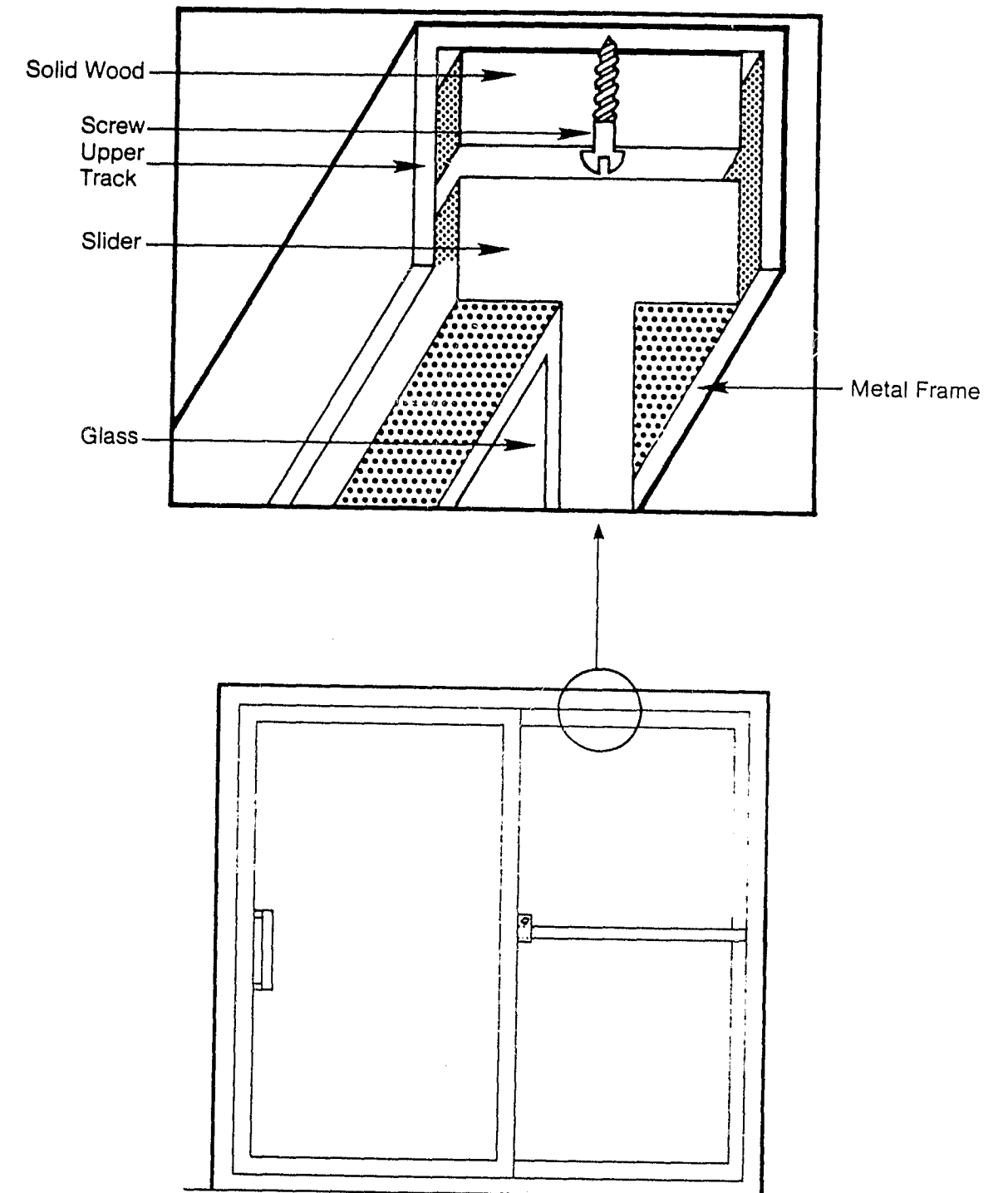
### Sliding Glass Doors

Many burglars enter homes through sliding glass doors. There are several things that can be done to make your sliding doors safe.

Your mom or dad can buy a special metal bar (sometimes called a "Charlie Bar") that hooks on to the door and folds down to stop the door from opening. This helps to block the door if the lock should be broken. (A wooden broomstick in the bottom track may be used until the "Charlie Bar" is installed.)



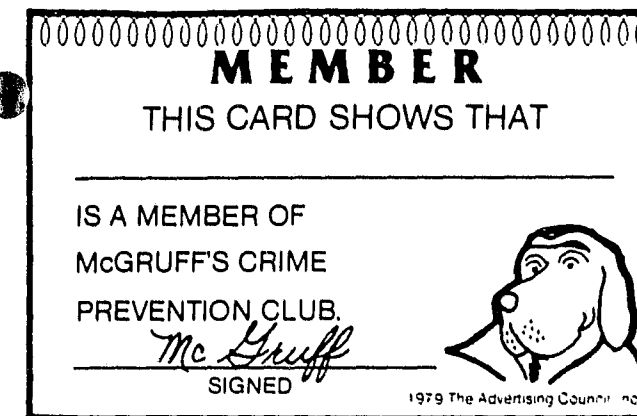
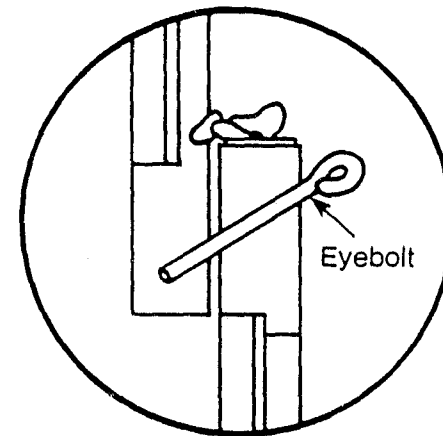
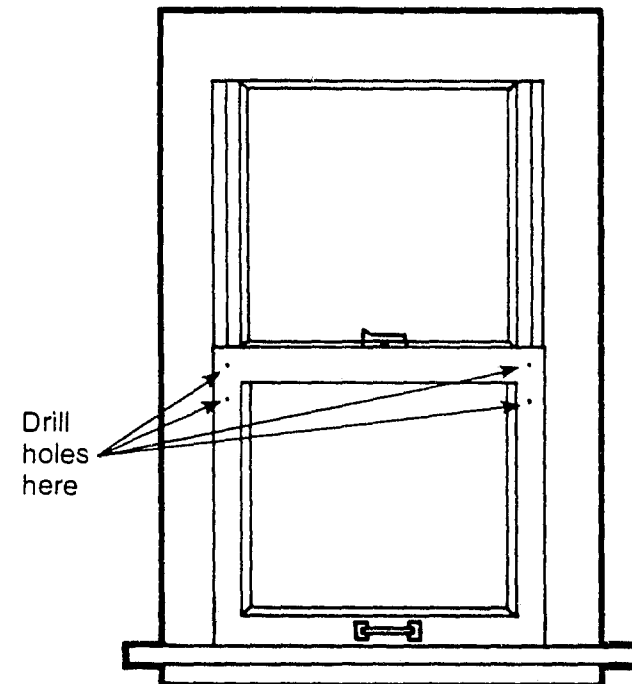
Tell your parents to screw a wood or metal bar inside the upper track of the sliding glass door. Now you can slide the door open, but no one can lift the door out of its track.



## Windows

The latches which come with most windows are very easy to pry open. Here is a project which you and your parents can do to secure the windows in your house.

Have your parents drill a small hole on each side of the window. The hole should be drilled at a downward angle through the top frame of the bottom window and partially into the frame of the upper window. Then you can slip a large nail or eyebolt in each hole. The window can't be opened until you remove the nails or eyebolts. It is a good idea to make a second set of holes with the windows partly open. This will allow fresh air to enter, but not burglars.



Now that you've done the activities in this book, you can become a member of my crime prevention club. Write your name on one of the cards and cut out the badge for your shirt or coat. You can paste it on cardboard to make it stronger. Ask mom or dad to help. You can tell a friend about the activities, too. Make your friend a member of the club.

Thanks for being a good crime prevention officer. You've really helped to "TAKE A BITE OUT OF CRIME" in your neighborhood.

*McGruff*

## UNIT VI. THE LAW ENFORCEMENT OFFICER

### GOAL:

The goal of this section is to help students understand the role of law enforcement and that they are there to help them.

### OBJECTIVES:

At the end of this unit, students will be able to:

- name two (2) things that law enforcement officers do.
- name at least two (2) situations in which they could ask an officer for help.
- know how to signal and stop someone if they need help in an emergency.

### VOCABULARY WORDS:

Police  
Officer  
Help  
Friend  
Emergency

### McGRUFF MESSAGES:

The following McGruff Coloring Book messages pertain to this unit:

- "Be alert! Call the police if something is wrong."
- "Congratulations. By learning how to stop crime, you can help McGruff and your police."

## UNIT VI.

### ACTIVITY I: WHAT A LAW ENFORCEMENT OFFICER DOES

#### OBJECTIVE:

At the end of this activity, students will be able to name two (2) things that law enforcement officers do.

Children should be aware the police officers and sheriffs' deputies are concerned about protecting them. The children should view the officer as a friend who is interested in helping them. Discuss their role in the community as a protector. Remember that some police officers are parents with children and want all children to be safe and happy.

Why not invite a member of your local police or sheriff's department to visit your classroom to meet the children and discuss personal safety. Most departments will be happy to honor such a request.

### DISCUSS:

What does a police officer or sheriff's deputy do?

- helps children
- prevents crimes
- directs traffic
- finds people who are lost
- arrests people who break the law
- listens if you have a problem
- answers questions

If you need help, remember that an officer is your friend.

### DISCUSS:

When will we call the police?

- if we see a crime committed
- if someone needs help
- if we are scared
- if a little brother or sister got lost

Have the younger children color the Officer Friendly handout (master copy included at the end of this section).

Older children could complete the word game "In the Day of an Officer" (included at the end of this section).



**ACTIVITY II: HOW TO SIGNAL FOR HELP IN AN EMERGENCY**  
**OBJECTIVE:**

At the end of this activity, students will be able to know how to signal and stop someone if they need help in an emergency.

Children should be able to signal for help in an emergency situation by flagging down an emergency vehicle for fire or rescue or a police vehicle if help is needed. They should not confuse this with waving "hello" to a police officer or fire fighter.

Have the children stand up with space, arms length, between each child. With arms held at their sides have them raise their arms straight above their heads and cross each arm back and forth. This motion is used in emergency situations and children should clearly understand the seriousness of using this in situations that are not emergencies. It is not a game or something to play when children are outdoors with friends.

**UNIT VI. APPENDIX**

**Activity**

**Page(s)**

McGruff Messages

92-93

Officer Friendly Handout

94

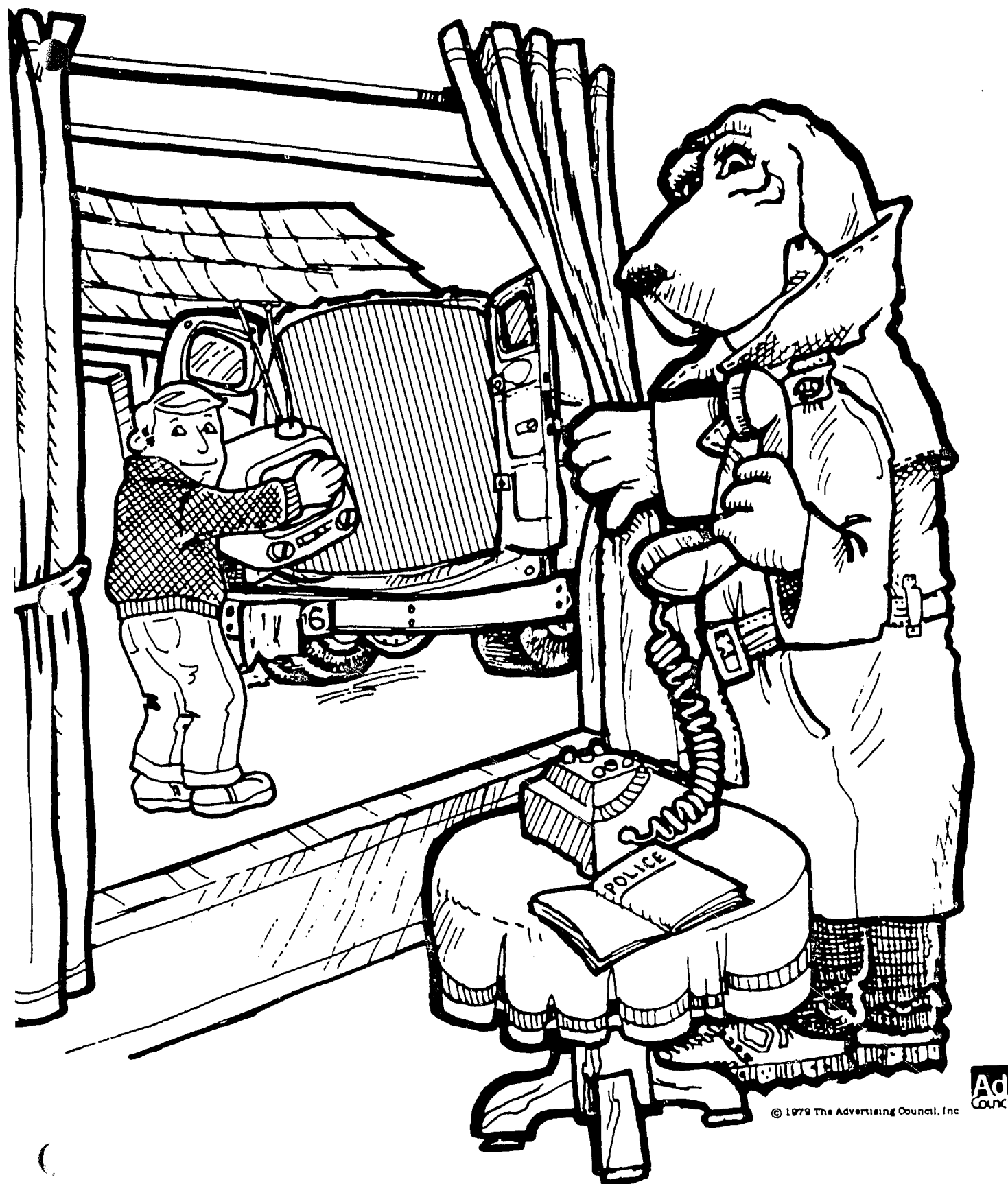
Word Game

95

Achievement Certificate

96

**McGruff says,**



**"Be alert!  
Call the police if something is wrong."**

**McGruff says,**



**"Congratulations. By learning how to stop crime,  
you can help McGruff and your police."**



**If you need help, remember that a  
police officer is your friend.**

## **In The Day Of An Officer**

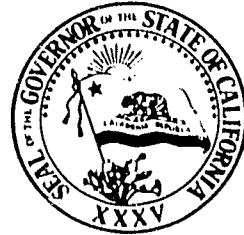
Can you find the 18 jobs or activities a  
police officer might do during a  
working day?

L	I	B	E	N	T	E	C	I	N	S	O	T	E	B	I	T	N
B	W	A	R	N	S	P	E	A	M	T	R	A	D	I	O	S	T
O	H	T	P	A	T	R	O	L	S	O	W	O	F	E	E	M	E
M	E	A	P	L	N	O	K	I	P	P	A	K	T	F	F	O	I
Z	L	B	L	I	S	T	E	N	S	S	L	F	N	I	I	P	E
O	P	I	B	L	O	E	P	I	T	F	K	M	O	N	R	E	P
I	S	F	T	E	A	C	H	E	S	I	S	A	V	E	S	M	H
E	C	I	S	B	R	T	E	M	N	G	A	C	O	S	T	O	O
S	H	E	N	O	M	S	K	E	T	H	B	E	A	Q	A	B	N
L	I	N	V	E	S	T	I	G	A	T	E	S	C	R	I	M	E
O	L	A	U	G	H	S	B	F	I	S	A	C	I	M	D	T	S
E	D	R	O	D	I	R	E	C	T	S	T	R	A	F	F	I	C
P	R	E	V	E	N	T	S	O	U	A	N	K	I	C	A	M	I
S	E	G	I	V	E	S	D	I	R	E	C	T	I	O	N	S	M
Z	N	R	E	C	O	N	T	R	O	L	S	C	R	O	W	D	S

HELPS CHILDREN  
PREVENTS  
GIVES DIRECTIONS  
CONTROLS CROWDS  
PROTECTS  
INVESTIGATES CRIME

DIRECTS TRAFFIC  
STOPS FIGHTS  
WALKS A BEAT  
FINES  
FIRST AID  
TELEPHONES

TEACHES  
RADIOS  
PATROLS  
SAVES  
LISTENS  
WARNS



This Special  
**Certificate of Achievement**  
for  
**Crime Prevention**  
is Awarded to



For learning ways to help stop crime at  
home and school—and make this a safer  
place for all of us to live.

*George Deukmejian*  
George Deukmejian, Governor

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## UNIT VII. ADDITIONAL INFORMATION

This section contains a variety of additional resources for printed literature, films and other support materials relevant to youth crime prevention.

### STATE OFFICE OF CRIMINAL JUSTICE PLANNING (OCJP)

As the lead agency in the Governor's Plan to Restore Public Safety, OCJP can provide training and technical assistance in the implementation of this Youth Crime Prevention Program. The office is also in the process of developing a series of crime prevention brochures which will be ready for distribution in the near future. For further information or assistance, contact:

Office of Criminal Justice Planning  
Crime Prevention Division  
1130 "K" Street, Suite 300  
Sacramento, CA 95814

### NATIONAL CRIME PREVENTION COUNCIL

The Council coordinated the "Take a Bite Out of Crime" Campaign for the National Crime Prevention Coalition. For further information on this national program, write to them at:

National Crime Prevention Council  
805 - 15th Street, N.W., Room 718  
Washington, D.C. 20005

### NATIONAL CHILD SAFETY COUNCIL

The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with various crime-related situations. Check your local phone directory or call your local law enforcement agency to obtain the phone number or name of the NCSC representative in your area. You may also write to:

National Child Safety Council  
3146 Francis Street  
Jackson, Michigan 49203

### SCRIPTOGRAPHIC BOOKLETS

The Channing L. Bate Co. produces booklets on a variety of subjects relating to crime prevention. They will send a brochure describing the available booklets. Write to:

Channing L. Bate Co., Inc.  
200 State Road  
South Deerfield, MA 01373

## SUGGESTED ADDITIONAL RESOURCE MATERIALS

1. "Housewise Streetwise" Student Activity Folders — Victim Witness Assistance Program, Room 318, Greenville County Courthouse, Greenville, S.C. 29601.
2. Brochures from local law enforcement and fire department units.
3. Emergency telephone stickers from law enforcement or fire departments.
4. Activity masters and safety resources from Burger King, Inc. — "Snuffy Fire" film.
5. "Prepared for Today" workbooks, Boy Scouts of America.
6. "On My Own", Michigan Pine and Dunes Girl Scout Council, 1533 Peck Street, Muskegon, Michigan 49441.
7. "I Can Do It", 8-week program, Campfire, Inc. Program Department, 4601 Madison Avenue, Kansas City, MO 69112.
8. Telephone resources from your local telephone company.
9. *Life With Working Parents*, Esther Hautzig, McMillan Publishing Company.
10. *How to Protect Your Child Against Crime*, by Peter Arnold, Association Press.
11. "Play It Safe" coloring book, Gene Junette, 1289 Temperance Avenue, Fresno, California 93727.

## AUDIO-VISUAL MATERIALS

1. "Who Do You Tell?" — 11-minute film for ages 7-12. MTI Teleprograms, Inc., 3710 Commercial Avenue, Northbrook, Illinois 60062, (800) 323-5343.
2. "Better Safe Than Sorry" — 14½ minute film, 1978 (primary/elementary/junior high). Film Fair Communications, 10900 Ventura Boulevard, Studio City, California 91604, (213) 877-3191.
3. "Better Safe Than Sorry II" — 14½ minute film, 1983 (kindergarten/primary). Film Fair Communications, 10900 Ventura Boulevard, Studio City, California 91604, (213) 877-3191.
4. "Speak Up, Say No!" — Filmstrip (pre-school to Grade 3). Krause House, P.O. Box 880, Oregon City, Oregon 97045-0059.
5. "For Pete's Sake, Tell!" — Filmstrip (Grades 3-6). Krause House, P.O. Box 880, Oregon City, Oregon 97045-0059.

The following companies have available numerous crime prevention films. If your school district does not have their current catalogues, write to them for a free copy.

AIMS Media  
626 Justin Avenue  
Glendale, CA 91201-2398

Chas. S. MacCrone Productions, Inc.  
432 Ewell Avenue  
Aptos, CA 95003

MTI Teleprograms, Inc.  
3710 Commercial Avenue  
Northbrook, Illinois 60062-1845

The California State Attorney General's Office has films which they will loan to local agencies. You may contact them at:

Crime Prevention Center  
Office of the Attorney General  
1515 "K" Street, Suite 383  
Sacramento, CA 95814  
(916) 324-7863

## YOUTH CRIME PREVENTION

### INFORMATION RESOURCES

OFFICE OF CRIMINAL JUSTICE PLANNING  
Crime Prevention Division  
1130 "K" Street, 3rd Floor  
Sacramento, CA 95814

CRIME PREVENTION CENTER  
Office of the Attorney General  
1515 "K" Street, Suite 383  
Sacramento, CA 95814  
(916) 324-7863

CALIFORNIA CRIME PREVENTION  
OFFICERS ASSOCIATION  
P. O. Box 12429  
Santa Ana, CA 92712

NATIONAL CRIME PREVENTION  
INSTITUTE (NCPI)  
School of Justice Administration  
University of Louisville  
Shelby Campus  
Louisville, Kentucky  
(502) 393-7141

AMERICAN ASSOCIATION OF RETIRED  
PERSONS  
National Retired Teachers Assn.  
1909 "K" Street, N. W.  
Washington, D. C. 20049  
(202) 728-4363

INSURANCE INFORMATION INSTITUTE  
Pacific Coast Regional Office  
400 Montgomery Street  
San Francisco, CA 94104  
(415) 392-3185

### SOUTHLAND CORPORATION (7-Eleven Stores)

- Allen Atchley  
Security Manager  
1240 So. State College Blvd.  
5820 Stoneridge Mall Rd., Ste. 310  
Pleasanton, CA 94566  
(415) 462-2711

- Art Salcido  
Security Manager  
1240 So. State College Blvd.,  
Suite 100  
Anaheim, CA 92806  
(714) 635-7711

- Jerry Lowery  
Security Manager  
7839 University Avenue  
La Mesa, CA 92041  
(619) 465-2101

U. S. DEPARTMENT OF JUSTICE  
Office of Justice Assistance, Research  
and Statistics Policy Planning  
633 Indiana Avenue, N. W.  
Washington, D. C. 20531  
(202) 724-5947

NATIONAL INSTITUTE OF JUSTICE  
Office of Research Programs  
Community Crime Prevention Division  
633 Indiana Avenue, N. W.  
Washington, D. C. 20531  
(202) 724-2956

INTERNATIONAL SOCIETY OF CRIME  
PREVENTION PRACTITIONERS  
P. O. Box 1284  
Rockville, MD 20850

"McGruff" Crime Prevention Campaign  
NATIONAL CRIME PREVENTION COUNCIL  
Crime Prevention Coalition  
805 - 15th Street, N.W.  
Washington, DC 20005  
(202) 393-7141

NATIONAL SHERIFF'S ASSOCIATION  
1250 Connecticut, N.W., Suite 320  
Washington, DC 20036  
(202) 872-0422 or (800) 424-STAR

CALIFORNIA FARM BUREAU FEDERATION  
Crime Prevention Office  
1601 Exposition Blvd.  
Sacramento, CA 95815  
(916) 924-4052

NATIONAL CRIMINAL JUSTICE REFERENCE  
SERVICE (NCJRS)  
1600 Research Blvd.  
P.O. Box 6000  
Rockville, MD 20850  
(301) 251-5500

NATIONAL ORGANIZATION OF VICTIM  
ASSISTANCE (NOVA)  
1757 Park Road, N.W.  
Washington, DC 20010  
(202) 232-8560

CALIFORNIA FEDERATION OF  
WOMEN'S CLUBS  
Mereqyth Watkins  
526 East Allen Ave.  
San Dimas, CA 91173  
(714) 599-4089

CALIFORNIA YOUTH AUTHORITY  
Crime and Delinquency Prevention  
4241 Williamsborough Drive  
Sacramento, CA 95823  
(916) 445-4256

DEPARTMENT OF SOCIAL SERVICES  
Office of Child Abuse Prevention  
Mail Station 9-100  
744 "P" Street  
Sacramento, CA 95814  
(916) 323-2888

NATIONAL SCHOOL SAFETY CENTER  
7311 Greenhaven Drive  
Sacramento, CA 945831  
(916) 427-4600

NATIONAL CENTER FOR PREVENTION OF  
CHILD ABUSE  
332 So. Michigan Ave., Suite 1250  
Chicago, IL 60604  
(312) 663-3520

NATIONAL CENTER ON CHILD ABUSE &  
NEGLECT  
P. O. Box 1182  
Washington, DC 20013  
(202) 245-2856

CALIFORNIA HIGHWAY PATROL  
Public Affairs Office  
P. O. Box 898  
Sacramento, CA 95804  
(916) 445-3908

Local media resources may be obtained from the following Training Centers in California.

OFFICE OF CRIMINAL JUSTICE PLANNING  
Crime Prevention Division  
1130 "K" Street, 3rd Floor  
Sacramento, CA 95814

DEPARTMENT OF JUSTICE  
Crime Prevention Center  
1515 "K" Street, Suite 383  
Sacramento, CA 95814  
(916) 324-7863

SACRAMENTO AREA CRIMINAL JUSTICE  
TRAINING CENTER  
570 Bercut Drive, Suite A  
Sacramento, CA 95814  
(916) 441-7243

BUTTE AREA CRIMINAL JUSTICE  
TRAINING CENTER  
3536 Butte Campus Drive  
Oroville, CA 95965  
(916) 895-2401

CONTRA COSTA CRIMINAL JUSTICE  
TRAINING CENTER  
Los Medanos College  
2700 East Leland Road  
Pittsburg, CA 94565  
(415) 439-2181

#### FILMS

AIMS MEDIA  
626 Justin Avenue  
Glendale, CA 91201-2398  
(213) 240-9300

MTI  
3710 Commercial Avenue  
Northbrook, IL 60062-1845  
(800) 323-5776

SANTA ROSA AREA CRIMINAL JUSTICE  
TRAINING CENTER  
7501 Sonoma Highway  
Santa Rosa, CA 95405  
(707) 539-5210

RIO HONDO COMMUNITY COLLEGE  
CRIMINAL JUSTICE TRAINING CENTER  
Administration-Justice  
3600 Workmen Mill Road  
Whittier, CA 90608  
(213) 692-0921

GOLDEN WEST COLLEGE  
Administration of Justice  
15744 Golden West Street  
Huntington Beach, CA 92647  
(714) 892-7711

MODESTO COMMUNITY COLLEGE  
West Area Training Center  
P. O. Box 4065  
Modesto, CA 95352  
(209) 575-6489

REDWOOD AREA CRIMINAL JUSTICE  
TRAINING CENTER  
College of the Redwoods  
Eureka, CA 95001  
(707) 443-8411

McCRONE PRODUCTIONS, INC.  
432 Ewell Avenue  
Aptos, CA 95003  
(408) 688-1040

FILM FAIR COMMUNICATIONS  
P. O. Box 1728  
Studio City, CA 91604  
(213) 985-0244



# NATIONAL CRIME PREVENTION COUNCIL

*To prevent people from becoming victims of crime.*

## RESOURCES

The following list does not presume to be exhaustive. These are organizations that the NCPC and practitioners have found to be helpful:

### Physical and Sexual Child Abuse

National Center for Missing and Exploited Children  
1835 K Street, N.W.  
Washington, D.C. 20006 (202) 833-3680

National Center on Child Abuse and Neglect  
Children's Bureau/Administration for Children, Youth and Families  
U.S. Department of Health and Human Services  
P.O. Box 1182  
Washington, D.C. 20013 (202) 245-2856

National Coalition Against Sexual Assault  
P.O. Box 7156  
Austin, TX 78713 (512) 472-7273

National Committee for the Prevention of Child Abuse  
332 South Michigan Avenue, Suite 1250  
Chicago, IL 60604 (312) 663-3520

National Organization for Victim Assistance  
National Headquarters  
1757 Park Road, N.W.  
Washington, D.C. 20010 (202) 232-8560

### General Resources (Protection of Children and Youth; Crime Prevention)

ACTION  
806 Connecticut Avenue, Room 606  
Washington, D.C. 20525 (202) 634-9410

The American Bar Association  
National Legal Resource Center for Child Advocacy and Protection  
1800 M Street, N.W.  
Washington, D.C. 20036 (202) 331-2250

The Association of Junior Leagues  
825 Third Avenue  
New York, NY 10022 (212) 355-4380

Big Brothers of America/Big Sisters of America  
117 South 17th Street, Suite 1200  
Philadelphia, PA 19103 (215) 567-2748

Boy Scouts of America  
1325 Walnut Hill Lane  
Irving, TX 75062 (214) 659-2000

Boys Clubs of America  
771 First Avenue  
New York, NY 10017 (212) 557-7755

Camp Fire, Inc.  
4601 Madison Avenue  
Kansas City, MO 64112 (816) 756-1950

Child Welfare League of America, Inc.  
67 Irving Place  
New York, NY 10003 (212) 254-7410

Children's Defense Fund  
122 C Street, N.W., 4th Floor  
Washington, D.C. 20001 (202) 628-8787

4-H Program/Extension Service  
U.S. Department of Agriculture  
Room 3860, South Building  
Washington, D.C. 20250 (202) 447-5853

General Federation of Women's Clubs  
1734 N Street, N.W.  
Washington, D.C. 20036 (202) 347-3168

Girl Scouts of the U.S.A.  
830 Third Avenue  
New York, NY 10022 (212) 940-7500

Girls Clubs of America  
205 Lexington Avenue  
New York, NY 10016 (212) 689-3700

Junior Optimist Clubs and Octagon Clubs  
4494 Lindell Boulevard  
St. Louis, MO 63108 (314) 371-6000

Kiwanis International  
3636 Woodview Trace  
Indianapolis, IN 46268 (317) 875-8755



Lions International  
300 22nd Street  
Oak Brook, IL 60521 (312) 986-1700

National Center for the Prevention and Control of Rape  
5600 Fishers Lane, Room 6C12  
Rockville, MD 20857 (301) 443-1910

National Coalition Against Domestic Violence  
1500 Massachusetts Avenue, N.W., Suite 35  
Washington, D.C. 20005 (202) 347-7017

National Congress of Parents and Teachers  
700 North Rush Street  
Chicago, IL 60611 (312) 787-0977

National Institute on Alcohol Abuse and Alcoholism  
5600 Fishers Lane  
Rockville, MD 20857 (301) 443-2954

National Institute on Drug Abuse  
5600 Fishers Lane  
Rockville, MD 20857 (301) 443-4577

National Network for Runaway and Youth Services  
905 6th Street, N.W., Suite 612  
Washington, D.C. 20024 (202) 488-0739

National School Safety Center  
7311 Greenhaven Drive  
Sacramento, CA 95831 (916) 427-4600

National Youth Work Alliance  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20036 (202) 785-0764

Office of Juvenile Justice and Delinquency Prevention  
U.S. Department of Justice  
633 Indiana Avenue, N.W.  
Washington, D.C. 20531 (202) 724-7751

Rotary International  
1600 Ridge Avenue  
Evanston, IL 60201 (312) 328-0100

U.S. Jaycees  
4 West 21st Street, P.O. Box 7  
Tulsa, OK 74102 (918) 584-2481

YMCA National Headquarters  
101 North Wacker Drive  
Chicago, IL 60606 (312) 280-3400

YWCA National Headquarters  
135 West 50th Street  
New York, NY 10020 (212) 621-5115

# MORE HELP: FILMS, BOOKS

These represent additional resources for you.

In most cases, the films are available for rental or sale in both 16mm and video. In all cases, a brochure or other explanatory material may be obtained by calling or writing the distributor.

There is a possibility that the films you need can be obtained locally for temporary use or preview at no charge. We suggest that you contact your school, local law enforcement agency, or a social service agency before renting or purchasing films.

This list neither presumes to be exhaustive nor represents an endorsement. These are resources others have told us have been helpful:

## Child-Assault Prevention

No More Secrets, an explicit but non-threatening film for elementary and middle school youth. ODN Productions

The Touching Problem, designed to help adults talk to children about sexual abuse. MTI Teleprograms

Some Secrets Should Be Told, geared to help children distinguish sexual abuse from normal love and affection. MTI Teleprograms

Not in My Family points out to adults the danger signals of abuse in the family. Lawren Productions, Inc.

If I Tell You a Secret is an awareness film. Lawren Productions, Inc.

Speak Up, Say No! is a six-minute filmstrip, cassette and teaching guide featuring a mouse who teaches children to recognize when they're being sexually abused by friends, relatives, acquaintances and strangers. Bilingual Spanish/English, for ages 3 to 8. Krause House

P.O. Box 880  
Oregon City, Oregon 97045

Touch That Hurts: Talking with Children About Sexual Abuse, pamphlet to aid parents and teachers in dispelling myths and exploring strategies to help educate children to resist abuse. Community Advocates for Safety and Self-Reliance  
4183 S.E. Division  
Portland, Oregon 97202

Annie: Once I Was a Little Bit Frightened, teaching tool to help children deal with possible sexual abuse. Rape and Abuse Crisis Center  
Box 1655  
Fargo, North Dakota 58107

He Told Me Not To Tell, a 30-page parents' guide to discussing abuse prevention with children. King County Rape Relief  
305 South 43rd Street  
Renton, Washington 98055

## Rape

Acquaintance Rape Prevention Series, Components: 4 films, 4 film guides, 7 discussion posters, 120 fact sheets (30 per film), 16 role play cards (8 student, 8 leader cards) and a program guide. MTI Teleprograms

### Complete Series Includes:

The Party Game, 8 minutes, illustrates the damage that can result from ineffective communication.

Just One of the Boys, 8½ minutes, shows how peer pressure can motivate an attack.

The Date, 6½ minutes, pinpoints sex role stereotypes as a cause of acquaintance rape.

End of the Road, 9½ minutes, demonstrates how assertive behavior can sometimes thwart an assault.

Rape-A Preventive Inquiry, 18-minute film using interviews with rape victims, police officials and rapists to help women lessen the risk of sexual assault and rape. MTI Teleprograms

Lady Beware, narrated by Shirley Jones, this 17-minute film discusses the idea of "Secure, Avoid, Flee and Engage" as steps to follow in planning for safety. Pyramid Films

Vulnerable to Attack, 26 minutes, teaches women how to defend themselves against attack. Charles S. MacCrone Productions

This Film is About Rape, 30-minute documentary offering suggestions for reducing vulnerability to rape and for responding both physically and psychologically should an attack occur. Includes candid testimony from rapists and victims. MTI Teleprograms

Who's There for the Victim?, 22-minute documentary follows Rape Victim Advocates on calls in hospitals as they offer immediate emotional and informational support to rape victims. MTI Teleprograms

## Vandalism

Solutions to Vandalism, 35 minutes, featuring Sen. Birch Bayh, depicts how six different communities have created, developed and maintained effective programs dealing with vandalism. MTI Teleprograms

The Clubhouse, 10-minute story of four young boys who made a clubhouse and then go to a local school because they're bored. The youngest boy yields to peer pressure and throws a rock through a classroom window. Soon, all the boys are breaking windows, but when the police come, only the boy who threw the first rock is caught. The others run back to the clubhouse, only to discover that it, too, has been vandalized. MTI Teleprograms

Facing Up to Vandalism, 16 minutes of "no holds barred" answers from junior high school students in rural, inner city and suburban neighborhoods as to why people commit acts of vandalism. Perennial Education, Inc.

Combat in the Classroom, 27 minutes, hosted by actor Ed Asner, this film shows several ways to respond to the violence threatening teachers and students in so many of our schools. MTI Teleprograms

## Shoplifting

Shoplifting-You Pay for It, 16 minutes, deals with the shoplifting problem from a non-accusatory perspective, pointing out the costs to consumers in terms of fewer jobs, lower earning and higher prices. MTI Teleprograms

Myths of Shoplifting, 16 minutes of dramatized vignettes effectively debunking many of the invalid perceptions held by most shoplifters--among them that no one gets caught; shoplifting doesn't hurt anyone, and if you do get caught, nothing happens to you. MTI Teleprograms

So I Took It, 10 minutes, filmed with the cooperation of store security services and police agencies, shows the consequences of shoplifting through the story of Sally, who gets caught up in a snowballing nightmare of shoplifting, beginning with peer pressure and ending with the involvement of her younger brother in the crime. MTI Teleprograms

## Drug and Alcohol Abuse

Angel Death, 33 minutes narrated by Paul Newman and Joanne Woodward, documentary exploring the serious consequences of Angel Dust (PCP) with case histories. MTI Teleprograms

What Parents Should Know About Drugs, 55 minutes narrated by David Hartman, examines new findings about the dangers of drugs and traces the four stages of the drug-use cycle. MTI Teleprograms

Women, Drugs and Alcohol, 21 minutes, emphasizes each individual's responsibility toward the use of prescription drugs. MTI Teleprograms

Joy's Story, 12 minutes, relates 12-year-old Joy's growing dependence on drugs and alcohol and the alternative she sought in a drug rehabilitation program at St. Mary's Hospital in Minneapolis. MTI Teleprograms

Epidemic! Kids, Drugs and Alcohol, a 27-minute exploration of the reasons behind drug and alcohol use, focusing on the influence of media, music and peers on our attitudes. MTI Teleprograms

Epidemic: America Fights Back, a 32-minute community action road map to positive approaches being implemented by various groups to fight drug and alcohol abuse. MTI Teleprograms

Wasted: A True Story, a 24-minute case history of how substance abuse affects not only the user but the whole family. MTI Teleprograms

How Do You Tell?, 13-minute combination of live interviews and animation, encourages children in grades 3 through 6 to assert themselves and say "no" to marijuana, alcohol and tobacco use, and to know that it's okay to tell someone they care about what they think of drug and alcohol abuse. MTI Teleprograms

Death in the Fast Lane, 15 minutes, examines teenage drinking, highway fatalities, and the threat this combination poses to everyone on the road. MTI Teleprograms

### General Crime Prevention

The Society, a 29-minute exploration of cultural factors--child abuse, sex role socialization, instability, poverty, substance abuse and others--that seem to instill a tradition of violence. MTI Teleprograms

#### Crime Prevention Film Distributors

Lawren Productions, Inc.

P.O. Box 666

Mendocino, California 95460

(707) 937-0536

Charles S. MacCrone Productions, Inc.

8055 Valencia Street

Aptos, California 95003

(408) 688-1040

MTI Teleprograms Inc.

3710 Commercial Avenue

Northbrook, Illinois 60062

(800) 323-5343

In Illinois, Alaska and Hawaii, call collect:  
(312) 291-9400

ODN Productions

74 Varick Street

New York, New York 10013

(212) 431-8923

Pyramid Film & Video

P.O. Box 1048

Santa Monica, California 90406

(213) 828-7577

### McGruff Licensed Products

As of May 1984

#### Company

Aims Media

626 Justin Avenue

Glendale, CA 91201

(213) 240-9300

Walter W. Cribbins Company

657 Mission Street

San Francisco, CA 94105

(415) 543-8666

R. Dakin & Company

P.O. Box 7746

San Francisco, CA 94120

(415) 952-1777

Finest Specialty Promotion, Inc.

744 Bloomfield Avenue

Verona, NJ 07044

(201) 857-9584

The Noteworthy Company

100 Church Street

Amsterdam, NY 12010

(518) 842-2660

P.S. Promotional Systems

1167 North Industrial Park Drive

Orem, Utah 84057

(301) 224-2529

Precision Arts Inc.

2200 Plymouth Road

Minneapolis, MN 55343

Puppet Productions, Inc.

P.O. Box 82008

San Diego, CA 92138

(619) 565-2343

Random House

825 Third Avenue

New York, NY 10022

Shaw Barton

545 Walnut Street

Coshocton, OH 43812

(614) 622-4422

Stoffel Seals Corporation

68 Main Street, P.O. Box 278

Tuckahoe, NY 10707

(914) 961-8500

#### Product Types

Excellent 16mm film, "Crime Prevention-It's Elementary," for young children.

Wide range of promotional items (key chains, pens, etc.) and T-shirts. Catalog available.

McGruff dolls--two sizes, 10" and 14". Wholesale price available in lots of 12 or more.

Promotional items.

Plastic litter bags of all sizes for promotional use. Also Halloween bags.

McGruff educational robot (under development).

McGruff lapel buttons and other promotional items.

McGruff costume (\$300 with carrying case). McGruff puppets (small, \$65; large, with audio tape, \$300).

Children's story book and activity book.

Calendars for schools, offices and homes. Can be sponsored. Samples available.

Badges and seals of all types.

# Background for McGruff The Crime Dog



Many people have been asking how McGruff, the famous crime dog, originally got into the business of working for the National Citizens Crime Prevention Campaign helping to "take a bite out of crime".

After a busy day of public appearances, lectures, seminars, posing for publicity pictures and finally making a new "take a bite out of crime" television commercial, we cornered McGruff in his dressing room. He was surprisingly relaxed, sitting in his now familiar trench coat munching on a dog biscuit (one of the few habits left over from the old days) as he remembered the earlier days.

"Ahhh — I was a young dog — really not much more than a pup when I was recruited into the U.S. Army Canine Corps. It was tough, at first, giving up the comforts of my kennel for the rigors of Army life — but in the canine corps you either shape up or ship out. I shaped up. My first assignment was as a guard dog. It didn't last too long. I mean people just looked at me and couldn't believe I was vicious. I barked and it kind of came out a howl. They laughed and petted me... and I couldn't stop my tail from wagging. Humiliating.

Then they noticed my big nose, gave me a few tests and presto, I became a sniffer. I'd find anything they wanted. Bombs, drugs, missing persons. I became particularly good at tracking down dogs who were trying to escape the army life. But I'd find 'em everytime.

After my hitch in the canine corps, I was adopted by a police detective. And he was good. I was with him for three-four years. Went on every case. And I watched him work. Occasionally he'd ask me to do a little sniffing. "You know, the guy who committed this crime was eating a ketchup sandwich, so get on

the trail of ketchup." Actually, that one was a little embarrassing. I led them to the nearest grocery store. But most of the time, I watched and learned.

Then one day, right in the middle of this very important case, my owner woke up sick. Couldn't move. High fever. Well, there was nothing else to do. He stayed in bed. I put on the trench coat and finished the case. I've been at it ever since.

Now the detective stays at home and watches the house. He's nice to have around. I take him out and walk him every night when I get home. He makes a good pet — ah — friend".

And with a wave of his paw, McGruff excused himself to go about his important task of helping people to "take a bite out of crime".



## Got a minute?

Learn how to protect yourself.

### CRIME PREVENTION IN SCHOOLS

For the last few years, the public has become alarmed over the general lack of "discipline" in public schools. Upon close examination, much of this alarm is really concern over **criminal acts** committed by students while in school. In the Los Angeles Unified School District alone, 243 knives and 88 handguns were confiscated by school security personnel in the 1981 school year. Weapons possession is not an issue of "disciplinary," infractions, criminal acts frequently bring fear and anxiety into the school: the school ceases to be a safe and effective learning center.

Safe and positive learning environments do not just happen; they must be carefully planned and implemented. That is where **crime prevention** plays a role. That is where cooperation between law enforcement and education personnel becomes critical.

Law enforcement and education personnel bring quite different perspectives to the field of crime prevention in schools. Whereas the police are familiar with the technical aspects of criminal acts, the planning and data collection processes used to produce profiles of different crime categories, and the standard methods of developing tactics to reduce or prevent further incidents, educators are in the enviable position not only of seeing the critical indicators of pending problems, but of having many of the resources already in place for handling less serious acts as they arise.


The strengths of each group, police and educators, cannot be overstated. However, for these strengths to be brought to bear on the problem of school crime, the advantages of both systems must be used. Although neither police nor educators alone can effectively reduce criminal acts in schools, combined planning, shared technology, and ongoing cooperation can prove highly successful.

The outlines of a strategy for reducing school crime consists of:

- Developing school district policy statements regarding the principal's responsibility to ensure safe schools.
- Creating agreements between the school system and local law enforcement departments regarding mutual responsibilities.
- Preparing a "School Safety Plan" for each local school that involves students, parents, teachers, administrators, and non-certified employees.
- Codifying disciplinary and criminal violations, and listing sanctions for acts falling into either group.
- Developing and implementing an incident profiling system that includes defining terms, grouping offenses, collecting and analyzing information, and planning interventions.
- Developing a capacity to use mediation techniques to solve disputes originating in schools.
- Promoting courses on law and citizenship to be taught in grades K-12.
- Using current knowledge about crime prevention through building design to make new buildings more safe.

As space does not permit a more thorough treatment of this topic, readers are referred to the National Criminal Justice Reference Service: School Crime Desk, Box 6000; Rockville, Maryland 20850 for further information.

# Got a minute?



Learn how  
to protect yourself.

## RURAL CRIME PREVENTION PROGRAMS FOR YOUTH

Learning crime prevention is important to rural youth today. It is important because they will fast become adults in a society where their chances are very good that someday, they will be the victims of crime. It is equally important because crime prevention programs oriented to young people help develop positive attitudes and respect toward property. It is this dual advantage which makes such programs valuable life experiences for young people in our rural areas.

There are many types of crime prevention programs being developed, and through such diverse agencies as 4-H, Explorer Scouts, and the National Rural Crime Prevention Center. Their goal is to help youth understand the value of crime prevention. For example, farm security is one such program. Farm equipment and machinery is now so expensive that farm inventories are larger than for many businesses. Property identification of large farm equipment, such as tractors and combines, is an instructive activity for rural youth. Closely related would be a program on livestock identification, or on the proper ways to secure farm fuel tanks from thievery.

One characteristic of rural areas which increases vulnerability is the distance between homes and farms. Often farm equipment is left out over night in isolated areas where it cannot be watched. Although it's more convenient, the risk of theft is today becoming too great. Teaching America's future farmers that security is important to the proper and economic management of the farm will reap many benefits later on.

Not only on the farm, but in the rural home, crime prevention education is important. Recent research has shown that home burglary rates are nearly as high in the country as in the city. Teaching the techniques of the door and window security cannot start too early in a young person's education.

an age when kids everywhere are growing up with video games and home computers, understanding the function and mechanics of alarm systems would be very appropriate. Even in rural areas, the principles of personal protection, and

protecting one's property at school, the park, swimming pools and other recreational areas.

A third set of crime prevention programs for rural youth involves service projects in the community. For instance, property I.D. and neighborhood watch type programs often require considerable volunteer help. This is especially the case in rural areas where the sheriff does not have the manpower or resources to support a full-time crime prevention officer. Youth groups can get involved by distributing neighborhood watch literature, property identification markers, and I.D. decals. Other ideas for community projects include: distributing emergency number stickers, helping local law enforcement to set up a crime prevention booth at the county fair, and conducting home security surveys of their parents and neighbors' homes.

A fourth set of rural youth-oriented crime prevention programs involves the idea of teaching personal responsibility. Young people, as well as adults, often observe suspicious activity, but often fail to call law enforcement, or to remember important details about the incident. "Observation" games are instructive in teaching the value of being a good witness, and of being willing to call and cooperate with the sheriffs' department as a good citizen.

Personal responsibility also means teaching young people that vandalism, shoplifting, and other forms of thievery are crimes. Often this type of activity is viewed by young people as a game or contest, and not as something for which one can be arrested if caught.

In modern society today, young people have been freed from the chores and work responsibilities which were automatically a part of growing up during the time when our society was more agrarian. This is equally as true in rural America as it is in the larger cities of this country. So the crucial question arises: is free time used in a constructive or in a destructive manner?


Increasingly, many rural communities are looking to their schools as an important institution in which crime prevention programs for young people should be incorporated. School curriculums are now available which seek to illustrate to young people the consequences of vandalism and theft for the victim, and to explain the necessity for any society to establish laws and administer fines or punishments when these laws are broken.

Rural crime is on the increase, and people who live in the countryside must change their habits and begin to think seriously about crime prevention. Crime knows no age. Rural youth, as much as adults, should become involved in crime prevention.

# TAKE A BITE OUT OF CRIME

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### JUNIOR CRIME BITER




Sign Name Here

...PLEDGED TO PREVENT CRIME!

I give my pledge as a citizen  
To report crime when I see it  
To get involved and do my bit  
To help protect my neighborhood  
Make no mistake, it's understood  
I won't violate the law  
I'm a member of McGruff's paws  
I'm a Junior Crime Fighter  
I'm a "CRIME BITER"

Sign Pledge Here

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Sign Pledge Here

**END**