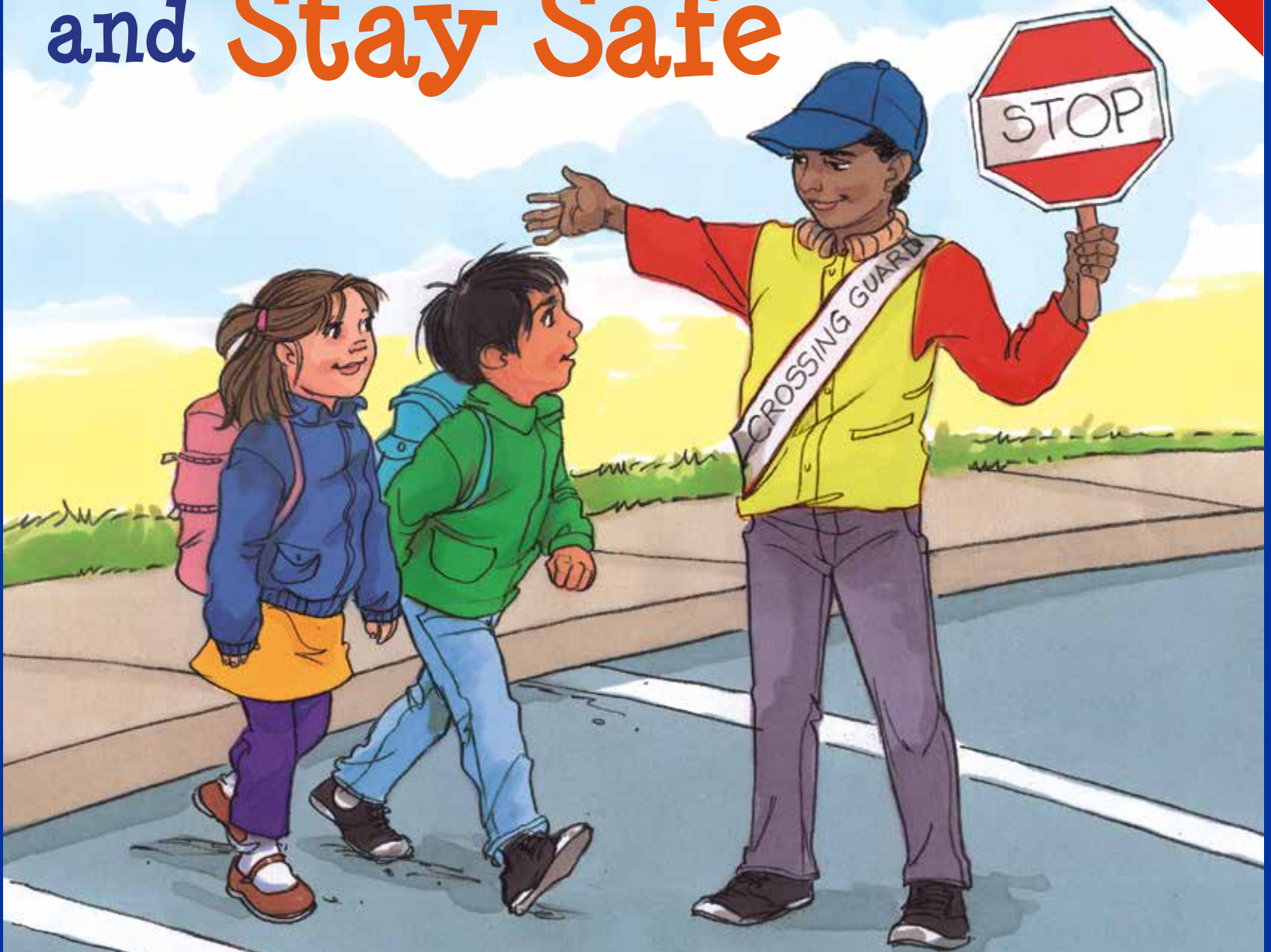


Be Careful and Stay Safe

Includes Activity
Guide for Adults!



Text copyright © 2017, 2007 by Cheri J. Meiners, M.Ed.
Illustrations copyright © 2017, 2007 by Free Spirit Publishing Inc.

All rights reserved under International and Pan-American Copyright Conventions. Unless otherwise noted, no part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without express written permission of the publisher, except for brief quotations or critical reviews. For more information, go to www.freespirit.com/permissions.

Free Spirit, Free Spirit Publishing, and associated logos are trademarks and/or registered trademarks of Free Spirit Publishing Inc. A complete listing of our logos and trademarks is available at www.freespirit.com.

Library of Congress Cataloging-in-Publication Data

Meiners, Cheri J., 1957–

Be careful and stay safe / Cheri J. Meiners ; illustrated by Meredith Johnson.

p. cm. — (Learning to get along)

ISBN-13: 978-1-57542-211-4

ISBN-10: 1-57542-211-5

1. Safety education—Juvenile literature. 2. Accidents—Prevention—Juvenile literature. 3. Children's accidents—Prevention—Juvenile literature. I. Johnson, Meredith. II. Title.

HQ770.7.M45 2007

649'.1240289—dc22

2006020113

ISBN: 978-1-57542-211-4

Free Spirit Publishing does not have control over or assume responsibility for author or third-party websites and their content.

Reading Level Grade 1; Interest Level Ages 4–8;
Fountas & Pinnell Guided Reading Level H

Cover and interior design by Marieka Heinlen
Edited by Marjorie Lisovskis

20 19 18 17 16 15 14 13
Printed in China
R18861017

Free Spirit Publishing Inc.
6325 Sandburg Road, Suite 100
Minneapolis, MN 55427-3674
(612) 338-2068
help4kids@freespirit.com
www.freespirit.com

Free Spirit offers competitive pricing.

Contact edsales@freespirit.com for pricing information on multiple quantity purchases.

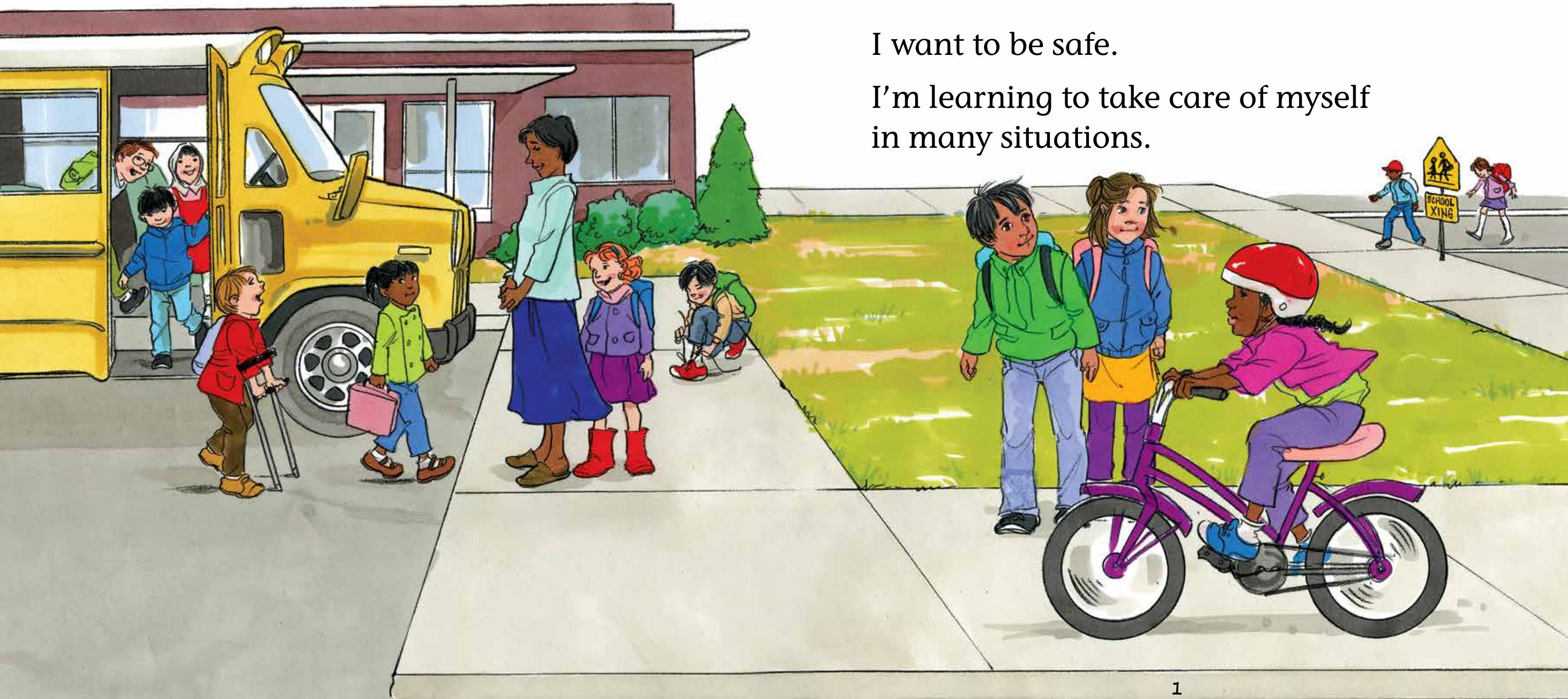


Acknowledgments

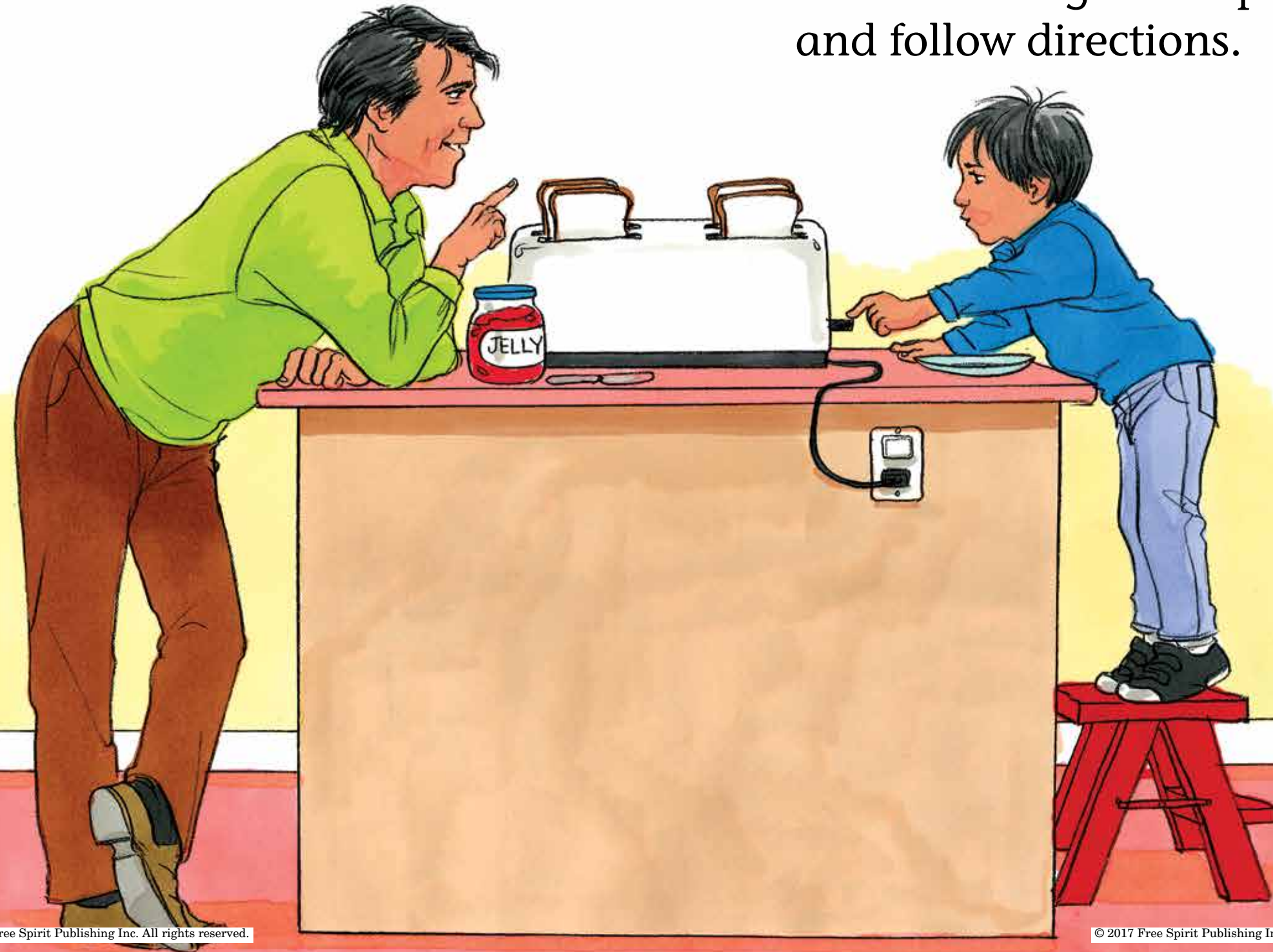
I wish to thank Meredith Johnson, whose charming illustrations resonate so well with the text, and Marieka Heinlen for the exuberant design. I appreciate Judy Galbraith and the entire Free Spirit family for their dedicated support of the series. I am especially grateful to Margie Lisovskis for her diplomatic style as well as her talented editing. I also recognize Mary Jane Weiss, Ph.D., for her expertise and gift in teaching social skills. Lastly, I thank my fantastic family—David, Kara, Erika, James, Daniel, Julia, and Andrea—who are each an inspiration to me.

I want to be safe.

I'm learning to take care of myself
in many situations.



One way to stay safe



is to listen to grown-ups I trust
and follow directions.

Ways to Reinforce the Ideas in *Be Careful and Stay Safe*

As you read each page spread, ask children:

- What's happening in this picture?

Here are additional questions you might discuss:

Pages 1–9

- Who's being careful? How can you tell? Who needs to be careful? How can the person be safer?
- What are some ways you've learned to be careful and safe at school? At home? In other places? *(Discuss safety rules that apply in different settings.)*
- What is something you know how to use carefully? What can happen if you aren't careful or if you don't use something safely?
- Why is it important to follow directions? How does that help keep you safe?
- What is something you can do (use) now that you weren't old enough for before? Something that you aren't old enough for yet?

Pages 10–17

- What are some places that you like to go with an adult? With a buddy? Why is it important to stay near that person?
- Have you ever been lost? What did you do? What can you do next time if it happens again?
- Why should you stay where you are? What can you do to help the person find you? *(Children should stay in the open where they can be seen, look for their companion or for a trusted adult like a security guard or a mother with young children who can help, and call the companion's name.)*
- What are some types of community helpers? Where do they work? How can you recognize them? *(Adults to approach include a police officer in a uniform, an adult in an information booth, or a salesclerk with a name tag.)*
- If you don't see a community helper, who else can you ask for help if you're lost? *(Usually it's safe to ask a grandma or a mom with young children.)*
- Who can you ask when you need help at school? In the neighborhood? At the park? At the library? At a friend's home?
- What is the number to call for emergencies? *(Dial 911 in the United States and Canada.)* What information do you need to know? *(Tell the type of problem and the address where you are.)*
- What are some times you should call 911 (your local emergency number)?

Pages 18–23

- Why shouldn't you talk to people you don't know if you're alone?
- When you're with a grown-up like your parent or teacher, how can you act with an adult you don't know? *(Explain that this is a safe situation, so it's polite to talk and act friendly.)*
- Would you ever need to talk to an adult you don't know? When? *(Discuss that a child who is lost or separated may need to talk to a community helper such as a police officer, security guard, or store clerk.)*
- When might you talk to a child you don't know?
- Who are adults you trust to help keep you safe?

Note: Help children understand that they should tell an adult about dangerous or uncomfortable situations that happen, such as someone other than a caregiver or doctor touching the child in places a swimsuit covers; someone who scares, hurts, or threatens the child or someone else; or someone doing something unsafe or careless. Tell children that a parent or teacher wants to know if someone is scaring or hurting them. Make it clear they won't get in trouble for telling you something that worries them. Even if a person instructs them not to tell, it's important to tell a grown-up they trust who can help them.

Pages 24–27

- What is an emergency that could happen where we live? *(Examples might be an electricity blackout, fire, hurricane, earthquake, or flood. Discuss a likely one, but don't overwhelm children with too much detail.)*
- Has that ever happened to you? Where were you? What did you do? How can we plan ahead and be ready if that happens?

Pages 28–31

- Why is it important to keep yourself safe? How does being careful and safe help us get along? *(People can have fun together without getting hurt, they can know what to do in different situations, they can learn new things, they can show respect for each other.)*

A Word About Predators: Children are more likely to be harmed by adults they know than by strangers. That's why it's important to stress that children should talk to a trusted adult about any interactions that don't feel right.

Still, "stranger danger" is a real concern. At the mall, on the way to school, or out in the neighborhood, children should know that their parent or caregiver will never send someone children don't know to pick them up. Tricks predators may use with children include asking for help, offering treats or gifts, or faking an emergency ("Your dad got hurt and I told him I'd come get you"). Children should not give out personal information to strangers. The only exception is an emergency such as when the child is lost or separated from a caregiver. Make sure children know what kinds of helpers they can turn to in such a situation.

For a safe experience on the Internet, use filtering software, keep the computer in an open area of the home or classroom, and make a point to sit with young children when they are online. Teach children never to give out personal information over the Internet (their name, email address, phone number, or picture). Stress that children should tell you if they ever receive messages or see things on the Web that make them feel uncomfortable.