



PROGRAMME 14: LOST

AIMS

The aim of this topic is for children to know the best course of action to take when they are lost in a variety of situations or circumstances.

LEARNING OBJECTIVES

Children will be able to:

- Stay calm if they get lost in a public place
 - Ask someone they can trust for help and support
 - Know that it is important to know their personal details
 - Indicate a designated place to meet with caregivers or parents when lost
 - Stay at a designated place until a caregiver or parent comes to meet them
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SKILLS

- Communication
 - Sociability and co-operation
 - Problem solving
 - Information
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VIRTUES

- Courage
 - Courtesy
 - Confidence
 - Patience
 - Reliability
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LESSON (Adapt for Juniors)

View the DVD *Lost* before the lesson.

1. Brainstorm/mind map words associated with places you can get lost.

2. Have children in small groups discuss what strategies they need to work out with their parents or caregivers when out in public.
 - have a designated meeting area to meet if lost
 - how to identify trustworthy adults if lost
 - stay calm
 - stay at the designated meeting area

3. Ask children who can be trustworthy adults when in a public place.
 - a. Shop workers
 - b. Information people
 - c. Police
 - d. Fire Fighters
 - e. Life guards
 - f. Ambulance drivers

4. Ask children what they should tell trustworthy adults when they need help to find their parents or caregivers. Use copy sheet provided.

5. Have children act out a short scene where they are lost in a:
 - shopping mall
 - pool area
 - fun park
 - beach etc

6. Recap main points on how to prevent getting lost, or know what to do when children are lost.

7. Make an Identification Card so that if children are lost they can be identified and parents or caregivers can be notified.

**IDENTIFICATION CARD OF:
BOBBY THE WONDER DOG**

Age: 7 years

Address: 11 Apple Ave
Otahuhu
Auckland

Please contact my parents or
caregivers On: 09 555 1234





Lost

Name: Date:

1. If you are lost in a fun park, fair or circus and have lost your friends/parents/caregivers, who would be the best people to see?
 2. What information should you tell people you can trust when you are lost?
(circle the information that is vital)
 - phone number
 - full name
 - pin number for an ATM card
 - full address
 - age
 - school name
 - favourite hangout
-

Lost (*Junior*)

Name: Date:

Unscramble these words

slot eman

ssardde dinf

okol ksa

ese

Lost (*Junior*)

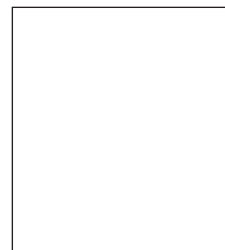
Draw a picture of someone you can trust when you are lost.

NAME:

Age:

Address:

Please contact my parents or caregivers On:



Supplementary Activities

Art

Using old socks, make puppets representing children. Use felt for ears, buttons for eyes, wool for hair etc. Make up some short scenarios on appointing a designated meeting area in a public place, getting lost, knowing vital information when lost, knowing which people to approach when lost.

Written Language

Write an account about a time when you have been lost in a public area and how you felt when you could not find your parents, caregivers or friends.

Or write an imaginative account of how it would feel to be lost in a variety of situations including the fun-park, circus, mall, pool or beach.

Write a guide on what to do when you get lost.

Bobby has lost Constable Bryan (again) in the supermarket; write a story about what Bobby should do to find Constable Bryan.

Visual Language

Make up a “Lost” poster on a lost child and name his or her vital statistics so that the public would recognise him/her if they saw him or her. You could make it a “Wanted” poster.

Drama

Write a number of scenarios where children are likely to get lost and have them act out each scenario to the class. The class should respond with the best action to take if lost, such as knowing their vital information etc.

Topic

Have a bird’s eye view of a fun park. Children are to circle designated areas where they could pinpoint a place to meet if they get lost.

Art

Draw a picture of your favourite place to meet when you get lost (such as a shop).
