

Complete with ready to use lesson plans, student handouts, six complete plays, and assessments!

Saving Children's Lives

Includes Interactive DVD!

Aligns with Standards



# The Yell and Tell Teacher Resource Manual

Grades K-4<sup>th</sup>

plus

# The Junior Yell and Tell Safety Trainer Program

5th Grade and higher

# Here it is!

An interactive DVD with Jean Davidson teaching all  
six themes of the Yell and Tell Program.

**Lakes/Rivers, Pools, Fire, Poison, Guns,  
and Child Enticement**

Also featured is the Yell and Tell song.

# The Yell and Tell

## Teacher Resource Manual

Grades K - 4<sup>th</sup>

plus

The Junior Yell and Tell Safety Trainer  
Program  
5<sup>th</sup> Grade and higher

Jean Davidson

Susan Lee

# Acknowledgements

## Artists:

**Karl Edwards**

Karl Edwards has been a freelance illustrator since 1980. He specializes in humorous illustrations and realistic, custom dog portraits. Squawk is one of his original cartoon characters developed in collaboration with Jean Davidson. Karl has also created all the characters for the water, fire, poison, gun, and child enticement themes. His website is [www.karledwards.com](http://www.karledwards.com)

**Paul Smith**

Paul Smith is an artist from Golden, Colorado who drew the animal characters for the pool theme.

## Editors:

**Peggy McGuire and Cindy Connor-Duvall**

## Design & Printing:

**Jennifer Scott, Design Director**  
**Brookstone Printing Company • Wauwatosa, Wisconsin**

## Publisher:

**The Davidson Yell and Tell Foundation, Inc.**  
**P.O. Box 26706**  
**Milwaukee, Wisconsin 53226-0706**  
**414-771-9191**  
**[www.yellandtell.com](http://www.yellandtell.com)**





**Jean Davidson** is the creator of the Yell and Tell Program. She is a long time teacher, writer and advocate of quality education. She travels extensively introducing this life saving program to children and adults.



**Susan Lee** has been involved in education for over ten years. She has taught English as a Second Language to both adults and children all over the world. Currently, Susan is an ELA Teacher in Colorado. She has a Master's degree in Vocational Education and a Bachelor's degree in English. She has a passion for language and literacy which has been the cornerstone of her teaching.

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All of the materials in this manual may be reproduced for educational use only. Additional items may be ordered using the order form on pages 66-67 or by contacting the Yell and Tell home office.

**Yell and Tell**  
**P.O. Box 26706**  
**Milwaukee, WI 53226-0706**  
**Phone: 414-771-9191**  
**[www.yellandtell.com](http://www.yellandtell.com)**

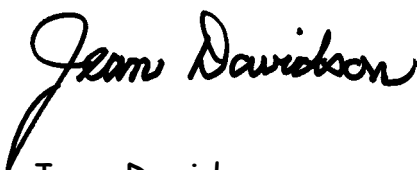
# *Welcome to The Yell and Tell Children's Safety Awareness Program!*

*My name is Jean Davidson and I created this program to teach children what to do if they observe a dangerous situation. I recently lost my grandson, Ryder Davidson, in a drowning accident. It may have been prevented if the child who witnessed the accident had immediately yelled for help. With this in mind, I researched similar situations and learned that many times children who see something dangerous do not know how to react in a responsible way. Often, they remain quiet or run away because they are too afraid to act or they are afraid that they will get into trouble.*

*After the life changing tragedy of losing my grandson, I have put my entire focus and energy into creating the Yell and Tell Program. I have been an educator my entire life and have taught at the elementary, secondary, and post-secondary levels. I have asked Susan Lee, also an educator and writer, to co-author this manual because of her dedication to the field of education. She has been an English Language Acquisition Teacher to both adults and children for over ten years and lends an excellent, hands-on approach to this manual.*

***Our goal is that this manual will make it easier for teachers everywhere to teach children how to be proactive if they see a dangerous situation by using the Yell and Tell method.***

Sincerely,

A handwritten signature in cursive script that reads "Jean Davidson". The signature is written in black ink and is positioned above the printed name.

Jean Davidson



# About the Program

Yell and Tell is an easy to teach interactive program. It teaches children how to be responsible and take action by yelling help and telling a big person if they see something dangerous. The program covers the following themes:

RIVERS/LAKES....POOLS....FIRE....POISON....GUNS....CHILD ENTICEMENT

## The Yell and Tell four-step program:

|         |  |
|---------|--|
| See It  | See a dangerous situation.                     |
| Feel It | It is okay to be afraid, but then take action. |
| Yell    | Yell <b>HELP</b> to draw attention.            |
| Tell    | Tell the nearest person.                       |

**Squawk, the parrot**, is the mascot who shows children how to react and teaches them the Yell and Tell song. The song helps them to remember what to do. There is a Squawk hand puppet that comes in the Premium Kit or may be ordered separately.

This program is appropriate for grades Kindergarten through 4<sup>th</sup>. However, for grades 5<sup>th</sup> and higher, there is the Junior Yell and Tell Safety Trainer Program. The Junior Yell and Tell Safety Trainer Program is for older students who want to teach Yell and Tell to younger children.

**Length of program:** 20 minutes of whole group instruction + 35 minutes of additional activities.

## Sample Child Enticement



**Learning how to respond in a responsible and proactive manner is a skill that will last a lifetime.** Children who learn these skills at a young age will remember them throughout their lives and will in turn teach them to their children.

# Yell and Tell Heroes

Children who have learned the program and have used it when observing a dangerous situation are called Yell and Tell Heroes. The Davidson Foundation honors these children from all over the country by presenting them with a Yell and Tell Hero Certificate and a Hero T-Shirt. To read their stories, please go to [www.yellandtell.com](http://www.yellandtell.com).



Kiki saw her little brother Simon fall head first into a wading pool. Having learned Yell and Tell, she immediately yelled HELP! Her Mom came and pulled Simon out of the pool. Kiki is one of our many Yell and Tell Heroes.

If you hear about a child who has reacted responsibly when observing a dangerous situation, please contact the Yell and Tell home office so he/she may be recognized as a hero.

**Yell and Tell**  
**P.O. Box 26706**  
**Milwaukee, WI 53226-0706**  
**Tel: 414-771-9191**  
**[jean@jeandavidson.com](mailto:jean@jeandavidson.com)**

# Standards and Benchmarks

## What are academic standards?

Academic standards tell what students should know and be able to do. Below are listed some examples of the many standards that have been established in the United States.

By the end of Grade 4, students will be able to:

### Personal/Social Domain

#### ***Academic Content Standard A***

***Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the lifespan.***

A.4.2.1 Use communication skills to know when and how to ask for help when needed.

#### **Personal/Social Content Standard D**

**Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.**

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others.

D.4.1.2 Identify and express feelings appropriately.

D.4.1.3 Practice self-control.

D.4.2.1 Discuss and explain the differences between appropriate and inappropriate behavior.

#### **Personal/Social Content Standard E**

**Students will demonstrate effective decision-making, problem-solving, and goal-setting skills.**

E.1 Apply self-knowledge in the decision-making or goal-setting process.

E.4.1.1 Identify and compare potential consequences of a decision.

E.4.1.2 Create an effective plan of action that could result in successful outcome.

E.4.1.3 Identify and differentiate alternative solutions to a problem or decision.

E.4.1.4 Demonstrate when, where and how to seek help with solving problems and making decisions.

E.1.5 Identify and explain the ways peer pressure can influence a decision.

#### **Personal/Social content Standard F**

**Students will understand and use safety and wellness skills.**

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior.

F.4.1.3 List and describe the skills related to personal safety and protective behaviors.

F.4.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices.

# What You Will Find in This Book

## **Classroom Lessons**

Lesson plans to teach your students the Yell and Tell Program effectively.

## **Circle Time (Informal Class Discussion)**

Spend time with your students in an informal and safe environment to discuss different situations that could need the Yell and Tell Program skills. Use the parrot hand puppet, Squawk, to inspire conversation and discussion!

## **The Yell and Tell Song**

Your students will love the easy to learn Yell and Tell song. Research shows that music plays an important role in helping children learn concepts and ideas.

## **Beginning Reading Skills**

An activity to practice early reading skills of sequencing.

## **Phonemic Awareness**

An activity that will help your students differentiate between the short /e/ sound and the long /e/ sound in oral and written language.

## **Reading Comprehension**

Stories for your students to read aloud in a group or read individually that deal with the six Yell and Tell themes. Comprehension questions follow which can be used as an assessment tool.

## **Map out the Story to Practice Problem Solving and Decision Making**

A worksheet to help your students identify characters, settings, problems and solutions.

## **Puppet Theater Activity**

A creative art project that will let students act out the 4 steps of Yell and Tell.

## **Read Aloud Plays**

Enjoy practicing the new skills in your classroom in six ready to use plays focusing on the Yell and Tell themes.

## **Assessments**

Verbal and written assessments to check each child's understanding of the Yell and Tell program.

# What is the Teacher's Role?

As the teacher, you have a very important role in the Yell and Tell Safety Program. By using the following effective and research based methods, you can ensure an optimal learning experience.

- Select the age and developmentally appropriate activities from this book for your students.
- Assess what students might do if they observe a dangerous situation.
- Encourage your students to make background connections to the materials to enable more powerful learning.
- Provide a safe, risk-free environment for the students to share and express personal experiences.
- Pre-teach vocabulary to ensure greater understanding during each lesson.
- Use non-verbal expression and gestures as much as possible to ensure better understanding and response.
- Provide many opportunities to practice the skills being taught in a safe environment.
- Practice verbally yelling “help” at the appropriate times so students realize and understand that it is okay to yell when needed.
- Encourage higher level thinking skills, by asking students why it is important to know when to take action.
- Assess what the students have learned.

Thank you for teaching the Yell and Tell program. Together we can make a difference.

**I sincerely hope your students will never see or experience a dangerous situation. However, if they do, and they take positive action, please contact me immediately at the Yell and Tell home office – 414-771-9191 or [jean@jeandavidson.com](mailto:jean@jeandavidson.com) so that the child will be recognized.**

# Let's Get Started

This teacher resource manual will focus on four ways to teach the Yell and Tell program. Included are many hands on activities to reinforce the main lessons. All the activity sheets may be reproduced.

1. Check materials to be sure you have what you need. Page 8
2. Select a lesson plan for whole group instruction (20 min.)

**Lesson Plan A – Without Technology** – page 12. If you do not have access to any technology, you can teach this program successfully.

**Lesson Plan B – With PowerPoint**– page 17. If you have access to a computer with PowerPoint and a PowerPoint projector, you may download the PowerPoint presentation from the website [www.yellandtell.com](http://www.yellandtell.com) under downloads.

**Lesson Plan C – Interactive DVD (available in this manual)**- page 22. The Interactive Teaching DVD allows the teacher to present The Yell and Tell Program with Jean Davidson presenting all six themes.

**Lesson Plan D – Junior Yell and Tell Safety Trainers** – page 25. If you have older students who want to teach Yell and Tell to younger children.

3. Teach the Yell and Tell song – Page 27
4. Circle Time Activity is an informal discussion to check children's understanding and comprehension. (20 min.) – Page 28
6. Distribute Activity Booklets and Squawk sheets. (15 min.)

Materials Needed: glue sticks, scissors, and crayons

- Cut out Squawk and glue him where he belongs.
- Color each page.
- Go over the words.
- Point out The Yell and Tell song on the last page and sing the song.

7. Send home the Activity Booklets with the parent support letter. Pages 30-31

# Teaching Materials

## Basic Resource Kit:

Teacher's Resource Manual  
Interactive teaching DVD of all 6 themes  
Set of 5 teacher posters – one set for every 30 children  
Poster of Ryder with his grandmother  
Poster of Yell and Tell Heroes  
Children's activity booklets – one for each child  
Squawk cut-out sheets – one for each child

## Premium Resource Kit:

Teacher's Resource Manual  
Interactive teaching DVD of all 6 themes  
Set of 5 teacher posters – one set for every 30 children  
Poster of Ryder with his grandmother  
Poster of Yell and Tell Heroes  
Children's activity booklets – one for each child  
Squawk cut-out sheets – one for each child  
Squawk hand puppet  
Yell and Tell T-shirt  
Adult sizes: S, M, L, XL, XXL, XXXL  
Large 11"X17" laminated Squawk poster

**Children's Activity Booklets and Teacher Posters come in English or English/Spanish.**

**All of the above may be ordered individually. See Resources page 61.**

**Sample River/Lake**





**SEE IT!**



**FEEL IT!**







**YELL  
IT!**



**TELL IT!**



# **Lesson Plans**

Scripted text will appear in *italics* to aid the teacher in presenting a lesson.

# Lesson Plan A

## No Technology

### Introduction:

Thank you for being a teacher who is bringing the **Yell and Tell** program to the children of your community. Know that you will play an important role in saving lives by teaching children what to do if they observe a dangerous situation.

The **Yell and Tell** program is aimed at the young child who sees something dangerous, feels afraid and doesn't know what to do. Many times this child will run away or be quiet because he/she doesn't want to get into trouble. Sometimes the child is so afraid he/she is too scared to do anything. The **Yell and Tell** program teaches children how be responsible and take an action if they see something dangerous. **Squawk**, the parrot, is the mascot who shows children how to react.

**Length of Program** – 55 minutes - 20 minutes of whole group instruction, 20 minutes for discussion and 15 minutes to complete the Activity Booklets.

### Teacher Materials

1. Poster of Squawk
2. Poster of Ryder and his grandmother
3. Use the 4 teacher posters (See It, Feel It, Yell, and Tell )
4. Yell and Tell Song on page 27
5. Poster of Heroes
6. Optional: Use Squawk hand puppet and wear Yell and Tell T-shirt. They come in the Premium Kit or may be ordered. See resource page 61

### Teacher Directions

*Hi Kids*

**Hold up the poster of Squawk** (If you have a Squawk hand puppet, show him to the children.)

*Squawk and I are excited to be here with you to share a program called Yell and Tell.*

*How many of you want to keep others SAFE? (Thumbs up)*

*GREAT!*

*How many of you want to remain SAFE yourself? (Thumbs up)*

*GREAT!*

*Well, you are in the right place!*

*Squawk and I will teach you what to do if you see something dangerous.*

*Ready!! Good*

*Do you know why Squawk is the mascot of Yell and Tell? Put your hand up?*

*Yes. Parrots make a lot of noise. He is going to show you what to do if you see something dangerous and you get scared.*

*How many of you have a grandmother? Put your hand up – Put your hand down. Lots of us have a grandmother.*

### **Hold up the picture of Ryder with his grandmother.**

*See the picture of Ryder with his grandmother?*

*I am going to tell you a sad story. It is not to make you sad but to help you to know why it is important to learn the Yell and Tell program.*

*Ryder was 4 years old and he loved to run and jump and play just like you.*

*One day, Ryder and his friend Jonah, who was also 4 years old, were playing in Jonah's house. They wanted to have a popsicle.*

*They went and asked Jonah's mom if they could have a popsicle.*

*How many of you like popsicles? Put your hand up. Everyone likes popsicles. Put your hand down.*

*Jonah's mom said, "You can have a popsicle, but go outside to eat it." The boys went outside but when they were done eating their popsicles they didn't go back into the house. They went with an older boy down near some water.*

*Water can be lots of fun, right? Raise your hand if you can tell me where you can find water! (Take several ideas.) Although water is fun, it can also be very dangerous.*

*When they got down next to the water, Jonah wanted to put his foot in. He just wanted to touch the water. Well, he slipped. He didn't want to fall into the water so he started to grab anything he could to keep from falling in. Ryder was standing right next to him and Jonah grabbed Ryder's pants. So....both the 4 year old boys fell into the water.*

*The reason I am telling you this story is because the older boy who saw the two little boys fall into the water got so scared. He didn't know what to do. He knew he wasn't supposed to let the two 4 year olds go near the water and he didn't want to get into trouble. So instead of yelling for HELP as loud as he could, he ran home.*

*When he got home, his mom asked him "Where are Jonah and Ryder?" He did a good job by telling the truth. He said that the boys were in the water.*

*Jonah's mom ran over to Ryder's daddy who knows how to save lives. She said, "Peter! Peter! The boys fell into the water!" Peter immediately ran to the water and when he found one of the boys, he pulled him out and gave him mouth to mouth resuscitation and saved his life.*

*(Pretend you are pulling a child from the water and pretend mouth to mouth resuscitation.)*

*He saved one of the boys, but it wasn't his son, Ryder. He looked and looked for his own son but couldn't find him in time to save him.*

*Ryder's grandmother and his family miss him very much and that is why there is a Yell and Tell program. It will teach you what to do if you see something dangerous and you get scared. It is very easy to learn.*

## **Introduce the 4 steps**

*There are 4 steps*

|                |  |
|----------------|--|
| <i>See It</i>  | <i>See a dangerous situation.</i>                    |
| <i>Feel It</i> | <i>It's okay to be afraid, but then take action.</i> |
| <i>Yell</i>    | <i>Yell HELP to draw attention.</i>                  |
| <i>Tell</i>    | <i>Tell the nearest person.</i>                      |

## **Hold up the SEE IT poster**

*What are the animals doing?  
Do you think that one of the animals is going to do something that could be dangerous?  
Look at Squawk. What does Squawk see?*

## **Hold up the FEEL IT poster**

*What is happening?  
Look at the two friends? Do they look scared? "Oh my gosh! Look at my friend! He is in trouble!  
Look at Squawk. He is so scared.  
Watch the animal in the middle. He learned the Yell and Tell program so he is going to know what to do.*

## **Hold up the YELL poster**

*Look at the little animal in the middle. He knows what to do because he learned the Yell and Tell program. He is going to yell help as loud as he can.  
Look at the other little animal. He doesn't do anything because he doesn't know what to do.  
Look at Squawk. He is yelling HELP as loud as he can!*

## **Hold up the TELL poster**

*Look at the animal in the middle. He knows to tell the first big person he sees because he learned the Yell and Tell program.  
Look at Squawk. He is telling.*

*Remember boys and girls, even if you are somewhere you were told not to be, you need to Yell and Tell if you see something dangerous. If you don't see someone right away, it is ok to run to find help, but be yelling HELP all the way.*

## **Teach the Yell and Tell song page 27**

The song is to the tune of "Twinkle Twinkle Little Star."  
Go over the hand motions with the children.  
Practice 3 times.

*Do you want to hear about some other children who have used Yell and Tell when they saw something dangerous and have become Yell and Tell Heroes?*

### **Hold up the Heroes poster**

*Do you know who a Yell and Tell Hero is? He or she is someone just like you who learned to yell help and tell a big person when they saw something dangerous. The Davidson Yell and Tell Foundation wants to recognize all these children by giving them a Yell and Tell Hero T-Shirt and a Hero Certificate.*

**Tell the students about other children who are Yell and Tell heroes from around the country.**

*Kiki from Colorado – Kiki saw her little brother Simon fall head first into a wading pool. Having learned Yell and Tell, she immediately yelled HELP! Her Mom came and pulled Simon out of the pool.*

*Katie from Wisconsin – Katie, a third grader, was at home when she smelled something burning. She ran upstairs and saw that her brother had started a box of tissues on fire while playing with matches. Katie yelled HELP! Her mom came and put out the fire.*

*Kendorian from Wisconsin – Kendorian was the only one at home when his father went into a diabetic coma. No one could hear Kendorian yell HELP! But he knew what to do. He called 911 and told the person on the phone that his father needed help.*

### **Review 911**

*What would you do if you were home alone with someone and they were seriously injured? Raise your hand. (Call on a few children.) Yes. You are right. Call 911. You are Yelling and Telling.*

### **Practice yelling help!**

*I think we should practice what we have just learned. Let's pretend.*

*(Set up a situation where children might see something dangerous happening.)*

*What should you do? Yes. Yell HELP as loud as you can!  
Boy's first. – Stand up and tell your teacher to cover her ears.  
On the count of three, yell Help as loud as you can!  
Sit down.*

*Girls - Stand up and tell your teacher to cover her ears.  
On the count of three, yell Help as loud as you can.*

*Wait a minute. Would you be laughing if you just saw something dangerous happening? NO!  
Let's try again. (Repeat boys and girls yelling help.)*

## Let's sing the Yell and Tell song again

### Review:

*Raise your hand if you think you are ready to take action if you see something dangerous! I'm glad so many of you are ready. Let's see if you remember the four steps. I am looking for five children who are sitting nicely to help me put my posters in the correct order.*

(Look around the room and hand a poster to five different children.)

*If I handed you a poster, please come up to the front. Now, the rest of you can help too! Let's put them in the correct order. Hold them up over your head. Which one comes first? Which one comes second? Which one comes third? Which one comes fourth? Hmmm, this looks really great! Where should the poster of Squawk go? Let's practice one more time saying them in the right order.*

(Stand behind the students and point out each poster as the other students tell you what each poster says.)

*Thank you helpers*

(Collect posters. Ask the students to sit back down.)

*Everyone did such a great job with the posters. Let's see if you can do just as good of a job with the song. Let's sing the Yell and Tell song, one more time.*

### Sing the song again.

*That was wonderful!*

*Remember boys and girls, now that you have learned Yell and Tell you will know what to do if you see something dangerous. You, too, can be a Yell and Tell HERO. Even if you are somewhere you were told not to be, you need to YELL HELP and TELL the first big person you see. It is okay to be running to find help but be yelling HELP while you run.*

### Do Circle Time Activity (Informal Class Discussion) page 28



# Lesson Plan B

## With PowerPoint

### Introduction:

Thank you for being a teacher who is bringing the **Yell and Tell** program to the children of your community. Know that you will be taking an important role in saving lives by teaching children what to do if they observe a dangerous situation.

The **Yell and Tell** program is aimed at the young child who sees something dangerous, feels afraid and doesn't know what to do. Many times this child will run away or be quiet because he/she doesn't want to get into trouble. Sometimes the child is so afraid he/she is too scared to do anything. The **Yell and Tell** program teaches children how to be responsible and take an action if they see something dangerous. Squawk, the parrot, is the mascot who shows children how to react.

**Length of Program** – 55 minutes - 20 minutes of whole group instruction, 20 minutes for discussion and 15 minutes to complete the Activity Booklets.

### Teacher Directions before starting:

1. Download the PowerPoint from [www.yellandtell.com](http://www.yellandtell.com). It is under downloads. You might need to register.
2. Make sure all equipment is ready. You need a laptop with PowerPoint, a LCD projector, a screen and microphone if the group is large. You can use a smart board.

Optional: Wear Squawk T-shirt and use the Squawk hand puppet. They come in the premium kit or may be ordered independently.... See resource page 61

.....

*Hi Kids*

**Show slide #1 – It is the image of Squawk. If you have a Squawk hand puppet, introduce him to the children.**

*Squawk and I are excited to be here with you to share a program called Yell and Tell.*

*How many of you want to keep others SAFE? (Thumbs up)*

*GREAT!*

*How many of you want to remain SAFE yourself? (Thumbs up)*

*GREAT!*

*Well, you are in the right place!*

*Squawk and I will teach you what to do if you see something dangerous.*

*Ready! Good*

*Do you know why Squawk is the mascot of Yell and Tell? Put your hand up?*

*Yes. Parrots make a lot of noise. He is going to show you what to do if you see something dangerous and you get scared.*



*How many of you have a grandmother? Put your hand up – Put your hand down. Lots of us have a grandmother.*

**Show Slide #2 - Ryder with his grandmother.**

*See the picture of Ryder with his grandmother?*

*I am going to tell you a sad story. It is not to make you sad but to help you to know why it is important to learn the Yell and Tell program.*

*Ryder was 4 years old and he loved to run and jump and play just like you.*

*One day, Ryder and his friend Jonah, who was also 4 years old, were playing in Jonah's house. They wanted to have a popsicle.*

*They went and asked Jonah's mom if they could have a popsicle.*

*How many of you like popsicles? Put your hand up. Everyone likes popsicles. Put your hand down.*

*Jonah's mom said, "You can have a popsicle, but go outside to eat it." The boys went outside, but when they were done eating their popsicles they didn't go back into the house. They went with an older boy down near some water.*

*Water can be lots of fun, right? Raise your hand if you can tell me some places where you can find water! (Take several ideas.) Although water is fun, it can also be very dangerous.*

*When they got down next to the water, Jonah wanted to put his foot in. He just wanted to touch the water. Well, he slipped. He didn't want to fall into the water so he started to grab anything he could to keep from falling in. Ryder was standing right next to him and Jonah grabbed Ryder's pants. So....both the 4 year old boys fell into the water.*

*The reason I am telling you this story is because the older boy who saw the two little boys fall into the water got so scared. He didn't know what to do. He knew he wasn't supposed to let the two 4 year olds go near the water and he didn't want to get into trouble. So instead of yelling for HELP as loud as he could, he ran home.*

*When he got home, his mom asked him "Where are Jonah and Ryder?" He did a good job by telling the truth. He said that the boys were in the water.*

*Jonah's mom ran over to Ryder's daddy who knows how to save lives. She said, "Peter! Peter! The boys fell into the water!" Peter immediately ran to the water and when he found one of the boys, he pulled him out and gave him mouth to mouth resuscitation and saved his life.*

*(Pretend you are pulling a child from the water and pretend mouth to mouth resuscitation.)*

*He saved one of the boys, but it wasn't his son, Ryder. He looked and looked for his own son but couldn't find him in time to save him.*

*Ryder's grandmother and his family miss him very much and that is why there is a Yell and Tell program. It will teach you what to do if you see something dangerous and you get scared. It is very easy to learn.*

## Introduce the 4 steps

*There are 4 steps*

|                |  |
|----------------|--|
| <i>See It</i>  | <i>See a dangerous situation.</i>                    |
| <i>Feel It</i> | <i>It's okay to be afraid, but then take action.</i> |
| <i>Yell</i>    | <i>Yell HELP to draw attention.</i>                  |
| <i>Tell</i>    | <i>Tell the nearest person.</i>                      |

## Show slide #3 - SEE IT

*What are the animals doing?*

*Do you think one of the animals is going to do something that could be dangerous?*

*Look at Squawk. What does Squawk see?*

## Show slide #4 - FEEL IT

*What is happening?*

*Look at the two friends? Do they look scared? "Oh my gosh! Look at my friend! He is in trouble!"*

*Look at Squawk. He is so scared.*

*Watch the animal in the middle. He learned the Yell and Tell program so he is going to know what to do.*

## Show slide #5 - YELL

*Look at the little animal in the middle – He knows what to do because he learned the Yell and Tell program. He is going to YELL HELP as loud as he can.*

*Look at the other little animal – He doesn't do anything because he doesn't know what to do.*

*Look at Squawk. He is yelling HELP as loud as he can!*

## Show slide #6 -TELL

*Look at the animal in the middle. He knows to Tell the first big person he sees because he learned the Yell and Tell program.*

*Look at Squawk. He is telling.*

*Remember boys and girls, even if you are somewhere you were told not to be, you need to Yell and Tell if you see something dangerous. If you don't see someone right away, it is ok to run to find help, but be yelling HELP all the way.*

## Show slide #7 - Teach the Yell and Tell song page 27

The song is to the tune of "Twinkle Twinkle Little Star."

Go over the hand motions with the children.

Practice 3 times.



*Do you know who a Yell and Tell Hero is? They are someone just like you who learned to yell help and tell a big person when they saw something dangerous. The Davidson Yell and Tell Foundation wants to recognize all these children by giving them a Yell and Tell Hero T-Shirt and a Hero Certificate.*

### **Show slide #8 - Yell and Tell Hero Certificate**

*Do you want to hear about some children who have used Yell and Tell when they saw something dangerous and are Yell and Tell Heroes?*

### **Show slide #9 - Yell and Tell Heroes**

(Tell the students about other children who are Yell and Tell heroes from around the country. Look up their stories on the website [www.yellandtell.com](http://www.yellandtell.com) or use these three examples.)

*Kiki from Colorado – Kiki saw her little brother Simon fall head first into a wading pool. Having learned Yell and Tell, she immediately yelled HELP! Her Mom came and pulled Simon out of the pool.*

*Katie from Wisconsin – Katie, a third grader, was at home when she smelled something burning. She ran upstairs and saw that her brother had started a box of tissues on fire while playing with matches. Katie yelled HELP! Her mom came and put out the fire.*

*Kendorian from Wisconsin – Kendorian was the only one at home when his father went into a diabetic coma. No one could hear Kendorian yell HELP! But he knew what to do. He called 911 and told the person on the phone that his father needed help.*

### **Review 911**

*What would you do if you were home alone with someone and they were seriously injured? Raise your hand. (Call on a few children.) Yes. You are right. Call 911. You are Yelling and Telling.*

### **Practice yelling help!**

*I think we should practice what we have just learned. Let's pretend.*

(Set up a situation where children might see something dangerous happening.)

*What should you do? Yes. Yell HELP as loud as you can!  
Boy's first. – Stand up and tell your teacher to cover her ears.  
On the count of three, yell Help as loud as you can!  
Sit down.*

*Girls - Stand up and tell your teacher to cover her ears.  
On the count of three, yell Help as loud as you can.*

*Wait a minute. Would you be laughing if you just saw something dangerous happening? NO!  
Let's try again. (Repeat boys and girls yelling help.)*

**Let's sing the Yell and Tell song again.**

**Review:**

*Raise your hand if you think you are ready to take action if you see something dangerous! I'm glad so many of you are ready. Let's see if you remember the four steps. I am looking for five children who are sitting nicely to help me put my posters in the correct order.*

(Look around the room and hand a poster to five different children.)

*If I handed you a poster, please come up to the front. Now, the rest of you can help too! Let's put them in the correct order. Hold them up over your head. Which one comes first? Which one comes second? Which one comes third? Which one comes fourth? Hmm, this looks really great! Where should the poster of Squawk go? Let's practice one more time saying them in the right order.*

(Stand behind the students and point out each poster as the other students tell you what each poster says.)

*Thank you helpers*

(Collect posters. Ask the students to sit back down.)

*Everyone did such a great job with the posters. Let's see if you can do just as good of a job with the song. Let's sing the Yell and Tell song, one more time.*

**Sing the song again.**

*That was wonderful!*

*Remember boys and girls, now that you have learned Yell and Tell you will know what to do if you see something dangerous. You, too, can be a Yell and Tell Hero. Even if you are somewhere you were told not to be, you need to YELL HELP and TELL the first big person you see. It is okay to be running to find help but be yelling HELP while you run.*

**Do Circle Time Activity (Informal Class Discussion) page 28**



# Lesson Plan C

## With Interactive DVD

### Introduction:

Thank you for being a teacher who is bringing the **Yell and Tell** program to the children of your community. Know that you will be taking an important role in saving lives by teaching children what to do if they observe a dangerous situation.

The **Yell and Tell** program is aimed at the young child who sees something dangerous, feels afraid and doesn't know what to do. Many times, this child will run away or be quiet because he/she doesn't want to get into trouble. Sometimes, the child is so afraid he/she is too scared to do anything. The **Yell and Tell** program teaches children how to be responsible and take an action if they see something dangerous. Squawk, the parrot, is the mascot who shows children how to react.

**Length of Program** – 55 minutes - 20 minutes of whole group instruction, 20 minutes for discussion and 15 minutes to complete the Activity Booklets.

### Teacher Directions before starting:

Preview the DVD before you give the program. Make sure all of the equipment is ready. You need a DVD player with sound, screen and a microphone if the group is large.  
Optional: Wear Squawk T-shirt and use the Squawk hand puppet. They come in the premium kit or may be ordered independently. See resource page 61.

**Length of Program** – 55 minutes (20 minutes to play DVD + an additional 35 minutes for discussion and to complete the Activity Booklets)

.....

*Hi Kids*

*Squawk and I are excited to be here with you to share a program called Yell and Tell.*

*How many of you want to keep others SAFE? (Thumbs up)*

*GREAT!*

*How many of you want to remain SAFE yourself? (Thumbs up)*

*GREAT!*

*Well, you are in the right place!*

*Squawk and I will teach you what to do if you see something dangerous.*

*Ready! Good*

**Introduce Squawk** – (If you have a Squawk hand puppet introduce him to the children.)

*Do you know why Squawk is the mascot of Yell and Tell? Put your hand up?*

*Yes. Parrots make a lot of noise. He is going to show you what to do if you see something dangerous.*

## **There are 4 steps**

|                |  |
|----------------|--|
| <i>See It</i>  | <i>See a dangerous situation.</i>                    |
| <i>Feel It</i> | <i>It's okay to be afraid, but then take action.</i> |
| <i>Yell</i>    | <i>Yell HELP to draw attention.</i>                  |
| <i>Tell</i>    | <i>Tell the nearest person.</i>                      |

*Listen carefully while Squawk shows you what to do!*

**Play the DVD – pause where and when you feel you would like to add comments.**

**Go over the Yell and Tell song - page 27**

## **Review 911**

*What would you do if you were home alone with someone and they were seriously injured?  
Raise your hand. (Call on a few children.) Yes. You are right. Call 911. You are Yelling and Telling.*

## **Practice yelling help!**

*I think we should practice what we have just learned. Let's pretend.*

*(Set up a situation where children might see something dangerous happening.)*

*What should you do? Yes. Yell HELP as loud as you can!  
Boy's first. – Stand up and tell your teacher to cover her ears.  
On the count of three, yell Help as loud as you can!  
Sit down.  
Girls - Stand up and tell your teacher to cover her ears.  
On the count of three, yell Help as loud as you can.*

*Wait a minute. Would you be laughing if you just saw something dangerous happening? NO!  
Let's try again. (Repeat boys and girls yelling help.)*

## **Let's sing the Yell and Tell song again.**

### **Review:**

*Raise your hand if you think you are ready to take action if you see something dangerous! I'm glad so many of you are ready. Let's see if you remember the four steps. I am looking for five children who are sitting nicely to help me put my posters in the correct order.*

*(Look around the room and hand a poster to five different children.)*

*If I handed you a poster, please come up to the front. Now, the rest of you can help too! Let's put them in the correct order. Hold them up over your head. Which one comes first? Which one comes second? Which one comes third? Which one comes fourth? Hmmm, this looks really great! Where should the poster of Squawk go? Let's practice one more time saying them in the right order.*

*(Stand behind the students and point out each poster as the other students tell you what each poster says.)*



*Thank you helpers.*

(Collect posters. Ask the students to sit back down.)

*Everyone did such a great job with the posters. Let's see if you can do just as good of a job with the song. Let's sing the Yell and Tell song one more time.*

**Sing the song again.**

*That was wonderful!*

*Remember boys and girls, now that you have learned Yell and Tell you will know what to do if you see something dangerous. You, too, can be a Yell and Tell Hero. Even if you are somewhere you were told not to be, you need to YELL HELP and TELL the first big person you see. It is okay to be running to find help but be yelling HELP while you run.*

**Do Circle Time Activity (Informal Class Discussion) page 28**



# Lesson Plan D

## Junior Yell and Tell Safety Trainer Program

Objective: Children, 5<sup>th</sup> grade and older, will learn leadership skills by successfully teaching younger children the Yell and Tell program.

### Students need to meet the following criteria:

- Be in 5th grade or higher.
- Have learned the Yell and Tell Program. (Lesson A, B, or C) Pages 12-22
- Have learned the Yell and Tell Song. Page 27
- Have passed a written or oral Yell and Tell comprehension assessment. Page 26
- Be familiar with the Yell and Tel website. [www.yellandtell.com](http://www.yellandtell.com)

Upon completion of the above, each student will receive a Squawk Seal of Approval ID Card. Page 59



### Responsibilities of the Junior Yell and Tell Safety Trainer:

- Teach younger children the Yell and Tell Safety Program.
- Work with an adult who will help set up programs and keep records of the number of children who receive the program.
- With the supervising adult, award Yell and Tell Hero Certificates and Hero T-shirts to children who have used positive action when they have observed a dangerous situation.

### Here are a few of the groups that this program would be appropriate for:

|                      |                             |                    |
|----------------------|-----------------------------|--------------------|
| Girl and Boy Scouts  | Kiwanis Key Clubs           | YMCA Youth Leaders |
| Circle K Clubs       | Babysitters                 | 4-H Youth Leaders  |
| Church Youth Leaders | Camp Counselors             |                    |
| Youth Service Clubs  | Boys and Girls Club Leaders |                    |



# **Junior Yell and Tell Safety Trainer Program Test**

Name:

Grade:

School:

Date:

1. What is the purpose of the Yell and Tell Program?
2. What are the 4 steps to this Program?
3. What word should you yell?
4. What should you do after you yell?
5. Why is it important to tell right away?

# YELL & TELL SONG

G C G

SEE IT FEEL IT WHAT SHOULD YOU DO YELL AND TELL LIKE

SQUAWK SHOWS YOU

TUNE TO TWINKLE TWINKLE LITTLE STAR  
Words By Jean Davidson And Lori Walker



**See It** (Children are to put their hand up above their eyes pretending they are looking out at something dangerous.)

**Feel It** (Children are to wrap their arms around themselves and shake like they are feeling scared.)

**What Should You Do** (Children are to put their arms up and out like they don't know what to do.)

**Yell** (Children are to put their hands up around their mouth to be shouting for HELP.)

**Tell** (Children are to point outward toward an older person who they could tell about the dangerous situation that they are observing.)

# Circle Time Activity

## Informal Class Discussion

The Circle Time Activity is an invaluable tool to check overall comprehension and reinforce the skills learned. This is done after the group lesson A, B, or C has been completed.

**Objective:** Students will be able to discuss and relate to the Yell and Tell Program on a more personal level and make personal connections.

**Setting:** A classroom in which students feel safe and able to communicate on a personal level.

### Teacher Directions:

1. Have students sit in a circle.
2. Open the discussion by asking the students to share what they learned from the Yell and Tell Program. (Optional: Have students tell Squawk what they have learned. The puppet comes in the Premium Kit or may be ordered separately. See resource page 61.)
3. Have students come up with other situations where they might need Yell and Tell skills. Encourage real life experience stories if someone feels comfortable enough to share.
4. Introduce the Activity Booklet and explain what is to be done.
5. Have the students return to their seats, hand out the Activity Booklets and complete them.

### Activity Booklets:

**Materials Needed:** Glue sticks, scissors, and crayons

### Students Directions:

1. Cut out Squawk and glue him where he belongs
2. Color each page
3. Go over the words
4. Point out the Yell and Tell song on the last page of the Activity Booklet. Sing the song one more time.

**Send the Activity Booklets home with the Parent Letter explaining the Yell and Tell program. Pages 29-31**

If you hear about a child who has used the Yell and Tell program to alert others of a dangerous situation, please contact The Yell and Tell Foundation so he/she can become a Yell and Tell Hero!

The Yell and Tell Foundation  
P.O. Box 26706  
Milwaukee, WI 53226-0706  
[jean@jeandavidson.com](mailto:jean@jeandavidson.com) 414-771-9191

# Parent and Home Support

Research shows that parent and home support is very beneficial in a child's learning experience. To help make the home connection, please send a copy of the included Parent Letter and the completed Activity Booklet home with each student. This will enable the parents to know why their child has learned the Yell and Tell program. It will also give them the opportunity to review the valuable life saving techniques and to practice the song with their child.



# YELL AND TELL



Dear Parent:

Your child has just been introduced to a new program called **Yell and Tell**.

There are five parts to this program: **Water, Fire, Poison, Guns and Child Enticement**. Your child just completed one of the programs. If you would like to know more about the **Yell and Tell** program, please go to [www.yellandtell.com](http://www.yellandtell.com).

The program is aimed at the young child who sees something dangerous, feels afraid and doesn't know what to do. Many times this child will run away or be quiet because he/she doesn't want to get into trouble. Sometimes the child is too afraid to do anything. The **Yell and Tell** program teaches children how to take positive action when observing a dangerous situation.

Today, your child will bring home a student booklet covering the program with the **Yell and Tell** song at the end. Please go over the lesson with your child and have him/her sing the song for you.

Children learn by repetition. A good way to reinforce the lesson is to talk about other dangerous situations that your child might observe and have them tell you how they would alert others of the danger.

Thank you for helping your child to learn the **Yell and Tell** program.

**If your child or another child uses Yell and Tell to alert others of a dangerous situation, please let me know for he/she will become a Yell and Tell hero and get a Hero certificate and a Yell and Tell Hero T-shirt. Go to [www.yellandtell.com](http://www.yellandtell.com) or call 414-771-9191 or email me at [jean@jeandavidson.com](mailto:jean@jeandavidson.com) and tell me his/her story.**

Sincerely,

Jean Davidson  
Founder/Executive Director

YELL AND TELL  
P.O. Box 26706  
Milwaukee, Wisconsin 53226-0706  
[www.yellandtell.com](http://www.yellandtell.com) or [jean@jeandavidson.com](mailto:jean@jeandavidson.com)

**Together we can make a difference by teaching children to be proactive.**

# YELL AND TELL



Estimado padre:

Su hijo ha aprendido un nuevo programa llamado **Yell and Tell** o **Grita y Cuenta**.

Este programa incluye cinco partes: **Agua, fuego, veneno, armas e incitación infantil**. Su hijo acaba de completar uno de estos programas. Si usted desea obtener más información sobre el programa **Yell and Tell**, visite el sitio [www.yellandtell.com](http://www.yellandtell.com).

El programa está destinado para niños pequeños que, al ver algo peligroso, se sienten asustados y no saben qué hacer. Muchas veces, estos niños corren o se quedan callados porque no quieren crear problemas. En situaciones peligrosas el niño se asusta y no hace nada. El programa **Yell and Tell** enseña a los niños cómo actuar en estas situaciones.

Hoy, su hijo ha traído a casa un libro de **Yell and Tell**. Por favor revise la lección con su hijo y hable sobre situaciones a las que su hijo podría verse enfrentado y en las cuales es importante que utilice lo que ha aprendido en este programa. Pídale que él mismo describa qué haría en situaciones parecidas y cómo alertaría a otros sobre el peligro.

Al final del libro usted encontrará la canción de **Yell and Tell** (en inglés). Su hijo la ha aprendido hoy. Pídale que la cante. Es una canción que le ayudará a su hijo a recordar cómo pedir ayuda en situaciones peligrosas.

Gracias por ayudar a su hijo a aprender el programa Yell and Tell.

Si su hijo u otro niño utiliza **Yell and Tell** para alertar a otros sobre una situación peligrosa, dígame que se convertirá en un **Héroe Yell and Tell** y que recibirá un certificado de Héroe y una camiseta. Si quiere contar la historia de un **Héroe Yell and Tell**, visite el sitio [www.yellandtell.com](http://www.yellandtell.com), llámeme al 414-771-9191 o envíeme un email a [jean@jeandavidson.com](mailto:jean@jeandavidson.com).

Atentamente,

Jean Davidson  
Fundadora / Directora Ejecutiva

YELL AND TELL  
P.O. Box 26706  
Milwaukee, Wisconsin 53226-0706  
[www.yellandtell.com](http://www.yellandtell.com) o [jean@jeandavidson.com](mailto:jean@jeandavidson.com)

**Juntos, podemos salvar vidas si enseñamos a los niños cómo actuar en una situación de peligro.**

# Helpful Hints

- Use the Squawk hand puppet to engage the children.
- Put up the Yell and Tell teacher posters in the classroom to remind children of the four Yell and Tell steps.
- Put up the large laminated poster of Squawk in different locations around the school.
- Write a story and/or draw a picture to Squawk about a possible dangerous situation and tell him what you would do.
- Present **Junior Squawk Club Certificates** for those students who have completed two or more of the following programs: river/lake, pool, fire, poison, guns, or child enticement. Page 58



Teachers: To receive a personalized class letter back from Squawk, please send a class set of stories and/or pictures to:

Squawk the Parrot  
P.O. Box 26706  
Milwaukee, WI 53226-0706

# **Supplemental Activities**



Remember to **YELL** help and **TELL** a big person if you see something dangerous!

*Saving Children's Lives*



Have **FUN** coloring me!



Name: \_\_\_\_\_

A. Help Squawk find the hidden words.

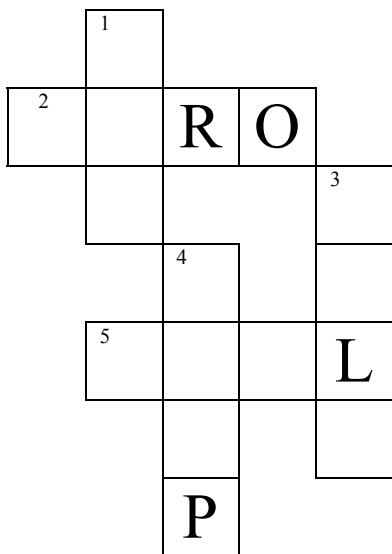
|      |        |      |
|------|--------|------|
| TELL | SQUAWK | SEE  |
| YELL | DANGER | FEEL |
| HELP | HERO   |      |

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



B. Use the clues to complete the crossword puzzle below.

**HELP                      SEE                      YELL                      TELL                      HERO**



**Across**

- 2 When you yell and tell you are a \_\_\_\_\_.
- 5 Shout or \_\_\_\_\_ help if you see danger.

**Down**

- 1 To look!
- 3 After you yell help, you \_\_\_\_\_ the closest big person.
- 4 If you see something dangerous, yell \_\_\_\_\_!

# Sequencing Activity

Objective: Students will be able to put the pictures in the correct order to retell a story.

Directions: Write numbers 1, 2, 3, 4 in the boxes to show the correct order to tell the story.



Tell!



See It!



Feel It!



Yell!

Name \_\_\_\_\_

# Phonemic Awareness

Objective: Students will be able to differentiate between the short /e/ sound and the long /e/ sound in oral and written language.

Short /e/as in    yell  
                         tell  
                         help

Long /e/ as in    see  
                         feel

**Directions:** Read the following sentences. Circle the short /e/ and underline the long /e/.

Annie sees the danger and feels afraid. But she learned what to do in the Yell and Tell Program. She yells “HELP! HELP!” and tells the closest big person.

Write the short /e/ words

Write the long /e/ words

# Reading Comprehension

Objective: Students will be able to read for understanding and specific information.

**Teacher Directions:** Please choose from the following stories to practice reading comprehension with your students. The stories will pertain to the six different themes in the Yell and Tell program. (River/Lake, Pool, Fire, Poison, Guns, and Child Enticement)

1. Danger at the Lake page 39
2. Trouble at the Pool page 40
3. Playing With Fire page 41
4. Watch out for Poison page 42
5. Don't Play With Guns page 43
6. Danger on the Street page 44

**Note:** These could also be used as a pre/post assessment tool.  
Read aloud to Grades K-2.



Directions: Read the story below and circle the best answer.

Name \_\_\_\_\_

## Danger at the Lake

Max, Molly and Sam are at the park on a beautiful sunny day. They were told not to go near the water but it looked like so much fun. They see a pretty leaf floating in the water. They go out on the dock to get a closer look. Sam wants to pick it up. He leans over. He thinks he can grab it if he just reaches out a little farther. He reaches out too far and falls into the water. "Oh no!" cries Molly. She sees that he is in trouble but she doesn't know what to do. Max feels afraid but he learned what to do in the Yell and Tell Program. He yells, "**Help!**" as loud as he can. Teenagers, Freddie and Tina, hear Max yelling help and run over to see what is wrong. Max tells them that Sam fell into the water. Freddie and Tina pull Sam out. Everyone cheers. They tell Max that he is a Yell and Tell hero for he knew to **yell** help and **tell** when he saw someone in trouble.

1. What is the main idea of this story?
  - a. If you see something dangerous, you should **yell** help and **tell**.
  - b. It's fun to go to the park.
  - c. You should take your dog to the park.
  
2. What were the kids told not to do?
  - a. Eat lunch.
  - b. Talk to each other.
  - c. Go near the water.
  
3. What should you yell if you see a dangerous situation?
  - a. Hello!
  - b. Help!
  - c. Stop!
  
4. What did Max do to become a Yell and Tell hero?
  - a. Went to the park.
  - b. Saw his friend playing with a dog.
  - c. Yelled, "Help!" as loud as he could and told others what happened.

Directions: Read the story below and circle the best answer.

Name \_\_\_\_\_

## Trouble at the Pool

Latasha, Leroy, and Lily are playing ball in Lily's backyard. Lily suddenly sees her yellow duck in the pool. She starts to cry because she wants her duck but her Dad told them not to go near the pool. Leroy says, "I'll get your duck." They all go near the pool to watch Leroy. Leroy reaches as far as he can to get the duck and falls into the pool. Latasha and Lily **see** the danger and they **feel** scared. Latasha wants to run away so she won't get into trouble. Lily learned from the Yell and Tell Program what to do. Lily **yells**, "Help! Leroy fell in the pool." She keeps **yelling**, "Help!" as she runs and **tells** her Dad. Lily's dad and his friend come quickly and pull Leroy out of the pool. Everyone is happy. They tell Lily that she is a Yell and Tell hero because even though she was afraid she knew to **yell** help and **tell**.

1. What is the main idea of this story?
  - a. It's fun to play at your friend's house.
  - b. If you see something dangerous, you should **yell** help and **tell**.
  - c. You should always jump into the pool.
2. What were Latasha, Leroy and Lily told not to do?
  - a. Eat dinner.
  - b. Laugh at each other.
  - c. Go near the pool.
3. What should you yell if you see a dangerous situation?
  - a. Hello!
  - b. Help!
  - c. Stop!
4. What did Lily do to become a Yell and Tell hero?
  - a. Invited friends to her house.
  - b. Yelled "Help!" and told about the danger.
  - c. Told her mom about her day at school.

Directions: Read the story below and circle the best answer.

Name \_\_\_\_\_

## Playing With Fire

Ellie, Penny and Franky are playing at Grandma Flora's house. Grandma has many pretty candles. She likes to light the candles. She always tells them that they should not touch matches because fire is dangerous. Ellie wants to surprise Grandma by lighting the candles. She has watched Grandma light the candles many times. She lights a match. "It's hot!" Ellie shouts as she drops the match. It lands on the carpet. "Oh no!" cries Franky. "What should we do?" Penny **sees** the danger and **feels** afraid, but she learned what to do in the Yell and Tell Program. Penny **yells** "Help! Help!" and runs to **tell** her Grandma. Grandma runs in and puts out the fire. She tells Ellie, "Don't play with fire." Everyone says Penny is a Yell and Tell hero for knowing what to do when she saw something dangerous.

1. What is the main idea of this story?
  - a. It's fun to play with matches.
  - b. If you see something dangerous, you should **yell** help and **tell**.
  - c. You should always run away and hide if you see something dangerous.
2. What were Ellie, Penny and Franky told not to do?
  - a. Go to the zoo.
  - b. Play with matches.
  - c. Eat some candy.
3. What should you **yell** if you see a dangerous situation?
  - a. Hello!
  - b. Help!
  - c. This is fun!
4. What did Penny do to become a Yell and Tell hero?
  - a. Invited friends to her house.
  - b. **Yelled** "Help!" and **told** her grandma about the danger.
  - c. Told the neighbor.



Directions: Read the story below and circle the best answer.

Name \_\_\_\_\_

### Watch Out for Poison

Rocky, Daisy and Siggy are playing at Rocky's house. They find a bottle of something red that looks like cherry soda. Rocky thinks it looks good and wants to taste it, but they were told not to touch anything under the kitchen sink. Daisy and Siggy **see** Rocky trying to open the bottle. They **feel** afraid. They don't know what to do. Suddenly, Daisy remembers that she learned the Yell and Tell Program at camp. She **yells** "Help!" and runs to the living room to **tell** the babysitter. The babysitter comes into the kitchen and takes the bottle before Rocky can take a sip. Everyone tells Daisy that she is a Yell and Tell hero because she knew what to do when she **saw** something dangerous.

1. What is the main idea of this story?
  - a. If you see something dangerous, you should **yell** help and **tell**.
  - b. Don't tell so you don't get in trouble.
  - c. You should always run away and hide if you see something dangerous.
  
2. What were Rocky, Daisy and Siggy told not to do?
  - a. Watch television.
  - b. Find something to eat.
  - c. Go under the kitchen sink.
  
3. What should you **yell** if you **see** a dangerous situation?
  - a. Goodbye!
  - b. Ha! Ha!
  - c. Help!
  
4. What did Daisy do to become a Yell and Tell hero?
  - a. Ran away.
  - b. **Yelled** "Help!" and told the babysitter about the danger.
  - c. Went and hid under the bed.

Directions: Read the story below and circle the best answer.

Name \_\_\_\_\_

## Don't Play With Guns

Fonzie, Tony and Reba are working on an art project at Fonzie's house. They need some scissors to cut the paper into pieces. Fonzie goes into his parent's bedroom to look in the drawers. He opens the drawer next to the bed and **sees** a gun! He goes and gets Tony and Reba to show them what he has found. They were told guns were dangerous and not to touch or play with them. This one didn't look like it could hurt anyone. It was shiny and small. They all stare at the gun. Fonzie picks it up. Tony and Reba **see** Fonzie holding the gun and they **feel** scared. Reba starts to cry. Tony remembers that he learned what to do in the Yell and Tell Program. Tony **yells**, "Help!" while running to get Fonzie's dad. Tony **tells** him what happened. Fonzie's dad takes away the gun and tells him not to ever play with a gun. He then thanks Tony for **yelling** and **telling**. He locks up the gun and tells Tony he is a Yell and Tell hero for taking action in a dangerous situation by **yelling** and **telling**.

1. What is the main idea of this story?
  - a. You should cry if you see something wrong.
  - b. If you see something dangerous, you should **yell** help and **tell**.
  - c. You should always run away and hide if you see something dangerous.
  
2. What were Fonzie, Tony and Reba told not to do?
  - a. Their art project.
  - b. Play with guns.
  - c. Go in the bedroom.
  
3. What should you **yell** if you **see** a dangerous situation?
  - a. See you later!
  - b. Help!
  - c. Jump!
  
4. What did Tony do to become a Yell and Tell hero?
  - a. Lied to Fonzie's dad.
  - b. Yelled, "Help!" and **told** Fonzie's dad about the danger.
  - c. Went and hid under the bed.

Directions: Read the story below and circle the best answer.

Name \_\_\_\_\_

## Danger on the Street

Henry, Raffie and Rosie are walking home from school. A man pulls up in a red car. He asks them if they would like a brand new baseball. Henry just lost his favorite baseball. He would like to have a new ball. Henry, Raffie and Rosie had been told many times not to go near a stranger's car. Henry goes closer. He thinks the man will give him a new baseball. Raffie and Rosie **see** the danger and **feel** afraid. Rosie is scared. Raffie remembers that in the Yell and Tell Program he learned what to do if he **sees** a dangerous situation. Even though he is scared, he **yells**, "Help!" as loud as he can. Someone hears Raffie yelling help and calls the police. The man in the red car drops the ball and drives away. Henry did the right thing by not getting into the car. Raffie remembers that after you **yell** help you need to **tell**. When the policeman comes, he **tells** him about the man in the red car. The policeman tells Raffie that he is a hero for **yelling** and **telling** about the danger!

1. What is the main idea of this story?
  - a. Let's go to a ball game.
  - b. If you see something dangerous, you should **yell** help and **tell**.
  - c. You should always run away and hide if you see something dangerous.
  
2. What did Henry want?
  - a. A toy truck.
  - b. A lollipop.
  - c. A new baseball.
  
3. What should you yell if you see a dangerous situation?
  - a. Thanks!
  - b. Look!
  - c. Help!
  
4. What did Raffie do to become a Yell and Tell hero?
  - a. Started to cry.
  - b. **Yelled**, "Help!" and **told** the policeman about the danger.
  - c. Ran away.

Name \_\_\_\_\_

# Map Out the Story

Directions: Choose a story from the reading comprehension selections on pages 39-44  
Map out the story by answering the question in each box.

## Characters

Who is in the story?

## Setting

Where does the story take place?

## Problem

What is the dangerous situation?

## Solution

What do they do?

# Puppet Theater Activity

**Objective:** Students will use a creative activity to reinforce the need to **yell help** and **tell** if they see something dangerous.

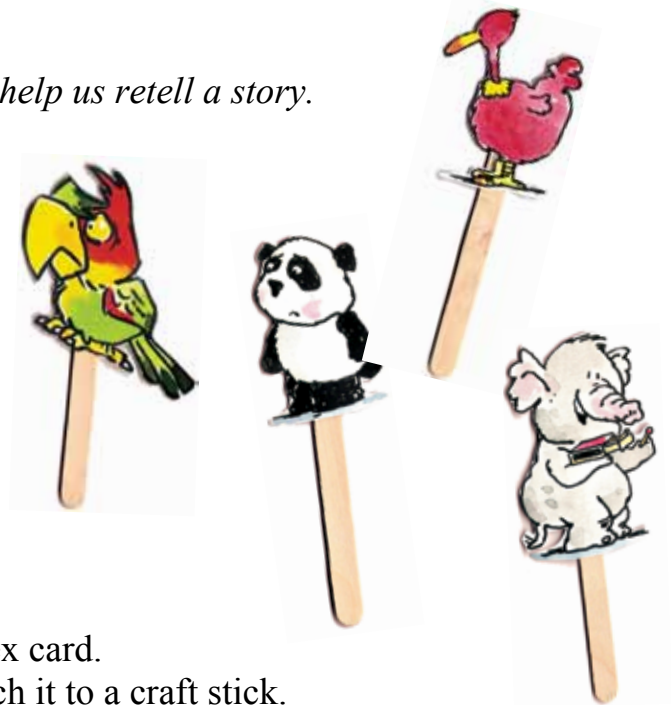
## Teacher Directions:

Have students complete the Map Out the Story activity sheet. Page 45  
Review their answers.

*Today, we are going to make some props to help us retell a story.*

## Materials Needed:

Craft sticks (4 per student)  
Markers  
4" X 6" index cards (4 per student)  
Glue  
White paper or construction paper  
Paper for a background



## Student Directions

1. Draw each character on an index card.
2. Cut out each character and attach it to a craft stick.
3. Make the setting or background for the story.

*Now you are ready to retell the story using the character puppets. Be sure to include the problem and solution.*



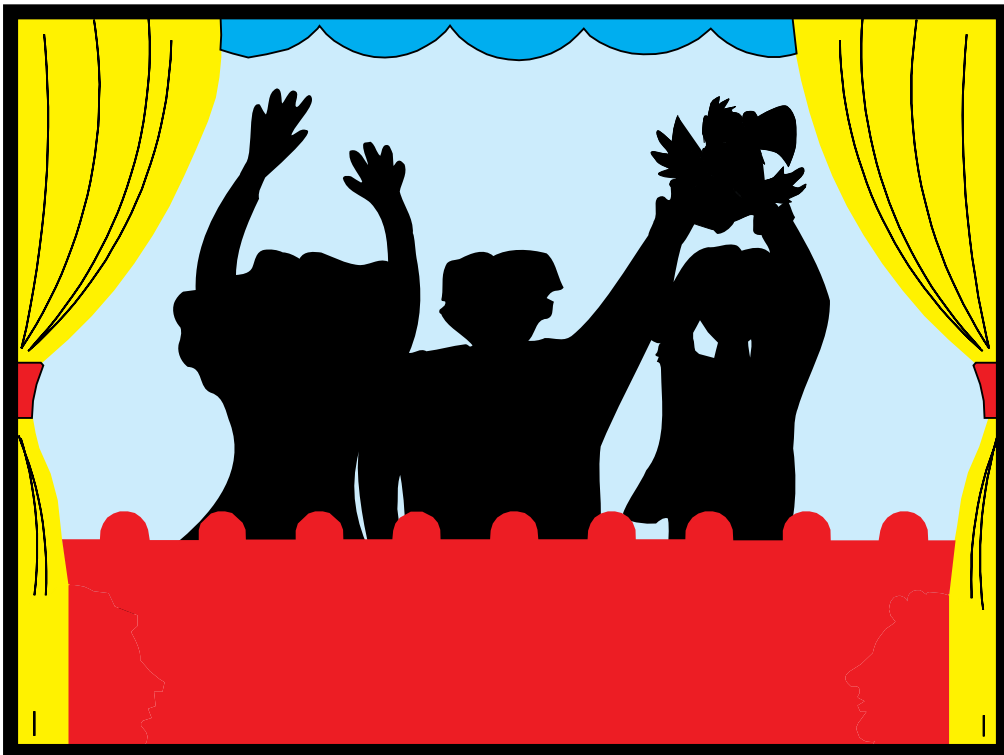
**Have the students take their work home so they can retell the story to family members.**

# Reader's Theater

Objective: Students will be able to develop reading fluency and further enhance comprehension by playing out different dangerous situations. They will learn how to react in a responsible and proactive manner.

## Teacher's Directions:

1. Copy the Reader's Theater play of your choice. Pages 48-53
2. Highlight one student's role per copy so each student will know his/her role.
3. Break the students into groups of five.
4. Give each group a complete set of the play.
5. Explain that they will be rotating roles. This will give each child the chance to play every part.



# Danger at the Lake

## Materials needed:

Blue piece of paper/plastic or something to resemble water  
Something to look like a dock (if possible)

## Characters:

Narrator  
Child #1  
Child #2  
Child #3  
Two Big People

---

Narrator: The children are playing in the park and they see some water.

Child #1: Let's go play near the water. It looks like fun.

Child #2: My mom said that we shouldn't go near the water.

Child #3: Oh come on, we won't get into trouble. It will be fun. We won't tell anyone.

Child #1: Okay, let's go.

Child #2: Yeah, let's go.

Narrator: All the children go play near the water.

Child #1: Look at the dock. Let's go out on it.

Narrator: All three children go out on the dock.

Child #1: Look at the pretty leaf. I want it. (Pretend to reach out into the water and fall in.)

Child #3: (Act scared) Oh no! What should we do?

Child #2: I know what to do! Help!

Child #3: (Pretend to shake and cover eyes) I am so scared.

Child #2: HELP! (while running over to two big people)

2 Big People: What is wrong?

Child #2: My friend just fell into the water.

2 Big People: (Running over to the water they reach down and pull child #1 out. Look at Child#2.)  
You are a Yell and Tell hero for yelling and telling when you saw your friend in danger.  
Good job!





# Playing With Fire

**Materials Needed:** Make pretend candles and pretend matches.

**Characters:**

|          |          |
|----------|----------|
| Narrator | Child #3 |
| Child #1 | Grandma  |
| Child #2 |          |

---

Narrator: Children are playing at Grandma's house. There are many candles in the room. There are some matches in a drawer.

Child #3 Look at all the pretty candles.

Child #2 Let's surprise Grandma and have them all lit when she comes into the room.

Child #3 Don't you remember, we were told never to play with fire!

Child #1 I have seen Grandma light the candles so it can't be hard.

Child #2 Do you know where she keeps the matches?

Child #1 Yes

Child #2 Come on then. Let's do it. She will be surprised.

Narrator: (Child #1 gets the matches out of the drawer and opens them up. She tries to light one. The other children are all watching closely.)

Child #1 Ow! That hurts!

Child #3 Come on. It can't be that hard. Let me try.

Child #1 (Giving the matches to Child #3) Go on. See if you can do it.

Child #3 (Lights a match, but drops it on the floor when it burns down too far.)

Narrator: All 3 children are looking at the match burning part of the rug. All three are scared.

Child #2 I know what to do. HELP! HELP! (Running to tell Grandma.) We were trying to light the candles. We have started a fire! Please come and help us!

Grandma (Runs over and puts the fire out.) Oh dear! How many times have I told you not to play with fire. I am mad at you but you did the right thing by yelling help and telling me. (Looking at Child #2.) You are a Yell and Tell hero.

All Children: We're sorry. We won't play with matches again.



# Don't Play With Guns

**Materials needed:** A small table with a drawer that opens  
A toy gun  
Paper, crayons and scissors for an art project  
List with supplies needed

**Characters:**

|          |          |
|----------|----------|
| Narrator | Child #3 |
| Child #1 | Dad      |
| Child #2 |          |

---

Narrator: Children are working on an art project for school at Fonzie's house.

Child #1 This is fun. I like working together.

Child #2 I think we have everything we need.

Child #3 (Looks at the list.) It says we need some scissors. Do you know where one is?

Child #1 Let's look in the drawers.

Narrator: Children all go and start looking in drawers.

Child #1 (Open a drawer.) Look what I found in this drawer. It's a gun. WOW! I have never touched a gun.

Child #3 Don't touch it. Guns can be dangerous.

Child #1 I just want to hold it and see what it feels like.

(All three children gather around the gun. Child #1 picks up the gun.)

Child #1 What do you think is down the hole?

(Child #2 and #3 act scared.)

Child #3 (Starts to cry.) I'm scared. I don't want to get into trouble. I'm going home.

Child #2 I know what to do. Don't you remember what we learned in the Yell and Tell Program. We are supposed to yell help if we see something dangerous. (Yelling help, child #2 runs out of the room looking for his dad.)

Dad (Hears Child #2 yelling Help) What's the matter?

Child #2 He found a gun in your drawer and is playing with it.

Dad (Runs into the room and takes the gun away.) Don't touch a gun. It can kill you. I will remember to lock up my gun from now on. (Looking at Child #2.) You are a Yell and Tell hero for yelling help and telling me when you saw your friend in danger. Good job!



# **Assessments**

# Verbal Assessment

**Teachers:** Please have your students answer the following questions **before and after** learning the Yell and Tell Program.

**Directions:** Listen to the following questions and choose the best answer.

If you see something dangerous happening, would you...

1. yell help.
2. laugh.

After you yell help, would you...

1. run away and hide.
2. tell the first big person you see.

Name: \_\_\_\_\_

## What Should You Do?

**Directions:** Circle the best ending for each sentence.

**If I saw someone fall into the water, I would**

1. jump in quickly to try to help.
2. run away.
3. yell help and tell the first big person I see.
4. watch to see what will happen.

**If I saw someone playing with fire, I would**

1. think it was funny.
2. play with them.
3. yell help and tell a big person.

**If I saw something dangerous happening, I would**

1. run away and hide.
2. yell help and tell the first big person I see.
3. watch to see what will happen.
4. not tell anyone.

# **Additional Handouts**





# JUNIOR SQUAWK CLUB MEMBERSHIP

NAME: \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

LEADER: \_\_\_\_\_

# CONGRATULATIONS!!!



# JUNIOR SQUAWK CLUB MEMBERSHIP

NAME: \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

LEADER: \_\_\_\_\_

# CONGRATULATIONS!!!

# Squawk Seal of Approval ID Cards

**SQUAWK SEAL OF APPROVAL**

Saving Children's Lives

Date: / /

Has successfully completed the Junior Yell and Tell safety trainer program.

President, Yell and Tell



**SQUAWK SEAL OF APPROVAL**

Saving Children's Lives

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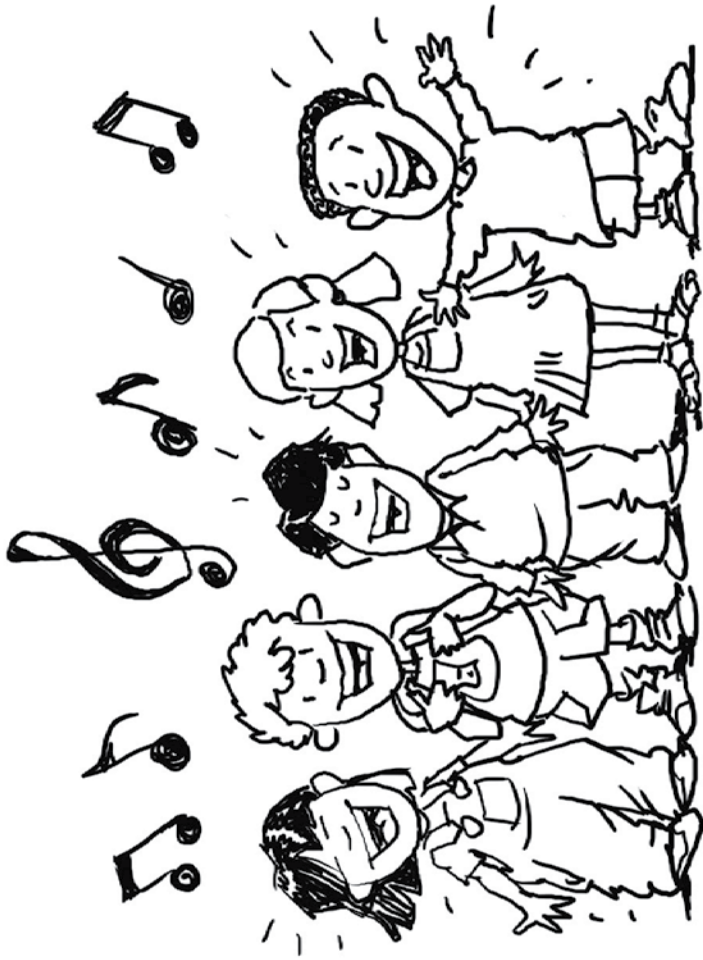


# YELL & TELL SONG

G C G

SEE IT FEEL IT WHAT SHOULD YOU DO YELL AND TELL LIKE

SQUAWK SHOWS YOU



TUNE TO TWINKLE TWINKLE LITTLE STAR  
 Words By Jean Davidson And Lori Walker

# Resources Available

## **Basic Resource Kit:**

Teacher's Resource Manual  
Interactive teaching DVD of all 6 themes  
Set of 5 teacher posters – one set for every 30 children  
Poster of Ryder with his Grandmother  
Poster of Yell and Tell Heroes  
Children's activity booklets – one for each child  
Squawk cut-out sheets – one for each child

## **Premium Resource Kit:**

Teacher's Resource Manual  
Interactive teaching DVD of all 6 themes  
Set of 5 teacher posters – one set for every 30 children  
Poster of Ryder with his Grandmother  
Poster of Yell and Tell Heroes  
Children's activity booklets – one for each child  
Squawk cut-out sheets – one for each child  
Squawk Hand Puppet  
Yell and Tell T-shirt  
Adult sizes: S, M, L, XL, XXL, XXXL  
Large 11”X17” laminated Squawk poster

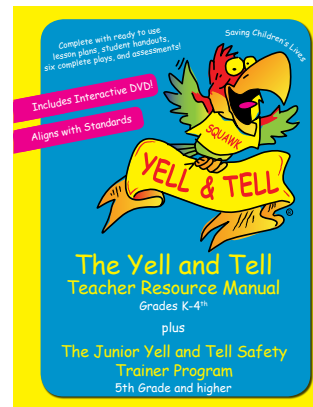
## **Additional Handouts:**

Squawk Club Membership Certificates  
Junior Yell and Tell Safety Trainer ID cards  
Yell and Tell song for children

- ❖ For individual prices please see the order form on page 66 , or go to [www.yellandtell.com](http://www.yellandtell.com). You may also contact the home office at 414-771-9191.

# Individual Items

- Teacher Resource Manual with Interactive Teaching DVD



- Teacher Poster Set of 7 for each Theme (available in English or English/Spanish)  
Exp. “Child Enticement”



Samples Below:

## Posters

Squawk - The mascot of the Yell and Tell Program



Ryder with his Grandmother



Yell and Tell Heroes



Examples of each of the 7 theme sets continued on next page →



# Themes:

## Rivers/Lakes



## Pools



## Fire



## Poison



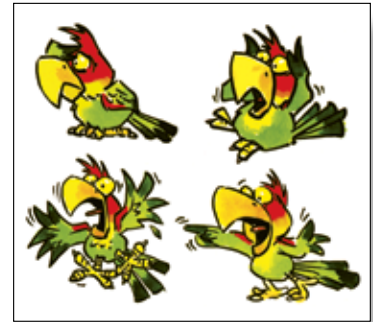
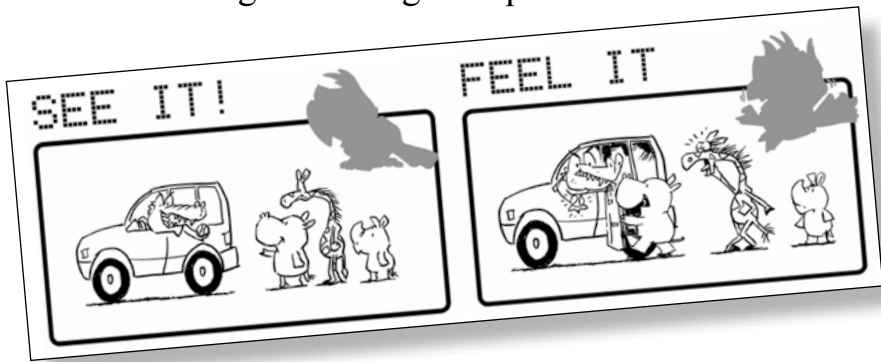
## Guns



## Child Enticement



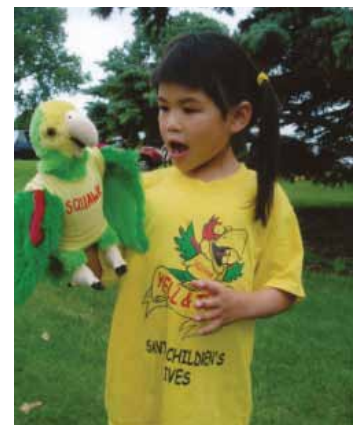
Children's Activity Booklets and Squawk cut-out sheets  
Available in English or English/Spanish



Interactive Teaching DVD...included in manual



Squawk Hand Puppet...included in the premium kit



Yell and Tell Teacher T-Shirt...included in the premium kit

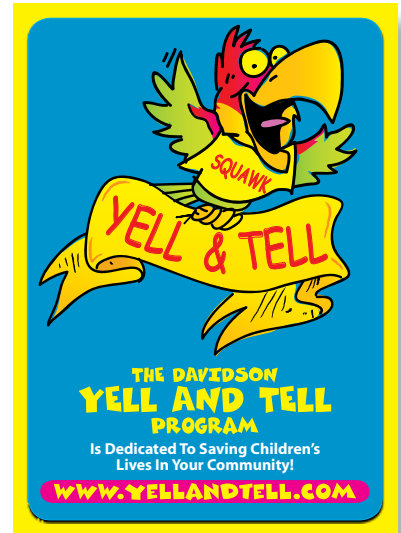
Adult Sizes (S, M, L, XL, 2XL, 3XL)

Youth Sizes (S, M, L)

Child Sizes (S, M, L)



11" x 17" laminated Squawk Poster...included in the premium kit



Squawk Club Membership Certificates



Junior Yell and Tell Safety Trainer's ID Cards





# ORDER FORM

## BASIC RESOURCE KIT



\$15 for the Teacher's Resource Manual with DVD plus \$1.00/child for the rest of the items listed below.  
 TOTAL COST: \$15 + \$1.00/child. \*\*

The items within the Basic Kit may be ordered separately.

| ITEM   | QUANTITY NEEDED | COST    | TOTAL |
|--|-----------------|---------|-------|
| Teacher's Resource Manual                                  |                 | \$15.00 |       |
| Interactive Teaching DVD                                   |                 | \$10.00 |       |
| Set of 7 teacher posters – one set for every 30 children   |                 | \$ 4.00 |       |
| Children's Activity Booklets/Squawk Sheets – one per child |                 | \$ 1.00 |       |
| TOTAL COST:  |                 |         |       |

## PREMIUM RESOURCE KIT UPGRADE



This kit includes everything in the Basic Resource Kit plus a Squawk hand puppet, an 11"x17" laminated poster of Squawk and a Yell and Tell teacher T-shirt.  
 TOTAL COST: \$30 + \$1.00/child. \*\*

The items within the Premium Kit may be ordered separately.

| ITEM   | QUANTITY NEEDED | COST    | TOTAL |
|--|-----------------|---------|-------|
| Teacher's Resource Manual                                  |                 | \$15.00 |       |
| Interactive Teaching DVD                                   |                 | \$10.00 |       |
| Set of 7 teacher posters – one set for every 30 children   |                 | \$ 4.00 |       |
| Children's Activity Booklets/Squawk Sheets – one per child |                 | \$ 1.00 |       |
| 11" x 17" laminated poster of Squawk                       |                 | \$10.00 |       |
| Squawk hand puppet   |                 | \$22.00 |       |
| Yell and Tell T-shirt                                      |                 | \$10.00 |       |
| TOTAL COST:  |                 |         |       |

## ADDITIONAL ITEMS

| ITEM   | QUANTITY NEEDED | COST    | TOTAL |
|--|-----------------|---------|-------|
| Squawk Club Membership Certificates (set of 30)          |                 | \$15.00 |       |
| Junior Yell and Tell Safety Trainer ID cards (set of 30) |                 | \$10.00 |       |

EXAMPLE: To order the basic kit for 100 children (100 x \$1.00 = \$100.00) + \$15.00 for the Teacher Resource Manual (including the DVD) which makes the total cost \$115.00. However, for an additional \$30.00, you may upgrade to the Premium Resource Kit (see above for details) for a total cost of \$145.00.

\*\*Shipping and Handling will be added to every order.

See next page for ordering information →

**To place all orders use one of the following:**

- Mail to: Yell and Tell  
P.O. Box 26706  
Milwaukee, Wisconsin 53226-0706
- Go to [www.yellandtell.com](http://www.yellandtell.com)
- Call the Yell and Tell home office 414-771-9191

\*\*Shipping and Handling will be added to every order.

\*\*\*\*\*



❖ **To request that a child be recognized as a Yell and Tell Hero and be awarded a Hero T-shirt and a Hero certificate, please contact the Yell and Tell Home Office at 414-771-9191 or [www.yellandtell.com](http://www.yellandtell.com).**







*Saving Children's Lives*



**The Davidson Yell and Tell Foundation, Inc.**  
P.O. Box 26706 • Milwaukee, WI 53226

**[WWW.YELLANDTELL.COM](http://WWW.YELLANDTELL.COM)**