

# Buddy System

(what to do if lost)



**Bold Text:** suggested words to say to teach lesson  
*Italics:* suggested actions to take  
(Parenthesis): background information or suggested answers

After “Check-First,” the remaining lessons may be completed in any order.

## Materials Needed for Lesson

- Charlie Check-First poster
- *Toys* poster
- A decorated box or bag to be your Safety Toy Box
- Assorted objects to put in Toy Box (some that represent the items on the poster [lesson topics] and some that do not)
- Buddy Bears (or 2 stuffed animals or dolls)
- *Safety Kids Songs* (optional)
- Letter to the Parents/Guardian (Appendix)

## Objectives for Students

- State that a buddy is a friend or someone who is with you.
- Name two times and places to have a buddy.
- Participate in the “Freeze and Yell” technique.
- Practice saying parents’ or guardians’ first and last names.

## Review of Introduction or Past Lessons

*Decide which topics you plan to teach for your session and put objects representing those topics in your Safety Toy Box before you begin.*

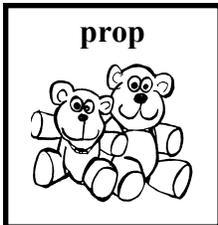
*Using the Toys poster, introduce the lesson as described in the Introduction under Safety Poster Teaching Procedure.*

*Always start with a review of the Check First concept! Recite Charlie’s rule.*

*Review concepts from any lessons previously taught. Point out the items on the poster that represent the concepts covered.*

## Lesson

*Have a student point out the bears in the poster. How many are there?*



*Ask someone to come up to the prop box and find the two bears (or other stuffed animals). Hold up the bears. .*

**These are my Buddy Bears. What is a buddy?**  
(a friend, someone to be with, a pal) *Discuss.*

## THE NEED FOR A BUDDY

**Who can be a buddy?** (mom, dad, brother, grandma, friend, teacher, etc.)

**The safest way to play is with a buddy.** (It is more fun; a buddy can help you if you get hurt; a buddy can help you remember your safety rules, etc.)

**If this little bear wants to ride his bike down the street, does he go alone? No, this other little bear goes with him. If this bear wants to go to the playground, does he go alone? No, he takes a buddy.**

**Can you think of other times that you should be with a buddy?**

*Get responses. Make sure to include using a public bathroom!*

**Your buddy can be mom, dad, your guardian, or whoever is with you in the store or restaurant.**

## “FREEZE AND YELL”

**Do you know what to do if you get separated from your buddy (your mom, dad, guardian) at a store? If this ever happens to you, FREEZE! Stay where you are!**

**Mom loves you and is looking for you. She will come back to the last place she saw you. If you start walking around, she will have a hard time finding you.)**

*Use the Buddy Bears to demonstrate how hard it is for one bear to find the other if one is walking all over.*

**Stay right where you are. We say, “Put glue on your shoes!” Then yell your mom’s, dad’s, or guardian’s first and last names.**

*Demonstrate how to lift one foot at a time and pat the bottom to pretend to put glue on the bottom of the shoe.*

*Help them learn the first and last name of their parent or guardian in the next few weeks. Practice this.*

(At this age, they will probably have trouble knowing these first and last names. Right now it is more important for them to practice “freezing.” This is difficult for children to do, as they may panic and start to run around. Practicing the Freeze and Yell technique helps.)

*If it is a small class, ask each child to say the name of his or her parent/guardian. If the class is large, ask a few children.*

*Have the class stand up and walk around as if they are in a store. When you say, “Where is Mom?” they look around, freeze in place, touch the soles of their shoes and pretend to “put glue on your shoes”. Announce these steps so they all do them together. On the count of three everyone yells a parent’s or guardian’s name. The most important part is to practice freezing in that spot. Try it again and look for a different buddy..*

## Closure

**Before you walk around looking for someone, you need to remember Charlie Check-First’s rule:**

**“Check First before you go anywhere with anyone.”**

**If you cannot check, then you stay frozen in that spot.**

*Have them repeat the rule several times.*

*Use the Safety Kids Songs to reinforce concepts.*

*Choose one or more of the activities from the following pages.*

**Be a Safety Kid!**



## Reinforcement Activities



### Songs

Sing songs using the *Safety Kids music*. Words are included in the appendix. Children love the repetition of the words, and the songs help them remember the rules.

**Materials needed:** *Safety Kids Songs*



### Buddy Day

Have students choose a buddy (or the teacher may choose). Plan ahead so students can be prepared to help out their buddy for the day. Have them sit together, work together, make a craft together, play, maybe even dress alike for the day. Use your imagination! Practice situations from the lesson where buddies can help.

**Materials needed:** none



### Cookie Cutter or Sponge Painting

Students can paint buddies (two of the same object) using cookie cutters or sponges dipped in paint. Shapes may be people or bears or whatever they choose.

**Materials needed:** construction paper, sponges or cookie cutters, paint



### Buddy Badges

Students will choose (or be assigned) a buddy. Each set of students is given a bag of materials to be used to make Buddy Badges. The materials should allow both buddies to make identical badges. (for example: two red badges, two pieces of white yarn, four star stickers, two dinosaur stickers, etc.) Buddies work together to create their badges and then wear them throughout the day as they stay together. Whenever they are separated, the buddies could practice *Freeze and Yell*. Remind them to be respectful of other classes and students: yelling in the hallways may not be appreciated.

**Materials needed:** badge pattern, construction paper, yarn, stickers, markers, etc.



## **Twin Towers**

Each set of students is given a collection of blocks that will allow them to build identical towers. Working together, buddies design and assemble *Twin Towers*. If possible, use a digital or Polaroid camera to take pictures of the buddies with their creations. These pictures could be used as part of a Buddy Bulletin Board or a class book about Buddies.

**Materials needed:** a variety of blocks sorted for buddy teams, camera



## **Three-Legged Race**

Students pick partners (buddies). The teacher ties together the right leg of one student with the left leg of the other student. Line up for relays. The first pair to the finish line wins. This is a great outdoor activity.

**Materials needed:** rope, strips of cloth or something to use to tie legs



## **Buddy Relays**

Other suggested relay races are: wheelbarrow race, water balloon/egg /sponge ball toss. Take a step back after each toss of the balloon, egg, or sponge ball.

**Materials needed:** open space

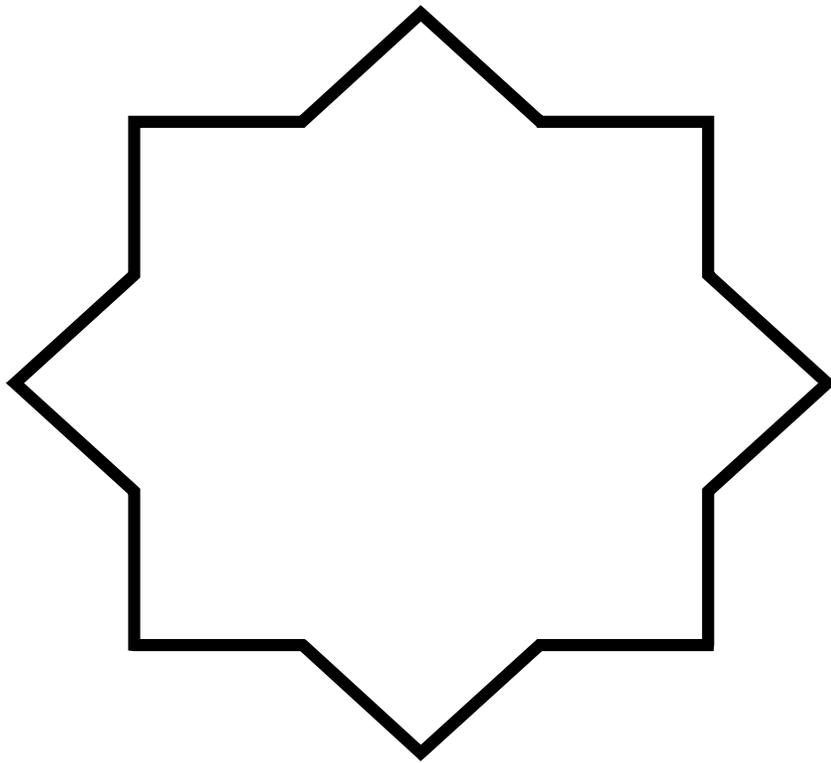


## **Buddy Sandwiches**

Separate the children into pairs (buddies). The buddies sit next to each other and put their inside arms behind their backs so they are unable to use those arms and hands. Then each pair makes a peanut butter and jelly sandwich together.

**Substitute other food items in case of food allergies.**

**Materials needed:** two slices of bread per pair of students, peanut butter, jelly, plastic knife, paper plate, and napkins.



**Buddy Badge  
Patterns**

