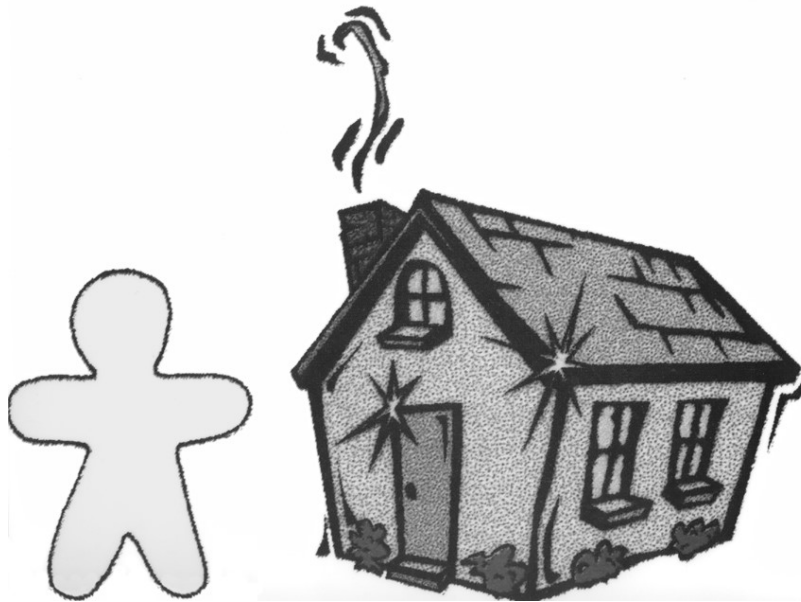


Safety Person / Safety House



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

This lesson should follow “Check-First.”

★ If you do not plan to teach this “Safety Person/Safety House” lesson separately, make sure to incorporate these concepts in the “Check First” lesson.

Materials Needed for Lesson

- Charlie Check-First poster
- *Bubbles* poster
- Charlie Check-First safety bubble card
- Safety Person / Safety House safety bubble card (and any other topics you plan to cover)
- *Safety Kids Music*
- Letter to Parents/Guardian (Appendix)
- Safety Person Letter (Appendix)

Objectives for Students

- State Charlie Check-First’s safety rule.
- Realize that most people are good, kind, and helpful.
- Explain how the Safety Person procedure works.
- Establish a Safety House and a Safety Person with their mom and dad as homework.
- Recognize that a Safety Person is the **only** exception to Charlie Check-First’s rule.

Review of Introduction or Past Lessons

Decide which topics you plan to teach for your session and put those corresponding safety bubble cards inside the poster pocket before you begin.

Always start with a review of the Check First concept!

Using the Bubbles poster, introduce the lesson as described in the Introduction under Safety Poster Teaching Procedure. As you introduce a topic, a student (or teacher) removes and displays the safety bubble card from inside the pocket.

Proceed with the lesson.

Lesson

Bubble Card	<p><i>Have a student remove the Safety Person/Safety House bubble card from the poster pocket.</i></p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Most of the people in the world are good, kind, and helpful! There may be a time when you need to go to someone for help. (Maybe you got hurt or someone was bothering you on the way home from school.)</p> <div style="border: 3px double black; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>SAFETY HOUSE</p> </div> <p>The place for you to go is called a Safety House.</p> <p>The person who lives in the Safety House is someone your parents trust, and you can go to them for help. (for example: if you need to use a phone for an emergency, if you get hurt or have a problem)</p> <p>This is someone you can trust! Your parent picks the Safety House. Do you know a Safety House in your neighborhood?</p> <p><i>Some neighborhoods have Block Parents, Block Watch, etc. Discuss this if it applies to your children.</i></p> <div style="border: 3px double black; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>SAFETY PERSON</p> </div> <p>Your parents may also give you a Safety Person. It's OK for you to take a ride from this person, go in this person's house, or ask them for help.</p> <p>This is the <u>only</u> exception you are allowed to make to Charlie's rule for checking first before you go with anyone.</p> <p><i>Discuss.</i> (Make sure they have a firm grasp on the Check First concept before you start giving examples of times and ways to use a Safety Person.)</p> <p>Some families use a code word instead of a Safety Person. For your age, it is really better to use a <i>Safety Person</i> instead of a code word.</p> <p><i>Stop children from sharing their code word with you. Discuss how a code word works in case some of them use it already.</i> (The person must give the child the code word before the child can go with him or her.)</p> <p>Stress:</p> <ol style="list-style-type: none"> 1. The child is not to give any hints or clues about the word! 2. The child must stay at least two arm lengths away from the person, even if the person wants
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SAFETY HOUSE

The place for you to go is called a Safety House.

The person who lives in the Safety House is someone your parents trust, and you can go to them for help.

(for example: if you need to use a phone for an emergency, if you get hurt or have a problem)

This is someone you can trust! Your parent picks the Safety House. Do you know a Safety House in your neighborhood?

Some neighborhoods have Block Parents, Block Watch, etc. Discuss this if it applies to your children.

SAFETY PERSON

Your parents may also give you a Safety Person. It's OK for you to take a ride from this person, go in this person's house, or ask them for help.

This is the only exception you are allowed to make to Charlie's rule for checking first before you go with anyone.

Discuss. (Make sure they have a firm grasp on the Check First concept before you start giving examples of times and ways to use a Safety Person.)

Some families use a code word instead of a Safety Person. For your age, it is really better to use a *Safety Person* instead of a code word.

Stop children from sharing their code word with you. Discuss how a code word works in case some of them use it already.

(The person must give the child the code word before the child can go with him or her.)

Stress:

1. The child is not to give any hints or clues about the word!
2. The child must stay at least two arm lengths away from the person, even if the person wants

to whisper the word!

(Adults can easily manipulate a child into revealing a code word. They may also grab them if they are too close. **Code words are not recommended for children under third grade.**)

★ **Remember, a Safety Person is the only exception you are allowed to make to Charlie's rule of checking first before you go with anyone.**

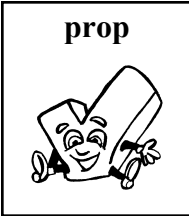
A Safety Person and a Safety House are people and places that your parent chooses, not you. They will decide who is safe.

Be sure to make good decisions. It is a smart decision to Check First!

Allow time for discussion.

Closure

prop



Use the Safety Kids Music to reinforce concepts.

Choose one or more of the Reinforcement Activities on the following pages.

☆ *Send home the letter to the parents to encourage the use of a Safety Person.*

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 Music*



Safety House

You may wish to use the shape patterns if you did not already use them in the Home Alone lesson. Students use the patterns to create a picture of their Safety House. Or they may draw the house freehand. Students may decorate and elaborate as much as they choose.

Materials needed: shape patterns, crayons, markers, scissors, paste, drawing paper



Paper Plate Safety Person

Students create the face of their Safety Person on a paper plate. Use yarn, paint, crayons, whatever art supplies you want to use. They may display the faces in a *Safety Zone* bulletin board.

Materials needed: paper plates, crayons, markers, yarn, art supplies to decorate the face



Safety Dream House

Each student is to create his or her own dream house. They are to draw a house that they would love to live in. They should cut along three sides of some of their windows or doors and open them up. Then they glue a piece of paper to the back of their house. Students write the name of their approved Safety Person/Safety House in the open windows and doors. Make sure they include the name, address, and phone number of their Safety Person/Safety House.

Materials needed: drawing paper, plain white paper, pens, pencils, crayons, markers, scissors, glue



Safety Chain

Use the Safety Person pattern to make a Safety Person chain. Give each student a piece of paper folded into thirds, or instruct them to measure and fold their paper into thirds. Trace the Safety Person pattern on the paper and cut it out, making sure not to cut out the hands completely so that they are still connected. Then they are to put a different Safety Person's name on each cut-out person. Decorate. Tell the children to take the chain home and put it in a prominent place so they can refer to it when necessary.

Materials needed: Safety Person pattern, paper for each student, crayons, markers, scissors, pens, pencils



Safety Freeze Tag

Here is an opportunity for kids to run around: outside is best! Choose one child to be *It* and three or four students to be the Safety Persons. As *It* touches children, they are frozen. Only a Safety Person can free the frozen students. If all the Safety Persons become frozen, the teacher may step in to set them free or start a new game with new Safety Persons.

Materials needed: open space



7-Up Safety Game

Choose seven students to stand at the front of the room. The rest of the class puts their heads down, closes their eyes, and holds out a hand with the thumb up. The seven students quickly and quietly walk around the room, push down one thumb, and go back to the front of the room. The seven students who had their thumbs pushed down stand up. Before they can try to guess who pushed down their thumb, they need to state the name of their Safety Person or the address of their Safety House. If they do not have one they can give the name of a friend's Safety Person (for example, Jeremy's Safety Person is Mrs. Smith.) If they guess who pushed their thumb correctly they take that person's place at the front of the room. Play continues.

Materials needed: none



\$1 Million Questions

Each student writes down a true or false question about this lesson on a strip of paper or index card. Put all the questions in a container. Let each child pick a question and give the correct answer. You may want to create teams.

Materials needed: paper strips or index cards, pens, pencils





Group Safety House

As a class, make a big house out of various materials. Start with a big box and have small groups work on the various parts of decorating the house. One group could be responsible for creating the roof, one group the windows, one group the painting of the house, one a flower box for the window, etc.

Materials needed: large box, art supplies



Safety Map

Students draw a map of their neighborhood. Include names of streets, landmarks, stores, important buildings, etc. Make sure to prominently mark the location of any Safety Houses they may know. If they have not been given a Safety House by their parents, have them mark the houses of people they feel might be good for this position. Take it home and discuss it with the parents and ask for the name of the location of a Safety House or Safety Person.

Materials needed: drawing paper, pencils, markers



Class Safety House

As a class, draw a large house on paper with a window for each student. Cut along three sides of the windows so that they open, and put the student's name on the outside.

For homework: students are to discuss the Safety Person concept with their parents and get the name of someone the parents designate as a Safety Person.

When the student returns to class with the name of his/her Safety Person, that name and address is written on the inside of that window. This will encourage each student to get his or her Safety Person and fill the window space.

Materials needed: large mural paper, markers, scissors



My Personal Safety Person and Safety House Book

Give each student a booklet consisting of two pieces of construction paper for the cover and six pieces of white paper stapled together for the inside pages. On the cover write the title: *My Safety Person and Safety House Book*. Students can decorate their covers.

For homework: students are to discuss this with their parents, get the names of 3 Safety Persons and Houses, and draw and write about three houses and three people for their book.

Materials needed: construction paper, plain paper, markers, crayons, pencils

Safety Person
Patterns

