

# 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 the “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
- *Pizza* poster
- Charlie Check-First symbol card
- Safety Person / Safety House symbol card (and any other topics you plan to cover)
- Letter to the Parents/Guardian
- Safety Person/Safety House letter

## Objectives for Students

- Explain how the Safety Person is the only exception to Charlie Check-First’s rule.
- Give two examples of times they might use a Safety Person/Safety House.
- Explain how a code word works.
- Ask their parents to designate a Safety Person/Safety House and a code word.

## Review of Introduction or Past Lessons

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

*Always start with a review of the Check First concept!*

*Using the Pizza 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 symbol card from inside the pocket.*

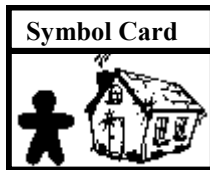
*Proceed with the lesson.*

## Lesson

**It's really important to remember that most of the people in the world are good, kind, and helpful!**

**But, we still need to use our safety rules and always Check First. There may be a time when you need to go to someone for help and you cannot check with a parent.**

*Discuss times.* (walking home, falling, and getting hurt; someone in a car or on the street is bothering you in some way; you are home alone and scared)



*Choose a student to remove the Safety Person/Safety House symbol card from the poster pocket. This card shows 2 symbols. What do you think they represent? Get ideas. This is a Safety Person and a Safety House. You can get help from these people. Let's think about them.*

### SAFETY HOUSE

**One good idea is a Safety House. This is a house that your parent has chosen as a safe place for you to go.**

(Some neighborhoods have systems called Block Houses, Safety Watch, or something similar.)

**The person who lives there is someone your parent trusts. Your parent has asked this person to help out if there is a problem or if you need to use the phone in an emergency. This is someone you can trust!**

**Do you know of a Safety House in your neighborhood? Have you ever had the need to go to a place like this? Discuss.**

### SAFETY PERSON

**Another way to get help is from a Safety Person. This is someone your parent trusts.** (It is OK to take a ride from this person, go in this person's house, open the door to this person, or even ask him or her for help.)

**☆ A Safety Person and Safety House is the only exception you are allowed to make to Charlie's rule to Check First before you go with anyone.**

(Tell them to ask their parents to designate up to three Safety Persons or Safety Houses. Send home the letter explaining the procedure.)

**Some families also use a code word. Don't tell me if you have one.**

*Discuss code words. Stress:*

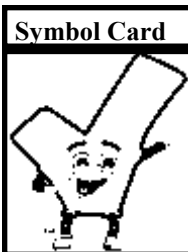
1. Do not tell anyone your code word.
2. If someone comes to pick you up, that person must tell you the code word without hints or without tricking you into saying it.
3. Children younger than third grade should not use one.
4. It is important to stay at least two arm lengths away from the person, even if he or she wants to whisper the word. If they are too close they could be grabbed.

**It is better to use a Safety Person than a code word.**

**When are some times that you may need to use a Safety House or a Safety Person?** (If your parents or ride can not pick you up they may send a Safety Person or someone with the code word. If you get hurt on the way home from school you may need to go to a Safety House, etc.)

☆ **Remember, this is the only exception you are allowed to make to Charlie Check First's rule to "Check First before you go anywhere with anyone for any reason."**

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



Symbol Card

*As a review, hold up the Charlie Check-First symbol and discuss its importance. Put it back in the poster pocket. Do the same for the Safety Person/Safety House symbol.*

*Use the Safety Kids Music to reinforce concepts.*

## Closure

*Choose one or more of the Reinforcement Activities from the following pages.*

**Be a Safety Kid!**



## Reinforcement Activities



### 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



### 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



### \$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.

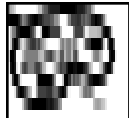
**Materials needed:** paper strips or index cards, pens, pencils



### 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



## 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



## 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.

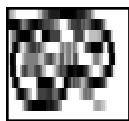
**Materials needed:** large mural paper, markers, scissors



## 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



## 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 Person  
Patterns**

