



Safe Situations

Yes !

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 covered in any order.

Materials Needed for Lesson

- Charlie Check-First poster
- 3 Steps poster
- License plate with a lot of details (real or printed)
- Picture of a person with a lot of details (optional)
- Reinforcement Activities (optional)
- Letter to the Parents/Guardian
- Emergency Phone List

Objectives for Students

- Describe what to do if a car slows down or stops near them.
- Name three things to observe for details.
- Identify safe and unsafe situations.
- Explain the “Freeze and Yell” technique.
- Recall five things to tell an emergency operator.
- State at least three numbers on an Emergency Phone List.
- Explain what information is unsafe to give out on the Internet.

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

Lesson

Write the word YES! On the board. If we are talking about being safe, what do you think “YES!” means? (things we should be doing)

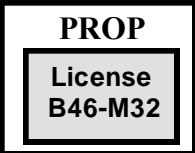
The first rule is to Check First before making decisions that could affect our safety. Secondly, follow the 3 Steps:

1. **Judge** the entire situation.
2. **Think** carefully.
3. **Act**, by following some important safety rules.



Today we are going to discuss a variety of situations and you need to apply the 3 Steps to decide what to do.

Situation # 1



Hold up the license plate and explain that license plates are on the back of all and the front of some vehicles. They help to identify the owner of the vehicle. This license plate represents a vehicle that slows down or stops near them. The driver wants you to come closer so he or she can talk to you or show you some puppies in the front seat.

What should you do right away?

- ✓ Immediately take two steps back away from the car.
- ✓ Pay attention to details.
- ✓ Turn and leave in the direction opposite of the way the car is going.

There is no need to panic—just get back from the car and do not go closer no matter what the person in the car says or does. *Put the plate away.*

Vehicle drives away. What do you do now? (Describe the car and driver to a parent or other adult—make of car, color of car, license plate, description of driver, unusual characteristics of car or person) **Name two things you need to observe about license plates.** (colors, state, numbers, letters, stickers, design, condition of plate)

What is something you noticed about this license plate? *Take all responses and then show the plate and see if they are right. This activity can also be done effectively using a photo of a person with a lot of details*

“Be wise with your eyes”? (Think and be sharp with your eyes. Pay careful attention to details and remember them.) **Why is that important?** *Discuss.*

Details can help the police find someone or something in an investigation. If you are ever in a scary or odd situation, try to pay close attention to any details that could help identify a person, car, house, etc.

Situation # 2

Which of these are safe situations?

- a. Traveling in pairs or with a buddy
- b. Taking the same route to school (no short cuts)
- c. Calling home when you arrive at your destination
- d. All of the above

(Answer: d. All of the above) *Discuss each one.*

Situation # 3

What should you do if someone tries to make you go with him or her, or physically tries to move you? (Yell, “You’re not my dad (or mom)!” Scream, fight, make a scene, draw attention to yourself and try to get away from the situation.)

Situation # 4

What do you do if you are separated from your parents/guardian or lost in a store or a crowd? (“Freeze and Yell.” Stay in that spot and yell your parent’s first and last names. You may ask a clerk who is passing by to go and get help for you, but freeze right where you are. You should NOT go off with anyone, even someone dressed as a security guard. Stand still!) *Discuss the problems that arise when you leave the area.*

Situation # 5

Is it OK to give out personal information on the Internet? (No!)
You should never give out true information about your name, address, school, interests, etc.

If you need to fill out a profile or give information, make it up! Give a fake name, address, etc. There are people with harmful intentions who are on the Internet and want to use this information to connect with a child. People can find out who you are and where you live with just a few pieces of data, such as your school colors, your sports number, etc. Make all of your data false!

If you really need to give true information for some reason, have your parents do it. They can do it under their name or in ways that will not trace to you.

Situation # 6

Is it a safe procedure for a child to use credit cards over the Internet? (NO!) Only adults should give out credit card or banking information. If you need to purchase something, have your parents do it for you on a secure line.

It may seem simple to make purchases online, but there are many things to consider before buying something on the Internet: shipping and handling cost, return policy, length of delivery time, trust in that web site.

Discuss how others may get your card number and use it; how easy it is to run up a high bill; how easy it is to track you down with a credit card; etc.

Situation # 7

What is an emergency? (a time or situation when you need help right away) **How can you get help in an emergency?** (call 911) **What information do you need to give the emergency operator?** (name, address, type of emergency, phone number, your age) *Discuss the Emergency Phone List from the appendix. Send it home.*

Closure

☆ **In so many different types of situations, it is always safest to Check First. “Check First before you go anywhere with anyone (for any reason at any time.)”**

If you cannot check, then Judge the entire situation, Think carefully, and Act wisely by following the rules.

Think of your brain as a traffic signal. If you are unsure of the situation (yellow), then you need to stop (red), and Check First or follow the 3Steps. If you get permission, then you can proceed to go (green).

The light always goes from yellow to red. This means: slow down and think carefully, stop, and check.

Reinforcement Activities

Use some or all of the following Reinforcement Activities either now or at a later date as review.

Be a Safety Kid!



Safe Situations Reinforcement Activity # 1

Safety Baseball

Draw a baseball diamond on the board. Divide the class into two teams and use these questions to work your way around the bases.

Some of these questions are from Safety Kids lessons learned in previous school years. You may want to skip these or help them with the answer.

1. What is one way of getting help in an emergency?
2. What is Charlie Check-First's rule?
3. If you are home alone and the phone rings, what should you do?
4. What do you have the power to say in uncomfortable situations?
5. What is one thing a buddy can do for you?
6. What should you do when you are lost?
7. Is a police officer someone you should trust?
8. Is a badge a symbol of a trustworthy person? (no)
9. What should you do if a car slows down or stops near you?
10. How should you respond to a phone call if your parents are not home?
11. What is a code word?
12. Why is it important to pay careful attention to details?
13. When do you dial 911 or "0"?
14. It is OK to take money from anyone? (no)
15. What is a Safety House?
16. If you can't check, then can you go? (no)
17. What is the one exception to Charlie Check-First's basic rule?
(Safety Person)
18. Should you keep your house key hanging outside your book bag? (no)
19. Are all children special and unique? (yes)
20. If a police officer asks you to go with him or her should you check
before going? (yes)
21. If you get lost, is it OK to go with another adult? (no)
22. Is it important to practice calling on a pay phone? (yes)
23. What should you do if you find a gun?
24. Are all drugs bad? (no)
25. What should you always keep close to your home telephone? (emergency
numbers)



Safe Situations

Reinforcement Activity # 1 continued

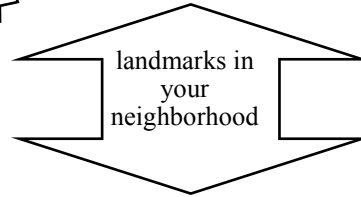
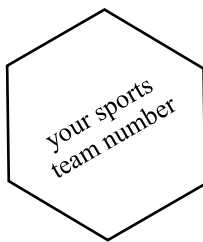
26. What information should you know when calling for help?
27. What details should you notice about a person?
28. If the door is unlocked when you get home, what should you do?
29. What does the rule “Be wise with your Eyes” mean?
30. Before you get your picture taken should you check with your parents?
31. Are most of the people in the world good, kind and helpful? (yes)
32. Can you take a ride from a Safety Person without checking first? (yes)
33. Is it important to make good decisions to be safe? (true)
34. What is one way of telling someone *No* if you can’t check first?
35. Who are the persons you should check with before you go anywhere?
36. Why is it not a good idea for a child to use a credit card on-line?
37. What should you yell when you get lost?
38. Why should you know your area code?
39. What is a dare?
40. What are some ways to handle a bully?
41. What should be done to the front door when you get home?
42. If you get separated from your buddy in the store, is it OK to go to the parking lot and look for the car? (no)
43. Why is it always important to tell an adult when something happens that threatens your safety?
44. Why is it important to go in the opposite direction of a car that is following you?
45. Is easy money safe? (no)
46. Is it OK to let someone you know come in your house when you are home alone? (no)
47. Why is it important to have a buddy when going outside?
48. What should you do if you find any kind of drugs?
49. Name a good place and time to use a buddy.
50. Name three things to remember about a license plate.



Safe Situations Reinforcement Activity # 2

False Identity

It is not safe to give out true information about yourself when you are on the Internet. Someone can trace who you are and where you live just by the smallest piece of information.



Write a story about yourself. However, all of the information must be false. The story could be something that really happened (with false names, places, etc.) or it could be totally made up. Always give correct information to people in person like police, school staff or parents.



Safe Situations Reinforcement Activity # 3

Find the words from the word list and circle them. They may go across, down, diagonal, forward or backwards.



Word List

address
buddy
car
check
computer
details
driver
easy money
emergency
evaluate

first
freeze
information
internet
license plate
lost
name
observation
operator
phone

safe
safety kid
secret
shortcut
situation
trick
vacant building
yell



Emergency Skills Reinforcement Activity # 4

Find the words from the word list and circle them. They may go across, down, diagonal, forward or backwards.



address	name	serious
age	nine one one	situation
call	operator	
emergency	phone	
fire	police	
help	problem	
home alone	scared	



Reinforcement Activities: Buddy System

Choose one or more of these activities to use.



Interview a Buddy

Pick names out of a hat (first two names are buddies, next two are buddies, etc.). With their partner, they are to pretend they are a reporter and interview their buddy, filling in information on the page. When they are finished, pick another buddy and continue to fill the paper. Students can act as news reporters and introduce their buddies to the whole class.

Materials needed: Circle of Friends paper, pencils



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 Story

Each student begins a story about two buddies. It must include the buddies' names and what the two friends are planning to do. Then they switch papers with another student and work on the new paper. They are to finish the story by telling how the buddies kept one another safe.

Materials needed: writing paper and pen/pencils



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

Circle of Friends

The worksheet is a large circle divided into four quadrants by a vertical and a horizontal line. It features three concentric rings. The innermost ring contains four segments, each labeled "Name". The middle ring contains eight segments, alternating between "favorite color" and "favorite food" in a clockwise direction starting from the top-left. The outermost ring contains four segments, each labeled "What I like to do", positioned in the same four quadrants as the "Name" segments.