

# Home Alone



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

After “Check-First” and “Safety Person/ Safety House,” the remaining lessons may be completed in any order.

## Materials Needed for Lesson

- Charlie Check-First poster
- *Pizza* poster
- Charlie Check-First symbol card
- Home Alone symbol card (and any other topics you plan to cover)
- Key
- Toy or real phone
- Emergency Phone List
- Letter to the Parents/Guardian

## Objectives for Students

- State a safety rule about the door and a rule about the phone.
- Name four safety rules about being home alone.
- List four safe things to do when home alone.
- Describe three mistakes that can be made when home alone and what to do for help in those situations.
- Explain what to do if something goes wrong or if they are scared.

## Introduction or Review of 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.*

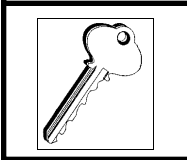
*Always start with a review of the Check First concept!*

*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

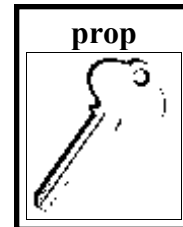
### Symbol Card



Choose a student remove the key symbol card from the poster pocket.

**This key represents being home alone. There are some important rules to remember when you are by yourself.**

*Use the key as a prop for discussion.*



**Let's start from when you get off the school bus or are on the way home. What are some key points to remember ?**

*Briefly discuss each of these points:*

- ✓ Do not let people know that you are going home alone.
- ✓ Keep your key out of sight until you get to the door.
- ✓ It is not a good practice to keep a key hidden on the porch or someplace where people can see you get it. If you can't carry one or you don't have a key pad on the door, have your parents work out another plan.
- ✓ If the door is open or unlocked when you get there, do not go in.
- ✓ When you get home, check in with your mom or dad or a neighbor by phone to let them know you arrived.
- ✓ Keep all the doors and windows locked.

## THE DOOR

**What should you do if someone comes to the door? *Discuss.***

**The rule is: Keep the door shut and locked!** *Clap your hands closed as you say the word shut. Then use your fingers to turn the lock. Use these hand movements every time you say the rule. Repeat the rule several times.*

**Do not open the door to anyone unless your parents have told you specifically that a certain person was coming to the door.**

*(It doesn't matter if it is your neighbor, your teacher, someone who works with your dad, someone who says he or she needs a phone for an emergency call, or anyone.)*

*Have students repeat the rule: **Keep the door shut and locked!***

**Suppose you look out the window and the person sees you. Does that mean you now have to open the door? (No!) Do you even need to talk with the person? (No! Guess how long it take for him or her to go away; go into another room, call a friend)**

**If the person won't go away, call a neighbor, your parents, or the police. You still do not have to answer the door.**

## THE PHONE

There is another rule you need to remember when you are home alone and it has to do with this. *Hold up the toy or real phone.*



**What is the best thing to do when the phone rings?**

**The rule is: Let it ring! Let it ring! Let it ring!**

(Let the answering machine pick it up or check caller ID, but just let it go.)

*Students repeat the rule: **Let it ring! Let it ring! Let it ring!***

**Maybe your parent wants to check with you to make sure you got home alright. How can you do this?** (Use caller ID or work out a code ring: let it ring twice, hang up, and then ring again, etc.)

**If you make a mistake and pick it up and tell someone that you are home alone, don't get worried.** (Call a parent or neighbor and let them know. If something is really wrong or if you are scared, use the emergency numbers that should be by your phone.)

**Is there a safe way to answer the phone if your parent wants you to find out who calls?**

(It is best to check caller ID or listen to the answering machine. But if you do need to answer it, do not say that you are home alone. Say that Mom cannot get the phone right now, find out who it is, take a message, and say that Mom will call the person back. It is not good to say that Mom is in the shower because the caller will try again in a few minutes.)

**If you are home alone, what are some safe things you can do?** *Discuss.*

**What are some unsafe things you may be tempted to do?** *Discuss.*

*Discuss how it is best to: stay inside, not have friends over, not use the stove or sharp objects, only do things they are permitted to do when a parent is home.*

**When you are home alone, the most important rule is to Check First!**

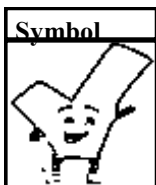
**Check First before you open the door. Check First before you answer the phone. If you cannot check, the answer is NO!**

*Review these rules in the positive form:*

- ✓ Keep the door shut and locked!
- ✓ Let it ring! Let it ring! Let it ring!

*Distribute the Emergency Phone List if you have not already done so in the lesson on "Emergencies."*

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



*As a review, hold up the Charlie Check-First symbol card and discuss its importance. Put the card back in the poster pocket. Do the same for any other symbols you have reviewed or discussed.*

*Choose one or more of the Reinforcement Activities from the following pages. **Be a Safety Kid!***



## Reinforcement Activities

Choose one or more of these activities to use.



### Home Alone Journal

Students create a Home Alone journal made out of blank sheets of paper. Students illustrate the cover page for their booklet. Have the class brainstorm ideas of things they could put in their journals when they are home alone and have students list them in the back of their journals for reference. They can write daily entries in their journal.

**Materials needed:** two sheets of drawing paper per student, five or more sheets of writing paper per student, pens, pencils, crayons, markers



### Scattered Rule Relay

Write the rules on index cards—one word on a card. You will need two sets of these cards. Make the sets different colors so that they can be separated. Divide the students into two teams. When the children are not in the room, place the cards all over in various places. Each student is to find one card that is his or her team color. When all of the cards have been gathered, the team needs to hold the cards and line up in order so that the teacher can read the rules. The first team to get lined up properly wins. Depending upon the number and age of the children you may want to use only one rule or both rules combined. Use the rules: “Keep the door shut and locked!” and “Let it ring! Let it ring! Let it ring!”

**Materials needed:** index cards



### Can Do/Cannot Do

What do you do once you are home and the door is locked and you are alone? Have students brainstorm for things they can/cannot do. Use ✓ and ⊗ for headings. Example:

Can ✓: read, do homework, watch approved television, play a solitary game.

Cannot ⊗: cook on the stove, talk on the phone, play outside.

Students may illustrate a Can Do/Cannot Do picture after the list is formed.

**Materials needed:** paper, pencils, crayons, markers



## Do's and Don'ts for Home Alone

Each child gets a piece of paper and folds it in half once and reopens the paper. On one side they illustrate one wrong thing to do when they are home alone. On the other side they illustrate the safe procedure in the same situation.

**Materials needed:** drawing paper, pens, pencils, crayons, markers



## Rule Relay

Write the rules on index cards—one word on a card. You will need two sets of these cards. Make the sets different colors so that they can be separated. Divide the students into two teams. One at a time, each member of the team runs up to the pile of cards that are shuffled, takes a card, and runs back. The next person repeats this procedure. When all of the cards have been gathered, the team needs to hold the cards and line up in order so that the teacher can read the rule. The first team to get lined up properly wins. Depending upon the number and age of the children you may want to use only one rule or both rules combined. Use the rules: “Keep the door shut and locked!” and “Let it ring! Let it ring! Let it ring!”

**Materials needed:** index cards, open space



## Rule Review

Children stand in a circle. One child states the first word of the rule and bounces the ball to another student. That student then says the next word of the rule and bounces the ball to someone else. This continues as the entire rule is said. This may be repeated often to give everyone a chance. Use the rules: “Keep the door shut and locked!” and “Let it ring! Let it ring! Let it ring!”

**Materials needed:** large rubber ball, open space

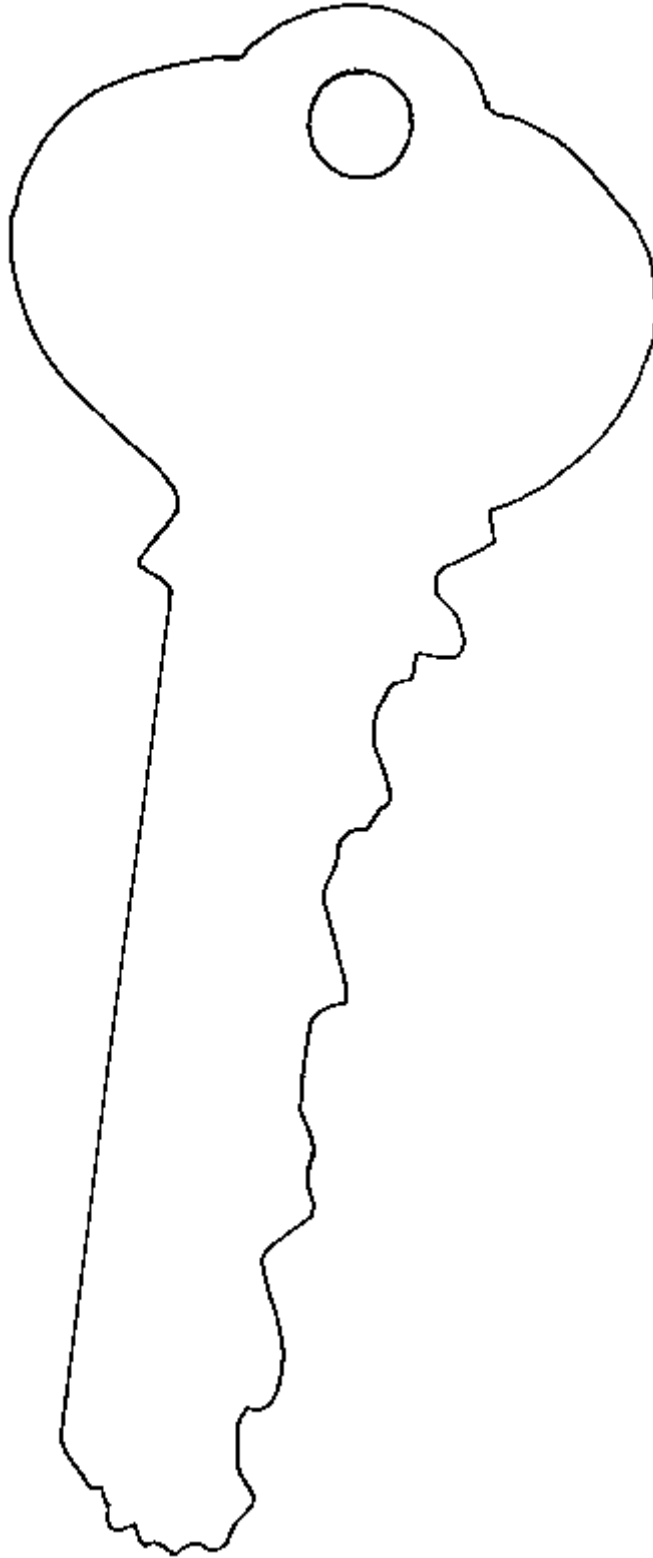


## Home Alone Activity List

Use the master of the Key and copy it onto sturdy paper. Give one to each child and have individuals write on the key and list different safe activities they could do when home alone. Punch a hole in the top and attach a string. Instruct the children to hang it someplace where they can easily find it when they are home alone and need something to do.

**Materials needed:** master of Key (enlarge it) , pens, pencils, hole punch, string

**Key**





## Home Alone

Find the words from the word list and circle them. They may go across, up, down, or diagonally.



### Word List

alone  
answer  
check  
door

home  
inside  
lock  
phone

ring  
safety kid