

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
- *Backpack* poster
- Check-First / 3 Steps symbol card
- Safe Situations symbol card (and any other topics you plan to cover)
- 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.

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.

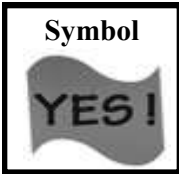
Always start with a review of the Check First concept!

Using the Backpack 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



Remove the Safe Situations symbol card from the poster pocket.
If we are talking about being safe, what do you think the “yes” means? (things we *should* be doing)

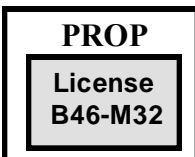
The first rule is to Check First before making decisions that could affect our safety. Secondly, follow the 3 Steps:

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 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.*

He 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, vehicle, 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.

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!



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



Reinforcement Activities: Observation Skills

Choose one or more of these activities to use.



What's Wrong with this Picture?

Students create their own pictures with something not correct in the picture (for example, a flower with the leaves under the ground, etc.) Share these and see if other children detect what is wrong with the picture. Be observant!

Materials needed: drawing paper, crayons, markers



Partner Change

Have the children pair with a buddy. Both partners face each other. Student A carefully observes Student B for one minute. Student A turns around while Student B changes something about himself or herself (shoes reversed, pant leg rolled up, earring out, hair different, shoe untied, legs crossed, etc.). The partner then turns around and has one minute to guess what is different. Reverse roles.

Materials needed: none



Sounds Like? Looks Like?

Divide the class into pairs. Give a picture to one student in the pair, but don't let the other student see it. The students sit facing one another. The student with the picture has to describe the picture without saying what it is. The other student tries to draw the picture by listening to the details described. When completed, compare the pictures to see how close they are to the original.

Materials needed: picture masters, plain drawing paper, pens, pencils



What's Missing?

Place four to five objects on a desk. Tell students to look carefully. Cover the objects and remove one. Have the children identify the missing object. As attention and ability allow, continue this activity making the original group of objects as similar as possible (all pencils, all balls, all books). Encourage the students to use as many descriptive words as they can when identifying the missing object.

Materials needed: variety of classroom objects, cloth to cover table



Safe Situations Reinforcement Activity # 1

License Plate Safety

“Be wise with your eyes”. Pay attention to details and *remember* descriptions!



Pay special attention to vehicles (color, style, number of doors, dents, bumper stickers, anything unusual). Look at license plates. Try to remember the state, the numbers or letters, the color, the design, stickers, the condition.

Remember to step back **AWAY** from a car that slows down or stops near you. There is no need to go closer to the car!

Also, pay attention to how a person *LOOKS*. Notice hair, skin, eyes, scars, shape of face, distinctive marks, mannerisms.



On the back of this paper design your own license plate or draw a picture of a person. Be sure to include lots of details. When everyone is finished, hold it up for just a few seconds as you walk quickly across the room. What details about the plate or the person do the other students notice as the license plate or person is moving away from them?



Safe Situations Reinforcement Activity # 2

BUDDIE 2



BUDDIE 2

You are never too old to have a buddy. Walk with a buddy, hang out at the park with a buddy, go to the store with a buddy.

Pair up with someone else. Interview your new “buddy”. What can you find out about this person? Write down what you discover. Ask some of your own questions.

When the group is finished, read some of the descriptions out loud and see if the rest of the students can guess who is being described.

Buddy's name _____

What is your buddy's favorite:

food _____ **movie** _____

color _____ **music** _____

sport _____ **hobby** _____

What does your buddy like to do after school? _____

What does your buddy like to do on the weekend? _____

What does your buddy do in the summer? _____

Where was your buddy born? _____

Ask two of your own questions:



Emergency Skills Reinforcement Activity # 3

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

C	S	C	T	F	K	F	S	E	R	O	T	A	R	E	P	O	B	N	L
L	M	S	Z	O	X	B	M	W	P	A	O	C	U	Y	M	H	O	I	W
U	W	V	E	G	G	E	W	T	U	W	P	B	Q	G	A	A	I	N	J
R	E	E	L	R	R	W	E	L	T	T	G	Q	J	N	C	T	N	E	O
P	C	I	P	G	D	C	G	J	A	B	T	I	F	H	Q	E	H	O	P
N	J	O	E	H	I	D	K	C	M	N	B	F	I	P	L	E	H	N	L
F	J	N	H	L	O	L	A	A	U	S	C	A	R	E	D	B	G	E	M
Z	C	H	O	J	B	N	L	L	J	Y	H	Q	L	C	D	Q	U	O	E
Y	E	P	S	F	B	N	E	L	M	Y	F	R	R	V	O	V	R	N	L
M	X	A	P	H	Q	J	F	Z	G	S	V	I	Z	R	U	E	T	E	B
R	X	S	F	O	H	M	B	P	Z	D	Z	G	Z	L	V	A	H	D	O
X	L	I	I	I	X	Y	H	G	W	G	G	U	W	M	G	B	N	G	R
P	R	C	N	H	Q	A	G	Y	L	E	J	W	H	H	S	O	E	R	P
E	J	E	X	H	P	T	S	P	V	G	T	U	F	I	F	Q	G	A	I
G	U	K	D	A	B	E	Q	Q	H	A	M	X	H	G	B	U	B	Z	B

address
age
call
emergency
fire

help
name
nine one one
operator
phone

police
problem
scared

Safe Situations



Emergency Skills Reinforcement Activity # 3 Answers

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



address
age
call
emergency
fire

help
name
nine one one
operator
phone

police
problem
scared



Observation Skills Reinforcement Activity # 4

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



car
carefully
color
describe
details
driver
eyes

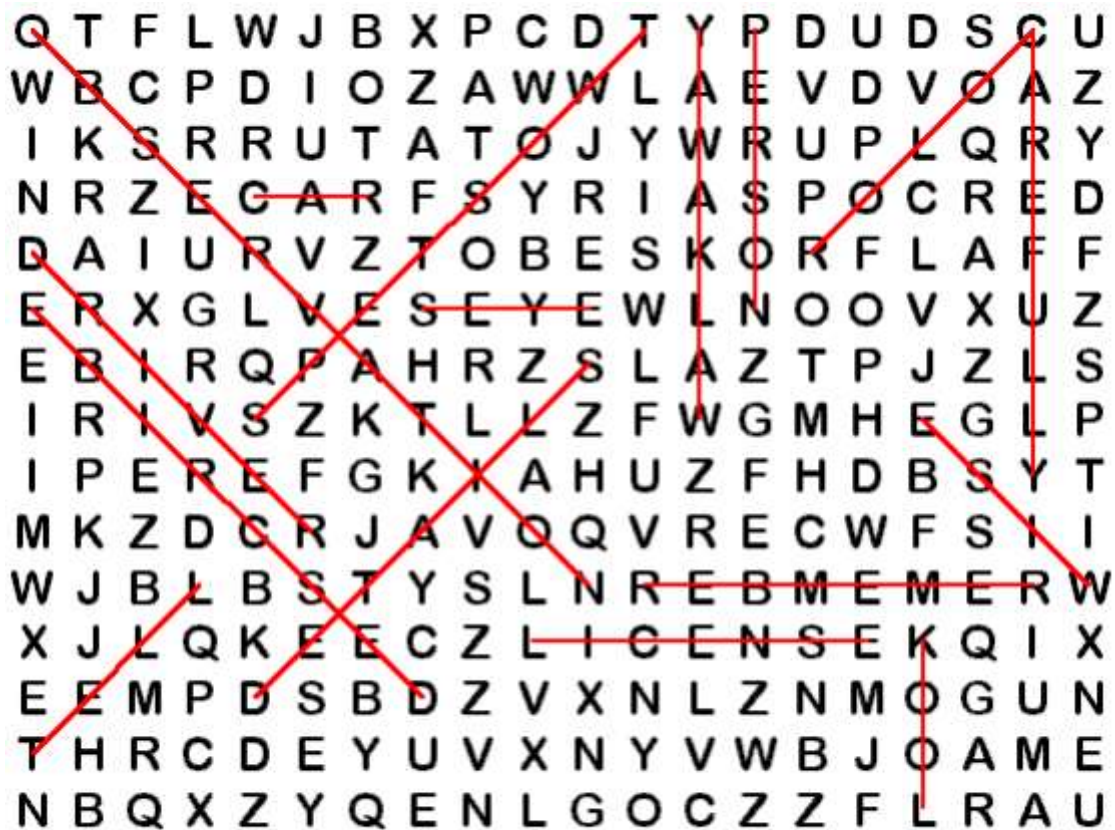
license
look
observation
person
remember
tell
two steps

walk away
wise



Observation Skills Reinforcement Activity # 4 Answers

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



Word List

car
carefully
color
describe
details
driver

eyes
license
look
observation
person
remember

tell
two steps
walk away
wise



Safe Situations Reinforcement Activity # 5

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

L	L	L	O	I	G	B	E	I	S	T	I	S	E	C	R	E	T	E	Q
C	I	N	B	D	N	Z	U	A	I	N	S	V	U	D	E	P	W	M	B
O	E	C	S	S	E	T	F	D	F	U	A	O	O	I	V	H	B	A	Z
M	H	N	E	E	S	E	E	O	D	L	Y	F	L	K	I	O	U	N	H
P	L	W	R	N	W	E	R	R	U	Y	B	C	M	Y	R	N	C	K	A
U	A	F	V	I	S	M	R	A	N	T	K	H	N	T	D	E	R	I	V
T	B	M	A	L	A	E	T	D	U	E	X	O	P	E	R	A	T	O	R
E	R	N	T	T	C	E	P	C	D	X	T	J	R	F	G	G	X	X	M
R	S	B	I	A	Q	B	T	L	W	A	G	I	G	A	W	R	Z	C	E
O	W	O	W	T	R	L	K	A	R	B	E	N	S	P	I	E	B	X	
G	N	D	N	P	O	S	L	I	A	T	E	D	L	L	E	Y	S	M	D
X	B	C	F	H	J	V	U	C	H	I	E	U	U	V	I	Z	X	A	E
M	L	T	S	U	R	A	F	F	Y	O	O	N	L	E	P	W	D	E	N
S	E	V	A	C	A	N	T	B	U	I	L	D	I	N	G	N	K	J	F
N	O	I	T	A	U	T	I	S	M	Q	T	F	L	Z	G	K	E	H	E

Word List

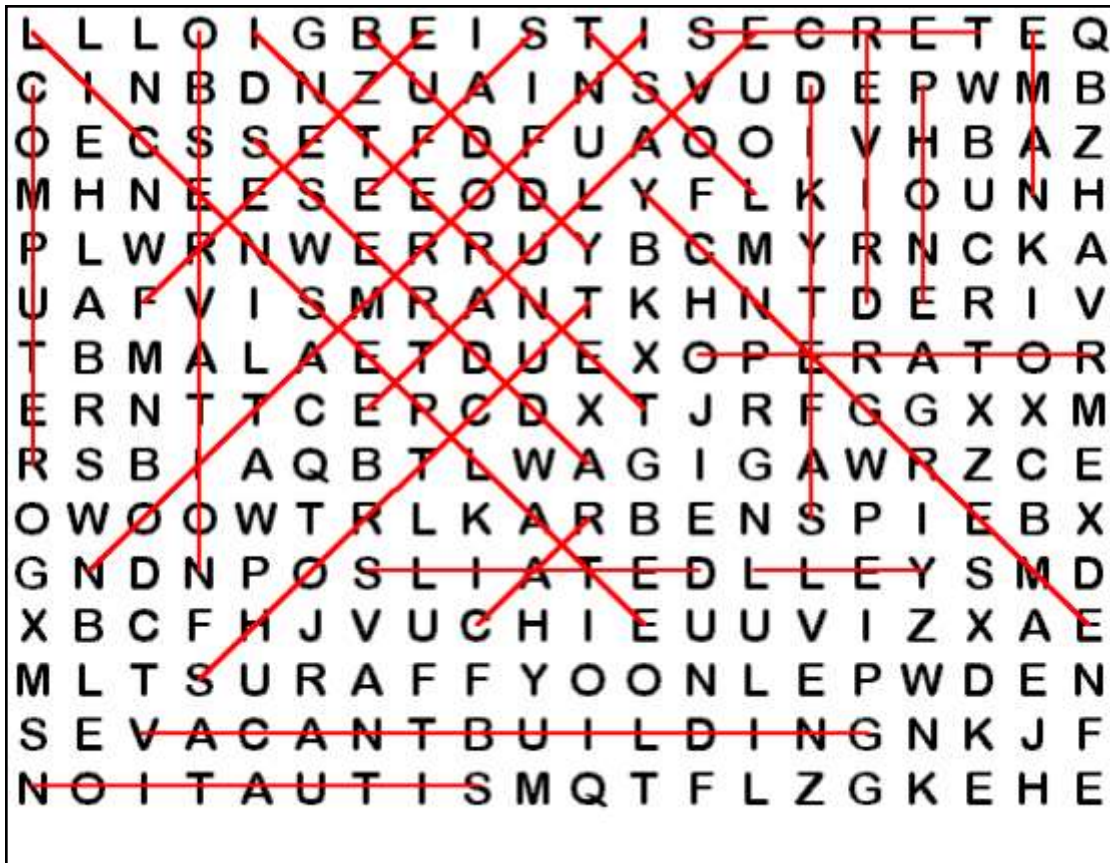
address	information	safety kid
buddy	internet	secret
car	license plate	shortcut
computer	lost	situation
details	name	vacant building
driver	observation	yell
emergency	operator	
evaluate	phone	
freeze	safe	

Safe Situat



Safe Situations Reinforcement Activity # 5 Answers

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



Word List

address
buddy
car
computer
details
driver
emergency
evaluate
freeze

information
internet
license plate
lost
name
observation
operator
phone
safe

safety kid
secret
shortcut
situation
vacant building
yell

Circle of Friends

The diagram is a circular worksheet titled "Circle of Friends". It consists of three concentric circles and three radial lines that divide the circles into six equal segments. The segments are labeled as follows:

- Outer Ring:** Each of the six segments is labeled "What I like to do".
- Middle Ring:** Each of the six segments is labeled "favorite food".
- Inner Ring:** Each of the six segments is labeled "favorite color".
- Center:** The central area is divided into four quadrants by two perpendicular lines. Each quadrant contains the label "Name".