

# Safe At Home

## OBJECTIVES:

- To understand the importance of following safety rules and guidelines at home.
- To be aware of safety hazards in the home.

## GROUP SIZE:

6 to 8 children per adult volunteer.

## TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes.

## BACKGROUND:

Children must make choices that affect their safety and well being everyday. Help them learn to make wise decisions and follow safe practices at home. Stress the importance of knowing their names, addresses, and telephone numbers. Help them recognize potential dangers at home and what to do in situations involving strangers.



## LIFE SKILL AREAS

The group games, discussions, and role playing activities will help develop social and decision making skills. Large motor skills will be developed through participation in group games. Fine motor skills will be enhanced by using markers and scissors.

## HELPS TO THE VOLUNTEERS

Try these suggestions.

Choose one or two of the following activities from each section.

Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

**LEARNING ACTIVITIES:**

**I. GETTING STARTED**

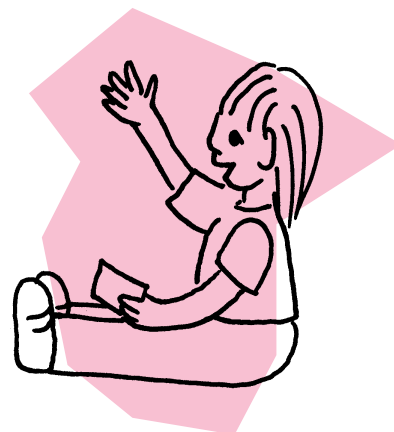
**ACTIVITY:** "Address and Telephone Numbers" (4 - 6 minutes)

**Grade Level:** 1 - 3

**Materials:** a 3" x 5" index card for each child with their name and address (including street, house or apartment number, city, state, and zip code) printed on the front and their telephone number (including area code) printed on the back.

Gather the children into a circle. Talk about the importance of knowing their addresses and telephone numbers. Ask them why they think this is important. Show them the index cards. Explain that you have one for each of them. Tell them to listen for their own address or telephone number as you randomly select cards to read. When they recognize their address or telephone number, give them their card (they will use their cards in another activity). Ask if anyone can say their name, address, and telephone number from memory. Give the children positive feedback even for attempts at saying their addresses and telephone numbers.

**Application:** Ask the children to think of situations when it would be important to know their addresses.



**ACTIVITY:** "I Know My Address" (7 - 9 minutes)

**Grade Level:** 1 - 3

**Materials:** outline of house, crayons or markers, scissors, index card for each child with their address printed on them.

Give each child a house outline. Encourage them to fill in their address including house or apartment number, street, city, state, and zip code by looking at their index cards. Assist the children as needed. Reinforce their learning by saying their addresses out loud as you help them individually (many children can recite their addresses but are unfamiliar with what they look like in print). After they have finished printing their addresses, encourage them to color and decorate their houses to look like their own.

**Application:** Ask the children to look at mail that has been delivered to their home to see how their address looks when printed out by a computer, typewriter, or by hand.



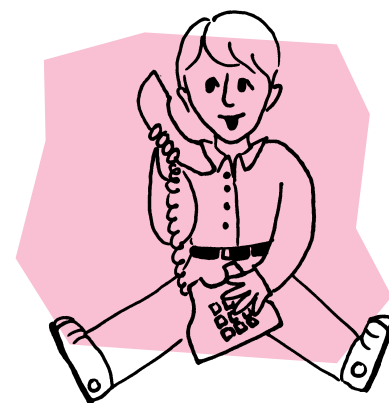
**ACTIVITY:** "I Know My Telephone Number" (5 - 7 minutes)

**Grade Level:** K - 3

**Materials:** telephone outline, scissors, markers or crayons, curling ribbon, and tape.

Give each child a telephone outline. Show them where to write their telephone number. Ask them to fill it in using their index card if necessary. Help the children by repeating the numbers out loud as they write them. Let them cut the telephones out and help them attach the ribbon (curled to look like a telephone cord) to the telephone.

**Application:** Ask the children to think of situations where it would be important to know their telephone number.



 **ACTIVITY:** "Lost Child Game" (7 - 9 minutes)

**Grade Level:** K - 3

**Materials:** none.

Gather the children in a circle. Tell them you are going to play a game that requires using their observation skills and memory. Select one child to be a "police officer." Have that child leave the room. Select two different children to be the parents and one more to be the lost child. Tell the "parents" to look carefully at their "child." What does he or she look like? What is he or she wearing? Invite the "police officer" back into the room. Have the "parents" tell the "officer" that they've lost their child in the crowd (the child stays seated in the circle with the other children). Have the "parents" provide a description of the child. See if the "officer" can locate the lost child. Have the "parents" provide additional clues until the child is found. Repeat with new parents, police officer, and lost child.

**Application:** Encourage the children to use their skills of observation and memory every day.

## II. DIGGING DEEPER

 **ACTIVITY:** "Fire Safety with Simon: True or False?" (5 - 7 minutes)

**Grade Level:** K - 3

**Materials:** none.

Tell the children to listen to what Simon says. Simon will say statements about fire and fire safety. If the statement is true, the children should jump up and shout "true!" If the statement is false, they should remain seated and shout "false!" Discuss briefly after each statement why it is true or false.


### Fire Safety with Simon: True or False?

Simon says:

- Every house needs a smoke detector.
- If a fire starts in your house, run outside and get help.
- It's okay to light candles without an adult.
- Never leave the room when something is cooking on the stove.
- You should have an escape plan in case of a fire.
- Papers or boxes too close to the furnace can be dangerous.
- If the smoke alarm buzzes, turn it off and go back to bed.
- It's safe to lay papers on top of the stove.
- It's a good idea to put a screen in front of a fire in the fireplace.
- Smoke detectors are only for schools.
- If a fire starts in your house, don't leave without all of your toys.

When you finish, congratulate the children for making smart choices.

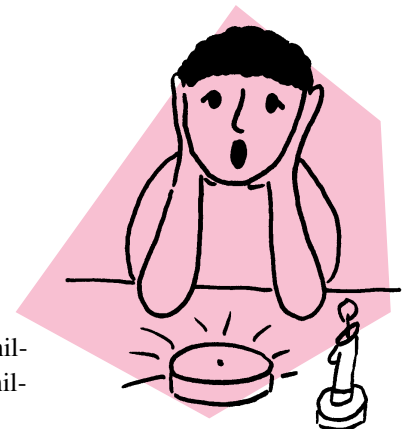
**Application:** Encourage the children to be aware of fire hazards at home and in their neighborhood and to share fire prevention tips with their friends and family.

 **ACTIVITY:** "Smoke Alarms" (6 - 8 minutes)

**Grade Level:** K - 3

**Materials:** a smoke alarm with batteries, candle, matches.

Show the children the smoke alarm. Ask if anyone knows what it is. See how many children have them in their homes. Demonstrate how the smoke alarm works. Warn the children to be prepared for a loud noise. Light the candle and then blow it out, letting the smoke reach the smoke alarm. When the alert sounds, turn it off and ask



the children what they should do when they hear a smoke alarm go off. Discuss when it is appropriate to dial 9-1-1.

**Application:** Ask the children to see if they have a smoke alarm at home. Encourage those who don't have one to tell their parents how important it is to have one. Have them look at school and other public buildings for other kinds of equipment or alarms used for fire safety.

☀ **ACTIVITY:** "Stop, Drop, and Roll" (5 - 7 minutes)

**Grade Level:** K - 3

**Materials:** none.

Do the following fingerplay with the children. Talk about why it is important to stop, drop, and roll. When you finish the fingerplay, let each child have a turn to actually practice stop, drop, and roll.

**Stop, Drop, and Roll**

If your clothes catch on fire	(cross your arms and pat shoulders)
Make no mistake	(hold pointer finger up and wave back and forth)
Stop, drop, and roll	(hands up with palms facing forward, drop hands with palms facing down, roll hands around each other)
Is the best choice to make!	(thumbs up)

**Application:** Have the children be on the lookout for other fire safety tips - at school, on television, or in the newspaper or in magazines. Encourage them to talk to their families about fire safety.

**III. LOOKING WITHIN**

☀ **ACTIVITY:** "Poisons Make You Sick!" (4 - 6 minutes)

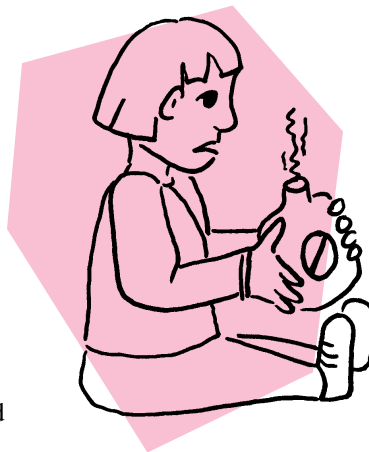
**Grade Level:** K - 3

**Materials:** empty containers of household poisons such as bleach, paint, cleaners; empty prescription or medicine bottles; containers of non-poisonous products such as soft drinks, syrup, cereal, etc., and two brown grocery bags.

Display the containers so that they are all visible. Tell the children that everyone's house has products that can be poisonous if they are used incorrectly. Emphasize that this doesn't only mean if they are swallowed, or "taken internally." Some products can be harmful if their fumes are inhaled or if they touch your skin. Point out the label on one of the household poisons. Show the children the words "warning" or "caution." All products must have this kind of label if they can be hazardous. Encourage the children to find other product containers with "warning" or "caution" on them. Show the group a prescription or medicine bottle. Warn the children that medicine can also be poisonous, if not take correctly. After each child has seen the labels, ask the group to decide if each product is a poison or if it is safe. Have them place the poisons in a grocery bag marked ""POISONS" (draw a skull and cross bones if you wish). Place the safe items in a grocery bag marked "SAFE." Discuss the following:

- What ways can poisons make you sick?
- What should you do if someone accidentally swallows some poison? (share the local poison control telephone number with the children)
- What are some ways to prevent accidental misuse of household poisons?

**Application:** Encourage the children to look at home for the local poison control telephone number. If it is not posted, have them ask their parents to post the number at each telephone in the house.



☀ **ACTIVITY:** "What Would You Do If..." (5 - 7 minutes)

**Grade Level:** K - 3

**Materials:** none.

Discuss what a stranger is with the children. Emphasize that anyone they don't know is a stranger, and that strangers can be young, old, mean, nice, men, women, nice looking, ugly, neat or messy. Explain that most people are good, but a few are not and that is why it's important to stay away from strangers. Encourage the children to role play the following situations.

**"What would you do if..."**

- a nice-looking man shows you a dog's leash and asks you to help find his lost dog?
- a man you don't know calls you on the telephone and wants you to meet him at the playground?
- a woman in a car offers you money or candy to go with her?

Discuss each situation in detail when you finish.

**Application:** Encourage children to keep these safety tips in mind when they play outside or go shopping.

## IV. BRINGING CLOSURE

☀ **ACTIVITY:** "Safety First!" (4 - 6 minutes)

**Grade Level:** K - 3

**Materials:** brown paper grocery bag with the words "SAFETY FIRST" written on it, and a large safety pin for each child.

Give each child a safety pin. Ask each child to think of a safety tip or rule. Pass the bag around. Let each drop their "safety" pin in as they tell the rest of the group their safety tip.

**Application:** Remind children that we need to use safety tips and safety rules every day. Ask them to think of all the different safety tips they follow during the coming week and to share them with their parents and friends.



