

MANITOBA ADDICTIONS AWARENESS WEEK

TOPIC:	Staying Safe
AUDIENCE:	Kindergarten – Grade 5
OUTCOME:	Recognize safety helpers in the community. Recognize appropriate response in potentially dangerous situations. Demonstrate ways of exercising caution avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Halloween candy; taking proper dosage of prescribed medication).

TOUGH KIDS & SUBSTANCE ABUSE FASD Activity 4

The following is another adaptation of a *Tough Kids & Substance Abuse* lesson plan.

“STAYIN’ SAFE!” IN MY NEIGHBOURHOOD

SYNOPSIS

- ✓ This is one of several lessons in the Tough Kids and Substance Abuse unit entitled, *Personalized Safety Plans “Stayin’ Safe!”* This unit is designed to help students develop practical skills to keep themselves safe such as: recognizing unsafe situations, addressing negative stereotypes of people in uniform and asking for help. It includes lessons on: *Professional Visits, Field Trips* and *Practising “Stayin’ Safe!” : Role Playing Situations*.
- ✓ In this lesson, 2 students and 1 adult take a walking tour of the students’ neighbourhoods to determine where the students could go to if they find themselves in a difficult situation.

OBJECTIVES

- ✓ To make students aware of community resources nearby. These are places the student can go other than home to escape from a difficult or dangerous situation. As some students may face substance abuse in their own homes as well as within the neighbourhood, they may need a safe place to go at any time of the day and night. The goal is to identify:
 - At least 2 places that can help in an emergency that are open during the day
 - At least 2 places that can help in an emergency that are open 24 hrs, 7 days a week
 - The location of the nearest pay phones to the student’s home and how to use them.

- ✓ Reinforce the idea that established/authoritative institutions are not forbidding places and that the people who work in them are not a separate class of being.
- ✓ Create a *Stayin' Safe! Neighbourhood Booklet* identifying safe places for each student.

MATERIALS, RESOURCES & PREPARATION

1. Familiarize yourself and the adults involved with your school division's field trip policies.
2. Contact the caregivers by phone, letter or in person to let them know what you are doing and when you might be in their neighbourhood. If there are problems find out how they may be solved.
3. Check with the local phone company regarding their policy of assisting those who dial "O" (operator) for help. Try to arrange that students have an opportunity to rehearse dialling "O" and speaking with an operator.
4. Obtain a camera to photograph the safe locations identified, and pages to mount the photos in each student's personal *Stayin' Safe! Neighbourhood Booklet*.
5. Break class into pairs, with 1 adult accompanying each student. Take them all concurrently in separate vehicles to their respective neighbourhoods. If this is not possible you will have to make arrangements to occupy the students not on the tour.

LESSON PLAN

1. The scenario to introduce this tour is: "You are locked out of your house and nobody is home. Where would you go for help? Where would you go for help if someone broke into your house?"
2. Begin the tour from the student's home. Walk around the neighbourhood block by block, identifying places the student could go to ask for help.
3. Key places could include:
 - a. Open 24 hours: fire halls, ambulance stations, police stations, hospitals
 - b. Secondary 24 hours: stores, gas bars, late night restaurants/drive thru's
 - c. Open during the day: community centres, schools, churches
 - d. Secondary during the day: Child-oriented restaurants, grocery stores, pharmacies, child welfare offices.
4. Take photos of the student in front of the locations identified to go in an emergency. Photos can be glued into a *Stayin' Safe! Neighbourhood Booklet* that the student can take home.
5. Stop when you see a pay phone. Explain that you don't need money to use pay phones to get help. Have student dial "O" and stay on the line when the operator answers. Have them explain that they are practicing using the phone in an emergency. Most operators will be supportive.

6. If there is a fire/ambulance/police station or hospital in the area, take the students to the reception desk, explain the project and introduce the student.
7. Most people/organizations will be helpful if they're approached in a friendly open manner and will lend a hand and agree to let the student use the telephone in an emergency. You and the students will be able to judge a location on a Friendly Scale from 0 to 10. This will help identify if the establishment is kid-friendly, as well as safe.
8. If a student identifies the house of a friend, relative or neighbour as a place to go, be sure to check out the home with the student's caregiver. In some cases they may not be appropriate.
9. Save any treats until the end, as students may associate these with a specific location.

WALK DIRECTIONS

- ✓ FOREWARN the student of changes to the surroundings, so that they are ready for the change and not overwhelmed by the newness of the introduced person, place, concept or object.
- ✓ ANTICIPATE the student's reaction to the introduced person, place, concept or object.
- ✓ STATE the nature of the change about to occur. Introduce the change, explain its purpose and your expectation of the student's behaviour. Tell the student how to react to the change.
- ✓ ENACT the change in the student's world. Move to the next state of the walk.

"STAYIN' SAFE! NEIGHBOURHOOD BOOKLET

- ✓ For each student create a booklet with pages 5 ½" X 8" in size. Each page should have a rectangle at the top for pictures of students in front of neighbourhood safe places, and approximately 7 lines for text.
- ✓ Write important information on the lines provided, such as: address, hours open, is there a phone, the phone number, name of a contact person associated with the place, etc.
- ✓ 5" X 7" index cards can be substituted for the paper, hole-punch the cards and keep them together with a ring.

NOTE: MAAW Funding is available to help purchase supplies to undertake this project, see the Funding section of the MBPAA website www.mbpaa.ca

"*Tough Kids & Substance Abuse*" 2nd edition can be borrowed/ordered from The Addictions Foundation of Manitoba, Library Services, at 1031 Portage Ave. Wpg., MB. Please call [204] 944-6277. It can also be downloaded from the AFM website at www.afm.mb.ca