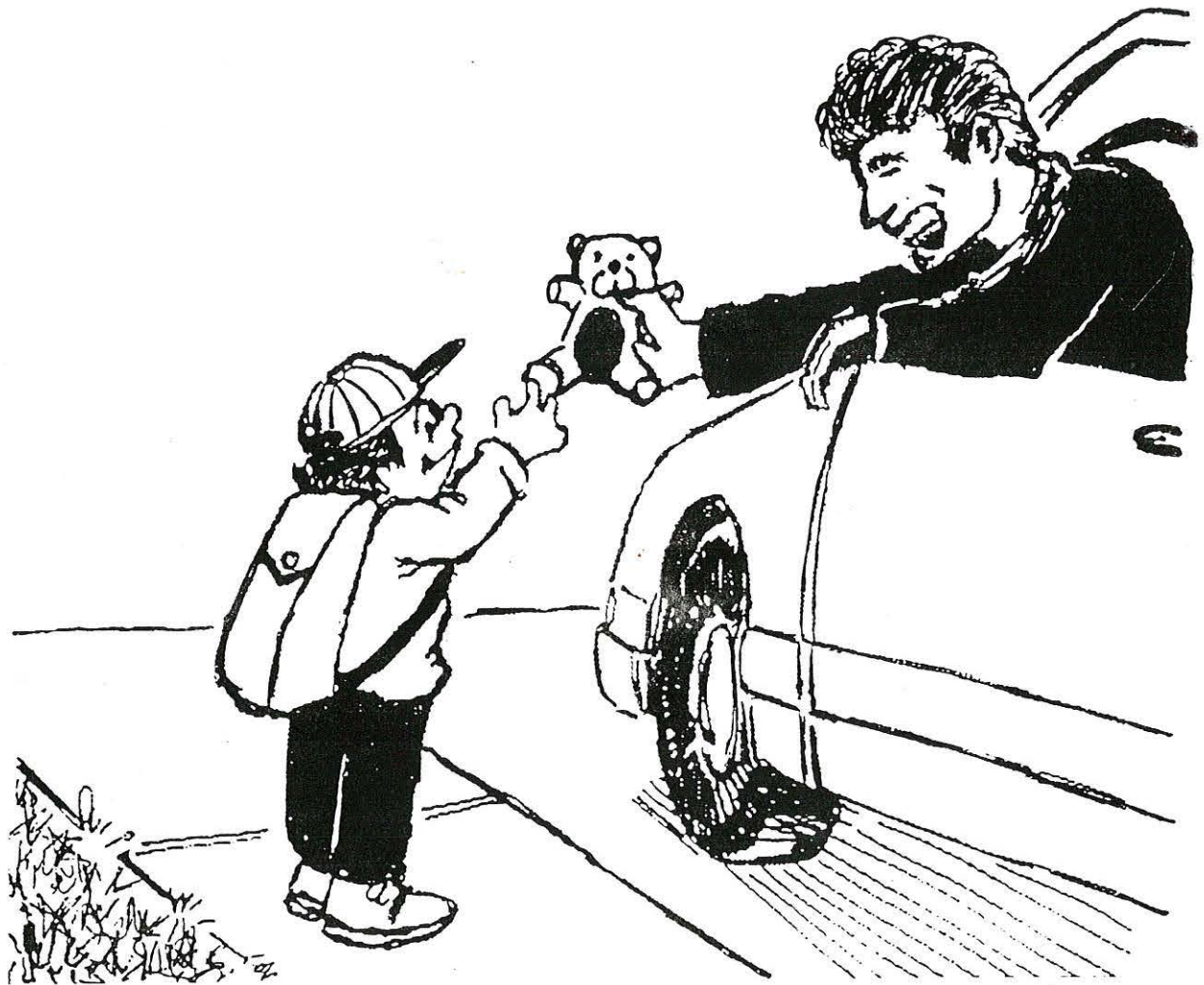


STREET SAFE KIDS

Protecting children from sexual predators – a street-proofing manual



"Street Safe Kids" is one of the most comprehensive self-defense and street-proofing courses available. We strongly recommend that parents enroll their children in this 'hands-on' program.

Mabyn Armstrong, director of prevention
The Missing Children's Network Canada

George J. Manoli

Grades K - 3 : Assignment #2

Theme : Home alone

1. In the drawing below place an 'X' on all the locations that must be locked in order to make this house a secure place.



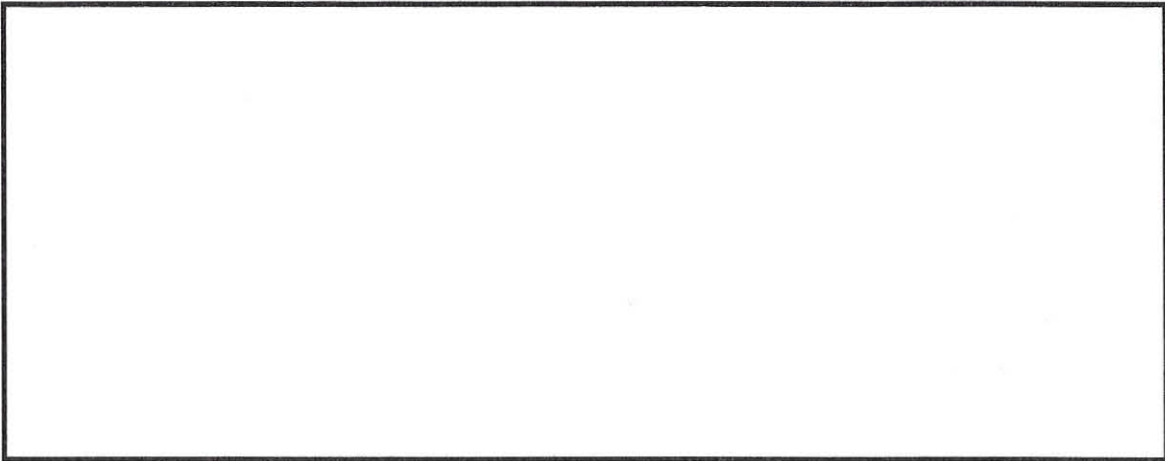
2. If you were left home alone how would you give the impression to someone looking at your house from the outside that several people are actually home? Color the house below so it gives the impression that several people and a guard dog are inside (some ideas for you: lights on, talking or music heard, 'Beware of dog' sign, dog chain & bowl, alarm decal, many boots or shoes can be seen from door window, etc.).



3. If a burglar broke in while you were home alone, it is best to get out of the house rather than hide in the residence. With your mom or dad establish a plan of action in case of fire or home invasion. Plan which doors you will use to get out of the house (in case of fire, make sure to feel the door before opening it and plan where you will all meet or go to once outside). (a) Color the following fire safety tip.

If your clothing caught on fire, remember to
'STOP, DROP & ROLL.'

- b. Make a drawing of the inside of your house showing the emergency escape routes (exits) you would use to run out and get help.



4. Color the following 'when I am home alone' safe tips :

IF THE PHONE RINGS I WILL LET THE
ANSWERING MACHINE HANDLE THE CALL.

I WILL NEVER LET SOMEONE I DO NOT
KNOW INTO THE HOUSE.

Grades 4 - 6 : Assignment #2

Theme : Home alone & Emergency phone numbers

1. Read the following 12 home alone tips. Add one of your own tips at the end of this section.

- a. All doors and windows should remain locked, even when everyone is home. Do you know how to lock and unlock most of the windows and doors in your home? Don't depend on a door chain for security. Keep doors locked.
- b. If the doorbell rings, give the impression you are **NOT** home alone by yelling to an imaginary buddy and saying such things as : "I'll get it dad!" or "Mom can you hold the dog, there is someone knocking at the door." Other ways of creating imaginary buddies is to place a 'beware of dog' sign near the front door, having the TV, radio and lights on in different parts of the house, etc.
- c. When approaching the door it is a good idea to have a cordless phone in your hand. The phone can allow you to contact your next door neighbors informing them of the unexpected visit. If the visitor tries to boot down your front door to get in, you can run away and dial 9-1-1 at the same time. The phone gives you a connection to emergency services which you will need if faced with a home invasion.
- d. Never open the door to anyone you don't expect. Use the peephole or side window first to check out who is there. Talk through the door (Who is it?, What do you want? If you speak a third language now is a good time to use it. If the person can't communicate with you to convince you to open the door, they will go elsewhere to find an easier target). Never open the door to someone you do not know. Don't automatically feel safe if the person at the door is a woman or a police officer.
- e. If a person knocking at the door identifies them self as a police officer and says you must open the door and go with them, remember our three rules: (i) They must be in full uniform including their holstered gun and walkie-talkie; (ii) You must be able to see their marked police car or cruiser (example: MUC Police force, car 15-2, etc.); (iii) You must check with a trusted adult (or next door neighbor if your parents are not home), before going anywhere or doing anything. Don't be fooled with fake badges and uniforms.



Grades 4 - 6 : Student assignment #2



- f. If a person knocking at the door says it's an emergency and they must use the phone - do not let them in. Suggest you make the call for them or direct them to the nearest pay phone in the neighborhood.
 - g. Preprogram your phone to automatically dial 9-1-1, so if you press a selected button it starts dialing immediately. Prepare for emergencies, it is the key to success. The phone can be your salvation in many emergencies.
 - h. When home alone, the answering machine (as well as 'Call Display' features) are your best filtering system for unknown callers.
 - i. Do not give out personal information to people you do not know who call. Never say that you are home alone. Ask them to call back when mom/dad wake up or get out of the shower.
 - j. When you receive a "wrong number call," don't give the caller your name or number. Instead, ask, "What number are you calling?," tell them they have reached the wrong number or there is no one by that name here and hang up.
 - k. Obscene phone calls (heavy breathing, name calling, swearing, etc.) - hang up.
 - l. If trouble arises, dial 9-1-1 or '0' and leave the phone off the hook if you are forced to move due to danger approaching.
 - m. **Add one of your own suggestions which you will share with us in class.**
-

2. The list of emergency telephone numbers on the following page should be photocopied, filled out and posted up near the phone in your home in case an emergency arises.



*Do you know the phone number of a trusted adult and another family living on your street?
Do you know to always take the same route home & the importance of the buddy system?*

EMERGENCY TELEPHONE NUMBERS

- a. My phone No.: ____ - ____ Add.: _____ Postal Code: _____
- b. In case of emergency contact: Name: _____ Tel.: ____ - ____
- c. Mom at work: ____ - ____ Dad at work: ____ - ____ Cellular: ____ - ____
- d. Grandparent(s): _____ Tel.: ____ - ____ Add.: _____
- e. Grandparent(s): _____ Tel.: ____ - ____ Add.: _____
- f. Trusted adult : _____ Tel.: ____ - ____ Work No.: ____ - ____
- g. Friend: _____ Add.: _____ Tel.: ____ - ____
Friend: _____ Add.: _____ Tel.: ____ - ____
Friend: _____ Add.: _____ Tel.: ____ - ____
- h. Neighbor: _____ Add.: _____ Tel.: ____ - ____
- i. Block Parent: _____ Tel.: ____ - ____ Add.: _____
- j. Kid's help line : **1-800-668-6868** CLSC: ____ - ____ Add.: _____
- k. Doctor: _____ Tel.: ____ - ____ Poison control center: _____ - _____
- l. Pediatrician: _____ Tel.: ____ - ____ Add.: _____
- m. School: _____ Tel.: ____ - ____ Add.: _____
- n. Taxi Company: _____ Tel.: ____ - ____

Apartment building dwellers Owner's name: _____ Tel.: ____ - ____

a. Janitor's name: _____ Apt. No. _____ Tel. No.: ____ - ____

Single parents: List the home address & office number of non-resident parent.

- a. Name: _____ Add.: _____ Tel.: ____ - ____
- b. Work Add.: _____ Cel.: ____ - ____ Tel.: ____ - ____
- c. Friend's name: _____ Add.: _____ Tel.: ____ - ____
- d. Other : _____ Add.: _____ Tel.: ____ - ____
- e. Other : _____ Add.: _____ Tel.: ____ - ____

Parent/child activities - Assignment #2

1. *Is your child ready to be left home alone? Here are 6 guidelines;*
 - a. Are they easily spooked ?
 - b. Can they think on their feet ?
 - c. Can they handle small emergencies?
 - d. Are they dependable & responsible?
 - e. Do they screen visitors?
 - f. Do they recognize danger (intuition)?
2. *Before leaving your child alone at home, go through a few trial runs;*
 - a. Let them practice being alone while you are home but unavailable;
 - b. Go on short errands, gradually increasing the time you are gone;

Prepare your child for staying home alone

1. ***Fire : have at least one home fire drill and some kind of escape plan.***
 - a. Make sure your child knows where the exits they must use are located. Point out the best emergency exits to use in each room and alternative escape routes if these exits are blocked or on fire.
 - b. Remind children to stay low while looking for a way out of a smoke filled room in order to facilitate breathing due to the fact that hot air rises.
 - c. Children should be taught to feel an exit door before opening it. If the door is hot or smoke is coming from under it, they should use an alternative route.
 - d. Remind all family members that doors should be closed after leaving any room to prevent fire from spreading.
 - e. If someone's clothing catches on fire, they should know to 'stop, drop and roll.' Stop immediately where they are, drop to the floor and log roll over and over until the fire is out.
 - f. If you live in an apartment building, caution family members against using the elevator in case of fire. They should know the location of fire escapes.
 - g. Instruct your children not to put out the fire themselves. They should try to get out of the house quickly, then attempt to notify 9-1-1.
 - h. In case of fire, inform all family members where to meet outside, such as a nearby tree or house, so that everyone can be accounted for.

2. Home invasion : Instruct children on what to do if they suspect a burglary.

- a. Get out of the house as quickly as possible. Run to a trusted neighbor and call for help if possible.
- b. If they can't get out of the house, instruct them to hide. If they can dial 9-1-1 (informing the dispatcher of the home invasion), leaving the phone off the hook if they sense danger approaching.

3. Review phone procedures - (see 'Home Alone' Assignment p. 130, tips #7 - 12).

- a. *Parent/child activity #1 - Phoning 9-1-1* - Show your child how the phone can be of great help during emergencies. Unplug your real phone and have your child call 9-1-1 or '0.' Play the part of the dispatcher inquiring what the emergency is, what location they are calling from, their name, their address, etc. Instruct your child to give as much information to the dispatcher as possible. Switch roles, teach by example.
- b. *Parent/child activity #2 - Informing 9-1-1* - Pretend to make calls to 9-1-1 but omit to give certain important information to the dispatcher: i.e., "Grandpa just fainted, please send us help right away..."
 - i. Ask your children to tell you what is wrong with that call;
 - ii. How would they improve and correct what was said;
 - iii. Invent an emergency situation and ask them to call for help;
 - iv. Make sure your child knows when and who to call in an emergency.
- c. *Parent/child activity #3 - Personal information over the phone* - To teach your child not to give out personal information to anyone over the phone. Unplug the phone and have a pretend phone conversation between the two of you. In each case presented below, the idea you want to get across is not to answer the question or give out the demanded information, which in itself is a hard concept for children to learn. Always emphasize the positive, gently guiding your child in what should be said. Reassure your child that if the callers are serious about their request, they will call back later. Here are some ideas that have been used in the past:
 - i. Hi. Your mother ordered a magazine subscription and I'm checking out to see if the name and address I have on my work order is correct.
 - ii. This is George delivery department calling to verify if it's okay for us to deliver your package tomorrow at 2 o'clock. Will anyone be home?



- iii. Hi. I'm an old friend of your dad's. We went to school together in Montreal. I'm in town for a few days and I would like it very much to come and visit him. Will the family be home this weekend?

4. Review door answering procedures (see 'Home Alone' p. 129, assignment tips #1 -6).

5. Review basic home alone safety rules - post rules up and review them together;

- a. Establish rules for playing outside, having friends over, doing homework and watching TV;
- b. Instruct child not to use the stove, oven, microwave or climb on things;
- c. Instruct child not to play with matches, knives or other sharp objects;
- d. Instruct child to keep the phone line free in case an emergency takes place and they must be reached.
- e. Go over the chart 'Home alone skills - By grade 5 your child should...' on p. 135.

6. Have children call you routinely at work as soon as they get home from school.

- a. If your child can't reach you at work, make sure they can check in with a trusted neighbor or relative at predetermined times.
- b. Call home as often as you possibly can, or ask the help of a close relative, trusted friend or neighbor to do so for you.
- c. Make sure your child knows who to call when they are lonesome.
- d. Routines are good for your child. Include daily chores and simple tasks. An occupied child is less likely to seek or cause trouble.

7. Latchkey kids - Keep keys out of sight on the street. Stash them, don't flash them.

- a. Don't write your child's name and address on the set of keys they are carrying.
- b. Your child's name should NOT appear on the outside of any of their clothing or personal articles.
- c. If child comes home and finds the door ajar, they should not enter the house. Instead, they should go to a trusted neighbor's house and call for assistance.
- d. As child approaches the house, they should wave and talk to an imaginary person in the house (saying something like "I'll open the door!"), giving the impression that a family member inside the house is waiting for them.

8. Have snacks available and within easy reach - set limits to snacks.
 - a. The available snacks should require no cooking.
 - b. Use plastic cups and plates. Have juice and milk available.
9. First aid kits must be simple and quickly accessible.
 - a. Dr. Michael Weinstock recommends the following 9 items: (i) A first aid manual (which obviously should be read before - not during - an incident); (ii) Syrup of ipecac and activated charcoal (to buffer the effects of certain poisons); (iii) Disposable, instant activating ice bags (to minimize swelling); (iv) Small scissors for cutting tapes and bandages; (v) Tweezers for removing thorns, splinters, etc.; (vi) Gauze pads (2 and 4 inch) as well as rolled gauze in order to dress wounds; (vii) Adhesive tape - to keep gauze pads in place; (viii) Adhesive bandages of various sizes to cover small cuts and scrapes; (ix) Elastic wraps which will support injured joints of the body.

<i>Home alone skills - By Grade 5 your child should... :</i>
1. Know family rules for playing outside, having friends over, homework & watching TV.;
2. Know not to use knives (or other sharp objects), the oven, microwave or matches;
3. Know the family home alone door answering policy - talk through the door, don't open it. <ol style="list-style-type: none"> a. Child should give the impression there are several people home (TV, radio on, etc.); b. Know to use the peep hole or side window to verify who is knocking at the door; c. Have cordless phone in hand or nearby in case assistance is needed;
4. Know the family phone answering policy - be selective about info. given out over phone. <ol style="list-style-type: none"> a. Post emergency telephone numbers near phone, including 9-1-1 & '0'; b. Know what to do & who to contact in case of emergency; c. Know how to operate & filter calls via the answering machine. d. Know at least one neighbor, their phone number & how to use a phone book;
5. Know how to turn on/off if the home security system (if applicable)?
6. Know the purpose of the panic button in your security system?
7. Know what to do if a burglar breaks into the home while home alone;
8. Periodically check either with you or neighbor;
9. Know how to secure the home (family check system) before you leave them alone;
10. Know what to do in case of fire & when police & firemen arrive;
11. Know how to use the emergency kit you have prepared;



***P**arent Assignment #2*

1. Parent reading assignment : Pages 25 - 46.

2. Children assignment :

Gr. K - 3 → p. 127 → Theme : Home alone.

* Task #1: Place an 'X', drawings and collages.

* Task #2: Practice the physical skills covered in class.

* Task #3: Do the parent/child activities if applicable (p. 132).

Gr. 4 - 6 → p. 129 → Theme : Home alone & emergency phone numbers.

* Task #1: Read tips; add suggestions; emergency phone No.

* Task #2: Practice the physical skills covered in class.

* Task #3: Do the parent/child activities & tips : p. 132.

* Task #4: Verify if by grade 5 your child should know...p. 135

3. Parent verification - please check off what was done at home :

Homework done ☐ Parent/child activities done ☐ Physical skills done /reviewed ☐

Parent signature : _____ Comments, suggestions or questions: _____



Visual resources available : (a) The National Film Board of Canada has an educational sexual abuse prevention video called "Feeling Yes, Feeling No." (b) The Scouts of America have developed age-appropriate educational videos for youths that many believe are the best presentations of their kind: "It Happened To Me" and "A Time To Tell" which discuss the warning signs of pedophilia and encourage boys to "yell and tell." You can contact the Scouts Canada for further assistance ☎ (514) 683-3004. (c) Nelson Canada has produced a safety and crime prevention educational program and video series called 'Never Be A Victim,' teaching life skills for a safer community, available for rental at certain public libraries. (d) If you have questions about what steps to take or how to go about getting certain literature, videos, etc., you could also contact 'The Missing Children's Network Canada,' ☎ (514) 843-4333, or Mr. Manoli, ☎ (514) 328-4683.