

Living Well Safe and Free WORKSHOP #4

Safety at Home & in the Community

Wisconsin Living Well adapted these materials from the Green Mountain Self-Advocates' Stay Safe Curriculum

Materials Needed:

- Presentation flip chart paper and markers
- Copies of "Got NetSmartz" Handout: www.missingkids.org/netsmartz/resources#tipsheets
- Computer, projector and speakers
- Copies of "Are You In The Know" handout
- Copies of "Using the Internet Safely" handout
- Copy of "Internet Safety What If Situations" for the instructors
- Copy of "911 Basics" for the instructors
- Copies of "Using 911" handout
- Copies of "Do you call 911? And What do you Say?" handout
- Community Safety Tips for instructors (read before class to prepare)

This class teaches people to:

- Comprehend the importance of keeping their home a safe place.
- Learn the basic rules while utilizing the Internet to prevent victimization, hurting others or getting into trouble.
- Participants will demonstrate their knowledge of when to use 911 and know how to use 911.
- Participants will be able to identify safe and unsafe places and people.
- Participants will identify the personal necessities that they need to have in the community (ID, cell phone, cash, wallet, etc.) and demonstrate how to keep their personal necessities secure.

Open the Class by Explaining:

It is important for people to learn how to stay safe in their own homes and know how to avoid bringing danger into their homes. People should also know how to get emergency help if the need arises. It should be stressed with participants that 911 is only for emergencies that are presently happening.

Activity 1: Keeping Your Home Safe

Step 1: Brainstorm with participants a list of ways that they can feel safe inside their homes. Point out that home can be a house, an apartment or their own room in a house. Use markers to record their ideas on a flip chart.

Step 2: Ask participants to describe why these are the most important things to do to keep you safe when at home. Make sure participants describe what to do if they don't have a peephole, or bolt lock, and/or curtains.

Step 3: Go through the following "What Do You Do If?" situations with participants. Staying Safe At Home... What If Situations

What do you do if.....?

1. Someone comes to your door and says that their car just broke down in front of your house. They explain that they need to call a tow truck and can they use your phone.
2. You are in the house alone, it is dark outside and you forgot to close your curtains. As you walk over to close the curtains you notice that someone is looking in the window.
3. Someone comes to the door and says they are lost and is this where Tom lives? You don't know a Tom. They want you to let them in.
4. You forgot to lock the door. You are sitting watching television and a total stranger, who has obviously been drinking, walks right in.
5. Someone is pounding on your door and yelling for you to let them in. The person is yelling, "There has been an accident and we need your help."
6. There's a knock at your door. You don't have a peephole so you ask who's here. The guy says it's Dominos and he has your pizza. You didn't order pizza!
7. You are at home by yourself and you hear lots of sirens go by your house.
8. You just moved into a new apartment on the ground floor and you don't have any curtains and it's getting pretty dark outside.

Activity 2: Internet Safety

Step 1: Hand out the "Got NetSmartz" handout and discuss each tip safety tip with the group.

Step 2: Select and play some of the videos from the NetSmartz website: www.missingkids.org/netsmartz/videos. After each video, have a group discussion about what is happening and how the situations could be avoided. Stress with the group that here are numerous ways to get in trouble on the Internet. Not just giving out private information and getting together

with someone, but also if they are stalking someone else on the Internet or are engaging in conversations and/or websites that are not appropriate. It should also be noted that any site they visit can be monitored, and sites like child pornography are against the law to visit and you can get in trouble with the law for visiting that site or engaging in sending or receiving such material.

Step 3: Use the worksheet called “Are You in the Know” and have participants work in small groups to answer the questions. Bring group back together and have each group report to the whole class their answers to the questions.

Wrap Up Discussion:

You can choose to do one or both of these:

- Hand out “Using the Internet Safely”. Instructor should read the questions/statements aloud while participants are following along. Ask the participants to write their answers on the paper. Go through and discuss answers at the end.
- Read aloud the situations from the “Internet Safety What If Situations” document. Discuss each “What If” situation as a group. Call on people to describe what they would do.

Activity 4: Using 911

Step 1: Ask the group about their experiences and knowledge about using 911 (when to use it, what to say, etc).

Step 2: Watch the 911 PSA Video: [www.youtube.com/watch?v= ZHoRUqnABQ](http://www.youtube.com/watch?v=ZHoRUqnABQ)

Step 3: Read through and discuss some of the essential information found in the “911 Basics” document

Step 4: Handout copies of the “Using 911” handout. Ask people to take turns reading each scenario and ask people to circle the situations when they would call 911. Discuss and clarify as much as needed.

Step 5: Role Play of 911 Situations using the 911 Script below and the “Do You Call 911 and What Do You Say” handout. The Instructor acts as the 911 operator or dispatcher utilizing the script that the 911 operator or dispatcher uses. Stress with participants that they will not be as calm, cool and collected in a real emergency as they are in a mock classroom situation.

911 Script

By Corporal Gregorio of the Rutland, Vermont Police Department

911 Operator/Dispatcher: “Hello, this is 911 what is your emergency?”

Caller: (answers) _____

911 Operator/Dispatcher: “Who are you and where are you?” (At this time)

Caller: (answers) _____

911 Operator/Dispatcher: Asks follow-up questions related to the callers answers: Who? What? Where? Why?”

Caller: (answers) _____

Remind the callers to:

- (1) Stay on the line until told to hang up
- (2) Speak very clearly to the 911 operator/dispatcher
- (3) Remain calm, carefully listen and answer the questions

Move into the next section of the class by explaining: People with disabilities can become easy targets so it is important to know how to be safe in their community. This involves learning basic rules of safety and knowing when it is appropriate to “No/Go and Tell”. *Reflect on some of the information from the Community Safety Tips for instructors document.*

Explain that people with disabilities have many supports available to them but it is important for them to identify one or two support people who can be called upon at any time to assist them.

Reinforce throughout the class ways they can be safe, including:

- *Checking first or telling somewhere you are going
- *Taking a friend or going with someone
- *Telling your support person if something happens
- *Always staying strong, smart and safe

Activity 5: Safe/Unsafe People and Places

Step 1: On presentation paper, do a brainstorm with the group of unsafe places. Discuss with the group why these are unsafe places. For example; they are isolated areas with very few people around. The more isolated you are the more unsafe you are.

Step 2: Then brainstorm a list of safe places in your area. Point out that there are more people around these areas therefore they are safer places.

Step 3: Discuss with participants what feelings they have when they are in an uncomfortable situation. Lead them into the discussion that when they get that nervous feeling in their stomachs that that “feeling” is telling them something IS NOT RIGHT. Have people come up with situations where they have felt this feeling in their stomach where something isn’t quite right. Write these situations on a flip chart paper.

Review these situations and reinforce with the group that when they feel this way they are in an unsafe situation. Keep this list for use at a later time with the students.

Step 4: Remind participants of the the “NO/GO” strategy from the Communication workshop – review it if necessary. Reinforce with the group the “Walking Tall, Looking Strong” as part of the “NO/GO” strategy.

Talk through the following No and Go Situations. Ask participants how they would respond:

1. If someone asks you to do drugs
2. If someone gives you a bag and you don’t know what is in it
3. If someone gives you alcohol you don’t want
4. If someone wants you to steal something from a store
5. If a stranger asks you what time it is
6. If you walk in a dark, unlit place and a person you don’t know comes up to you
7. If someone is forcing sex or inappropriately touches you
8. If I am in someone’s house and I see a mirror, razor blade, and white stuff on a table
9. Someone you don’t know offers you a ride
10. If someone asks you to take something from a store for them
11. If someone you don’t know asks to see your ID

Activity 6: Keeping Your Necessities Safe

Step 1: As a group, discuss what you need to take with you when you go out (these may be written on the flip chart or chalkboard) realizing the two most important things are your ID and money.

Step 2: Instructors act out the following situation: One person acts like they are walking down the street carrying a shoulder bag on one shoulder. The other person pretends to be a robber and takes the bag easily off the shoulder of the other person.

Process with the group how if the female had been carrying the shoulder bag cross body rather than on one shoulder it would have made it more difficult for the thief to take the bag.

Step 3: Act out another scenario whereby a person is carrying his wallet in a back open pocket. The robber walks behind and take the wallet out of the pocket. Again discuss with the group that the safer place a person to carry a wallet is in their front pocket or in a secure side leg pocket.

Step 4: Talk with the group about how people should never:

- show cash when you are showing your ID
- share your ID with someone you don't know
- "flash your cash around" (someone may follow and take your money)

Invite personal stories of robbery of personal items in public.