

Overview

In this lesson, students will learn to communicate with their

Grown-up by **Checking First** prior to: opening a door, going outside to play, helping someone older, and taking

a ride in a car. Students will learn this skill through song and role-play.

Discussion

Today we are going to learn how to **Check First**.

Demonstrate to the students the **Check First** sign: make a fist in front of you with bent elbow as you bend your knees slightly (“check”), then raise your arm and point your index finger in the air (“first”). Do this hand movement every time you say **Check First** throughout the lesson.

*Let me ask some questions. If you want to take paints out to play with, should you **Check First** with your **Grown-up**? (Yes.) If you want to have that yummy cake that is sitting on the kitchen counter before dinner, should you **Check First** with your **Grown-up**? (Yes)*

Here are some other suggestions to begin the discussion:

- *If you want to go swimming, should you **Check First** with your **Grown-up**?*
- *What should you do if you wanted to dig into a bowl of candy?*
- *What should you do if you want to play a new game on the Ipad/tablet?*
- *What should you do if your neighbor asks you for help with baking cookies?*
- *What should you do if an adult comes into your classroom and asks you to come help them in the hallway?*
- *What should you do if your mom’s best friend asks you to take a ride in her new car?*

Explain that even if we know somebody well, we still need to **Check First** with our **Grown-up** in charge to make sure it is okay.



ROLE-PLAY: KNOCK AT THE DOOR

Show the Check First Picture #1: Answering the Door Picture

What is happening in this picture? (Accept answers.) There is someone knocking on the door. Should the boy answer the door or should the Grown-up answer the door? Which is the Safest and Smartest Choice? (The Grown-up should answer the door.)

Set up the guidelines for the role-play.

- Remind the students about the importance of their cooperation and participation as members of the audience. They need to listen so that they can help their friends make **Safe and Smart Choices**. Include several students for each role-play so that everyone gets a chance to participate.
- Discuss the role-play first while the students are still seated.

*Your **Grown-up** is in the laundry room with the noisy machine going. You hear someone knock on the door. Your **Grown-up** can't hear the knock.*

*Let's talk about the **Safe and Smart** choice to do:*

- *Do you look out the window? (No)*
- *Do you climb on a chair and look out the peephole? (No)*
- *Do you say, "Who is it?" (No)*
- *Do you go to your **Grown-up** and use your **Safety Voice** to **Check First**? (Yes)*

Choose a few volunteers to be playing in the family room. Choose one student to be the door knocker and tell them their role. For example, door knockers may be a pizza delivery person, a package delivery person, or a neighbor.

Have the students take their places. Have the door knocker student stand off to the side close to something they can use to knock on. **The KidSafe instructor (the Grown-up in the role-play)** takes a place off to the side and pretends to be busy in the laundry room.

Direct the door knocker student to knock, but not to say who they are until the **Grown-up** and the kids ask, “Who is it?”

KNOCK!

Students should now run over to their **Grown-up** in the laundry room and tell them they heard a knock.

Students: “We heard a knock at the door, can we answer it?”

Grown-up: Did you go to see who it is? (The children’s answer should be, “NO! We came to **Check First** with you!”)

Grown-up: You made a **Safe and Smart Choice** by coming to me. Great job **Checking First!** I didn’t hear the door. Let’s go check together to see who it is.

Grown-up and children walk over to the door. **Grown-up Checks First** by looking out the window or the peephole and then they all can ask, “Who is it?” (Have the door knocker now say who they are as directed at the start of the role-play.) If the **Grown-up** is comfortable with who is at the door, then they can decide to open the door.

Role-Play: Before Going Outside to Play



Show the Check First Picture #2: Going Outside to Play

- Discuss the role-play first while the students are still seated:
- Your **Grown-up** is busy in the kitchen. You look out the window and see your friends playing. You want to go outside and play with your friends.
- Should the boy just go outside to play? (No)
- Should the boy **Check First** with his Grown-up? (Yes)
- What is the **Safest and Smartest Choice**? (Go **Check First** with your **Grown-up** to see if you can go outside to play with your friends.)

Choose a few volunteers (3-4) to play the friends outside playing. Choose one child to look out the window. Instructor plays the parent in the home.

- **KidSafe instructor plays the parent in the home.**
- **Classroom teacher plays the Grown-up outside watching the friends.**



TIP

Include at least one role-play variation where the **Grown-up** does not feel it is a **Safe and Smart Choice** to open the door. (For example: if she didn’t order pizza, wasn’t expecting a package, does not know the person, etc.) Explain to the students that even **Grown-ups** need to **Check First** and then decide if they want to open the door. **Grown-ups** need to be sure to **Check First** and make **Safe and Smart Choices**, too.



Student: My friends are playing outside. Can I go out to play?

Grown-up: You made a **Safe and Smart Choice** by coming to me to **Check First!**

Grown-up and child pretend to go outside to join the group of friends.

Now, let's pretend that your Grown-up has to go back inside. Can you stay outside with the Grown-up / neighbor? (Only if your Grown-up **Checks First** to make sure it is OK.

Grown-up says to other adult (who she knows well): Hi, Eliza. Isa/Juan would like to play. Will you keep an eye on her/him while I go inside for a few minutes?

Neighbor: Sure!

Grown-up turns to their child and says: Isa/Juan, while I am in the house, who is your Grown-up in charge?

Student: Miss Eliza!

Grown-up: Excellent!

(In this role-play, include a variation where now is not a good time to go out and play. The the Grown-up says, "Thanks for **Checking First**, but now is not a good time.")

FOR FURTHER LEARNING



Additional ROLE-PLAYS

The following additional role-plays offer a variety of scenarios that can be used in the classroom to reinforce the Check First lesson. Consider creating scenarios relevant to your students.

- You're playing a game online and a picture pops up that is not a part of your game. Do you click on it? (You will get mixed responses.) What is the **Safest and Smartest** thing to do? (**Check First.**) Practice having the students go to their **Grown-up**, use their **Safety Voice**, and show them the picture. This is the **Safest and Smartest Choice**. Teach children never to click on pop ups.
- Aiesha and Madison are waiting to be picked up after school. Madison's mom arrives first, and says that she is going to take Madison out for ice cream.

She asks Aiesha if she would like to go with them.. What should Aiesha do? (**Check First.**) Practice having the student **Check First** with the teacher in charge. The teacher will need to call Aiesha's **Grown-up** to **Check First**. This is the **Safest and Smartest Choice**.

- Jackson is at the park with his babysitter. Who is the Grown-up in charge? He sees kids playing soccer at the field. He wants to go to the soccer field to play. What should Jackson do? (Check First.) Who should he **Check First** with? Practice having the student Check First with his babysitter. This is the **Safest and Smartest Choice**.

Closing Statement

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*Today we learned how to **Check First** with our **Grown-ups** so they always know where we are and what we are doing. Our Grown-ups help us make Safe and Smart Choices.*