

McGruff's Self-Care Alert

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Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

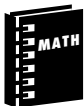
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

McGruff's Self-Care Alert

THEMES

McGruff's Self-Care Alert introduces students to the individual development theme of personal responsibility, while encouraging the acquisition of critical thinking and decision-making skills. The program provides students with practical information to help them protect themselves when they are without adult supervision.

OVERVIEW

In this program, McGruff The Crime Dog gives students advice on how to protect themselves from crime while they are without adult supervision. Students will gain self confidence as they learn self-care skills, including: planning their route between home and school, avoiding short cuts and selecting a safe place, such as a McGruff House, to go to in an emergency. Students will learn some critical thinking and decision-making skills. They will learn how to secure their home, check in with their parent(s) by phone and follow a routine to keep themselves safe and occupied until an adult arrives. In addition, they will understand how to deal with visitors and in-coming telephone calls when home alone, as well as the importance of not tying up the phone. The program shows how and when to use the 9-1-1 emergency system. The importance of smoke detectors and the use of home escape routes are also addressed.

Note: Laws vary from state to state regarding the age at which children can be left home alone. Students younger than that age will benefit from the confidence-building skills taught through this program and will gain in preparation for the time that they will be left on their own.

OBJECTIVES

- ▶ To teach students how to look after themselves and their surroundings while they are without adult supervision.
- ▶ To promote the use of critical thinking and decision-making skills.
- ▶ To build students' positive self-image by showing them how to act responsibly.
- ▶ To help students enjoy their time alone.
- ▶ To demonstrate how to handle feelings of loneliness or boredom.
- ▶ To introduce the 9-1-1 emergency telephone number and its proper use.

INTRODUCTION TO THE PROGRAM

To prepare students for *McGruff's Self-Care Alert*, ask the following questions:

When you are going to be home alone, are there any special rules that you and your parent(s) or caregiver(s) have agreed on for that situation? What are some of the things that you do, or do not do, when you are home alone?

Encourage students to share some of the "house rules" their families have established to govern their activities when home alone.

INTRODUCTION TO VOCABULARY

Vocabulary used in *McGruff's Self-Care Alert* includes the terms assume, check in, emergency, emergency phone numbers, escape route, responsible, route, routine, secure, suspicious.

To ensure that all students understand these terms in the context of this program, write them on the board and pronounce each one aloud. Explain that these terms are used in the program, *McGruff's Self-Care Alert*. Ask students to offer definitions of the words. Write their responses on the board. Then divide the class into small groups and assign some of the terms to each group. Ask them to find out the meaning of their terms and report their information to the class. Have students compare their own definitions to those from the dictionary.

DISCUSSION IDEAS

Explain to students that in the video they are about to see *McGruff The Crime Dog* will show them how six different students handle the responsibility of being home alone. Ask the group how often any of them are at home alone. Do they ever feel lonely, frightened or bored? How do they handle those feelings? How would they handle an emergency if they were by themselves at home?

FOCUS

Ask students to think about how the practical steps to self-care illustrated in the program apply to situations when they are without adult supervision. Tell them to watch also for the conscious choices the students in the program make regarding the right thing to do.

JUMP RIGHT IN

HOW TO USE THE *MCGRUFF'S SELF-CARE ALERT* AIMS TEACHING MODULE

Preparation

- ▶ Read *McGruff's Self-Care Alert* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *MCGRUFF'S SELF-CARE ALERT*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *McGruff's Self-Care Alert* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *MCGRUFF'S SELF-CARE ALERT*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary**, **Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the **Test** to assess students' comprehension of what they have learned and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409

SUGGESTED ACTIVITIES

In the Newsroom

Invite a representative of your local law enforcement's crime prevention bureau to give a presentation about children in self-care and personal responsibility. Determine in advance that the officer would be willing to be interviewed by student reporters. Ask for student volunteers to take on the roles of reporters by paying special attention during the officer's presentation and interviewing him/her afterward. Following their interviews, have students form small groups, assigning a student reporter to each group. Have the groups present the information acquired during their officer interviews in the form of a television news report. The reporter from each group can serve as anchorperson, while other students create drawings or locate other illustrations to use in their presentation. If video equipment is available, you may wish to tape the news reports for review at a later time.



60-120 Minutes

Critical Thinking/Connection to Health and Guidance

In the video, Maria and her mother have worked out a routine for Maria to follow after school. Her activities help her keep from being bored or lonely while waiting for her mother to arrive home. Students in self-care who lack self-care skills and self esteem may find themselves influenced by peer pressure to experiment with such things as smoking, using alcohol and other drugs, or becoming involved in vandalism or sexual intimacy. Ask students to consider how their peers' arguments in favor of these activities can be met through the strength of their personal conviction and personal responsibility. Ask them to make notes of ways to say "no" to peer pressure, then hold a group discussion to air their ideas.



30 Minutes

Hands On

In the video, Robert and his friend Keith discussed the 9-1-1 emergency reporting system used in many parts of the country. Discuss with the class how the 9-1-1 system works, what constitutes a "real emergency," other sources of help for situations that do not require use of the 9-1-1 system. Ask for volunteers to role play the part of someone calling 9-1-1 to report an emergency situation and the part of the 9-1-1 operator questioning the caller regarding the nature of the emergency. Following each role play, have the rest of the class critique the "performance."



30 Minutes

Hands On

Jason and Karen, the brother and sister in the video, knew how to correctly deal with phone calls and visitors when home alone. Have students form small groups and role play: (a.) phone callers who ask to speak to their parent(s) or care-giver(s); (b.) a person who comes to the door asking for their mom, dad or care-giver. After the role plays, discuss the basic do's and don'ts of these situations and some ways to avoid letting outsiders know you're home alone.



30 Minutes

Writing

Ask students to write a paragraph from the viewpoint of a boy or girl their age who is in self-care. He/she walks to and from school each day with his/her younger school-age brother and a friend from class. After school each day he/she and the brother are alone together at home until their parent arrives from work. Have students describe what the student and his/her brother do to keep occupied and to keep their home secure while they are there without adult supervision.



20 Minutes

Meeting Individual Needs/Link to the World

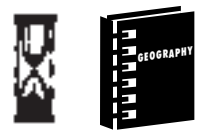
For a practical exercise in planning routes to various destinations, take the class on a short walking field trip to a nearby park, the public library, or other locale familiar to the students. Ask them to observe closely the route they are taking, telling them they are to create a map of the route when they have finished their expedition. Along the way, point out alleyways, vacant lots or other short cuts and discuss why taking them is a bad idea, even though they might save time. As the group nears an intersection, ask them what they would do if they saw some gang members standing around at the other side of the intersection on their side of the street. What if someone in a car stopped and offered them a ride? If someone frightened them or made them feel uncomfortable, where along your route are appropriate "safe places" to go for help? After a short break at the park or other destination, retrace the same route back to school. Have students draw maps using street names and adding in any short cuts or hazards noted along the way. Ask for volunteers to share their maps and thoughts about the exercise.



90 Minutes

Connection to Geography and to History

To plot out their routes between home and school, students have many specific landmarks and street names to note on their hand-drawn maps. Have students form small groups to research and discuss the exploration and map making of individuals from history who did not have such modern conveniences, such as members of the Lewis and Clark expedition of 1804-1806. Have them describe the roles of the cartographer and surveyor. Ask for volunteers to share their findings with the class.



60 Minutes

Connection to Health and Nutrition

Using the food pyramid and a cookbook for children such as the *American Heart Association Kids' Cookbook* (Time Books/Random House), the *Young Chef's Nutrition Guide and Cookbook*, by Carolyn Moore, Ph.D., Mimi Kerr and Robert Shulman, M.D. (Barrons) or *My First Cookbook*, by Rena Coyle (Workman Publishing) make a list of healthful after-school snacks that students can easily fix for themselves. As feasible, have students form small groups and prepare several snacks, utilizing ingredients from each level of the food pyramid. Have the group sample all the snacks and vote for their favorite. Distribute copies of the recipes tested.



60 Minutes

Critical Thinking/Writing

Your students may have already begun making plans for their futures in terms of considering college and career choices. Ask them to think how taking responsibility for themselves in various ways will be necessary in order to achieve the goals they have set. Have the group write short paragraphs and ask for volunteers to share with the class. Follow with a group discussion.



30 Minutes

Culminating Activity

Arrange the class into four groups. Assign each group one of the self-care topics from the video: (a.) walking home from school; (b.) controlling loneliness and boredom; (c.) using the telephone and handling people who come to the door; (d.) what to do in case of an emergency and using the 9-1-1 emergency reporting system. Have each group summarize what they learned about their topic from the video. Then let each group outline the most important facts about their topic and present their summaries to the class.



30 Minutes

VOCABULARY

The vocabulary words listed below are from McGruff's Self-Care Alert. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. Then use each word in a sentence.

- | | | | |
|-----------------|----------------|--------------|----------------------------|
| a. assume | b. check in | c. emergency | d. emergency phone numbers |
| e. escape route | f. responsible | g. route | h. routine |
| i. secure | j. suspicious | | |

_____ The path that someone follows from one place to another, such as from home to school. This typically is something like: North on Washington Avenue to Elm Street; East on Elm to Randall Boulevard; North on Randall to the school. _____

_____ Safe, free of danger. _____

_____ To take something for granted or to believe something without checking for proof. _____

_____ Untrustworthy; the hint that something may be wrong. _____

_____ The path that you and your parent(s) or care-giver(s) have planned to get quickly out of your home in case of a fire. _____

_____ To phone your parent or care-giver when you arrive home to let them know you got there safely. _____

_____ A schedule for performing duties and other activities such as homework, chores, recreational activities. Students and their care-giver(s) create these to schedule the students' time alone. _____

_____ A life- or property-threatening situation that must be dealt with immediately, such as a house fire, or someone who is badly injured. _____

_____ Being capable of making knowledgeable decisions and acting in a reliable, dependable manner. Numbers such as 9-1-1, the police, sheriffs, fire department. These should be posted on or right next to the telephone. _____

CHECKING COMPREHENSION

Read the paragraphs below. Circle the letter of the word or phrase that best completes each sentence.

Students in self-care spend some time without adult supervision. This requires that they _____ **1** _____ for themselves. For students who walk to school it's a good idea to _____ **2** _____ with their parent(s) or care-giver(s.) When walking anywhere it is important to _____ **3** _____ like alleys or vacant lots. Taking one may seem like it would save time, but such places can be dangerous. Never get into a vehicle with anyone or go somewhere with anybody unless _____ **4** _____ .

If a student arrives home and sees something that doesn't look right, like an open door or a broken window, he or she should _____ **5** _____. After going into their home, students should _____ **6** _____ .

Having _____ **7** _____ when they are home alone will help students stay occupied and fight off loneliness.

The fire department, police and 9-1-1 are some _____ **8** _____ that should be posted on or next to the telephone. If someone phones or comes to the door when students are home alone it's important to _____ **9** _____ .

Planning and practicing a/an _____ **10** _____ will help students and their families get out of their home safely in case of a fire.

- | | |
|--|---|
| 1. a. feel sorry | 6. a. turn on the television |
| b. be responsible | b. lock the door |
| c. do laundry | c. check in with their parent |
| d. earn a living | d. answers "b" and "c" |
| 2. a. have fun | 7. a. nothing to do |
| b. talk | b. too much to do |
| c. plan their route | c. a routine of things to do |
| d. eat dinner | d. a snack |
| 3. a. avoid taking short-cuts | 8. a. career choices |
| b. know the short-cuts | b. city services |
| c. try different routes | c. friends of McGruff |
| d. run through areas | d. emergency numbers |
| 4. a. they seem nice | 9. a. be polite |
| b. they threaten you | b. tell them when your parent will arrive home |
| c. your parent have given their okay first | c. not let on that you are home alone; |
| d. they offer you something you want | d. invite them to come inside & wait for your parent. |
| 5. a. not go inside; phone 9-1-1 or the police | 10. a. escape route |
| b. go in and see if anything is wrong inside | b. dance routine |
| c. go in and call his/her parent(s) | c. alibi |
| d. ask a neighbor to go in with them | d. emergency |

WORD SEARCH PUZZLE

This word search puzzle contains vocabulary terms from *McGruff's Self-Care Alert*. The words may overlap each other and may be arranged horizontally, vertically, diagonally or backward. First read each vocabulary definition then write the appropriate word in the blank. After that, find each in the word search.

j	x	d	a	s	s	u	m	e	g	r	e	w	q
c	v	b	w	p	x	m	d	s	l	c	m	t	r
e	x	g	w	g	t	h	j	k	r	p	e	n	e
s	c	c	h	e	c	k	i	n	v	n	r	b	s
c	q	w	y	f	d	s	n	b	c	v	g	m	p
a	w	r	w	y	r	o	u	t	e	k	e		o
p	b	s	o	m	g	t	r	q	y	z	n	w	n
e	p	f	f	u	r	g	c	m	k	p	c	f	s
r	n	s	m	k	t	h	m	f	r	w	y	b	i
o	t	e	v	c	s	l	d	w	f	z	x	c	b
u	d	c	s	x	y	m	n	v	r	c	t	y	l
t	w	u	x	v	c	w	k	e	b	w	p	r	e
e	p	r	t	r	w	s	p	q	m	c	w	x	s
p	w	e	w	s	u	s	p	i	c	i	o	u	s

WORD BANKassume
responsiblecheck in
routeemergency
routineescape route
secureMcGruff
suspicious

_____ Safe, free of danger.

_____ Untrustworthy; the hint that something may be wrong.

_____ The path that you and your parent(s) have planned to get quickly out of your home in case of a fire.

_____ The Crime Dog

_____ To phone your parent when you arrive home to let them know you got there safely.

_____ The path that someone follows from one place to another, such as from home to school.

_____ A schedule for performing duties and other activities such as homework, chores, recreational activities.

_____ A life- or property-threatening situation that must be dealt with immediately.

_____ To take something for granted or to believe something without checking for proof.

_____ Being capable of making knowledgeable decisions and acting in a reliable manner.

IMPORTANT NUMBERS TO KEEP NEAR THE PHONE!

Fill in your address and important telephone numbers. Tape or pin up near your home phone.

Our Address: _____

Cross Streets: _____

Our Telephone Number, with Area Code: _____

Work Phone Numbers: _____

Neighbor's Name & Phone Number: _____

Family Friend who lives or works nearby: _____

School: _____

Fire Department: _____

Police: _____

Doctor: _____

Paramedics: _____

Poison Control Center: _____

Emergency Help: 9-1-1 or Operator.

Dial the 0 (ZERO) for the Operator.

SO I'LL BE HOME ALONE ... DO I KNOW ...

- ▶ How to call 9-1-1 or my area's emergency number?
- ▶ How to give the address of my home in case of an emergency?
- ▶ How to reach a parent, care-giver or neighbor to tell them I'm home?
- ▶ How to use the door and window locks and the alarm system?
- ▶ How to answer the door or phone when I am home alone? Tell them that mom, dad or other care-giver can't come to the door or answer the phone right now.
- ▶ What's a safe place for a door key? Keep it inside a shirt pocket or sock, not under a mat or on a ledge.
- ▶ How to escape from our home in case of fire?
- ▶ Not to go into an empty house or apartment if things don't look right -- for instance, if the door is open, a window is broken, or a screen is ripped?
- ▶ Never to accept gifts or rides from people my parent(s) or care-giver(s) and I don't know and trust?
- ▶ To let someone know if something makes me feel unsafe?

Before I stay home alone, I will go over this list with a parent or care-giver to make sure we agree on the answers.

CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right.

- | | |
|----------------------------|---|
| a. assume | To phone your parent or care-giver when you arrive home to let them know you got there safely. |
| b. check in | Safe, free of danger. |
| c. emergency | The path that someone follows from one place to another, such as from home to school. This typically is something like: North on Washington Avenue to Elm Street; East on Elm to Randall Boulevard; North on Randall to the school. |
| d. emergency phone numbers | Untrustworthy; the hint that something may be wrong. |
| e. escape route | To take something for granted or to believe something without checking for proof. |
| f. responsible | A life- or property-threatening situation that must be dealt with immediately, such as a house fire, or someone who is badly injured. |
| g. route | The path that you and your parent(s) or care-giver(s) have planned to get quickly out of your home in case of a fire. |
| h. routine | Being capable of making knowledgeable decisions and acting in a reliable, dependable manner. |
| i. secure | Numbers such as 9-1-1, the police, sheriffs, fire department. These should be posted on or right next to the telephone. |
| j. suspicious | A schedule for performing duties and other activities such as homework, chores, recreational activities. Students and their care-giver(s) create these to schedule the students' time alone. |

TEST

Write a sentence, fill in the blank or circle the letter for the correct answer to each question.

1. Michael, the boy in the video, walks to and from school. What are some of the things he is cautious about? _____

2. What does Michael do before entering his home? _____

3. What does he do after he unlocks the door and goes inside?

- a. he plays video games
- b. he locks the door and checks that other doors and windows are locked
- c. he phones his mom to let her know he's home
- d. answers "b" and "c"

4. Maria is home alone after school until her mother arrives from work. How does she avoid being lonely or bored?

- a. she participates in after-school activities at school
- b. she follows a routine that she and her mom set up
- c. she makes a quick phone call to a friend
- d. all the above

TEST (CONTINUED)

5. When Karen and Jason are home alone and someone phones asking for their mom or dad, they:
- a. tell the caller their parents aren't home but they'll take a message
 - b. pretend their parents are at home but can't come to the phone; offer to take a message
 - c. hang up on the caller
 - d. tell the caller their parents aren't home and invite them to come over and wait
6. If someone comes to the door and you're home alone, what should you do? _____
-
7. Robert is prepared to deal with an emergency if one happens when he is home alone. What would he do?
- a. call 9-1-1 (or other local emergency number) if it's an emergency like a fire, a serious injury, or someone trying to break in
 - b. stay on the phone with the emergency phone operator, fire department, police or other emergency service until the person on the other end tells him to hang up
 - c. use the escape route worked out with his family to exit the house in case of fire and go to the neighbor's house to use the phone. He would not call from his own house.
 - d. all the above.
8. Why is it important to have only short phone conversations when you're home alone? _____
-

TEST (CONTINUED)

9. Being in self-care allows students to take on personal responsibility. Make a brief list of some things for which you enjoy being responsible. _____

10. McGruff The Crime Dog wants students to learn self-care skills and take responsibility for themselves because then they can

- a. give him dog biscuits
- b. do their homework
- c. wear a trenchcoat
- d. take a bite out of crime

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

Crime Prevention: It's Elementary

McGruff On Dangerous Strangers

McGruff and Drug-Free Kids

McGruff's Drug Alert

The McGruff Files: People Different But Alike

McGruff's Gang Alert

McGruff on the Law: Bicycles and Pedestrians

McGruff's Guide to Personal Safety

McGruff On Gun Safety

McGruff On Halloween

McGruff On Personal Property

McGruff on Self-Protection: Preventing Child Abuse and Neglect

McGruff on Vandalism

ANSWER KEY for page 18

VOCABULARY

The vocabulary words listed below are from McGruff's Self-Care Alert. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. Then use each word in a sentence.

- | | | | |
|-----------------|----------------|--------------|----------------------------|
| a. assume | b. check in | c. emergency | d. emergency phone numbers |
| e. escape route | f. responsible | g. route | h. routine |
| i. secure | j. suspicious | | |

g The path that someone follows from one place to another, such as from home to school. This typically is something like: North on Washington Avenue to Elm Street; East on Elm to Randall Boulevard; North on Randall to the school.

i Safe, free of danger.

a To take something for granted or to believe something without checking for proof.

i Untrustworthy; the hint that something may be wrong.

e The path that you and your parent(s) or care-giver(s) have planned to get quickly out of your home in case of a fire.

b To phone your parent or care-giver when you arrive home to let them know you got there safely.

h A schedule for performing duties and other activities such as homework, chores, recreational activities. Students and their care-giver(s) create these to schedule the students' time alone.

c A life- or property-threatening situation that must be dealt with immediately, such as a house fire, or someone who is badly injured.

f Being capable of making knowledgeable decisions and acting in a reliable, dependable manner. Numbers such as 9-1-1, the police, sheriffs, fire department. These should be posted on or right next to the telephone.

STUDENTS' SENTENCES WILL VARY. ACCEPT ANY THAT DEMONSTRATE UNDERSTANDING.

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the paragraphs below. Circle the letter of the word or phrase that best completes each sentence.

Students in self-care spend some time without adult supervision. This requires that they _____ **1** _____ for themselves. For students who walk to school it's a good idea to _____ **2** _____ with their parent(s) or care-giver(s.) When walking anywhere it is important to _____ **3** _____ like alleys or vacant lots. Taking one may seem like it would save time, but such places can be dangerous. Never get into a vehicle with anyone or go somewhere with anybody unless _____ **4** _____.

If a student arrives home and sees something that doesn't look right, like an open door or a broken window, he or she should _____ **5** _____. After going into their home, students should _____ **6** _____.

Having _____ **7** _____ when they are home alone will help students stay occupied and fight off loneliness.

The fire department, police and 9-1-1 are some _____ **8** _____ that should be posted on or next to the telephone. If someone phones or comes to the door when students are home alone it's important to _____ **9** _____.

Planning and practicing a/an _____ **10** _____ will help students and their families get out of their home safely in case of a fire.

- | | |
|--|---|
| 1. a. feel sorry
<input checked="" type="radio"/> b. be responsible
c. do laundry
d. earn a living | 6. a. turn on the television
b. lock the door
<input checked="" type="radio"/> c. check in with their parent
d. answers "b" and "c" |
| 2. a. have fun
b. talk
<input checked="" type="radio"/> c. plan their route
d. eat dinner | 7. a. nothing to do
b. too much to do
<input checked="" type="radio"/> c. a routine of things to do
d. a snack |
| 3. <input checked="" type="radio"/> a. avoid taking short-cuts
b. know the short-cuts
c. try different routes
d. run through areas | 8. a. career choices
b. city services
c. friends of McGruff
<input checked="" type="radio"/> d. emergency numbers |
| 4. a. they seem nice
b. they threaten you
<input checked="" type="radio"/> c. your parent have given their okay first
d. they offer you something you want | 9. a. be polite
b. tell them when your parent will arrive home
<input checked="" type="radio"/> c. not let on that you are home alone;
d. invite them to come inside & wait for your parent. |
| 5. <input checked="" type="radio"/> a. not go inside; phone 9-1-1 or the police
b. go in and see if anything is wrong inside
c. go in and call his/her parent(s)
d. ask a neighbor to go in with them | 10. <input checked="" type="radio"/> a. escape route
b. dance routine
c. alibi
d. emergency |

ANSWER KEY for page 20

WORD SEARCH PUZZLE

This word search puzzle contains vocabulary terms from *McGruff's Self-Care Alert*. The words may overlap each other and may be arranged horizontally, vertically, diagonally or backward. First read each vocabulary definition then write the appropriate word in the blank. After that, find each in the word search.

j	x	d	a	s	s	u	m	e	g	r	e	w	q
c	v	b	w	p	x	m	d	s	l	c	m	t	r
e	x	g	w	g	t	h	j	k	r	p	e	n	e
s	c	c	h	e	c	k	i	n	v	n	r	b	s
c	q	w	y	f	d	s	n	b	c	v	g	m	p
a	w	r	w	y	r	o	u	t	e	k	e		
p	b	s	o	m	g	t	r	q	y	z	n	w	n
e	p	f	f	u	r	g	c	m	k	p	c	f	s
r	n	s	m	k	t	h	m	f	r	w	y	b	i
o	t	e	v	c	s	l	d	w	f	z	x	c	b
u	d	c	s	x	y	m	n	v	r	c	t	y	l
t	w	u	x	v	c	w	k	e	b	w	p	r	e
e	p	r	t	r	w	s	p	q	m	c	w	x	s
p	w	e	w	s	u	s	p	i	c	i	o	u	s

WORD BANK

assume
responsible

check in
route

emergency
routine

escape route
secure

McGruff
suspicious

Secure

Safe, free of danger.

Suspicious

Untrustworthy; the hint that something may be wrong.

Escape Route

The path that you and your parent(s) have planned to get quickly out of your home in case of a fire.

McGruff

The Crime Dog

Check In

To phone your parent when you arrive home to let them know you got there safely.

Route

The path that someone follows from one place to another, such as from home to school.

Routine

A schedule for performing duties and other activities such as homework, chores, recreational activities.

Emergency

A life- or property-threatening situation that must be dealt with immediately.

Assume

To take something for granted or to believe something without checking for proof.

Responsible

Being capable of making knowledgeable decisions and acting in a reliable manner.

ANSWER KEY for page 21

IMPORTANT NUMBERS TO KEEP NEAR THE PHONE!

Fill in your address and important telephone numbers. Tape or pin up near your home phone.

SELF-HELP ACTIVITY SHEET. STUDENTS MAY COMPLETE MOST OR ALL INFORMATION IN CLASS, THEN TAKE HOME.

Our Address: _____

Cross Streets: _____

Our Telephone Number, with Area Code: _____

Work Phone Numbers: _____

Neighbor's Name & Phone Number: _____

Family Friend who lives or works nearby: _____

School: _____

Fire Department: _____

Police: _____

Doctor: _____

Paramedics: _____

Poison Control Center: _____

Emergency Help: 9-1-1 or Operator.

Dial the 0 (ZERO) for the Operator.

ANSWER KEY for page 22

SO I'LL BE HOME ALONE ... DO I KNOW ...

STUDENTS' LEVEL OF CERTAINTY ON THIS INFORMATION WILL VARY. USE AS BASIS OF GROUP DISCUSSION TO GET CONSENSUS.

NOTE: BE CAREFUL NOT TO ALLOW STUDENTS TO TELL ANYONE THE CODE NUMBER FOR THEIR HOME ALARM SYSTEM. IF THEIR FAMILY HIDES DOOR KEYS ON THE PROPERTY, MAKE SURE STUDENTS DO NOT REVEAL THOSE HIDING PLACES.

- ▶ How to call 9-1-1 or my area's emergency number?
- ▶ How to give the address of my home in case of an emergency?
- ▶ How to reach a parent, care-giver or neighbor to tell them I'm home?
- ▶ How to use the door and window locks and the alarm system?
- ▶ How to answer the door or phone when I am home alone? Tell them that mom, dad or other care-giver can't come to the door or answer the phone right now.
- ▶ What's a safe place for a door key? Keep it inside a shirt pocket or sock, not under a mat or on a ledge.
- ▶ How to escape from our home in case of fire?
- ▶ Not to go into an empty house or apartment if things don't look right -- for instance, if the door is open, a window is broken, or a screen is ripped?
- ▶ Never to accept gifts or rides from people my parent(s) or care-giver(s) and I don't know and trust?
- ▶ To let someone know if something makes me feel unsafe?
- ▶ ***Before I stay home alone, I will go over this list with a parent or care-giver to make sure we agree on the answers.***

ANSWER KEY for page 23

CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right.

a. assume	To phone your parent or care-giver when you arrive home to let them know you got there safely.
b. check in	Safe, free of danger.
c. emergency	The path that someone follows from one place to another, such as from home to school. This typically is something like: North on Washington Avenue to Elm Street; East on Elm to Randall Boulevard; North on Randall to the school.
d. emergency phone numbers	Untrustworthy; the hint that something may be wrong.
e. escape route	To take something for granted or to believe something without checking for proof.
f. responsible	A life- or property-threatening situation that must be dealt with immediately, such as a house fire, or someone who is badly injured.
g. route	The path that you and your parent(s) or care-giver(s) have planned to get quickly out of your home in case of a fire.
h. routine	Being capable of making knowledgeable decisions and acting in a reliable, dependable manner.
i. secure	Numbers such as 9-1-1, the police, sheriffs, fire department. These should be posted on or right next to the telephone.
j. suspicious	A schedule for performing duties and other activities such as homework, chores, recreational activities. Students and their care-giver(s) create these to schedule the students' time alone.

ANSWER KEY for page 24

TEST

Write a sentence, fill in the blank or circle the letter for the correct answer to each question.

1. Michael, the boy in the video, walks to and from school. What are some of the things he is cautious about? HE WALKS WITH A FRIEND AND FOLLOWS A ROUTE WORKED OUT WITH HIS MOM; HE AVOIDS SHORT CUTS, STRANGERS AND GANG MEMBERS.

2. What does Michael do before entering his home? HE CHECKS IT OVER TO MAKE SURE IT'S SECURE -- NO OPEN DOORS, BROKEN WINDOWS, TORN SCREENS OR ANYTHING ELSE THAT DOES NOT LOOK RIGHT.

3. What does he do after he unlocks the door and goes inside?
 - a. he plays video games
 - b. he locks the door and checks that other doors and windows are locked
 - c. he phones his mom to let her know he's home
 - d. answers "b" and "c"

4. Maria is home alone after school until her mother arrives from work. How does she avoid being lonely or bored?
 - a. she participates in after-school activities at school
 - b. she follows a routine that she and her mom set up
 - c. she makes a quick phone call to a friend
 - d. all the above

ANSWER KEY for page 25

TEST (CONTINUED)

5. When Karen and Jason are home alone and someone phones asking for their mom or dad, they:
- a. tell the caller their parents aren't home but they'll take a message
 - b. pretend their parents are at home but can't come to the phone; offer to take a message
 - c. hang up on the caller
 - d. tell the caller their parents aren't home and invite them to come over and wait
6. If someone comes to the door and you're home alone, what should you do? DO NOT LET THEM KNOW YOU'RE ALONE -- TELL THEM YOUR PARENT(S)/CARE-GIVER(S) CAN'T COME TO THE DOOR RIGHT THEN; DO NOT OPEN THE DOOR; TALK TO THEM THROUGH IT; IF THEY HAVE A PACKAGE OR OTHER DELIVERY TELL THEM TO LEAVE IT OUTSIDE; IF THEY NEED A SIGNATURE, TELL THEM TO LEAVE A NOTICE SO YOUR PARENT/CARE-GIVER CAN CONTACT THEM LATER.
7. Robert is prepared to deal with an emergency if one happens when he is home alone. What would he do?
- a. call 9-1-1 (or other local emergency number) if it's an emergency like a fire, a serious injury, or someone trying to break in
 - b. stay on the phone with the emergency phone operator, fire department, police or other emergency service until the person on the other end tells him to hang up
 - c. use the escape route worked out with his family to exit the house in case of fire and go to the neighbor's house to use the phone. He would not call from his own house.
 - d. all the above.
8. Why is it important to have only short phone conversations when you're home alone? TO KEEP THE PHONE LINE FREE IN CASE OF AN EMERGENCY.

ANSWER KEY for page 26

TEST (CONTINUED)

9. Being in self-care allows students to take on personal responsibility. Make a brief list of some things for which you enjoy being responsible. ANSWERS WILL VARY.
10. McGruff The Crime Dog wants students to learn self-care skills and take responsibility for themselves because then they can
- a. give him dog biscuits
 - b. do their homework
 - c. wear a trenchcoat
 - d. take a bite out of crime