

Skills Training for Community Engagement Modules

Module 1 — Safety

Lesson 1: What is Safety?

Lesson Objective: In this activity, participants will explore what personal safety means.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none">• Worksheets, pencil/pens for each participant• Paper/whiteboard to record participant responses
Lesson Preparation	<ul style="list-style-type: none">• Print exercise “Why is Personal Safety Important?” in document for class work.• Print “Personal Safety” Exercise7 in document for class work.• Review/Print answer keys for staff.• Prepare for discussions around unsafe situations in your personal life.
Lesson Details	<p>Lesson Introduction:</p> <p>Record participant answers on Paper/whiteboard.</p> <ol style="list-style-type: none">1. ASK: What does it mean to be or feel safe? One definition is: “being free from emotional harm”2. ASK: What do you think “personal safety” means? Depending on the answers, let them know that “Personal safety is the practice of protecting oneself from harm and danger by being aware of your surroundings, taking precautions to avoid risky situations, and empowering yourself to handle possible conflicts or dangers.3. ASK: What do you think “safety skills” are? One definition is: “Things you learn to keep yourself safe from harm, injury, or danger in different situations.” It can help you at home, in the community, work/program or when talking to someone.4. ASK: The group to answer with thumbs up [yes] or thumbs down [no] if they would:<ul style="list-style-type: none">• Agree to meet someone they have never seen.• Go sky diving• Jaywalk while looking at their phone• Run to catch the train or bus• Walk by themselves late at night in a dimly lit location• Yell in another person’s face• Go swimming with alligators

	<p>5. ASK: What do these activities have in common? What emotions might you feel in each of these situations? (talk about feeling scared).</p> <p>6. What might be unsafe or uncomfortable about these activities? (you could fall while running, you could be hit by a car if not paying attention, someone could hurt you if you yell at them, etc.</p>
<p>Lesson Details</p>	<p>7. Ask participants to share stories about a time when they personally or someone they knew were in an unsafe situation. What happened? What did they do to address it?</p> <p>8. ASK: How safe do you feel in your community?</p> <p>9. ASK: What are some things that you do to stay safe? At home? On the job/day program? While walking in the community? Are there special things you need to keep in mind? (for example, if you have peanut allergies, night blindness, epilepsy, sleep apnea, allergies to bee stings, etc.).</p> <p>10. ASK: Does anyone here cook at home? What are some things that you do to keep yourself safe when cooking? Responses might include:</p> <ul style="list-style-type: none"> • Wash Your Hands: Before and after handling food. • Supervise When Cooking Food: Never leave the stove unattended. Use a timer when cooking things in the oven so you know when to check it. • Keep Things that Burn Easily Away: Store potholders, towels, and other things that will easily set on fire away from the stove. • Clean Up Spills on the Floor Immediately: to prevent slip and falls. • Keep the Floor Clear: Remove clutter and obstructions to prevent tripping hazards. • Be Aware of Your Surroundings: To avoid accidents. <p>Lesson Exercises:</p> <p>1. Refer to the Why is Personal Safety Important? Exercise directions on worksheet and review answer key if needed. Then hand out the exercise sheet to participants.</p>

	<ol style="list-style-type: none"> 2. After the exercise, discuss what the correct answers were and why. Include a discussion of what information should be kept handy (in your wallet or purse) in case of emergency (identification card, medical info, emergency contact person, address, and so on) and why this is important. 3. Refer to the Personal Safety Exercise directions on worksheet and review answer key if needed. Then hand out the exercise sheet to participants. 4. After the exercise, discuss what the correct answers were and why.
Lesson Reflection	As whole group, or individually, complete the “3-2-1 Review”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

SAFETY — Lesson 1

Why is Personal Safety Important?

Participant Instructions: Why is personal safety important? Over the next several weeks we are going to learn and discuss personal safety topics such as:

- Staying safe in your neighborhood
- Meeting people in your neighborhood
- Understanding what hazards are
- Who do you talk to when you feel unsafe?

Let's prepare by discussing why personal safety is important.

Staff Instructions: Review the overall module and lessons that will be covered over the next several weeks. In order to prepare the participant, ask the following questions and facilitate discussion.

Questions:

1. Why are safety skills important?
2. Where can you use safety skills in the community?
3. What safety skills would you like to work on?

SAFETY — Lesson 1

Why is Personal Safety Important?

— Staff Guide

1. Why are safety skills important?

Response: Record the responses on a flip chart using either words or pictures.

Touch on topics such:

- To develop new skills
- To build independence
- To participate more in their communities
- Maybe prepare for a job in the future

2. Where can you use safety skills in the community?

Response: Record the responses on a flip chart using either words or pictures.

Touch on places such:

- Volunteer jobs
- Adult education classes
- Restaurant or store
- Public bus or walking in the community
- Gym or exercise class
- Jobs (talk about specific jobs if people are working)

3. What safety skills would you like to work on?

Response: Record the responses on a flip chart using either words or pictures. (Use this information to adapt or create new lessons not included in the modules provided)

SAFETY — Lesson 1

Personal Safety Exercise

Staff Instructions: SAY: Let's look at some situations and see if they are safe and unsafe. You each have green colored paper with SAFE written on it, and red paper with UNSAFE written on it. When I tell you the situations hold up the red paper if it is unsafe and the green if it is safe. After each answer **ASK:** What can we do to make this unsafe situation safe. Or "what makes this situation safe?"

1. "I said I would be home by 11 p.m., but I think it will be fine if I stay at this party until midnight, I'll just tell them what I decided when I get home." **SAFE** or **UNSAFE?**
2. "I don't know this neighborhood. Let's all stay together in a group and walk where there are streetlights." **SAFE** or **UNSAFE?**
3. "My cell phone is all charged up. I'll check in with my (parents, staff, etc.) later tonight to let them know where I am." **SAFE** or **UNSAFE?**
4. "Online dating is so much fun! This guy seems a little old for me, but who cares? I'm meeting him tomorrow! I'll go by myself, I'm an adult." **SAFE** or **UNSAFE?**
5. "I forgot my medication that is important for me to not get sick! I don't want to home to get it, so I'll miss it this time." **SAFE** or **UNSAFE?**
6. "OH NO! A car accident just happened! I'll call 911 to let someone know. I don't think I should get too close." **SAFE** or **UNSAFE?**
7. "Hmmm...this email from someone I don't know says I just won \$10,000! It says I must give them my bank credit card number so they can deposit my prize. I'm so lucky!!!" **SAFE** or **UNSAFE?**
8. "I'm sad and none of my friends are around. I had such a bad day, and nothing seemed to be going right. I feel like talking to someone. I'll give my Aunt Linda a call and talk with her. She is such a good listener." **SAFE** or **UNSAFE?**
9. "The food at the party looks so good. I'll ask if anything has shrimp. I'm allergic and I don't want to go to the hospital" **SAFE** or **UNSAFE?**
10. "I told the staff I was going across the street for my lunch, but it's such a beautiful day. I'll take a walk to the park, they'll never know" **SAFE** or **UNSAFE?**

SAFETY — Lesson 1

Personal Safety Exercise — Staff Guide

1. **Unsafe** (Your family or housemates may worry if you are not at home at the time you said you would be. Part of being responsible is letting people know where you will be.)
2. **Safe** (Safety in numbers, always better to be in a well-lit area)
3. **Safe** (You can make calls in case of an emergency or change in plans. It is a good idea to make sure your cell phone is charged and working prior to leaving the house. You could also bring a charger. If you lose your phone, you could ask a local business to let you use theirs)
4. **Unsafe** (This could be a scam. A scam is a dishonest plan to gain money of something else of value from a person by lying or stealing. The girl is already suspicious of the online person)
5. **Unsafe** (Discuss that some medications are very important, like an asthma inhaler)
6. **Safe** (This incident should be left to the emergency workers)
7. **Unsafe** (See definition of scam on #4)
8. **Safe** (Depressed but making a good choice. Let the group know that feeling sad is different from being sad and may not mean that you are depressed. It is a natural feeling as a response to something. What's important is speaking about it with someone you trust if you want to and when you want to.)
9. **Safe** (Being aware of food allergies and taking the time to ask)
10. **Unsafe** (The person should let their staff know where they are going)

SAFETY — Lesson 1

3-2-1 Review: What is Safety?

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community or at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Safety, Lesson 2: Dangers Around You and Staying Safe:

Lesson Objective: In this activity, participants will learn what a danger or safety hazard is how to identify dangers or safety hazards, and what to do when they encounter it.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none">• Paper/Whiteboard to record participant’s responses.• “Just Another (Danger Free) Day in the Life” Activity sheet.• Towel or large mat/paper to represent water for role play #2.• Fake cash for role play #3
Lesson Preparation	<ul style="list-style-type: none">• Print a copy of Just Another (Danger Free) Day in the Life” Activity sheet for each participant.• Print out and staff guide.
Lesson Details	<p>Lesson Activity:</p> <p>Record participant’s answers on paper/whiteboard.</p> <ol style="list-style-type: none">1. Ask participants to describe the first things they think of when they hear the words “danger” and “safety”.2. Possible definition of danger: “The possibly of suffering harm or injury”. Compare this to the definition of safety: “The condition of being protected from or unlikely to cause danger, risk or injury.”3. Ask the group:<ol style="list-style-type: none">a) What should you do if you’re not sure if something is dangerous?b) What can you do if someone asks you to do something that you feel is not safe?c) Have you ever been to some place that made you feel unsafe?d) Have you ever crossed a road without looking out for cars? <p>Lesson Exercises:</p> <ol style="list-style-type: none">1. Hand out the “Just Another (Danger Free) Day in the Life activity sheet to everyone. Ask the group if anyone knows what a “role play” is. Depending on responses, you can tell participants that role play is pretend, and that the participants who feel comfortable doing so will be acting out these scenarios like they

	<p>act in movies. Ask participants to follow the instructions on the sheet. You can give them the answer key if they need help. Ask for volunteers to play different roles in the activity. If someone isn't comfortable reading out loud, they can take a role that doesn't require speaking or simply share what they would do in that situation.</p>
<p>Lesson Reflections</p>	<p>As a whole group, or as individuals, complete the “3-2-1 Review!”</p>
<p>Lesson Reinforcement</p>	<p>Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.</p>

SAFETY — Lesson 2

Just Another (Danger Free) Day in the Life Activity

Participants Instructions: Watch this role play and say: 1. What the danger is and 2. Then say what the actor should do to make it safe.

Teacher Instructions: Call on participants who are comfortable reading or being in front of the group. Give them roles and explain to them what they are going to do. Read the “action prompts” for each activity. Refer to answer key for correct responses and “takeaways” from each role play.

1. “The Puddle People” Role Play

- **Action prompt:** Walking down hall, you notice a big water spill on floor, maybe leaking out of the bathroom?
- **Setting:** Hallway in a building, next to a bathroom
- **James and Sarah:** People walking down the hall
- **Action:** Walking down the hall you notice a big puddle of water on the floor. It may be leaking out of the bathroom. What should you do???
- **James:** (Walks through water, slips and falls.
- **Sara:** “Oh no! Stay there, James! I will let staff know that you fell.
- **James:** (Starts to get up) Don’t bother, Sara, I don’t need help.
- **What danger can happen:** _____.
- **What can we change to make it safe:** _____.
- **Lesson:** (for staff) - The importance of asking for help when something happens that can lead to injury.

2. “Cross My Heart” Role Play

- **Setting:** a busy street.
- **What’s happening:** **Helen** is looking at her smartphone about to cross the street.
- **Actor 1:** A car going one way
- **Actor 2:** A car going the other way
- **Action prompt:** Helen starts to cross the street without looking up from her phone!

- **What danger can happen:** _____.
- **What can we change to make it safe:** _____.
- **Lesson:** (for staff) - The importance of paying attention to your environment to avoid dangerous situations. Paying attention includes looking both ways before crossing, looking for cars turning, putting your phone away, holding your head up, walking quickly, but don't run.

3. "Money on My Mind" Role Play

- **Action prompt:** Someone walks out of a store after buying a gift. They're counting their money and trying to organize the \$10 bills. They don't notice that someone nearby is watching them. They also don't realize they dropped a \$10 bill on the ground.
- **Setting:** a busy indoor mall
- **Robert:** walking out of store counting his money. He drops a \$10.00 bill by accident.
- **Hillary:** finds the \$10.00 bill.
- **Jeff:** is a person nearby who is watching Robert count his money.
- **What danger can happen:** _____.
- **What can we change to make it safe:** _____.

4. "Money on My Mind 2" Role Play

- **Setting:** a grocery store
- **Action prompt:** The person is at the grocery store and is using a card to pay.
- **Corinne:** They accidentally drop their card.
- **Robert:** Person who finds the card
- **What can Robert do?**
- **What danger can happen?** _____.
- **What can we change to make it safe:** _____.

5. "Gamer Go Time" Role Play

- **Action prompt:** A neighbor asks you to come over and play video games. You don't know the person that well
- **Setting:** The front yard of a house in a neighborhood
- **Paul:** Person in front of their house
- **Fred:** Person who lives three houses down. They just moved in last month.

- **Action:** Fred walks by.
- **Fred:** Hey, my name is Fred; I just moved here Do you like video games?
- **Paul:** Yes.
- **Fred:** Cool! Do you want to come to my house and play PS5?
For staff: Let the participants know that there are two different possible outcomes here; have the group act out both and review the questions below for both possible outcomes.



(1st outcome)

- **Paul:** Sure, let's go! (Paul leaves his front porch and walks down the street with Fred; no one sees him leaving his home)

(2nd outcome)

- **Paul:** Hey, I would like to, but I have to let my family member/staff/roommate, etc. know where I'm going and need to grab my cell phone. Can you wait a minute?"
- **Lesson:** (for staff) – letting other people know where you're going, having a way to contact people – balancing safety with having friends/trying new things, meeting people.

(3rd outcome)

- **Paul:** Yes, I would like to; maybe another time. Can we exchange numbers and I will let you know when I am available?
- **What danger can happen?**
- **What can we change to make it safe?**

SAFETY — Lesson 2

Just Another (Danger Free) Day in the Life Exercise — Staff Guide

1. **“The Puddle People”**: . **What happened?** Water spilled on the floor. Why is that dangerous? Someone could slip and fall. They could be seriously hurt. What should James and Sara do differently? Sara should let staff know about the spill and tell others know to avoid the area until it gets cleaned up. James should let staff know that he fell. Can ask: who do you think handed the situation correctly?
2. **“Cross My Heart”**: **What happened?** Helen was using her phone while walking. **Why is that dangerous?** Helen could get hit by a car. That could hurt her. **What should Helen do differently?** Put her phone away before crossing the street. Stop and look both ways to see if any cars are coming. **Key point: It’s important to pay attention to what’s around you. That helps you stay safe. Cell phones should be kept in a safe place while walking in the community.**
3. **“Money on my Mind”**: **What happened?** Robert was counting his money in public. Hillary saw him drop a \$10 bill and could have kept it. Jeff saw Robert’s money and might try to follow him and take it. **Why is that dangerous?** Someone might steal his money. **What should Robert do differently?** Keep his money in his pocket or wallet. Only count his money in a private place. Do not show his money to strangers. **Key Point:** Once you purchase an item, put your money away in a safe place such as a pocket or wallet right away.
4. **Money on my mind 2**: **What happened?** Corinne drops her card, and Robert picks it up. **Why is that dangerous?** Robert could keep the card and perhaps use the card before Corrine knew she lost it. He can return it to Corinne or to staff at the store. **What should Corinne have done differently?** Make sure she puts her card away safely before doing anything else. **Key point:** Be sure you put important items away before moving on to doing other things. Take your time and pay attention when dealing with money or your cards.

5. **“Gamer Go Team”**: **What happened?** Fred asked Paul to come over and play video games. Fred just moved into the neighborhood and Paul doesn’t know anything about Fred. **Why is that dangerous?** Fred might not be a safe person. He could want something other than just playing games. If something bad happens, no one would know where Paul is or how to help him. **What should Paul do differently?** Tell someone at home where he is going. Bring a cell phone so he can call or text if needed. **Key Point:** Always let someone know where you are going. Bring a cell phone if you have one so you can stay in touch with people who care about you. It is important to have designated people that are your emergency contact. Teach the people you support to already know their names and have them identified in their phones as Emergency Contact. Easy to find, easy to execute. When emotions are heightened, or hijacked, it is often not easy to use the wise mind. The amygdala forces fight/flight/freeze/fawn.

SAFETY — Lesson 2

3-2-1 Review: Dangers Around You and Staying Safe

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community or at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 3: Staying Safe During an Emergency:

Lesson Objective: In this activity, participants will understand how they can stay safe and be helpful during an emergency.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none">• Paper/Whiteboard for writing down participant responses• Put it All Together Exercise for each participant• Call 911 handout for each participant
Lesson Preparation	<ul style="list-style-type: none">• Print the Pull it All Together Exercise for each participant• Print the Call 911 handout for each participant• Review the Pull it All Together Staff guide
Lesson Details	<p>Lesson Activity:</p> <p>Write participant answers on paper/whiteboard</p> <ol style="list-style-type: none">1. Discuss: What is an emergency? Allow for discussion.2. One good answer is: An emergency is a time when something serious happens and immediate help is needed.3. Examples of emergencies: fires, a car accident, floods, broken glass, fallen electric lines, smoke.4. Let's review the 5 ways to stay safe in an emergency:<ul style="list-style-type: none">• Stay Safe: If you see an emergency (something dangerous), move away from it.• Stay Calm: Take a breath, don't panic• Get Help: ask someone to help you or you can call 911. What is the fastest way to get help? Yell HELP!• Describe the Emergency to get help faster.• Give Information: let the helper or 911 operator know what emergency is happening and where it is happening.• Give Care: If you see someone hurt, you should get help, then stay near the person as long as it's safe. Tell them your name and that help is on the way.5. If you have never called 911 it might be helpful to review the steps. They are:<ul style="list-style-type: none">• Pick up the phone.• Press the numbers 9-1-1• Tell the operator what's wrong

	<ul style="list-style-type: none"> • Give your address or location <p>6. Give everyone a copy of the “Calling 911” handout, which provides a visual guide of the steps to call 911.</p>
	<p>Lesson Exercises:</p> <p>1. Put it All Together Exercise: Staff- read out the scenarios. Ask people to act out the situation and ask them how they would respond to the questions (5 ways to help), Then ask the rest of the group for additional answers. A suggested answer key for staff follows the exercise.</p>
Lesson Reflections	As a whole group, or individually, complete the “3-2-1 Review!”
Lesson Reinforcement	<p>Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities.</p> <p>Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.</p>

SAFETY — Lesson 3

Pull It All Together — Exercise

Participant Instructions: Let's act out an emergency together. Act out what you would do with the questions below (think about the 5 ways to help!)

Staff Instructions: Read the scenario below out loud. You can ask people to act out the situation and their answers to the questions below, and then you can ask the rest of the group for their answers as well.

Situation 1:		
Setting: You are at a park, sitting on a bench.		
What happens? Suddenly you hear a loud crack in the air, and a power line falls from a pole a few feet away.		
How do you...		
Stay Safe in this situation:		Stay Calm:
Get Help:	Give Information:	Give Care:
Situation 2:		
Setting: You are walking with friends.		
What happens? You see a man fall onto the sidewalk in front of you. He is bleeding and looks badly hurt.		
How do you...		
Stay Safe in this situation:		Stay Calm:
Get Help:	Give Information:	Give Care:
Situation 3:		
Setting: You are at the movie theater.		
What happens? The fire alarm goes off		
How do you...		
Stay Safe in this situation:		Stay Calm:
Get Help:	Give Information:	Give Care:

SAFETY — Lesson 3

Put It All Together — Staff Guide

Situation 1

- **Stay Safe:** Move away from the wire
- **Stay Calm:** Don't panic. Take a few breaths before you do anything else.
- **Get Help:** If you have a phone, call 9-1-1 or yell for HELP.
- **Give Information:** If you call 9-1-1, tell the operator your name, where you are, and what the emergency is. If you yell for help, tell the helpers this same information.
- **Give Care:** You can stay within the area of the wire (not too close!) and warn people away from the area.

Situation 2

- **Stay Safe:** Make sure that there is nothing dangerous around you or the man who fell. Did he drop anything that might create another danger?
- **Stay Calm:** Don't panic. Take a few breaths before you do anything else.
- **Get Help:** If you have a phone, call 9-1-1 or yell for HELP!
- **Give Information:** If you call 9-1-1, tell the operator your name, where you are, and what the emergency is. If you yell for help, tell the helpers this same information.
- **Give Care:** You can tell him that you've called 9-1-1 and help is on the way.

Situation 3

- **Stay Safe:** You should walk carefully but quickly to the nearest exit, which might be at the front or back of the theater.
- **Stay Calm:** Don't panic. Take a few breaths before you do anything else.
- **Get Help:** If the alarm is on, you most likely don't need to call help. You can help people if you are able to.
- **Give Information:** If you do call 9-1-1, tell the operator your name, where you are, and what the emergency is. If you yell for help, tell the helpers this same information.

NOTE: You will need to prompt people by reminding them of the example situation in each of the categories above.

SAFETY — Lesson 3



CALLING 911

1



Pick up the phone

2



Dial 9 - 1 - 1

3



Say: "Help! There
is a ____."

4



Say your name

5



Say where you are

6



Stay calm and wait

SAFETY — Lesson 3

3-2-1 Review: Dangers Around You and Staying Safe

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community or at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Safety, Lesson 4: Who Do I Talk to When I Don't Feel Safe?

Lesson Objective: In this activity, participants will develop a list of three people to talk to when they don't feel safe or who can help them with tough and private situations.

Lesson Overview:

<p>Lesson Materials</p>	<ul style="list-style-type: none"> • Paper/whiteboard for writing down participant responses.
<p>Lesson Preparation</p>	<ul style="list-style-type: none"> • Print Helpful or Hurtful Activity sheet for each participant • Print Helpful Friends worksheet for each participant • Prepare for discussion around not feeling safe. Think about times you might have felt unsafe, and if comfortable, share with group. • Think about who you talk with when you feel that way, if comfortable sharing.
<p>Lesson Details</p>	<p>Lesson Activity:</p> <p>Record participant answers on paper/whiteboard</p> <ol style="list-style-type: none"> 1. Discussion: <ul style="list-style-type: none"> • Can you remember a time when you felt scared or upset? • Who did you talk to that helped you feel better and safe? • Did that person help you talk about your problem or help you fix it? 2. Participants will discuss and will identify three people in their lives whom they can seek out. 3. Why is this important: We all need someone to talk to when we have big problems that can make us feel unsafe. That person can help us solve the problem, help us feel safe, and keep our conversation private. We trust that person. They know us well and want to help us. <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Pass out copies of the Helpful or Hurtful? Activity. See directions on sheet. Participants can read sheet and then discuss as a group, or instructor can read out examples to Participants and allow them to react. 2. Pass out the Top Talkers Activity. This activity doesn't need to be shared as a group. If time allows, instructor can work with individual Participants to develop this list of three people who would be helpful to call when they need help. Have individual Participants take sheets home and as them to refer to this list in times of need.

Lesson Reflections	As a whole group, or as individuals, complete the “3-2-1 Review!”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

SAFETY — Lesson 4

Helpful or Hurtful? Activity

Participant Instructions: Imagine yourself talking to a friend in these examples. Is the friend being

HELPFUL or HURTFUL? Are they making you feel bad or good when you talk to them?

Teacher Instructions: Have a group discussion with the passages/prompts below.

Example 1:

- **Me:** “Don’t tell anybody, but I just tried a cigarette for the first time. It made me feel SICK to my stomach and I coughed for hours after...should I tell somebody what happened to me?”
- **Friend:** “Nah! You probably just got a bad cigarette. You should try one of mine.”
- **HELPFUL or HURTFUL?**

Example 2:

- **Me:** “I don’t like my neighbors. They are mean to me.”
- **Friend:** “I am so sorry! How about we make a call together to your Residential or Care Manager to let them know about how you feel? Maybe we can work on making this better together.”
- **HELPFUL or HURTFUL?**

Example 3:

- **Me:** “I can’t ever meet a girlfriend/boyfriend...why don’t people like me?”
- **Friend:** “It’s because you act like a jerk all the time! Bro, chill!”
- **HELPFUL or HURTFUL?**

Example 4:

- **Me:** “I am so mad at my staff! They said that I shouldn’t wear my pajama pants outside. They said that I don’t look nice when I go to my volunteer job, but they’re so comfortable!”
- **Friend:** “I know they’re comfortable. Do other people wear pajama pants at your job? If they don’t, your staff may be right.”
- **HELPFUL or HURTFUL?**

SAFETY — Lesson 4

Helpful Friends Activity

Participant Instructions: Write down the names of three people you trust. They should be people you can talk to if something happens that makes you feel unsafe or worried. This list is just for you. You don't have to show it to anyone.

Staff Instructions: This activity doesn't need to be shared as a group. If time allows, instructor can work with individual participants to develop this list of three people who would be helpful to call when they need help.

Top Talker's Name	How Do You Know Them?	What is the Best Way to Reach this Top Talker?
1.		
2.		
3.		

SAFETY — Lesson 4

3-2-1 Review: Who do I talk to when I don't feel safe

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community or at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

SAFETY — Lesson 4

References

- Mannix, Darlene; *Life Skills Activities for Secondary Students with Special Needs*; p. 415-417; 101-103.
- *Vocational Connections, Unit 6: Entering the Workplace, Lesson 5*
- *How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual Module 5* – Learning the Job and Managing the First 30 Days, Module 5 Lesson 11.
- *How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual Module 5* – Learning the Job and Managing the First 30 Days, Module 4 Lesson 8.
- *Federal Emergency Management Agency, Ready 2 Help Companion Book*, Publication Number 2012, p. 1-6.