**UNIT: PERSONAL SAFETY Grade Level K**

**ACTIVITY: Book: Safety Around Strangers Lesson 3**

Personal/Social Standards:

C: Students will understand safety and survival skills.

Competencies:

PS: C1 Acquire personal safety skills

Indicators:

PS: C1.6 Identify resource people in the school and community and know how to seek their help

PS: C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy

choices

Materials

* Safety Around Strangers by Lucia Raatma
* 3-Step Safety Plan from previous lesson
* Chart paper for T-Chart
* Stranger Safety Posters (included, but optional)

Vocabulary

* stranger - anyone you don’t know
* trust - believe

Gathering

Ask for ideas about *who is a stranger*.

Gather several ideas, and then clarify that “a *stranger* is anyone you don’t know.”

Review Agenda/Before the Lesson

“Most strangers are good, but some strangers can be bad. We can’t tell the difference by how they look. Today we are going to learn about the difference between good and bad strangers and how to be safety smart around all strangers, with the book Safety Around Strangers.”

During the Lesson

Read the book Safety Around Strangers*,* using read-aloud strategies.

* On page 7, help students define someone you *trust as someone you know and believe*.
* On pages 9 and 11, emphasize that the children don’t know those nice looking adults, so they are strangers.
* On page 13, remind students of Officer Buckle’s favorite safety tip: Always stick with your buddy.

Review the 3-Step Safety Plan

* Hold up 3-Step Safety Plan

“When you are not with your family and a stranger wants to give you something or asks you to go somewhere with you, remember the 3-Step Safety Plan: Say NO, Get away, Tell an adult you trust.”

After the Lesson

* Make a T-Chart

“Let’s think more about adults you trust. What does trust mean? (You know and believe them)

Let’s list some adults you trust at school on this side.

Let’s list some adults you trust in your family on this side”

* List 6-8 names

Checking Out What You Learned/Assessment\*

Role play with student; counselor plays the stranger and a second student plays a trusted adult:

* A neighbor you have never met, or barely know asks you to come in his house to look at a new litter of puppies. What would you do?
* A stranger drives up and asks you to come over closer and tell him where McDonald’s is. What would you do?

* A stranger wants to give you candy or money and asks you to go with him or her…use additional role plays from the book. What would you do?

***\*Use Role Plays if time permits; otherwise Assess Learning by using the Closing below***

Closing

Ask students to answer loudly:

* “Can we go with a stranger for just a minute?” (No!)
* “Can we take a small piece of candy?” (No!)
* ‘Can we help them if they really need help?” (No!)
* “What do we do instead?” (Say No!, Get Away, Tell an Adult)

# Say No pic

# 

# Get Away picTell an adult pic