

Lesson Plan Six (3–5)

Essential Question: *When walking alone or with friends, how can you stay safe?*

Safety Tip: **Don't go places alone. Take a friend. Remember to ask permission from the adult in charge before leaving.**

Background Information: Parents often put their child's name on clothing, backpacks, or personal items to make it easier for the child to identify. Although this is well intended, it puts the child on a first name basis with complete strangers. When a child is approached by an adult who knows their first name, the child may not view the person as a stranger. It is safer to use color coded tags to distinguish the child's property from someone else's, or place the child's name in an area where it is not easily observed. According to the NISMART-2 study in approximately 28% of non-family abductions the child was taken or removed by vehicle (pg. 9).

Lesson One - Scenario and Role Play

Estimated Time: 30 minutes

Preparation:

Place - classroom

Participants - one child, one adult

Keywords: dangerous, instinct, stranger, trust, uncomfortable

Dangerous - Something that can hurt you. For the purposes of this discussion it will also refer to someone who can hurt you.

Instinct - Knowing something without learning it.

Stranger - An unknown person. A person you do not know or a person that mom and dad do not know. It can be a man or a woman, a person of any race or any age.

Trust - Believing in the truth of something without knowing it for sure. For the purposes of this discussion it will also refer to someone who will help you and not hurt you.

Uncomfortable - The feeling you get inside when something does not feel right. You may feel angry, scared, or confused.

Instructions: Read the following scenario to the class then discuss the critical thinking questions. Have students come up with a 'safe' exit strategy for the child in the scenario. Ask student volunteers to act out the safety strategy using real life locations when possible.

Scenario

At the end of the school day Katie is walking home alone. A man standing by his car notices Katie's name written across the top of her backpack. The man approaches Katie calling her by name. He says, "Katie, your dad asked me to pick you up from school today." Katie replied, "I don't know you." The man

answered, “I am a friend of your father’s. Your parents had to leave on an emergency and they asked me to pick you up from school. My car is this way.” Katie felt uncomfortable about leaving with the man but gets into his car.

Critical Thinking: Accept any reasonable response. Give positive feedback for participation and correct answers.

- 1. Is it safe to have your name written on items of clothing or on your backpack? (No.) Why?** (It allows someone who does not know you to learn your first name. It is safer to use a symbol or colored tags to distinguish your property from someone else’s. You can also place your name in an area that is not easily observed.)
- 2. How could Katie have been sure the man was sent by her father to pick her up?** (If Katie had a cell phone, she could have called her parents to make sure the man was sent by them. She could have returned to school and asked school officials permission to use the phone to call her parents to check.)
- 3. What may have been a clue to Katie that the man was not sent by her parents?** (A clue may have been when Katie realized she did not know the man.)
- 4. Did Katie’s instinct offer any clues whether or not this was a safe situation? (Yes.) When?** (Katie’s instinct told her it was not a safe situation when she felt uncomfortable about leaving with the man.)

5. **Was it safe for Katie to get into the man's car?** (No.) **Why?** (The man could be a dangerous person. He might hurt or abduct Katie.)
6. **Would it have been safer for Katie to walk home alone or with a friend?** (It would have been safer for Katie to walk home with a friend. Use the buddy system. Walking with a friend allows someone else to know where you are at all times. It can also make walking home more fun.)
7. **Would it have been rude for Katie to refuse to go with the man until she checked with her parents' first?** (No.) **Why?** (It is more important for Katie to stay safe than to worry about being rude.)

Ask students to create a safety strategy for Katie to stay safe. Then ask student volunteers to re-enact the scenario using the strategy.

Lesson Two - Class Activity: Buddy System

Estimated Time: 60 minutes

Preparation:

White construction paper
Crayons or colored pencils
One sheet loose-leaf paper

Purpose - To help emphasize the importance of using the buddy system to maintain personal safety and avoid injury. Instruct students to draw a picture of themselves with their best friend. Ask them to write a story about a day they spent together. (Grade 3 should write one paragraph, grade 4 should write two paragraphs, and grade 5 should write three paragraphs.)

Have them paste their story underneath their picture. Display completed projects in class.

Evaluation Form - Student Workbook page 13

Homework - Word Search - Student Workbook page 12

WORD SEARCH

Safety Tip: **Don't go places alone. Take a friend. Remember to ask permission from the adult in charge before leaving.**

Directions: Find the words in the box below and circle them.

CAR, DAD, FRIENDS, HIT, KICK, MOM, PARENT,
PRINCIPAL, SAFE, SCHOOL, SCREAM, SECRET,
STRANGER, TEACHER, TELL

T	E	A	C	H	E	R	I	R	H	W	Q	B	J
F	P	S	A	P	E	V	K	A	K	I	C	K	D
S	E	P	R	I	N	C	I	P	A	L	A	D	T
L	R	X	U	S	O	Y	D	A	U	O	Y	F	E
D	A	J	M	O	M	X	K	R	E	A	M	S	L
A	T	F	S	O	S	A	F	E	U	T	K	E	T
D	T	R	G	L	E	C	R	N	X	E	T	C	A
N	H	I	T	Y	C	M	E	T	I	L	X	R	Z
M	U	E	K	X	R	P	I	Y	C	L	S	E	W
D	A	N	R	R	E	S	C	H	O	O	L	T	X
D	F	D	O	E	J	L	S	U	A	C	W	N	A
A	Y	S	T	R	A	N	G	E	R	Q	C	O	D
Z	I	C	U	C	S	T	S	C	R	E	A	M	L

