

**Personal and Pedestrian Safety**  
**Lesson Plan—Emerging, Developing**  
**Strangers**

**Instructional Area:**  Leisure  Community  Home Living / Daily Living  
**Ability Level:**  Emerging  Developing  Mastery

**Topic / Skill Outcome:**

- Personal Safety – Strangers

**Learning Area(s):**

- Literacy
- Communication
- Social Studies
- Personal Resource Management

**Purpose of Lesson / Objective:**

- Increase student's understanding of simple safety rules to help prevent inappropriate touch or possible abduction.

**Materials / Equipment / Environment:**

- Written Materials (Book, Pamphlets)
- Video – TV – VCR  
(Refer to Supporting Activities and Materials for specifics)
- Magazines
- Poster Board
- Scissors
- Glue
- Quiet Classroom Environment

**Group Size:** 4 – 6 **Time Required:** 45 minutes – two separate opportunities

**Lesson Procedure:**

1. Week 1: Read a book on strangers and/or safety, view a video on strangers or safety, or have a police officer discuss the concept of strangers and what we need to do to keep ourselves safe.
2. Week 2: Review what a stranger is and what we need to do to keep ourselves safe – then have students involved in various role play situations, to increase their understanding of what would be an appropriate response if they were to be approached by a stranger.

**Carry Over / Related Activities:**

- Invite a children's theatrical company, that has experience presenting information on personal safety (strangers, good touch/bad touch), to your classroom to perform for the students and to heighten their awareness of who is a stranger and what could happen if we interact with them.
- Invite a police officer from your local community or an individual from an advocacy group for individuals with disabilities (e.g., Association for Retarded Citizens – ARC) to come and speak to the students about the importance of stranger awareness and personal safety, and how there are community helpers that can assist us.

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- Take a community outing to a shopping mall. Have students identify who are strangers - anyone they don't know. Then have students indicate whom they might ask for help if a stranger should approach them and where that person would be found/located.

**Supporting Activities / Possible Adaptations:**

- “Run, Yell & Tell”: A Safety Book for Children (A Gentle Approach to Abduction Prevention for Young Children), by Carol Watson – a publication of Missing Children of Minnesota (you can check it out from your local library).
- Other books available from your local library:
  - Being Careful With Strangers, by Kate Petty
  - Be Street Smart! Be Safe!, by Nily Glaser
  - Watch Out for Strangers, by Paul Humphrey
  - Stranger Danger, by Cynthia MacGregor
  - McGruff the Crime Dog materials – available from your local law enforcement agency. OR [www.mcgruff.org](http://www.mcgruff.org)
    - Ideas about staying safe (games, puzzles, stories, tips – including stranger danger and tips for parents (educators))
- Have students point to, or cut out, pictures of appropriate adults who can help them when, and if, a stranger approaches them. Make a poster with the pictures.
- [www.state.ia.us/government/dps/kids/safetypuzzle.htm](http://www.state.ia.us/government/dps/kids/safetypuzzle.htm) - Safety Search Word Find and safety information you need to know.
- [www.safetyadvantage.com](http://www.safetyadvantage.com) – 2,000 plus safety videos.
- Stranger Danger – Playing It Safe Video (talk to your local police department).

**Strategies for Participation:**

- For students who are unable to yell for help, program their voice output communication device to say “HELP!” and/or provide them with a whistle to blow or a bell to ring to get someone's attention.

**Student Reaction / Evaluation:**

- Students want to know that they can feel safe and secure.

**Lesson Support:**

(Introduction – lead in, background information, supporting concepts and activities – curriculum)

- Help the students to define what a stranger is – explain to them that a stranger is anyone they do not know.
- Read a book or view a video about strangers and being safe, to reinforce concepts that the students need to learn and practice.
- Students need to know that some strangers might harm, or hurt them – they could follow them, talk to them or touch them inappropriately – the student needs to run, yell (scream) and get some help.
- Students should know that is safest to use the “buddy system” – always travel with a buddy rather than being alone, it is safer to stay in groups.