

Grade: Kindergarten	Lesson: 4	Topic: Stranger Awareness
Virginia Standards of Learning	K10	
Virginia School Counseling Standards	Kindergarten-Third Grade, Personal/Social Development EA1 EP1	
Materials Needed	• Book: Select a book from the recommended list. • Chart paper or whiteboard and markers. • "My Stranger Awareness Safety Pledge" handout. • Crayons or markers for students.	
Learning Objectives	• Define the characteristics of a stranger. • Apply safety rules in scenarios with strangers. • Explain strategies to be aware and safe with strangers.	
I DO	Introduce yourself.	
	Build a positive relationship with the students by sharing a fun fact about yourself. (For example: your favorite ice cream flavor, your favorite food, or your favorite color, etc.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, "We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will:	
Learning-Ready Reminders	• Keep our bodies in our own space! • Use our quiet voices! • Keep our ears open! • Have our brains ready!"	
Content	Define the word "stranger" and then identify the characteristics of a stranger. Say, "A stranger is anyone you do not know. A stranger might be someone you have seen but do not know their name. A stranger could also be someone your parents do not know. An unsafe stranger may approach you and try to get you to leave your family/babysitter/teacher without asking the adult if it is okay. They may try to trick you by showing you something fun and interesting (like a puppy) or giving you something (like candy). But remember, not all strangers are dangerous. Some are what we call 'safe strangers.' A safe stranger is a community helper who wears a uniform and often has a name tag and helps you when you need them to." Use visual examples (PowerPoint) of a stranger and safe stranger (may include police officers, firefighters, teachers, principals, and other trusted adults in the community).	

	• "You get separated from your parent at the store and see a security officer. What do you do?" • "You're walking home from school, and a neighbor you don't know very well asks you to help them carry groceries into their house. What do you do?" • "You're at the playground, and a person in a uniform (like a maintenance worker) asks you if you've seen a lost dog. What do you do?" • "You're waiting at a bus stop, and a friendly-looking stranger starts a conversation with you. Your bus is late. What do you do?" • "You're at a community event, and a person you haven't met before asks if you can help them find their son. What do you do?"
Conclusion	Create a stranger awareness pledge. After creating and reviewing the list, distribute the "stranger awareness pledge" handout to the students. Have them choose one of the safety rules or strategies and create a drawing that represents that rule or strategy. They should also write their name at the bottom of the page. When students have completed their picture, allow them to share their drawings, explain how they plan to be safe, and make decisions in different situations.

My Stranger Awareness Safety Pledge

Directions: Pick one of the safety rules and draw a picture that shows that rule.



I Drew:

Pledge: "I promise not to talk to strangers, take things, or go with them. I'll stay a safe distance away to be smart and safe every day."

Name:

