

Grade: Two	Lesson: 2	Topic: Stranger Awareness
Virginia Standards of Learning	English: 2.2, 2.3 Health: 2.1, 2.2, 2.3	
Materials Needed	• Stranger awareness pledge handout • Crayons or markers for students • Chart paper or whiteboard and markers	
Learning Objectives	• Define a stranger and an acquaintance. • Explain where strangers are found (including the internet). • List rules and precautions for interacting with strangers. • Discuss plans of action to equip students to stay safe.	
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: • Keep our bodies in our own space! • Use our quiet voices! • Keep our ears open! • Have our brains ready!” Define a stranger and an acquaintance. Say, "Today, we are going to learn about strangers and acquaintances, where you can find them, and how to stay safe when we are around them." “A stranger is someone you don't really know. They can be someone you’ve seen before but don’t know much about, or they can be someone you have never seen before. Most strangers are people that you haven’t met. You are also a stranger to people who have never met you. It's important to be careful and always check with a grown-up before talking to or going anywhere with a stranger." “An acquaintance is someone you have seen before but don’t know very well. They could be people you see often, like the big kids on the bus, the cashier at a store, or friends of your friends, but you haven't become friends with them. You are an acquaintance to someone who doesn’t	

know you well. Some acquaintances we can talk with alone, and some we need to wait for an adult before talking to or going with them. You can ask your parents or teachers which acquaintances are safe to talk to and which ones we should treat as strangers.”

Explain where strangers are found (including the internet).

Say, “Strangers are people you might not know well, and you can find them in different places. They can be in your neighborhood, at school, in the store, or even at the park. You can also find strangers on the internet when you're using a computer, cellphone, or a tablet.”

Also, explain the importance of not giving out your personal information. Say, “It's super important to keep your personal information safe when we're on the computer. That means not telling anyone you haven't met in real life things like your name, address, or phone number. Even if you know their name.”

Introduce the game: "Stranger or Acquaintance?"

Say, "Today, we're going to play a game called 'Am I a Stranger or an Acquaintance?' You'll use your thumbs up for people who are an acquaintance and thumbs down for strangers. We'll go through different scenarios, and you'll show your thumbs to decide. Let's get started:

- The mail carrier who delivers your mail every day.
- You play on the same soccer team, but you haven't spent much time with them outside of practice.
- A person you've never met before at the park.
- You're walking home from school, and a person you don't know offers you a piece of candy.
- Your teacher from last year.
- You're waiting for your parents to pick you up from school, and someone you've never met before says, ‘Come with me; I'll take you home.’
- A new student in your class.
- You're at the store with your family, and a stranger you've never seen before gets too close to you while you're looking at toys and offers to buy them for you.
- You're at the playground, and a person you've never seen before approaches you and asks, ‘Hey, what's your name?’
- Your mom's best friend from high school.”

WE DO Practice	List rules and precautions for interacting with strangers. Next, say, “What should we do if we see a stranger?” Give students a chance to respond. Then use the PowerPoint story (slides 15-20) and discuss ways to stay safe around strangers. The examples will include: • Don’t talk to strangers. • Don’t take anything from a stranger. • Don’t go with a stranger. • Keep a safe distance from a stranger. Define acquaintance safety rules. Using the PowerPoint (slides 21-24), discuss these four safety rules with the class: • Check with a trusted adult. • Don’t share personal information. • Stick to public places. • Trust your feelings. Define safety rules for public places. • If someone does try to touch you, yell “No!”, scream for help, and run away! • Hold your personal possessions close to you. • Avoid public restrooms. If you must use the restroom, make sure you take a buddy. Do not go in alone. • Never go to public places such as malls, movies, parks, or pools alone. Always go with an adult you trust.
Check for Understanding	After reviewing the PowerPoint, use chart paper and write “Rules for Interacting With Strangers”. Have students recall different rules and create a list on chart paper. Ask students where they can find strangers, emphasizing that not all strangers are bad people. • “Where can you find strangers? Everywhere. Your neighborhood, school, park, community event, while taking a walk, and more.” • “Are all strangers bad people? No. Most strangers are just nice people that you haven’t met yet. Remember you are a stranger to other people who don’t know you yet.” • “How do you stay safe while in a public place? Stay safe by talking to your parents about who’s picking you up and from where. Make sure you know when and where to meet them. Don’t ever take rides or things from people you don’t know; say

	'no' and stay far enough away. Stick with your parents, friends, or a group to stay safe!"
YOU DO Check for Understanding	Discuss plans of action to equip students to stay safe. Next, tell the students "We're going to play a fun role-play game to practice staying safe around strangers. In small groups, you'll be acting out different scenarios. One of you will be the child, and the other will be the stranger. Remember to use your strong, assertive voice when you say 'no,' and follow the safety rules we've learned. Let's make sure we all know how to stay safe! • What if a stranger calls out, 'Free toys or ice cream in the parking lot!' What do you do? • You're approached by a stranger when you are alone. What do you do? • You're waiting for your ride, but it's late, and a stranger approaches you. What do you do? • You're alone at a bus stop, and a stranger tries to talk to you. What do you do? • Someone you've never met offers you a ride home from school. What do you do? • A stranger calls out, 'I lost my puppy; can you help me find it?' What do you do? • A uniformed officer asks you for directions. What do you do? • You're walking home, and a stranger in a car pulls up next to you. What do you do? • You're playing at the park, and a person you don't know starts up a conversation with you. What do you do? • A stranger asks you to come closer to their car to see a really cool new toy. What do you do?"
Conclusion	Pass out copies of the "Stranger Awareness Pledge" handout. Instruct students to choose one of the safety rules discussed today and draw a picture depicting that rule in action. To close this lesson, thank the students for being attentive, and congratulate them on prioritizing safety when they encounter strangers and acquaintances. Have them take their drawings home to share with their parent/guardian and discuss what they learned.

Stranger Awareness Pledge:

Directions: Choose one of the safety rules or strategies and write and draw a picture about a scenario that represents that rule or strategy. Once you are finished, sign your name on the line at the bottom of the page.



Draw:

Name: _____