



LESSON 3

STRANGER AWARENESS

Which person is the Stranger? _____

A



B



C



D



E



F



SAFE STRANGER... MOTHER WITH CHILDREN



SAFE STRANGERS



3



Depending on the children's cognitive abilities you may be able to introduce other possible safe strangers such as a cashier, employee, police officer or security guard.

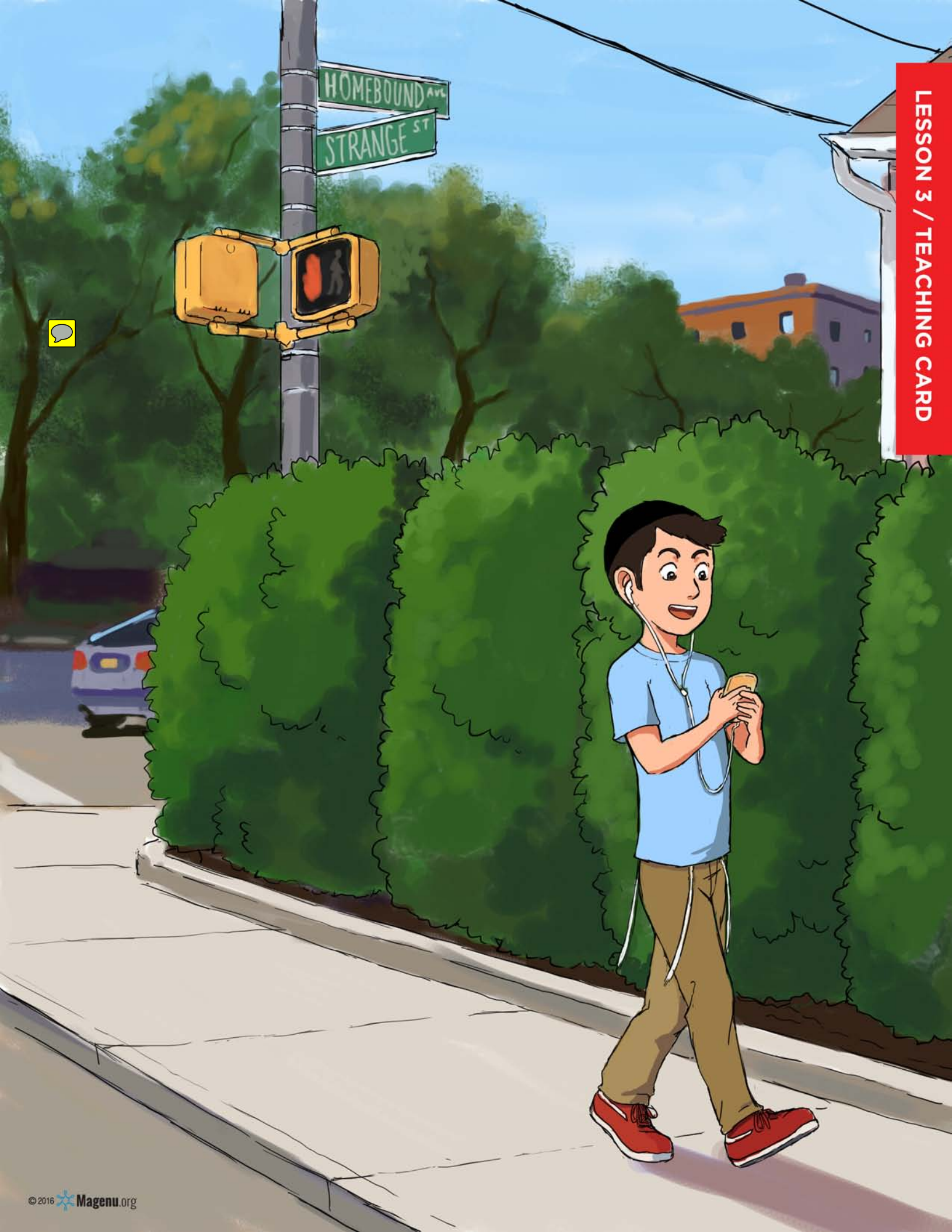
Always make sure to reiterate that we never go anywhere private with this safe stranger. We ask for help in our strong voice and then we stay in a public place.




LESSON 3 / TEACHING CARD

**Daniel got separated from his family.
This nice man offered to help him find them. Should Daniel go with him?
Why? Why not? Are there any SAFE HELPERS he should have asked for help?**





 You are walking and are listening to music. You are enjoying the songs so much and playing games on your device that you take a wrong turn and get lost. What do you do?

Look for a mother with children to ask to point you in the right direction, or find a store to walk into and ask for directions. If there is no one around and you have to knock on someone's door, do not walk into the house. Ask for directions or to use their phone, but never walk into the house. Remember: safe adults will not make you break your safety rules.



 **You are walking home from school when a car pulls over. A nice looking woman asks for help. She is lost and needs directions. What do you do?**

Remember, adults should never be asking children for directions. Do not go near the car. Discuss the concept of safety overriding doing a good deed and respecting adults. If this person is still trying to get you to talk to them or come near them, find a safe stranger: a mother with children walking, a police officer or a cashier in a store and ask for help.



RULES KEEP US SAFE! WHEN WE USE THEM, WE ARE ALL STARS!



PARENT CONNECTION

In today's hectic climate we often overlook the value of the fact that children like to unload by sharing the day's events with their parent/caregiver, even about things that may seem silly. We teach children that TELL is a crucial part of staying safe. Reinforce this concept by taking a few minutes to actively listen to your child describe his/her day, whether it be about how school went, the trip that he/she took, or the play date at a friend's house.

Communication habits start early. It's hard to pay attention when you're doing too many tasks at once, but if you aren't really listening,

1. You miss an opportunity to learn about and teach your child.
2. Your child learns that you don't really listen, so there's no point in talking.

Listen to the little things and your child will trust you with the big things. The message you are conveying when you take the time to really listen is one of love and understanding. "I love you and therefore want to know what is going on in your life. I am interested in who you are as a person and the way you are feeling."

Today we continued by learning about what to do if a child gets separated/lost and needs to ask for help. Finding a SAFE STRANGER is crucial. Students were taught how to identify a Safe Stranger. Most children are under the misconception that a Stranger is a sinister looking person. We dealt with redefining the term stranger so that children are aware that ANYBODY that we don't know is considered a stranger. That means, not only doesn't a stranger need to look like a creepy scary person, but he/she could actually look like anyone. If a child needs help - whether they're lost, being threatened by a bully, or being followed -the safest thing for them to do is to ask a stranger for help. We differentiated between times that a child should NEVER speak to a stranger and times when the child will need to approach a Safe Stranger. We discussed having the confidence to approach a Safe Stranger and using a strong voice to ask for assistance.

We also learned that the safest action to take when lost is to stay in a public area, preferably the last place they remember being with their adult in charge, where there are lots of people, and to never go anywhere, especially into a back room or to the parking lot, even with the Safe Stranger.

Since children may feel uncomfortable talking to someone they do not know or asking for help it's important to role-play different scenarios with them and have them practice using a strong, confident voice. Some children, especially older ones, may also feel they can take care of themselves and are mature enough to figure things out. Use the Stop, Think, Act steps to reinforce reaching out for help when it's needed. Reiterate to your children, even older ones, that statistically the #1 Safe Stranger is a MOM WITH CHILDREN.

