

# *Lesson Plan: News Report Update*

## *Procedure*

### *Introduction*

*The Teacher or Presenter might say:* Today we are going to learn what to do is a stranger comes up to you and asks you for help. Let's say what a stranger is. Your parents or guardians might have told you trust is an important feeling shared by two people. Do you trust your parents? Why? Do you trust your brother or sister? Why or why not? Do you trust your friends? Can you trust a stranger? When you go to the park or playground, do you find strangers there?

We are going to watch a story about a time at the park. I would like you to watch carefully to see what these friends did to stay safe.

### *DVD Presentation*

*The Teacher or Presenter might discuss the following questions:*

- What did Handy do to stay safe?
- What did Lorcan do when the stranger asked her to go with him?
- What did Lorcan have to tell the police officer?

The *Teacher or Presenter* may then call someone up to the front of the room and role play, using descriptors to identify details about the stranger. One student would be the child and one would play the stranger. The child would be encouraged to examine the stranger's physical characteristics such as eye color, hair length and color, age, height and what they are wearing. Students should be able to describe clothing colors and shoe color. The stranger could then step away and the child could describe the stranger to the class. The *Teacher or Presenter* might review the mnemonic, **R-U-N: R-RECOGNIZE** the situation you are in **U**-The situation may be **UNSAFE**; **N-NEVER, NEVER** go anywhere with a person you do not know, neither adult, nor teenager, nor child!

Sing the "*Be Safe!*" song.

### *Homework*

Students bring the song home to practice with parents or guardians.

### *Summary*

If someone you do not know comes up to you, it is important to know what to do. Remember to R-U-N! Go to a trusted adult quickly. Tell them what the stranger looked like.