

Health

5.ICR.1.1

Illustrate the dangers of communicating with unknown individuals.

5.ICR.1.2

Summarize things you can do to seek assistance when encountering a stranger.

Materials Needed:

Computer with Internet access; projector

Fractured Fairytale YouTube Videos (Hansel and Gretel, Little Red Riding Hood, Goldilocks)

Whiteboard

Appendix 1 – Stranger Danger? Danger? Safe?

Focus:

Ask students to share their favorite fairy tales, write responses on the whiteboard.

Ask two to three volunteers to come to front of classroom to retell their favorite fairytale in their own words. For each fairytale presented, ask students about the characters, their motives and the outcomes.

Show class Little Red Riding Hood Fractured Fairytale YouTube video.

Video is 5:32 minutes long. <https://www.youtube.com/watch?v=S3pG0vHrEnE>

Ask students about Little Red Riding Hood's interactions with the "Stranger." What did the wolf do/how did the wolf act?

Ask students to describe different situations or environments where they may interact with strangers (i.e., at the park, school, on the Internet, at the grocery store). Ask students, What are some other dangers (what can happen) as a result of interacting with strangers? Write student responses on the whiteboard.

Ask students if they have ever been confronted by a stranger.

How did they know person was a stranger? How do you know when someone is a stranger? Ask students how they handled the situation? How would/could you handle situations with strangers?

Divide students into groups of two or three. Have them create or develop their own Little Red Riding Hood "Fractured Fairytale" so that the story has a different outcome, in which Little Red Riding Hood deals with the "stranger" differently and safely. Students may use characters from other fairytales to help Little Red Riding Hood.

Students should use the strategies for dealing with strangers from the list on the whiteboard. Have each group present their fairytale to the rest of the class.

Statement of Objectives:

Today we are going to discuss how we can identify potentially dangerous situations both with strangers and people we may know. You will be able to create your own "Fairytale" to describe how you can help Little Red Riding Hood avoid a dangerous situation.

Teacher Input:

Say, "Some of you may have heard of 'Stranger Danger.' Can someone explain what stranger danger is? Sometimes people we know might try to put us in dangerous situations and we all need to be able to have strategies and skills to help us identify potentially dangerous situations and also help us know what to do when we are confronted with a dangerous situation."

A strategy for dealing with strangers is to follow the guide of **"No, Go, Tell**. The first step is to say **NO** to someone who makes you feel uncomfortable. The second step is to **Go** to a safe place (get away from the person). The last step is to **Tell** someone (an adult whom you trust).

Assessment:

For the assessment activity, share scenarios (Appendix 1) and ask students what they would recommend a student to do in those situations. They will need to decide: (1) Is this person a stranger? (2) Is this person's behavior strange? (3) Where can I go that is safe? (4) Whom should I tell?

Closure:

Some of these situations may be scary to even think about. It is important that we talk about these situations so that we know what to do if/when we face a situation like this! Sometimes someone we know is acting strange. That should also be reported to a trusted adult.

Stranger Danger? Danger? Safe?

For each situation, decide: (1) *Is this person a stranger?* (2) *Is this person's behavior strange?* (3) *Where can a student go that is safe?* (4) *Whom should he or she tell?*

<p>#1</p> <p>Kanisha is waiting at the bus stop. A man she has seen in the park stops his car and tells her that his dog has run away. He asks her to help him look for the dog. Kanisha likes dogs and wants to help the man.</p> <p><i>Is the man a stranger?</i></p> <p><i>Is his behavior strange?</i></p> <p><i>Should she get into the car with him?</i></p> <p><i>Where can she go to be safe?</i></p> <p><i>Whom should she tell?</i></p>	<p>#2</p> <p>David is spending the weekend with his aunt and her family. An older cousin shows David pictures of people who are not wearing clothes and are hugging. David does not like seeing those pictures.</p> <p><i>Is the older cousin a stranger?</i></p> <p><i>Is his behavior strange?</i></p> <p><i>What should David say to him?</i></p> <p><i>Where can David go to be safe?</i></p> <p><i>Whom should he tell?</i></p>
<p>#3</p> <p>Lizzie becomes separated from her classmates and teacher on a field trip. She is in the bathroom and an older teen girl begins talking with her and telling her she is pretty. The older girl asks if she can take pictures of Lizzie.</p> <p><i>Is the older girl a stranger?</i></p> <p><i>Is her behavior strange?</i></p> <p><i>What should Lizzie say to her?</i></p> <p><i>Where can Lizzie go to be safe?</i></p> <p><i>Whom should she tell?</i></p>	<p>#4</p> <p>Felipe walks to the store to pick up groceries that his Mom needs for supper. The clerk at the store tells Felipe that he likes to play video games in the back room. He challenges Felipe to a game.</p> <p><i>Is the clerk a stranger?</i></p> <p><i>Is his behavior strange?</i></p> <p><i>What should Felipe say to him?</i></p> <p><i>Where can Felipe go to be safe?</i></p> <p><i>Whom should he tell?</i></p>