**Safe Side Super Chick**

Stranger Safety

**Purpose:**

To educate students on the importance of staying safe from strangers (Don’t Knows).

**Materials:**

Video from Safe Side Super Chick: Stranger Safety <https://www.youtube.com/watch?v=yFma-EnI5UQ>

Application Piece (below)

**Time:**

45-50 minutes (video is 36 minutes, or choose certain parts to shorten the lesson)

**Focus:**

Ask students what the word “safety” means? Have students describe what it means to be safe. Explain that being safe means that you are protecting yourself and others from danger. Tell students they are going to watch a movie starring Safe Side Super Chick and she’s going to tell us all about how to stay safe in a fun way!

**Lesson:**

Show the video

Pause during certain times in the video:

* + Pause at the Ice Cream truck part and ask them, “Can you tell who will hurt you?” Some students might say “yes” but explain that you can’t tell who will hurt you by what someone looks like (compare to the dog), so we just do not talk to Don’t Knows at all.
	+ Pause at the part about Braxton and karate and ask if they think he is strong enough to fight off someone who wants to take him. Have them predict and then talk about the outcome (how they should yell and kick and scream, but they might not be strong enough, so always keep your Safe Side Adult in view)
	+ Pause at the part when the adult is asking the kids to help her find her kitten. Ask students what they would do. Play the part and then pause again and emphasize that Don’t Know Adults will NEVER ask a kid for help. Students can help adults that they know (like teachers), but never Don’t Knows.
	+ In the Rec Center part, pause and fake scream “This is not my mom!” and “This is not my dad!” towards the end of the section with the students. Encourage them to practice that at home with their parents.
	+ Pause during the Kinda Know section and talk about how the children knew those people, but sometimes even people you know can want to hurt children. Only go with Safe Side Adults.

**Closure:**

Give students the application piece to complete and read the questions aloud to the students

* + Encourage students to write people other than Mom and Dad - Mom and Dad are typically built in Safe Side Adults.
	+ The second question, you want students to write (in some form or fashion) “Run and yell/say NO and run and yell.” The key is getting away, not talking to the stranger, and yelling.

Before leaving, ask students to share one thing that they learned from the video. Take about four answers.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Talk to your parents about your three **Safe Side Adults**. Who do you think they will be?

	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What do you do if someone you **DON’T KNOW** asks you to help them with something?

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