

Lesson Plan For Elementary Grades

Step One: Date: _____
Teacher's Name: _____
Grade Level: Grades 3 – 5
Subject: Think First & Stay Safe!

Step Two: Topic: Concept of Luring

Content

- Ways that people try to trick us to make us trust them when we shouldn't trust them or go with them.

Key Vocabulary

- Abduct, kidnap, trickery, force, description, permission, perpetrator
- Pet, search, tempted, uneasy
- Authority, authority figure, obey, badge, F.B.I., contaminated, clergy
- Bribery, reward, tempting, secret, emergency, family plan of action
- Body contact, handcuffs, duct tape
- Curious, confuse, at ease, nametag, distrust, belongings, passersby
- Threat, weapon, verbal threat, commotion, criminal, felony, shortcut, victim

Step Three: Goals

1. To help children recognize when people are trying to trick them.
2. To help children realize it is okay to tell someone about their feelings.
3. To help children use their common sense to avoid harmful situations

Objectives

1. Those who prey on children use specific "lures" to manipulate or entrap them
2. Critical thinking is a strong defense against those who attempt to victimize children.
3. To reassure students that it's okay to sound an alarm when they feel uncomfortable

Materials Needed

- Video: "Luring, What Would You Do?"
- Fishing pole and computer, candy, nametag, stuff animal, duct tape,

Step Four: Methods

10 minutes Introduction

- Review briefly the lesson K-2 with students
- Say: Today we are going to learn about ways "bad weather" people try to trick us into doing things they want us to do and that we don't want to do.
- Say: We will learn ways to prevent being tricked.
- Say: We will learn to 'sound the alarm' when we meet a 'bad weather' person

20 minutes Development

- Display a fishing pole or picture of a fishing pole.
- Ask: How many of you have ever been fishing?
- Ask: What do you use to catch fish? (line, hook, bait)
- Ask: What's another word for bait? (lure)
- Ask: What does a lure do? (attracts and tricks fish into biting the hook)
- Say: that some "bad weather" people use different kinds of tricks to lure children into trusting them and to go places with them.
- Ask: Can you think of some examples of how someone might trick you into trusting or going with them?
- Answers: Asking you to help them to find a pet; promising you something you really want if you go with them; threatening you verbally or with a weapon; telling you there is an emergency; pretending to be your friend
- Ask: Do you think you would be better able to tell who is a "bad weather" people and protect yourself from them if you knew how to recognize a lure was being used on you? (yes)
Display computer or picture of a computer
- Say: Did you know that each one of us has our very own built-in personal computer? What is it? (our brain)
- Say: Your brain is an amazing and powerful tool. Do you think you could use it to protect yourself from "bad weather" people who might try to lure you into dangerous situations? (Yes)
- Ask: Why do we have fire drills in school? (we need to know what to do in case there is ever a fire at the school)
- Ask: Do we feel safer knowing what to do in case there is a fire? (yes)
- Ask: How is learning about being tricked into something we don't like or want to do similar to having a fire drill? (it is information that helps us to protect ourselves, just in case we are ever faced with a dangerous person or situation)
- Display a board with words on one side and blank space for definitions on the other side. List the vocabulary words on the left.
- Ask (as you go down the list) what they think each word means in connection to "bad weather" people

10 Minutes Practice

- Video: "Luring, What Would You Do?"
- Note: Reassure students that the people in the video are actors. No one involved was harmed in any way.

5 minutes Check for Understanding

- Ask: What did you learn from the actors in the video? (name lures)

5 minutes Closure

- Most people we know are safe people to be around.
- Today we are smarter because we have learned how NOT to be tricked!

Step Five: Evaluation

- Did the children learn to recognize the lures presented?