Lesson Plan

School Counselor:	MaryBeth Morris
Lesson Plan Title:	Stranger Danger for First Graders
	☐ Single Classroom Lesson ☐ Unit of Classroom Lessons: Lesson _____ of _____ ☐ Small-Group Session Lessons: Lesson 1 of 1 lesson. 20 minutes each.
Target Audience:	

Evidence Base:

☐ Best Practice *(commonly used and believed to be of high quality)*
☐ Action Research *(individual investigates own practice to improve content/delivery)*
☐ Research-Informed *(a review of research provides foundation for content/delivery)*
☐ Evidence-Based *(highest level of evidence, results published in peer-reviewed journal)*

ASCA Student Standards Targeted:		Student Learning Objectives:
		By the end of this lesson student will be able to identify the definition of a stranger. Students will be able to identify safety of a situation
M&B#	*Mindsets & Behaviors Statement*	*Student Learning Objectives*
B-SMS 6. M 4 B-SS 5.	Ability to identify and overcome barriers Self-confidence in ability to succeed Ethical decision-making and social responsibility	Student(s) will: know the definition of a stranger. Students will be aware of their surroundings and know if they are in danger or not. Students will know if they are making the right choice by saying no to a stranger;

Materials:

Smart board/computer
Booklets and picture cards to play a matching game (yes or no picture cards)
Pencils for the students to write their names
Fun buttons to hand out to students
Flyers to hand out to parents at the beginning of the month
2 story books Berenstien Bears learn about strangers and What if a stranger approaches
Danger zones.

Describe how you will:	
Introduce Lesson Topic/Focus:	https://www.youtube.com/watch?v=92HCKfYakLU To start the lesson, I will introduce this song explaining what to do if a stranger asks what your name is.
Communicate the Lesson Objective:	Identifying what a stranger is.
Teach Content:	Teaching the difference between a stranger and a friend or family member. Reading several book to students. https://www.amazon.com/What-Stranger-Approaches-Danger-Zone/dp/1404870318/ref=sr_1_5?crid=WQYPPC4XUCHT&keywords=stranger+danger+book+for+kids&qid=1665194788&qu=eyJxc2MiOiI0LjIyIiwicXNhIjoiMy45MiIsInFzcCI6IjMuNzIifQ%3D%3D&s=books&sprefix=stranger+danger+book+for+kids%2Cstripbooks%2C128&sr=1-5 Second Book: https://www.amazon.com/Berenstain-Bears-Learn-About-Strangers/dp/0394873343/ref=sr_1_1?crid=3QXWIAIXXKGZY&keywords=berenstain+bears+strangers&qid=1665194959&qu=eyJxc2MiOiIxLjMyIiwicXNhIjoiMC45NiIsInFzcCI6IjAuNjYifQ%3D%3D&s=books&sprefix=bearinsteing+bears+stranger%2Cstripbooks%2C293&sr=1-1
Practice Content:	Handing out the books and pictures. Going over each picture and having a student match up the picture with the picture on the book. For example, this man is asking you what your name is. Do we say what our name is yes or no? Then the student will put the yes or no picture. The next question. Is your mom a stranger yes, or no? The student will place the yes or no picture.
Summarize/Close:	Reviewing identify a stranger, what we do if a stranger approach us, do we speak to strangers. Each student will receive a fun button for participating and answering questions correctly.

Data Collection Plan – *For multiple lessons in a unit, complete this section only once for the unit.*	
Participation Data Plan:	
Anticipated number of students:	Small group lessons: 5-10 students
Planned length of lesson(s):	30-45 minutes

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post-Assessment items are:

1. yes or no responses is a way to evaluate what the students know
2. Understanding if it's okay or not to speak to a stranger
3. What to do for help if stranger is talking to you
4. Understanding what a stranger is

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:

School Counselor will ask a question before playing a video. (Who knows what a stranger is) Then reevaluate at the end of the lesson

School counselor can compare the years and see how much of a difference the attendance makes for the SEL lessons.

School Counselor can investigate and see if there have been any stranger danger cases.

☐ Achievement (describe):

☐ Attendance (describe):

☐ Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

Students that miss the lesson will be able to catch up when I do a review lesson on stranger danger.