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Lesson Plan for Ku Kidnapping

Plan to spend approx. 30 minutes each day on the lesson until completed – can take place over 1-2 weeks.

Focus – Grades 1-3

Objective: Students will be able to retell major points from the text, identify the main idea and supporting details, identify the theme, and explain the importance of Internet safety for children. They should be able to write a persuasive argument in support of the message using evidence to support the argument.

STANDARDS

Reading – Foundation Standard a: Students should apply foundation reading skills to build reading fluency and comprehension.

Reading – Foundation Standard b: Students should know and apply grade-level phonics and word analysis skills in decoding words.

Reading – Foundation Standard c: Students should be able to orally read grade-level appropriate texts smoothly and accurately with expression and comprehension.

Reading – Literary Standard a: Students should recount stories, determine the central message, lesson, or moral, and explain how it is conveyed through key details explicit to the text.

Reading – Literary Standard b: Students should be able to describe the characters in **Ku Kidnapping** (ex. their traits, feelings, motivations, or impact) and explain how the actions of the characters contribute to the plot and sequence of events in the story.

Reading – Literary Standard c: Students should be able to analyze and evaluate portions of the story specifically relating to the parts by chapter, scene, or stanza and how each successive part builds on earlier sections.

Reading – Literary Standard d: Students should distinguish their own point of view from that of the narrator or those of the characters in the text.

Reading – Literary Standard e: Students should be able to critique and analyze how specific aspects of the text’s illustrations contribute to what is conveyed by the words. (What kind of mood do the illustrations reflect or emphasize?)

Reading – Literary Standard f: Students should be able to compare and contrast elements of the story with other texts. In the context of this lesson, the comparison will relate to another Neon Tiki Tribe text with a lesson on safety, and can be used in comparison with the book on child safety/stranger danger.

Reading – Vocabulary Standard a: Students should acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.

Reading – Vocabulary Standard b: Students should demonstrate understanding of word relationships and nuances in word meanings.

Reading – Vocabulary Standard c: Students should determine the meaning of words and phrases as they are used in the text. They should be able to distinguish between literal and non-literal language.

Reading – Vocabulary Standard d: Students should demonstrate understanding of word relationships and nuances in word meanings.

Reading – Vocabulary Standard e: Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on content, choosing from a variety of strategies and resources.

Reading – Vocabulary Standard f: Students should be able to determine or clarify how the author uses words and phrases to provide meaning to the work. Does the author encourage the reader to distinguish from literal and nonliteral language?

Language Arts - Writing Standard a: Students should be able to write an opinion piece on **Ku Kidnapping** and support their point of view with reasons in an organized way that connects the opinion and reasons. Appropriate structure should include a valid introduction, supporting details and a conclusion.

Language Arts – Language / Grammar Standard a: Students should demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Language Arts - Speaking/Listening Standard a: Students should be able to report on the text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Note: The enduring understandings and essential questions are often very beneficial in conferencing with parents / guardians. They provide a framework for connecting student needs and goals for achievement. Additionally, they support the depth of knowledge goals that all districts are seeking in 21st Century learners.

Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be developing a breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should understand that drawing conclusions about the lesson, moral, or message is an important element in gaining the author’s perspective.
- Students should understand that being able to use references from texts provides the evidence necessary in application of ideas, making connections between text(s), and recognizing the connections between the text and self or text and word.
- Students should understand that authors make intentional choices in an effort to stimulate a particular effect on the reader.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
- Students should understand that writing demonstrates learning, expression, opinion, and connections between self and the text.
- Students should use concise and precise language to present written responses to literature.
- Students should understand that speaking and listening are key elements to learning and expression of opinions.

Essential Questions

- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
- Can you easily reflect on your own experiences regarding the author’s message? Are you able to compare/contrast the two points of view?
- Do you identify with any of the character relationships in the text?

- Do you recognize the importance of the message? Can you cite evidence within the story and within real world experiences that can back up the author’s opinions?
- Are you able to express your own support of the message in a way that benefits others? Can you do it speaking aloud in a small group?
- Can you create a story that would share the same message in your own words? Would you be comfortable sharing that story with young children?

Overview: It is important for readers at all levels to be able to read a text for understanding and text to text, text to self, and text to world connections. A large part of that understanding is interpreting the author’s reason for expressing the message.

The activities, fluency practice, and the correlation to academic standards will also support teachers’ efforts to actively engage students in skill preparation for state assessments.

Additionally, readers need to be able to express their learning in writing and speech. Expressiveness in both writing and speech are a critical element in 21st Century learning that students must be able to convey to others. This is extremely important when students are writing to persuade. Arguments must be supported with evidence and written in a manner that conveys a clear path.

Prep: The following materials will be helpful:

- pencils
- crayons or colored pencils
- scissors
- poster paper
- notecards or sentence strips for generating questions
- copies of the **Ku Kidnapping** for each student or group of students
- 9” x 12” construction sheets for the story maps and posters
- empty paper towel rolls or toilet paper rolls for art activity
- crafting foam for door reminders
- writing paper or notebook paper
- spiral binders for binding homemade stranger danger books

Session 1

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.

Session Specific Essential Questions

- Do you recognize illustrations within the story that aid in understanding the author’s message and predicting events in the story?

Session Activity

Students should complete the pretest assessment to prepare for the initial introduction of the book and activities. Younger students or students with special language needs or other educational needs may require the pretest be read aloud to them. (Included at the end of the lesson plan.)

Once the pre-test is completed, students should first do a picture walk through the text and generate a list of predictions and theories about the story. Be sure to give examples of how the students can use the illustrations to think critically about what the characters are trying to express. Students have been so excited during this phase that I often have caught them trying to read the story to find out what is happening.

Once the picture walk has taken place, discuss with the children the structure of the text. Due to the fact that this is literary rather than just informational, the children should recognize that there isn't a table of contents, glossary, or index. Instead they should recognize that it tells a story and is organized in paragraphs. There aren't chapters. The book is mostly dialogue. Be sure to discuss how there must be a paragraph change any time the speaker changes.

Session 2

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be developing a breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.

Session Specific Essential Questions

- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?
- Can you use context clues to understand the meaning of the vocabulary in the story that is unfamiliar?

Session Activity

The illustrations are the focal point for each page and the text supports the illustration. Discuss the colors of the text and how the colors affect the mood of the text. Students should make predictions about the story based on the illustrations. Place the predictions on chart paper and save for a later discussion.

Session 3

Session Specific Enduring Understandings

- Students should understand that authors make intentional choices in an effort to stimulate a particular effect on the reader.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
- Students should use concise and precise language to present written responses to literature.
- Students should understand that speaking and listening are key elements to learning and expression of opinions.

Session Specific Essential Questions

- How can you recognize the message the author is trying to convey within the text?
- Do you recognize the importance of the message? Can you cite evidence within the story and within real world experiences that can back up the author's opinions?
- Are you able to express your own support of the message in a way that benefits others? Can you do it speaking aloud in a small group?
- Can you use technology to help you get the message out to others?

Session Activity

Brainstorm some additional Stranger Danger / Kid Safety suggestions that your school or district promotes. This is especially important given the large number of children nationally that are considered homeless (even on a temporary basis), displaced, or missing. Place this list on chart paper and add to it throughout the activities until you have a list that the students feel is complete. Be sure to identify those safety rules that are important at home as well as at school or other locations. Students can work in Stranger Danger / Kid Safety message that it conveys. A free download for this Audacity software can be found at audacity.en.softonic.com for creating the podcast.

Session 4

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that illustrations can help establish meaning to text independently or in conjunction with context clues.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should understand that making predictions about text is a key element to synthesizing the information regarding the overall message of the text.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.

Session Specific Essential Questions

- Do you recognize illustrations within the story that aid in understanding the message and predicting events in the story?

- Do you recognize the importance of the message?
- Did your predictions aid you in this process? Were they accurate?
- Are you able to retell the events in sequence?
- Can you create an advertisement on Stranger Danger / Kid Safety?

Session Activity

Students should follow along as the story is read aloud today (you can do this or choose a student with an expressive oral fluency). Encourage them to think about the predictions they generated in session 2. Did they correctly predict the events in the story or the message? Did the illustrations give away the message?

Go to the following website and project just the words to this song (sing to the tune of **Frère Jacques or Brother John**). <http://www.dltk-kids.com/safety/strangersong.html>. This will also get the kids to use those opportunities for multiple intelligence with an easy way to remember 'stranger danger'.

Once the discussion is concluded, students should decide on the type of advertisement they wish to create to promote Kid Safety and the Stranger Danger motto. A link that you can use to discuss some additional ideas can be found at: <http://www.free-for-kids.com/Stranger%20Danger%20Worksheets/Stranger%20Danger%20-%20What%20is%20a%20Stranger.pdf>.

Other resources include: <http://www.dps.state.ak.us/AST/images/safetybear/stranger.gif> and <http://www.ozoneparkstrangerdanger.com/?p=343>.

- small picture book for young children ages 4-6 (spiral binding makes these durable) There is a sample of a simple cover you can use at: <http://www.free-for-kids.com/Stranger%20Danger%20Worksheets/Stranger%20Danger%20-%20Cover%20Sheet.pdf>.
- poster to hang around school (you can also take really good posters to your local grocery store and library – they may be willing to display the posters to promote these important safety issues) A good resource site for ideas to stimulate the student thinking is: <http://www.safety4kids.com.au/safety-zone/stranger-danger>.
- door hanger (made of foam cutout) to promote Kid Safety Rules (see example below of list of rules for stranger danger found at <https://wedolisten.org/index.php>). This website is full of other good resources as well.



Session 5 and 6

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that drawing conclusions about the lesson, moral, or message is an important element in gaining the author's perspective.
- Students should understand that being able to use references from texts provides the evidence necessary in application of ideas, making connections between text(s), and recognizing the connections between the text and self or text and word.
- Students should understand that authors make intentional choices in an effort to stimulate a particular effect on the reader.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
- Students should understand that writing demonstrates learning, expression, opinion, and connections between self and the text.
- Students should use concise and precise language to present written responses to literature.
- Students should understand that speaking and listening are key elements to learning and expression of opinions.
- Students should understand that persuasive writing requires evidence to support the argument.

Session Specific Essential Questions

- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
- Can you easily reflect on your own experiences regarding the author's message?
- Do you recognize the importance of the message?
- Can you cite evidence within the story and within real world experiences that can back up or disagree with the author's opinions?
- Are you able to express your own opinion of the message in a way that benefits others?
- Can you write an argument with details that support your opinion in three to five paragraphs?

Session Activity

Using the message from **Ku Kidnapping** students should draft ideas for a 3-5 paragraph argument that supports the Stranger Danger message and a prescription for how they would encourage another child to practice safety from strangers. Model good examples of a persuasive paragraph citing evidence would benefit the children at this point. The length of each paragraph is flexible as long as it adequately proves or disproves the message and provides sufficient evidence to support the argument. This may be an appropriate time to revisit the difference between fact and opinion and the kinds of words that are associated with opinions. Additional topics that would help improve student writing would include a

short mini lesson on 'generalizations' and 'detailed sentences'. This will help the writing become more explicit.

Session 7 and 8

Session Specific Enduring Understandings

- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should be able to read familiar text with expression.
- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.

Session Specific Essential Questions

- Are you able to read the text independently and with fewer than five mistakes?
- Can you read the text with expressiveness and diction?
- Are the other children around you able to understand the meaning of the story while you are reading aloud?
- Are you using the words and punctuation correctly in your oral reading?
- Are you keeping track of troublesome words?
- Can you role play and read dialogue in a reader's theater format?

Session Activity

Students will read aloud the story in pairs. In addition to already hearing the story once, they should be able to use their phonics skills to make connections if they come across difficult words. Be sure to have each student make a list of the troublesome words in a spelling notebook. Circulate between pairs to observe expressiveness, fluency, and cooperation. Small group instruction may be needed for those students requiring differentiation, so be prepared to join a group that may be experiencing difficulties.

Once students have a strong understanding of the message, put them in groups to develop a short script of no less than 2 minutes and no more than 5 minutes exemplifying the dangers and rules for 'stranger danger'. Encourage them to really think about scenarios and circumstances where this kind of message would be important. My students picked vacation trips, malls, amusement parks, walking home from school, visiting a state park, and a host of other locations where they could come up with appropriate skits to share with the class. Students will need an extra day or two to finalize the script and practice before presentations can begin.

Session 9

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.

- Students should understand that writing demonstrates learning, expression, opinion, and connections between self and the text.
- Students should use concise and precise language to present written responses to literature.
- Students should understand the importance of including relevant examples and details in the writing appropriate to the audience and task.
- Students should understand the correct uses of capitalization and punctuation in producing writing pieces.
- Students should be able to write a summary of events in sequential order in response to literature.

Session Specific Essential Questions

- Do you recognize the importance of the message?
- Can you create a summary of the events in the story?
- How can you use your knowledge of correct grammar, punctuation, capitalization, and writing conventions to self-edit your summary? Can you use those same skills with confidence to help a peer with their writing?

Session Activity

Explain to students that they will need to write a summary of the events (be sure to include a review on sequence of events or timelines) and be able to write that summary based on completion of a plot chart. An example of the plot chart is located in the figure section of the lesson plans. Modify or change the format to meet your classroom needs. Students with difficulties writing can be given the opportunity to write a comic strip version of the events in the story.

Sessions 11-14 – Students will participate in formative assessment activities as provided.

Session 15 – Students will complete summative assessment activities as provided.

Formative Assessment Activities – These are suggested activities, however, other activities can be adopted for the purpose of formative assessment based on the availability of materials and the needs of the student population.

The general formative assessment rubric can be modified to accommodate any changes to the activities (pick at least 4, although you can include all of them for extension activities):

- Students can create a Stranger Danger poster that gives specific recommendations and examples of situations that children need to avoid. This would be a good opportunity for students to share ideas and work with a partner. In addition to specific situations on the poster, students should also provide examples of appropriate actions to take in the event that something happens. Think about what Jimmy did in the story to run for help and write down everything he could remember before the police arrived.

- Students can orally present their posters to the class allowing them to express themselves verbally and artistically. Posters that exhibit the right message and tone might even be displayed in the school or community to encourage the children to always be prepared in these situations.
- Students can create a book for use in sharing the message with children ages 4-6. Remember that these are young children and we don't want to SCARE them, just PREPARE them.
- Students can be part of the Tiki Support Team. They can use the coloring pages on the website www.neontiki.com and create posters for their favorite Tiki character. Once they've done this they can write a letter to the author suggesting another problem that the Tiki's could help them solve or a particular safety issue that concerns them.
- Students can create an advertisement for Stranger Danger safety in the form of a cartoon or short video presentation. This can be done free-hand with illustrations or be created using software like <https://www.moovly.com>.
- Students will create a story map (see figures) of **Ku Kidnapping** and illustrate the key elements and message for the story. The Plot Chart shown in figures can help students with organizing ideas for this as well.
- Students can create a paper towel roll or toilet paper roll model of the Neon Tiki Tribe members to display in the library holding reminder flags (index cards and toothpicks work great for the flags) that promote safety when approached by strangers.

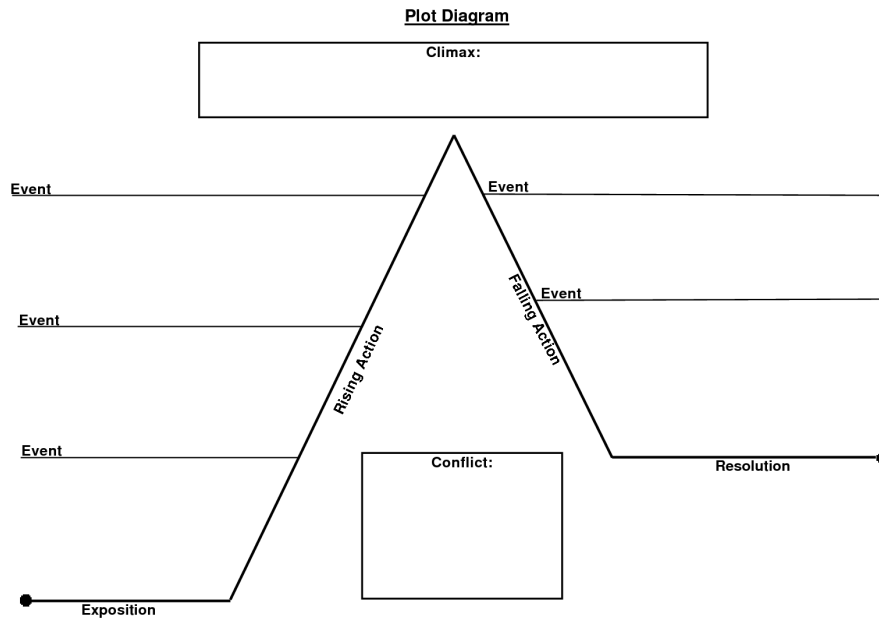
Formative Assessment Rubric

Assessment Name	Score – 0	Score – 1	Score -2	Score - 3
Activity 1	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Activity 2	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Activity 3	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Activity 4	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Extra Activity	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail

Figures

Plot Chart - sample

Name:



Story Map Example – Allow the children to create their own versions of this. Make sure that the students include (Title, Author, Illustrator, Characters, Setting, and Message). Within the open spaces they can include speech clouds with key comments from the story by their favorite characters. The model can be found at:

<http://howto.afreecodec.com/8-ms-word-templates-that-help-you-brainstorm-mind-map-your-ideas-quickly-3549.html>

Summative Assessments

- Students should write a summary of the events of the story in either written form or comic strip form. (See rubric below)
- Students will write a persuasive argument that supports the message with evidence from the text. The argument should be 3-5 paragraphs in length. (See rubric below)
- Students should complete the post-test to determine academic growth and overall progress related to the skills for the book.

Summary Rubric

Element	1 point	2 points	3 points	4 points
Topic / Focus	There is no clear focus.	There is a focus.	The writing has an introduction and includes a topic sentence.	The writing has a clear introduction and captures the reader's attention.
Content/ Development	Events are not stated in sequence.	The writing lists at least two events in sequence.	The writing provides most of the events in sequence and with details.	The writing provides all of the important events in sequence and with details.
Conclusion	There is no conclusion	There is a conclusion, but it does not summarize the events.	There is a conclusion and summary, but they are not complete.	The writing clearly states a valid summary within the conclusion and connects to the introduction.

Persuasive Argument Rubric

Element	1 point	2 points	3 points	4 points
Topic/Focus	No opinion is expressed.	There is an opinion stated.	The writing has an introduction and includes an opinion.	The writing has a clear introduction which includes an opinion and captures the reader's attention with a hook.
Content/Development	Reasons are stated without details.	The writing clearly states reasons with at least one detail for each.	The writing provides reasons with at least two supporting details for each.	The writing provides at least three reasons with two supporting details for each.
Organization	Reasons are expressed but not in sequence or organized.	Reasons and details are expressed with the usage of at least two transition words.	The reasons and details are in a logical sequence and there are at least three correctly used transition words.	The reasons and details are in a logical sequence and there are more than three correctly used transition words.
Conclusion	Opinion is not restated in the conclusion.	The writer tries to restate an opinion.	The writing restates the opinion throughout the argument.	The writing clearly restates the opinion in different ways throughout.

Mechanics	There are many errors in grammar, punctuation, capitalization, and spelling. There is very little sentence variety.	The writing has no more than five errors in grammar, punctuation, capitalization, and spelling. It also has at least two types of sentences.	There are a variety of sentence types. There are no more than 3 errors in grammar, punctuation, and spelling.	There are a variety of sentence types. There are no errors in grammar, punctuation, capitalization, and spelling.
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Pre/Post Assessment for Ku Kidnapping

(First grade or students with special needs may benefit from having this read to them orally.)

Name: _____

Circle one (Pretest Post-test)

Concept/ Skills Questions

Place an x on the line before the correct answer.

1. What is dialogue?

- a. a book to look up telephone numbers
- b. a type of log found in the forest
- c. a conversation between at least two people
- d. a place to record the events of the day

2. Why does the author start a new paragraph when someone else is talking?

- a. because the author doesn't want the conversation to continue
- b. so that the reader can add in their own ideas for conversation
- c. so that the reader understands that a different character is now talking
- d. because the characters would get angry if the author didn't do it

3. How are the two bold words related in the following sentence?

Isaac's parents had been **frightened** and **worried** that they may never see him again.

- a. they are both past tense verbs
- b. they are both feeling words
- c. they are both voicing concern regarding a circumstance
- d. all of the above

4. Which of the words below is a compound word?

- a. license
 - b. teamwork
 - c. convertible
 - d. stranger
5. Why is it important to avoid going anywhere with a stranger, even if the stranger gives a convincing argument about it being safe?
- a. your family may not be able to find you
 - b. the stranger may hurt you
 - c. you may get lost
 - d. all of the above
6. Which word is NOT a verb?
- a. coughed
 - b. permission
 - c. input
 - d. memorized
7. Which sentence requires quotation marks?
- a. You did a very good job, Jimmy, said Police Captain Danno.
 - b. Greg's eyes got very wide and he told Jimmy's mom that the Tiki's were not having an ice cream party today.
 - c. When the police and the Neon Tiki Tribe arrived a short time later, they asked Jimmy to tell them exactly what happened.
 - d. Jimmy told Isaac that he shouldn't go.
8. What does the phrase ...in a determined voice... mean?
- a. making a decision before you speak
 - b. making it clear that you won't give up
 - c. making someone go away
 - d. making someone frustrated
9. What type of figurative language is the phrase ... as quick as a lightning bolt?
- a. metaphor (simile)
 - b. hyperbole
 - c. idiom
 - d. alliteration
10. Which word(s) refers to doing something as soon as it happens?
- a. short time later
 - b. delayed

- c. immediately
- d. eventually

11. When should you go somewhere with a stranger?

- a. when they ask for your help
- b. when they offer to take you somewhere fun
- c. when they 'seem' to know your name and other facts
- d. when they give you the secret code that your family set up and they encourage you to call a family member and double check the facts first

12. Which of these phrases describes a dangerous situation?

- a. a house is on fire
- b. a child runs into the street without looking
- c. getting into a car with a stranger
- d. all of the above

13. What might be a synonym for the word permission in the following sentence?

He promised never to go with a stranger again and never to go anywhere without permission from his parents.

- a. clearance
- b. consent
- c. approval
- d. all of the above

Short Response/Critical Thinking Questions

Write a sentence or two that correctly answers the question. (First grade or students with other needs may benefit from having this read to them orally.)

14. What kinds of responses can you give to a stranger that will keep you safe and let them know you aren't fooled?

15. Give some suggestions of things that you and your family could do in advance to prepare for a situation where someone you don't know might have to pick you up from school. Explain a situation (it can be a made up story) in detail.

16. Why do you think it is important to get permission from a trustworthy adult before you go with anyone you don't know? Give at least one example with details to support your answer.

Answers and Rubric (questions are worth 6 points each)

1. c
2. c
3. d
4. b
5. d
6. b
7. a
8. b
9. a
10. c
11. d
12. d
13. d

Short Response / Critical Thinking

14. ask for their driver's license and permission to call a police officer, scream out loud that there is a stranger trying to get you to go with them, run as far and as fast as you can toward the safety of an adult
15. sit down together and make a plan with specific people in mind in case your parents or close relatives can't pick you up; have your parents introduce you to anyone that might have to pick you up and come up with a code word that you only share with people that can be trusted to pick you up and take care of you; decide on a responsible adult that you can call if you are uncertain about a particular stranger
16. it is very important to obtain permission from a responsible adult before going anywhere with a stranger; even if the stranger knows one of your friends very well, it may not be safe for you because you do not know the person and do not have permission; if you don't get permission from your parents, they may have to get the police and other law enforcement officials involved and they may be frantically worried about your safety and well-being

Rubric for written response of 14-16 (each question is worth 6 points)

- Response is written in 2-3 complete sentences with appropriate capitalization, punctuation, and spelling. 3 points
- Response gives key details or reasons that are listed. 3 points

Rubric for oral response of 14-16 (each question is worth 6 points)

- Response is given in clear words and structure. 3 points
- Response gives key details or reasons. 3 points