

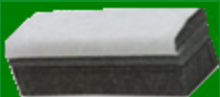
*Setting to Study:  
Child safety with Strangers in  
Time Square surrounding  
'well known' characters*

*EDU 9806*

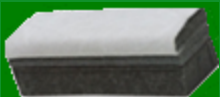
*Ethnography and Case Study  
Design*

*Dr. Stephanie Tatum*

*Presented by Benedict Tieniber*



# Time Square in New York City



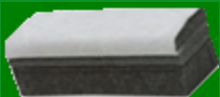
# *Time Square Information*

## Site of the annual ball drop on NYE



## Background

- Hub of the Broadway theater district
- One of the world's busiest pedestrian intersections
- Major center of the world's entertainment industry
- Times Square is the world's most visited tourist attraction, bringing in over 39 million visitors annually





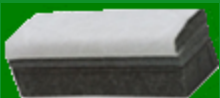
# *Description of the Setting*

- Sunday, October 21th, 2012 11am-1PM
- Clear, Sunny day
- The streets are surrounded by kids, parents, families, pets
- Time Square, New York City
- Easy access to transportation (i.e.: train, taxi, bus)



# *Purpose of the Study*

- Observe the children who go up to these 'well known' characters
- Observe parents while their child is posing with characters
- Identify the safety issues 'stranger safety' for each child, if any.

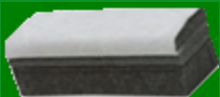


# Costumed Character

*Naked Cowboy*



*Elmo*



# *Observations*

## Patterns

- Loud
- A lot going on at one time
- Different ages
- Dangerous
- Tourist

## Themes

- Feelings
  - Overwhelmed
    - Parents
    - Children
- Interactive
  - Children with Characters
  - Location of parents when separated from child

## Discrepancies

- Safety
  - Stranger Danger





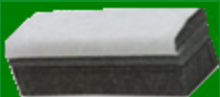
# Stranger Danger?!

*It can happen to anyone*

Photo with Papa Smurf



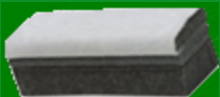
Look at the photo closer.. What is happening in the background?





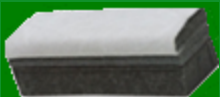
# *Field Note Insert*

- A family takes a group photo with Spiderman. Children take photo with Spiderman. Then, Mom and Dad, take a photo with Spiderman. Mom and Dad after the photo start to walk towards their children when they realized one was missing. You hear... “Michael.. Michael.. Michael, where are you? Michael?” Everyone in the family start’s looking for him. It was so loud in Time Square, it was hard to hear what the family was screaming from 10 feet a way. After a minute of looking for Michael, his family found him by Sponge Bob Square Pants trying to take a photo with him.
- After the family found him and calmed down.. I went up to them and explained the project I am working on and that I am a student at Dowling College in an Ed.D. program. I asked the family if they could explain to me what was going through there mind.. “We immediately thought he ran off. When we did not hear him respond back after calling his name, we thought he was kidnapped. It was the longest sixty seconds of our life; it felt like a lifetime.



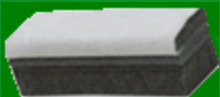
# Literature Review

- “The Rose Brucia Stranger Safety Awareness Program is a free educational curriculum designed to provide vital, proactive stranger safety awareness techniques to elementary-aged children. The program includes single-concept video shorts in conjunction with suggested lesson plans, written by teachers, for teachers, to actively involve children in their own safety as it relates to strangers” (Education Letter, 2012).
- “Tim Bishop, New York Representative, says we send our kids off to school, or when they walk home from whatever it is they’re doing after school, we want to have a sense of confidence that they’re safe. We also want them to know and have the tools that they need. I have great hope in the impact [this program] will have for thousands and thousands of families” (Sachem Patch, 2011).



# Literature Review

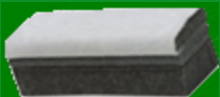
- “The Stranger Safety Awareness Program, focuses on three fundamental concepts: Awareness, Safety and Trust. Utilizing *Health and Safety Standards* established by New York State, the program is designed to reflect these principals consistently throughout all the lessons. The core messages are presented in simple DVD format with individual lesson plans written around each show. They are designed to deliver vital stranger safety concepts to children in a non-threatening, yet thought provoking manner. Each lesson plan includes a checklist of short-term and long-term objectives for the teacher to use as a guide, a list of materials needed to teach each lesson as well as summary statements and suggested homework assignments.” (Barbis)





# Literature Review

- Sometimes there are people who trick or hurt others. No one has the right to do that to you. So use these rule: 1. Check first with my parents, guardians, or other trusted adults before going anywhere, helping anyone, accepting anything, or getting in a car.
  2. I take a friend with me when going places or playing outside.
  3. I TELL people 'NO' if they try and touch me or hurt me.
  4. I TELL my trusted adult if anything makes me feel sad, scared, or confused (National Center for Missing and Exploited Children, 2010).
- “Determine whether traditional child safety messages are effective or adequate. Examines the three basic premises underlying child safety messages – stranger danger, being a tattletale, and respecting adults – and how they may make children move vulnerable rather than less” (Allen, 1998)



# References

Allen, E. E. (1998, May). Keeping Children Safe: Phetoric and Reality. *Juvenile Justice*, 5(1),16-23.

Barbis, M. (n.d.). *Stranger Safety Awareness Program* [Press release]. Retrieved from <http://rosebrucia.org/programs/>

Vaccaro, C. (2011, August 22). August 22 Officially Named Rose Brucia Stranger Safety Awareness Day. *Sachempatch*, 1-2. Retrieved from <http://sachem.patch.com/articles/august-22-officially-named-rose-brucia-stranger-safety-awareness-day-video>

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National Center for Missing and Exploited Children. (2010). *Knowing My Rules for Safety*. [Brochure] [http://www.missingkids.com/missingkids/servlet/PageServlet?LanguageCountry=en\\_US&PageId=3579](http://www.missingkids.com/missingkids/servlet/PageServlet?LanguageCountry=en_US&PageId=3579)

