Materials Needed:
- Brainpop Jr

Learning Objectives: #106, 108
- HR.8.GS.1 Develop a plan to stay safe using technology and social media
- HR.8.SM2/HR.12.SM.2 Describe strategies to use technology and social media safely, legally and respectfully

Lesson Plan:
- "What is a stranger?" After soliciting various answers, ensure that students understand that a stranger is someone we don't know. Remind students that some strangers may want to hurt them, but not all strangers are bad people. You can mention examples like a stranger who opens a door for you or picks up something you dropped and returns it to you.
- "What kinds of things should we not tell a stranger?" Solicit a variety of answers, ensuring that things like "address," "phone number," "full name" are mentioned.
- "What kinds of things are OK to tell a stranger?" This question tends to be harder for students to answer. You may get answers like "Hi" or "How are you?" If students are stumped, have them vote with their thumbs about various things like "your favorite color" or "your favorite ice cream flavor." Explain that certain kinds of information won't put them in harm's way.
- "Are there strangers online?" Some students may have played games online before and may offer answers related to those experiences. I've had students as young as kindergarten say that they think there are strangers online because you don't always know who you are talking to. After a brief discussion of different ways we can connect with strangers online (which can include game systems), show them a video about how to handle strangers online.
- Have students watch the Internet Safety video at BrainPOP Jr. Afterward, ask them to share what they learned from the movie. After soliciting some answers, review vocabulary from the video using the Word Play activity on the site.

Closure/Reflection: Complete the Easy quiz on the site and discuss correct answers
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□ Other:
Materials Needed:
- https://www.youtube.com/watch?v=cJg4YFtvOp8 (baby animal video)
- https://www.thecolor.com/Category/Coloring/Animals-Baby.aspx (coloring sheets)

Other Notes:
- https://kids.nationalgeographic.com/videos/cute-animals/duck_babies.mp4 (Nat Geo for kids, more fun things to look at!)

Learning Objectives:
- PR.2.CC.1 Explain that all living things reproduce

Objective #38

Lesson Plan:
- Start lesson with discussion on baby animals. What do you know about them? What are baby animals called? etc..
- Watch baby animal song https://www.youtube.com/watch?v=cJg4YFtvOp8

Closure/Reflection:
- Have students color baby animal pictures https://www.thecolor.com/Category/Coloring/Animals-Baby.aspx

Assessment of Learning (Formal):
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☐ Quiz
☐ Test
☐ Presentation
☐ Project
☐ Writing Assignment
☐ Individual
☐ Conference
☐ Other:

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☐ Other:

Differentiation Strategies/Activities:
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☐ Contract
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☐ Stations
☐ Think/Pair/Share
☐ Other:
Grade: Kindergarten | Lesson: Germs | Strand: Sexually Transmitted Infections and HIV

Materials Needed:
- Brainpop Jr:
  [https://jr.brainpop.com/health/bewell/washinghands/](https://jr.brainpop.com/health/bewell/washinghands/)
- Bloodborne Pathogens visuals (at bottom of lesson plan)

Other Notes:

Learning Objectives: #68

S.H.5.CC.1 Define bloodborne pathogens including HIV, Hepatitis A, B, and C and identify some age-appropriate methods of transmission as well as ways to prevent.

Lesson Plan:
- Teacher introduces the lesson by explaining to students that germs are very tiny living things that cannot be seen without the aid of special tools like a microscope.
- Show picture of germs (Diagram 1). Explain that there are all different kinds of germs. They don’t look like any animal or plants we can see—not like a bird or a dog or a flower. Most germs don’t hurt people at all, but some germs make people sick. When you have a cold, it is caused by a kind of germ.
- Tell students that there are many ways germs are passed.
- Ask them if they know of ways germs are passed (list them). Mention that some sicknesses or diseases can be transmitted through blood as well.
- Share with them that germs are passed when we cough or sneeze on or near someone, and/or when we share items like a cup or a straw we have been drinking from, and that we should practice health habits that prevent the spread of germs.
- Use pictures of coughing or sneezing or have students point to mouth, nose, and hands. 21
- Teacher sets up and role-plays a situation where students are asked if someone would like to: * Share a half-eaten cookie; * Drink from a cup after the teacher takes a drink; * Chew gum that the teacher is chewing; * Use the teachers toothbrush.
- Explain to students that germs are passed when we share these items and they should say "No, thank you" when someone offers these items.
- Tell students that germs are also passed when we cough or sneeze and that we should remember to always cover your mouth with our hands or facial tissue. Have students act out.
- Sometimes we tell you to wash your hands, even when they look clean. That’s because you might have germs on your hand that you can’t see. Germs wash off with soap and water, and this helps you stay healthy. • Demonstrate and practice proper handwashing technique (in the context of their daily routine).
- Watch [https://jr.brainpop.com/health/bewell/washinghands/](https://jr.brainpop.com/health/bewell/washinghands/)
Closure/Reflection:
- Ask students why we don’t share another person’s cup, toothbrush, touch others blood, etc. Answer: germs. Reinforce relationship of germs to sickness. Family Involvement Activity Take the Family Involvement activity sheet home and share with family.

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Materials Needed:
- SMART Board
- Big Red Heart
- Band aids
- Brain Pop

Other Notes:
The HG&D ad hoc committee recommends this lesson be taught after the Act Now! lesson. Healthy behaviors should be presented before unhealthy/unsafe behavior.

Learning Objectives:

#122,123,125,128, 106, 108

- PS.2.CC.2 Explain what bullying and teasing are
- PS.2.CC.3 Explain why bullying and teasing are wrong
- PS.2.IC.2 Demonstrate how to respond if someone is bullying or teasing them
- PS.2.AI.2 Identify parents and other trusted adults they can tell if they are being bullied or teased
- HR.8.GS.1 Develop a plan to stay safe using technology and social media. #106
- HR.8.SM.2/HR.12.SM.2 Describe strategies to use technology and social media safely, legally and respectfully. #108

Lesson Plan:
1. Read “Chrysanthemum” by Kevin Henkes.
2. Pass around a large paper heart. Each time Chrysanthemum is teased because of her name, have a kid crumple up the heart. Every time someone does something nice to her, have kids try their best to smooth it out.
3. By the end of the story, the heart will be a wrinkled mess that can not be smoothed out perfectly. (Kids should start to understand the connection that our own hearts feel wrinkled and crumpled sometimes when we don’t like what someone says. Words do hurt.
4. Put band aids on the heart as a way to show that we can own our mistakes and apologize. The heart will probably still be wrinkled, but it is healing.

Before you speak,
Think and be smart.
It’s hard to fix
a wrinkled heart.
(This poem could be typed in the middle of the heart)
Closure/Reflection:
- [https://jr.brainpop.com/health/relationships/bullying/](https://jr.brainpop.com/health/relationships/bullying/)
- Take Brainpop quiz or play the game, have students take turns at the SMART Board.

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□ Other:
Learning Objectives:

HR.2.IC.2 Identify healthy ways for friends to express feelings to each other
HR.5.AI.1 Identify parents and other trusted adults they can talk to about relationships
HR.2.CC.2 Describe the characteristics of a friend
HR.5.INF.1 Compare positive and negative ways friends and peers can influence relationships
ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people

Objectives #90, 91, 93, 94, 96, 26

Lesson Plan:
- Before the lesson, explain to students that they going to talk about friendships and how to talk about feelings with friends.
- Also explain that they will be discussing a previous lesson about small problems versus large problems (tattling versus telling) to identify adults they can talk to about relationships.
- Present the Act Now E-Learning presentation through the Children's Hospital of Wisconsin on the Smart Board.
- Select Act Now! courses (Friends, Tattling and Telling) from the course outline menu on the tree.

1. Start with Meet Us:

Play the selected mini lessons and follow along with the discussion questions for each lesson, it works well if students use the smartboard to answer questions:
2. Friends:
Recognize behaviors that are friendly and behaviors that are unfriendly based on the mini lessons and questions provided.

Demonstrate, in a role play situation, how to show care and compassion for someone (use kind words, compliment them, listen to them).

3. Feelings
Before going through this set have a conversation about the different feelings that they will hear in the video segments. Students will need to reflect on how they feel about it.

4. Bullying
Discussion around what bullying is helpful before starting this lesson. Students will need to reflect on the situations and decide if it is bullying behavior by answering Yes/No.
Lately, Cora won’t let Anna sit at her table at lunch because she has other friends she wants to sit with instead. Cora tells Anna “These are my new friends, you can’t sit with us.” Is this bullying?

5. Tattling and Telling:
Indicate verbally whether a situation involves tattling or telling when given a video scenario.

Name at least two trusted adults that they can go to if they need help.

6. Zink the Zebra & Brain Break:
Discuss with students that this story was based on a true story about a little girl who had cancer. She just wanted to be treated like other kids but often times felt left out because she was a little different. She helped write the story of Zink the Zebra. The brain break can be taken at any point in the 2 day sequence of lessons.

7. Closure/Reflection:
Play the Orange Tree game to review the topics discussed during the lesson.
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| **Assessment of Learning (Informal):** |
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| □ Walk around |
| □ Signaling |
| □ Class work |
| X Oral questioning |
| X Discussion |
| □ Conferencing |
| □ Other: |

| **Resources (Text and Technology):** |
| □ Text |
| X Video |
| □ PowerPoint |
| X Internet |
| □ Reference Materials |
| □ Chromebooks |
| □ iPads |
| □ Computer Lab |
| □ Other: |

| **Differentiation Strategies/Activities:** |
| X Cooperative learning |
| □ Varied grouping |
| □ Adjusting questions |
| □ Choice provided |
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WE ARE ALL HUMAN BEINGS

SUGGESTED GRADE LEVEL: K – 2

LENGTH OF TIME: Activity 1 is a 40-minute session (and can be done on its own). Activity 2 is a 20- to 30-minute session.

GOAL
- Students will develop appreciation for human diversity.

OBJECTIVES
- Students will be able to name many things all human beings have in common.
- Students will be able to define and identify stereotypes.

ACADEMIC STANDARDS
- CCSS SL 1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Also SL K.1, 2.1.
- CCSS SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Also SL K.4, 2.4.
- Social Studies Strand 4: Individual Development and Identity – Exploration, identification, and analysis of how individuals and groups are alike and how they are unique.

EDUCATORS' NOTES
This gender lesson focuses on the commonalities between all human beings (Note: “people” can be used instead of “human beings” if that language will make the lesson more effective for your class) focusing on children in the lower elementary grades. It is important to identify all the things the children have in common rather than the things that separate them. The media and toy manufacturers spend a lot of resources and time identifying gender differences.

This lesson encourages students to think about what is true about all human beings. The students will look carefully at the questions, “What is a human being?” and “What is true about all human beings? What is it that links us to one another, no matter who we are, where we live or what sex we are?” The list that your class generates may include:

We all have...
- Creativity, perspective, feelings, bodies, dreams, voices, fears, tears, bravery, languages, smarts, beating hearts, bones, allies, blood, passions, hopes, likes and dislikes.

We all make mistakes. We all need love. We all laugh. We all love. We are all unique.
Activity 1 is a discussion and drawing activity. Encourage students to do their best work on posters so that they can be used in a wall display somewhere in the school. The ideas that your class will come up with in this activity are important to reinforce at all age levels.

Activity 2 is a game that focuses on how you tell the difference between a human truth and a stereotype about a group of people.

MATERIALS: Chart paper, drawing paper, pencils, colored pencils, paints or markers. (If possible have multi-cultural markers and crayons available.)

SUGGESTED BOOK: Whoever You Are, Mem Fox.

Activity 1) "WHAT IS TRUE ABOUT ALL HUMAN BEINGS"
GRADES K-2

- This activity is a class discussion and drawing activity. You can begin the session by reading the book, Whoever You Are, by Mem Fox, and/or by saying something like, "No matter our race, family style, religion, age, gender, physical abilities, countries of origin or whom we love, we all have a lot in common. We are going to make a list of as many things as we can think of that are true about all human beings."

- Lead the class in a discussion based on the question, "What do all human beings have in common?" Write down each idea on a piece of chart paper labeled: "What Do All Human Beings Have in Common?" (See the list in the Educators’ Notes for ideas to prompt discussion.)

- After you have generated a list of truths about all human beings, have each student make a poster representing one of their ideas about human beings. The student will write the truth they have chosen and illustrate that truth. Encourage your students to use detail and rich colors in their posters so people can really understand their ideas.

Activity 2) TRUE, NOT TRUE — A GAME ABOUT STEREOTYPES (GRADES 1-2)

This is a game based on the students identifying the difference between human truths (what is true about all human beings) and stereotypes. (Oversimplified ideas or generalizations about a group of people. Labeling an entire group based on the actions of some. Things that we can't say unless we knew every single person.)

The Game:
- All the students sit in a large circle. The teacher will say a statement.
- If the statement is true — either because it is a human truth (true about all human beings) or because you have used a qualifier such as “Some girls like...” or “Some boys like...” — the students stay seated and raise their hands.
- If the statement said is a stereotype, the students stand up and cross their arms.
- State a mixture of the list of truths the students created, possible statements provided in this lesson plan and statements or stereotypes based on your knowledge about your class and classroom.
It will be important to stop and talk about the statements as the game is being played. Students may want to tell you why they feel the statement is a stereotype or why they feel it is a truth. As the teacher, you may want/need to talk about a statement more in depth.

POSSIBLE STEREOTYPES AND STATEMENTS:

- All girls like playing kickball.
- All boys like tag.
- All human beings like to eat chicken.
- All girls like dolls.
- All boys like football.
- Some girls like to build in the block area.
- Some boys like to build in the block area.
- Some first-graders like the color yellow.
- Some kids like to dance.

MODIFICATIONS

Give examples of different gender expectations from different cultures or different times in history. There was a time in the United States when women who were teachers could not teach if they were married. (In Massachusetts a law was passed in 1953 allowing married women to teach.) In addition, up until the 1970s, girls were not allowed to wear pants to school.

EXTENSIONS

Have the whole class make a large poster listing all the statements that the students wrote on their individual posters. Title the poster “ALL HUMAN BEINGS…” Write “truths” on index cards. Have students form pairs and pick one of the human truth cards such as “All human beings smile.” Each pair should act out their “truth” and have the class guess what it is.

ASSESSMENT AND EVALUATION

Ask students to give examples of human truths and stereotypes. Ongoing observations by teacher: Are students reading the books? Do they seem comfortable stretching gender stereotypes?

Written by Lesley Strang, early childhood educator, based on a lesson by Jill Ferraraesso

www.welcomingschools.org
Materials Needed:
- Chart paper
- Drawing paper,
- pencils, colored pencils, markers. (If possible have multicultural markers and crayons available.)
- *Whoever You Are* by Mem Fox or https://www.youtube.com/watch?v=7q1J6tKoT5Y
- Empty body template
- Dignity and Respect pdf

Other Notes: The HG&D ad hoc committee recommends this lesson be taught before “Big Bob, Little Bob.”

Learning Objectives: #25, 26
- ID.5.SM.1 Demonstrate ways to treat others with dignity and respect
- ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people

Lesson Plan:
- Read the book *Whoever You Are* by Mem Fox, by saying something like, “No matter our race, family style, religion, age, gender, physical abilities, countries of origin or whom we love, we all have a lot in common. We are going to make a list of as many things as we can think of that are true about all human beings.”
- Lead the class in a discussion based on the question, “What do all human beings have in common?” Write down each idea on a piece of chart paper labeled: “What Do All Human Beings Have in Common?”
- After you have generated a list of truths about all human beings, have each student color a picture of a person (included at the bottom of lesson) and cut it out.

Closure/Reflection:
- After each student has finished, bring them back to the carpet. On a large sheet of paper, write the title, *Treat others the way you want to be treated*, and have students glue their person onto the chart paper holding hands with the other students. Say, “no matter who you are, everyone’s the same inside. We all deserve respect. We should always treat others the way we want to be treated.”
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# Taught by Guidance

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<th>Lesson: Touches</th>
<th>Strand: Personal Safety</th>
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**Materials Needed:**
- Max and Molly dolls
- The Right Touch by Sandy Kleven

**Other Notes:** Taught by School Counselors/Reach Counseling during classroom guidance

## Learning Objectives:
- PS.2.CC.1 Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched
- PS.2.IC.1 Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable
- PS.2.SM.1 Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable
- PS.2.AI.1 Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- AP.2.CC.1 Use proper names for body parts, including male and female anatomy

**Objective #121,124,126,127, 1**

## Lesson Plan:

1. **Introduction**
   1. Here to talk about someone very special and perform I am special song
   - **I Am Special Song (Tune: Free' Jacques)**
   - I am special, I am special (point to self)
   - Look at me, and you will see
   - Someone very special, someone very special,
   - It is me, it is me! (Point to self)

2. **Talk about different kinds of touches**

2. **Touches**
   1. What are some good/safe touches? High fives, handshakes, hugs, etc.
   - How do these touches make us feel? Special, good, happy
   2. What are some bad/unsafe touches? Kicking, hitting, punching, etc.
   - How do these touches make us feel? Sad, mad, hurt
   3. Third kind of touch is not good/not bad, but rather is a confusing touch.
   - A confusing touch is when someone tries to look at or touch the private parts of your body, without a good reason.
   - I brought some friends to help me talk about private parts: Take out Max and Molly and introduce them to the children
   - Ask the children: What are Max and Molly wearing?
   - Verify that, Yes they are wearing bathing suits/swimsuits and explain that we wear bathing suits to cover our private parts.
   - The private parts on a girl, like Molly, are on the top in the front, on the bottom in the front, and on the bottom in the back

4. Ask: Is there ever a good reason for a grownup to see your private parts? Verify that there are some good reasons, then ask:
5. When does a grownup have a good reason to look at or touch our private parts? Going to the doctor, baths or showers, drying off after bath/shower, when you have an accident, changing clothes, potty training, changing diapers, if your private parts hurt, rash, sore, infection

6. Explain that: A confusing touch is when someone tries to touch your private parts and they don’t have one of those good reasons.
   - Ask: How do you think you would feel if someone touched your private parts without a good reason?
   - Ask: Do you think it is ever a child’s fault if a grown up touches his/her private part without a good reason?
     1. It is NEVER the child’s fault (Reiterate this fact many times)
     2. Ask: Is it ok for a grownup or another child to ask YOU to look at or touch your private parts?

3. Three Safety Rules
   1. SAY NO/STOP
      - Stand up and practice saying no
   2. Get away/walk away/run away
   3. Tell an adult you trust (most important part)
      1. What adults or grownups do you trust that you can tell?
      2. What if the person does not believe you?
         a. Tell another adult

4. Story: The Right Touch by Sandy Kleven
   1. Recap
      1. Review book, especially discuss that what happened to the little girl was not her fault, and what if someone says it’s a game, and about keeping confusing touches a secret.
         - Ask: What would you do if someone tried to look at or touch your private parts, without a good reason and they told you to keep it a secret?
         - Ask: Would you have to keep it a secret?

Closure/Reflection:
1. Review good touches, bad touches, confusing touches
2. Every child is the boss of their own body, and if someone does not have a good reason to touch or look at your body they should not be touching or looking at your private parts
3. 3 Safety Rules

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Materials Needed:
- SMART Board
- Chart Marker
- Paper
- Art Supplies
- Pencil

Other Notes:
- Relationship: a connection between two people
- Peer: someone else your age, a friend, or a classmate
- Peer relationship: a friendship with someone else your age, a friend, or a classmate
- Strategy: a method used to achieve a goal

Learning Objectives:
- Awareness of the importance of peer relationships and how they are beneficial
- Recognizing the basic characteristics of how to be a good friend
- Introduction to different strategies that we use to develop and maintain peer relationships
- Recognizing what characteristics are wanted and unwanted in a friendship

Lesson Plan:
1. Highlight to the class that we have relationships with many people. Discuss: Who are the people around us that we have relationships with? We have relationships with our parents, siblings, extended family members, and even our friends at home and at school.
2. Discuss why having relationships is important? Having relationships with other people is important, because these connections with other people can make us feel good about ourselves.
5. Make a card for someone that you have a relationship for. Template can be used at [https://jr.brainpop.com/health/relationships/friends/activity/](https://jr.brainpop.com/health/relationships/friends/activity/) or students can create their own!

Closure/Reflection:
Make a card for someone that you have a relationship for. Template can be used at [https://jr.brainpop.com/health/relationships/friends/activity/](https://jr.brainpop.com/health/relationships/friends/activity/) or students can create their own!

Encourage students to go home and discuss with people around them what makes a good friend.
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□ Other:
### Materials Needed:
- “Big Bob, Little Bob”
  
  ![YouTube Video](https://www.youtube.com/watch?v=c60tdT4nC3U)
- chart paper
- chart maker
- SMART Board

### Other Notes:
**PREPARATION:**
1. Create a large Venn diagram on paper or poster board, one circle with “Boys Like” and one circle with “Girls Like”; make sure the overlapping piece of the circle is relatively large.
2. Create another large paper (or poster board) labeled "Kids Like."

### Learning Objectives: #20, 25
- **ID.2.CC.1** Describe differences and similarities in how boys and girls may be expected to act
- **ID.5.SM.1** Demonstrate ways to treat others with dignity and respect for all people

### Lesson Plan:
1. Watch “Big Bob, Little Bob” Youtube video.
2. Discuss the video. (Possible discussion questions: What did big bob like to do? What did little bob like to do? How are they the same? How are they different?)
3. Tell students you are all going to make a list of different thing boys and girls like to do.
4. Start by asking what boys like to do; write their responses on large Post its.
5. Then ask students to brainstorm some things that girls like to do; write their responses on large Post-its as well. (If students say at any point “But a boy/girl can like that too.” put it in the middle of the overlapping circles.)
6. Go through each of the sticky notes and ask if boys/girls can also like that too. Be prepared for students to say something is only for boys/girls (especially for things like “wears dresses, etc.”). Remind them that there could be some people out there that might like the thing in question. Using yourself and/or a “friend” as an example seems to work great. You may also wish to gather examples from the media ahead of time to help.

### Closure/Reflection:
Keep the “Kids Like” chart up in the classroom for viewing/future discussion.

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School Counselor Lesson

Grade: 1st Grade  Lesson: Act Now!

Strand: Personal Safety, Healthy Relationships

Materials Needed:
- Act Now! E-Learning classroom model
- Smart Board

Other Notes:
- Taught by School Counselors during classroom Guidance
- **2 lessons in order to complete**

Learning Objectives:
- #90, #93, #94, #122, #123, #125, #128
- HR.2.CC.2 Describe the characteristics of a friend #90
- HR.5.INF.1 Compare positive and negative ways friends and peers can influence relationships #93
- PS.2.CC.2: Explain what bullying and teasing are #122
- PS.2.CC.3: Explain why bullying and teasing are wrong #123
- PS.2.IC.2: Demonstrate how to respond if someone is bullying or teasing them #125
- PS.2.AI.2: Identify parents and other trusted adults they can tell if they are being bullied or teased #128

Lesson Plan:
- Before the lesson, review lessons learned from Kindergarten Act Now!: healthy friendships, how to talk about feelings with friends, tattling vs. telling, and trusted adult relationships.
- Explain that they will be discussing bullying and appropriate responses to bullying (tattling versus telling).
- Present the Act Now E-Learning presentation through the Children’s Hospital of Wisconsin on the Smart Board.
- Select Act Now! courses (Meet Us, Friends, Feelings, Bullying, and What to Do) from the course outline menu on the Chalkboard.

1. Meet Us:
Start with “Meet Us” and the characters that the students can make a connection to the examples.
Play the selected mini lessons and follow along with the discussion questions for each lesson:

2. Friends:
Give examples of what makes a good friend.
Demonstrate, in a role play situation, how to invite someone to join in on an activity
3. Feelings:
Describe how they might feel in various scenarios.
Describe one way to calm down when they are angry or becoming angry.

4. Bullying:
Identify bullying behaviors that might occur in the school or on school grounds when given various video scenarios. Describe how they might feel in various scenarios.

5. What to Do:
Give two examples of what to do in a bullying situation.
Use an assertive “I statement” to respond to a bullying situation, in a role playing situation.
Name at least two trusted adults that they can go to if they need help, and show how they would ask for help.
5. Zink the Zebra/Brain Break
Discuss with students that this story was based on a true story about a little girl who had cancer. She just wanted to be treated like other kids but often times felt left out because she was a little different. She helped write the story of Zink the Zebra. The brain break can be taken at any point in the 2 day sequence of lessons.

6. Closure/Reflection:
Play the Tic Tac Toe game to review the topics discussed during the lesson.

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### Grade: 1st Grade
### Lesson: When Should I wash my hands?
### Strand: STIs and HIV

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<td>Be a Germ-Buster</td>
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### Learning Objectives: #68
SH.5.CC.1 Define bloodborne pathogens including HIV, Hepatitis A, B, and C and identify some age-appropriate methods of transmission as well as ways to prevent transmission.

### Lesson Plan:
- Teacher introduces the lesson by explaining to students that germs are very tiny living things that cannot be seen without the aid of special tools like a microscope.
- Explain that there are all different kinds of germs. They don't look like any animal or plants we can see—not like a bird or a dog or a flower. Most germs don't hurt people at all, but some germs make people sick. When you have a cold, it is caused by a kind of germ.
- Tell students that there are many ways germs are spread.
- Ask them if they know of ways germs are passed (list them). Mention that some sicknesses or diseases can be transmitted through blood as well.
- Share with them that germs are passed when we cough or sneeze on or near someone, and/or when we share items like a cup or a straw we have been drinking from, and that we should practice health habits that prevent the spread of germs.
- Explain to students that one of the best ways to prevent the spread of germs is by hand washing.
- Sometimes we tell you to wash your hands, even when they look clean. That's because you might have germs on your hand that you can't see. Germs wash off with soap and water, and this helps you stay healthy. Use the posters Don't Forget to Wash and Be a Germ Buster: wash your hands to highlight and explain the steps for proper hand washing.
- Ask: When should we wash our hands? Students share responses. Use the poster When Should I Wash My Hands? to review and provide a visual for when hand washing should occur.
- Demonstrate and practice proper handwashing technique (in the context of their daily routine).
- Hang up posters throughout the classrooms as reminders of when and how to wash hands.
Closure/Reflection:

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Be A Germ-Buster

WASH YOUR HANDS

1. WET
2. SOAP
3. WASH FOR 20 SECONDS
4. RINSE
5. DRY
6. TURN OFF WATER WITH PAPER TOWEL

Minnesota Department of Health
Food Safety Center
625 N Robert St, PO Box 64975, St. Paul, MN 55164
651-201-5414, TDD/TTY 651-201-5797, www.health.state.mn.us

Adapted with permission from Washington State Department of Health
1. WET YOUR HANDS
2. APPLY SOAP
3. WASH YOUR HANDS for 20 seconds
4. RINSE WELL
5. DRY YOUR HANDS
6. TURN OFF WATER with paper towel

Don’t forget to scrub between your fingers, under your nails, and the top of your hands.
When Should I Wash My Hands?

- After arriving.
- After coughing or blowing your nose.
- Before making or eating food.
- After playing with animals.
- After using the toilet.
- After playing outdoors.
- Before and after changing contact lenses.
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Learning Objective: #122

PS.2.CC.2 Explain what bullying and teasing are, #122

Materials Needed:

*Chrysanthemum*, Kevin Henkes
Chrysanthemum thinks her name is absolutely perfect—until her first day of school. "You’re named after a flower!" teases Victoria. "Let’s smell her," says Jo. Chrysanthemum wilts. What will it take to make her blossom again?

*The Invisible Boy*, Derek Munson
A simple act of kindness can transform an invisible boy into a friend...
Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party... until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

*The Sneeches and Other Stories*, Dr. Seuss

https://www.youtube.com/watch?v=qPhOZzsi_6Q

BrainPOP Jr.
https://jr.brainpop.com/health/safe/bullying/

Lesson Plan: *use pdf “Words that hurt and words that heal” lesson plan*
Lesson Plan:

Teacher can choose from the following books to read aloud:

*Chrysanthemum*, Kevin Henkes  
*The Invisible Boy*, Derek Munson  
*The Sneetches*, Dr. Seuss

The following BrainPOP Jr. video can be viewed:  
https://jr.brainpop.com/health/besafe/bullying/  

Teacher presents “Words that Hurt and Words that Heal” lesson plan

Closure/Reflection: See Lesson Plan.  
Work with your students to create a list of guidelines for making the classroom feel safe and affirming for everyone. Ask them to say what they think the goals should be in order to be a welcoming community where everyone feels safe and like they belong. Ask them to think of ways they can all participate in making these guidelines work and create strategies for intervening, requesting the assistance of an adult or joining with others to make someone feel better, safer and more welcome. Educators will monitor and encourage engagement and empathy.

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WORDS THAT HURT AND WORDS THAT HEAL

SUGGESTED GRADE LEVEL: K – 3

LENGTH OF TIME: One 45 – 60 minute session.

GOALS
- For students to consider the importance of words and actions.
- For students to see themselves as allies standing up for each other in a caring community.

OBJECTIVES
- Students will apply literature to real life experiences.
- Students will share their understanding of the harmful nature of words or actions to make others feel “less than” or unwelcome.
- Students will strategize effective ways to welcome and stand up for someone who has been treated unkindly.

ACADEMIC STANDARDS
- CCSS: SL 1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Also SL K.2, 2.2, 3.2, 4.2
- CCSS: RL 2.3 Describe how characters in a story respond to major events and challenges. Also RL K.3, 1.3, 3.3, 4.3
- CCSS: RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events. Also RL K.7, 2.7, 3.7, 4.7

EDUCATORS’ NOTES
This lesson illustrates how words or actions can hurt — or heal.
After reading the book, One by Kathryn Otoshi, the teacher leads students in a discussion of words or actions that have hurt them or other students in your school. Then students discuss what they can do to help each other and stand up for each other.

If you don’t have a copy of the book, the activity and discussion can be done as a stand alone lesson.

It is important to caution students not to use people’s names or identify anyone when sharing. The intent is to ensure that students change hurtful practices without bringing attention to individual students who have bullied others or who have been targeted. Special thought and care will need to be taken if certain students are vulnerable due to differences or recent incidences in order to avoid unwanted attention or discomfort for that student. Following up with such students after the activity, in a discreet manner, may be necessary as well.

www.welcomingschools.org
As the lesson proceeds, try to ensure that the different kinds of name-calling you have heard in your school are mentioned. If you have heard students at your grade level using “gay” as a put-down, raise that as a discussion topic, as students may think it is taboo to mention. If you have heard students being teased or excluded for not meeting cultural norms of femininity or masculinity, raise those points. If you have heard teasing about economic differences, race, or ethnicity, ensure those are brought up.

**MATERIALS** A large piece of paper cut into the shape of a heart

**BOOK** *One* by Kathryn Otoshi. (If you don’t have a copy, see the modified lesson plan below.)

**BEFORE THE LESSON**
- Listen to and monitor ways that students or others in the school put each other down or exclude each other. Listen for put-downs related to gender, race, class, family structure or personal appearance. Notice who gets excluded and why.

**INTRODUCING THE LESSON TO YOUR CLASS**
- Gather students in a group and say, “Today, we are going to talk about and explore our classroom paying attention to how we treat each other—what makes us feel welcome, happy, and important and what makes us feel lonely, sad and unimportant.” Explain that students often have difficulty fitting in because they are in a situation where groups of students have already formed bonds of friendship or because they are different in some way. Point out that some people will automatically put up barriers to another student, deciding quickly that they dislike the student, without even trying to get to know him or her. State, “In our class and school we want everyone to be treated kindly, to belong and to do their very best.”

**LESSON INCLUDING READING THE BOOK, *ONE* BY KATHRYN OTOSHI**

**Before you begin reading:**
- Ask your students to pay attention to the colors that are in the book and what the colors mean. Also, ask them to think about the word count. Count refers to two different things in the story—something that matters and numbers.
- As you read, pause to ask the students questions and reflect on the book.
  - After Red says, “Red is hot. Blue is not,” you could ask how they think Blue feels?
  - After Red picked on all of the colors and got bigger and BIGGER, you could ask your students, if they were one of these colors how would they feel at this point?

**Crumpling up a heart activity:**
- After reading the book, ask your students if they have ever noticed in your school or classroom, people acting like “Red” or people feeling sad or unimportant because of things that were said that might have hurt their feelings.
- Ask them to take a minute to think about these things.
- Say that you have a heart that you are going to crumple up a bit each time someone says one of these things that hurt. The heart represents student's hearts and when something is said to us that feels unkind it makes our hearts hurt.
- To start things off, ask again: have you heard anybody say unkind things or do mean things in our classroom or our school?
- Interact with students as they bring things up. Ask them follow-up questions for clarification or to see how it felt to either hear the unkind words directed at them or to hear the unkind words directed at someone else. Appreciate them if they have said something that may have been difficult.
- Are there any words that they have heard other students say that are hurtful?
- Each time another student says something that they've seen or heard that is hurtful, crumple of a part of the heart.
- After students have had a chance to say a number of things about what has been or could be hurtful and after you have had a chance to interact with students on these experiences, turn to what could make things better.
- Ask the students, what are some things that they could do to help when they have heard or seen something mean. How would they make someone feel more welcomed again? How would they help stop the hurtful teasing or bullying?
- Say that each time someone comes up with an idea you will smooth out the heart a little while they are talking.
- If somebody was being mean to you and making you feel unimportant, what would you hope someone would do?

Optional: Mini role-play with the students:
- After students have had a chance to name ways that they could help a person who is being teased or bullied, have students think about the end of the book.
- Ask: who was it that stood up to Red? What did One do to let Red know that picking on the other colors was not okay behavior? (Answer: He stood up straight and tall like an arrow. If students don't come up with that answer, prompt them or turn back to that page in the book to remind them.)
- What number do you think you would be in the book? (Someone will probably say the number one.)
- Ask who else would want to be number one? Raise your hand. Who would want to be number two? How about number three or four?
- If you raised your hand, stand up.
- Look at all the people standing up. If all of these people stood straight up like an arrow and said, "No." (Have kids say, "No.") Do you think it would help stop someone from getting teased or hurt?
• How do you think it would feel to see people standing up for you if you were the one being teased or hurt?
• What would you think if you saw someone else standing up for someone?

Going back to the book:
• After One stood up and said, “This is not okay” and the other colors did the same, did you notice how that word count was used? The book says, “Blue saw the colors change. He wanted to count.” What does Blue mean? Discuss how it feels good to count.
• At the very end of the book red blew a fuse and then got smaller and smaller and smaller. Did red disappear? Did you notice, what happened to red at the end? He turned another color, right. And then it says, “Then red laughed and joined the fun.” What do you think about that ending? Were the colors just standing up to red and saying, “Stop it. Go away. We don’t want to see you ever again” or were the other colors saying, “Hey, you stop. You don’t have to be mean. We know you can be nice”? Even though somebody is mean to us they can still be nice if we help them and they listen.

Going back to the heart:
• Ask: Why did I crumple up the heart? Why did I smooth it out? What do you notice about the heart? Does it look the same as when I started? How is it different?
• This is the same as when somebody is bullied. If someone is bullied and told they’re not important, and even if someone says, “I’m sorry, I didn’t mean to do that,” the person’s heart can never be the same.
• Discuss how this is true for anyone who is targeted —called names or bullied for being different. So that’s why it is important to not be mean to other people and to help to be a kind and welcoming person.

Lesson Plan without Reading the Book
• Ask students to think for a minute about ways they have heard kids tease others, or words that they have heard kids use to put someone down that made them feel lonely or unhappy. Our words and actions are important and have outcomes. Ask, “Have you ever felt that you hurt in your heart when you hear or witness sadness?” (Educator might give personal example.) Our words and actions matter. In this activity we’ll show that discomfort or sadness by crumpling a paper heart when we share a hurtful word or experience. Invite students to share the kinds of teasing, hurtful acts, or bad words that they have heard at your school. Each time a mean thing is said, scrunch up a piece of the heart to make it wrinkly.
• After everyone has had a chance to share, ask the students how they think they would feel after hearing these kinds of words. Would they want to come to school? Would they feel like doing their best work? Do hurtful words and actions help each other?
• Ask the students some ways that they could help each other feel better. What could they do to help each other feel included and do their best? A variety of ways to reach out to a peer should be discussed. Examples might be inviting the child to play ball or draw together or sit together at lunch.

• Say that each time someone comes up with an idea you will smooth out the heart a little while they are talking. Even when the paper heart is as flat as you can get it, the heart will not look the same as before it was crumpled.

• Ask questions to lead students to the understanding that, although some of the damage has been repaired, when we hurt someone, they will never be exactly the same; when your heart or feelings are deeply hurt, the scars remain, just like the wrinkles remain. Chances are those scars will never go away. Discuss how this is true for any people who are targeted—called names or bullied for being different.

• Ask the children to name reasons or differences for which children are excluded, teased or bullied.

• Ask the children if they know anyone whose feelings have ever been hurt in this way and invite them to share about it. This invites children to speak about things that may have happened to them or their family members but does not put them on the spot or force them to identify themselves as a target.

**Going back to the heart:**

• Ask: Why did I crumple up the heart? Why did I smooth it out? What do you notice about the heart? Does it look the same as when I started? How is it different?

• This is the same as when somebody is bullied. If someone is bullied and told they’re not important, and even if someone says, “I’m sorry, I didn’t mean to do that,” the person’s heart can never be the same.

• Discuss how this is true for any people who are targeted —called names or bullied for being different. So that’s why it is important to not be mean to other people and to be a kind and welcoming person.

**Extensions**

• Post the heart on a wall as a reminder of the power that words can have to hurt and heal. The heart will serve as constant reinforcement of a vivid lesson in kindness.

• Have students write a letter to their family about words and actions that heal activity and suggest thoughtful actions that they will use at school and at home.

• Encourage students to practice kind words and actions and record on the classroom heart.

• Include words like ally, bystander and upstander on a word wall.
Assessment and Evaluation

Work with your students to create a list of guidelines for making the classroom feel safe and affirming for everyone. Ask them to say what they think the goals should be in order to be a welcoming community where everyone feels safe and like they belong. Ask them to think of ways they can all participate in making these guidelines work and create strategies for intervening, requesting the assistance of an adult or joining with others to make someone feel better, safer and more welcome. Educators will monitor and encourage engagement and empathy.


www.welcomingschools.org
Materials Needed:
Book: *Enemy Pie*
Chart Paper and Markers
Copies of Friendship Pie Worksheet (attached)

Learning Objectives: #90

HR.2.CC.2 Students will be able to describe the characteristics of a friend, #90

Lesson Plan:

1. Discuss the terms enemy and friend.
2. Create an anchor chart brainstorming characteristics of a friend, similar to the below picture.
3. Read the book *Enemy Pie*, by Derek Munson
4. Create a discussion about regarding how a friendship was made between the main character and Jeremy Ross. Did they really make an enemy pie? Did the pie turn into a friendship pie? What made this happen this happen?
5. Ask students: “If you could create a friendship pie, what ingredients would your pie contain?” Examples: pinch of sharing, dollop of caring, teaspoon of listening
6. Each student would make their own friendship pie which would mirror friendship characteristics. Click on link: Friendship Pie Worksheet

Closure/Reflection:
Upon completion, students share their pies with the class.
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FRIENDSHIP PIE RECIPE

INGREDIENTS:

A dash of: ______________________

A cup of: ______________________

A teaspoon of: __________________

A spoonful of: __________________

[Image of a pie with steam]
Materials Needed:
Book: *Talk and Work it Out*

**Learning Objectives:** #91, #92, #95, #96

HR.2.IC.2 Students will be able to identify healthy ways for friends to express feelings to each other #91  
HR.5.CC.1 Describe the characteristics of healthy relationships (e.g., family, friends, peers), #92  
HR.5.IC.1 Demonstrate positive ways to communicate differences of opinion while maintaining relationships, #95  
HR.5.SM.1 Demonstrate ways to treat others with dignity and respect, #96

**Lesson Plan:**
*Utilize pages 32-35 to reinforce the ideas in *Talk and Work it Out*

1. Open a class discussion regarding ways to express feelings to one another. Ask students how they've handled conflicts and disagreements with friends.
2. Read the book *Talk and Work it Out* and hold a discussion on each page. Use pages 32 and 33 for direct questions to ask on each page.
3. Create a “Talk it Out” anchor chart that looks similar to the chart on page 9.  
   a. Talk about the problem  
   b. Listen to understand  
   c. Think of ways to solve it  
   d. Choose the best plan  

**Closure/Reflection:**
Choose a problem solving game from pages 33, 34, and 35 to apply ideas presented in the book.
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School Counselor Lesson

Grade: First Grade  
Lesson: The Right Touch  
Strand: Personal Safety

Materials Needed:
- Max and Molly dolls
- *The Right Touch* by Sandy Kleven

Other Notes:
Taught by School Counselors or REACH Counseling during classroom guidance

Learning Objectives:
PS.2.IC.1 Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable
PS.2.SM.1 Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable
PS.2.AI.1 Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched

Lesson Plan:

1. Introduction
   1. Here to talk about some very important safety rules.
2. Review Touches learned in Kindergarten
   1. What are some good/safe touches? High fives, handshakes, hugs, etc.
      ■ How do these touches make us feel? Special, good, happy
   2. What are some bad/unsafe touches? Kicking, hitting, punching, etc.
      ■ How do these touches make us feel? Sad, mad, hurt
3. Third kind of touch is not good/not bad, but rather is a confusing touch.
   ■ A confusing touch is when someone tries to look at or touch the private parts of your body, without a good reason.
   ■ I brought some friends to help me talk about private parts: Take out Max and Molly and introduce them to the children
   ■ Ask the children: What are Max and Molly wearing?
   ■ Verify that, Yes they are wearing bathing suits/swim suits and explain that we wear bathing suits to cover our private parts.
   ■ The private parts on a girl, like Molly, are on the top in the front, on the bottom in the front, and on the bottom in the back
4. Ask: Is there ever a good reason for a grownup to see your private parts? Verify that there are some good reasons, then ask:
5. When does a grownup have a good reason to look at or touch our private parts? Going to the doctor, baths or showers, drying off after bath/shower, when you have an accident, changing clothes, potty training, changing diapers, if your private parts hurt, rash, sore, infection
6. Explain that: A confusing touch is when someone tries to touch your private parts and they don’t have one of those good reasons.
- Ask: How do you think you would feel if someone touched your private parts without a good reason?
- Ask: Do you think it is ever a child’s fault if a grown up touches his/her private part without a good reason?
  1. It is NEVER the child’s fault (Reiterate this fact many times)
- Ask: Is it ok for a grownup or another child to ask YOU to look at their private parts?

3. Three Safety Rules
   1. SAY NO/STOP
      - Stand up and practice saying no
   2. Get away/walk away/run away
   3. Tell an adult you trust (most important part)
      1. What adults or grownups do you trust that you can tell?
      2. What if the person does not believe you?
         a. Tell another adult

4. Story: The Right Touch by Sandy Kleven
   1. Recap
      1. Review book, especially discuss that what happened to the little girl was not her fault, and what if someone says it’s a game, and about keeping confusing touches a secret.
         - Ask: What would you do if someone tried to touch your private parts, without a good reason and they told you to keep it a secret?
         - Ask: Would you have to keep it a secret?

Closure/Reflection:
   1. Review good touches, bad touches, confusing touches
   2. Every child is the boss of their own body, and if someone does not have a good reason to touch or look at your body they should not be touching or looking at your private parts
   3. 3 Safety Rules

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Grade: First
Lesson: Student likes and dislikes
Strand: Identity

Learning Objectives: #20, #21, #23, #24, #25, #26

ID.2.CC.1 Describe differences and similarities in how boys and girls may be expected to act (gender roles). #20
ID.2.INF.1 Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act (gender roles), #21
ID.5.CC.2 Define gender identity as a person's deeply held sense or psychological knowledge of their own gender. #23
D.5.AI.1 Identify parents or other trusted adults to whom they can ask questions about gender identity and sexual orientation. #24
ID.5.SM.1 Demonstrate ways to treat others with dignity and respect, #25
ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people, #26

Materials Needed:

“Annie's Plaid Shirt”. by Stacy B. Davids
Lesson plan: Welcoming Schools Lesson Plan

“Morris Micklewhite and the Tangerine Dress”. By Christine Baldacchino

“Red: A Crayon's Story”. Michael Hall.

Other Notes:
Learning objective #20
Strand 3: Identity

Books can be found on YOUTUBE to be used as read alouds in the classroom.
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□ Other:
USING CHILDREN’S BOOKS TO LOOK AT GENDER STEREOTYPING

SUGGESTED GRADE LEVEL: 1 – 3

LENGTH OF TIME: 35 minutes

GOALS
- To use literature to help students to examine and understand gender roles and recognize gender stereotyping.
- To expand students’ perceptions of activities/roles for boys and girls.
- For students to see that both girls and boys like and can do many things.
- For students to understand ally behavior

OBJECTIVES
- Students will read and discuss a story to examine gender stereotyping.

ACADEMIC STANDARDS
- CCSS RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Also RL 1.1, 3.1.
- CCSS SL 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Also SL 2.1.
- Social Studies Strand 4: Individual Development and Identity – Exploration, identification, and analysis of how individuals and groups are alike and how they are unique.

EDUCATORS’ NOTES
Children receive formal and informal messages about gender from a multitude of sources — their families, their peers, their communities and the media. Many of the messages empower them, and many of the messages limit them.

This activity provides a fun, age-appropriate way to talk about the serious issues of gender stereotypes, gender-based discrimination and the limitations that traditional gender roles and expectations place on individuals and to provide messages that will empower them to see the range of human behaviors as possible and positive ways to be, regardless of their genders.

Television, movies and toys are examples of places in our culture that divide the world into male and female appropriate behaviors. At school, it is important for educators to create gender-expansive environments where children can be whole by expressing every part of their personality.

It is often important to review classroom rules about kindness and respect when starting these discussions because talking about gender can become very personal.
MATERIALS  Chart paper, markers.

SUGGESTED BOOKS
Choose one of the following books: *The Sissy Duckling* by Harvey Fierstein, *Annie's Plaid Shirt* by Stacy Davis, *Henry Holton Takes the Ice* by Sandra Bradley or *The Story of Ferdinand* by Munroe Leaf.

ACTIVITY

• Read one of the suggested books.

• Discussion:
  • What things do the main characters do that surprise others?
  • How do the main characters feel when others make fun of them?
  • What makes them feel better?
  • How could you help them be an ally if you were there?

• Do you know anybody who works at a job, participates in activities and games or wears clothing that is surprising? Does the job a person has, or what they wear mean the person is a man or woman? Does what someone plays or what they wear mean they are a boy or a girl?

• Post a chart with two headings: “What do you need to bake a cake?” and “What do you need to play baseball?”

• Ask children to call out a list of the things that are needed in order to do each of these activities. Responses may be things like “hands to throw” under the “Play Baseball” list or “hands to stir” under the “Bake a Cake” list. Other responses may be “eyes to see,” “others to play/work with,” “directions or rules,” etc.

• Once the children are satisfied that they have included all of their ideas, read each item, asking, “Who has…” (fill in all of the characteristics from the list.) It is likely every child will raise their hands every time. Respond with reassurance that this is true and empowering. Point out how exciting it is that *all* of them can do all of these things.

• Ask the children to consider why it is that people make decisions about what children can and can’t do. Discuss that children and grown-ups have choices and may like to do all kinds of things. Ask what might make people not choose an activity that they might really like to do.

• Have the students think of ways to respond to assumptions or limits that are created by others. Encourage them to use the things they listed in forming their responses. Ask how they could support others in trying new things and participating in non-traditional activities.

EXTENSION

• Have children break into small groups and act out parts of the story where someone could behave in a way that would make a main character feel better sooner than they do in the story. This gives students a chance to demonstrate ally behavior.
ASSESSMENT AND EVALUATION

- Ongoing teacher observation and class discussions on whether or not gender-based teasing is recognized more often, becomes less frequent or is eliminated.

- Ongoing teacher observation on whether or not students feel comfortable making choices outside gender expectations.

- Ongoing teacher observation of kindness, respect and ally behavior when children participate all kinds of traditional and non traditional work and play.
Grade: 1st  
Lesson: Life Cycles  
Strand: Pregnancy and Reproduction

Learning Objective: #38

PR.2.CC.1 Explain that all living things reproduce, #38

Materials Needed: Youtube videos and books

Other Notes:

Lesson Plan:

Start with animal reproduction to lay the groundwork for the unit.

* Bill Nye the Science Guy~Life Cycles (approx. 20 minutes)
  https://www.youtube.com/watch?v=ZO2qZF1WB3Y

* Animal Life Cycle
  *www.youtube.com/watch?v=RQn3_LCbl-Y

* Learn Animal Life Cycle with Toy Collection
  www.youtube.com/watch?v=0bqMTyzTKCU

* The Very Hungry Caterpillar by Eric Carle
  * The Tiny Seed by Eric Carle
  * The Tadpole’s Promise by Jeanne Willis
  * From Caterpillar to Butterfly by Deborah Heiligman

After students have a good understanding of the Life Cycle of animal, move into the Life Cycle of Humans.

* Human Life Cycles
  *www.youtube.com/watch?v=SdprpVClhu0

Books:

* Who has What? Robie H. Harris
* What’s in There? Robie H. Harris
* What Makes A Baby? Cory Silverberg
* Tadpole’s Promise Jeanne Willis

Closure/Reflection:
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# Grade 1 Lesson: Body Parts Strand: Anatomy and Physiology

## Learning Objectives:
- #1, #121, #10
  - AP.2.CC.1 Use proper names for body parts, including male and female anatomy
  - PS.2.CC.1 Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.
  - PD.5.INF.1 Describe how peers, media, family, society and culture influence ideas about body image

## Materials Needed:
- *Book: Me and My Amazing Body by Joan Sweeney*
- *Book: Amazing you! Getting Smart About Your Private Parts by Dr. Gail Saltz (Please note the omitted page numbers not to be read for first grade)*
- *Pages not to be read: page 17 - 24*
- *Blank body template one per student*
- *Post-its if doing Activity option 2*

Parent Letter:
https://docs.google.com/document/d/17j3BWjzbcj3MZpp9jQKSIN3IRoE-2pDnZ-WucflzkLk/edit

Body Outline:
https://docs.google.com/document/d/1f51_rnTo4y2LdSWA31K849dpUENC7gDa5dVJwRm66c/edit

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- (Informal):
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  - X Walk around
  - □ Signaling
  - □ Class work
  - X Oral questioning
  - X Discussion
  - □ Conferencing
  - □ Other:

## Resources (Text and Technology):
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- □ PowerPoint
- □ Internet
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- □ Other:

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- □ Cooperative learning
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- □ Adjusting questions
- □ Choice provided
- □ Movement
- □ Contract
- □ Peer editing/helping
- □ Stations
- □ Think/Pair/Share
- □ Other:
**Materials Needed:**
- Body Image Handout

**Other Notes:**
Children are exposed to media, ranging from advertisements they see in their neighborhoods, to shows they see on television, to characters in video games they play with their friends. Media exposure influences body image on at least two distinct levels: Often, time spent engaged with media precludes being physically active and aware of the importance of our own bodies. At the same time, the media sends so many messages to children of all ages about how bodies “should” look, move, and be.

*Lesson From: Teaching Tolerance*

**Glossary**

**media** [ME-dee-uh] *(noun)* a way of communicating that reaches and affects a lot of people, including television, magazines, advertisements, movies, music videos, video games, and more.

**body image** [BOD-ee IM-ij] *(noun)* how someone thinks about their own body, or how someone thinks other people look at their own body.

**Learning Objectives:** #10

**PD.5.INF.1** Describe how peers, media, family, society and culture influence ideas about body image.
Lesson Plan:

1. Write the word "media" on the board and explain its definition to students. Ask students to brainstorm aloud what kinds of media they use most often. Chart their responses. If students are stuck, prompt them by asking what they do after school or on weekends. Do they watch television? Play video games? Encourage students to share with each other and talk about what they like and don’t like about different kinds of media.

2. Explain to students that today they will be talking about how the time they spend with media affects their bodies and their body images. Project an image of the grade level appropriate handout and go over the categories with them. Ask students to follow along as you talk through the example. For each type of media on the list, students should think about how much time they spend engaged with it, what they ARE and are NOT doing with their body during that time, and how that type of media impacts their body image.

3. Break students up into pairs or small groups to work on the handout (see 2nd Grade Folder - Body Image Handout). As students work, circulate and make note of common themes that are coming up. If students are stuck, encourage them to talk openly with their partners for help. You can also prompt them with questions like: “When was the last time you used that type of media? What did most of the people look like? What do you like or not like about that?”

4. When students are finished, bring them back together and allow each pair of students to share 1 or 2 rows from their chart. Keep track of common themes that come up and ask students for their own observations. As a class, discuss any conclusions about how the time we spend with media affects our bodies and our body images.

5. Break students up into different partnerships and ask them to imagine that one person in the partnership is spending a lot of time engaged with a particular type of media. (Note: You may want to focus on the media your students named in step 1 to keep the exercise relevant.) Choose one student to help you model a role-play conversation in which you convince the student to use her time differently. Use arguments that focus on physical health as well as body image. Chart some possible ideas about physical health based on students' prior knowledge—the importance of being active, for example, or of taking care of eyesight. Then, break students into partnerships to try similar role-plays on their own. Once they have role-played one way, have them switch roles. If time permits, allow each pair to share their role-plays with one other partnership.
6. Bring students together and ask what they learned from those role-plays, including what was challenging about the exercise. To close the lessons, ask students what they might realistically do to lessen the negative impact of media on their bodies and body images.

Closure/Reflection:

7. Ask each student to set a personal goal for resisting the negative impact of media. They may write down their goals or share them with partners. Be sure to check in with students periodically to see if they are working on these goals.

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## Observation Chart

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<tr>
<th>Type of Media</th>
<th>How much time per week?</th>
<th>What are you doing with your body?</th>
<th>How does it make you feel about your body, and why?</th>
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<tr>
<td>Example: Television</td>
<td>About 6 hours</td>
<td>Sitting on the couch</td>
<td>It makes me feel tired because I'm just sitting around. I also feel like I wish I could be as strong as the superheroes in my favorite shows with big muscles.</td>
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<td>Movies</td>
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<td>Toys with characters (ex. Superhero action figures, princess dolls)</td>
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<td>Video Games</td>
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<td>Music and Music videos</td>
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### Materials Needed:

- Teacher's Resource: “Body Parts and Functions” (Bottom of lesson plan)
- 6 Post-Its – one each labeled with vulva, nipples, anus, shoulder, foot, and belly button
- 6 Post-Its – one each labeled with penis, nipples, anus, shoulder, foot, and belly button
- PowerPoint “Our Bodies”
- LCD projector and screen
- Computer with PowerPoint on it (See “Our Bodies” PPT in folder)

### Other Notes:

**A NOTE ON LANGUAGE:**

You will notice that this lesson refers to “girls” and “boys” and “male” and “female” when identifying body parts. Lessons in higher grades use more precise language and begin to introduce a broader concept of gender. This lesson does, however, acknowledge that “there are some body parts that mostly just girls have and some parts that mostly just boys have. Being a boy or a girl doesn’t have to mean you have those parts, but for most people this is how their bodies are.” And, “Most people have a vulva and a vagina or a penis and testicles but some people’s bodies can be different. Your body is exactly what is right for you.”

This lesson was recommended by the WI DPI and created by Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum

Option: Teacher can separate students into sex for this lesson.

### Learning Objectives: 

**AP.2.CC.1** Use proper names for body parts, including male and female anatomy
Lesson Plan:

**STEP 1:** Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy. (1 minute)

**STEP 2:** Ask the students to name body parts that most people have in common.

*Note to the Teacher:* Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies. (3 minutes)

**STEP 3:** Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

Direct students' attention to the PowerPoint where you have displayed the the first slide. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their genitals. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to know what our body parts are and how to keep them healthy. Display the next slide saying, "Our bodies have lots of different parts like the head, chest, belly button, hand and leg. Let's look at some parts we don't often learn as much about." Point out and explain the following, "Most girls have a vulva, which is the name for the area between the legs. The vulva describes the whole area including the small hole where urine or pee comes out called the opening to the urethra, the hole below that, which is a little bigger and is called the vagina that is used when a female has a baby, and the hole below that where a bowel movement, or poop, comes out called the anus. Often girls wear a bathing suit that also covers their nipples on their chest. Their chest will develop into breasts when they get older and go through puberty. Breasts and nipples can be how some people feed their babies." (8 minutes)
STEP 4: Advance to the third slide and tell the class that you need their help to review the names of these body parts. Ask for six volunteers and one at a time, give each volunteer one of the six post-it note labels. For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. Use the Teacher’s Resource as needed to help explain the function of anatomical parts. (6 minutes)

STEP 5: Next, advance to slide 4 and explain the following, "Most boys have a penis between their legs which they use to urinate or ‘pee.’ Some boys have a foreskin, which is a piece of skin that covers the end of the penis and some boys do not. A boy also has a hole a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit. Even though both boys and girls have nipples, a boy’s chest does not grow into breasts when he goes through puberty." (8 minutes)

STEP 6: Advance to slide 5 and tell the class that you need their help to review the names of these body parts. Ask for six new volunteers and one at a time, give each volunteer one of the six post-it note labels. For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. Use the Teacher’s Resource as needed to help explain the function of anatomical parts. (6 minutes)

STEP 7: Next, explain to students that they may have heard different words to refer to their genitals, such as the penis or the vulva. Ask for a few examples of other words students have heard for these body parts.

**Note to the Teacher:** If you do not want students to say slang or family terms out loud, instead of asking the class for examples, you can say them yourself. Some common terms students in this grade might recognize or use include: Pee pee; wee wee; privates; butt.

Explain that even if they use these names in their families, it is important to use the words just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

**Note to the Teacher:** Some answers may include that people will know what you are talking about or that a lot of the slang words might not be nice. If students don’t say it, explain that if a person’s penis, vulva or anus began to hurt or a person was worried that something was wrong with their body they should tell a trusted adult or the school nurse.

It’s really important to use the correct words so they can explain what they’re feeling to a parent, trusted adult or a doctor or nurse. Tell students: “This is your body and you have a right to know what the different parts are called.” (4 minutes)
STEP 8: Conclude the lesson by asking students “Can anyone tell me a body part that most girls have but not boys?” (vulva). “Can anyone tell me a body part that most boys have but not girls?” (penis). “Can anyone tell me a body part we learned about today that both boys and girls usually have?” (anus, nipples). Explain “Most people have a vulva or a penis but some people’s bodies can be different. Your body is exactly what is right for you.” (4 minutes)

Teacher’s Resource – Body Parts and Functions

Note: It is up to each teacher to determine the amount and detail of information to share with their students in ways that are age appropriate. This sheet is for the teacher’s use only, and is not to be distributed to students.

FEMALE:

VULVA

The external female genitals.

VAGINA

The vagina is the canal leading from the vulva to the uterus. The average vaginal canal is three to five inches long, and resembles a flattened tube with its walls touching each other.

MALE:

PENIS

The penis is made up of nerves, blood vessels, fibrous tissue, and three parallel cylinders of spongy tissue. It does NOT have any bones in it.

BOTH:

NIPPLES

Everyone has breasts, as well as nipples. The circle around the nipple is called the areola.

ANUS
A hole between a person’s legs where a bowel movement, or poop, comes out.

*Adapted from handout by Elizabeth Schroeder, Ed.D., MSW & Eva Goldfarb, Ph.D.*

**Closure/Reflection:**

**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The assessment is built into the lesson. By asking the class which body parts only girls have, only boys have and both have, the teacher can assess the knowledge of the class. An alternative assessment strategy if students are not likely to come up with the names themselves (especially for non-readers), is for the teacher to ask, “Who has a vulva? Girls, boys or both? Who has a penis?” etc. and have the class respond. By asking students why it might be important to know the correct names for these body parts, the teacher can gauge student understanding by their responses.

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Girl and Boy
Materials Needed:
- One by Kathryn Otoshi
- Howard B. Wigglebottom Video—Bullying
  https://www.youtube.com/watch?v=QfYdShEdUTA&feature=youtu.be
- or Howard B. Wigglebottom Learns About Bullies (optional day 2)

Other Notes:

Learning Objectives: #124, 125, 126, 127

- PS.2.IC.2: Demonstrate how to respond if someone is bullying or teasing them
- PS.2.AI.2: Identify parents and other trusted adults they can tell if they are being bullied or teased
- PS.2.IC.2 Demonstrate how to respond if someone is bullying or teasing them
- PS.2.SM.1 Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable

- Students will be able to share their understanding of what harmful words or actions can do to others.
- Students will be able to come up with strategies to stand up for someone who has been treated unkindly.
- Students will be able to see the importance of kind words and actions.
Lesson Plan:

1. Gather students on the carpet and introduce the topic of how to treat others.
   a. What makes you feel welcome, happy, and important?
   b. What makes you feel lonely, sad, or unimportant?
2. Students should pay attention to the colors in the book *One* and what they mean. Also, pay attention to the word count.
3. After each page, pause and reflect on the book.
   a. For example, red says, “Red is hot. Blue is not.” What do you think blue feels?
   b. Did you see how red picked on all of the colors and got bigger and bigger?
4. Have a mini role-play with the students.
   a. Discuss ways to help someone being teased or bullied.
   b. Ask who was it that stood up to red? What did One do to let Red know that picking on the other colors was not okay?
   c. What number would you be in this book?
   d. Who else would want to be number one? (Have students raise hands) Who would want to be number two, three, or four?
   e. If students raised their hands, have them stand up.
   f. Talk about how all of these students are standing up. If all of these students stood straight up like an arrow and said, “No,” would we have as many kids getting teased or bullied?
5. Optional day 2:
   a. Watch the video (or read the book) and discuss what happened to Howard. How did that make him feel?
   b. Discuss what it means to be brave, be bold, a teacher must be told.

Closure/Reflection:

1. Discuss with the students how it would feel to be the one that’s being teased or bullied and to see people standing up for you.
2. Discuss with students how they would feel if they saw someone else standing up for someone who is being teased or bullied.

Extension Assessment:

- Have students write kind words and actions on a piece of paper. Share and place on the wall in the classroom for everyone to see.
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Grade: 2nd  
Lesson Name: Being a Good Friend  
Strand: Healthy Relationships

Materials Needed:  
- Chrysanthemum by Kevin Henkes  
- Large paper heart cut-out

Other Notes:  

Learning Objectives: #90,91,92,95

HR.2.CC.2: Describe the characteristics of a friend  
HR.2.IC.2 Identify healthy ways for a friend to express feelings to each other  
HR.5.CC.1: Describe the characteristics of healthy relationships  
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect

- Students will be able to demonstrate kindness, treat others with respect, and develop strategies for problem-solving

Lesson Plan:

1. Read Chrysanthemum (or any other book that has to do with problems with friendship) aloud to the class.  
2. Every time there is someone in the story that is unkind to the main character, have a student come up and crinkle part of the heart.  
3. After the story is finished, try to smooth out the wrinkles.  
4. Have a class discussion about the words, actions, and feelings from the book. (Think, pair, share) You may write these words, actions, and feelings on the wrinkled paper heart. Discuss how someone’s heart may stay wrinkled after you say or do something that is unkind.

Closure/Reflection:  
- Students make a list of ways to make someone’s heart feel happy.  
- Discuss conflict resolution-- “I feel...when you...because...I’d like for you to stop... statements”
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☐ Other:
**Grade:** 2nd  
**Subject:** Dignity and Respect  
**Topic:** Healthy Relationships

### Materials Needed:
- *Do Unto Otters*
- Internet: Watch preview of the book

### Other Notes:

### Learning Objectives: #90,91,92,95,96

- HR.2.CC.2: Describe the characteristics of a friend
- HR.2.IC.2: Identify healthy ways for a friend to express feelings to each other
- HR.5.CC.1: Describe the characteristics of healthy relationships
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect
- HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships

- Students will be able to determine how they want to be treated and how they should treat others.
- Students will learn about the “golden rule.”

### Lesson Plan:
1. Show the cover and read the title of the book. Watch a preview of the book *(Do Unto Otters Trailer)*
2. Predict what the book will be about. Talk about the saying “Do unto others as you would have others do unto you.” [https://www.youtube.com/watch?v=PR5acrEjIXs](https://www.youtube.com/watch?v=PR5acrEjIXs)
3. Discuss what is happening while reading the story. Discuss how the characters are treating others.
4. Students answer the comprehension questions.
   a. **Comprehension Questions**

### Closure/Reflection:
- Go over the answers to the comprehension questions
- Have a discussion of how we should treat others based on how we want to be treated
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Learning Objectives: #121,124,126,127,128
PS.2.CC.1: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.
PS.2.SM.1: Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them uncomfortable
PS.2.AI.1: Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched
PS.2.AI.2 Identify parents and other trusted adults they can tell if they are being bullied or teased
PS.2.IC.1 Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable

Lesson Plan:
Share Keynote Presentation

- Review Max & Molly from kindergarten and first grade
- Review 3 kinds of touches: good, bad, and confusing
- Discuss Oh! Oh! Signs, early warning signs, our bodies way of telling us something is not right
- Review Safety Rules:
  - Say No
  - Get Away
  - Tell a Trusted Adult
- Identify trusted adults that students could tell
- Discuss good and bad secrets

Share Video: What To Do About Secrets. The video is about a little girl who is being touched inappropriately by her uncle, and with the advice from some magical friends, gains the courage to tell her bad secret to her mom.

Discuss what lessons from the presentation the students noticed in the video.

Closure/Reflection:

1. Review safety rules: say no, get away, tell a trusted adult
2. Identify at least five trusted adults students can go to if they are feeling uncomfortable about being touched
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IT’S YOUR BODY!
You’re in charge!
Reach Counseling
Protective Behaviors

Max & Molly

What do you remember?
“Safe Touches”

What do you remember?
“Safe Touches”
“Unsafe Touches”
What do you remember?

“Safe Touches”

“Unsafe Touches”

“Confusing Touches”

My OH OH Signs

Hair feels like it is standing

Head hurts

Face Squeezed

Confused

Start to cry

Sweaty palms

Shaky all over

Sweaty underarms

Butterflies in tummy

Sweats

Feet stuck

Choice

Control

Limits

NO ONE has the right to touch your private parts without a good reason!!!

Safety Rules

1. Say NO!
2. Get away
3. Tell a trusted adult

SAFETY FIRST
Our Network Circle

Should I keep a secret?

Good secrets are okay to keep

Bad secrets are NOT okay to keep

Video: What To Do With Secrets

No matter what, it is NEVER your fault!
What are some of your OH OH signs?

My Network Circle
## Taught By Guidance Counselor

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<tr>
<th>Grade: 2nd Grade</th>
<th>Lesson Name: Bullying/Teasing</th>
<th>Strand: Healthy Relationships and Personal Safety</th>
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### Materials Needed:
- Act Now! E-Learning classroom model
- Smart Board

### Other Notes:
- Taught by School Counselors during classroom guidance
- **Takes two lessons to complete**

### Learning Objectives: #93,94,122,123,125
- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships
- HR.5.INF.1 Compare positive and negative ways friends and peers can influence relationships
- PS.2.CC.2: Explain what bullying and teasing are
- PS.2.CC.3: Explain why bullying and teasing are wrong
- PS.2.IC.2: Demonstrate how to respond if someone is bullying or teasing them
- PS.2.AI.2: Identify parents and other trusted adults they can tell if they are being bullied or teased

### Lesson Plan:
- Before the lesson, review lessons learned from Kindergarten Act Now and 1st grade: healthy friendships, how to talk about feelings with friends, tattling vs. telling, and trusted adult relationships.
- Explain that they will be discussing bullying and appropriate responses to bullying (tattling versus telling).
- Present the Act Now E-Learning presentation through the Children's Hospital of Wisconsin on the Smart Board.
- Select Act Now! courses (Meet Us) from the course outline menu

1. **Click on “Meet us”**

2. **Bullying**
   Discuss what bullying is and is not. Reminder is this is not an accident this is some causing intentional harm.
3. What to do
Review all of the trusted adults that students can go to if they are being bullied. This is at home and at school.

4. Calming Down
Think about all of the feelings you have throughout the day. Identify what you are feeling and how to calm your body.

5. Tattling vs. Telling
Watch the videos and decide if the video clip is tattling or telling. Are they trying to get someone into trouble or out of trouble?
6. Zink the Zebra/Stand Up
Discuss with students that this story was based on a true story about a little girl who had cancer. She just wanted to be treated like other kids but often times felt left out because she was a little different. She helped write the story of Zink the Zebra. The stand up song can be listened to at any point during the 2 lessons.

7. Closure/Reflection: Carnival Darts
Have students take turns answering the review questions and review the answers.
Grade: 2  Lesson Name: Pathogens  Strand: STIs and HIV

Materials Needed:
LCD Projector/Computer
Slideshow - link below

Other Notes:

Learning Objectives: #68
**SH.5.CC.1** Define bloodborne pathogens including HIV, Hepatitis A, B, and C and identify some age-appropriate methods of transmission as well as ways to prevent transmission

Lesson Plan:
Go through and discuss this google slideshow with your class.

**BBP - Grade 2 Slideshow**

Closure/Reflection:
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Be Healthy: Know about Blood Borne Pathogens
What's a Blood Borne Pathogen?

- Is a virus or bacteria
- Found in human blood and can cause diseases
Some of these diseases are called: Hepatitis B, Hepatitis C, and HIV.
They can cause some adults to get very sick

They do not commonly affect children.

These diseases are very hard to get.

**THESE DISEASES ARE NOT EASY TO GET!!!!**

You can **not** get these diseased by just being near or touching someone who has one of these diseases.

Scientist all over the world are working hard to find a way to stop the spread of these diseases and find a cure.
Sneezing
Sharing utensils
Playing with someone with the disease
Holding hand with the disease
Sitting next to someone with the disease

WAYS BLOOD BORNE PATHOGENS CANNOT BE CAUGHT:
So, how can you catch a blood borne disease?

You can get a blood borne disease by coming in contact or touching someone’s blood and other bodily fluids.

DON'T TOUCH
How can you keep or prevent yourself from getting a blood borne disease?

- Don’t touch blood, including bloody sores or noses
- No Blood Brothers/Blood Sisters
- Don’t do drugs
- Don’t pick up needles
Let’s review! True or False?

1. People can give each other diseases.

2. Blood borne diseases are caused by viruses.

3. Your body’s immune system can protect you from many infections.

4. HIV, Hepatitis B and C can be cured.

5. Children who attend school with someone who has a blood borne disease can catch the disease by sitting next to them.
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<th>Lesson Name: Respect and Friendship</th>
<th>Strand: Healthy Relationships</th>
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**Materials Needed:**
- *Hey, Little Ant* by Phillip M. Hoose
- Ant cutout

**Other Notes:**

**Learning Objectives:** #90,91,92,95,96

HR.2.CC.2: Describe the characteristics of a friend  
HR.2.IC.2 Identify healthy ways for a friend to express feelings to each other  
HR.5.CC.1: Describe the characteristics of healthy relationships  
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect  
HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships  

- **Students will be able to identify what respect is**  
- **Students will be able to discuss the differences amongst one another**  
- **Students will be able to see things from someone else’s point of view**

**Lesson Plan:**

1. Begin by introducing the book, *Hey, Little Ant*. Ask students to make predictions based on the picture on front cover. Tell students that they’ll be making their own ants to display in the classroom/hallway.  
2. Have a discussion/make predictions while reading.  
   [https://www.youtube.com/watch?v=3RXGa1MKq9E](https://www.youtube.com/watch?v=3RXGa1MKq9E)
   - Many kids think it’s ok to step on ants and squash their homes. What if a giant kicked over your home?  
   - Discuss respect: What does it mean to you? Would it be respectful to ruin someone’s home?  
   - Are we still important even if we are small?  
   - What is the boy’s point of view? What is the ant’s point of view? Should the boy squish the ant?  
   - Discuss how people and animals are unique/different in their own ways.

**Closure/Reflection:**
- Students will make a poster to show their differences. Using the ant pattern, students will color their ant in any way that they wish. Since we are all different, our ants will be different. Students will tape their finished ants on a pre-made ant hill.

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☐ Other:
Materials Needed:
Picture of a potted flower, dog and a rock (see below)

Learning Objectives:
PR.2.CC.1 Explain that all living things reproduce

Lesson Plan:
To introduce the topic to your students bring a picture of a potted flower, an animal (dog), and a rock. Show the pictures to the class and ask them to think about which ones are living and which are not living. Tape the three pictures across the top of a large piece of bulletin board paper. Tell the students that living things have certain needs. Down the side of the paper/board write:

1. Living things eat.
2. Living things grow and change.
3. Living things move.
4. Living things reproduce.

Reproduce: To *produce* is "to make something," and *re* means "again," so *reproduce* literally means to "produce again." When animals and plants make more of their own kind, they reproduce. Plants reproduce asexually, and people reproduce through childbirth. Reproducing always creates more of something.

Discuss each one and what it means then look at your three pictures and put an 'X' under the ones that meet each requirement. You'll have four x's under the flower and the animal and none under the rock. You may need to talk about how flowers can turn to face the sun and how they reproduce by making seeds. Explain that the flower and the animal are living things, but that the rock is not living.

Now discuss a human. Go through the four statements. Let students know it takes a sperm from an adult male and an egg from an adult women to reproduce or create a baby.
Closure/Reflection:
Have the students think of a few more examples and check them with your chart. For a quick assessment have each student draw a picture of something that is living.
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**Grade:** 2nd  
**Lesson Name:** Friend Characteristics  
**Strand:** Healthy Relationships

**Materials Needed:**
- *Enemy Pie* by Derek Munson
- iPad/Computer—word cloud (wordle.net)
- Chart paper

**Other Notes:**

**Learning Objectives:** #90,91,92,96
- HR.2.CC.2: Describe the characteristics of a friend
- HR.2.CC.2 Identify healthy ways for a friend to express feelings to each other
- HR.5.CC.1: Describe the characteristics of healthy relationships
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect

- Students will learn about acceptance, choices, friendship, conflict resolution, differences, perspectives, and relationships
- Students will be able to identify qualities of a friend
- Students will create a word cloud using words and phrases that describe a friend

**Lesson Plan:**

1. Before reading the book
   a. Discuss qualities of a best friend.
      i. Create a list about friends
         1. A friend is ______.
         2. Another name for a friend is ______.
         3. Friends always ______.
         4. A friend never ______.
   b. Discuss what the opposite of a friend is
   c. Show the front cover—Talk about the note that’s on the front: “For my best enemy”
      i. Is there such a thing as a “best enemy”?
      ii. Do you think you’d like enemy pie?

2. During/After Reading:
   - Why didn’t the main character like Jeremy Ross?
   - Why did his father suggest enemy pie?
   - Did the pie work?
   - What else could the character have used instead of pie?

**Closure/Reflection:**
- Students create a word cloud on wordle.net using words and phrases to describe a friend
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Materials Needed:
- *My Many Colored Days* by Dr. Seuss
- Chart paper or feeling journals

Other Notes:

Learning Objectives: #90,91,92,96

HR.2.CC.2: Describe the characteristics of a friend
HR.2.IC.2: Identify healthy ways for a friend to express feelings to each other
HR.5.CC.1: Describe the characteristics of healthy relationships
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect

- Students will be able to identify and talk about feelings

Lesson Plan:

1. While reading *My Many Colored Days*, pause after each animal and discuss the animal’s color. Have students share a time when they were in that mood.
   https://www.youtube.com/watch?v=q_HesHZInSU

2. When finished, discuss the spectrum of colors in comparison to moods and feelings.

Closure/Reflection:
- Extend the lesson by discussing the different colors and their association with emotions.
  - Sometimes feelings are described in colors.
  - Make a chart with different colors on the top. Students will pick a color that represents how they are feeling at the moment. Some colors can have more than one emotion.
  - Have a discussion about why you are feeling that color.
- Have students choose a color from a crayon box. Students write down why they chose that color and what type of mood it makes them feel.
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Grade: 2nd  Lesson Name: Gender Roles  Strand: Identity

**Materials Needed:**
- *Whoever You Are* by Mem Fox
- Chart paper
- Writing paper with illustration box
- Pencils, colored pencils, markers, crayons

**Other Notes:**

**Learning Objectives:** #20,21,23,24,25,26

ID.2.CC.1: Describe differences and similarities in how boys and girls may be expected to act (gender roles)
ID.2.INF.1: Provide examples of how friends, family, media, society, and culture influence ways in which boys and girls think they should act (gender roles)
ID.5.CC.2: Define gender identity as a person’s deeply held sense or psychological knowledge of their own gender
ID.5.AI.1: Identify parents or other trust adults to whom they can ask questions about gender identity and sexual orientation.
ID.5.SM.1: Demonstrate ways to treat others with dignity and respect
ID.5.ADV.1: Demonstrate ways that students can work together to promote dignity and respect for all people

- Students will be able to name many things that all people have in common.
- Students will be able to define and identify stereotypes.
- Students will start to develop an appreciation for human diversity.
Lesson Plan:
2. No matter our race, family style, religion, age, gender, etc., we all have a lot in common. Make a list of as many things that we can think of that are true about all human beings.
   a. Some examples include: Creativity, perspective, feelings, bodies, dreams, voices, fears, tears, bravery, beating hearts, bones, etc. We all make mistakes, we need love, we all laugh, we all love.
3. Play the game, “True, Not True”—A game about stereotypes (Day 2)
   a. Have the students sit in a circle. The teacher says a statement.
   b. If the statement is true (about all human beings) or because you used a qualifier like, “some girls like...” or “some boys like...”—The students stay seated and raise their hands.
   c. If the statement is a stereotype, the students stand up and cross their arms.
      i. All girls like playing kickball
      ii. All boys like tag.
      iii. All human beings like to eat chicken.
      iv. All girls like dolls.
      v. All boys like to play with toy cars.
      vi. All boys like football.
4. Make a list of truths and possible stereotypes with your class.

Closure/Reflection (Day 3):
1. Students will choose one of the truths to make a poster. They will write the truth they chose and illustrate it. Students should use detail and rich colors in order for everyone to understand their ideas.

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Teach By School Guidance Counselor

| Grade: | 3rd Grade | Lesson Name: Influence of Technology and Social Media and Safety Online | Topic: Personal Safety and Healthy Relationships |

Materials Needed:
Book: "Once Upon a Time Online"
Chart paper, Copies of Comparison Chart, Paper for persuasive letter

Other Notes:
These objectives are also taught by the LMS teachers. These lessons are to supplement the LMS instruction.

Learning Objectives: # 101, 103, 105, 106, 108
- HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media
- HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships
- HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships
- HR.8.GS.1 Develop a plan to stay safe when using technology and social media
- HR.8.SM.2/HR.12.SM.2 Describe strategies to use technology and social media safely, legally and respectfully

Lesson Plan:

Day 1
- Introduce today’s topic of social media use and technology and how it affects life both on- and off-line.
  - For example – How many of you use social media? What do you generally use it for? What other types of technology do you use?
- Have students identify advantages and disadvantages of using social media and other technology. Write them on an anchor chart
  - What are some of the pros and cons of using social media?
  - How much time do you spend on the computer/tablet/phone each day?
    - What could you be doing instead? What might you be missing out on?
  - How does “screen time” affect you?
  - What do you like about social media? What don’t you like?
  - How do you feel about what happens on social media?
  - How do things on social media impact your life offline?

- NOTE To Teacher: Teens report that social media has both positive and negative impacts on their lives. Positive examples include teens feeling better about themselves, increased sympathy for others, and increased self-confidence; however, negative outcomes include problems with parents, anxiety from posted content (i.e. pictures/videos), friendships ending, and face-to face arguments.
- Read "Once Upon a Time Online"
  - Discuss what some of the advantages and disadvantages of technology in general were in the story
  - Add to chart
Taught By School Guidance Counselor

- Have students make their own comparison chart of advantages and disadvantages of using technology in their daily lives.

Day 2

- Discuss what social media is and list different types of social media. Review pros and cons from Day 1.
- Discuss the idea that everything you put online is there for good, and is open to anyone on the internet.
  - How can this affect your friendships and other relationships?
- Discuss with students law and restrictions regarding technology and social media.
  - What are students rules or restrictions are at home about social media and technology?
    - time limits, app limits, restricted sites or apps, etc.
  - What are rules and restrictions at school about social media and technology?
  - What are other rules and restrictions?
    - Discuss different laws as well as “Term & Conditions”
  - Why are these rules and restrictions in place?
  - What can or should you do if you feel you should have different rules and restrictions?
    - Discuss
    - Have students write a persuasive letter to their parents to persuade/request different rules or restrictions at home.

Closure/Reflection: Day 1 - Comparison chart  Day 2 - Persuasive Letter

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| Other:                           |                                   | Other:                           | Other:                                |
Materials Needed: AIDS Brainpop video and Quiz, “Germs! Germs! Germs!” by Bobbi Katz

Other Notes: Teacher needs to take quiz on own to be prepared for giving it as a class.

Learning Objectives: #68

**Puberty and Adolescent Development**

SH.5.CC.1 Define bloodborne pathogens including HIV, Hepatitis A, B, and C and identify some age-appropriate methods of transmission as well as ways to prevent transmission.

Lesson Plan:

**Day One - Germs (Approx 15 mins)**

1. Read the book “Germs! Germs! Germs!”
2. Discuss what germs are, how they’re spread, and the differences between viral and bacterial infections.

**Day Two - Bloodborne Pathogens - HIV, AIDS, Hepatitis**

1. Begin by discussing what bloodborne pathogens are/mean. Examples of bloodborne pathogens are HIV, and Hepatitis A, B, and C.
   a. Bloodborne Pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).
   b. Hepatitis is an inflammation of the liver. It may be caused by drugs, alcohol use, or certain medical conditions. But in most cases, it’s caused by a virus. This is known as viral hepatitis, and the most common forms are hepatitis A, B, and C.
2. Discuss how all bloodborne pathogens are passed from one person to another
   a. bodily fluids
   b. (mainly blood)
   c. unclean needles (illegal drug related)
Closure/Reflection: Review: What is a germ? What is HIV? What are bloodborne pathogens? How are they passed from one person to another?

These questions can be asked as a formal quiz, informal discussion, or in a Kahoot or other technology.

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Grade: 3rd Grade  
Lesson Name: Stand Up Against Bullies  
Strands: Identity, Healthy Relationships and Personal Safety

Materials Needed:
- Dare! by Erin Frankel
- The Brightest Star Shines From Within activity sheet

Other Notes:
- Second of three Teasing/Bullying lessons
- Taught by School Counselors during Guidance

Learning Objectives: #26,94,132,134,135,136,137
- ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people
- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships
- PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, abused, or bullied
- PS.5.IC.1: Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs
- PS.5.IC.2: Demonstrate refusal skills (clear “no” statement, walk away, repeat refusal)
- PS.5.SM.1: Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied
- PS.5.ADV.1: Persuade others to take action when someone else is being teased, harassed, or bullied

Lesson Plan:
- Read Dare! by Erin Frankel  
  https://www.youtube.com/watch?v=awhrQHQjxac
- During/After reading discuss:
  - Why doesn’t Jayla speak up when Sam bullies Lusia? Why do you think she feels bad?
  - Have you ever stood by while someone was being teased or bullied? What stopped you from speaking up or telling someone?
  - What are some ways the characters in the book took action against bullying? (Jayla returned Lusia’s boots, played with the victim, told the teachers, said things like “Stop picking on her!” and “We don’t do that at our school.”)
  - Who were some adults in the story that the characters went to? (teachers, parents, etc.) Who are trusted adults that you could talk to if you or a classmate were being teased or bullied?
- Review the three ways students can respond to teasing/bullying behavior
  - Address the bully
  - Support the victim
  - Tell a trusted adult
- Complete the Brightest Star Shines From Within activity
  - Students fill each star with a statement they can make or an action they can take when you see or hear someone being bullied or teased.

Closure/Reflection: Have students share responses of how they would address teasing/bullying behavior from their activity sheet. If time allows, have students make predictions about what they might learn about the character Sam in the next and final book in the Weird Series, Tough!
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The brightest STAR shines from within

Fill each star with a statement you can make or an action you can take when you see or hear someone being bullied.
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#### Materials Needed:
- **Weird!** by Erin Frankel
- Positive Self-Talk Activity Sheet

#### Other Notes:
- First of three Teasing/Bullying lessons
- Taught by School Counselors during Guidance

#### Learning Objectives: #25,96,129 and 132
- ID.5.SM.1: Demonstrate ways to treat others with dignity and respect
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect
- PS.5.CC.1: Define teasing, harassment and bullying and explain why they are wrong
- PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, abused, or bullied

#### Lesson Plan:
- Read **Weird!** by Erin Frankel
  - Before reading: Explain to students that we will continue practicing our perspective taking skills by reading a story from three different characters' perspectives. Show students the cover of **Weird!**, **Dare!**, and **Tough!** Have students make predictions about what will happen in the story.
  - Define bullying as:
    - Hurting someone’s body or feelings on purpose
    - Happens over and over again
    - The person doing the hurting has more power (older, bigger, more popular, afraid of them, more than one person, etc.)
  - As we read, listen for bullying behaviors and think of ways that characters in the book could treat one another with dignity and respect.
- After reading, ask for students reactions and what they noticed. Then discuss the following questions:
  - Why was Sam bullying Luisa? *(because she is different, she likes polka dots, she speaks Spanish, she is unique, etc.)*
  - How can we treat others with dignity and respect *(tie in to school-wide PBIS system, respect and show interest in people’s differences, keep an open mind, etc.)*
  - How could Luisa treat herself with dignity and respect? *(self-esteem, positive self-talk, seek help for a trusted adult)*
- Lead students through an activity on self-talk as a strategy to promote dignity and respect for self.
  - See activity sheet attached
  - In the gray circles, have students write examples of negative self-talk either from **Weird!**, or that they have said. Have students put an X through these negative self-talk statements
  - In the white circles, have students change the negative self-talk statements into positive self-talk statements.
  - Students can decorate the positive self-talk statements using markers or crayons.
Closure/Reflection: Review the importance of treating others with dignity and respect and set a goal for treating others, even those who are different, with respect. Ask students to notice their own self-talk over the next two weeks and work to use positive self-talk.

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Turn your negative thoughts into positive ones!
In the gray circles write examples of negative thoughts from Weird! For each negative thought, turn it into a positive thought in a white circle. Then decorate the positive thoughts with color and brightness!
Taught By School Guidance Counselor

Grade: 3rd Grade  |  Lesson Name: Teasing/Bullying  |  Topic: Personal Safety and Healthy Relationships

Materials Needed:
- Tough! by Erin Frankel
- White board or chart paper
- "Picture This" extension activity sheet

Other Notes:
- Third of three Teasing/Bullying lessons
- Taught by School Counselors during Guidance

Learning Objectives: # 95,96,131
- PS.5.INF.1: Explain why people tease, harass or bully others
- HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect

Lesson Plan:
- Read Tough! by Erin Frankel
- Before reading, ask if students have any predictions as to what we might learn about Sam.
- After reading, discuss:
  - What surprised you?
  - What were some of the reasons that Sam was trying to act so tough? Why was she bullying others? (Things were hard at home, her brother picks on her, kids at school have teased/bullied her in the past, called her a giant, she feels jealous of Luisa, etc.)
  - What did Sam learn? What did she want? What could she have done differently to have gotten what she wanted/needed? (Talked to her parents, spoken up to the kids who were teasing her, ignored them, walked away, played with other kids, practiced the golden rule, treated Luisa, Jayla, and others with respect and kindness, etc.)
- Complete the "Picture This" extension activity in the back of the book. This was an activity suggested to Sam by her teacher, Mr. C. This activity allows her to write her thoughts on paper in order to help her see how her actions affect those around her.
- Using the activity sheet provided, model for students how to reflect on their own behavior using the following questions:
  - What did I do?
  - What did I hope to get by doing it?
  - What happened when I did it?
  - How can I get what I want without hurting others?
- Students can complete the sheet using Sam’s story OR they may refer to one of their own situations. Students can either draw and/or write their answers.

Closure/Reflection: Have students share out their responses to the “Picture This” activity, highlighting poor choices they have made in the past and how they could get what they want/need without hurting others. Summarize that Sam learned that she did not need to control others to be happy, that she felt better about herself when she treated others with kindness, and that she could still be friends with and respect others despite differences.
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Materials Needed: BrainPOP Jr. video: Bullying (5 min. 10 sec.), “The Juice Box Bully Empowering Kids to Stand Up for Others” by Bob Somson and Maria Dismody, and “No Means No!” by Jaynee Sanders.

Other Notes: Anchor Chart for defining bullying, teasing, harassment, bystander, etc. The pledge can be printed out for students to sign. Paper bag with notecards to fill out.

Learning Objectives: # 129,131,132,134,135,136,137
Personal Safety-Bullying, Teasing, and Harassment

PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong. (guidance lessons too)
PS.5.INF.1 Explain why people tease, harass or bully others. (guidance lessons too)
PS.5.AI.1 Identify parents and other trusted adults students can tell if they are being teased, harassed, abused or bullied. (guidance lessons too) 
PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied. (guidance lessons too) 
PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied. (guidance lessons too)

Personal Safety-Communicating
PS.5.IC.1 Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs. (Reach guidance lessons too)
PS.5.IC.2 Demonstrate refusal skills. (clear “no” statement, walk away, repeat refusal)(Reach guidance lessons too)

Lesson Plan:

Day 1
Watch BrainPOP Jr.: Bullying. (5 minutes 10 sec.)
The video will define all about bullying and what to do if you see it or experience it.

Teacher Reference:
Main Points of Video:
What is bullying?
Bullying happens when a person says or does hurtful things over and over again.
Bullying happens when someone makes fun of someone, hits, pushes, or touches someone in a way that’s not welcome, leaves someone out of games and activities, breaks or takes someone else’s belongings, sends scary or mean messages to someone, or spreads hurtful rumors, or information about someone that might not be true.
Bullying can make someone feel scared or hurt.

What should you do if you’re being bullied?
You shouldn’t feel embarrassed if you’re being bullied. Many kids get bullied, so you’re not alone.
You should tell an adult if you’re being mistreated.
You’re not a tattletale if you tell an adult about someone that’s hurting you or other kids.
You should not fight. If it feels safe, you can stand up to a bully.
You should use words to tell the bully to stop.
A bully wants to see you get upset, so stay calm and confident.
You can also avoid the bully, and stay away from him or her.
Most bullies won’t cause trouble if you’ve got friends around.

What should you do if you see someone getting bullied?
Some kids who get bullied are too scared to tell an adult.
You can help them by telling an adult yourself. Tell the adult exactly what happened, and tell where and when it happened, too.
Most adults will be very glad you told them because they want everyone to be safe!
If it feels safe, you can stand up to the bully for your friend.
Other friends can join you and tell the bully to stop.
If you see someone getting bullied, be a good friend. Invite him or her to do things together, and show that you care.

How can you avoid being a bully?
You should treat people with respect, and treat people the way you want to be treated.
Imagine how you’d feel if someone called you a name or mistreated you.
It doesn’t feel good to make someone feel bad.
It’s okay to get angry, but it’s not okay to hurt people because you’re angry.
Calm yourself down before you say or do something hurtful. You can take a deep breath or think about a happy memory.
Take a walk, or exercise and burn off some energy.
Later, you’ll be ready to explain how you feel and find a way to solve the problem together. If you act respectfully, you can avoid being a bully.

Define and explain what these words means related to bullying:
Teasing- to make fun of. to disturb or annoy by persistent irritating or provoking especially in a petty or mischievous way
Harassment- to annoy or bother (someone) in a constant or repeated way. : to make repeated attacks against (an enemy)
Abused-if someone is harming you.

Day 2
Read “The Juice Box Bully” by Bob Sornson and Maria Dismondy. (5 minutes 14 seconds)
Summary: A new student starts at a school. He uses taunts and put downs when other students are nice to him. The students tell him they will not tolerate his behavior because they follow the promise. He decides to give the promise a try.

Here is a video of the author reading the story. https://www.youtube.com/watch?v=ENEJsaxnty8

Discuss how the students handle being a bystander with a bully. Remind students that they can: give advice, stand up, speak up, stand beside them, support them, “I-message”, talk it out, ask them to stop, teach them the rules, ask an adult for help, etc.

Also, discuss how your class can make a pledge to stand up to bullying in school.

Here is a great resource for the pledge and other follow up lessons that can be done.
Day 3
Read "No Means No!" by Jayneen Sanders.
Video: https://www.youtube.com/watch?v=PdtDfhXxqBc
(6 minutes 11 seconds) Sign language is included on the video.

'No Means No!' is a children's picture book about an empowered little girl who has a very strong and clear voice in all issues, especially those relating to her body and personal boundaries

**HOW TO SAY NO**
**AND STILL BE COOL**

To say "no" and make it stick, try this three-step technique. Ask yourself each of these questions, and then look your friend straight in the eye, and confidently state your position:

1. **What's the problem?**
   Be very specific about what is wrong. Give it a name. Say "that's stealing," or "that's dangerous," or "that's mean."

2. **What could happen?**
   a] Could anyone be harmed by it (including you)? How?
   b] Could it get you into any kind of trouble? What trouble?
   c] Would it make you feel bad about yourself if you did it?

3. **What could we do instead?**
   If you suggest something else to do, it makes it easier for your friend to go along with you.
   If you can't change your friend's mind, walk away, but let your friend know he or she is welcome to join you.
   Say something like "I'm going to the park. If you change your mind, come on over."
(http://www.goodcharacter.com/YCC/SayingNo.html)

**Closure/Reflection:**
As a class or small groups come up with ideas of how you can say "no". Write them on note cards and place in a paper bag labeled "Bag of Tricks". Examples: clear "no" statement, walk away, repeat refusal etc. Practice different situations in small groups. Students need to demonstrate the strategies they learned about personal safety and guidance lessons.

---

**Assessment of Learning**
(Formal):
- □ Check and correct homework
- □ Quiz
- □ Test
- □ Presentation
- □ Project
- □ Writing Assignment
- □ Individual

**Assessment of Learning**
(Informal):
- X Observation
- □ Walk around
- □ Signaling
- □ Class work
- □ Oral questioning
- X Discussion
- □ Conferencing
- □ Other:

**Resources (Text and Technology):**
- X Text
- X Video
- □ PowerPoint
- □ Internet
- □ Reference Materials
- □ Chromebooks
- □ iPads
- □ Computer Lab

**Differentiation Strategies/Activities:**
- □ Cooperative learning
- X Varied grouping
- □ Adjusting questions
- □ Choice provided
- □ Movement
- □ Contract
- □ Peer editing/helping
- □ Stations
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Grade: Third Grade  Subject: Friendship  Topic: Healthy Relationships

Materials Needed:  Chart paper/Smart Board  Fantastic Friendship Offer Handout

Other Notes: Taught by School Counselors during classroom Guidance

Learning Objectives: #92,93

- HR.5.CC.1: Describe the characteristics of healthy relationships (e.g., family, friends, peers)
- HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships

Lesson Plan:

1. Create a list of positive friendships/qualities on the board. Create a list of qualities that can harm a friendship.
2. Briefly discuss the purpose of advertising - to get people to want to buy something, or to make people aware of something.
3. Hand out Fantastic Friendships Offer worksheets. Tell students that they will be creating an advertisement for themselves as friends. Clarify what is expected in each portion.
4. Encourage students to be creative and use color in their posters. When they are completed, posters could be taped to the sides of desks or above lockers where they can be seen and appreciated by their classmates.

Closure/Reflection: Tell students throughout the week to look at their classmates posters. Are there things in common? Are their things you learned about your classmates that you didn't know?

Assessment of Learning (Formal):
- Check and correct homework
- Quiz
- Test
- Presentation
- XProject
- Writing Assignment
- Individual
- Conference
- Other:

Assessment of Learning (Informal):
- Observation
- XWalk around
- Signaling
- Class work
- X Oral questioning
- X Discussion
- Conferencing
- Other:

Resources (Text and Technology):
- XText
- Video
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- iPads
- Computer Lab
- Other:

Differentiation Strategies/Activities:
- X Cooperative learning
- Varied grouping
- Adjusting questions
- X Choice provided
- Movement
- Contract
- Peer editing/helping
- Stations
- Think/Pair/Share
- Other:
Need a Friend?

Special features of this friend:

I am happier with: (circle one)

Lots of friends

A few good friends

One thing I would never do to a friend is...

My very first friend was:

Here are some things I like to do with my friends:

My favorite experience with a friend...

Friends

Friends, Inc.

Proprietor
Materials Needed: “Morris Micklewhite and the Tangerine Dress” by Christine Baldacchino, toy catalogs, Chart Paper to tape on catalog pictures, glue, scissors, and paper for small groups to write on.

Other Notes: Start collecting and saving toy catalogs ahead of time (Christmas toy catalogs from Toys R Us, Fleet Farm, Shopko, etc)

Learning Objectives: #21, 25, 26

Identity
ID.2.INF.1 Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act (gender roles.)
ID.5.SM.1 Demonstrate ways to treat others with dignity and respect.
ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect.

Lesson Plan:

Day 1 - Gender Roles Introduction (45 mins)

1. Brainstorm with the class: What toys do boys like to play with? What toys do girls like to play with? Read “Morris Micklewhite and the Tangerine Dress” by Christine Baldacchino. Discuss the gender role the character broke in the story.

2. Tell students that they have toy catalogs at their table. Let students know that in their groups they are going to look through the catalogs and cut out toys that are sold to boys and toys that are sold to girls. Model cutting out the picture, being sure to include the context (i.e., the important parts of what is happening in the picture -- not just the toy)

3. Let students know that as they cut out the pictures, they should bring them up and glue them on the poster where they belong ("BOYS" or "GIRLS").

4. When students have glued up several examples, bring students back to the circle and give them a few minutes to silently look at the posters.

5. Ask students some of the following questions based on what they find:
   - Who is being more active (running, jumping, moving) in the ads? (boys or girls?)
   - Who is being more quiet and calm in these ads?
   - Who is playing outside more?
   - Who is playing in the house/ kitchen more?
   - Who is taking care of babies/ cooking things/ shopping?
   - Who is fixing/ building things?
   - Who is wearing pink/ blue?
• Who is playing with weapons?
• Who is making art?

6. Ask students: "Do you think these ads are true for every boy and every girl? Do all boys like to play football, build towers and play Star Wars?".

7. Ask (for example): "Is it fair that these ads show that only girls get to paint/ cook/ have dolls or stuffed animals?"

8. Ask: "Is there anybody here that might like to do something that ads like these show is 'supposed to be' for girls?" (If there is no response, you as a teacher can say you like to do something traditionally considered for the opposite sex, or use an example from class, such as that the kindergarten boys love to play grocery and have stuffed animals; the girls like to play with blocks, play soccer, etc.).

9. Ask students: "When you look at all of these ads, does it make you feel like you are allowed to do that/ supposed to that?"

10. Invite the class to create its own toy catalog (or have each student make his/her own), with equal opportunity for boys and girls to play with all toys. Students can use pictures from the catalogs, or create their own. Media savvy classes can create video commercials that show both boys and girls playing with different toys.

11. Discuss the changes that we noticed with identity and gender roles in the book and in the media, society, and culture.

Day 2
Use the book “Morris Micklewhite and the Tangerine Dress" by Christine Baldacchino.

1. What part of the book are they not treating Morris with dignity and respect? What could the other students do differently?

2. In a small group students can brainstorm ways they can promote dignity and respect for all people. Share as a class.

Closure/Reflection: End of day 1 closure and reflection discussing their toy article they made. Discussing gender roles in the media, etc. End of day 2 closure and reflection brainstorm in small groups how to promote dignity and respect.
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| Test |
| Presentation |
| Project |
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| Other: |
Materials Needed:
3rd Grade Protective Behaviors Keynote Presentation
Video: Yes You Can Say No
https://www.youtube.com/watch?v=VwQay7luxG8

Other Notes:
Taught by school counselors/Reach Counseling during classroom guidance

Learning Objectives: #94,132,134,135

- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships
- PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, abused, or bullied
- PS.5.IC.1: Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs
- PS.5.IC.2: Demonstrate refusal skills (clear "no" statement, walk away, repeat refusal)

Lesson Plan:
Share Keynote Presentation

- Review 3 kinds of touches: good, bad, and confusing
  - Remind students of Max & Molly from Kindergarten and First Grade when talking about confusing touches
- Define sexual abuse: When someone who is more powerful than you tricks, bribes, threatens, or forces
  - You let THEM look at or touch YOUR private parts
  - Have YOU look at or touch THEIR private parts
  - Look at or take inappropriate movies or pictures
- What makes someone more powerful than you?
  - Who is considered more powerful than you?
  - Is power a good thing or a bad thing?
  - A person can misuse this power especially in the case of sexual abuse when the person in authority should know better than to be touching your private parts
  - Who has authority over your private parts? Only you do!
- Sexual abuse is when someone more powerful than you does not have a good reason to look at or touch your private parts
  - Are there times when it is ok for someone to look at and touch your private parts?
- Define/give examples of tricks, bribes, threats, and forces
  - What are some examples of threats? In sexual abuse?
  - What are some examples of bribes? In sexual abuse?
  - What tricks can people use for sexual abuse? Examples of tricking?
  - Force?
  - Is it your fault if someone does this to you? NEVER your fault!!!
- Discuss good and bad secrets
  - If someone does this to you is it a good secret or a bad secret?
  - How do you know if it is a good secret or bad secret?
    - Early Warning Signs (Oh! Oh! Signs)
  - Is sexual abuse a secret you should keep?
• What can you do?
  ○ Listen to yourself- early warning signs
  ○ 3 Safety rules
    ■ Say no/stop
    ■ RUN/get away
    ■ Tell an adult you trust
  ○ Who can you tell?
  ○ What if that person you tell doesn’t help or doesn’t believe you?
    ■ Tell the next adult on your list: keep telling!
• Video: Yes You Can Say No (Tell students: Keep your eyes open for threats, bribes, tricks, and force)
  ○ Questions
    ■ Who was doing the abuse to David? His uncle
    ■ What tricks did his uncle use?
    ■ Why was David afraid to tell?
    ■ Why did David’s uncle want to keep the secret? Was he right?
    ■ IF you do not tell an adult right away is it your fault?

Closure/Reflection:
• Review:
  ○ Listen to yourself, EWS
  ○ Know your rights and who has power over your private parts
  ○ 3 safety rules

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You are POWERFUL!

Reach Counseling
Protective Behaviors
Safe Touches
Make us feel happy

Unsafe Touches:
Hurt us and we want it to stop

Confusing Touches:
When someone looks at or touches the private parts on our body
Sexual Abuse

When someone who is more POWERFUL than you...

- Tricks
- Bribes
- Threatens
- Forces

You to let THEM look at or touch YOUR private parts
Have YOU look at or touch THEIR private parts
Look at or take inappropriate movies or pictures
NO ONE has the right to touch your private parts without a good reason!!!
If something like this happens to you...

IT IS NEVER YOUR FAULT!!
Secrets

Good Secrets
► Make us feel good
► When we tell the secret, it makes people happy
► What are some examples?

Bad Secrets
► Make us feel icky
► When we tell the secret, people are upset with the bad person
► You will NOT get in trouble when you tell a bad secret
How do you know if it is a good or bad secret?

- Head hurts
- Face flushed
- Throat feels tight
- Sweaty palms
- Sweaty underarms
- Butterflies in tummy
- Need to go to the bathroom
- Choice
- Control
- Limits

- Hair feels like it is standing
- Confused
- Start to cry
- Goosebumps
- Shaky all over
- Feet stuck
Max’s Story
Warning signs:

What are some of your

Put yourself in Max's place...
Safety Rules

1. Say NO!!
2. Get away
3. Tell a trusted adult
4. Make a safe word
**Grade:** 3rd Grade

**Lesson Name:** Puberty and Adolescence

**Strand:** Anatomy and Physiology, Puberty and Adolescent Development and Personal Safety

**Materials Needed:** Computer, Meet the New You! For Boys/For Girls Videos, Book “What Makes A Baby” by Cory Silverberg

**Other Notes:** Lesson begins with whole class together for introduction, then splits into 2 groups (boys and girls) for the third part where they watch the videos. Watch the videos ahead of time to know terms and all areas that are covered to help with answering questions.

**Learning Objectives:** #2,3,7,8,9,10,11,12,13 and 132

**Anatomy and Physiology**
AP.5.CC.1 Identify male and female reproductive systems including body parts and their functions
AP.5.AI.1 Identify medically-accurate information about female and male reproductive anatomy

**Puberty and Adolescent Development**
PD.5.CC.1 Explain the physical, social, and emotional changes that occur during puberty and adolescence
PD.5.CC.2 Explain how the timing of puberty and adolescent development varies considerably and can still be healthy
PD.5.CC.3 Describe how puberty prepares human bodies for the potential to reproduce
PD.5.INF.1 Describe how peers, media, family, society and culture influence ideas about body image
PD.5.AI.1 Identify medically-accurate information and resources about puberty and personal hygiene
PD.5.AI.2 Identify parents or other trusted adults of whom they can ask questions about puberty and adolescent health issues
PD.5.SM.1 Explain ways to manage the physical and emotional changes associated

**Personal Safety**
PS.5.AI.1 Identify parents and other trusted adults students can tell if they are being teased, harassed, abused or bullied
Lesson Plan:

Day 1  Body Systems and Reproductive System (Approx 20 mins)
Whole Class:
Discuss that bodies have different systems. We are going to focus on the reproductive system.

Discuss vocabulary terms of uterus, sperm, and egg.

Day 2 Introduction to Puberty by Gender (Approx 40 mins)
Separated by Genders:

1. Watch Meet the New You for Boys/For Girls Videos (20 min.)
Discuss that they need to mature about learning about their body. Every person goes through this.

2. Have students write down a question they still have on a piece of paper. If they do not have a question, they should just write "I do not have a questions" so that everyone is writing something. Collect the papers.

Day 3 Introduction to Personal Hygiene (Approx 20 mins)
Discuss taking showers, washing hair, using deodorant, etc. We all are different. It is normal to sweat.

Discuss trusted adults (parents, grandparents, counselor, teacher, gym teacher, school nurse/secretary, etc.) that they can ask questions about personal hygiene, puberty, and the reproductive system.

Closure/Reflection: Use activity 2 from day 2. All students write a question on a slip as an exit slip Teacher can answer questions without saying any names. If some questions can't be answered encourage the students to ask a trusted adult family member.
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<th>Resources (Text and Technology):</th>
<th>Differentiation Strategies/Activities:</th>
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<td>□ Other:Computer, external DVD</td>
<td>□ Think/Pair/Share</td>
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Grade: 4th  
Lesson: Bloodborne Pathogens  
Strand: STIs and HIV

Materials Needed:
Handout blood-borne pathogens 1
The Great Body Shop student issue HIV/AIDS

Other Notes:

Learning Objectives:  #68
SH.5.CC.1 Define bloodborne pathogens including HIV, Hepatitis A, B and C and identify some age-appropriate methods of transmission as well as ways to prevent transmission.

Lesson Plan:
Introduce Blood-borne pathogens using handout Blood-borne Pathogens 1

Follow up with Dr. Smartstuff in “The Great Body Shop” and complete the activities to strengthen comprehension.

Closure/Reflection:
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□ Other:
BLOOD-BORNE PATHOGENS-1

GRADES 3-4 The students will develop an understanding of diseases and the immune system and how diseases caused by blood borne pathogens compare and differ with other diseases.
1. Discuss ways that the diseases caused by BBP are similar to other diseases.
2. Describe how BBP diseases are difficult to contract and usually do not affect children.
3. List ways people cannot contract blood borne diseases.
4. Explain how the scientific community is working hard to find a cure for diseases caused by BBP.
5. Describe strategies for disease prevention such as decision-making skills and refusal skills in responding to negative pressure from peers.

The primary emphasis of blood borne pathogens education for students in the elementary grades is to allay excessive fears about the diseases and of becoming infected. The discussion at this level has been developed to establish a foundation for a more detailed discussion of sexuality in the intermediate grades. Children should recognize that diseases caused by BBP are causing some adults to get very sick, but they do not commonly affect children. They should understand that these diseases are very hard to get and that one cannot get them just by being near or touching someone who has one of these diseases. They should be told that at present many scientists from throughout the world are working hard to find a way to stop people from getting these diseases and to cure those who have them.

LESSON PLAN FOR 4TH GRADERS
1. Define blood borne pathogens. Write examples on the board, i.e. AIDS, HIV. Define what each letter stands for. Then define what each word means simply. Do not write the definition on the board. Write only the letters and the word that stands for the letter. Sample: A Acquired (Something you get) I Immune (A system in your body that fights diseases) D Deficiency (You are lacking or missing something) S Syndrome (A whole collection of signs and symptoms) (Therefore AIDS means that your body lacks a way to fight diseases you have gotten) H Human (It is a disease in humans only) I Immunodeficiency (Refer to definition above) V Virus (The germ that causes HIV is a virus)

2. Diseases are spread by germs too small to see. Bacteria – causes diseases, such as strep throat or pink eye. We can go to the doctor and get some medicine and we get better. Virus – causes diseases such as cold, flu, chicken pox. No medicine can cure a virus.

3. Our immune system, which is part of our blood system, normally kicks in and we fight diseases and soon get better.

4. Most of these diseases are easy to catch. They are spread by coughing, sneezing, coming in contact with a sick person, or we touch something that the sick person has just touched and then we get the disease (like a book, pen, or door knob.)

5. Most blood borne pathogens are viruses, but are very different from a cold or chicken pox virus. They are very difficult to catch.
6. List ways BBP cannot be contracted:
   - Sneezing
   - Sharing utensils
   - Sitting next to someone with the disease
   - Taking care of someone with the disease
   - Eating in a restaurant where the cook has the disease
   - Living in the same house with someone who has the disease
   - Touching someone with the disease
   - Holding hands
   - Playing sports with someone who has the disease

7. Diseases caused by BBP usually do not affect children.

8. So, how do you catch them? How do you get a blood borne disease?
   - You can get a blood borne disease by coming in contact or touching someone’s blood and other bodily fluids. If a mother has one of these diseases she might pass it on to her unborn baby.

9. How can you keep or prevent yourself from getting a blood borne disease?
   - Don’t touch anyone’s bloody sore or bloody nose
   - No Blood Brothers/Blood Sisters
   - No tattoos, ear or body piercing
   - Don’t do drugs
   - Don’t pick up needles on the playground

11. There is no cure or vaccine for many of these diseases, but scientists are working hard to find a cure.
Puzzled about HIV/AIDS?

THE GREAT BODY SHOP kids have heard a lot of rumors about HIV/AIDS. Some of them are listed below. Can you circle which answers are true, and which are false? Try this puzzle now, and then try again after you've read this whole issue. (Answers on page 8)

1. You can catch HIV from a mosquito.
   True or False

2. HIV destroys many of your white blood cells.
   True or False

3. There is no cure for AIDS.
   True or False

4. Your body's germ-fighting cells are called white blood cells.
   True or False

5. You can tell if someone has HIV because he or she will always look very sick.
   True or False

6. You can catch HIV by kissing on the cheek or by hugging someone?
   True or False

Name: ___________________________
A Conversation with Dr. Smartstuff

"Hey Doc! What’s AIDS?" asked Cool Dude.

"Dr. Smartstuff, is it true that HIV/AIDS can spread to anyone?" asked Mary.

"I don’t want to get AIDS!" cried Suzy.

"Now, Suzy, it’s very unlikely that you will get AIDS," said Dr. Smartstuff. "I can see you are confused. Let’s see if I can help."

HIV: What You Need to Know

"Excuse me, Dr. Smartstuff, where did this disease come from?" asked Mary.

Well, Mary, scientists don’t know exactly where this disease came from. One thought is that it is caused by a form of virus that’s been around for a long time. It is this new form that is so dangerous.

Do you know what your immune system is? That’s the part of your body that fights germs that get inside you. Once scientists found that this new disease destroys the immune system, they named it Acquired Immune Deficiency Syndrome. We call it AIDS for short.

Mary was puzzled. "Huh? What was that crazy name again?"

"You don’t have to remember the whole name, Mary. Just remember how the disease works," said Dr. Smartstuff.

AIDS is caused by a virus called HIV. When HIV gets in the body, it attacks some of the white blood cells called helper T-cells. These are the cells that cause other cells to make antibodies. Antibodies help the body fight colds, infections, and diseases by locking up the germs. Once the helper T-cells are destroyed, they can’t signal the other white blood cells to come kill the germs. This is why people with HIV are more likely to catch colds, flu, and infections. When they begin to have rare illnesses, we say they have AIDS.

Eventually, most people with AIDS die because their bodies get so sick. However, today’s medicines are really helping people with HIV live longer.
HIV doesn’t pass through the air like a virus that causes a cold. It is inside some **body fluids**. A body fluid is any fluid, or liquid, that your body makes. Blood, tears, and sweat are all body fluids. But tears and sweat cannot pass HIV. There are only a few ways people get HIV. Here are two of them.

1. People can get HIV if they use the same **hypodermic needle** as a person with HIV. A hypodermic needle is like the needle your doctor uses to give you a shot. Drug users also use this kind of needle to shoot certain drugs into their bodies. Blood gets on the needle and in the syringe. Then, one drug user may share his or her needle and syringe with another. It’s the blood that passes HIV to the next person. That’s why so many drug users get HIV. (You can’t get HIV from a doctor’s needle. A doctor will always use a new, clean needle for each person.) Sharing needles when piercing ears or tattooing can spread HIV, too. Mixing blood can spread HIV. Not everyone with HIV is a drug addict.

2. HIV can be spread from an HIV-infected mother to her infant before or during birth, or through breast-feeding. Blood and breast milk are two body fluids that can pass HIV.

Although it’s rare, health care workers have gotten HIV after being stuck with a needle that had HIV-infected blood in it. Years ago, some people got HIV from **blood transfusions**. A blood transfusion is the extra blood people sometimes need during an operation, or if they are very sick. Before we knew about AIDS, some people were given blood transfusions with HIV in it. Now, all blood in this country is tested for HIV.

Suzy began to understand. “Gee, it seems that anyone can get HIV!”

Right, Suzy. Anyone—men, women, and even children can get HIV, but remember, only in one of the ways that it is spread. Some people have a much greater chance of getting HIV. For example, a drug user who shares needles is at high risk for getting HIV.

“Well, that makes us feel better, Dr. Smartstuff,” said Suzy. “But what about all the people who already have AIDS? Isn’t there any medicine to help them?”

That’s a good question. Once HIV gets into the body, there is no way to get it out. Some medicines help people with HIV feel better and live longer. Unfortunately, no medicine can cure them right now. Scientists from all over the world are trying to come up with a cure though. We hope we’ll have one someday.
The Immune System

Many different kinds of germs get into your body in different ways. Some are so tiny that you can breathe them in, or eat them without noticing! Others only get in through the blood in cuts. If you didn’t have an immune system, the germs in a tiny cut could make you very sick. But the antibodies that your white blood cells make lock up germs that get inside you so that other types of white blood cells can destroy them. There are many types of white blood cells that help your body fight germs.

Getting HIV is not cool!

I’m glad Dr. Smartstuff told us how to stay safe.

I’ll never use a needle to shoot drugs into my great body!
Blood Brothers Are Out!

HIV and hepatitis are two viruses that infect a person’s blood. Viruses and germs that are carried in the blood are called blood-borne pathogens. That’s why it is never a healthy idea to become “blood brothers” or “blood sisters” with your friends! Mixing blood can also mix the blood-borne pathogens. This is one way that diseases and illnesses are spread. Be safe and don’t touch other people’s blood.

A Loud and Clear “NO!”

Some people take drugs. Maybe they never learned how to say “NO!” Do you know how? Here are some suggestions:

- “No way! Let’s do something else instead.”
- “No, I like to be in control of my body.”
- “No, I’ve got a game (test) tomorrow.”
- “No, that’s against the law.”

Now, come up with a few ideas of your own!
Body Fluids

As we said, body fluids are any liquid that your body makes. Bacteria and viruses, including HIV, are found in body fluids. But not all body fluids have enough HIV in them to pass on to someone else. No one has gotten HIV from touching someone’s tears, hugging, or kissing cheeks. You can’t catch HIV by using the same bathroom as a person with HIV. Also, mosquitoes don’t pass HIV.

We need to be careful that we don’t spread other kinds of germs through our body fluids. Body fluids that have cold viruses, swine flu, or influenza can cause real problems. These kinds of germs move quickly from one person to the next through water droplets in sneezes and coughs.

That’s why it is important to cough or sneeze into a tissue or your arm. Washing your hands with soap and warm water for twenty seconds, or using hand sanitizer can kill the kinds of bacteria and viruses that are easily passed from one person to another.

Blood is another body fluid that can have harmful germs. This is why health care workers use gloves when helping someone who is bleeding.

What Do You Think?

Suppose you were looking at a tiny drop of blood no bigger than this letter “o.” How many white blood cells do you think would be in it? (Answer on the back page.)

AIDS and Illness

You can’t tell that a person has HIV by looking at him or her. While the person looks healthy, HIV can be attacking the immune system. The person might not even know he or she has HIV! He or she can pass the virus to others during this time.

After a while, the person with HIV may start to get sicker and acquire rare and serious illnesses. At that point, we say he/she has AIDS. Some of the common illnesses that a person with AIDS gets are:

1. a rare kind of pneumonia
2. a rare kind of skin cancer
Dear Dr. Smartstuff,

Why can't tears and sweat pass HIV? How long does HIV last if you take medicine?

Ben
Roosevelt Elementary
Melrose, MA

Dear Ben,

Thank you for your nice letter! The HIV virus is present in the bodily secretions that have white blood cells. Tears and sweat do not have white blood cells. There is no medicine that totally gets rid of the virus, it just keeps it from multiplying and worsening. The new medicines, if taken properly, can help people live many years with HIV.

Write to Dr. Smartstuff at P.O. Box 7294, Wilton, CT 06897. Include your name, grade, school, and school address.

Word Wise

Acquired Immune Deficiency Syndrome—the whole name for AIDS

HIV—the virus that causes AIDS

immune system—the germ-fighting job of your body that defends you from sickness

white blood cells—an important part of your immune system that make antibodies and help fight germs

antibodies—made by white blood cells to lock up the germs that get inside you

hypodermic needle—a needle used by nurses or doctors to give you a shot

blood transfusion—the extra blood a person gets during an operation, after an accident, or because his/her own blood is not able to do its job

body fluids—any fluid that your body makes, such as blood, sweat, tears, or saliva

pneumonia—a serious respiratory illness that damages the lungs

blood-borne pathogens—germs which spread disease that are carried in blood

The Puzzler's Challenge

After reading the issue, your child should be able to do this crossword puzzle (answers on the back page).

Across:

2. Drug users can get HIV from sharing a:

3. Which blood cells does HIV destroy?

6. HIV is carried in a person's:

7. Acquired Immune Deficiency Syndrome is the full name for:

8. HIV prevents the body from fighting:

Down:

1. These help white blood cells fight germs.

4. The virus that causes AIDS is called:

5. If someone offers you drugs, your answer should be:
HIV and the Immune System

This month in THE GREAT BODY SHOP, your child studied about the immune system and HIV. Because the subject is so sensitive, we feel it's important that you be able to discuss HIV and AIDS openly with your child. Your openness now can build the foundation for communication later, when your child reaches adolescence. The lessons were:

Lesson 1: HIV and the Immune System
Lesson 2: Transmission of HIV
Lesson 3: Know Yourself and Your Friends
Lesson 4: Illness and the Community

Talking about HIV

THE GREAT BODY SHOP complies with the guidelines set forth by the Centers for Disease Control and Prevention for developmentally appropriate HIV/AIDS prevention education. The methods of transmission will be restricted to the mixing of blood, IV drug use, and an HIV positive mother to her unborn child. Here are some conversation starters to begin the discussion about HIV with your child:

- Tell me how getting HIV is different from catching a cold.
- Explain to me how the immune system works.
- What was the most interesting thing you learned?
- What was the most confusing thing you learned?
- What can we do to prevent getting HIV?

Let your child know that you are open and available to talk, and if conversations like these are difficult or uncomfortable for you and/or your child, acknowledge this. Make sure you are in a place where you both feel at ease. Give your child full attention and listen carefully. Have accurate information, and if your child asks a question and you don’t know the answer, research it and get back to him/her. Make sure that everything your child wanted to talk about has been addressed. And when and where appropriate, a little humor can go a long way!

Answers to Puzzler’s Challenge

Answers:

- Blood
- AIDS
- Needle
- White
- Blood
- In
- Needle
- Germ
- Is

Read All About It

Bill Nye the Science Guy’s Great Big Book of Tiny Germs

by Bill Nye and Bryn Barnard

Learn about bacteria, viruses, how germs travel and attack humans, the immune system, and the history of the pox, plagues, and other diseases. This fun book for kids and families touches on how germs were discovered, vaccinations, antibiotics, HIV and AIDS, keeping safe and germ-free, and why we love and hate germs.
RISK FACTORS & BLOOD-BORNE PATHOGENS

MATERIALS:
For the blood-borne pathogens demonstration:
a. Cornstarch
b. 2 re-sealable bags
c. Water
d. 2 glass beakers or clear containers
e. Iodine
f. Needle or safety pin

HANDOUT: Blood-Borne Pathogens Fact or Fiction

ANSWER KEY: Blood-Borne Pathogens Fact or Fiction

HANDOUT:
● Learning about HIV & AIDS and Hepatitis A/B/C
● RISK FACTORS & BLOOD BORNE PATHOGENS

INTRODUCTION: HIV & AIDS and Hepatitis A/B/C are preventable blood-borne pathogens. Prevention depends on knowledge of risk factors and protective measures. This lesson provides students with an opportunity to define and understand blood-borne pathogens, therefore providing students with tools and knowledge to reduce risks of contracting HIV & AIDS or Hepatitis A/B/C.

INTRODUCTION TO BLOOD-BORNE PATHOGENS (15 min) Students define “communicable disease” and understand the concept of transmission of a disease.

1. Ask students to brainstorm a list of pathogens. Write down each suggestion on the board or an overhead. Ensure that HIV & AIDS and Hepatitis A/B/C are on the list.
2. Explain to students that some diseases are communicable – diseases that are passed from one person to another and some are non-communicable – diseases that happen inside a person that can’t be passed onto another person except genetically or via the introduction of environmental hazards (i.e., second hand smoke).
3. Demonstrate the transmission of a communicable disease using the following procedure:
   • Place cornstarch inside two re-sealable bags and seal the top. Inform students that cornstarch represents the blood inside our bodies and the plastic bags represent the skin that protects our bodies.
   • Use a needle to make several holes in one of the bags. The holes represent parts of our bodies that could allow a virus through, such as cuts, piercings, or mucus membranes (such as those found in our genital area, back of throat, eyes, and in nose).
   • Place each bag into a glass beaker filled with water, ensuring the top of the bag remains out of the water to prevent leakage.
• Inform students that the water represents the environment outside the body. Explain to students that a mucus membrane is a part of our body that is moist and has openings to the outside of our body, e.g. back of throat, anus, eyes, and nose.
• Put several drops of iodine into the water of each beaker Inform students that the iodine represents a virus causing HIV & AIDS or Hepatitis A/B/C.
• Remove the bags from the solution. The cornstarch inside the bag with the holes in it will have changed color. Inform students that this color change represents the introduction of a disease such as HIV & AIDS or Hepatitis A/B/C to the bloodstream. Diseases passed through blood are known as blood-borne pathogens, and are communicable diseases.

4. Looking back at the list from step one, circle diseases that are communicable.
5. Debrief this activity using the following questions:

Which of the communicable diseases we identified can cause serious health problems?
   • HIV & AIDS
   • Hepatitis A/B/C

Why are some communicable diseases more serious than others?
   • They can cause severe health problems, even death.

What emotions do people feel toward serious communicable diseases such as HIV & AIDS and Hepatitis A/B/C?
   • Fear
   • Anger

C. BLOOD-BORNE PATHOGENS FACT OR FICTION (15-20 min) Students determine how much they know about blood-borne pathogens, and identify where their knowledge gaps are.
1. Distribute the handout Blood-Borne Pathogens Fact or Fiction.
2. Have students complete this handout independently.
3. Using the answer key, review each statement while students correct their handout.
4. Debrief this activity using the following questions:

How are blood-borne pathogens passed from one person to another?
   • Blood-borne pathogens are passed from one person to another through an exchange of blood or body fluid including semen and vaginal secretions, and through breast milk (HIV only).
   • Blood-borne pathogens can be passed through contaminated food or drinks, sharing needles, body piercing and tattooing equipment, helping someone who is bleeding without using gloves, sexual intercourse, and from an infected mother to her baby.

What diseases are blood-borne?
   • HIV & AIDS and Hepatitis A, B, and C are blood-borne pathogens.

What is the difference between HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immunodeficiency Syndrome)?
   • HIV is a virus that can make you sick and is the virus that causes AIDS.
• A person can be infected with HIV and not have AIDS.
• HIV weakens the immune system, your body's built-in defense against disease and illness.
• A person can have HIV without knowing it and may not look or feel sick but can still pass the virus on to other people.
• It can take many years for the virus to multiply and cause serious damage to the immune system.
• Without treatment, HIV can make the immune system too weak to fight off serious diseases and a person may become very sick with life-threatening infections. This is the most serious stage of HIV, called AIDS.

What is the difference between Hepatitis A, B and C?
• Hepatitis in general refers to any inflammation of the liver. It can have a variety of causes, including viruses, medicines, alcohol, chemicals and other toxins. Hepatitis A, B, and C are all viruses but are very different from each other.
• Hepatitis A is generally spread through oral contact with the feces of a person with hepatitis A. It can be in food or water. Sometimes, people don't wash their hands after going to the bathroom and that is how the hepatitis A virus gets into food or water. You can get a vaccination to prevent getting Hepatitis A.
• Hepatitis B is spread by contact with infected blood and body fluids. There are medicines to help control the virus, and you can get a vaccination to prevent getting Hepatitis B.
• Hepatitis C is passed by blood-to-blood contact. Hepatitis C can be passed through sharing needles, body piercing and tattooing equipment, helping someone who is bleeding without using gloves, and unprotected sexual intercourse. There is no vaccine to protect against Hepatitis C.

What can a person do to prevent the spread of blood-borne pathogens?
• Practice abstinence (not having sexual intercourse or sexual contact)
• Use only clean and new needles or tattooing/piercing equipment
• Avoid touching someone who is bleeding without wearing latex gloves
• Do not share toothbrushes, razors, or nail clippers with someone who has Hepatitis C.

D. PARENT INTERVIEW 5 (5min today, 30 min homework, 5-10 min next class)
• Students discuss blood-borne pathogens with a parent or guardian
• Distribute the handout: Learning About HIV & AIDS and Hepatitis A/B/C for students to complete as a homework assignment.
• Explain that students can complete this interview with a parent or guardian.
• Dedicate time to debrief this activity during the next lesson.

Question Box: Students fill out questions they have based on the lesson. Teacher addresses them during the next class.
Take it Home: Students with the help of a parent or guardian complete the handout: Learning about HIV & AIDS and Hepatitis A/B/C.
### Blood-borne Pathogens Fact or Fiction

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
<th>Unsure</th>
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<tbody>
<tr>
<td>Blood-borne pathogens are spread from one person to another through the exchange of blood.</td>
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<tr>
<td>HIV &amp; AIDS and Hepatitis A/B/C are blood-borne pathogens.</td>
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<tr>
<td>At this time, there is no cure for blood-borne pathogens.</td>
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<tr>
<td>Only women can get infected by blood-borne pathogens.</td>
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<tr>
<td>You can’t get infected with a blood-borne pathogen if you are healthy and strong.</td>
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<tr>
<td>You can tell a person is infected with a blood borne pathogen by looking at them.</td>
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**A person might get a blood-borne disease by:**

- Donating blood
- Using a public toilet
- Kissing
- Being bitten by a mosquito
- Being born to a mother who is infected with a blood-borne pathogen
- Sharing needles with another person
- Using the same water fountain as person who is infected with a blood-borne pathogen
- Swimming in a public pool
- Shaking hands
- Helping someone who is bleeding
- Getting a tattoo or a body piercing
- Touching someone who is infected with a blood-borne pathogen.
- Getting a vaccination at a doctor’s office or clinic
<table>
<thead>
<tr>
<th>Blood-borne Pathogens Fact or Fiction</th>
<th>True</th>
<th>False</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood-borne pathogens are spread from one person to another through the exchange of blood.</td>
<td>X</td>
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<tr>
<td>HIV &amp; AIDS and Hepatitis A/B/C are blood-borne pathogens.</td>
<td>X</td>
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<td>At this time, there is no cure for blood-borne pathogens.</td>
<td>X</td>
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<tr>
<td>Only women can get infected by blood-borne pathogens.</td>
<td></td>
<td>X</td>
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<tr>
<td>You can’t get infected with a blood-borne pathogen if you are healthy and strong.</td>
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<td>X</td>
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<tr>
<td>You can tell a person is infected with a blood borne pathogen by looking at them.</td>
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<td>X</td>
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<tr>
<td><strong>A person might get a blood-borne disease by:</strong></td>
<td></td>
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<tr>
<td>Donating blood</td>
<td>X</td>
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Learning About HIV & AIDS and Hepatitis A/B/C

Blood-borne pathogens such as HIV & AIDS and Hepatitis A/B/C can be difficult to talk about, but it is important to share what we know with those around us. Increasing understanding about these viruses will help prevent them from spreading.

Step 1: Take this handout home. Share it with a parent or guardian, and ask that person if you can complete it together.

Step 2: Schedule a time with the adult for the interview. Give the adult this handout so that they can think about the answers before the interview.

Step 3: Interview the adult using the questions provided. Allow at least a half an hour.

Step 4: Record the adult’s responses on this sheet. Both you and the adult sign the top of the page when the interview is complete and return the entire sheet to your teacher.

1. When did you first hear about HIV & AIDS? Hepatitis A/B/C?

2. When you were my age:
   a. Were there diseases like HIV & AIDS or Hepatitis A/B/C? What were they?
   b. Did your parents talk with you about disease prevention? What did they say?

3. How have HIV & AIDS and Hepatitis A/B/C affected you?

4. What would you like to tell me about HIV & AIDS and Hepatitis A/B/C?

Student Signature: ________________________________
Parent/Guardian Signature: __________________________
Materials Needed: Media slides (https://docs.google.com/presentation/d/1sTY+9TmfO1jKtJIR-vvXPi3UdCiInnP5hoU-LVx3Oc/edit?usp=sharing) whiteboard, The Paper Bag Princess by Robert Munsch

Learning Objectives: #21, 24, 23, 10

ID.2.INF.1 Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act (gender roles) #21

ID.5.AI.1 Identify parents or other trusted adults to whom they can ask questions about gender identity and sexual orientation. #24

ID.5.CC.2 Define gender identity as a person's deeply held sense or psychological knowledge of their own gender. #23

PD.5.INF.1 Describe how peers, media, family, society and culture influence ideas about body image #10

Lesson Plan:

Share media slides of images. Have students share their thoughts on what they saw. Do they agree with what they saw? What do they play with or are interested in?

Activity

1. Define "gender roles" and explain the purpose of the lesson. "Gender Roles" are the roles people think they should follow because of their gender (male/female) - the ways people act because "boys and men are supposed to" and "girls and women ought to." This lesson will examine those roles/rules.

2. Brainstorm gender-specific roles and behaviors in America today. Have students brainstorm, while you write down their contributions; advantages of being male; then, the advantages of being female.

Men and Boys

Women and Girls

Discuss stereotypes that are shared by students.

Students will then create a video commercial that shows both boys and girls playing with different toys. They will create a gender neutral video that breaks the stereotype.
Closure/Reflection: Read The Paper Bag Princess

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Materials Needed:
- The Purim Superhero by Elizabeth Kushner
- The Purim Superhero discussion guide

Other Notes:

Learning Objectives: #22, 25, 24

ID.5.CC.1 Define sexual orientation as a person's experience of being romantically, physically and emotionally attracted to men, women, both or neither. #22
ID.5.SM.1 Demonstrate ways to treat others with dignity and respect. #25
ID.5.AI.1 Identify parents or other trusted adults to whom they can ask questions about sexual orientation. #24

Lesson Plan: Begin by emphasizing that the expectations for this lesson are for students to listen and share in a respectful manner.
Read the book The Purim Superhero and have a class discussion about the characters introduced. Use the discussion guide to facilitate discussion before, during and after reading.

Encourage students to share their ideas and/or questions about the material, making sure everyone is following the expectations discussed earlier.

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How to Use This Guide

Many young Jewish children have some knowledge of Purim as a holiday; some children may even be familiar with the elements of the Purim story. The Purim Superhero is a story that offers readers two new ways for understanding the Purim story—a story with a contemporary hero with a personal dilemma who is easily relatable and as a way to understand that the revealing of one’s true identity can be powerful. The guide offers tools to prepare young students to understand the story and ideas for further processing what they have learned.

Additionally, the book can be used with upper grades as supplemental material. Older students can benefit from thinking critically about the way issues about difference and conformity are presented and juxtaposed with the Purim story. Older students can read actively and deeply, making inferences and interpretations based on the text and visuals (and their interplay) in a picture book.

About the Book

About the Author

Elisabeth Kushner lives in Vancouver, Canada, with her family and a jumble of books and musical instruments. If she were a superhero, she’d be Orange Ukelele Girl. Her favorite kind of hamentaschen is poppyseed.

About the Illustrator

Mike Byrne grew up near Liverpool in the United Kingdom, moving to London to work as an illustrator by day and a crayon-wielding crime fighter by night. He lives in the English countryside with his wife and two cats, where he spends his days doodling and creating children’s books.

Summary and Context

In The Purim Superhero, Nate loves everything about aliens. He loves to draw aliens, he loves to read about aliens, and loves to think about aliens. So when it comes time to choose a costume for Purim, Nate naturally knew what he was going to be; that is until his friends at Hebrew school told him that all the boys would be dressing up as superheroes.

Worried about being different from his classmates, Nate seeks advice from his two dads, who suggest that being different can sometimes be a good thing, and—rather than using as an example their own family as perhaps the reader would expect—point Nate to the lesson of Purim which celebrates Queen Esther, a girl with the courage to speak up for who she really was—a Jewish girl!—and ends up saving her people.

The book’s action takes place during the Jewish holiday Purim. A holiday that comes in early spring, Purim recalls how brave Queen Esther saved the Jewish people of Persia from wicked Haman’s evil plot to destroy them, with the support and wisdom of her Uncle Mordecai. The story is recounted in the Biblical book of Esther. Families celebrate by wearing costumes, eating three-cornered cookies called hamentaschen, listening to the reading of the Megillah (a scroll containing the story) and making noise with groggers, blotting out the
name of the villain Haman.

Questions:

For before reading:

1. What is the Purim story? Who is Esther? Who is King Ahashuerus?
2. What qualities does a superhero have? Is there a difference between heroes and superheroes?
3. How do you decide what costume to wear at Purim?
4. Who is your favorite superhero? Why?
5. How are you and your friends similar? In what ways are you different?

For reading together:

1. When Nate asks Max if all the boys are going to be superheroes, what does he mean? What can we infer from his question?
2. At dinner, why is Nate still undecided about his Purim costume?
3. What does Nate's dad mean when he asks “Is Max your boss?”
4. In the Purim story, how did Esther save the Jewish people when they were in danger?
5. What does Nate think to himself about being different? Do you agree?
6. What qualities does Nate’s Daddy explain that heroes have?
7. What does Nate’s costume look like?
8. What award does Nate win?
9. What does Ethan say about his Purim costume? Why, do you think?

For post-reading discussion:

1. Why do you think that—at first—Nate decides to wear a superhero costume? What influences his decision?
2. What are some ways that Max feels different than his friends?
3. Why do you think Nate likes aliens? How are aliens different than people?
4. How does showing who you really are make you stronger?
5. The story of Purim and the story of The Purim Superhero are both, in part, about families. There are many kinds of families. Who are the people in Nate’s family? Who are the people in Queen Esther’s family? How does Nate’s family help him decide what to do? How does Esther’s family?
Materials Needed: Peer Pressure presentation

Learning Objectives: #93, 95, 135

**HR.5.** INF.1 Compare positive and negative ways friends and peers can influence relationships #93

**HR.5.** IC.1 Demonstrate positive ways to communicate differences of opinion while maintaining relationships #95

**PS.5.** IC.2 Demonstrate refusal skills (clear “no” statement, walk away, repeat refusal) #135

Lesson Plan:

**Peer Pressure Activity**

Have all of the students sitting in their desks like normal. Ask one student to go and get you something "for an activity". I usually ask them to grab me 2 squares of paper toweling from a bathroom. (I don’t just send them outside to wait until I’m ready because they will know something is up, or different) Once the student has left the room, I tell the rest of my students to sit on top of their desk. Once they are all on top of their desk, I inform them that we are participating in a peer pressure activity and the individual that just left is our subject. If the individual returns and sits on top of their desk they fell into non-verbal peer pressure and if they sit in their chair they resisted peer pressure.

Rules:
- Do about class like it is normal (I would be taking attendance or giving a short explanation of something)
- Don’t stare or giggle at the individual when they walk into the room
- If the individual asks any questions just shrug your shoulders

Once the individual is back, monitor what they do. Once the individual has chosen the chair or their desk to sit on, it is discussion time.

Questions to ask the individual if they sat on their desk
- Why did you sit on your desk? (usual answer is because everyone else is)
- Do you always do what everyone else does?

Questions to ask the individual if they sat in their chair
- Why did you sit in your chair when everyone else is sitting on their desk?
- Why wouldn’t you do what everyone else is doing?
- I congratulate the individual if they choose their chair, and let them know that they didn’t fall into peer pressure

At this time I let them know that they were the subject to our activity.

Questions to ask the whole class
- Raise your hand if you would have sat on the desk? Why?
Assessment Ideas:
Students could journal the questions instead of just discussing it in class.

Teaching Suggestions:
Choose your one individual wisely, someone who won't be easily embarrassed or wander the halls. You will need to give your directions timely, because you only have a short time while the individual is away. You will need the student gone for at least 30 seconds to 1 minute to give directions, pick a distance that isn't too far or too short for the one individual to go to.

Share Presentation: Use peer pressure presentation to guide discussion on resistance skills

Closure/Reflection: Ask students to share a resistance skill they feel comfortable with as an exit slip.

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Peer Pressure and Resistance Skills

4th Grade

Source: National Institute on Alcohol Abuse and Alcoholism (NIAAA), a component of the National Institutes of Health, within the U.S. Department of Health and Human Services
Peer Pressure—the feeling that someone your own age is pushing you toward making a certain choice, good or bad.
## Examples of peer pressure

<table>
<thead>
<tr>
<th>Good Peer Pressure</th>
<th>Bad Peer Pressure</th>
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<tr>
<td>During recess your classmate breaks the classroom pencil sharpener. When recess</td>
<td>Your friend asks you to cover up for her when she did something wrong. When</td>
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<tr>
<td>is over the classmate tells the teacher right away because you all agreed to be</td>
<td>her dad asks you what happened you say you don’t know.</td>
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<td>honest as part of your class rules.</td>
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<td>In your study group, one of your group members is stuck on how at add fractions.</td>
<td>Your friend has been taking a classmate’s pencil every day. Today he tells you</td>
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<tr>
<td>Another group member is helping him and you join her in helping him understand.</td>
<td>to take the pencil and you do it.</td>
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<tr>
<td>When soccer practice begins everyone works hard on drills and game play until</td>
<td>Coach wants you to run three laps around the soccer field before practice begins;</td>
</tr>
<tr>
<td>practice is over.</td>
<td>your two friends on the team tease you about running laps—they never do—so today</td>
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<td>you don’t either.</td>
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Giving in to peer pressure

Everyone gives in to pressure at one time or another. Why do people sometimes do things that they really don't want to do?
Giving in to peer pressure

Here are some reasons why.....
- they are afraid of being rejected by others
- they want to be liked
- they don’t want to lose a friend
- they want to appear to be “grown up”
- they don’t want to be made fun of
- they don’t want to hurt someone’s feelings
- they don’t know what they really want
- they don’t know how to get out of the situation
Giving in to peer pressure....

If you did something you wish you hadn’t, then most likely you didn’t feel too good about it.

What are some feelings you may have had?
Dealing with peer pressure

Being aware of the pressure is the first step to resisting it........learn how to spot the tricks.

- Rejection
- Put downs
- Reasoning
- Unspoken pressure
Rejection

Threatening to end a friendship or a relationship. This pressure can be hard to resist because no one wants to lose friends. Some examples of pressure by rejection are:

- Who needs you as a friend anyway?
- If you don’t (fill in the blank) I won’t be your friend any more.
- Why don’t you just leave if you don’t want to (fill in the blank).
Put downs

Insulting or calling a person names to make them feel bad. Some examples of put downs are:

- “You’re never any fun!”
- “You’re such a baby!”
- “You’re such a wimp!”
- “You’re not very cool.”
Reasoning

Telling a person reasons why they should try something or why it would be OK if they did. (These are not good reasons........)

- “It won’t hurt you.”
- “Your parents will never know.”
- “You’ll have more fun.”
Unspoken pressure

This is something you feel without anyone saying anything to you. You feel unspoken pressure if you want to do the same things others are doing. What does unspoken pressure "look like"?

- The huddle: a group of kids standing together where everyone is talking and maybe looking at something you can’t see, laughing and joking.
- The look: kids who think they are cool give you a certain look that means “we’re cool, you’re not.”
- The example: a group of popular kids decide to get the same backpack and you want one too.
Giving in to peer pressure

When you are faced with peer pressure you can stand your ground. Here’s how......
Resistance Skills

Resistance skills are used to help a person say “no” and/or leave a situation.

If you experience negative peer pressure you should:
- Say “no” and mean it
  - Use firm voice, stand up straight, make eye contact
- Say how you feel, give reasons for saying “no” and don’t make excuses
- Ask an adult for help if needed
## School Counselor Lesson

**Grade:** 4th  
**Lesson:** Mr. Peabody’s Apples  
**Strand:** Healthy Relationships

### Materials Needed:
- Video or Book: Mr. Peabody’s Apples  
- 1-2 Die Cut Apples for each student

### Other Notes:
Taught by school counselors during classroom guidance

### Learning Objectives: #26, 93, 96, 95, 136
- ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people #26  
- HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships #93  
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect #96  
- HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships #95  
- PS.5.SM.1: Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied #136

### Lesson Plan:
- Tell students that today we are going to talk about something that happens a lot, especially in school. Ask students what they think of when they hear “gossip” or “rumors.”
  - Get some examples from students
- Ask students how many of them have ever had a rumor spread about them or how many of them have ever been gossiped about or heard gossip. Ask for different feelings that might have happened as a result.
- Glitter Analogy- Ask students to hold out one hand. Tell them to imagine that I just dumped a bunch of glitter on their hand and they need to transfer that glitter to another person’s hand, without dropping a single piece of glitter. Ask students if that is possible.
  - The same thing happens with Gossip and Rumors- once the information is out there, we do not have control over where the information goes or where it spreads. We also are no longer in control of what the message is. (telephone analogy- how do you play the game telephone).
- Introduce Mr. Peabody’s Apples. Play video.
- Ask students what happened to Mr. Peabody’s reputation as a result of the rumor. Make the connect to the Toothpaste activity from 3rd grade (once the words are out, it is impossible to take them all back).
- Remind students that they need to consider the impact of what they are doing before the spread gossip or rumors. Ask for a couple of ideas of things they could do if they hear gossip or rumors (tell the person to stop, confirm the story with the subject, do not pass on the information, call the person out, etc.)
- Tell students that a good way to help eliminate gossip and rumors is to spend more time bringing others up rather than tearing others down, treating others with dignity and respect. Tell students that you will leave a stack of paper apples. Each student is to write a positive or inspirational message on the apple and put that apple on a random persons coat hook. Ask students for how they think that person might feel when they get an apple. Remind students that every single person comes to school with different situations, different home lives. We spend more time together here at school than most people do with their families- we need to treat each other as a family.
- Tell students where they will find the apples. (Put die cut apples in a common area in the classroom)
**Closure/Reflection:**
- Remind students about the ways they can help intervene with gossip and rumors
- Talk about how students do not need a counselor to lead a lesson encouraging them to build each other up. Every student has the ability to spread kindness.

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Materials Needed:
- Smartboard
- Jeopardy Website (https://jeopardylabs.com/play/relationships-jeopardy)

Other Notes:
- Taught by School Counselors during guidance
- You can have the groups of students each answer the question on whiteboard or iPads if you would like more participation.

Learning Objectives: #25, 26, 93, 96, 131, 137
- ID.5.SM.1: Demonstrate ways to treat others with dignity and respect #25
- ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people #26
- HR.5.INFO.1: Compare positive and negative ways friends and peers can influence relationships #93
- HR.5.SM.1: Demonstrate positive ways to treat others with dignity and respect #96
- PS.5.INFO.1: Explain why people tease, harass, and bully others #131
- PS.5.ADV.1: Persuade others to take action when someone else is being teased, harassed, or bullied #137

Lesson Plan:
- Activate Prior Knowledge: Ask students if they can explain the game Jeopardy. What is the point and how do you play?
  - Solicit responses from students.
  - Explain that today we are going to learn more about healthy relationships by playing Jeopardy.
    - Each group of tables will be a team or you may need to divide the class how you see fit
    - Select an individual at your table to do the following:
      - Record points (if you decide you want to track points)
      - Raise hand when the group knows the answer
      - Someone who will answer the questions
    - This is not a competition, this is to see how much we know
    - Each team is responsible for tallying their points
      - We won't play typical rules where you lose points for incorrect answers
      - You do not need to answer the statement as a question (like you would see in typical Jeopardy)
    - We may not get to all of the questions on the board, and that is okay
- Elaborate on some of the questions if examples or missing crucial information (especially around the definitions of teasing, harassment, and bullying).
- Feel free to take more than one answer for the class. Sometimes there are situational questions that could be handled in a variety of ways.

Closure/Reflection:
- Ask students for a summary of what we did today.
- Ask: Why is it important to know how to disagree respectfully with others?
- Ask: Why is it important to treat all people with dignity and respect.
- Leave students with a challenge: How, in the next week, can you demonstrate healthy relationship skills with those around you? Do an assessment of yourself as a friend and see if there is one area where you can make positive change.

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<th>No-Bullying Behaviors</th>
<th>General Friendship</th>
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<td><strong>100</strong> What does it mean to tease someone? Give an example.</td>
<td><strong>100</strong> You just got new glasses and there is a student in your class who is teasing you about them. This hurts your feelings. What I message could you use to tell them your feelings are hurt?</td>
<td><strong>100</strong> You are working in a group in your classroom and one of the people in your group is not doing anything. What should you do?</td>
<td><strong>100</strong> Someone on the bus is calling you names every day. This really hurts your feelings. What should you do?</td>
<td><strong>100</strong> Your best friend is starting to spend time with another student in your class instead of you. What should you do?</td>
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<td>Make fun of someone in the hopes of making them angry or upset in some way. Examples: Someone gets new glasses and they get called 4-eyes. You get a new haircut and someone makes fun of it.</td>
<td>I feel ______ when _______. I need _______. I feel upset when you're making fun of my glasses. I need you to stop.</td>
<td>Give them a task to do, remind them that they need to participate, get help from the teacher if they are still not doing their part</td>
<td>Ignore what you can. Ask them to stop. Sit with friends so you have people around you who are being nice. Tell the bus driver.</td>
<td>See if there are ways you can all be friends. Let your friend know you're missing time with them. Recognize that friendships change and it's okay to spend time with different people.</td>
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<td><strong>200</strong> What is bullying? Give an example.</td>
<td><strong>200</strong> There are a group of kids on the playground from your class who are playing soccer and they tell you that you can't play because you aren't good enough. How would you handle the situation?</td>
<td><strong>200</strong> You are playing a game with some friends and you win. One of the players is really angry that you won and is not being a good sport about it. What should you do?</td>
<td><strong>200</strong> A student in your class was playing in the bathroom when you were in there, and you know that is not allowed. He threatens to hurt you if you tell the teacher. What should you do?</td>
<td><strong>200</strong> Your friend always wants to be the one who chooses what game you will play. This is starting to get frustrating to you. What should you do?</td>
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<td>Bullying is unwanted, aggressive behavior that occurs multiple times and has an imbalance of power. Example: An older student continues to call you names on the bus every single day.</td>
<td>You could go find something else to do. You could talk to them and let them know you don't think this is fair. You could ask for make a joke and walk away.</td>
<td>Watch your words to be sure you're not bragging. Make a joke about better luck next time. Ignore them until they calm down. Remind them it's just a game.</td>
<td>Tell the teacher anyway - if someone is threatening you this isn't safe. You could always write a note to let the teacher know if you're worried about the other student seeing you tell.</td>
<td>Ask if you can take turns deciding what to do. Use chance - coin toss, rock/paper/scissors Compromise and find a win/win solution Talk about it and let them know you're getting frustrated.</td>
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<td><strong>300</strong> You and your friend have not been as close lately. How could you approach a conversation about this with your friend? Use I messages. Let them know what's bothering you calmly without blaming them</td>
<td><strong>300</strong> You just got a new haircut and it is very different from your original look. You're worried that someone might make fun of it. You walk into the classroom and a student laughs and points at you. What should you do?</td>
<td><strong>300</strong> You are working on a project with a partner and you both want to do the first part. What should you do?</td>
<td><strong>300</strong> You see one of your friends being made fun of at recess by another student. What should you do?</td>
<td><strong>300</strong> Your best friend looks mad at you and is ignoring you but she hasn't told you why she's angry and you don't have a clue what is bothering her. What should you do?</td>
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<td>Use I messages. Let them know what's bothering you calmly without blaming them</td>
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<td>Chance - rock/paper/scissors, flip a coin to decide Compromise - find a</td>
<td>Chance - rock/paper/scissors, flip a coin to decide Compromise - find a</td>
<td>When she looks like she's calmed down,</td>
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for the distance. Tell them how important it is you try to still be friends.

Use humor, ignore them, ask them to stop laughing

win/win solution Take turns

you don't join in these behaviors.

talk about it and ask what's wrong. If she keeps giving you the silent treatment, then just find someone else to hang out with. Let her know you want to know what's wrong to try to fix it and that you're willing to talk about it with her when she's ready.

400
One of your friends was teasing you and things went too far and now you are mad. What should you do?

Use anger management strategies to calm down. When calm, let them know that they went too far.

400
You asked your friend about her dad and she got very upset because she doesn't see her father anymore. You didn't mean to hurt her feelings but didn't realize that this might be a sensitive topic to her. What should you do?

Apologize to her, Talk it out and let her know you didn't mean to hurt her feelings

400
You are part of a reading circle group for your class. When it is time to discuss the book that you are reading, another class member keeps interrupting you and you are getting mad. What should you do?

Talk it out. Use an I message to let them know how you're feeling. "I'm feeling frustrated when you keep interrupting. I need you to let me have a chance to share my ideas too."

400
A "friend" of yours is constantly making fun of you in front of other people but is nice to you when you are both alone. You are confused and hurt by this friend's actions. What should you do?

Talk about it with the "friend." Let them know it's not okay for them to be so mean to you in front of others and that this is crossing the line. Decide if it's worth trying to be friends with someone who is treating you like that. Think about what a real friend would do.

400
Your friend let you borrow one of his video games and now you can't find it. He is upset. What should you do?

Apologize for losing it. Talk it out. Share (one of yours). You need to let your parent know and get help looking for it or replacing it. If you borrowed it, you're responsible for it.

500
You heard someone whispering and you think you heard your name mentioned. What should you do?

Ignore it if you can. Ask them about it calmly. If they were talking about you, then use an I message. "I feel upset when you're talking about me behind my back. I need you to stop doing that and talk to me directly."

500
A new student just joined your class from another country and you assumed he was from Mexico because he was Hispanic but he is really from El Salvador. This student was very offended. What should you do?

Apologize to him, talk it out and let him know you were not trying to be offensive, be more aware next

500
You are playing a game that requires you to be divided up into teams of 2. You don't like the person you are teamed up with, but the teacher said you have to work together. What should you do?

Stop and think about how that person would feel if you complained about having to work with them. Recognize that

500
What can you do if you see someone being bullied? What if you are being bullied?

Step in if you feel comfortable, talk to an adult that you trust, talk to the person being bullied and see if there are ways you can support the victim.

500
Your only friend in the class is hanging out during recess with someone that you don't like. You are getting frustrated by this. What should you do?

If they are your friend, then it's not fair to ask them to choose between you and the person you don't like. You need to calm down and think about it to find a
time and not make the same quick judgments. Life isn't always fair and we have to work together sometimes so just deal with it.

...win/win solution. Maybe if you give the other student a chance, you'll be able to make a new friend. You could talk to your friend about it but recognize that you may just need to give the other person a chance to get to know them too.
### Materials Needed:
- 4th Grade Protective Behaviors Keynote Presentation
- Video: If It Happens to You: Dealing with Abuse

### Other Notes:
- Taught by school counselors/Reach Counseling during classroom guidance

### Learning Objectives: #92, 94, 134, 135, 132, 129

- HR.5.CC.1: Describe the characteristics of healthy relationships (e.g., family, friends, peers) #92
- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships #94
- PS.5.I.C.1: Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs #134
- PS.5.I.C.2: Demonstrate refusal skills (clear "no" statement, walk away, repeat refusal) #135
- PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, abused, or bullied #132
- PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong

### Lesson Plan:
- Share Keynote Presentation

- Review 3 kinds of touches: good, bad, and confusing
  - Remind students of Max & Molly from Kindergarten and First Grade when talking about confusing touches

- Define sexual abuse: When someone who is more powerful than you tricks, bribes, threatens, or forces
  - You to let THEM look at or touch YOUR private parts
  - Have YOU look at or touch THEIR private parts
  - Look at or take inappropriate movies or pictures

- What makes someone more **POWERFUL** than you?
  - Who is considered more powerful than you?
  - Is power a good thing or a bad thing?
  - A person can misuse this power—especially in the case of sexual abuse when the person in authority should know better than to be touching your private parts
  - Who has authority over your private parts? Only you do!

- Sexual abuse is when someone more powerful than you does not have a good reason to look at or touch your private parts
  - Are there **times when it is OK** for someone to look at and touch your private parts?

- Define/give examples of **tricks, bribes, threats, and forces**
  - What are some examples of threats? In sexual abuse?
  - What are some examples of bribes? In sexual abuse?
  - What tricks can people use for sexual abuse? Examples of tricking?
  - Force?
  - Is it your fault if someone does this to you? **NEVER** your fault!!!

- Discuss good and bad secrets
  - If someone does this to you is it a good **secret or a bad secret**?
  - How do you know if it is a good secret or bad secret?
    - Early Warning Signs (Ooh! Ooh! Signs)
- **What can you do?**
  - Listen to yourself: early warning signs
  - 3 Safety rules
    - Say no/stop
    - RUN/get away
    - Tell an adult you trust
  - Who can you tell?
  - What if that person you tell doesn’t help or doesn’t believe you?
    - Tell the next adult on your list: keep telling!

- **Video: If It Happens to You: Dealing with Abuse**
  - Video will discuss three kinds of abuse: physical, emotional, and sexual
  - Tell students to watch for the lessons and safety rules we discussed today (tricks, threats, bribes, or forces, secrets, safety rules, trusted adults, etc.)
  - Pause video after each story and answer discussion questions provided

**Closure/Reflection:**
- **Review:**
  - Listen to yourself, EWS
  - Know your rights and who has power over your private parts
  - 3 safety rules

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You are POWERFUL!

Reach Counseling
Protective Behaviors
Safe Touches
► Make us feel happy

Unsafe Touches:
► Hurt us and we want it to stop

Confusing Touches:
► When someone looks at or touches the private parts on our body
Sexual Abuse

When someone who is more POWERFUL than you...

- Tricks
- Bribes
- Threatens
- Forces

You to let THEM look at or touch YOUR private parts
Have YOU look at or touch THEIR private parts
Look at or take inappropriate movies or pictures
NO ONE has the right to touch your private parts without a good reason!!!
If something like this happens to you...

**IT IS NEVER YOUR FAULT!!**
Secrets

Good Secrets

- Make us feel good
- When we tell the secret, it makes people happy
- What are some examples?

Bad Secrets

- Make us feel icky
- When we tell the secret, people are upset with the bad person
- You will NOT get in trouble when you tell a bad secret
How do you know if it is a good or bad secret?

- Head hurts
- Face flushed
- Throat feels tight
- Heart beats fast
- Goosebumps
- Sweaty palms
- Sweaty underarms
- Butterflies in tummy
- Need to go to the bathroom
- Wobbly knees
- Shaky all over
- Start to cry
- Confused

Hair feels like it is standing

Choice
Control
Limits

Feet stuck
Max’s Story
Put yourself in Max’s place...

What are some of your warning signs?
Safety Rules

1. Say NO!!
2. Get away
3. Tell a trusted adult
4. Make a safe word
Video

3rd Grade: Yes You Can Say No

4th Grade: How to Deal with Abuse
Materials Needed:

- Video Always Changing and Growing/ **Girls** Puberty Education Video
  https://www.youtube.com/watch?v=OR1XjZ0xRSo

- Video Always Changing and Growing/ **Boys** Puberty Education Video
  https://www.youtube.com/watch?v=G57Suq7jpQE

- container for collection of questions
- post it notes or slips of paper
- pencils

Other Notes:

Learning Objectives: #2, 3, 7, 8, 9, 10, 11, 12, 13, 39

**Introduce and Develop concepts related to**

**AP.5.CC.1** Identify male and female reproductive systems including body parts and their functions #2

**AP.5.AI.1** Identify medically-accurate information about female and male reproductive anatomy #3

**PD.5.CC.1** Explain the physical, social, and emotional changes that occur during puberty and adolescence #7

**PD.5.CC.2** Explain how the timing of puberty and adolescent development varies considerably and can still be healthy #8

**PD.5.CC.3** Describe how puberty prepares human bodies for the potential to reproduce #9

**PD.5.INF.1** Describe how peers, media, family, society and culture influence ideas about body image #10

**PD.5.AI.1** Identify medically-accurate information and resources about puberty and personal hygiene #11

**PD.5.AI.2** Identify parents or other trusted adults of whom they can ask questions about puberty and adolescent health issues #12

**PD.5.SM.1** Explain ways to manage the physical and emotional changes associated with puberty #13

**PR.5.CC.1** Describe the process of human reproduction #39
Lesson Plan:
- Introduce concept of puberty, that these changes are normal and everyone goes through it
- Discuss the importance that everyone should identify a trusted adult (parent, step-parent, a friend's parent, school staff) that they feel comfortable talking with
- Have students write down questions that they have or that they may generate during the video
- Collect student questions
- Watch video with students Puberty: Girls with girls and Puberty: Boys with boys. Read over and answer student questions that relate to the fourth grade curriculum expectations.

Closure/Reflection:
- Review the importance of talking to a trusted adult when questions arise, Remind students that puberty and the changes occurring within their bodies are normal!
School Counselor Lesson

Grade: 4th

Lesson: Healthy Relationships

Strand: Healthy Relationships

Materials Needed:
Passive/Assertive/Aggressive situation cards
Definitions of Passive/Assertive/Aggressive

Other Notes:
Taught by school counselors during classroom guidance

Learning Objectives:
ID.5.SM.1: Demonstrate ways to treat others with dignity and respect. #25
HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships. #95
HR.5.SM.1: Demonstrate ways to treat others with dignity and respect. #96
PS.5.IC.1: Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs. #134

Lesson Plan:

1. Introduce the words “Passive, Aggressive and Assertive.”

2. Define each of the words, “Passive, Aggressive and Assertive.”

   **Passive:** Not standing up for yourself, or standing up for yourself in such a weak way that others take advantage of you. It could also mean not taking action for things that are your responsibility.

   **Aggressive:** Standing up for your rights in a way that steps on the rights of others. It embarrasses them, puts them down, and may cause fights and hard feelings.

   **Assertive:** Standing up for your rights while respecting the rights of others. It is an honest, direct and fair expression of your feelings and thoughts.

3. Role play with students an example of each of the three responses, (Passive, Aggressive, and Assertive.) (I “borrow” a student’s watch and then as a class we talk about how the student could get his/her watch back using a Passive manner, Aggressive manner and then the Assertive manner.)

4. Discuss appropriate use of eye contact, body language and tone of voice. (Demonstrate appropriate and inappropriate examples of eye contact, body language and tone of voice.)

5. Use “Three Responses” cards to introduce different situations and how each situation is handled in a Passive, Aggressive and Assertive manner.

6. A student selects a card. The card is then projected for the class to see and the situation is read out loud. On the back of each card the three ways of handling the situation are provided. Each way of handling the situation is read out loud and the class identifies which manner of handling the situation it was, Passive, Aggressive or Assertive. A discussion is also had as to why it was that particular
manner and what the reaction of the person receiving that communication may be. The class then
discusses what the appropriate response would be and why that would be a more positive way of
handling the situation.

7. After discussing the card, that student then selects another student to choose a card. Continue
process.

**Closure/Reflection:**
Ask students to identify the three ways of handling a situation. Ask them to share which is the best way to
handle situations in order to better foster positive communication.

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Smart Choices

How many times have you asked yourself, "Oh, no! What should I do now?"

You can choose the behavior you want for yourself...actions that help you get along with others and also feel good about yourself. All it takes is some thinking and planning ahead.

Every day there are lots of chances to decide how to act. Sometimes, we let our feelings decide our actions. If we're angry, we might be rude or pushy. When we're sad, we might choose behavior that lowers our spirits even more. It's better to think before we act. That's what smart choices are all about.

People that study behavior tell us many choices fit into one of these three groups:

Non/Assertive or Passive: Not standing up for yourself, or standing up for yourself in such a weak way that others take advantage of you. It could also mean not taking action for things that are your responsibility.
Assertive/Appropriate: Standing up for yourself in a way that lets other people have their rights too. It is an honest, direct and fair expression of your feelings and thoughts.

Aggressive: Insisting on having your own way in a way that steps on the rights of others. It embarrasses them, puts them down, and may cause fights or hard feelings.

The cards in your set show examples of all three types of behavior. As you talk about the pictures, try to pick out the behavior type for each answer. Which type do most of your own actions fall into? Assertive/Appropriate behavior is the goal. Choose more behaviors in this group for yourself and you'll be making smart choices!
You get a lower grade on a paper than you think you deserve. You:
You get a lower grade on a paper than you think you deserve. You:

1. go to the teacher and ask him to explain why you got this grade.

2. let it go because you are afraid to ask the teacher to explain.

3. complain to your parents that you think your teacher is unfair.

About your answer:

A. Good going! Yes, it's all right to talk about your grade with your teacher. It can help you do better next time.

B. No. If you think you worked harder or did better, you and your teacher should discuss it. It's possible a mistake was made.

C. No. You can discuss it with your parents, but this situation is between you and your teacher. You need to talk to the teacher in order to solve it.
Your arms are full of books and the door is closed. You need help. You:
Your arms are full of books and the door is closed. You need help. You:

1. say, “Could you please open the door for me?”

2. say nothing and stand by the door waiting for someone to notice that you need help.

3. shout in a loud voice, “What’s the matter? Can’t you guys see that I need help?”

About your answer:

A. Very good! Now you’ve got the help you need.

B. No. Not asking doesn’t get the help you need. People will usually help if you ask them.

C. No. There is no need to insult people. If you don’t ask for help, no one will know you want it.
You accidentally run into someone in gym class. You:
You accidentally run into someone in gym class. You:

1. shout, "Why didn’t you get out of my way?"

2. feel embarrassed and quickly walk away without saying anything.

3. say, "I’m sorry. I didn’t see you. Are you O.K.?"

**About your answer:**

A. No. Accidents happen, and being angry or rude doesn’t help.

B. No. It’s O.K. to have an accident. You can make things better if you talk about it.

C. Very good! Apologies make both people feel better.
You and a friend are at your house, and you both want to use the same toy. You:
You and a friend are at your house and you both want to use the same toy. You:

1. give in to your friend, but then feel angry.

2. say, "You can play with it first, then it's my turn—O.K.?"

3. grab the toy and say, "It's my toy. I'm going to play with it now and if you don't like it you can go home."

About your answer:

A. No. Try for a solution that makes both of you feel O.K.

B. Nice reply. By offering your friend a turn first, you are showing willingness to share. Your friend will be happier to return the favor.

C. No. This is unfriendly behavior. Your friend will get more upset and not sharing may end your chance to play together.
Your sister is making fun of your freckles.
You:
Your sister is making fun of your freckles. You:

1. say, "I think you've got a nose like a witch, so there."

2. run to your room feeling hurt and sad.

3. say, "It's too bad you feel that way, but I like my freckles," and continue with what you were doing.

**About your answer:**

A. No. Returning insults to hurt someone back won't make you feel better for long.

B. No. This won't help. You can choose not to feel hurt or sad. Telling your feelings is best.

C. Right! Everyone has his/her own special look. Freckles are great!
Your lunch-mate starts to tap the table with her cup. This is annoying you. You:
Your lunch-mate starts to tap the table with her cup. This is annoying you. You:

1. threaten to hit her on the head with the cup if she doesn’t stop.
2. move to another table.
3. say, “Please stop tapping that cup. The noise really bothers me.”

About your answer:

A. No. This is just as rude as your lunch-mate’s behavior and she will probably get angry.

B. No. This doesn’t stop the problem. You need to tell the person how you feel.

C. Good! This is an appropriate way to ask someone to stop something.
You are taking a test when your pencil breaks. You:
You are taking a test when your pencil breaks. You:

1. say, "Teacher, I need to sharpen my pencil!"
2. raise your hand to get the teacher's attention.
3. sit quietly and wait for the teacher to notice your pencil.

About your answer:

A. No. Talking out loud disturbs others.
B. Yes! Now you can quietly ask for help.
C. No. The teacher may not notice and you won't finish your test.
You're talking with a friend when someone else interrupts. You:
You're talking with a friend when someone else interrupts. You:

1. stand there waiting quietly for the person to stop, and when he doesn't you angrily walk away.

2. push the person away and say, "Shut up, I'm talking!"

3. say to person that interrupted, "Excuse me but I was talking first. Please wait until I'm done."

About your answer:

A. No. If you really want to talk with your friend, you'll need to let the "interrupter" know that.

B. This is rude. Maybe the "interrupter" didn't know you were talking. This behavior could upset both of the other people and still not meet your need.

C. Much better. If you ask clearly, you can have a chance to finish your turn.
There is very little milk left and you and your brother both need some. You:
There is very little milk left and you and your brother both need some. You:

1. decide you aren’t going to eat breakfast if you can’t have the milk.
2. say, “I’ll give you 10 stickers if you’ll let me have the milk.”
3. suggest that you share the milk equally.

About your answer:

A. No. Don’t skip breakfast. Can you think of another breakfast without milk?

B. No. Your brother won’t get any milk this way.

C. Nice choice. Sharing is caring, and you both get a better breakfast because of it.
You want to talk to your teacher but he/she is talking to someone else. You:
You want to talk to your teacher but he/she is talking to someone else. You:

1. wait until your teacher is done talking with the other person.

2. do nothing to get your teacher’s attention and wander away feeling upset and disappointed.

3. tap the teacher on the arm and loudly say, “Teacher, I want to talk to you right now.”

About your answer:

A. Nice! Yes, it’s polite to wait your turn.

B. No. Someone else is having a turn now, but your turn is important too. If you wait a moment, you’ll have your chance.

C. No. It’s not polite to interrupt when others are talking.
You are trying to listen to the teacher but your friend keeps talking to you. You:
You are trying to listen to the teacher but your friend keeps talking to you. You:

1. say, "Quit bugging me or I’ll tell the teacher."

2. say, "Let's talk later; now I'm listening to the teacher."

3. talk to your friend so you don’t hurt her feelings.

About your answer:

A. No. This is rude and unfriendly, and could cause a bigger disturbance.

B. Nice! If your friend wants to talk, recess or lunchtime is better.

C. No. You won’t be able to hear what the teacher is saying, and the teacher may become annoyed with both of you.
You’re in line at the drinking fountain when someone barges in front of you.
You:
You’re in line at the drinking fountain when someone barges in front of you. You:

1. say, “Sorry, it’s my turn. I’ll be quick.”

2. push the person aside and say, “Get out of here! Wait your turn like the rest of us.”

3. let him barge in. It’s better than risking an argument.

About your answer:

A. Good choice! He knows he’s wrong to barge in, and your offer to be quick at your turn is a good way to cooperate.

B. No. People rude enough to barge are probably rude enough to push you back. You want a drink, not a fight.

C. No. Saying nothing makes your turn seem less important. It’s not! If you stand up for good treatment, you are likely to get it.
You are watching television when Mom says it's time to brush your teeth and go to bed. You:
You are watching television when Mom says it's time to brush your teeth and go to bed. You:

1. complain and argue, saying everyone else gets to stay up later.

2. say, "This program is on for 15 minutes more. May I please finish watching it? Then I'll go to bed."

3. pretend you didn't hear your mother.

About your answer:

A. No. You know bedtime rules may be different in other homes, but your parents set the guidelines for you.

B. Yes! By cooperating, you are showing respect for your parents, your health, and the rules.

C. No. Ignoring the situation won't make it go away.
You’re starting to do a special project but don’t understand the directions. You:
You're starting to do a special project but don't understand the directions. You:

1. sit and wait for a teacher to ask if you need help.
2. speak up and say, "I don't get it."
3. raise your hand to get your teacher's attention and explain the problem.

About your answer:

A. No. Waiting wastes time and doesn't always work. You can do something about your need for better directions.

B. No. This disturbs others. You are capable of helping yourself and others are probably busy. Being demanding makes others less willing to help.

C. O.K. Think about what to ask so you get the information you need.
Your Dad says you must clean your messy room before going outside. You:
Your Dad says you must clean your messy room before going outside. You:

1. ask your brother/sister to clean the room.
2. begin to clean your room right away.
3. stomp your feet and yell, “It isn’t fair! I like my room messy. Why can’t I leave it that way?”

About your answer:

A. No. You are avoiding your responsibility for the mess.

B. Right. By starting right away, you’ll have more time for going outside. You also show you can take care of your own things.

C. No. Anger won’t solve your problem.
A friend is across the street and calls for you to come over. You:
A friend is across the street and calls for you to come over. You:

1. dash across the street.
2. just wave back. Your parents have said it's O.K., but you're afraid to cross the street.
3. walk to the corner and look both ways for cars before walking across.

About your answer:

A. No. This is dangerous. Cars may not be able to stop for you.

B. No. Since your parents have said it's O.K. and you really want to be with your friend, it's appropriate to carefully cross the street. Or, invite him/her to your side of the street to play.

C. Good answer. That's playing it safe!
A cook puts something on your tray you don't want. You:
A cook puts something on your tray you don’t want. You:

1. say, “Excuse me, but I don’t want any of that. Could you take it off my tray, please?”
2. say, “Yuck! Get that stuff off my tray!”
3. mumble, “Thank you,” because the cook is a grown-up.

About your answer:

A. Way to be! This is a polite and reasonable reply.

B. No. Rudeness offends. There’s a better way to say it.

C. No. Telling your feelings is helpful to others. Being shy or afraid to speak up also means you will waste food.
You can’t find your comb. You:
You can't find your comb. You:

1. give up looking for it. You know you'll never find it anyway.

2. ask your Mom, "Could you please help me find my comb?"

3. tell your Mom, "Buy me a new comb today. I lost mine."

About your answer:

A. No. Giving up too soon isn't trying your best. It doesn't solve the problem.

B. Good choice. Getting help with a problem is O.K.

C. No. First try getting help finding your comb. If it doesn't turn up, talk to your Mom about what to do.
You’re getting a haircut and the stylist isn’t cutting it the way you want it. You:
You’re getting a haircut and the stylist isn’t cutting it the way you want it. You:

1. feel angry but don’t say anything because the hair stylist is a grown-up.

2. tell the stylist you’ll never have her cut your hair again!

3. say, “Could you please leave my hair longer on the sides next time? I don’t like it cut this short.”

**About your answer:**

A. No. You pay the stylist to cut your hair the way you want it. The stylist wants to do a good job but needs to know what you like.

B. No. There’s no need to be rude.

C. Nice going! Now you can have what you want next time. Be sure to remind the stylist again just before she begins your next haircut.
You are eating lunch and someone asks for your apple. You:
You are eating lunch and someone asks for your apple. You:

1. say politely but firmly, "No, I want to eat my apple."

2. find a teacher or supervisor and tell him/her someone is trying to take your apple from you.

3. say "O.K." because you want to be friendly, but then feel upset because you wanted to eat the apple.

About your answer:

A. Well said! If you want your apple, you should be the one to have it.

B. No. This is a problem you can handle yourself with a polite "no."

C. No. The apple was for you. It's O.K. to keep it for yourself if you want it.
You and your sister both want to shower. You meet at the bathroom door. You:
You and your sister both want to shower. You meet at the bathroom door. You:

1. stand aside and let your sister go first without saying anything. You walk away and feel sorry for yourself.

2. push her aside and say, “I was here first! I’m taking my shower now, and you’ll have to wait.”

3. suggest you take turns. This time you let your sister go first but next time you get to go first.

About your answer:

A. No. You can’t be first every time, but you can expect to be first some of the time if you speak up.

B. No. It was a “tie,” and one person will have to be second. Being bossy makes others less willing to cooperate.

C. Good Idea! There should be no problem next time.
You are in your room and Mom calls you for supper. You:
You are in your room and Mom calls you for supper. You:

1. answer, "Coming in a minute" and go to wash your hands. You know you’ll be able to play after supper.

2. ignore your mother and continue playing.

3. start to cry and yell, "Not now, I want to play!"

**About your answer:**

A. Good! If you come when you’re called there will be more time to play later.

B. No. This is not responsible behavior. It delays supper for everyone and the family may become upset.

C. No. Your family’s efforts to have supper together are important. Eat now, play later and everyone will be happier.
You're watching a favorite television program when someone changes the channel. You:
You’re watching a favorite television program when someone changes the channel. You:

1. say, “Excuse me, I was watching the other program. Please turn it back.”
2. get up and walk out of the room.
3. say, “Hey! Who do you think you are? Can’t you see I was watching it first?”

About your answer:

A. Yes. A polite reminder usually works.
B. No. It may be the easy thing to do, but you won’t feel good about giving up your rightful turn.
C. No. You are in the right, but you need not be rude. It makes the other person even less willing to cooperate.
You are seated at a lunch table and want the salt. You:
You are seated at a lunch table and want the salt. You:

1. grab the salt from in front of the person sitting next to you.
2. decide not to use salt.
3. say, "Please pass the salt."

About your answer:

A. No. It’s not polite to reach and grab in front of someone at the table.
B. No. Use the salt if you want it. There’s an appropriate way to get it.
C. That’s right! When you say please, people feel more like helping.
You are at a movie. Someone behind you is talking loudly. You:
You are at a movie. Someone behind you is talking loudly. You:

1. say nothing and hope the talking stops soon.

2. say, "Would you please be quiet so that I can hear the movie?"

3. yell, "Shut up or I'm going to get the manager."

About your answer:

A. No. Saying nothing will not solve the problem. You and others can't hear the movie when other people talk loudly.

B. Good! Most people will be quiet when reminded.

C. Not a good solution. It may make the talker angry and uncooperative.
The clerk at the store doesn't give you enough change. You:
The clerk at the store doesn't give you enough change. You:

1. say, "Hey lady, can't you count? I need more money!"

2. say nothing and take the change she gave you.

3. say, "I think I should have more change. Would you please check?"

About your answer:

A. No. Being rude only makes people angry.

B. This won't solve the situation. You need to tell the person when he or she doesn't give you the correct change.

C. Good. This should solve your problem! It gives the person a chance to correct what was probably just a mistake.
### Materials Needed:
Short Google Slides presentation on Hepatitis
https://docs.google.com/presentation/d/10CUqqTv-Nn315GbsZNE0FTfNGIRntSk5qU1-aPaxn2w/edit?usp=sharing

### Learning Objective: 
#68  
SH.5.CC.1 Define bloodborne pathogens including HIV, Hepatitis A, B, and C and identify some age-appropriate methods of transmission as well as ways to prevent transmission.

### Lesson Plan: show short google slide presentation on Hepatitis
https://docs.google.com/presentation/d/10CUqqTv-Nn315GbsZNE0FTfNGIRntSk5qU1-aPaxn2w/edit?usp=sharing

Define bloodborne pathogens: infectious microorganisms in human blood that can cause diseases in humans.  
*Write the definition on the board along with a list of examples: HIV, AIDS, Hepatitis A, B, and C

**Talking Points**  
*diseases are spread by germs too small to see*  
*bloodborne pathogens are viruses and are very difficult to catch*  
*there are no cures or vaccines for BBPs, but scientists are working hard to find one*

**Ways BBPs CANNOT be contracted:**  
-sneezing  
-sharing utensils  
-sitting next to someone with the disease  
-caring for someone with the disease  
-touching someone with the disease  
-holding hands  
-playing sports with someone with the disease

**How Can We Avoid BBPs**  
*Do not touch anyone’s blood or bodily fluids.*  
*Contact a teacher or adult when someone is bleeding for proper cleanup.*

**Show:** BrainPop AIDS

### Closure/Reflection:
How do we avoid contracting bloodborne pathogens?
<table>
<thead>
<tr>
<th>Assessment of Learning (Formal):</th>
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<th>Differentiation Strategies/Activities:</th>
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Bloodborne Pathogens
What is Hepatitis?

Hepatitis is an injury and the inflammation of the liver cells. There are 5 types of hepatitis. The most common types are A, B, and C.
How is Hepatitis contracted?

Hepatitis type A is usually contracted through food, drink or objects contaminated by an infected person’s feces. It is also contracted through unprotected sexual contact.

Hepatitis type B and C is contracted through the exchange of bodily fluids. This most commonly occurs through unprotected sexual contact with an infected person and sharing needles, razors and toothbrushes. It can also be passed from an infected mother to her unborn child.
Long Term Effects:

**Hepatitis A** - Some individuals may experience a lack of energy and many may experience nausea. **There is a vaccine for Hepatitis A**

**Hepatitis B** - This is a more serious infection than A. It can lead to cirrhosis (permanent scarring) of the liver, liver failure, or liver cancer, causing severe illness and even death, if left untreated. **There is a vaccine for Hepatitis B**

**Hepatitis C** - This is the most serious type of hepatitis infection. Similar effects to Hepatitis B. It's now one of the most common reasons for liver transplants in adults. **There is no current vaccine for Hepatitis C**
Symptoms of Hepatitis that May Occur:

- Fever
- Fatigue
- Loss of appetite
- Nausea
- Vomiting
- Abdominal pain
- Muscle and joint pain
- Jaundice
Grade: 5  
Lesson Name: Body Image  
Strand: Puberty and Adolescent Development

Materials Needed:  
Dove Self-Esteem Teaching Resources - Confident Me: Single Lesson

Other Notes:  
Downloaded Resource from Dove:  

Learning Objectives: #68  
PD.5.INF.1 Describe how peers, media, family, society and culture influence ideas about body image

Lesson Plan:  
Single Session Student Presentation:  
https://drive.google.com/a/nee nah.k12.wi.us/file/d/1WcMr8GyBtD2AJNWa3ywtp1s4adUx1lhj1/view?usp=sharing

Use the student presentation and clickable video link (pg. 4) to discuss body image with students.

Additional Resource  
Workshop Guide for Teachers  
https://drive.google.com/open?id=1gEBxelBF-gopBwDMnpqkh4ZV-aJ2n0K

Optional  
Use extension activities on pgs. 19-22 with clickable video link (pg. 19).

Activity Sheets  
https://drive.google.com/open?id=1A1f6AKUiAqapGCH27nfUuCTeEB9VoAv6

Definition Cards  
https://drive.google.com/open?id=1dpOHqIz0ZeKGWPBaBwO0MxCUbDvTmEu

Closure/Reflection:  
What can we do to positively impact our body image? Set a personal goal and how you will work toward achieving body confidence.
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What are our workshop group agreements?

- Respect differences
- Right to pass
- Keep it confidential
- Please contribute
What are we learning today?

- Appearance pressures
- Professional media
- Personal and social media
What are appearance pressures?
Where does this pressure come from?
What do we mean by media?
What do we mean by media?

Professional media
What do we mean by media?

Professional media

Social/Persocial media
How can images be manipulated?
How can images be manipulated?
How can images be manipulated?

Before

1. Design ad
2. Choose photographer
3. Choose model
4. Hair styling (color, wash, blow dry)
5. Make up
6. Manicure and pedicure
7. Choose professional lighting

Photos taken

Erase blemishes
Review all shots, select one
Correct hair and make it appear fuller

Even skintone
Reduce facial width
Elongate neck

After

Enlarge eyes
Fill out lips
Lift eyebrows
Wet
Questions:

• **What** is being sold in this advertisement?

• **Who** are they using to sell it?

• **What** is the overall message of this ad?

• **Why** are they using a person who looks like this?

• **Why** would they manipulate a picture of this person to make them look more “ideal” in this ad?
On your chart paper, list what problems this may cause. How might this make some people feel?
Why is professional media often created in this way?

- Promise
- Feelings
- Actions
- Results
- Fix
What can we do about this?

What are some actions you could take when you thin media shows people in an unrealistic way?
What have we learned today?

Pressure to look a certain way comes from the world around us.

It’s important to remember images of people that we see in all types of media aren’t always real.

It’s unfair to compare ourselves to this media.
Set a personal goal!
Congratulations!

You’ve now completed Confident Me: Single Lesson.

Remember your work toward your goal to achieve body confidence every day, and strive to be the best version of yourself.
Extension Activity

What problems can comparing with those around us cause?
Extension Activity

How can media made by you and your peers be manipulated?
Extension Activity

What problems can this cause?
Extension Activity

What can we do about this?
3 Discussion card:
List all the decisions that were made about the image BEFORE the photo for the ad was taken.

4 Discussion card:
Think how the image of the model has been changed from reality. How does seeing these unrealistic changes make you feel?

5 Discussion card:
Why do you think the unrealistic photo you see in the ad is unfair and misleading?

6 Discussion card:
Why do you think it is unrealistic or unfair to compare the way you or your friends look to manipulated images of people you see in professional media?
Set a Personal Goal

Work by yourself. One action I will take as a result of what I learned today about appearance ideals and professional media is...

I will complete this action by (date)

I will take these steps (at least two) to complete my goal

When I am successful, I will feel

Feeling stuck?

Think about what will help you challenge the pressure you and your friends feel to look a certain way. Try to choose a simple action that is easy to achieve.

Pressure to look a certain way comes from the world around us.

It’s important to remember images of people that we see in all types of media aren’t always real.

It’s unfair to compare ourselves to this media.

Celebrate your individuality and the diversity of the people you know. Aim to be the best you can be – you are one of a kind!
How do you challenge appearance pressures?

**Work in pairs.** What could you do to resist appearance pressures in personal and social media?

**Feeling stuck?**
Think about what you could do differently when you comment on your friends’ photos. Could you change the type or style of photos you choose to upload?

**Now, work by yourself.** Complete the exercise below and let others know what they can do to reduce the pressure to look a certain way.

One thing people can do differently when creating or sharing pictures, films and messages is...

**Feeling stuck?**
Use the ideas you have discussed as a class and with your partner. Try to choose a simple action that is easy to achieve.

Think about why some types of images, messages or films can make us feel pressure to look a certain way. How will the action you suggest help to reduce that pressure?
**Appearance ideals:**
The way our culture tells us is the ideal way to look at a certain moment in time.

**Media:**
Messages, images and films that are communicated in different ways.

**Appearance pressures:**
Pressures we feel to look like an appearance ideal and to be beautiful, glamorous and attractive.

**Professional media:**
Images, messages and films produced by companies or businesses that are communicated through channels such as TV programmes, magazines, advertising, films, music videos.

**Body confidence:**
The way we think and feel about the way we look and how we behave as a result.

**Personal and social media:**
Images, messages and films produced by you and your friends and shared in person, online and via social networks.

**Manipulation of media:**
The way images in the media are carefully prepared, selected, air-brushed and digitally altered so they no longer reflect the real person they feature.

**Goal:**
Something you plan to change or achieve.
JULIA

TOP NEW LOOKS

SUMMER STYLING
MAKE A STATEMENT
# Taught by School Guidance Counselor/Reach Counseling

<table>
<thead>
<tr>
<th>Grade: 5th</th>
<th>Lesson Name: Harassment and Abuse</th>
<th>Topic: Healthy Relationships and Personal Safety</th>
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<th>Materials Needed:</th>
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<td>PowerPoint Presentation</td>
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<td>Sexual Harassment Card Line-Up</td>
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## Learning Objectives: #96,130,133,134,135
- **HR.5.SM.1:** Demonstrate ways to treat others with dignity and respect
- **PS.5.CC.2:** Define sexual harassment, sexual abuse, and sex trafficking. Identify risk factors contributing to sexual abuse and sex trafficking. **REACH will be contacted to ask that this lesson will be adjusted to include this content**
- **PS.5.AI.2:** Identify parents or other trusted adults they can tell if they are being sexually harassed or abused
- **PS.5.IC.1:** Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs
- **PS.5.IC.2:** Demonstrate refusal skills (clear "no" statement, walk away, repeat refusal)

## Lesson Plan:

Share the **PowerPoint Presentation** (10-15 minute review from previous years):

- **Read the definition of sexual abuse:**
  - When someone more powerful than you tries to look at or touch your private parts, wants you to look at or touch their private parts or shows you pornography.
- **Ask:** Who is considered more powerful than you?
  - *(parents, teachers, people who are bigger, stronger, smarter, bigger kids, babysitters, people in authority positions, etc.)*
- **Explain that:** A person can misuse this power, especially in the case of sexual abuse. A person who is more powerful than you or an authority figure should know better than to be touching your private parts or asking you to touch theirs.
- **Discuss:** threats, bribes, tricks, and force
  - What are some examples of threats?
  - What are some examples of bribes?
  - What are some examples of tricks?
  - What are some examples of force?
- **Is it your fault if someone does this to you? NEVER your fault!!**
- **Secrets**
  - If someone does this to you is it a good secret or a bad secret?
  - How do you know if it is a good secret or a bad secret?
  - Early Warning Signs (EWS)
  - Is sexual abuse a secret you should keep? No. If you tell, you can get help.
- **What can you do?**
○ Listen to yourself-early warning signs
○ 3 Safety rules
  ■ say no/stop
  ■ walk/get away
  ■ Tell an adult you trust
○ Who can you tell?
○ What if the person you tell does not help or does not believe you?
  ■ Tell the next adult on your list and KEEP TELLING!

- **Define Sexual harassment:** a type of bullying involving sexual words or actions *that* makes another person feel uncomfortable or unsafe
  ○ It is up to the person receiving the behavior to decide how they feel about it
  ○ What this means is that it’s not up to the person who is acting out the behavior, it is up to the person it is happening to to decide how THEY feel about it.

**Sexual Harassment Activity:**
- Explain that you have a stacks of cards with a behavior written on each card and you (as a class) are going to make a continuum.
- You are going to decide how the behaviors listed on the cards make each of you feel.
- Choose one side to represent “this doesn’t bother me at all” and the opposite side to represent “this behavior would really bother, embarrass, make me angry.”
- Explain that line is progressive from one side to the other, so the behaviors become less tolerable as the line moves up.
- Explain that cards can move up or down if another card is picked that they think is worse or not as bad as one already up there.
- Ask for volunteers to pick a card and place it on the line.
- Have each volunteer explain why they put a card in a certain place.
- Once each card is up on the line, ask the class if they would move that card, and why.
- Make sure to let a few kids talk.
- By the time the whole line is up, the last card should be **SEXUAL HARASSMENT**.
- Ask the whole class where it goes on the line... explain that every behavior on the line is sexual harassment and pull out the definition.

**Closure/Reflection:**
- Reiterate that sexual harassment is a form of bullying and the person who is on the receiving end of sexual words or actions determines whether it feels uncomfortable or unsafe.
- Review the safety rules and trusted adults that you can talk to about sexual abuse or harassment.
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Sexual Abuse and Harassment...
What You Need to Know

5th Grade Protective Behaviors

DEFINITION OF SEXUAL ABUSE...

When Someone More POWERFUL than you

➤ Threatens ➤ Bribes

➤ Tricks or ➤ Forces

DEFINITION OF SEXUAL ABUSE...

➤ You to let them LOOK AT or TOUCH your PRIVATE parts

or

➤ You to have you LOOK AT or TOUCH their PRIVATE parts

EARLY WARNING SIGNS...

➤ The body's automatic response when a person feels uncomfortable or unsafe...

➤ What are some of your early warning signs?
**EARLY WARNING SIGNS...**

There are over 2,100 Early Warning Signs...something to pay attention to!

---

**THREE SAFETY RULES AND RIGHTS...**

1) To say No
2) To GO away
3) To TELL a grown up you trust *

---

**RESPECT...DIGNITY...AND EQUALITY**

RESPECT- Treating Ourselves and Others...Bodies, Clothing and Property with Care
DIGNITY- You and Everyone Else is Important
EQUALITY- Everyone Deserves the Same Rights

---

**BOUNDARIES...**

Your Personal Space *and* Comfort Zone

- Physical
- Property and Possessions
- Psychological/Emotional
DEFINITION OF SEXUAL HARASSMENT

- A type of Bullying
- "When a person uses sexual words or actions *that* makes another person feel uncomfortable or unsafe, it is probably sexual harassment..."

THE EYE OF THE BEHOLDER...

The person who is on the receiving end of sexual words or actions determines whether it feels uncomfortable or unsafe...

WE ALL ARE RESPONSIBLE FOR OUR OWN CHOICES AND ACTIONS...

- How do you know if you are making another person feel uncomfortable or unsafe?

SEXUAL HARASSMENT IS NOT ACCEPTABLE...

- It Hurts the Person being Harassed
- It Makes Others Feel Unsafe
- The Neenah Joint School District has School Board Policies against it
- It is Illegal... Discipline or Charges could be filed for Sexual Harassment... at School, in the Community, and on the Job
SOME ADVICE...

- Learn About Your and Others' Rights
- Respect Everyone
- Think Before you Act
- Treat Others as You Want to be Treated
  (or want your family to be treated)
- Stand up for What is Right....
Taught by School Guidance Counselor

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<th>Lesson Name: Harassment/Bullying</th>
<th>Strand: Personal Safety</th>
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Materials Needed:
Harassment/Bullying Brochure for each student
Worksheet for each student

Other Notes:
Taught by the school counseling in a 30-45 minute lesson.

Learning Objectives: #129,131,132
PS.5.CC.1: Define teasing, harassment and bullying and explain why they are wrong
PS.5.INF.1: Explain why people tease, harass or bully others
PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, harassed, abused or bullied

Lesson Plan:
- Begin by telling the class that we will be talking/learning about bullying and harassment today.
- Ask: Does anyone know why people tease, bully or harass others?
- Discuss the imbalance of power, that something may be wrong in the life of the person doing the bullying and they feel they'll gain power and feel better by putting someone else down
- Give each student a brochure and a worksheet, and tell the class that they will do a scavenger hunt by hunting for the answers to the questions by looking through the brochure. (They may work in partners if you allow, depending on the group)
- Allow students to work on this for 15-20 minutes, then regroup and discuss each answer as a class.

Closure/Reflection:
- Be sure to specifically define harassment, teasing and bullying and discuss how each are different
- Review why people tease, harass or bully others
- Stress with the class about telling a trusted adult if they feel they are being teased, harassed or bullied.
- Have students write at the bottom of their papers trusted adults outside of school who they could tell or talk to. (The worksheet only asks for individuals at school who could help)
- Review problem solving steps (ignore, move away, talk friendly, talk firmly, report) and when it's necessary to report immediately vs trying to solve it on your own first.
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WHAT IS HARASSMENT

WHAT COULD HAPPEN IF YOU HURT

Do About It
What Students Can

Harassment
HARASSMENT

You have probably heard some things about harassment in the news. The Fond du Lac School District has a policy against harassment in order to protect its students and staff. It is also important to know that harassment is against state and federal laws.

What Does It Mean?

Harassment means any unwanted, deliberate, or repeated unsolicited behavior that makes someone feel uncomfortable or unsafe. It is essentially denying or interfering with the rights of others on the basis of their sex, race, color, national origin, ancestry, religion, creed, pregnancy, age, marital or parental status, sexual orientation, arrest or conviction record, or physical, mental, or emotional disability.

What Does It Look Like?

Harassment can take many forms. Here are some examples:

**Physical**
- inappropriate and unwanted touching, grabbing, or kisses
- blocking someone’s way
- purposely bumping into someone

**Verbal**
- pressure for sexual activity
- threats or insults
- damaging rumors or stereotypes
- degrading jokes and slurs about race, religion, sexuality, etc.
- comments about a person’s body
- notes, letters, or graffiti
- whistles or rude noises

**Non-Verbal**
- staring at someone for the purpose of intimidation
- displaying offensive drawings, cartoons, or posters
- suggestive or offensive gestures or body movements

What If I Only Meant To Joke Or Flirt With That Person?

It is important to remember that harassment is determined from the point of view of the victim, not from the intentions of the harasser. If the person feels threatened, uncomfortable, or afraid, then harassment has probably occurred.

THERE IS A DIFFERENCE ....

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<tr>
<th>Flirting/Mutual Respect</th>
<th>Harassment</th>
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<td>- feels good</td>
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<td>- two-way</td>
<td>- power-based/one-sided</td>
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<td>- wanted</td>
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<td>- complimentary</td>
<td>- degrading</td>
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<td>- happy</td>
<td>- sad/angry</td>
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<td>- feels in control</td>
<td>- feels powerless</td>
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<td>- positive self-esteem</td>
<td>- negative self-esteem</td>
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HARASSMENT BROCHURE

"SCAVENGER HUNT"

Team: ____________________________ Recorder: ____________________________

1. Harassment means: ______________________________________________________
   ______________________________________________________________________

2. Tell what type of harassment each example is: physical, verbal, or non-verbal.
   a. _______ threatening someone that if they won't give you a dollar, you will beat them up.
   b. _______ writing lies about someone on the bathroom walls at school.
   c. _______ kissing someone who does not want to be kissed.
   d. _______ staring at someone to try to scare them.
   e. _______ drawing an ugly, embarrassing picture of someone and showing it to others.
   f. _______ not letting someone get by you in the hall.
   g. _______ telling mean jokes about a person who was born in a different country.

3. If someone feels threatened, uncomfortable, or scared, then they have probably been harassed, even if the harasser says it was only a ______.

4. Can a student be accused of harassing a teacher? ______

5. If I'm not sure if I am harassing someone else, how many questions can I ask myself (as listed in the brochure)? ___

6. If you are harassing someone and they report it, how many possible consequences are listed? _____ Which one could cost your parents a lot of money? _____________

7. If you are the target of harassment, you should keep a written record of the harassing behaviors with dates, ____________, ____________, names of any ____________, and how you ____________.

8. Name 3 people at school who could help you if you were being harassed.
   a. ____________________________
   b. ____________________________
   c. ____________________________
Grade: 5  Lesson Name: Gender  Strand: Identity

Materials Needed:
Who Are You? by Brook Pessin-Whedbee  Other Notes:

Learning Objectives: # 21,22,23,24,25,26
ID.2.INF.1 Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act (gender roles).
ID.5.CC.1 Define sexual orientation as a person's experience of being romantically, physically, and emotionally attracted to men, women, both or neither.
ID.5.CC.2 Define gender identity as a person's deeply held sense or psychological knowledge of their own gender.
ID.5.A1.1 Identify parents or other trusted adults to whom they can ask questions about gender identity and sexual orientation.
ID.5.SM.1 Demonstrate ways to treat others with dignity and respect
ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people

Lesson Plan:
What is gender? Define the concept of gender with the group.
   gender: being male or female
Discuss typical gender role stereotypes. Make a t-chart that is labeled Stereotypes of Boys and Stereotypes of Girls.
Brainstorm with the students the ways in which society views genders (examples: boys - get dirty, like trucks --- girls - like dolls, dress nicer).
*be sure to include discussion on sexual orientation during the t-chart activity

Read aloud: Who Are You? by Brook Pessin-Whedbee
*use the discussion questions in the back of the book (pgs. 25-26) to further talk about gender with students
*use the Gender Wheel included in the back of the book, as well as pg. 27 to guide discussion

Go back to the t-chart created at the beginning of the lesson. Talk about how these can be stereotypes. Are there types of things you enjoy or identify with that are stereotyped with a gender you do not associate with? Share with the class if comfortable.

Closure/Reflection:
How can we break stereotypes of gender identity and sexual orientation?
Who can we talk to if we have questions about gender identity and sexual orientation?
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□ Other:
Learning Objectives: # 2,3,7,9,11,12,13

AP.5.CC.1 Identify male and female reproductive systems including body parts and their functions  
AP.5.AI.1 Identify medically-accurate information about female and male reproductive anatomy  
PD.5.CC.1 Explain the physical, social, and emotional changes that occur during puberty and adolescence  
PD.5.CC.2 Explain how the timing of puberty and adolescent development varies considerably and can still be healthy  
PD.5.CC.3 Describe how puberty prepares human bodies for the potential to reproduce  
PD.5.AI.1 Identify medically-accurate information and resources about puberty and personal hygiene  
PD.5.AI.2 Identify parents or other trusted adults of whom they can ask questions about puberty and adolescent health issues  
PD.5.SM.1 Explain ways to manage the physical and emotional changes associated with puberty  
PR.5.CC.1 Describe the process of human reproduction

Lesson Plans:  
*Show students the CO-ED Video portion (this portion of the video shows both male and female reproductive body parts and their functions) in a co-ed group.

Closure/Reflection:  
Suggested resource to use along with video (in teacher resource book):  
Page 5: Rewind Quiz (a true and false quiz that would help review the video)  
Page 6: Answer Key for Rewind Quiz  
Page 7 and 8: Reflections (students will use this page to reflect on the information they just watched on the video)  
Page 9: Second Chance (students have a chance to role play or write how to respond to question about puberty)  
Page 10: Growing Goals (student will create goals for themselves and reflect about how they can achieve)  
Page 17: Match-Up (students will match the vocabulary word with the correct definition)  
Page 18: Match-Up Answer Key
Any of the following pages could be sent home with students to discuss the video with their parents/guardians
Pages 3 - 4: Program Summary
Page 25: Puberty Basics
Page 26: Fact Sheet Puberty: Guys
Page 28 Fact Sheet. Puberty: Girls
Page 30: Puberty: Myths and Facts
Page 31: Remember to Relax
Page 32: Tips for Surviving Puberty
Page 33: Simple Skin Care
Page 34: All About Menstruation

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Taught by School Guidance Counselor

Grade: 5th
Lesson Name: Relationships
Strand: Healthy Relationships

Materials Needed:
Quiz, Quiz, Trade cards
T chart with heading - Healthy and Unhealthy Relationships
Markers

Other Notes:
Taught by School Counselor during guidance

Learning Objectives: #92,93,94, 95, 96

- HR.5.CC.1: Describe the characteristics of healthy relationships (e.g., family, friends, peers)
- HR.5.INF.1: Describe positive and negative ways friends and peers can influence relationships
- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships
- HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect

*Students will understand that healthy relationships are based on respect, both respect for self and respect for others. * Students will understand that respect refers to both your words and actions.

Lesson Plan:

1. Ask: “What comes to mind when I say the word relationship?” “Does a relationship always have to refer to two people dating?” “What are various types of relationships people can have?” • Friendship • A relationship between a child and an adult such as parent, teacher, coach, doctor, etc. Today we are going to explore healthy friendships. In order to do this, we must also take a look at unhealthy friendships.

2. Hand out the Healthy and Unhealthy Relationships Cards to students. Allow them time to complete it using the Quiz, Quiz Trade method.

3. Healthy friendships are respectful and being respectful involves our words as well as our actions. Therefore, we are going to make a t-chart to sort our cards as a class as well as record our new ideas.

4. As a class, create a t-chart titled: Friendship Qualities. On one side of the t-chart write “Would Want” and on the other write “Would Not Want”. Record qualities students would want in a friend and those they wouldn’t using the cards as well as new ideas. 2. Create a second t-chart titled: Friendship Actions. Write “Healthy” on one side and “Unhealthy” on the other. Ask students for examples of things people do to show a healthy relationship and things people do that are signs of an unhealthy relationship.

Example:

**WOULD WANT / HEALTHY:**
- Someone who respects themselves and others
- Someone you have fun with
- Someone who you can laugh with
- Someone you can talk to about things
- Someone to do things with
- Someone you can learn from
- Someone who is a good listener
- Someone who is understanding
- Someone who is supportive when you have a problem
- Someone who is encouraging
- Someone who includes you in a group and doesn’t leave you out
- Someone who is sincere
- Someone who keeps their word and does not take advantage of you
- Someone who doesn’t tell other people what is shared in confidence
- Someone who cares about you and helps you stay safe
- Someone who is thoughtful about how they treat you
- Someone who is reliable and dependable
- Someone who is trustworthy
- Someone who respects your privacy
- Someone who respects your boundaries (if you do not want to do something, they do not pressure you)

WOULD NOT WANT / UNHEALTHY:
- Someone who doesn’t listen
- Someone who is mean to you
- Someone who talks about you behind your back
- Someone who leaves you out
- Someone who makes fun of you
- Someone who lies to you
- Someone who pressures you to do things you do not want to do
- Someone who does things that are not safe
- Someone you cannot trust
- Someone who does not respect your boundaries
- Someone who is selfish
- Someone you cannot rely on
- Someone who doesn’t support you
- Someone who tells others things you share with them in confidence
- Someone who gets you in to trouble

Closure/Reflection:
Make the connection to transitioning to middle school and how important our friendship/relationship choices are. Reference peer pressure. Encourage students to think about their own friendships and relationships. Do they notice more qualities of healthy or unhealthy relationships? What will they do if they notice unhealthy qualities in their friendships? What if they are the one having unhealthy boundaries or making unkind choices? Who can they talk to and what can they do?
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<thead>
<tr>
<th>Assessment of Learning (Formal):</th>
<th>Assessment of Learning (Informal):</th>
<th>Resources (Text and Technology):</th>
<th>Differentiation Strategies/Activities:</th>
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<tr>
<td>☐ Check and correct homework</td>
<td>☑ Observation</td>
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<td>☑ Cooperative learning</td>
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<td>☐ iPads</td>
<td>☐ Peer editing/helping</td>
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<td>☐ Conference</td>
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<td>☐ Stations</td>
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<td>☐ Other:</td>
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Enjoy hanging out together.

Spend all your time together.

Laugh together.

Pressure someone when they don’t want to do something.

Never wear clothes that the other person doesn’t like.

Share personal stories and trust each other.
Do what your friend wants if she or he is mad at you

Be able to joke around and not take things too seriously (such as being teased, calling you fat or stupid or swearing at you).

Never ever disagree about anything.

HEALTHY AND UNHEALTHY RELATIONSHIPS

When you have a healthy, respectful relationship with a friend you should
Do whatever the other person says (play mean tricks on people, say mean things about your friend).

Try to change things about the person that you don’t like.

Help them when they fall down at recess.

Compliment them when they do a good job.

Laugh at them if they make a mistake.

Tell an adult a lie about them to get them in trouble.

Tell an adult when they are doing something dangerous.
Say nice things to their face and then laugh at them behind their back.

Talk it out if they have an argument (or problem-solve with the help of an adult).