

FIRST GRADE PERSONAL SAFETY

The video, *It's Your Body: You're in Charge!*, is used to introduce discussion about different kinds of touches and the feelings they trigger. The video depicts both healthy and inappropriate or hurtful touching. Students learn refusal skills and to tell trusted adults to get help.

TIME REQUIRED: 30-35 minutes

OBJECTIVES:

- Students will recognize and discuss touches that are nurturing and touches that are hurtful or inappropriate
- Students will understand that they can say “no” to touches that they do not like
- Students will identify trusted adults when they need help rather than keeping secrets
- Students will place the blame for the inappropriate behavior on the abuser, not themselves

OUTLINE:

The video is used to open discussion of the different types of touches that children can experience and how they can make one feel. Some make a child feel good and safe; some feel scary and unsafe. Some feel confusing.

Activities include:

1. Through video children will discuss feelings and various kinds of touching
2. Identification of “private parts” and the “touching rule”
3. Closure activity with handout

MATERIALS:

Video: *It's Your Body: You're in Charge!*

HANDOUTS:

Staying safe

FACILITIES:

Individual classroom
DVD player
White/chalkboard

FIRST GRADE BULLYING AND HARASSMENT

The video, *Don't Call Me Names*, is used to introduce and discuss bullying. Students are given options for ending bullying that may be happening to them.

TIME REQUIRED: 30-35 minutes

OBJECTIVES:

- Students will be able to identify bullying behavior
- Students will discuss behaviors they recognize as bullying
- Students will begin to recognize why bullying happens
- Students will learn strategies to stop bullying (themselves and others)

OUTLINE:

1. Introduction and definition of name calling and bullying
2. Video with discussion of behaviors that the students recognize as bullying
3. Discussion of strategies to end bullying using visual aids
4. Closure with handouts

MATERIALS:

Video: *Don't Call Me Names*

HANDOUTS:

Be a Buddy Not a Bully

FACILITIES:

Individual classroom
DVD player
Chalk/whiteboard

SECOND GRADE PERSONAL SAFETY

The book, *Not in Room 204*, is used to introduce a discussion about touches that may be uncomfortable or abusive, and how a student can say no and get help from trusted adults. The book stresses that no all secrets must be kept and the importance of telling an adult when they feel something isn't right.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will understand that it is child abuse if someone tries to see or touch their private parts without a good reason (to keep them clean or healthy)
- Students will learn the difference between secrets to keep and not to keep
- Students will discuss the importance of telling a trusted adult when something doesn't feel right
- Students will place the blame for the inappropriate behavior on the abuser

OUTLINE:

The book, *Not in Room 204*, is used to open discussion of uncomfortable or inappropriate touches and how to get help.

Activities include:

1. Keeping secrets activity
2. Identifying "private parts"
3. Hearing the story
4. Discussion of personal safety options
5. Handout

MATERIALS:

Book: *Not in Room 204*
Secrets Bag

HANDOUTS:

Green Flag People

FACILITIES:

Individual classroom

SECOND GRADE BULLYING

The video, *See a Bully! Stop a Bully!*, is used to introduce and discuss bullying. Students are given strategies for ending bullying behaviors.

TIME REQUIRED: 30-35 minutes

OBJECTIVES:

- Students will discuss behaviors they recognize as bullying
- Students will begin to recognize why bullying happens
- Students will learn strategies that can help to stop bullying;

OUTLINE:

1. Introduction and definition of bullying
2. Video and identification of behaviors that the students recognize as bullying
3. Discussion of dynamics of bullying and discuss strategies to end bullying
4. Handouts

MATERIALS:

Video: *See a Bully! Stop a Bully!*

HANDOUTS:

Number One Bully Detective Certificate
Bully Badge

FACILITIES:

Individual classroom
DVD player
Chalk/whiteboard

THIRD GRADE PERSONAL SAFETY

The video, *If It Happens to You: Talking about Abuse*, is used to introduce discussion about behaviors that may be harmful or abusive and how a child can get help from trusted adults. Emotional abuse, verbal abuse, physical abuse and sexual abuse are discussed in the video. The focus of the presentation is on the child's right to be safe and to get help from an adult.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will identify different kinds of touching, recognizing that some are nurturing and respectful, and some are hurtful, inappropriate or abusive
- Students will understand that others should not try to see or touch their private parts unless there is a good reason (for cleanliness or health)
- Students will recognize their right to refuse touches or other behaviors that hurt or make them feel unsafe
- Students will identify persons they can ask for help instead of keeping it a secret
- Students will recognize that they are not to blame if someone hurts them or touches them in an inappropriate way

OUTLINE:

1. Introduction of the video and topics to be discussed
2. Discussion of each video segment
3. Discussion of help seeking skills
4. Handout

MATERIALS:

Video: *If It Happens to You: Talking about Abuse*

HANDOUTS:

Safety Contract

FACILITIES:

Individual classroom
DVD player
White/chalkboard

THIRD GRADE BULLYING

Utilizing the video, *You're Mean! When Words Hurt Us*, the topic of bullying and harassment is introduced and discussed. Students are given options for stopping bullying that may be happening to them.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will be able to identify bullying
- Students will identify and discuss behaviors they recognize as bullying and why it happens
- Students will learn some strategies that can help to stop bullying to themselves and others

OUTLINE:

1. Introduction and definition of bullying
2. Video
3. Discussion of dynamics of bullying
4. Discussion of strategies to stop bullying
5. Role Plays
6. Handout

MATERIALS:

Video: *You're Mean! When Words Hurt Us*
Role Plays

HANDOUTS:

Bullying Isn't Cool

FACILITIES:

Individual classroom
DVD player

THIRD GRADE INTERNET SAFETY

This is a one day program that promotes on-line safety for elementary students. The issue of on-line exploitation is discussed in relation to who students should talk to and who they should tell if something happens on line that upsets them.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:

- Students will learn strategies and skills to enhance personal on-line safety
- Students will learn to avoid potentially dangerous online situations
- Students will learn to recognize the dangers of disclosing personal information over the internet
- Students will learn to recognize various types of inappropriate internet behaviors

OUTLINE:

1. Introduce topic with the Cyber Safety Quiz.
2. Video discussion – Don't Give Out Personal Information.
3. Video discussion – Don't Open Messages From People You Don't Know.
4. Video discussion – Don't Meet Anyone In Person.
5. Closure and handout

MATERIALS:

Video: *Staying Safe on the Internet*

HANDOUT:

Cyber Smarts Crossword

FACILITIES

Individual classroom
DVD player

ELEMENTARY DIVERSITY LESSON

This is a one day program that introduces the concept of stereotypes to students, and helps them think critically about how stereotypes can harm and limit people.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:

- Students will examine the media's common depictions of male and female leading story characters.
- Students will discuss stereotypes and how they can limit or hurt people.

OUTLINE:

1. Group Activity: Ask students to list common qualities of princess and superheroes
2. Read "Princess Grace" story and lead discussion about assumptions, or stereotypes.
3. Conclusion: Go back to Princess and Superhero lists and ask students if they would add or change anything. After considering how Grace and her class rethought their ideas about princesses, students will be able to examine their own assumptions, and their new responses will be much more broad and varied.

MATERIALS:

"Princess Grace" story

FACILITIES

Individual classroom, White board or chalk board

FOURTH GRADE PERSONAL SAFETY

A video is used to introduce discussion about situations that may be harmful or abusive, especially inappropriate touch, and how a student can get help from trusted adults. The focus of the presentation is on the child's right to be safe and to get help from a trusted adult.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will recognize and discuss touches that are nurturing and touches that are hurtful or inappropriate
- Students will begin to recognize that they can say "no" to touches that they do not believe are appropriate
- Students will begin to develop strategies to tell trusted adults when they need help rather than keeping secrets
- Students will place the blame for the inappropriate behavior on the abuser, not themselves

OUTLINE:

1. Video
2. Discussion of feelings and various kinds of touching
3. Discussion of options students can exercise to stop abuse and get help
4. Handout
5. Closure activity to review lesson

MATERIALS:

Video: *It's Not Your Fault* or *When Should You Tell* (Alt.)

HANDOUTS:

Safety Crossword

FACILITIES:

Individual classroom
DVD player, White/chalkboard

FOURTH GRADE BULLYING

This one day program examines how friendships can change over time, and how a person can identify not only the change, but how to navigate the decisions on whether this friendship is healthy and supportive. The video outlines warning signs of an unhealthy or exploitive relationship, how to discuss problems, and how to end the friendship if needed.

TIME REQUIRED: 40 – 45 minutes

OBJECTIVES:

Students will learn:

- The difference between healthy and unhealthy relationships
- How to spot a frenemy
- How to fix a friendship problem
- How to end a relationship that is bad for you

OUTLINE:

4. Introduce friendship quiz activity
5. Video with discussion of each section
6. Review major points as closure

MATERIALS:

Friendship Quiz
Video clips from the film

HANDOUT:

Frenemies

FACILITIES:

Individual classroom
Ability to play a DVD

FOURTH GRADE INTERNET/NETIQUETTE

This is a one day program that promotes online safety using etiquette on the internet to reduce bully type behaviors for elementary students. By using group discussion and activities to heighten the student's awareness of the difficulties that can be found when using the internet, students are encouraged to consider online behavior.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:

- Identify ways people are hurtful and bully face-to-face and on-line, and strategies we can use to help ourselves
- Define Netiquette, which is on-line manners, similar to manners or etiquette in person
- Discuss each individual's responsibility for proper on-line behavior

OUTLINE:

1. Discuss current internet use and safety precautions already in place
2. Introduce Netiquette, its definition, and how the rules can help us be good digital citizens
3. Watch video, *Netiquette*, that demonstrates examples of good netiquette, discuss while watching where needed
4. Use scenarios to demonstrate students' understanding of the lesson
5. Conclude lesson with review of major points, rules, and definition

MATERIALS:

DVD Player
Video
Internet safety rules to display
Scenarios.

HANDOUT:

Digital Citizenship Card

FACILITIES

Individual classroom
Ability to play a DVD
White/chalkboard

FIFTH GRADE PERSONAL SAFETY

The issue of child abuse is discussed in relation to the Pennsylvania Child Protective Services Law. The video, *4 U 2 Know: Telling Our Stories*, is used to discuss the dynamics of child sexual abuse and how a child can get help.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

Students will:

- Identify and give examples of child abuse listed in the PA CPS Law - physical, emotional, sexual and neglect
- Increase awareness of safety rules with known adults
- Recognize and respect their own and everyone's right to be safe
- Develop and enhance critical thinking and reporting skills
- Place responsibility for abuse on the abuser

OUTLINE:

1. Introduction of the topic of child abuse
2. Definition and discussion of child abuse under PA law
3. Video clips followed by discussion
4. Discussion of the options the students can exercise to stop abuse and get help
5. Handout

MATERIALS:

Video: *4 U 2 Know: Telling Our Stories*

HANDOUT:

Everyone Has the Right to Be Safe

FACILITIES:

Individual classroom
DVD player
White/chalkboard

FIFTH GRADE BULLYING

This one-day program explores the topic of bullying and harassment. The topic is introduced and discussed with a main focus of what a bystander is, how they are affected and what a they can safely intervene to stop bullying.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will define bystander and discuss behaviors and choices they face in bullying situation
- Students will learn strategies that a bystander can do to stop bullying

OUTLINE:

1. Introduce topic with bystander scenario
2. Discuss bystander choices and why bystanders are reluctant to get involved in bullying situations
3. Use video segments to present various bystander interventions and strategies
4. Hand out and take a stand activity

MATERIALS:

Video: *When You See Bullying Happen: What a Bystander Can Do*
Role Plays/Scenarios

HANDOUTS:

Put A Stop To Bullying

FACILITIES:

Individual classroom
White/chalkboard
DVD player

FIFTH/SIXTH GRADE INTERNET SAFETY

This is a one-day program that explores the various decisions internet users may be faced with and how to make good choices.

TIME REQUIRED: 40–45 minutes, one class period.

OBJECTIVES:

- Students will reflect on the benefits and risks of online behavior
- Students will evaluate motivations, feelings and possible outcomes of various online behaviors
- Students will consider where a behavior lies on a harmless to harmful continuum
- Students will be encouraged to take action against harmful online behavior

OUTLINE:

1. Ask students about favorite online activities.
2. Show *Henry's Story* and discuss Henry's motivations for his decision. Is there any harm in what he's doing?
3. Introduce Continuum Activity.
4. Students will evaluate motivations, feelings and possible outcomes of various online behaviors on a harmless to harmful continuum.
5. Students will be encouraged to take action against harmful online behavior.

MATERIALS:

Video: *Henry's Story*
Continuum Activity and Scenarios

HANDOUTS

Digital Citizen Card

FACILITIES

Individual classroom
Ability to use a DVD