

PRESCHOOL PERSONAL SAFETY

The book, “*Your Body Belongs To You*” or the Obie Puppet is used to introduce discussion of appropriate and inappropriate behaviors, especially hurtful or exploitive touch, and how the child can get help.

TIME REQUIRED: Approximately 30 minutes

OBJECTIVES:

- Students will identify different kinds of touching, recognizing that some are nurturing and some are hurtful or inappropriate
- Students will be able to identify the “private parts” of their bodies and begin to understand that others should not touch their private parts unless there is a really good reason
- Students will begin to recognize their right to refuse touches or other behaviors that hurt or make them feel unsafe, and students will identify adults they can ask for help instead of keeping it a secret

OUTLINE:

1. Warm-up: Song *Head, Shoulders, Knees and Toes*
2. Read book to students or puppet presentation
3. Identification of “private parts”
4. Discussion of personal safety options

MATERIALS:

Book: *Your Body Belongs To You* or Obie Puppet
No, Go, Tell Cards

HANDOUT:

Body Safety Tips

FACILITIES:

Individual classroom with capacity for children to gather around presenter
Chair or presenter

PRESCHOOL AND KINDERGARTEN

THE WAY I FEEL

This one day program uses the book, *The Way I Feel*. The children's book introduces several important concepts that strengthen and support self-esteem.

TIME REQUIRED: One 30 minute class period

OBJECTIVES:

- Students will recognize and name their own feelings
- Students will name adults they can go to when they need help
- Students will recognize facial expressions of others

OUTLINE:

1. Read and discuss *The Way I Feel*
2. Closure: Children express feelings through practice of facial expressions that correspond to particular feelings discussed and read about in our story

MATERIALS:

Book: *The Way I Feel*
Hand-held mirror

FACILITIES:

Individual classroom with capacity for children to gather around presenter
Chair for presenter

PRESCHOOL AND KINDERGARTEN HANDS ARE NOT FOR HITTING

This one day program uses the book, *Hands Are Not for Hitting*. The students discuss the value of positive, non-violent behavior.

TIME REQUIRED: One 30 minute class period

OBJECTIVES:

- Students will understand that violence is never okay
- Students will recognize how to use their hands and touching in a positive, respectful and caring way
- Students will recognize that they are capable of making good choices, even when they are angry

OUTLINE:

1. Read *Hands Are Not for Hitting*
2. Discuss appropriate ways to express anger
3. Closure activity to review lesson; grab bag with materials that demonstrate positive ways we use our hands

MATERIALS:

Book: *Hands Are Not for Hitting*
Grab bag with materials used by hands

FACILITIES:

Individual classroom with capacity for children to gather around presenter
Chair for presenter

PRESCHOOL AND KINDERGARTEN WORDS ARE NOT FOR HURTING

This one day program uses the book, *Words Are Not for Hurting*. The students discuss the value of positive, respectful non-violent language.

TIME REQUIRED: One 30 minute class period

OBJECTIVES:

- Students will understand that violence is never okay
- Students will recognize how to use their words in a positive, respectful and caring way
- Students will recognize that they are capable of making good choices.

OUTLINE:

1. Read *Words Are Not for Hurting*
2. Discussing how to use their words in positive ways
3. Closure activity to review lesson; fishing for positive words

MATERIALS:

Book: *Words Are Not for Hurting*
Pretend pond and fish with words on them

FACILITIES:

Individual classroom with capacity for children to gather around presenter
Chair for presenter

PRESCHOOL AND KINDERGARTEN

WE CAN GET ALONG - THE KNIGHT AND THE DRAGON

This one day program uses the book, *The Knight and the Dragon*. The children discuss the value of making positive and respectful choices.

TIME REQUIRED: One 30 minute class period

OBJECTIVES:

- Students are introduced to respect as treating others the way they would like to be treated
- Students are reminded through story that we shouldn't "judge a book by its cover"

OUTLINE:

1. Introduce topic with cooperative activity
2. Read *The Knight and the Dragon*
3. Discussion of acceptance of differences among people

MATERIALS:

Book: *The Knight and the Dragon*

FACILITIES:

Individual classroom with capacity for children to gather around presenter
Chair for presenter

KINDERGARTEN PERSONAL SAFETY

The *It's My Body* book is used to introduce discussion of appropriate and inappropriate behaviors, especially uncomfortable or exploitive touch, and how the child can get help.

TIME REQUIRED: Approximately 30 minutes

OBJECTIVES:

- Students will identify different kinds of touching, recognizing that some are nurturing and some are hurtful or inappropriate
- Students will be able to identify the “private parts” of their bodies and begin to understand that others should not touch their private parts unless there is a really good reason
- Students will begin to recognize their right to refuse touches or other behaviors that hurt or make them feel unsafe, and students will identify adults they can ask for help instead of keeping it a secret

OUTLINE:

1. Warm-up: Song *Head, Shoulders, Knees and Toes*
2. Read book to students
3. Identification of “private parts” and discussion of personal safety options
4. Body Circle Activity

MATERIALS:

Book: *It's My Body*
No, Go, Tell Cards

HANDOUT:

My Body Belongs to Me Coloring Page, Body Safety Tips

FACILITIES:

Individual classroom with capacity for children to gather around presenter
Chair for presenter

KINDERGARTEN BULLYING and BYSTANDERS

Utilizing the book, *Nobody Knew What to Do*, the topic of what a bystander can do to help a child who is being harassed and bullied are introduced and discussed. Students are given options for stopping bullying behaviors they have seen.

TIME REQUIRED: 30-35 minutes

OBJECTIVES:

- Students will be able to identify bullying
- Students will discuss behaviors they recognize as bullying
- Students will learn some strategies that can help when they see someone being harassed and bullied

OUTLINE:

1. Introduction and definition of bullying and what a bystander is
2. Read story and ask students to identify bully behaviors in the story
3. Discussion of strategies to stop bullying as bystanders
4. Closure with handout

MATERIALS:

Book: *Nobody Knew What to Do*

HANDOUTS:

What Can You Do?

FACILITIES:

Individual classroom with capacity for children to gather around presenter
Chair for presenter