



August 2022,

Dear Madam/Sir:

Blackburn Center has been providing awareness/prevention education on sexual assault, domestic violence and issues related to family and interpersonal violence in Westmoreland County schools since 1980. We continue to serve our community, assisting those who may be in crisis. Each year, your school's nurses and counselors, and some teachers receive an invitation to schedule the programs in your school along with a brief overview of the programs that are available.

We can present to your class in person or through virtual lessons, engaging your classes on your cyber learning platform. We also have created pre-made video lessons for the classroom. The enclosed booklet gives additional and more detailed information about the programs, our mission and goals, classroom procedures and details regarding scheduling. Currently, we are scheduling for the upcoming year. We recommend that you keep a copy in the main office of your school and notify your teachers that it is available as a resource. You have permission to copy the booklet for those school personnel that you believe would benefit from having their own copy. In addition, all of this information is posted on our website, [blackburncenter.org](http://blackburncenter.org).

We at Blackburn Center hope that these lesson plans will be helpful to you in deciding which programs will be most beneficial for your students. If you have any questions, please call me at 724-837-9540 ext. 114, 8:30-4:30 pm, Monday through Thursday or email me at [kristinm@blackburncenter.org](mailto:kristinm@blackburncenter.org). We look forward to hearing from you to schedule the classes for your students.

Sincerely,

*Kristin Malone-Bodair*

Kristin Malone-Bodair, M.Ed., M.A.T.

Education Outreach Program Manager

## **BLACKBURN CENTER**

### **Vision, Mission and Values Statements**

#### **Vision**

Blackburn Center envisions a world free from domestic and sexual violence and other forms of violence.

#### **Mission**

Blackburn Center advocates for the rights of all individuals to live free from domestic and sexual violence and other forms of violence by eliminating root causes and providing for the well-being and safety of survivors/victims.

#### **Values**

1. Commit to outstanding services.  
*(client-driven and trauma-informed services; continuous improvement through evaluation; competency focus; commitment to diversity)*
2. Maximize resources through ethical stewardship.  
*(funds, staff, volunteers, Board of Directors, community relationships, goodwill, courage of spirit, reputation, opportunities, knowledge base/expertise, survivors' experiences)*
3. Challenge the social norms that perpetuate gender-based violence.  
*(purposeful view of all aspects of the agency's work through a social transformation perspective)*

### **AWARENESS/PREVENTION EDUCATION GOALS**

Blackburn Center presents awareness/prevention education programs to students from preschool through college. The goals of the programs reflect the mission statement and action statement of the agency:

- To help students to become aware of the issues of domestic violence and sexual assault.
- To help students to become aware of resources that can help victims of domestic violence and sexual assault.

- To encourage students to develop attitudes and behaviors that promotes a non-violent society.

## **INTRODUCTION**

Blackburn Center has been providing Interpersonal Violence Awareness/Prevention programming for students in grades K-12 since the early 1980s in response to concerned educators and parents who have recognized the need for this type of education. Research has documented the long-term effects of victimization and the connections between victimization and perpetration. Recent research indicates that not only the violence that children experience, but also the violence that they witness is harmful and must be addressed. This curriculum is based on Primary Prevention Theory - making all students aware of the problem, of options for solution of the problem, and how to access help for themselves or someone about whom they care.

## **PARENT AND TEACHER INVOLVEMENT**

To be most effective, awareness/prevention education should include professional training for teachers and education for parents or caregivers. Blackburn Center encourages schools to sponsor parent presentations that preview the programs for parents and provide information about signs of a troubled child, how to talk with children about violence issues, and how to access help. We also recommend professional training for teachers that includes how to identify students who are troubled, how to support the student emotionally and help the student to access the help needed, and how to integrate interpersonal violence issues into the classroom and curriculum.

## **PROGRAM INFORMATION**

Blackburn Center's awareness/prevention programs address Interpersonal Violence issues such as child sexual abuse, domestic violence, sexual assault, dating violence, bullying and harassment, and sexual harassment. This booklet has been provided to your school to help you to make informed decisions about how and when to best utilize the programs in supplementing your curriculum.

- Utilization of Blackburn Center's entire curriculum, K-12, including all of the optional programs provides the most complete and comprehensive approach to prevention/awareness education for your students.

- Blackburn Center will work with the school to customize or develop programs for special needs when the request allows adequate time for preparation.
- All of the programs are designed to be appropriate to the student's age and maturity level.
- Each program is intended to be presented in the classroom setting. The classroom teacher is expected to remain with the class to learn what is being presented in order to provide follow-up. All programs include a packet for teachers with suggestions for follow-up and curriculum integration/infusion.
- Most programs are designed to be presented within a 30 - 45 minute class period depending on grade level.
  - Programs designated as two-day programs can be scheduled on consecutive days. For schools following a block schedule, a two-day program will usually fit in one 85-90 minute block.
  - When scheduling a two-day program and a one-day program, three days or two blocks should be scheduled.
  - When scheduling a series of one-day programs; they can be scheduled at appropriate intervals. Blackburn Center recommends that the series of one-day programs for the elementary level be scheduled at intervals of 2-4 weeks.
  - Blackburn Center expects that the presenter will be in your school for the full school day or as needed. Please schedule the presenter for only the number of classes per day that your contract with your staff permits. Allowing time for breaks will help the presenter to be more effective. We will return to your school for as many days as are necessary.
  - When scheduling, please take the classroom teacher's normal routine into account. There is no need to schedule classes in a

specific order, i.e., kindergarten, then first grade, then second... In fact, mixing up the classes, when possible, helps our presenters to stay fresh for each class

- There is no fee for the student or parent programs. Blackburn Center requests that the school copy the student handouts as an in-kind donation.
- The fee requested for professional training for school staff is \$75/hour. This fee is negotiable.

### **PRESENTERS**

All program presenters are employed by Blackburn Center and have successfully completed at least 40 hours of sexual assault and domestic violence counselor training as required by Pennsylvania law. All have also successfully completed at least 4-6 weeks of intensive training in presenting awareness/prevention education programs. All presenters are required to hold a 4 year college degree, preferably in education or a related field. All presenters have experience in working with school age students. All presenters have Act 151 (33) Child Abuse History and Act 34 Criminal History Clearances.

### **FOR INFORMATION OR TO SCHEDULE PROGRAMS**

The Education Program Manager is the person to contact with any questions about the programs and to schedule all programs. Blackburn Center's office is open from 8:30 am - 4:30 pm, Monday through Thursday. The phone number is:

**724-837-9540 ext. 114.**

You may leave a voicemail message after office hours, weekends and holidays.

## **OVERVIEW OF AVAILABLE PROGRAMS**

This packet contains information about Blackburn Center Against Domestic & Sexual Violence Awareness/Prevention programs. It is not intended to be a complete overview of all the programs that Blackburn Center can present. Blackburn Center reserves the right to revise programs without prior notice.

**INTERPERSONAL VIOLENCE  
AWARENESS/PREVENTION EDUCATION  
PROGRAMS**



**BlackburnCenter**  
Standing together to end violence.

**2022-2023**

PO BOX 398, GREENSBURG, PA 15601

PHONE: 724.837.9540

FAX: 724.837.3676

[www.blackburncenter.org](http://www.blackburncenter.org)



# CONTENTS

## Preschool

Personal Safety*	1
The Way I Feel*	2
Hands are Not for Hitting*	3
Words are Not for Hurting*	4
We Can Get Along*	5

## Elementary

Empathy Series <i>A Sick Day For Amos McGee*</i> – Grades K-2	6
Anger Management Lesson <i>Soda Pop Head*</i> – Grades 1-3	7

## Kindergarten

Personal Safety*	8
Empathy/Anti-Bullying	9
Acceptance Series* Big Umbrella	10
Acceptance Series* Invisible Boy	11

## First Grade

Personal Safety*	12
Empathy/Anti-Bullying* Don't Call Me Name	13

## Second Grade

Personal Safety* Not In Room 204	14
Empathy/Anti-Bullying* Eggbert the Slightly Cracked Egg	15
Acceptance Series Sandwich Swap	16

## Third Grade

Personal Safety*	17
Empathy/Anti-Bullying* Hey, Little Ant	18
Internet Safety *	19
Acceptance Series Drawn Together	20

(\*Lesson available on video.)

**Fourth Grade**

Personal Safety*	21
Empathy/Anti-Bullying* Frenemies	22
Internet Safety*	23

**Fifth Grade**

Personal Safety*	24
Empathy/Anti-Bullying*	25
Internet Safety (5 <sup>th</sup> /6 <sup>th</sup> )*	26
Family Violence Program (5 <sup>th</sup> /6 <sup>th</sup> )	27

**Middle School**

Empathy and Art	28
-----------------	----

**Sixth Grade**

Personal Safety*	29
Harassment/Safe Schools*	30

**Seventh Grade**

Flirting or Hurting?*	31
Bullying/How to Handle Anger*	32
Internet Safety (7 <sup>th</sup> /8 <sup>th</sup> )	33

**Eighth Grade**

Sexual Harassment*	34
Healthy/Unhealthy Relationships*	35
Dating Violence*	36
Sexting for Middle School	37

(\*Lesson available on video.)

### Senior High School

Empathy Through Storytelling	38
Sexual Harassment*	39
Sexual Consent*	40
Dating Violence*	41
Sexting	42
Healthy Relationships	43
Personal Boundaries*	44
Human Trafficking*	45
Child Abuse for Child Care Classes	46

### Middle and Senior High School

Media Literacy 1	47
Media Literacy 2*	48
Conflict Resolution*	49
Relational Aggression	50

(\*Lesson available on video.)

# **PRESCHOOL PERSONAL SAFETY**

**(Video lesson available)**

The Obie puppet is used to introduce discussion of appropriate and inappropriate behaviors, especially hurtful or exploitive touch, and how a 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

**OUTLINE:**

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

**MATERIALS:**

Obie Puppet

**HANDOUT:**

*Body Safety Tips*

**FACILITIES:**

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

## **PRESCHOOL THE WAY I FEEL**

**(Video lesson available)**

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:** 30 minutes

**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 HANDS ARE NOT FOR HITTING

(Video lesson available)

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

**TIME REQUIRED:** 30 minutes

**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

## WORDS ARE NOT FOR HURTING

(Video lesson available)

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:** 30 minutes

**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**  
**WE CAN GET ALONG - THE KNIGHT AND THE DRAGON**

(Video lesson available)

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:** 30 minutes

**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

**EARLY ELEMENTARY  
EMPATHY SERIES  
A SICK DAY FOR AMOS MCGEE**  
**(Video lesson available)**

This book, *A Sick Day For Amos McGee* by Philip C. Stead, depicts a zookeeper who has bonded with the animals he cares for and who come and visit him one day when he gets sick. The story shows that when we have empathy for others, it often comes back to us.

**TIME REQUIRED:** 30 minutes, one class period

**OBJECTIVES:**

- Students will define and learn about the word empathy
- Students will see that kindness to others often brings kindness back to us
- Students will be encouraged to show empathy to others

**OUTLINE:**

1. Begin the lesson with some yoga movement
2. Introduce and define the word empathy
3. Read and discuss *A Sick Day For Amos McGee*
4. Practice noticing the body language of others

**MATERIALS:**

*A Sick Day For Amos McGee*

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive

**EARLY ELEMENTARY  
ANGER MANAGEMENT  
SODA POP HEAD**  
**(Video lesson available)**

Using the book, *Soda Pop Head* by Julia Cook, this lesson addresses the complex issue of respect for another person's physical boundaries and how to cool down when someone violates your boundaries.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will consider the concept of physical and emotional boundaries
- Students will identify feelings that can be experienced when someone violates boundaries
- Students will learn and practice ways to manage strong emotions and small irritations

**OUTLINE:**

1. Introduce the concept of boundaries and how we feel when someone does something that we don't like or hurts our feelings or bodies
2. Show and discuss the video of the book *Soda Pop Head*
3. Practice the strategies given in the book
4. Handout *The Next Time....I Will Try....*

**MATERIALS:**

*Soda Pop Head* PowerPoint

**HANDOUT:**

*The Next Time...I Will Try...*

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive

# KINDERGARTEN PERSONAL SAFETY

(Video lesson available)

The *It's My Body* book or Obie puppet is used to introduce discussion of appropriate and inappropriate behaviors, especially uncomfortable or exploitive touch, and how a 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

**OUTLINE:**

1. Warm-up: Song *Head, Shoulders, Knees and Toes*
2. Book or Obie Puppet presentation
3. Identification of “private parts” and discussion of personal safety options
4. Body Circle Activity

**MATERIALS:**

Book: *It's My Body* or Obie Puppet

**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 EMPATHY/ANTIBULLYING TEACH YOUR DRAGON EMPATHY

Utilizing the book, *Teach Your Dragon Empathy* by Steve Herman, the concept of empathy is introduced and discussed. Students are given opportunities to practice identifying feelings in others and respond empathically.

**TIME REQUIRED:** 30-35 minutes

**OBJECTIVES:**

- Students will be able to identify feelings in themselves and others
- Students will understand the concept of empathy
- Students will generate empathic responses in various situations

**OUTLINE:**

1. Introduction and discussion of feelings and empathy
2. Read story and discuss the contrasts between showing empathy and not showing empathy
3. Practice identifying feelings and ways to respond to others with empathy
4. Closure with handout

**MATERIALS:**

Book: *Teach Your Dragon Empathy*

**HANDOUT:**

*I Notice the Feelings of Others*

**FACILITIES:**

Ability to use a thumb drive

**KINDERGARTEN**  
**ACCEPTANCE SERIES**  
**THE BIG UMBRELLA**  
**(Video lesson available)**

Utilizing the book, *The Big Umbrella* by Amy June Bates, students explore how having empathy can lead us to be considerate of others.

**TIME REQUIRED:** 30-35 minutes

**OBJECTIVES:**

- Students will understand the concept of empathy
- Students will realize that everyone has feelings
- Students will consider inviting and including everyone

**OUTLINE:**

1. Introduction and discussion of empathy and caring about others
2. Read story and discuss how the umbrella showed empathy and kindness
3. Expanding sphere activity
4. Closure with handout

**MATERIALS:**

Book: *The Big Umbrella*, Expanding sphere, Umbrella Handout

**HANDOUT:**

*Who is Under My Umbrella Today?*

**FACILITIES:**

Ability to use a thumb drive

**KINDERGARTEN**  
**ACCEPTANCE SERIES**  
**THE INVISIBLE BOY**  
**(Video lesson available)**

Utilizing the book, *The Invisible Boy* by Trudy Ludwig, the lesson focuses on how children who are left out feel, even if they are not overtly bullied. The concept of empathy is reviewed and simple bystander strategies are introduced.

**TIME REQUIRED:** 30-35 minutes

**OBJECTIVES:**

- Students will be able to define feelings in themselves and others
- Students will understand the concept of empathy
- Students will consider ideas to respond empathically to classmates

**OUTLINE:**

1. Introduction and discussion of feelings and empathy
2. Read and discuss story, including how to help someone who is left out or treated unkindly
3. Closure

**MATERIALS:**

Book: *The Invisible Boy*

**FACILITIES:**

Ability to use a thumb drive



# FIRST GRADE PERSONAL SAFETY

(Video lesson available)

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 ask trusted adults for 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
- Students will place the blame for the inappropriate behavior on the abuser, not themselves

**OUTLINE:**

1. Video with discussion
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  
Ability to use a thumb drive  
White/chalkboard

**FIRST GRADE**  
**EMPATHY/ANTIBULLYING**  
**DON'T CALL ME NAMES**  
*(Video lesson available)*

The video, *Don't Call Me Names*, is used to introduce the hurtful behavior of name-calling. Students are given options for ending name-calling that may be happening to them.

**TIME REQUIRED:** 30-35 minutes

**OBJECTIVES:**

- Students will understand the concept of empathy
- Students will discuss how people feel when someone calls them names
- Students will begin to recognize why name-calling happens
- Students will learn strategies to stop hurtful names (directed at themselves or others)

**OUTLINE:**

1. Introduction and definitions of name calling and empathy
3. Video with discussion
4. Discussion of strategies to end hurtful name-calling
5. Closure with handouts

**MATERIALS:**

Video: *Don't Call Me Names*

**HANDOUTS:**

*Be a Buddy Not a Bully*

**FACILITIES:**

Individual classroom  
Capacity to use a thumb drive  
Chalk/whiteboard

## **SECOND GRADE PERSONAL SAFETY**

**(Video lesson available)**

The book, *Not in Room 204* by Shannon Riggs, is used to introduce a discussion about touches that may be uncomfortable or abusive. The book stresses that not 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 inappropriate behavior on the person doing it

### **OUTLINE:**

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

**HANDOUT:** *Green Flag People*

### **FACILITIES:**

Individual classroom  
Ability to use a thumb drive

## SECOND GRADE EMPATHY/ANTIBULLYING

(Video lesson available)

Using the books *Egbert, The Slightly Cracked Egg* by Tom Ross and *Red, A Crayon's Story* by Michael Hall, this lesson encourages students to understand and appreciate themselves and others.

**TIME REQUIRED:** 40 minutes

**OBJECTIVES:**

- Students will learn to accept and appreciate others
- Students will understand that it is never okay to bully or exclude someone
- Students will increase appreciation of their own uniqueness

**OUTLINE:**

1. Introduction and *Egbert* story
2. Same and Different Activity
3. *Red* story and Discussion
4. Handout and Conclusion

**MATERIALS:**

Book: *Egbert, the Slightly Cracked Egg*  
Book: *Red, A Crayon's Story*

**HANDOUTS:**

"*Egbert Says*" Coloring Page

**FACILITIES:**

Individual classroom  
Ability to use thumb drive

## SECOND GRADE ACCEPTANCE SERIES THE SANDWICH SWAP

This book, *The Sandwich Swap* by Queen Rania Abdullah, shows the friendship between two girls from different cultures, how small differences can become a big problem, and the power of kindness and curiosity to overcome.

**TIME REQUIRED:** 40-45 minutes

**OBJECTIVES:**

- Students will learn that it isn't fair to make negative assumptions based on unfamiliarity with new things or people
- Students will be shown the value of respecting others
- Students will be encouraged to try something that is new to them

**OUTLINE:**

1. Ask students about favorite foods and why they are favorites
2. Read and discuss the book, *The Sandwich Swap*
3. Show chickpeas and talk about differences and similarities to peanuts
4. Relate the idea of trying new things to accepting others
5. Plate Handout

**MATERIALS:**

*The Sandwich Swap*  
Bag of chickpeas

**HANDOUT:**

What's On Your Plate?

**FACILITIES:**

Ability to use a thumb drive

## **THIRD GRADE PERSONAL SAFETY**

**(Video lesson available)**

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  
Ability to use thumb drive  
White/chalkboard

**THIRD GRADE  
EMPATHY/ANTIBULLYING  
HEY LITTLE ANT  
(Video lesson available)**

Utilizing books, *Hey Little Ant* by Hannah and Phillip Hoose and *Being Respectful* by Mary Small, the topic of empathy is introduced and discussed. Students are given opportunities to practice putting themselves in someone else's shoes.

**TIME REQUIRED:** 40-45 minutes

**OBJECTIVES:**

- Students will learn the definition of empathy (putting yourself in another person's shoes)
- Students will practice taking another's perspective in various situations
- Students will explore the connection between empathy and respectful treatment of others

**OUTLINE:**

1. Introduction to Empathy and *Hey Little Ant* book
2. Footprint Activity
3. Empathy Video
4. Empathy Scenario Practice
5. *Being Respectful* book if time permits
6. Handout and Closure

**MATERIALS:**

*Hey Little Ant* and *Being Respectful* books  
Empathy Video  
Empathy Scenarios

**HANDOUTS:**

*"If you were in my shoes, you would know...."*

**FACILITIES:**

Individual classroom  
Ability to use thumb drive

## **THIRD GRADE INTERNET SAFETY**

**(Video lesson available)**

This program promotes online safety for elementary students. Defining personal information and keeping it private is stressed, as well as going to trusted adults when they have questions or experience something upsetting online.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will learn strategies and skills to enhance personal online 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  
Ability to use thumb drive





**THIRD/FOURTH GRADE  
ACCEPTANCE SERIES  
DRAWN TOGETHER**  
(Video lesson available)

Utilizing the book *Drawn Together* by Minh Le, this lesson explores how finding commonality or a shared interest can help transcend differences between people.

**TIME REQUIRED:** 40-45 minutes

**OBJECTIVES:**

- Students will be encouraged to look beyond perceived differences
- Students will learn that we can often find common ground with anyone
- Students will increase awareness of the many similarities that all people share

**OUTLINE:**

1. Introduction and *Drawn Together* book with discussion
2. Thai lettering activity

**MATERIALS:**

Book *Drawn Together*  
Markers

**HANDOUTS:**

Thai "Hello" Handout

**FACILITIES:**

Individual classroom  
Ability to use thumb drive

**FOURTH GRADE  
PERSONAL SAFETY  
PERSONAL BOUNDARIES**

**(Video lesson available)**

Short video clips and a book are used to introduce discussion about situations that may feel uncomfortable, especially inappropriate touch, and how a student can get help from trusted adults. The lesson also focuses on teaching students to respect the personal boundaries of others.

**TIME REQUIRED:** 40-45 minutes

**OBJECTIVES:**

- Students will discuss feelings that can be associated with touches
- Students will learn the definitions of boundaries and consent
- Students will recognize that they can say “no” to touches that they do not want
- Students will develop strategies to tell trusted adults when they need help
- Students will learn to respect the boundaries of others

**OUTLINE:**

1. Animated “Bear Consent” video
2. Discussion of feelings and various kinds of touching
3. Boundary practice scenarios
4. “Byron” video clip and discussion
5. Book “Let’s Talk About Body Boundaries, Consent, and Respect”
6. “Boss of My Body” music video
7. Handout

**MATERIALS:**

Videos: *Bear Consent video, It’s Not Your Fault (Byron) clip, Boss of My Body music video* Book: *Let’s Talk About Body Boundaries, Consent, and Respect*

**HANDOUTS:**

Safety Crossword

**FACILITIES:**

Individual classroom  
Ability to use thumb drive

White/chalkboard

**FOURTH GRADE  
EMPATHY/ANTIBULLYING  
FRENEMIES LESSON**  
(Video lesson available)

This 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:

- Students will learn the difference between healthy and unhealthy relationships
- Students will recognize how to spot a frenemy
- Students will be given strategies to address a friendship problem
- Students will see an example of how to end a relationship

**OUTLINE:**

1. Introduce friendship quiz activity
2. Video with discussion of each section
3. Review major points as closure

**MATERIALS:**

Friendship Quiz

Video clips from the video, *Frenemies*

**HANDOUT:**

Frenemies

**FACILITIES:**

Individual classroom

Ability to use thumb drive

## **FOURTH GRADE INTERNET/NETIQUETTE**

**(Video lesson available)**

This program promotes online safety by using etiquette on the internet to reduce bully-type behaviors for elementary students. By using group discussion, a quiz and video 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 online, and strategies we can use to help ourselves
- Define Netiquette, which is online manners, similar to manners or etiquette in person
- Discuss each individual's responsibility for proper online 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. Do quiz and watch video 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 music video that reviews major points

### **MATERIALS:**

PowerPoint Presentation

### **HANDOUT:**

Digital Citizenship Card

### **FACILITIES**

Individual classroom  
Ability to use thumb drive  
White/chalkboard

## **FIFTH GRADE PERSONAL SAFETY**

**(Video lesson available)**

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
- Students will increase awareness of safety rules with adults
- Students will recognize and respect their own and everyone's right to be safe
- Students will 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. Handout

**MATERIALS:**

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

**HANDOUT:**

*Everyone Has the Right to Be Safe*

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
White/chalkboard

## **FIFTH GRADE EMPATHY/ANTI-BULLYING SERIES**

**(Video lesson available)**

This program explores bullying and harassment. The topic is introduced and discussed with the focus on what a bystander is, how they are affected and how they can safely intervene to deter bullying.

**TIME REQUIRED:** 40-45 minutes

**OBJECTIVES:**

- Students will define bystander and discuss behaviors and choices they face in bullying situations
- Students will learn strategies that a bystander can do to deter 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. Handout 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  
Ability to use a thumb drive





## **FIFTH/SIXTH GRADE INTERNET SAFETY**

**(Video lesson available)**

This program explores the various decisions internet users may be faced with and how to make informed choices.

**TIME REQUIRED:** 40-45 minutes, one class period.

### **OBJECTIVES:**

- Students will reflect on the benefits and risks of online behavior
- Students will evaluate possible outcomes of various online behaviors
- Students will consider where a behavior lies on a harmless to harmful continuum  
**OR** becoming aware of their digital footprint

### **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 Harmless/Harmful Continuum Activity.
4. **OR** Video clips and practice scenarios

### **MATERIALS:**

Video clips  
Continuum Activity and Scenarios  
**OR** Digital Footprint video

### **HANDOUTS**

Digital Citizen Card

### **FACILITIES**

Individual classroom  
Ability to use a thumb drive

## **FIFTH/SIXTH GRADE FAMILY VIOLENCE PROGRAM**

The video, *Innocent Eyes*, is used to discuss the dynamics of domestic violence and the help that is available for victims and their families.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will recognize the abusive and controlling behaviors characteristic of domestic violence
- Students will consider how domestic violence affects all family members
- Students will place the blame for the violence on the abuser
- Students will learn about the options and resources available to persons victimized by domestic violence

**OUTLINE:**

1. Introduce and define four types of child abuse (if not done in previous program)
2. Introduce domestic violence
3. Begin video, *Innocent Eyes*, pausing periodically for discussion
4. Handouts and closure

**MATERIALS:**

Video: *Innocent Eyes*

**HANDOUTS:**

Hotline Cards

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
Magnetic board

## **MIDDLE SCHOOL EMPATHY AND ART SERIES**

This program gives students an opportunity to develop empathy for others through story-telling with the aid of an art piece. Studies show that when young people have empathy, they display more classroom engagement, higher academic achievement, better communication skills, less likelihood of bullying, less aggressive behaviors and emotional disorders, and more positive relationships.

**TIME REQUIRED:** 80 minutes, two class periods

**OBJECTIVES:**

- Students will become more aware of stereotypes in our culture and in our brains
- Students will be encouraged to respect and value differences
- Students will practice recognizing social cues and the feelings of others
- Students will enhance capacity for empathy through writing and sharing a story with the aid of an art piece

**OUTLINE:**

1. Introduction
2. Background on brain functioning and stereotypes
3. Art piece and story-writing with prompts
4. Share stories
5. Wrap-up

**MATERIALS:**

PowerPoint Presentation  
Art piece and story prompts

**FACILITIES:**

Individual classroom plus separate space for break-out  
Ability to use a thumb drive  
White/chalkboard

## SIXTH GRADE PERSONAL SAFETY

(Video lesson available)

The issue of child abuse is discussed in relation to the Pennsylvania Child Protective Services Law. The video, *Abuse: If It Happens to You*, is used to discuss the dynamics of child abuse and how a child can get help.

**TIME REQUIRED:** 40-45 minutes, one class period

### OBJECTIVES:

- Students will identify and give examples of the various types of child abuse identified by the Law - physical, verbal, sexual and neglect
- Students will recognize the differences between child abuse and discipline or accidental harm
- Students will recognize and respect their own and everyone's right to be safe
- Students will identify persons and resources they can ask for help instead of keeping abuse a secret
- Students will recognize that they are not to blame if someone behaves in a way that is abusive toward them

### OUTLINE:

1. Definition and discussion of child abuse – review of PA law
2. Video and discussion
3. Discussion of the options the students can exercise to stop abuse and get help
4. Handout and closure

### MATERIALS:

Video: *Abuse: If It Happens to You*

### HANDOUT:

*Bill of Rights*

### FACILITIES:

Individual classroom  
Ability to use a thumb drive  
White/chalkboard

## SIXTH GRADE SAFE SCHOOLS

(Video lesson available)

Using the video, *Safe Schools*, the topics of harassment, bullying and sexual harassment are introduced and discussed. Students are given options for stopping harassment that may be happening to them. The depth of discussion varies according to the maturity level of the students.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will recognize their own role making the school community safer
- Students will learn and practice strategies that help create a safe school environment

**OUTLINE:**

1. Introduce and discuss the four safe school strategies
2. Play video, *Safe Schools*, pausing after each clip for discussion
3. Role plays of various responses to bullying

**MATERIALS:**

Video: *Safe Schools*  
Role Plays and Scenarios

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
White/chalkboard

## SEVENTH GRADE FLIRTING OR HURTING?

(Video lesson available)

This program provides an introduction to dating relationships as it explores the differences between flirting and hurting. Students learn to define their own boundaries and recognize that other people are entitled to their boundaries.

**TIME REQUIRED:** 40 to 45 minutes or one class period

**OBJECTIVES:**

- Students will recognize the distinction between flirting and sexual harassment
- Students will take responsibility for crossing someone else's boundaries
- Students will identify persons and resources that could help them in a sexual harassment situation

**OUTLINE:**

1. Introduction of the topic of relationships, / Flirting Do's and Don'ts group activity
2. *Flirting or Hurting* video and large group discussion
3. Scenarios
4. Handout

**MATERIALS:**

Flirting Do's and Don'ts  
Video: *Flirting or Hurting*  
Scenarios

**HANDOUTS:**

Sexual Harassment/Flirting

**FACILITIES:**

Individual classroom  
White/chalk board/Magnetic Board  
Ability to use a thumb drive

## **SEVENTH GRADE BULLYING/HOW TO HANDLE YOUR ANGER**

**(Video lesson available)**

Using the video to drive the lesson, the topic of bullying is introduced and discussed. Students are given options on how to constructively handle the emotions and anger associated with bullying. The depth of discussion varies according to the maturity level of the students.

**TIME REQUIRED:** 40 to 45 minutes or one class period

**OBJECTIVES:**

- Recognize that anger is a normal response to being bullied and identify positive ways to express anger
- Consider bystander responsibility for taking action against bullying in school
- Identify and discuss sexual harassment and how it relates to bullying

**OUTLINE:**

1. Introduction topic of bullying
2. Use video to discuss anger management and bystander intervention
3. Handouts and closure

**MATERIALS:**

Video: *Bullied: How to Handle Anger*

**HANDOUTS:**

*20 Things to Do Instead of Hurting Someone Back*

**FACILITIES:**

Individual classroom  
White/chalkboard  
Ability to use a thumb drive

## SEVENTH/EIGHTH GRADE INTERNET SAFETY

This program asks students to consider the role of privacy when deciding what to post on online platforms, to keep in mind that the internet is public space, and that what is posted is not really ever private.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will discuss the role of privacy in online behavior
- Students will consider how they decide what to post online
- Students will identify risks to avoid online
- Be reminded to be a responsible online citizen

**OUTLINE:**

1. Introduction
2. Small group discussions on internet choices and privacy
3. Video *6 Degrees*
4. Write a personal policy for posting online

**MATERIALS:**

Small group questions  
Video *6 Degrees*  
Paper for personal policy

**FACILITIES**

Individual classroom  
Ability to use a thumb drive  
White/chalkboard/magnetic board



## **EIGHTH GRADE SEXUAL HARASSMENT**

**(Video lesson available)**

Using a variety of scenarios, the topic of sexual harassment is introduced and discussed. Students are given options for stopping sexual harassment that may be happening to them or others.

**TIME REQUIRED:** 40 to 45 minutes or one class period

### **OBJECTIVES:**

- Students will be able to define sexual harassment
- Students will recognize behaviors considered to be sexual harassment
- Students will understand that each person has a right to set their own boundaries
- Students will consider what to do if they are a target or bystander

### **OUTLINE:**

1. Introduction and Personal Space Activity
2. Card Activity with Discussion of Sexual Harassment Definition and Law
3. Consent Video

### **MATERIALS:**

Sexual Harassment Cards  
Consent Video

### **HANDOUTS:**

*Sexual Harassment/Flirting*

### **FACILITIES:**

Individual classroom  
White/chalkboard  
Ability to use a thumb drive

## **EIGHTH GRADE HEALTHY RELATIONSHIPS**

**(Video lesson available)**

This lesson explores the dynamics of healthy relationships and will identify differences between caring and controlling behaviors.

**TIME REQUIRED:** 40 to 45 minutes or one class period

### **OBJECTIVES:**

- Students will understand the importance of respect in a dating relationship
- Students will learn qualities that make up a healthy dating relationship
- Students will be better prepared to recognize unhealthy behaviors
- Students will consider how to break up with a partner respectfully

### **OUTLINE:**

1. Introduction- using the Star Activity or cake analogy
2. Introduction of daisy activity & distribution of petals
3. Discussion of petals and situations as students place them on “LOVES ME/LOVES ME NOT” flowers
4. **OR** video and scenarios
5. Wrap-up

### **MATERIALS:**

Daisy Activity  
Star of Life  
**OR** Video

### **HANDOUTS:**

*Being Controlled*

### **FACILITIES:**

Individual classroom with capacity for group activity breakout  
White/chalkboard/magnetic board  
Ability to use a thumb drive



## **EIGHTH GRADE DATING VIOLENCE**

**(Video lesson available)**

The students discuss the dynamics of dating violence and how to get help.

**TIME REQUIRED:** 40 to 45 minutes or one class period

**OBJECTIVES:**

- Students will identify “red flags”, warning signs of an unhealthy relationship
- Students will begin to understand the root causes of dating violence
- Students will place responsibility for the abusive behavior on the abuser
- Students will learn the options available to victims of dating violence
- Students will be encouraged to notice and take action against abusive behavior of peers

**OUTLINE:**

1. Introduction of the topic of abusive dating relationships
2. Video *Crossing the Line*
3. Discussion of warning signs and options
4. Closure

**MATERIALS:**

Video: *Crossing the Line*  
Red Flags  
Role Plays

**FACILITIES:**

Individual classroom  
White/chalkboard  
Ability to use a thumb drive

## **MIDDLE SCHOOL SEXTING PROGRAM**

This program encourages students to examine cultural influences relating to “sexting,” as well as legal ramifications and social/emotional consequences.

**TIME REQUIRED:** 40-45 minutes, one class period

### **OBJECTIVES:**

- Students will be able to define “sexting”
- Students will consider legal, social, and emotional consequences of teen sexting
- Students will discuss cultural influences and gender stereotypes that relate to sexting
- Students will learn strategies to handle sexting dilemmas

### **OUTLINE:**

1. Small group discussion activity
2. Questions to consider before hitting the “send” button
3. Questions to ask yourself if you are the receiver

### **MATERIALS:**

Group Discussion Questions  
Questions to Consider

### **FACILITIES:**

Individual classroom  
Whiteboard/Chalkboard  
Ability to use a thumb drive

## **SENIOR HIGH SCHOOL EMPATHY SERIES**

This program gives students an opportunity to develop empathy for others through story-telling. Studies show that when young people have empathy, they display more classroom engagement, higher academic achievement, better communication skills, less likelihood of bullying, less aggressive behaviors and emotional disorders, and more positive relationships.

**TIME REQUIRED:** 80 minutes, two class periods

**OBJECTIVES:**

- Students will be encouraged to respect and value differences
- Students will practice listening closely to peers through story-telling
- Students will enhance capacity for empathy through re-telling the story of a peer

**OUTLINE:**

1. Introduction
2. Background on brain functioning and stereotypes
3. Preparation for the story exchange
4. Story exchange
5. Wrap-up

**MATERIALS:**

Story Prompts

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
White/chalkboard

# SENIOR HIGH SCHOOL SEXUAL HARASSMENT

(Video lesson available)

Using a variety of activities, the topic of sexual harassment is introduced and discussed. Students are given strategies for stopping sexual harassment that may be happening to them or others.

**TIME REQUIRED:** 40 to 45 minutes or one class period

**OBJECTIVES:**

- Students will be able to define sexual harassment
- Students will identify and discuss behaviors recognized as sexual harassment
- Students will understand that sexual harassment is illegal behavior performed by the harasser
- Students will learn strategies to use when they see sexual harassment

**OUTLINE:**

1. Introduction
2. Sexual Assault Continuum Activity and discussion
3. Discussion of dynamics of sexual harassment
4. Sexual Harassment scenario activity
5. Discussion of strategies to stop sexual harassment
6. Closure

**MATERIALS:**

Sexual Assault Continuum cards  
Scenarios

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
White/chalkboard





# SENIOR HIGH SCHOOL SEXUAL CONSENT

(Video lesson available)

This program highlights common myths and facts about sexual assault and the laws governing sexual assault in Pennsylvania. Using a scenario as a basis, the students discuss the dynamics of date rape and how to get help.

**TIME REQUIRED:** 40 to 45 minutes or one class period

**OBJECTIVES:**

- Students will become familiar with Pennsylvania’s sexual assault laws
- Students will place responsibility on assaulter, creating an understanding that avoids victim blaming
- Students will identify resources available to victims of sexual assault
- Students will understand the concept of consent and how it applies to the sexual assault laws
- Students will consider the role of the bystander in preventing sexual assault

**OUTLINE:**

1. Introduction
2. Discussion of laws and role of consent, viewing the consent video
3. Presentation of Tom and Missy scenario
4. Handouts
5. Closure through discussion on role of bystander

**MATERIALS:**

Video: *Cup of Tea* and/or *The Consent Contract*  
Tom and Missy scenario

**HANDOUTS:**

*Sexual Assault, What’s the Law?*

**FACILITIES:**

Individual classroom  
White/chalkboard  
Ability to use a thumb drive

# SENIOR HIGH SCHOOL DATING VIOLENCE

(Video lesson available)

This program depicts abusive dating relationships. The students discuss the dynamics of dating violence and how to intervene to help a friend.

**TIME REQUIRED:** One or class period or one block

**OBJECTIVES:**

- Students will explore and assess ways of relating to dating partners through a group activity
- Students will place responsibility for the abusive behavior on the abuser
- Students will learn the options available to victims of dating violence
- Students will be encouraged to notice and take action against abusive behavior of peers

**OUTLINE:**

1. Introduction of the topic through the Great Date Debate
2. Video
3. Discuss questions whole group or small group, highlighting root causes and responsibility for abuse.
4. Closure

**MATERIALS:**

Video: *Crazy about You*  
Great Date Debate

**HANDOUTS:**

Hotline cards

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive

## **SENIOR HIGH SCHOOL SEXTING PROGRAM**

This is a program that encourages students to examine cultural influences relating to “sexting,” as well as legal ramifications and social/emotional consequences.

**TIME REQUIRED:** 40-45 minutes, one class period

### **OBJECTIVES:**

- Through interactive activities, students will openly discuss their feelings and attitudes about sexting
- Students will consider legal, social, and emotional consequences of teen sexting
- Students will discuss cultural influences and gender stereotypes that relate to sexting
- Students will learn strategies to properly handle sexting dilemmas

### **OUTLINE:**

1. Debate Activity
2. Small Group Discussion Questions
3. Questions to consider before hitting the “send” button
4. Questions to ask yourself if you are the receiver

### **MATERIALS:**

Group Discussion Questions  
Questions to Consider

### **FACILITIES:**

Individual classroom  
Whiteboard/Chalkboard

## SENIOR HIGH SCHOOL HEALTHY RELATIONSHIPS

This is a one day program that uses the student's knowledge of what they know about dating relationships. Students are encouraged to explore what comprises a healthy relationship and what to look for in a respectful dating partner.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will be able to identify the characteristic of healthy relationships
- Students will explore and clarify their own values, beliefs and attitudes about relationships
- Students will become empowered to make positive, healthy decisions about their relationships

**OUTLINE:**

1. Introduction of the topic of healthy dating relationships.
2. Show music video and discuss fairytale expectations people have about relationships.
3. Use small groups to reply to Dear Gabby letters.
4. Discuss some healthy ways to end a relationship.
5. Handouts
6. Closure

**MATERIALS:**

Videos: Music video, Breaking Up clips from *Dating Bill of Rights*  
Dear Gabby Letters  
Breaking Up Cards

**HANDOUT:**

*Relationship Rules*

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
White/chalkboard

## SENIOR HIGH SCHOOL PERSONAL BOUNDARIES

(Video lesson available)

This program encourages students to focus on their own personal boundaries and boundaries of others. Students will be given opportunities to practice problem solving skills.

**TIME REQUIRED:** 40-45 minutes, one class period

### **OBJECTIVES:**

- Students will define personal boundaries
- Students will consider where their personal boundaries lie
- Students will be encouraged to express their boundaries
- Students will understand the need to respect the boundaries of others

### **OUTLINE:**

1. Define boundaries
2. Show *Boundary Violations of Thought and Feeling*
3. Introduce phrases: I feel, when you, would you please
4. Do recognizing boundaries activity
5. Wrap-up with *Signs of Healthy Boundaries* clip

### **MATERIALS:**

Boundaries clips  
Boundary activity and visuals

### **FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
White board or chalkboard

# SENIOR HIGH SCHOOL HUMAN TRAFFICKING

(Video lesson available)

This lesson defines and explains the laws around human trafficking. Students will use this knowledge to recognize human trafficking through the use of practice scenarios.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will learn the definition of human trafficking
- Students will identify the three elements comprising human trafficking
- Students will become aware of the tactics and language used by traffickers

**OUTLINE:**

1. Students will begin by refining their knowledge of human trafficking through a discussion of the Liam Nelson movie, TAKEN
2. Introduce the three elements of human trafficking
3. Describe tactics traffickers use to lure victims
4. Practice recognizing human trafficking with scenarios in small groups
5. Wrap-up with Human Trafficking Brochure

**MATERIALS:**

PowerPoint presentation  
Trafficking Activity with sample situations  
Human Trafficking Brochure

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive

## **SENIOR HIGH SCHOOL CHILD ABUSE FOR CHILD CARE CLASSES**

This program is intended for high school or college classes studying child care or early childhood development.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will identify the types of abuse that children can experience
- Students will understand reasons children may not tell an adult if they have been abused
- Students will recognize the obligation to report child abuse
- Students will understand that when abuse occurs the victim is never to blame and the fault lies with the abuser

**OUTLINE:**

1. Define child abuse and list types of abuse and give examples of each
2. Show video and discuss
3. Close with music video

**MATERIALS:**

Video clip from *It's Your Body: You're in Charge*  
Video: *Recognizing Child Abuse*

**HANDOUT:**

*Facts and Myths of Child Abuse*  
*If a Child Tells You...*

**FACILITIES**

Individual classroom  
Ability to use a thumb drive  
White/chalkboard

## **MIDDLE/SENIOR HIGH SCHOOL MEDIA LITERACY 1**

This program takes a close look at media stereotypes and exploitation. By using video and class discussion, the issue of media manipulation of our buying habits, values and very lives is explored. The materials used will be different based on age appropriateness for middle school or high school.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will understand what media literacy means and why it is important
- Students will understand how much the media influences our brains and our society

**OUTLINE:**

1. Alphabet Logo Activity
2. Media stereotypes discussion
3. Video clips or examples of advertisements
4. Analyzing ads

**MATERIALS:**

Logo Activity  
Magazine ads

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
White/chalkboard



## MIDDLE/SENIOR HIGH SCHOOL MEDIA LITERACY 2

(Video lesson available)

This program examines gender stereotypes in the media.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will understand what media literacy means and why it is important
- Students will realize the ways media reinforces as well as constructs stereotypical ideas about gender and relationships
- Students will understand that the media influences our brains and our society

**OUTLINE:**

1. Logo Activity
2. Discussion of media stereotypes using clips from the movie *Shrek*

**MATERIALS:**

Video: Clips from *Shrek*  
Music video *It's Different for Girls*

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
White/chalkboard

# MIDDLE/SENIOR HIGH SCHOOL CONFLICT RESOLUTION

(Video lesson available)

This program seeks to help students resolve conflicts in a constructive manner.

**TIME REQUIRED:** 40-45 minutes, one class period

**OBJECTIVES:**

- Students will see that a certain amount of conflict is normal, even between friends
- Students will learn that conflict can be an opportunity for growth and learning
- Students will recognize certain behaviors as “conflict starters” and learn ways to avoid them
- Students will identify certain behaviors as “conflict solvers” and learn ways to use them

**OUTLINE:**

1. Students will begin by defining conflict and listing examples
2. List words/phrases that can start and solve conflicts
3. Show clips from *Conflict Resolution: You Can Solve It!*
4. Have students do role plays, listening for the conflict starters and solvers
5. Handout

**MATERIALS:**

Video: *Conflict Resolution: You Can Solve It!*  
Role plays of conflict situations  
List of conflict starters and conflict solvers

**HANDOUT:**

*Conflict Starters OR Conflict Solvers*

**FACILITIES:**

Individual classroom  
Ability to use a thumb drive  
White/Chalkboard

## **MIDDLE/SENIOR HIGH SCHOOL RELATIONAL AGGRESSION**

This 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, one class period

**OBJECTIVES:**

- Students will consider characteristics of healthy and unhealthy relationships
- Students will recognize the importance of good communication skills and strong self-esteem
- Students will begin to accept that all persons have a right to respect and to set boundaries for themselves
- Students will learn that relationships are mutual; requiring give and take

**OUTLINE:**

1. The students will begin by defining relational aggression
2. Identify what is most important in a friendship (use handout)
3. Show clips of *Relationships; When They Help and When They Hurt*
4. Have students do role plays, listening for the breaks in the friendships involved
5. Go over how to be assertive with a friend with the outline and role play

**MATERIALS:**

Video of relationship clips: *Relationships: When They Help and When They Hurt*  
Role plays

**HANDOUT:**

*What Counts the Most?*

**FACILITIES:**

Individual classroom  
Ability to use thumb drive  
White/Chalkboard