



September 2017

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. Each year, you, 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.

The enclosed booklet gives additional and more detailed information about the programs, our mission and goals, classroom procedures and details regarding scheduling. 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 also 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 can also be found on our website.

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. We look forward to hearing from you to schedule the classes for your students.

Sincerely,

Beth Babyak

Education Program Manager

BethB@blackburncenter.org

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 should 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.
 - Sexual harassment, harassment, and bullying programs are usually scheduled as the first session in the program sequence.
 - 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.

2017-2018

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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

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

SIXTH GRADE PERSONAL SAFETY

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 play a DVD
White/chalkboard

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 place the blame for the violence on the abuser.
- Students will recognize the cycle of abuse
- Students will learn about the options and resources available to persons victimized by domestic violence
- Students will learn the effects domestic violence has on each member of the family and why they may choose to stay.

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*
Family Violence Facts

HANDOUTS:

Hotline Cards

FACILITIES:

Individual classroom
Ability to play a DVD
Magnetic board

SIXTH GRADE SAFE SCHOOLS

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 certain strategies that help with creating 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 play a DVD
White/chalkboard

SIXTH/SEVENTH GRADE INTERNET SAFETY

This internet lesson encourages students to recognize motivations for posting comments and images online and to consider the role of privacy in the digital world.

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

OBJECTIVES:

- Students will consider how online behavior affects privacy for themselves and others
- Students will become aware of how they decide what to post online
- Students will identify risks to avoid online
- Students will formulate responses to potentially dangerous online situations
- Students will be reminded to be a responsible online citizen

OUTLINE:

1. Introduction of the topic of internet safety
2. Discussion of what guides decision to post something online
3. Video: *6 Degrees of Information*
4. Cyberbullying discussion
5. Decision-making practice through scenarios
6. Handout

MATERIALS:

Video: Prezi with slides and *6 Degrees of Information*
Question Cards and Scenarios.

HANDOUTS:

Digital Citizen Cards

FACILITIES:

Individual classroom with capacity for group activity breakout
Ability to play a DVD

SEVENTH GRADE RELATIONSHIPS

This program provides an introduction to safe 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 own 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 with capacity for group activity breakout
White/chalk board/Magnetic Board
Ability to play a DVD

SEVENTH GRADE BULLYING/HOW TO HANDLE YOUR ANGER

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 play a DVD

EIGHTH GRADE SEXUAL HARASSMENT

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 identify and discuss behaviors recognized as sexual harassment
- Students will see respect as recognizing the boundaries of others
- Students will recognize that sexual harassment happens to boys and girls
- Students will learn strategies that can help to stop sexual harassment

OUTLINE:

1. Introduction & video clips
2. Definition of sexual harassment
3. Discussion of dynamics of sexual harassment and examples of each
4. Scenarios
5. Discussion of strategies to stop sexual harassment
6. Handouts
7. Closure

MATERIALS:

Sexual Harassment video
Sexual Harassment Scenarios

HANDOUTS:

Sexual Harassment/Flirting

FACILITIES:

Individual classroom
White/chalkboard
Ability to play a DVD

EIGHTH GRADE HEALTHY RELATIONSHIPS

This lesson explores the dynamics of healthy relationships. Using an activity called “Daisy,” students will identify differences between caring and controlling behaviors.

TIME REQUIRED: 40 to 45 minutes or one class period

OBJECTIVES:

- Students will recognize and discuss the characteristics of healthy relationships
- Students will begin to problem solve, evaluate and think critically about their relationships
- Students will begin to recognize and respect their own rights and those of others;
- Students will identify resources and persons who could help them.

OUTLINE:

1. Introduction- using the Star Activity
2. Video: *If I Was Your Girlfriend*
3. Introduction of daisy activity & distribution of petals
4. Discussion of petals and situations as students place them on “LOVES ME” “LOVES ME NOT” flowers
5. Handouts and closure

MATERIALS:

Video: *If I Was Your Girlfriend*
Daisy Activity and Star of Life

HANDOUTS:

Being Controlled

FACILITIES:

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

EIGHTH GRADE UNHEALTHY RELATIONSHIPS

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 through video.
2. Discussion of warning signs and options
3. Closure

MATERIALS:

Video: *Crossing the Line*
Red Flags
Role Plays

FACILITIES:

Individual classroom
White/chalkboard
Ability to play a DVD

SEVENTH/EIGHTH GRADE INTERNET SAFETY: SAFE ONLINE TALK

This program debunks common myths and stereotypes about internet predators and educates students about common ways teens are approached and exploited on the internet.

TIME REQUIRED: 40–45 minutes, one class period

OBJECTIVES:

- Students will contrast myths and realities when it comes to internet “stranger danger”
- Students will identify situations in which chatting and flirting online may become risky for young teens
- Students will learn strategies for dealing with uncomfortable situations when communicating online

OUTLINE:

1. Discussion of myths and realities of online predators
2. Sheyna’s Situation activity with students answering questions in small groups
3. Recap of how to respond to an uncomfortable online situation

MATERIALS:

“Predator in the white van” image
Questions to Consider
Advice for Uncomfortable Situations.

HANDOUT:

Sheyna’s Situation

FACILITIES

Individual classroom
Ability to play a DVD
White/chalkboard/magnetic board

SENIOR HIGH SCHOOL SEXUAL HARASSMENT

Using a variety of activities, 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 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 that can help to stop 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
White/chalkboard

SENIOR HIGH SCHOOL SEXUAL ASSAULT

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 play a DVD

SENIOR HIGH SCHOOL DATING VIOLENCE

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 play a DVD

SENIOR HIGH SCHOOL HEALTHY RELATIONSHIPS

This is a one day program that uses the student's knowledge of what they already think 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 intimate relationships
- Students will become empowered to make positive, healthy decisions about their own intimate relationships

OUTLINE:

1. Introduction of the topic of healthy dating relationships.
2. Show music video and discuss fairytale expectations people have about relationships. Are these expectations realistic?
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
TV/VCR or DVD player
White/chalkboard

SENIOR HIGH SCHOOL CHILD ABUSE FOR CHILD CARE CLASSES

This is a one day program that 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 be able to:

- Identify the types of abuse that children can experience from their caretakers
- Understand reasons children may not tell an adult if they have been abused
- Recognize the need to report abuse in order to stop abuse
- Learn how to listen and talk to a child so you can help them
- 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*

Music Video: *The Eleventh Commandment*

Video: *Recognizing Child Abuse*

HANDOUT:

Facts and Myths of Child Abuse

If a Child Tells You...

FACILITIES

Individual classroom

Ability to play a DVD

White/chalkboard

MIDDLE/SENIOR HIGH SCHOOL MEDIA LITERACY 1

This is a one day program that 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 but age appropriate 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 realize the ways media normalizes violence and reinforces as well as constructs stereotypical ideas about gender and relationships
- Students will understand how much the media influences us and our society

OUTLINE:

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

MATERIALS:

Video: Clips from *Generation M* or news clips dealing with relevant topic
Magazine ads

FACILITIES:

Individual classroom
TV/VCR or DVD player
White/chalkboard

MIDDLE/SENIOR HIGH SCHOOL MEDIA LITERACY 2

This is a one day program that 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 normalizes violence and reinforces as well as constructs stereotypical ideas about gender and relationships
- Students will understand how much the media influences us and our society

OUTLINE:

1. Logo Activity
2. Video clips and small group discussion of media stereotypes and their harmful effects,

MATERIALS:

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

FACILITIES:

Individual classroom
TV/VCR or DVD player
White/chalkboard

MIDDLE 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:

- 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 properly 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

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
5. Close with humorous video clip

MATERIALS:

Group Discussion Questions
Questions to Consider
Video

FACILITIES:

Individual classroom
Whiteboard/Chalkboard

MIDDLE/SENIOR HIGH SCHOOL CONFLICT RESOLUTION

This is a program that helps students resolve conflicts in 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
- Learn that conflict can be an opportunity for growth and learning
- Recognize certain behaviors as “conflict starters” and learn ways to avoid them
- Identify certain behaviors as “conflict solvers” and learn ways to use them

OUTLINE:

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

MATERIALS:

Video: DVD of *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 play a DVD

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 learn:

- The characteristics of healthy and unhealthy relationships
- The importance of good communication skills and strong self-esteem
- That all persons have a right to respect and to set boundaries for themselves
- That relationships are mutual; requiring give and take

OUTLINE:

1. The students will begin by defining relational aggression
2. Next go over 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: DVD of relationship clips: *Relationships: When They Help and When They Hurt*
Role plays of relational aggression

HANDOUT:

What Counts the Most?

FACILITIES:

Individual classroom
Ability to play a DVD
White/Chalkboard

MIDDLE/SENIOR HIGH SCHOOL PERSONAL BOUNDARIES

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 learn:

- To define personal boundaries
- To consider where their personal boundaries lie
- To express their boundaries
- To respect the boundaries of others

OUTLINE:

1. The students will begin by defining 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:

DVD of boundaries clips
Boundary activity and visuals

FACILITIES:

Individual classroom
Ability to play a DVD
White board or chalkboard