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

LEVELS:
- 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
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
MIDDLE/SENIOR HIGH SCHOOL
CONFLICT RESOLUTION

This is a program that helps 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
• 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

HANDBOOK:
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