

School Counselor Lesson

Grade: 1st Grade	Lesson: Act Now!	Strand: Personal Safety, Healthy Relationships
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Materials Needed:

Act Now! E-Learning classroom model
Smart Board

Other Notes:

Taught by School Counselors during classroom Guidance
****2 lessons in order to complete****

Learning Objectives: #90, #93, #94, #122, #123, #125, #128

HR.2.CC.2 Describe the characteristics of a friend #90

HR.5.INF.1 Compare positive and negative ways friends and peers can influence relationships #93

PS.2.CC.2: Explain what bullying and teasing are #122

PS.2.CC.3: Explain why bullying and teasing are wrong #123

PS.2.IC.2: Demonstrate how to respond if someone is bullying or teasing them #125

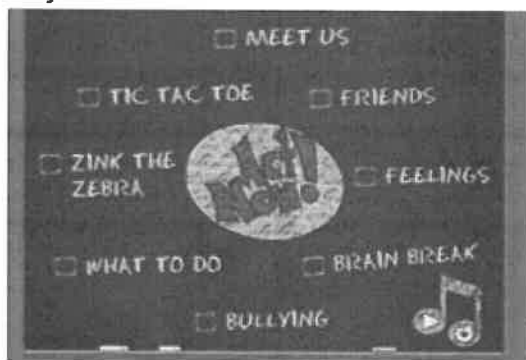
PS.2.AI.2: Identify parents and other trusted adults they can tell if they are being bullied or teased #128

Lesson Plan:

- Before the lesson, review lessons learned from Kindergarten Act Now!: healthy friendships, how to talk about feelings with friends, tattling vs. telling, and trusted adult relationships.
- Explain that they will be discussing bullying and appropriate responses to bullying (tattling versus telling).
- Present the Act Now E-Learning presentation through the Children’s Hospital of Wisconsin on the Smart Board.
- Select Act Now! courses (Meet Us, Friends, Feelings, Bullying, and What to Do) from the course outline menu on the Chalkboard.

1. Meet Us:

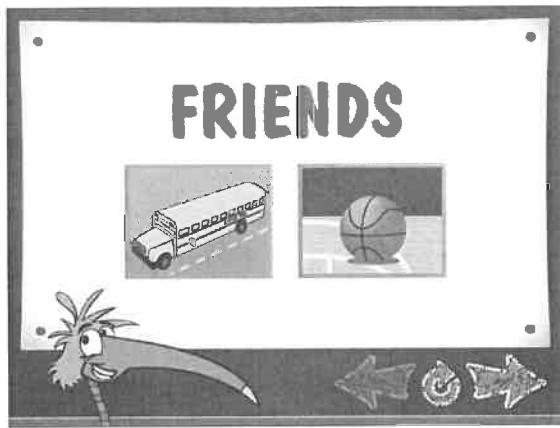
Start with “Meet Us” and the characters that the students can make a connection to the examples. Play the selected mini lessons and follow along with the discussion questions for each lesson:



2. Friends:

Give examples of what makes a good friend.

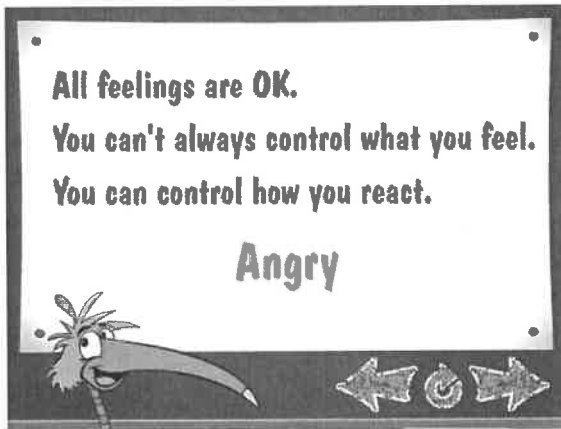
Demonstrate, in a role play situation, how to invite someone to join in on an activity



3. Feelings:

Describe how they might feel in various scenarios.

Describe one way to calm down when they are angry or becoming angry.



4. Bullying:

Identify bullying behaviors that might occur in the school or on school grounds when given various video scenarios. Describe how they might feel in various scenarios.

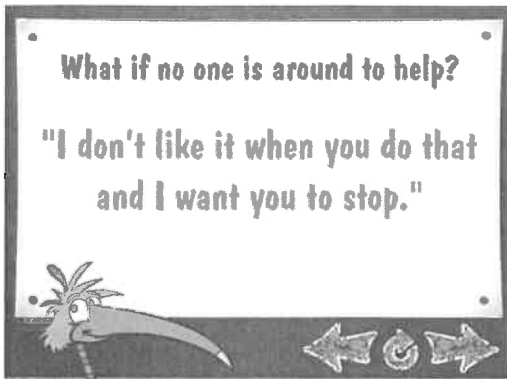


5. What to Do:

Give two examples of what to do in a bullying situation.

Use an assertive "I statement" to respond to a bullying situation, in a role playing situation.

Name at least two trusted adults that they can go to if they need help, and show how they would ask for help.

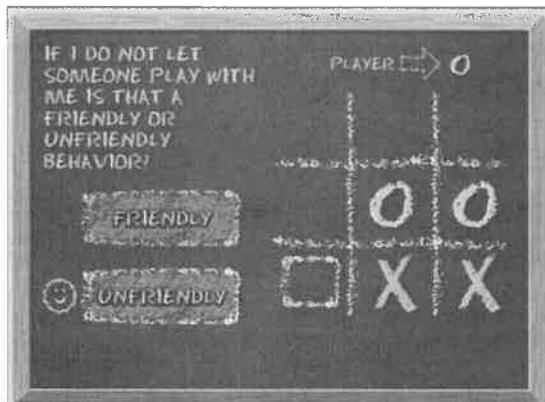


5. Zink the Zebra/Brain Break

Discuss with students that this story was based on a true story about a little girl who had cancer. She just wanted to be treated like other kids but often times felt left out because she was a little different. She helped write the story of Zink the Zebra. The brain break can be taken at any point in the 2 day sequence of lessons.

6. Closure/Reflection:

Play the Tic Tac Toe game to review the topics discussed during the lesson.



Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
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Grade: 1st Grade	Lesson: When Should I wash my hands?	Strand: STIs and HIV
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Materials Needed: Posters: When Should I Wash My Hands? Don't Forget to Wash Be a Germ-Buster	Other Notes:
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Learning Objectives: #68

SH.5.CC.1 Define bloodborne pathogens including HIV, Hepatitis A, B, and C and identify some age-appropriate methods of transmission as well as ways to prevent transmission.

Lesson Plan:

- Teacher introduces the lesson by explaining to students that germs are very tiny living things that cannot be seen without the aid of special tools like a microscope.
- Explain that there are all different kinds of germs. They don't look like any animal or plants we can see--not like a bird or a dog or a flower. Most germs don't hurt people at all, but some germs make people sick. When you have a cold, it is caused by a kind of germ.
- Tell students that there are many ways germs are spread.
- Ask them if they know of ways germs are passed (list them). Mention that some sicknesses or diseases can be transmitted through blood as well.
- Share with them that germs are passed when we cough or sneeze on or near someone, and/or when we share items like a cup or a straw we have been drinking from, and that we should practice health habits that prevent the spread of germs.
- Explain to students that one of the best ways to prevent the spread of germs is by hand washing.
- Sometimes we tell you to wash your hands, even when they look clean. That's because you might have germs on your hand that you can't see. Germs wash off with soap and water, and this helps you stay healthy. Use the posters Don't Forget to Wash and Be a Germ Buster: wash your hands to highlight and explain the steps for proper hand washing.
- Ask: When should we wash our hands? Students share responses. Use the poster When Should I Wash My Hands? to review and provide a visual for when hand washing should occur.
- Demonstrate and practice proper handwashing technique (in the context of their daily routine).
- Hang up posters throughout the classrooms as reminders of when and how to wash hands.

Closure/Reflection:

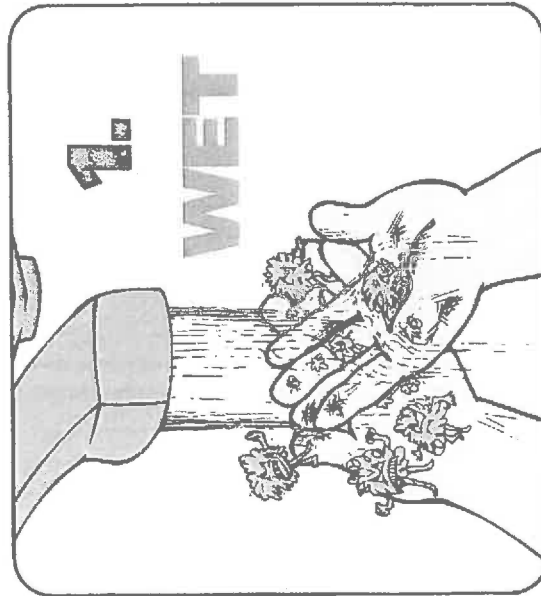
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Be A Germ-Buster



WASH YOUR HANDS



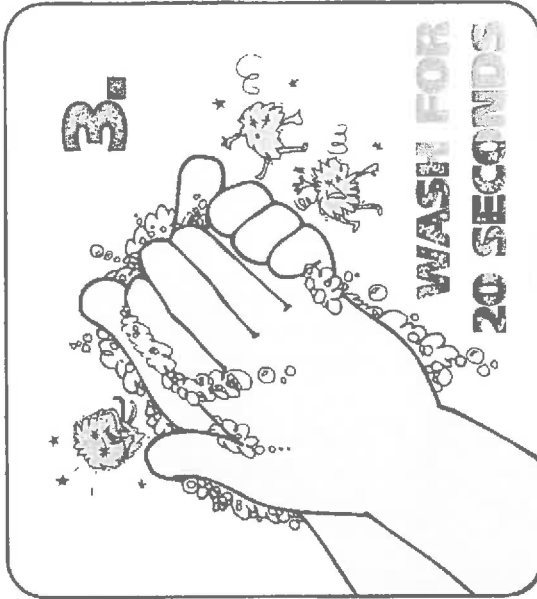
1

WET



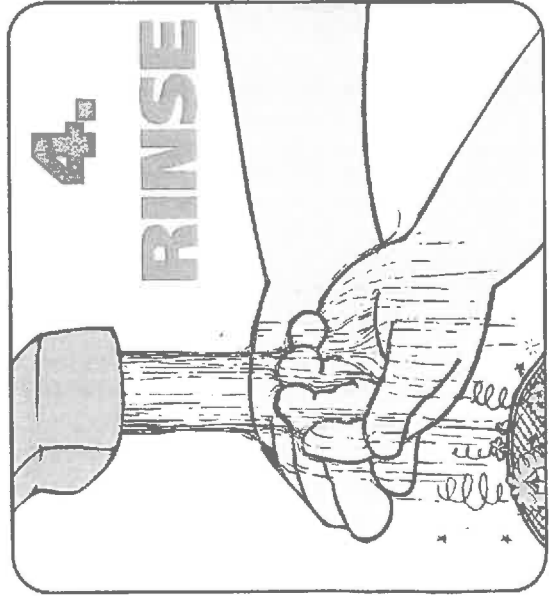
2

SOAP



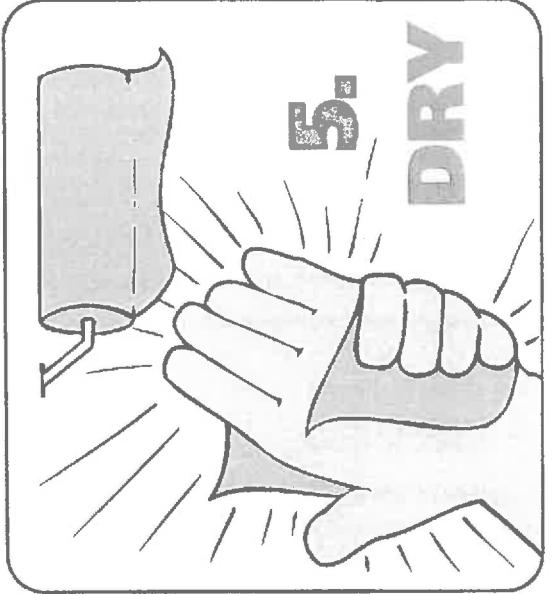
3

WASH FOR
20 SECONDS



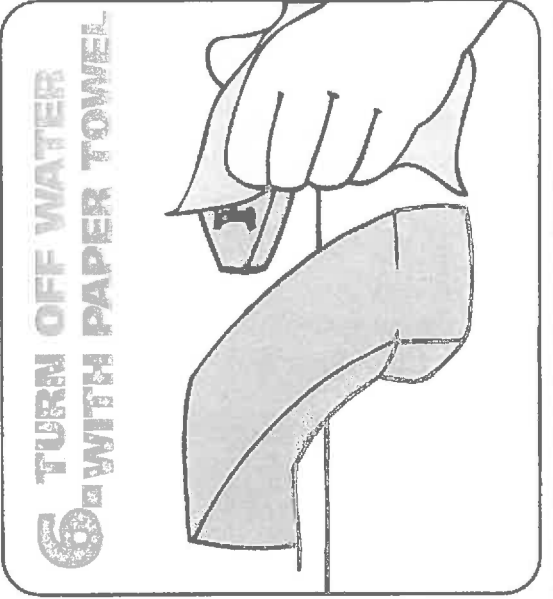
4

RINSE



5

DRY



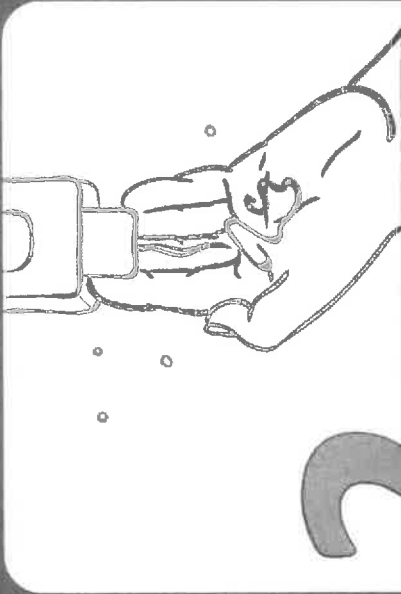
6
TURN OFF WATER
WITH PAPER TOWEL

DON'T FORGET TO WASH



WET YOUR HANDS

1



APPLY SOAP

2



WASH YOUR HANDS
for 20 seconds

3



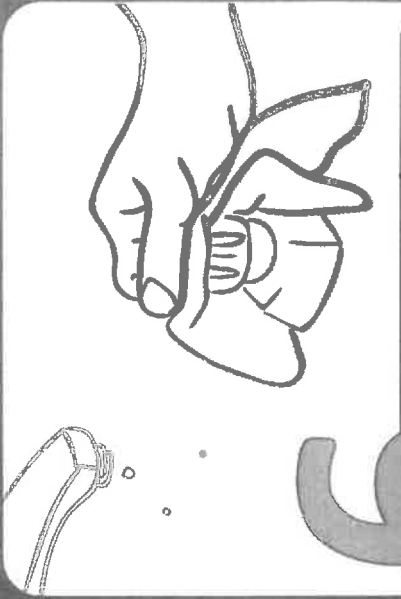
RINSE WELL

4



DRY YOUR HANDS

5



TURN OFF WATER
with paper towel

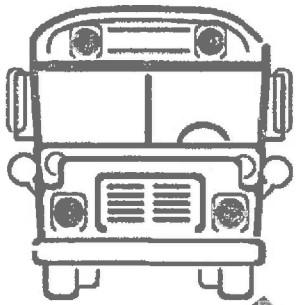
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m DEPARTMENT
OF HEALTH

855-203-5414, www.health.ny.gov

Don't forget to scrub between your fingers,
under your nails, and the top of your hands.

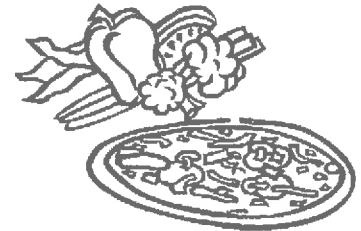
When Should I Wash My Hands?



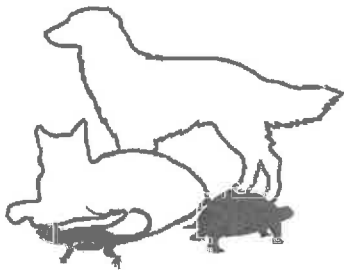
After arriving.



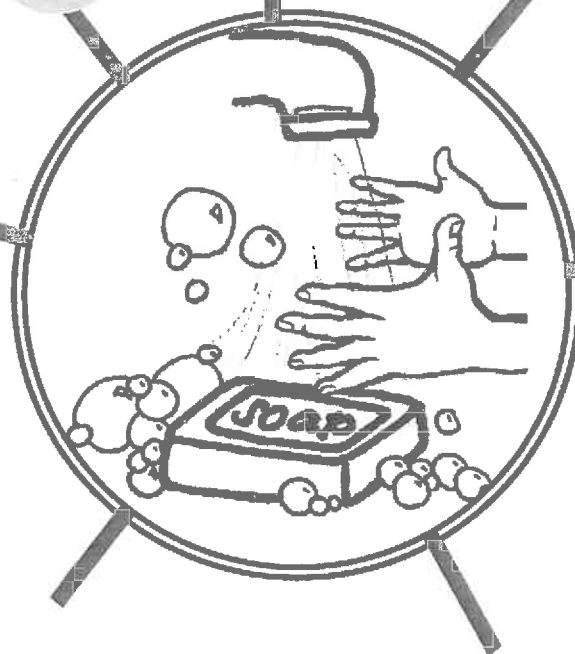
After coughing or blowing your nose.



Before making or eating food.



After playing with animals.



After using the toilet.



After playing outdoors.



Before and after changing contact lenses.



Food Safety Center
121 East 7th Place, St Paul, MN 55101
651-215-0870, TTY 651-215-8980
www.health.state.mn.us

Grade: First	Lesson: Words that hurt and words that heal	Strand: Personal Safety
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Learning Objective: #122

PS.2.CC.2 Explain what bullying and teasing are, #122

Materials Needed:

Chrysanthemum, Kevin Henkes

Chrysanthemum thinks her name is absolutely perfect—until her first day of school. "You're named after a flower!" teases Victoria. "Let's smell her," says Jo. Chrysanthemum wilts. What will it take to make her blossom again?

The Invisible Boy, Derek Munson

A simple act of kindness can transform an invisible boy into a friend...

Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class.

When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

The Sneeches and Other Stories, Dr. Seuss

https://www.youtube.com/watch?v=qPhOZzsi_6Q

BrainPOP Jr.

<https://jr.brainpop.com/health/besafe/bullying/>

Lesson Plan: use pdf "Words that hurt and words that heal" lesson plan

Other Notes:

Books can be found on YOUTUBE to be used as read alouds in the classroom.

Lesson Plan:

Teacher can choose from the following books to read aloud:

Chrysanthemum, Kevin Henkes

The Invisible Boy, Derek Munson

The Sneetches, Dr. Seuss

The following BrainPOP Jr. video can be viewed:

<https://jr.brainpop.com/health/besafe/bullying/>

Teacher presents "Words that Hurt and Words that Heal" lesson plan

Closure/Reflection: See Lesson Plan.

Work with your students to create a list of guidelines for making the classroom feel safe and affirming for everyone. Ask them to say what they think the goals should be in order to be a welcoming community where everyone feels safe and like they belong. Ask them to think of ways they can all participate in making these guidelines work and create strategies for intervening, requesting the assistance of an adult or joining with others to make someone feel better, safer and more welcome. Educators will monitor and encourage engagement and empathy.

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WORDS THAT HURT AND WORDS THAT HEAL

SUGGESTED GRADE LEVEL: K – 3

LENGTH OF TIME: One 45 – 60 minute session.

GOALS

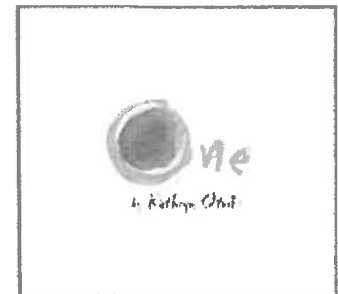
- For students to consider the importance of words and actions.
- For students to see themselves as allies standing up for each other in a caring community.

OBJECTIVES

- Students will apply literature to real life experiences.
- Students will share their understanding of the harmful nature of words or actions to make others feel “less than” or unwelcome.
- Students will strategize effective ways to welcome and stand up for someone who has been treated unkindly.

ACADEMIC STANDARDS

- CCSS: SL 1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.. Also SL K.2, 2.2, 3.2, 4.2
- CCSS: RL 2.3 Describe how characters in a story respond to major events and challenges. Also RL K.3, 1.3, 3.3, 4.3
- CCSS: RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events. Also RL K.7, 2.7, 3.7, 4.7



EDUCATORS' NOTES

This lesson illustrates how words or actions can hurt — or heal.

After reading the book, *One* by Kathryn Otoshi, the teacher leads

students in a discussion of words or actions that have hurt them or other students in your school. Then students discuss what they can do to help each other and stand up for each other.

If you don't have a copy of the book, the activity and discussion can be done as a stand alone lesson.

It is important to caution students not to use people's names or identify anyone when sharing. The intent is to ensure that students change hurtful practices without bringing attention to individual students who have bullied others or who have been targeted. Special thought and care will need to be taken if certain students are vulnerable due to differences or recent incidences in order to avoid unwanted attention or discomfort for that student.

Following up with such students after the activity, in a discreet manner, may be necessary as well.

As the lesson proceeds, try to ensure that the different kinds of name-calling you have heard in your school are mentioned. If you have heard students at your grade level using “gay” as a put-down, raise that as a discussion topic, as students may think it is taboo to mention. If you have heard students being teased or excluded for not meeting cultural norms of femininity or masculinity, raise those points. If you have heard teasing about economic differences, race, or ethnicity, ensure those are brought up.

MATERIALS A large piece of paper cut into the shape of a heart

BOOK *One* by Kathryn Otoshi. (If you don’t have a copy, see the modified lesson plan below.)

BEFORE THE LESSON

- Listen to and monitor ways that students or others in the school put each other down or exclude each other. Listen for put-downs related to gender, race, class, family structure or personal appearance. Notice who gets excluded and why.

INTRODUCING THE LESSON TO YOUR CLASS

- Gather students in a group and say, “Today, we are going to talk about and explore our classroom paying attention to how we treat each other—what makes us feel welcome, happy, and important and what makes us feel lonely, sad and unimportant.” Explain that students often have difficulty fitting in because they are in a situation where groups of students have already formed bonds of friendship or because they are different in some way. Point out that some people will automatically put up barriers to another student, deciding quickly that they dislike the student, without even trying to get to know him or her. State, “In our class and school we want everyone to be treated kindly, to belong and to do their very best.”

LESSON INCLUDING READING THE BOOK, *ONE* BY KATHRYN OTOSHI

Before you begin reading:

- Ask your students to pay attention to the colors that are in the book and what the colors mean. Also, ask them to think about the word count. Count refers to two different things in the story—something that matters and numbers.
- As you read, pause to ask the students questions and reflect on the book.
 - After Red says, “Red is hot. Blue is not,” you could ask how they think Blue feels?
 - After Red picked on all of the colors and got bigger and BIGGER, you could ask your students, if they were one of these colors how would they feel at this point?

Crumpling up a heart activity:

- After reading the book, ask your students if they have ever noticed in your school or classroom, people acting like “Red” or people feeling sad or unimportant because of things that were said that might have hurt their feelings.

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- Ask them to take a minute to think about these things.
 - Say that you have a heart that you are going to crumple up a bit each time someone says one of these things that hurt. The heart represents student's hearts and when something is said to us that feels unkind it makes our hearts hurt.
 - To start things off, ask again: have you heard anybody say unkind things or do mean things in our classroom or our school?
 - Interact with students as they bring things up. Ask them follow-up questions for clarification or to see how it felt to either hear the unkind words directed at them or to hear the unkind words directed at someone else. Appreciate them if they have said something that may have been difficult.
 - Are there any words that they have heard other students say that are hurtful?
 - Each time another student says something that they've seen or heard that is hurtful, crumple of a part of the heart.
 - After students have had a chance to say a number of things about what has been or could be hurtful and after you have had a chance to interact with students on these experiences, turn to what could make things better.
 - Ask the students, what are some things that they could do to help when they have heard or seen something mean. How would they make someone feel more welcomed again? How would they help stop the hurtful teasing or bullying?
 - Say that each time someone comes up with an idea you will smooth out the heart a little while they are talking.
 - If somebody was being mean to you and making you feel unimportant, what would you hope someone would do?

Optional: Mini role-play with the students:

- After students have had a chance to name ways that they could help a person who is being teased or bullied, have students think about the end of the book.
- Ask: who was it that stood up to red? What did One do to let Red know that picking on the other colors was not okay behavior? (Answer: He stood up straight and tall like an arrow. If students don't come up with that answer, prompt them or turn back to that page in the book to remind them.)
- What number do you think you would be in the book? (Someone will probably say the number one.)
- Ask who else would want to be number one? Raise your hand. Who would want to be number two? How about number three or four?
- If you raised your hand, stand up.
- Look at all the people standing up. If all of these people stood straight up like an arrow and said, "No." (Have kids say, "No.") Do you think it would help stop someone from getting teased or hurt?

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- How do you think it would feel to see people standing up for you if you were the one being teased or hurt?
 - What would you think if you saw someone else standing up for someone?

Going back to the book:

- After One stood up and said, “This is not okay” and the other colors did the same, did you notice how that word count was used? The book says, “Blue saw the colors change. He wanted to count.” What does Blue mean? Discuss how it feels good to count.
- At the very end of the book red blew a fuse and then got smaller and smaller and smaller. Did red disappear? Did you notice, what happened to red at the end? He turned another color, right. And then it says, “Then red laughed and joined the fun.” What do you think about that ending? Were the colors just standing up to red and saying, “Stop it. Go away. We don’t want to see you ever again” or were the other colors saying, “Hey, you stop. You don’t have to be mean. We know you can be nice”? Even though somebody is mean to us they can still be nice if we help them and they listen.

Going back to the heart:

- Ask: Why did I crumple up the heart? Why did I smooth it out? What do you notice about the heart? Does it look the same as when I started? How is it different?
- This is the same as when somebody is bullied. If someone is bullied and told they’re not important, and *even if* someone says, “I’m sorry, I didn’t mean to do that,” the person’s heart can never be the same.
- Discuss how this is true for anyone who is targeted —called names or bullied for being different. So that’s why it is important to not be mean to other people and to help to be a kind and welcoming person.

LESSON PLAN WITHOUT READING THE BOOK

- Ask students to think for a minute about ways they have heard kids tease others, or words that they have heard kids use to put someone down that made them feel lonely or unhappy. Our words and actions are important and have outcomes. Ask, “Have you ever felt that you hurt in your heart when you hear or witness sadness?” (Educator might give personal example.) Our words and actions matter. In this activity we’ll show that discomfort or sadness by crumpling a paper heart when we share a hurtful word or experience. Invite students to share the kinds of teasing, hurtful acts, or bad words that they have heard at your school. Each time a mean thing is said, scrunch up a piece of the heart to make it wrinkly.
- After everyone has had a chance to share, ask the students how they think they would feel after hearing these kinds of words. Would they want to come to school? Would they feel like doing their best work? Do hurtful words and actions help each other?

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- Ask the students some ways that they could help each other feel better. What could they do to help each other feel included and do their best? A variety of ways to reach out to a peer should be discussed. Examples might be inviting the child to play ball or draw together or sit together at lunch.
 - Say that each time someone comes up with an idea you will smooth out the heart a little while they are talking. Even when the paper heart is as flat as you can get it, the heart will not look the same as before it was crumpled.
 - Ask questions to lead students to the understanding that, although some of the damage has been repaired, when we hurt someone, they will never be exactly the same; when your heart or feelings are deeply hurt, the scars remain, just like the wrinkles remain. Chances are those scars will never go away. Discuss how this is true for any people who are targeted—called names or bullied for being different.
 - Ask the children to name reasons or differences for which children are excluded, teased or bullied.
 - Ask the children if they know anyone whose feelings have ever been hurt in this way and invite them to share about it. This invites children to speak about things that may have happened to them or their family members but does not put them on the spot or force them to identify themselves as a target.

Going back to the heart:

- Ask: Why did I crumple up the heart? Why did I smooth it out? What do you notice about the heart? Does it look the same as when I started? How is it different?
- This is the same as when somebody is bullied. If someone is bullied and told they're not important, and *even if* someone says, "I'm sorry, I didn't mean to do that," the person's heart can never be the same.
- Discuss how this is true for any people who are targeted —called names or bullied for being different. So that's why it is important to not be mean to other people and to be a kind and welcoming person.

EXTENSIONS

- Post the heart on a wall as a reminder of the power that words can have to hurt and heal. The heart will serve as constant reinforcement of a vivid lesson in kindness.
- Have students write a letter to their family about words and actions that heal activity and suggest thoughtful actions that they will use at school and at home.
- Encourage students to practice kind words and actions and record on the classroom heart.
- Include words like ally, bystander and upstander on a word wall.

ASSESSMENT AND EVALUATION

Work with your students to create a list of guidelines for making the classroom feel safe and affirming for everyone. Ask them to say what they think the goals should be in order to be a welcoming community where everyone feels safe and like they belong. Ask them to think of ways they can all participate in making these guidelines work and create strategies for intervening, requesting the assistance of an adult or joining with others to make someone feel better, safer and more welcome. Educators will monitor and encourage engagement and empathy.

Adapted by Rhonda Thomason, M.A. NBCT from a lesson by Gary Hopkins, Education World, and Kevin Gogin, San Francisco Unified School District.

Grade: 1	Lesson: Friendship Pie	Strand: Healthy Relationships
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Materials Needed: Book: <u>Enemy Pie</u> Chart Paper and Markers Copies of Friendship Pie Worksheet (attached)	Other Notes:
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Learning Objectives: #90

HR.2.CC.2 Students will be able to describe the characteristics of a friend, #90

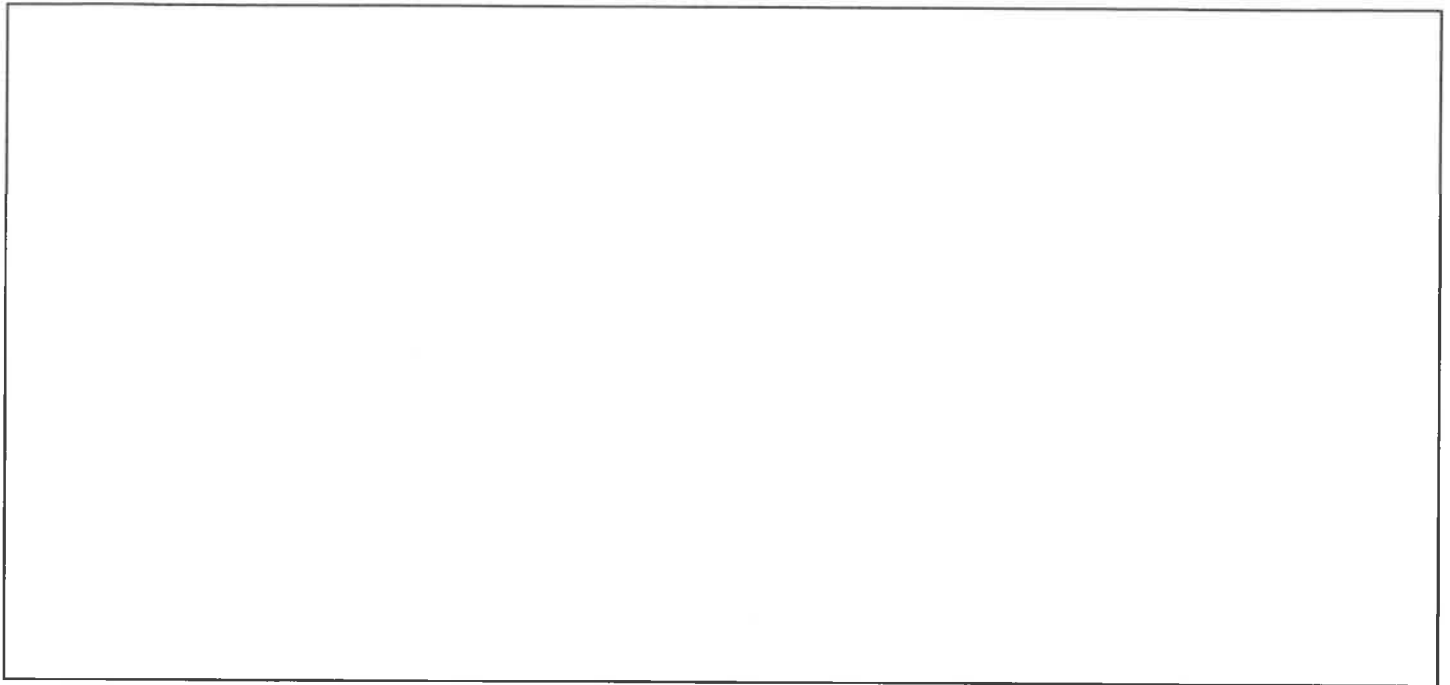
Lesson Plan:

1. Discuss the terms enemy and friend.
2. Create an anchor chart brainstorming characteristics of a friend, similar to the below picture.
3. Read the book Enemy Pie, by Derek Munson
4. Create a discussion about regarding how a friendship was made between the main character and Jeremy Ross. Did they really make an enemy pie? Did the pie turn into a friendship pie? What made this happen this happen?
5. Ask students: "If you could create a friendship pie, what ingredients would your pie contain?" Examples: pinch of sharing, dollop of caring, teaspoon of listening
6. Each student would make their own friendship pie which would mirror friendship characteristics. Click on link: [Friendship Pie Worksheet](#)



Closure/Reflection:

Upon completion, students share their pies with the class.



Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/ Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

FRIENDSHIP PIE RECIPE

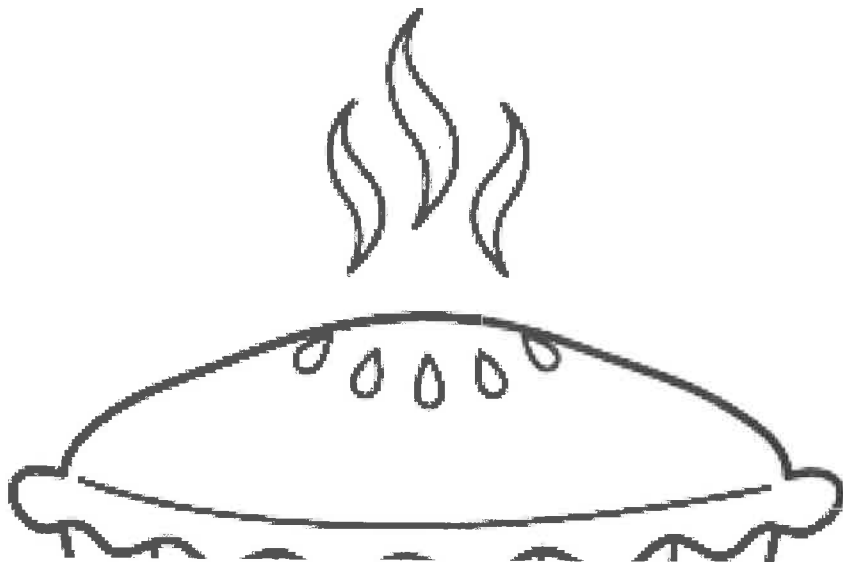
INGREDIENTS:

A dash of: _____

A cup of: _____

A teaspoon of: _____

A spoonful of: _____



Grade: 1	Lesson: Talk and Work it Out	Strand: Healthy Relationships
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Materials Needed: Book: <u>Talk and Work it Out</u>	Other Notes:
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Learning Objectives: #91, #92, #95, #96

HR.2.IC.2 Students will be able to identify healthy ways for friends to express feelings to each other #91
 HR.5.CC.1 Describe the characteristics of healthy relationships (e.g., family, friends, peers), #92
 HR.5.IC.1 Demonstrate positive ways to communicate differences of opinion while maintaining relationships, #95
 HR.5.SM.1 Demonstrate ways to treat others with dignity and respect, #96

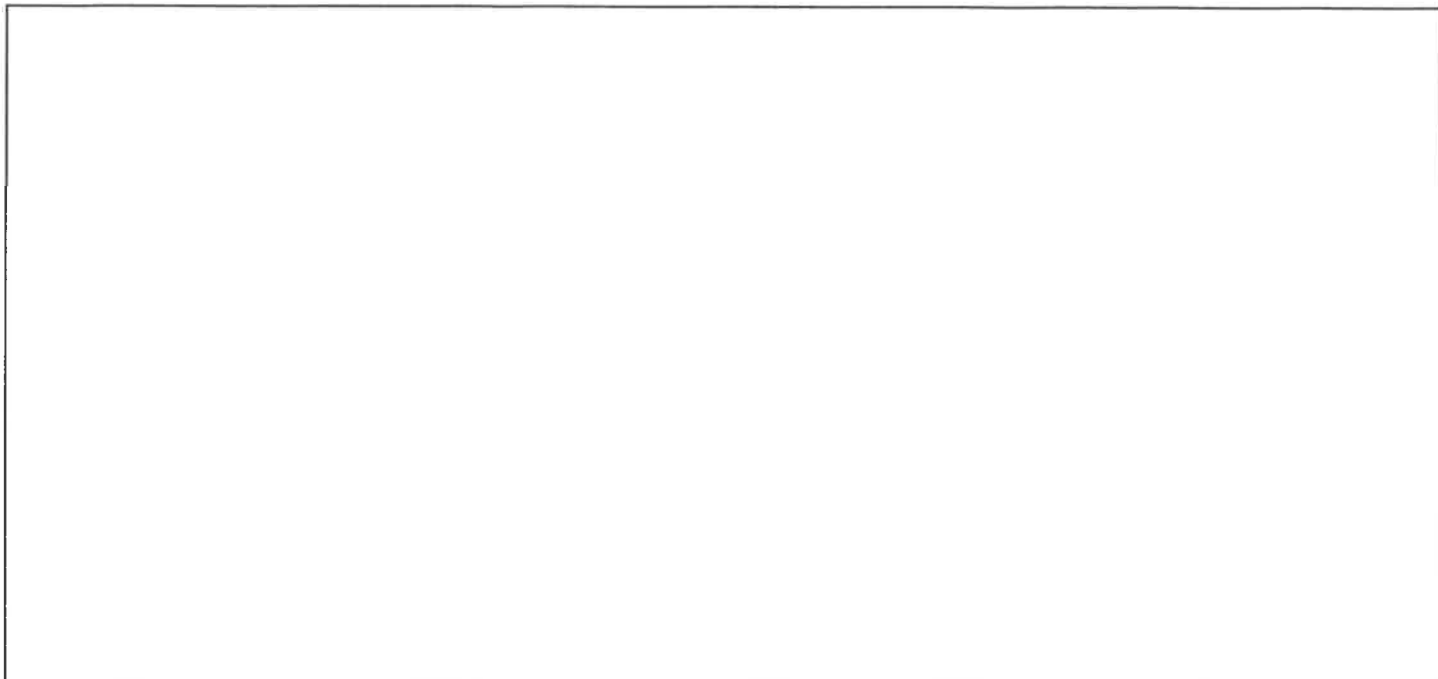
Lesson Plan:

*Utilize pages 32-35 to reinforce the ideas in Talk and Work it Out

1. Open a class discussion regarding ways to express feelings to one another. Ask students how they've handled conflicts and disagreements with friends.
2. Read the book Talk and Work it Out and hold a discussion on each page. Use pages 32 and 33 for direct questions to ask on each page.
3. Create a "Talk it Out" anchor chart that looks similar to the chart on page 9.
 - a. Talk about the problem
 - b. Listen to understand
 - c. Think of ways to solve it
 - d. Choose the best plan

Closure/Reflection:

Choose a problem solving game from pages 33, 34, and 35 to apply ideas presented in the book.



Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

School Counselor Lesson

Grade: First Grade	Lesson: The Right Touch	Strand: Personal Safety
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Materials Needed:

- Max and Molly dolls
- The Right Touch by Sandy Kleven

Other Notes:

Taught by School Counselors or REACH Counseling during classroom guidance

Learning Objectives:

PS.2.IC.1 Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable

PS.2.SM.1 Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable

PS.2.AI.1 Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched

Lesson Plan:

1. Introduction
 1. Here to talk about some very important safety rules.
2. Review Touches learned in Kindergarten
 1. What are some good/safe touches? High fives, handshakes, hugs, etc.
 - How do these touches make us feel? Special, good, happy
 2. What are some bad/unsafe touches? Kicking, hitting, punching, etc.
 - How do these touches make us feel? Sad, mad, hurt
 3. Third kind of touch is not good/not bad, but rather is a confusing touch.
 - A confusing touch is when someone tries to look at or touch the private parts of your body, without a good reason.
 - I brought some friends to help me talk about private parts: Take out Max and Molly and introduce them to the children
 - Ask the children: What are Max and Molly wearing?
 - Verify that, Yes they are wearing bathing suits/swim suits and explain that we wear bathing suits to cover our private parts.
 - The private parts on a girl, like Molly, are on the top in the front, on the bottom in the front, and on the bottom in the back
 4. Ask: Is there ever a good reason for a grownup to see your private parts? Verify that there are some good reasons, then ask:
 5. When does a grownup have a good reason to look at or touch our private parts? Going to the doctor, baths or showers, drying off after bath/shower, when you have an accident, changing clothes, potty training, changing diapers, if your private parts hurt, rash, sore, infection
 6. Explain that: A *confusing* touch is when someone tries to touch your private parts and they don't have one of those good reasons.

- Ask: How do you think you would feel if someone touched your private parts without a good reason?
- Ask: Do you think it is ever a child's fault if a grown up touches his/her private part without a good reason?
 1. It is NEVER the child's fault (Reiterate this fact many times)
- Ask: Is it ok for a grownup or another child to ask YOU to look at their private parts?

3. Three Safety Rules

1. SAY NO/STOP
 - Stand up and practice saying no
2. Get away/walk away/run away
3. Tell an adult you trust (most important part)
 1. What adults or grownups do you trust that you can tell?
 2. What if the person does not believe you?
 - a. Tell another adult

4. Story: *The Right Touch* by Sandy Kleven

1. Recap
 1. Review book, especially discuss that what happened to the little girl was not her fault, and what if someone says it's a game, and about keeping confusing touches a secret.
 - Ask: What would you do if someone tried to touch your private parts, without a good reason and they told you to keep it a secret?
 - Ask: Would you have to keep it a secret?

Closure/Reflection:

1. Review good touches, bad touches, confusing touches
2. Every child is the boss of their own body, and if someone does not have a good reason to touch or look at your body they should not be touching or looking at your private parts
3. 3 Safety Rules

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activites:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

Grade: First	Lesson: Student likes and dislikes	Strand: Identity
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Learning Objectives: #20, #21, #23, #24, #25, #26

ID.2.CC.1 Describe differences and similarities in how boys and girls may be expected to act (gender roles). #20
 ID.2.INF.1 Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act (gender roles), #21
 ID.5.CC.2 Define gender identity as a person's deeply held sense or psychological knowledge of their own gender. #23
 D.5.AI.1 Identify parents or other trusted adults to whom they can ask questions about gender identity and sexual orientation. #24
 ID.5.SM.1 Demonstrate ways to treat others with dignity and respect, #25
 ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people, #26

<p>Materials Needed:</p> <p><i>"Annie's Plaid Shirt"</i>. by Stacy B. Davids Lesson plan: Welcoming Schools Lesson Plan</p> <p><i>"Morris Micklewhite and the Tangerine Dress"</i>. By Christine Baldacchino</p> <p><i>"Red: A Crayon's Story"</i>. Michael Hall.</p>	<p>Other Notes: Learning objective #20 Strand 3: Identity</p> <p>Books can be found on YOUTUBE to be used as read alouds in the classroom.</p>
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<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
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USING CHILDREN'S BOOKS TO LOOK AT GENDER STEREOTYPING

SUGGESTED GRADE LEVEL: 1 – 3

LENGTH OF TIME: 35 minutes

GOALS

- To use literature to help students to examine and understand gender roles and recognize gender stereotyping.
- To expand students' perceptions of activities/roles for boys and girls.
- For students to see that both girls and boys like and can do many things.
- For students to understand ally behavior

OBJECTIVES

- Students will read and discuss a story to examine gender stereotyping.

ACADEMIC STANDARDS

- CCSS RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Also RL 1.1, 3.1.
- CCSS SL 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Also SL 2.1.
- Social Studies Strand 4: Individual Development and Identity – Exploration, identification, and analysis of how individuals and groups are alike and how they are unique.

EDUCATORS' NOTES

Children receive formal and informal messages about gender from a multitude of sources — their families, their peers, their communities and the media. Many of the messages empower them, and many of the messages limit them

This activity provides a fun, age-appropriate way to talk about the serious issues of gender stereotypes, gender-based discrimination and the limitations that traditional gender roles and expectations place on individuals and to provide messages that will empower them to see the range of human behaviors as possible and positive ways to be, regardless of their genders.

Television, movies and toys are examples of places in our culture that divide the world into male and female appropriate behaviors. At school, it is important for educators to create gender-expansive environments where children can be whole by expressing every part of their personality

It is often important to review classroom rules about kindness and respect when starting these discussions because talking about gender can become very personal.

MATERIALS Chart paper, markers.

SUGGESTED BOOKS

Choose one of the following books: *The Sissy Duckling* by Harvey Fierstein, *Annie's Plaid Shirt* by Stacy Davis, *Henry Holton Takes the Ice* by Sandra Bradley or *The Story of Ferdinand* by Munroe Leaf.

ACTIVITY

- Read one of the suggested books.
- Discussion:
 - What things do the main characters do that surprise others?
 - How do the main characters feel when others make fun of them?
 - What makes them feel better?
 - How could you help them be an ally if you were there?
- Do you know anybody who works at a job, participates in activities and games or wears clothing that is surprising? Does the job a person has, or what they wear mean the person is a man or woman? Does what someone plays or what they wear mean they are a boy or a girl?
- Post a chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?"
- Ask children to call out a list of the things that are needed in order to do each of these activities. Responses may be things like "hands to throw" under the "Play Baseball" list or "hands to stir" under the "Bake a Cake" list. Other responses may be "eyes to see," "others to play/work with," "directions or rules," etc.
- Once the children are satisfied that they have included all of their ideas, read each item, asking, "Who has..." (fill in all of the characteristics from the list.) It is likely every child will raise their hands every time. Respond with reassurance that this is true and empowering. Point out how exciting it is that *all* of them can do all of these things.
- Ask the children to consider why it is that people make decisions about what children can and can't do. Discuss that children and grown-ups have choices and may like to do all kinds of things. Ask what might make people not choose an activity that they might really like to do.
- Have the students think of ways to respond to assumptions or limits that are created by others. Encourage them to use the things they listed in forming their responses. Ask how they could support others in trying new things and participating in non-traditional activities.

EXTENSION

- Have children break into small groups and act out parts of the story where someone could behave in a way that would make a main character feel better sooner than they do in the story. This gives students a chance to demonstrate ally behavior

ASSESSMENT AND EVALUATION

- Ongoing teacher observation and class discussions on whether or not gender-based teasing is recognized more often, becomes less frequent or is eliminated.
- Ongoing teacher observation on whether or not students feel comfortable making choices outside gender expectations.
- On going teacher observation of kindness, respect and ally behavior when children participate all kinds of traditional and non traditional work and play

Developed by Emmy Howe, Open View Farm Educational Center, Conway, MA www.openviewfarm.org, with Aimee Gelnaw, M.S

Grade: 1st	Lesson: Life Cycles	Strand: Pregnancy and Reproduction
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Learning Objective: #38
 PR.2.CC.1 Explain that all living things reproduce, #38

Materials Needed: Youtube videos and books	Other Notes:
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Lesson Plan:
 Start with animal reproduction to lay the groundwork for the unit.

- *Bill Nye the Science Guy~Life Cycles (approx. 20 minutes)
<https://www.youtube.com/watch?v=ZO2qZF1WB3Y>
- *Animal Life Cycle
www.youtube.com/watch?v=RQn3_LCbl-Y
- *Learn Animal Life Cycle with Toy Collection
www.youtube.com/watch?v=0bqMTyzTKCU
- *The Very Hungry Caterpillar by Eric Carle
- *The Tiny Seed by Eric Carle
- *The Tadpole's Promise by Jeanne Willis
- *From Caterpillar to Butterfly by Deborah Heiligman

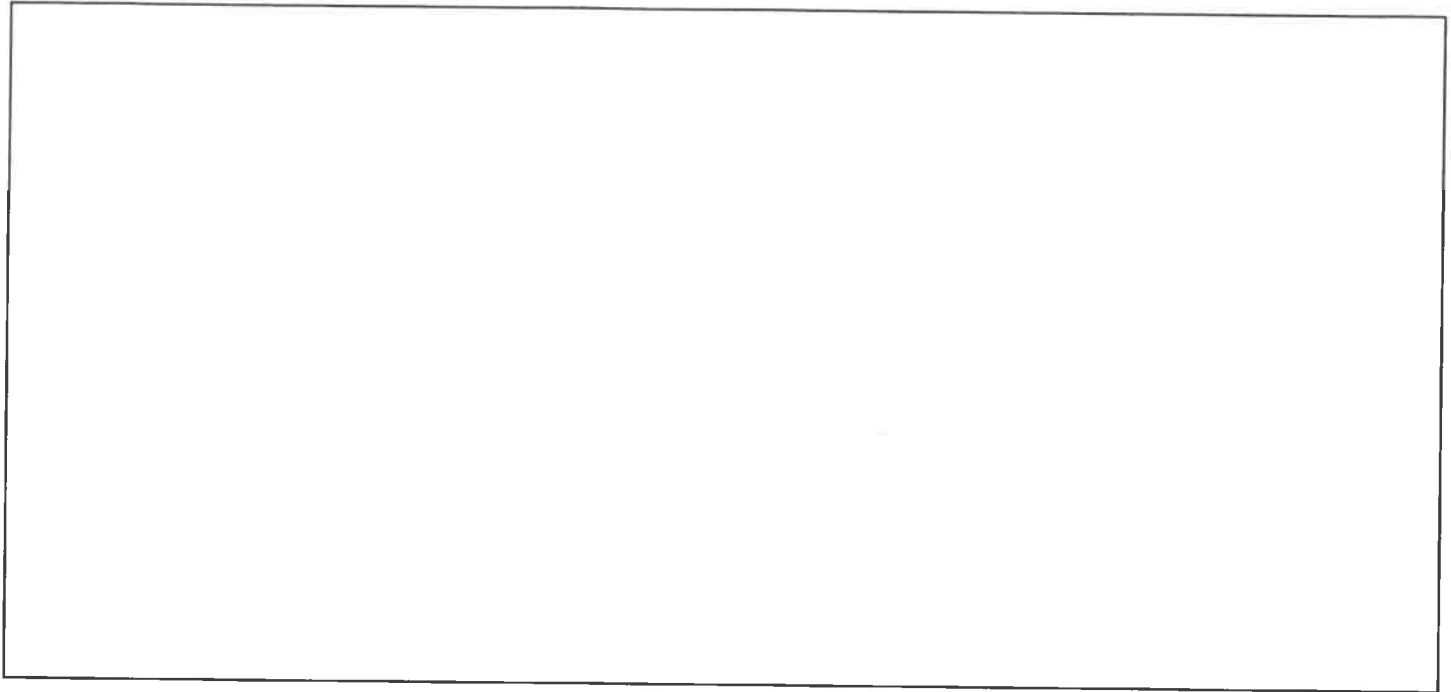
After students have a good understanding of the Life Cycle of animal, move into the Life Cycle of Humans.

- *Human Life Cycles
www.youtube.com/watch?v=SdprpVCIhu0

Books:

- *Who has What? Robie H. Harris
- *What's in There? Robie H. Harris
- *What Makes A Baby? Cory Silverberg
- *Tadpole's Promise Jeanne Willis

Closure/Reflection:



Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activites:
<ul style="list-style-type: none"><input type="checkbox"/> Check and correct homework<input type="checkbox"/> Quiz<input type="checkbox"/> Test<input type="checkbox"/> Presentation<input type="checkbox"/> Project<input type="checkbox"/> Writing Assignment<input type="checkbox"/> Individual<input type="checkbox"/> Conference<input type="checkbox"/> Other:	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Walk around<input type="checkbox"/> Signaling<input type="checkbox"/> Class work<input type="checkbox"/> Oral questioning<input type="checkbox"/> Discussion<input type="checkbox"/> Conferencing<input type="checkbox"/> Other:	<ul style="list-style-type: none"><input type="checkbox"/> Text<input type="checkbox"/> Video<input type="checkbox"/> PowerPoint<input type="checkbox"/> Internet<input type="checkbox"/> Reference Materials<input type="checkbox"/> Chromebooks<input type="checkbox"/> iPads<input type="checkbox"/> Computer Lab<input type="checkbox"/> Other:	<ul style="list-style-type: none"><input type="checkbox"/> Cooperative learning<input type="checkbox"/> Varied grouping<input type="checkbox"/> Adjusting questions<input type="checkbox"/> Choice provided<input type="checkbox"/> Movement<input type="checkbox"/> Contract<input type="checkbox"/> Peer editing/helping<input type="checkbox"/> Stations<input type="checkbox"/> Think/Pair/Share<input type="checkbox"/> Other:

Grade: 1	Lesson: Body Parts	Strand: Anatomy and Physiology
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Learning Objectives: #1, #121, #10

AP.2.CC.1 Use proper names for body parts, including male and female anatomy #1
 PS.2.CC.1 Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. #121
 PD.5.INF.1 Describe how peers, media, family, society and culture influence ideas about body image #10

<p>Materials Needed:</p> <p>*Book: Me and My Amazing Body by Joan Sweeney *Book: Amazing you! Getting Smart About Your Private Parts by Dr. Gail Saltz (Please note the omitted page numbers not to be read for first grade) *Pages <u>not</u> to be read: page 17 - 24 *Blank body template one per student *Post-its if doing Activity option 2</p> <p>Parent Letter: https://docs.google.com/document/d/17j3BWjzbcj3MZpp9jQKSiN3IRoE-2pDnZ-WucfIzkLk/edit</p> <p>Body Outline: https://docs.google.com/document/d/1f51_rnTo4y2LdSWA31K849dpUENCG7gDa5dVJwRm66c/edit</p>	<p>Other Notes:</p> <p>Parent note should be sent home prior to teaching this lesson.</p> <p>*Depending on the needs of your students and to differentiate instruction you may choose to do one, all or a combination of the follow up activities.</p>
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<p>Assessment of Learning (Formal):</p> <p><input type="checkbox"/> Check and correct homework</p> <p><input type="checkbox"/> Quiz</p> <p><input type="checkbox"/> Test</p> <p><input type="checkbox"/> Presentation</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Writing Assignment</p> <p><input type="checkbox"/> Individual</p> <p><input type="checkbox"/> Conference</p> <p><input type="checkbox"/> Other:</p>	<p>Assessment of Learning (Informal):</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Walk around</p> <p><input type="checkbox"/> Signaling</p> <p><input type="checkbox"/> Class work</p> <p><input checked="" type="checkbox"/> Oral questioning</p> <p><input checked="" type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Conferencing</p> <p><input type="checkbox"/> Other:</p>	<p>Resources (Text and Technology):</p> <p><input type="checkbox"/> Text</p> <p><input type="checkbox"/> Video</p> <p><input type="checkbox"/> PowerPoint</p> <p><input type="checkbox"/> Internet</p> <p><input type="checkbox"/> Reference Materials</p> <p><input type="checkbox"/> Chromebooks</p> <p><input type="checkbox"/> iPads</p> <p><input type="checkbox"/> Computer Lab</p> <p><input type="checkbox"/> Other:</p>	<p>Differentiation Strategies/Activities:</p> <p><input type="checkbox"/> Cooperative learning</p> <p><input checked="" type="checkbox"/> Varied grouping</p> <p><input type="checkbox"/> Adjusting questions</p> <p><input checked="" type="checkbox"/> Choice provided</p> <p><input type="checkbox"/> Movement</p> <p><input type="checkbox"/> Contract</p> <p><input type="checkbox"/> Peer editing/helping</p> <p><input type="checkbox"/> Stations</p> <p><input type="checkbox"/> Think/Pair/Share</p> <p><input type="checkbox"/> Other:</p>
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