

Grade: 3rd Grade	Lesson Name: Influence of Technology and Social Media and Safety Online	Topic: Personal Safety and Healthy Relationships
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Materials Needed: Book: "Once Upon a Time Online" Chart paper, Copies of Comparison Chart, Paper for persuasive letter	Other Notes: These objectives are also taught by the LMS teachers. These lessons are to supplement the LMS instruction.
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<p>Learning Objectives: # 101, 103, 105, 106, 108</p> <ul style="list-style-type: none"> ● HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media ● HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships ● HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships ● HR.8.GS.1 Develop a plan to stay safe when using technology and social media ● HR.8.SM.2/HR.12.SM.2 Describe strategies to use technology and social media safely, legally and respectfully

<p>Lesson Plan:</p> <p>Day 1</p> <ul style="list-style-type: none"> ● Introduce today's topic of social media use and technology and how it affects life both on- and off-line. <ul style="list-style-type: none"> ○ For example – How many of you use social media? What do you generally use it for? What other types of technology do you use? ● Have students identify advantages and disadvantages of using social media and other technology. Write them on an anchor chart <ul style="list-style-type: none"> ○ What are some of the pros and cons of using social media? ○ How much time do you spend on the computer/tablet/phone each day? <ul style="list-style-type: none"> ■ What could you be doing instead? What might you be missing out on? ○ How does "screen time" affect you? ○ What do you like about social media? What don't you like? ○ How do you feel about what happens on social media? ○ How do things on social media impact your life offline? <ul style="list-style-type: none"> ■ NOTE To Teacher: Teens report that social media has both positive and negative impacts on their lives. Positive examples include teens feeling better about themselves, increased sympathy for others, and increased self-confidence; however, negative outcomes include problems with parents, anxiety from posted content (i.e. pictures/videos), friendships ending, and face-to face arguments. ● Read "Once Upon a Time Online" <ul style="list-style-type: none"> ○ Discuss what some of the advantages and disadvantages of technology in general were in the story ○ Add to chart
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- Have students make their own comparison chart of advantages and disadvantages of using technology in their daily lives.

Day 2

- Discuss what social media is and list different types of social media. Review pros and cons from Day 1
- Discuss the idea that everything you put online is there for good, and is open to anyone on the internet
 - How can this affect your friendships and other relationships?
- Discuss with students law and restrictions regarding technology and social media
 - What are students rules or restrictions are at home about social media and technology?
 - time limits, app limits, restricted sites or apps, etc.
 - What are rules and restrictions at school about social media and technology?
 - What are other rules and restrictions?
 - Discuss different laws as well as "Term & Conditions"
 - Why are these rules and restrictions in place?
 - What can or should you do if you feel you should have different rules and restrictions?
 - Discuss
 - Have students write a persuasive letter to their parents to persuade/request different rules or restrictions at home.

Closure/Reflection: Day 1- Comparison chart Day 2- Persuasive Letter

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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

Grade: 3rd Grade	Lesson Name: Germs and Bloodborne Pathogens	Strand: Sexually Transmitted Infection and HIV
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Materials Needed: AIDS Brainpop video and Quiz, "Germs! Germs! Germs!" by Bobbi Katz	Other Notes: Teacher needs to take quiz on own to be prepared for giving it as a class.
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<p>Learning Objectives: #68</p> <p>Puberty and Adolescent Development 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.</p>
<p>Lesson Plan:</p> <p>Day One - Germs (Approx 15 mins)</p> <ol style="list-style-type: none"> 1. Read the book "Germs! Germs! Germs!" 2. Discuss what germs are, how they're spread, and the differences between viral and bacterial infections. <p>Day Two - Bloodborne Pathogens - HIV, AIDS, Hepatitis</p> <ol style="list-style-type: none"> 1. Begin by discussing what bloodborne pathogens are/mean. Examples of bloodborne pathogens are HIV, and Hepatitis A, B, and C. <ol style="list-style-type: none"> a. Bloodborne Pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). b. Hepatitis is an inflammation of the liver. It may be caused by drugs, alcohol use, or certain medical conditions. But in most cases, it's caused by a virus. This is known as viral hepatitis, and the most common forms are hepatitis A, B, and C. 2. Discuss how all bloodborne pathogens are passed from one person to another <ol style="list-style-type: none"> a. bodily fluids b. (mainly blood) c. unclean needles (illegal drug related)

Closure/Reflection: Review: What is a germ? What is HIV? What are bloodborne pathogens? How are they passed from one person to another?

These questions can be asked as a formal quiz, informal discussion, or in a Kahoot or other technology.

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Grade: 3rd Grade	Lesson Name: Stand Up Against Bullies	Strands: Identity, Healthy Relationships and Personal Safety
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Materials Needed:

Dare! by Erin Frankel
The Brightest Star Shines From Within activity sheet

Other Notes:

Second of three Teasing/Bullying lessons
 Taught by School Counselors during Guidance

Learning Objectives: #26,94,132,134,135,136,137

- ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people
- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships
- PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, abused, or bullied
- PS.5.IC.1: Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs
- PS.5.IC.2: Demonstrate refusal skills (clear "no" statement, walk away, repeat refusal)
- PS.5.SM.1: Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied
- PS.5.ADV.1: Persuade others to take action when someone else is being teased, harassed, or bullied

Lesson Plan:

- Read Dare! by Erin Frankel <https://www.youtube.com/watch?v=awhrQHOjxac>
- During/After reading discuss:
 - Why doesn't Jayla speak up when Sam bullies Lusia? Why do you think she feels bad?
 - Have you ever stood by while someone was being teased or bullied? What stopped you from speaking up or telling someone?
 - What are some ways the characters in the book took action against bullying? (*Jayla returned Lusia's boots, played with the victim, told the teachers, said things like "Stop picking on her!" and "We don't do that at our school."*)
 - Who were some adults in the story that the characters went to? (*teachers, parents, etc.*) Who are trusted adults that you could talk to if you or a classmate were being teased or bullied?
- Review the three ways students can respond to teasing/bullying behavior
 - Address the bully
 - Support the victim
 - Tell a trusted adult
- Complete the Brightest Star Shines From Within activity
 - Students fill each star with a statement they can make or an action they can take when you see or hear someone being bullied or teased.

Closure/Reflection: Have students share responses of how they would address teasing/bullying behavior from their activity sheet. If time allows, have students make predictions about what they might learn about the character Sam in the next and final book in the Weird Series, Tough!

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Name _____ Date _____

★ *The Brightest STAR Shines From Within* ★

Fill each star with a statement you can make or an action you can take when you see or hear someone being bullied.

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Grade: 3rd Grade	Lesson Name: Dignity and Respect	Strand: Identity, Healthy Relationships and Personal Safety
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Materials Needed:

Weird! by Erin Frankel
Positive Self-Talk Activity Sheet

Other Notes:

First of three Teasing/Bullying lessons
Taught by School Counselors during Guidance

Learning Objectives: #25,96,129 and 132

- ID.5.SM.1: Demonstrate ways to treat others with dignity and respect
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect
- PS.5.CC.1: Define teasing, harassment and bullying and explain why they are wrong
- PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, abused, or bullied

Lesson Plan:

- Read Weird! by Erin Frankel
 - Before reading: Explain to students that we will continue practicing our perspective taking skills by reading a story from three different characters' perspectives. Show students the cover of Weird!, Dare!, and Tough! Have students make predictions about what will happen in the story.
 - Define bullying as:
 - Hurting someone's body or feelings on purpose
 - Happens over and over again
 - The person doing the hurting has more power (older, bigger, more popular, afraid of them, more than one person, etc.)
 - As we read, listen for bullying behaviors and think of ways that characters in the book could treat one another with dignity and respect.
- After reading, ask for students reactions and what they noticed. Then discuss the following questions:
 - Why was Sam bullying Luisa? (*because she is different, she likes polka dots, she speaks Spanish, she is unique, etc.*)
 - How can we treat others with dignity and respect (*tie in to school-wide PBIS system, respect and show interest in people's differences, keep an open mind, etc.*)
 - How could Luisa treat herself with dignity and respect? (*self-esteem, positive self-talk, seek help for a trusted adult*)
- Lead students through an activity on self-talk as a strategy to promote dignity and respect for self.
 - See activity sheet attached
 - In the gray circles, have students write examples of negative self-talk either from Weird!, or that they have said. Have students put an X through these negative self-talk statements
 - In the white circles, have students change the negative self-talk statements into positive self-talk statements.
 - Students can decorate the positive self-talk statements using markers or crayons.

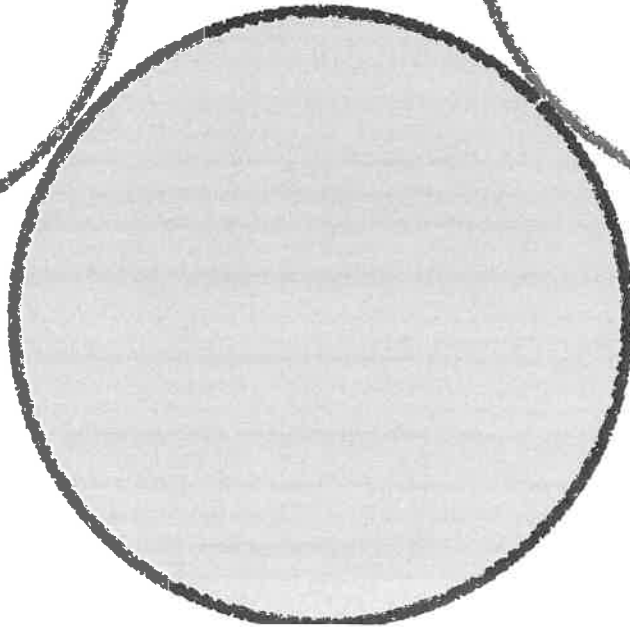
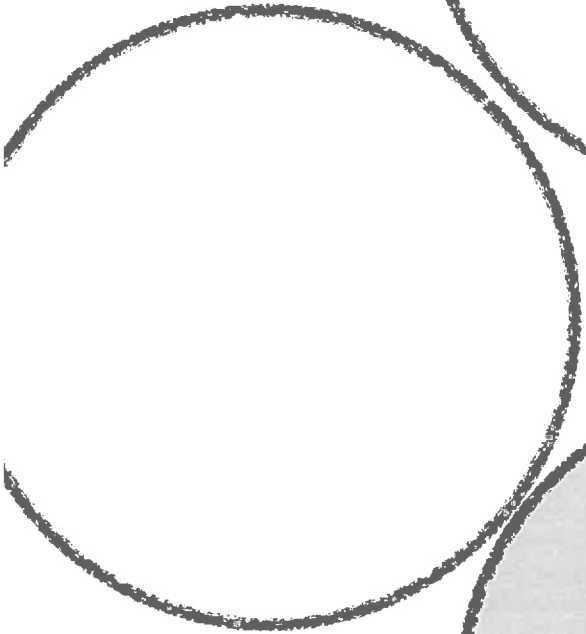
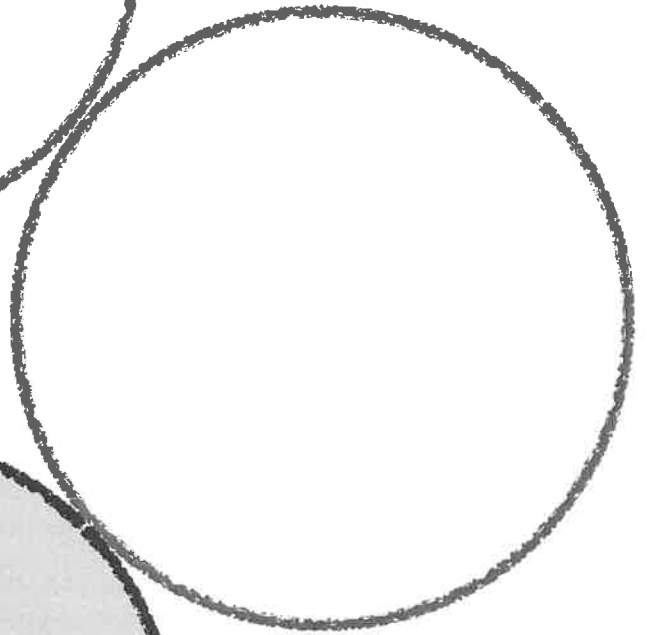
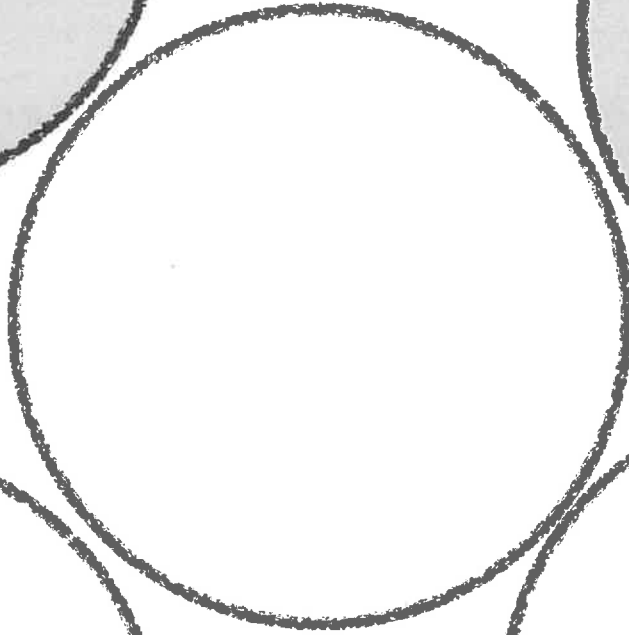
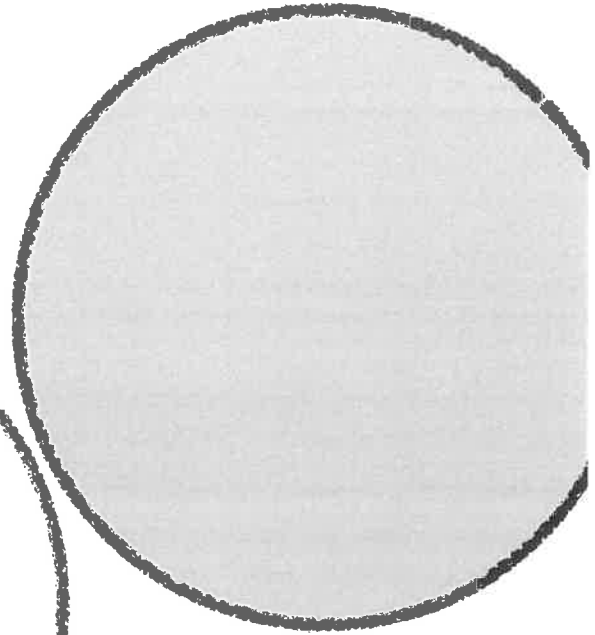
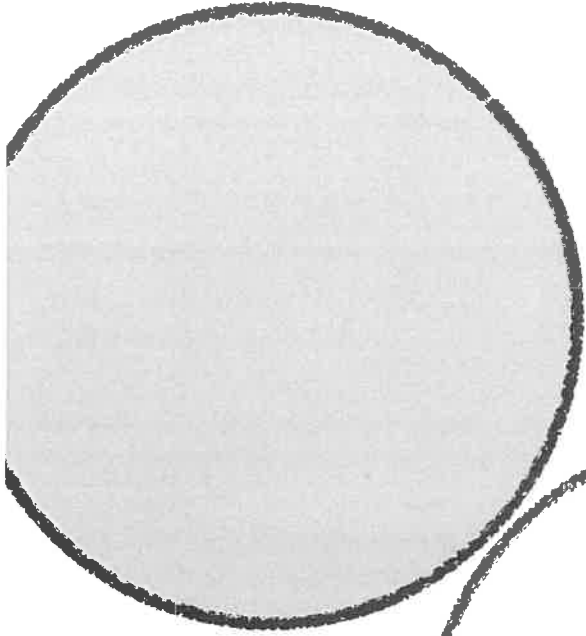
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Closure/Reflection: Review the importance of treating others with dignity and respect and set a goal for treating others, even those who are different, with respect. Ask students to notice their own self-talk over the next two weeks and work to use positive self-talk.

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Turn your negative thoughts into positive ones!

In the gray circles write examples of negative thoughts from Weird! For each negative thought, turn it into a positive thought in a white circle. Then decorate the positive thoughts with color and brightness!



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Grade: 3rd Grade	Lesson Name: Teasing/Bullying	Topic: Personal Safety and Healthy Relationships
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Materials Needed:

Tough! by Erin Frankel
White board or chart paper
"Picture This" extension activity sheet

Other Notes:

Third of three Teasing/Bullying lessons
Taught by School Counselors during Guidance

Learning Objectives: # 95,96,131

- PS.5.INF.1: Explain why people tease, harass or bully others
- HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect

Lesson Plan:

- Read Tough! by Erin Frankel
- Before reading, ask if students have any predictions as to what we might learn about Sam.
- After reading, discuss:
 - What surprised you?
 - What were some of the reasons that Sam was trying to act so tough? Why was she bullying others? (*Things were hard at home, her brother picks on her, kids at school have teased/bullied her in the past, called her a giant, she feels jealous of Luisa, etc.*)
 - What did Sam learn? What did she want? What could she have done differently to have gotten what she wanted/needed? (*Talked to her parents, spoken up to the kids who were teasing her, ignored them, walked away, played with other kids, practiced the golden rule, treated Luisa, Jayla, and others with respect and kindness, etc.*)
- Complete the "Picture This" extension activity in the back of the book. This was an activity suggested to Sam by her teacher, Mr. C. This activity allows her to write her thoughts on paper in order to help her see how her actions affect those around her.
- Using the activity sheet provided, model for students how to reflect on their own behavior using the following questions:
 - What did I do?
 - What did I hope to get by doing it?
 - What happened when I did it?
 - How can I get what I want without hurting others?
- Students can complete the sheet using Sam's story OR they may refer to one of their own situations. Students can either draw and/or write their answers.

Closure/Reflection: Have students share out their responses to the "Picture This" activity, highlighting poor choices they have made in the past and how they could get what they want/need without hurting others. Summarize that Sam learned that she did not need to control others to be happy, that she felt better about herself when she treated others with kindness, and that she could still be friends with and respect others despite differences.

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Picture This

What did I do?

What did I hope to get by doing it?

What happened when I did it?

How can I get what I want without hurting others?

Grade: 3rd Grade	Lesson Name: Be Safe, Be Kind	Strand: Personal Safety
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Materials Needed: BrainPOP Jr.video: Bullying (5 min. 10 sec.), “The Juice Box Bully Empowering Kids to Stand Up for Others” by Bob Sornson and Maria Dismondy, and “No Means No!” by Jayneen Sanders.

Other Notes: Anchor Chart for defining bullying, teasing, harassment, bystander, etc. The pledge can be printed out for students to sign. Paper bag with notecards to fill out.

Learning Objectives: # 129,131,132,134,135,136,137

Personal Safety-Bullying, Teasing, and Harassment

PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong. (guidance lessons too)

PS.5.INF.1 Explain why people tease, harass or bully others. (guidance lessons too)

PS.5.AI.1 Identify parents and other trusted adults students can tell if they are being teased, harassed, abused or bullied. (guidance lessons too)

PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied. (guidance lessons too)

PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied.(guidance lessons too)

Personal Safety-Communicating

PS.5.IC.1 Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs. (Reach guidance lessons too)

PS.5.IC.2 Demonstrate refusal skills. (clear “no” statement, walk away, repeat refusal)(Reach guidance lessons too)

Lesson Plan:

Day 1

Watch BrainPOP Jr.: Bullying. (5 minutes 10 sec.)

The video will define all about bullying and what to do if you see it or experience it.

Teacher Reference:

Main Points of Video:

What is bullying?

Bullying happens when a person says or does hurtful things over and over again.

Bullying happens when someone makes fun of someone, hits, pushes, or touches someone in a way that's not welcome, leaves someone out of games and activities, breaks or takes someone else's belongings, sends scary or mean messages to someone, or spreads hurtful rumors, or information about someone that might not be true. Bullying can make someone feel scared or hurt.

What should you do if you're being bullied?

You shouldn't feel embarrassed if you're being bullied. Many kids get bullied, so you're not alone.

You should tell an adult if you're being mistreated.

You're not a tattletale if you tell an adult about someone that's hurting you or other kids.

You should not fight.If it feels safe, you can stand up to a bully.

You should use words to tell the bully to stop.
A bully wants to see you get upset, so stay calm and confident.
You can also avoid the bully, and stay away from him or her.
Most bullies won't cause trouble if you've got friends around.

What should you do if you see someone getting bullied?

Some kids who get bullied are too scared to tell an adult.
You can help them by telling an adult yourself. Tell the adult exactly what happened, and tell where and when it happened, too.
Most adults will be very glad you told them because they want everyone to be safe!
If it feels safe, you can stand up to the bully for your friend.
Other friends can join you and tell the bully to stop.
If you see someone getting bullied, be a good friend. Invite him or her to do things together, and show that you care.

How can you avoid being a bully?

You should treat people with respect, and treat people the way you want to be treated.
Imagine how you'd feel if someone called you a name or mistreated you.
It doesn't feel good to make someone feel bad.
It's okay to get angry, but it's not okay to hurt people because you're angry.
Calm yourself down before you say or do something hurtful. You can take a deep breath or think about a happy memory.
Take a walk, or exercise and burn off some energy.
Later, you'll be ready to explain how you feel and find a way to solve the problem together. If you act respectfully, you can avoid being a bully.

Define and explain what these words means related to bullying :

Teasing- to make fun of. to disturb or annoy by persistent irritating or provoking especially in a petty or mischievous way

Harassment- to annoy or bother (someone) in a constant or repeated way. : to make repeated attacks against (an enemy)

Abused-if someone is harming you.

Day 2

Read "The Juice Box Bully" by Bob Sornson and Maria Dismondy. (5 minutes 14 seconds)

Summary: A new student starts at a school. He uses taunts and put downs when other students are nice to him. The students tell him they will not tolerate his behavior because they follow the promise. He decides to give the promise a try.

Here is a video of the author reading the story. <https://www.youtube.com/watch?v=ENEJsaxnty8>

Discuss how the students handle being a bystander with a bully. Remind students that they can: give advice, stand up, speak up, stand beside them, support them, "I-message", talk it out, ask them to stop, teach them the rules, ask an adult for help, etc.

Also, discuss how your class can make a pledge to stand up to bullying in school.

Here is a great resource for the pledge and other follow up lessons that can be done.
<http://mariadismondy.com/uploads/docs/Juice-Box-Readers-Guide.pdf>

Day 3

Read "No Means No!" by Jayneen Sanders.

Video: <https://www.youtube.com/watch?v=PdtDfhXxqBc>

(6 minutes 11 seconds) Sign language is included on the video.

'No Means No!' is a children's picture book about an empowered little girl who has a very strong and clear voice in all issues, especially those relating to her body and personal boundaries

HOW TO SAY NO AND STILL BE COOL

To say "no" and make it stick, try this three-step technique. Ask yourself each of these questions, and then look your friend straight in the eye, and confidently state your position:

1. What's the problem?

Be very specific about what is wrong. Give it a name. Say "*that's stealing,*" or "*that's dangerous,*" or "*that's mean.*"

2. What could happen?

- a] Could anyone be harmed by it (including you)? How?
- b] Could it get you into any kind of trouble? What trouble?
- c] Would it make you feel bad about yourself if you did it?

3. What could we do instead?

If you suggest something else to do, it makes it easier for your friend to go along with you.

If you can't change your friend's mind, walk away, but let your friend know he or she is welcome to join you.

Say something like "*I'm going to the park. If you change your mind, come on over.*"

(<http://www.goodcharacter.com/YCC/SayingNo.html>)

Closure/Reflection:

As a class or small groups come up with ideas of how you can say "no". Write them on note cards and place in a paper bag labeled "Bag of Tricks". Examples: clear "no" statement, walk away, repeat refusal etc.

Practice different situations in small groups. Students need to demonstrate the strategies they learned about personal safety and guidance lessons.

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Grade: Third Grade	Subject: Friendship	Topic: Healthy Relationships
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Materials Needed: Chart paper/Smart Board <u>Fantastic Friendship Offer Handout</u>	Other Notes: Taught by School Counselors during classroom Guidance
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Learning Objectives: #92,93

- HR.5.CC.1: Describe the characteristics of healthy relationships (e.g., family, friends, peers)
- HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships

Lesson Plan:

1. Create a list of positive friendships/qualities on the board. Create a list of qualities that can harm a friendship.
2. Briefly discuss the purpose of advertising - to get people to want to buy something, or to make people aware of something.
3. Hand out Fantastic Friendships Offer worksheets. Tell students that they will be creating an advertisement for themselves as friends. Clarify what is expected in each portion.
4. Encourage students to be creative and use color in their posters. When they are completed, posters could be taped to the sides of desks or above lockers where they can be seen and appreciated by their classmates.

Closure/Reflection: Tell students throughout the week to look at their classmates posters. Are there things in common? Are there things you learned about your classmates that you didn't know?

Assessment of Learning (Formal): <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	Assessment of Learning (Informal): <input type="checkbox"/> Observation <input checked="" 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:	Resources (Text and Technology): <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:	Differentiation Strategies/Activities: <input checked="" type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input checked="" 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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**Need a
Friend?**

Fantastic Friendship Offer!

**Special features of this
friend:**

**Here are some things I like to
do with my friends:**

I am happier with: (circle one)

Lots of friends

A few good friends

**One thing I would never
do to a friend is...**

**My favorite experience with a
friend...**

My very first friend was:



Friends, Inc.

Proprietor

Grade: 3rd Grade	Lesson Name: Gender	Strand: Identity
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Materials Needed: “Morris Micklewhite and the Tangerine Dress” by Christine Baldacchino, toy catalogs, Chart Paper to tape on catalog pictures, glue, scissors, and paper for small groups to write on.

Other Notes: Start collecting and saving toy catalogs ahead of time (Christmas toy catalogs from Toys R Us, Fleet Farm, Shopko, etc)

Learning Objectives: #21, 25, 26

Identity

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.)

ID.5.SM.1 Demonstrate ways to treat others with dignity and respect.

ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect.

Lesson Plan:

Day 1 - Gender Roles Introduction (45 mins)

1. Brainstorm with the class: What toys do boys like to play with? What toys do girls like to play with? Read “Morris Micklewhite and the Tangerine Dress” by Christine Baldacchino. Discuss the gender role the character broke in the story.

2. Tell students that they have toy catalogs at their table. Let students know that in their groups they are going to look through the catalogs and cut out toys that are sold to boys and toys that are sold to girls. Model cutting out the picture, being sure to include the context (i.e., the important parts of what is happening in the picture -- not just the toy)

3. Let students know that as they cut out the pictures, they should bring them up and glue them on the poster where they belong ("BOYS" or "GIRLS").

4. When students have glued up several examples, bring students back to the circle and give them a few minutes to silently look at the posters.

5. Ask students some of the following questions based on what they find:

- Who is being more active (running, jumping, moving) in the ads? (boys or girls?)
- Who is being more quiet and calm in these ads?
- Who is playing outside more?
- Who is playing in the house/ kitchen more?
- Who is taking care of babies/ cooking things/ shopping?
- Who is fixing/ building things?
- Who is wearing pink/ blue?

- Who is playing with weapons?
- Who is making art?

6. Ask students: "Do you think these ads are true for every boy and every girl? Do all boys like to play football, build towers and play Star Wars?"

7. Ask (for example): "Is it fair that these ads show that only girls get to paint/ cook/ have dolls or stuffed animals?"

8. Ask: "Is there anybody here that might like to do something that ads like these show is 'supposed to be' for girls?" (If there is no response, you as a teacher can say you like to do something traditionally considered for the opposite sex, or use an example from class, such as that the kindergarten boys love to play grocery and have stuffed animals; the girls like to play with blocks, play soccer, etc.).

9. Ask students: "When you look at all of these ads, does it make you feel like you are allowed to do that/ supposed to that?"

10. Invite the class to create its own toy catalog (or have each student make his/her own), with equal opportunity for boys and girls to play with all toys. Students can use pictures from the catalogs, or create their own. Media savvy classes can create video commercials that show both boys and girls playing with different toys.

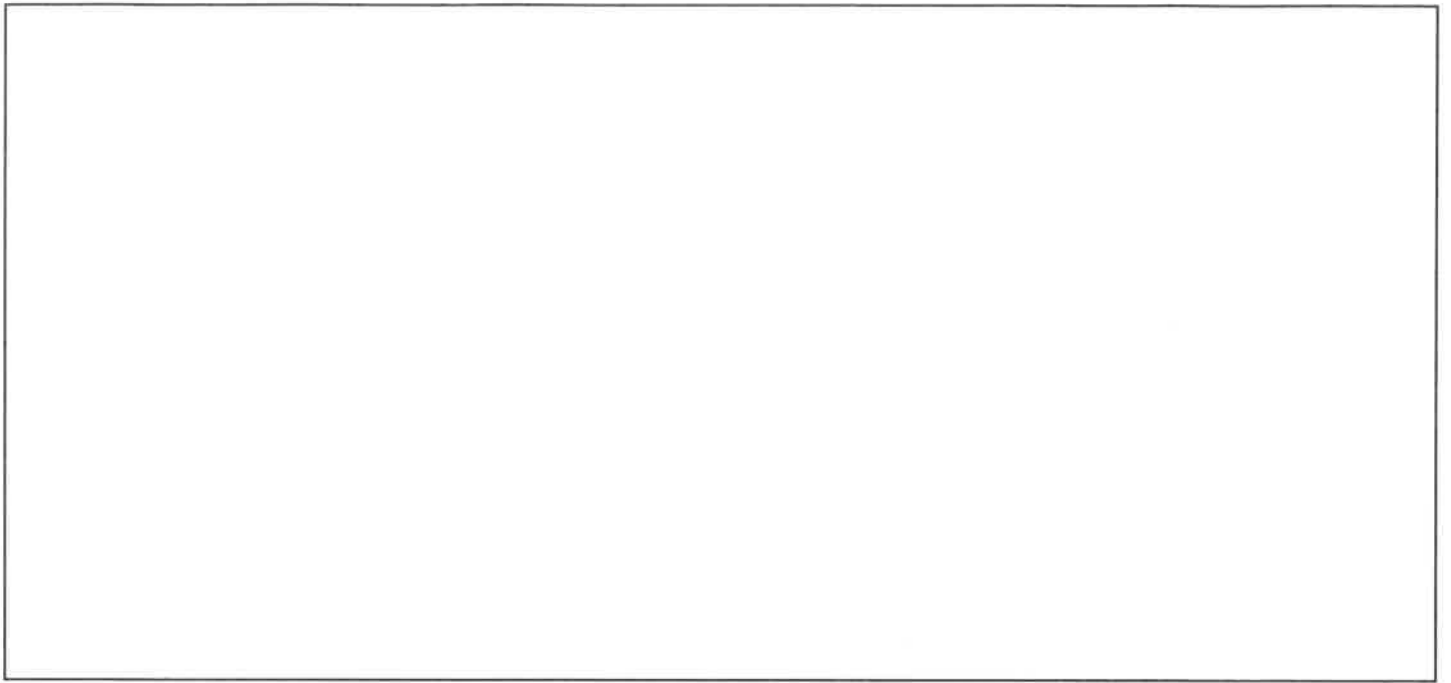
11. Discuss the changes that we noticed with identity and gender roles in the book and in the media, society, and culture.

Day 2

Use the book "Morris Micklewhite and the Tangerine Dress" by Christine Baldacchino.

1. What part of the book are they not treating Morris with dignity and respect? What could the other students do differently?
2. In a small group students can brainstorm ways they can promote dignity and respect for all people. Share as a class.

Closure/Reflection: End of day 1 closure and reflection discussing their toy article they made. Discussing gender roles in the media, etc. End of day 2 closure and reflection brainstorm in small groups how to promote dignity and respect.



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 checked="" 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 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 checked="" 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:

Taught by School Guidance Counselor/Reach Counseling

Grade: 3rd Grade	Lesson Name: Protective Behaviors	Strand: Personal Safety, Healthy Relationships
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Materials Needed: <u>3rd Grade Protective Behaviors Keynote Presentation</u> Video: <u>Yes You Can Say No</u> https://www.youtube.com/watch?v=VwOay7IuxG8	Other Notes: Taught by school counselors/Reach Counseling during classroom guidance
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Learning Objectives: #94,132,134,135

- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships
- PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, abused, or bullied
- PS.5.IC.1: Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs
- PS.5.IC.2: Demonstrate refusal skills (clear "no" statement, walk away, repeat refusal)

Lesson Plan:

Share Keynote Presentation

- Review 3 kinds of touches: good, bad, and confusing
 - Remind students of Max & Molly from Kindergarten and First Grade when talking about confusing touches
- Define sexual abuse: When someone who is more powerful than you tricks, bribes, threatens, or forces
 - You to let THEM look at or touch YOUR private parts
 - Have YOU look at or touch THEIR private parts
 - Look at or take inappropriate movies or pictures
- What makes someone more **POWERFUL** than you?
 - Who is considered more powerful than you?
 - Is power a good thing or a bad thing?
 - A person can misuse this power-especially in the case of sexual abuse when the person in authority should know better than to be touching your private parts
 - Who has authority over your private parts? Only you do!
- Sexual abuse is when someone more powerful than you does not have a good reason to look at or touch your private parts
 - Are there **times when it is ok** for someone to look at and touch your private parts?
- Define/give examples of **tricks, bribes, threats, and forces**
 - What are some examples of threats? In sexual abuse?
 - What are some examples of bribes? In sexual abuse?
 - What tricks can people use for sexual abuse? Examples of tricking?
 - Force?
 - Is it your fault if someone does this to you? NEVER your fault!!!
- Discuss good and bad secrets
 - If someone does this to you is it a good **secret or a bad secret?**
 - How do you know if it is a good secret or bad secret?
 - Early Warning Signs (Oh! Oh! Signs)
 - Is sexual abuse a secret you should keep?

- **What can you do?**
 - Listen to yourself- early warning signs
 - 3 Safety rules
 - Say no/stop
 - RUN/get away
 - Tell an adult you trust
 - Who can you tell?
 - What if that person you tell doesn't help or doesn't believe you?
 - Tell the next adult on your list: keep telling!
- **Video: Yes You Can Say No** (Tell students: Keep your eyes open for threats, bribes, tricks, and force)
 - Questions
 - Who was doing the abuse to David? His uncle
 - What tricks did his uncle use?
 - Why was David afraid to tell?
 - Why did David's uncle want to keep the secret? Was he right?
 - IF you do not tell an adult right away is it your fault?

Closure/Reflection:

- **Review:**
 - Listen to yourself, EWS
 - Know your rights and who has power over your private parts
 - 3 safety rules

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
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You are **POWERFUL!**

Reach Counseling

Protective Behaviors

Safe Touches

- ▶ Make us feel happy



Unsafe Touches:

- ▶ Hurt us and we want it to stop

Confusing Touches:

- ▶ When someone looks at or touches the private parts on our body



Sexual Abuse

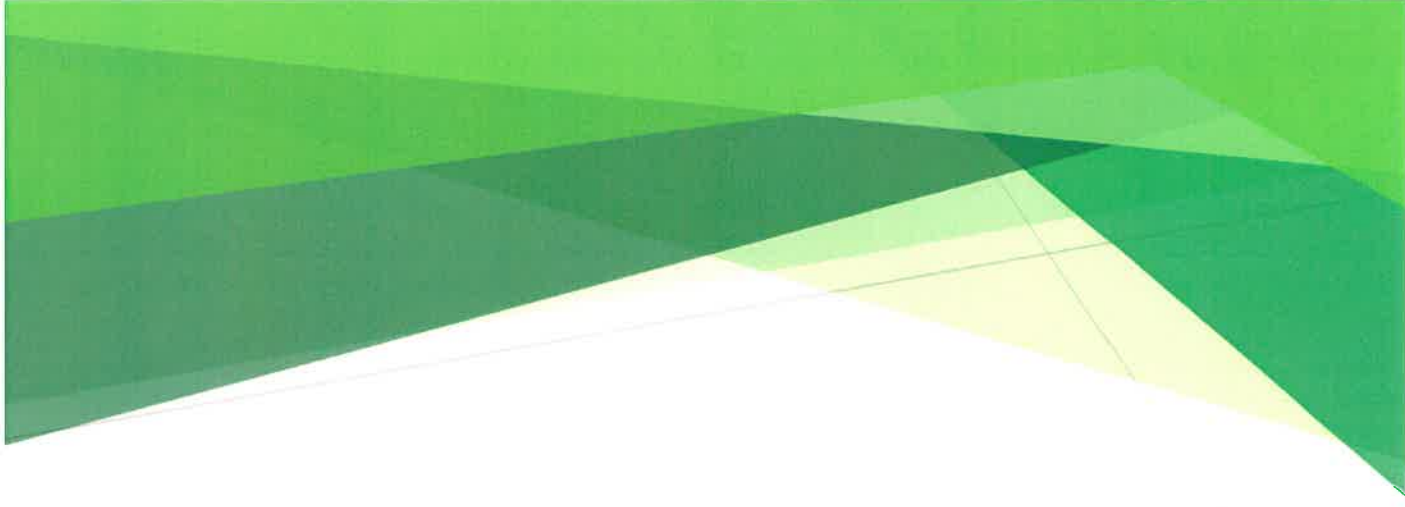
When someone who is more **POWERFUL** than you...

- ▶ Tricks
- ▶ Bribes
- ▶ Threatens
- ▶ Forces

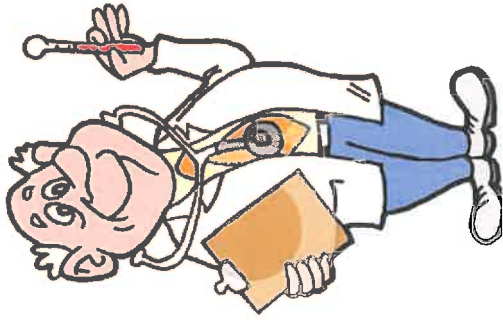
You to let **THEM** look at or touch **YOUR** private parts

Have **YOU** look at or touch **THEIR** private parts

Look at or take inappropriate movies or pictures

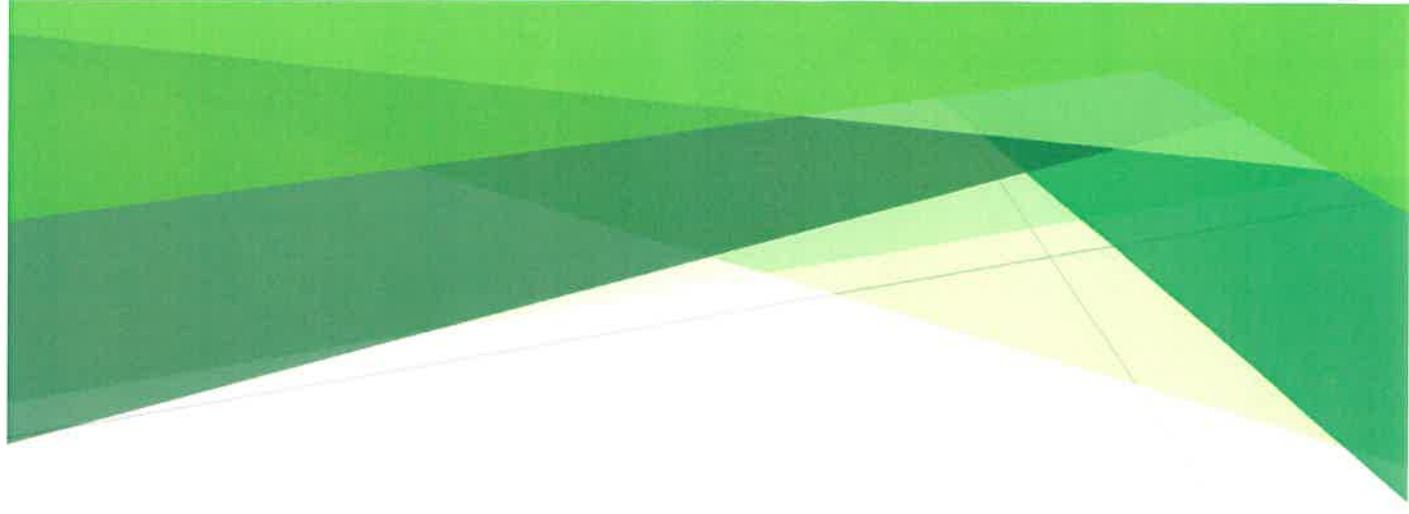


NO ONE has the
right to touch your
private parts
without a good
reason!!!



If something like this
happens to you...

IT IS NEVER
YOUR FAULT!!



Secrets

Good Secrets

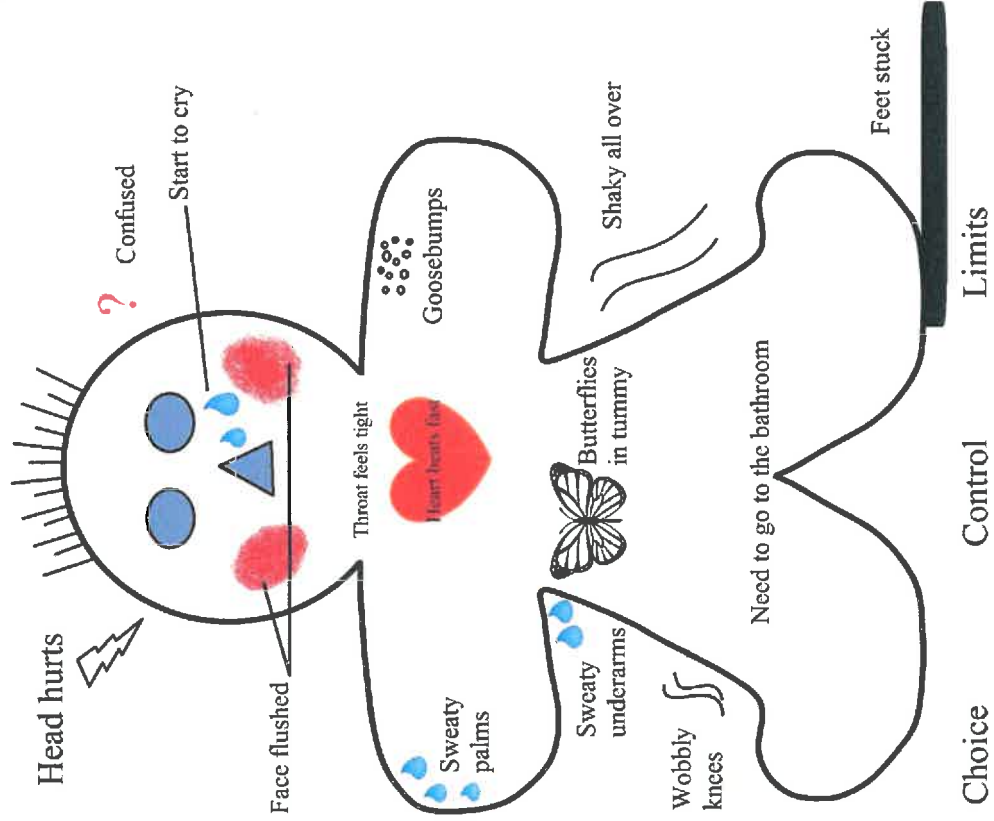
- ▶ Make us feel good
- ▶ When we tell the secret, it makes people happy
- ▶ What are some examples?

Bad Secrets

- ▶ Make us feel icky
- ▶ When we tell the secret, people are upset with the bad person
- ▶ You will NOT get in trouble when you tell a bad secret

How do you know if it is a good or bad secret?

Hair feels like it is standing

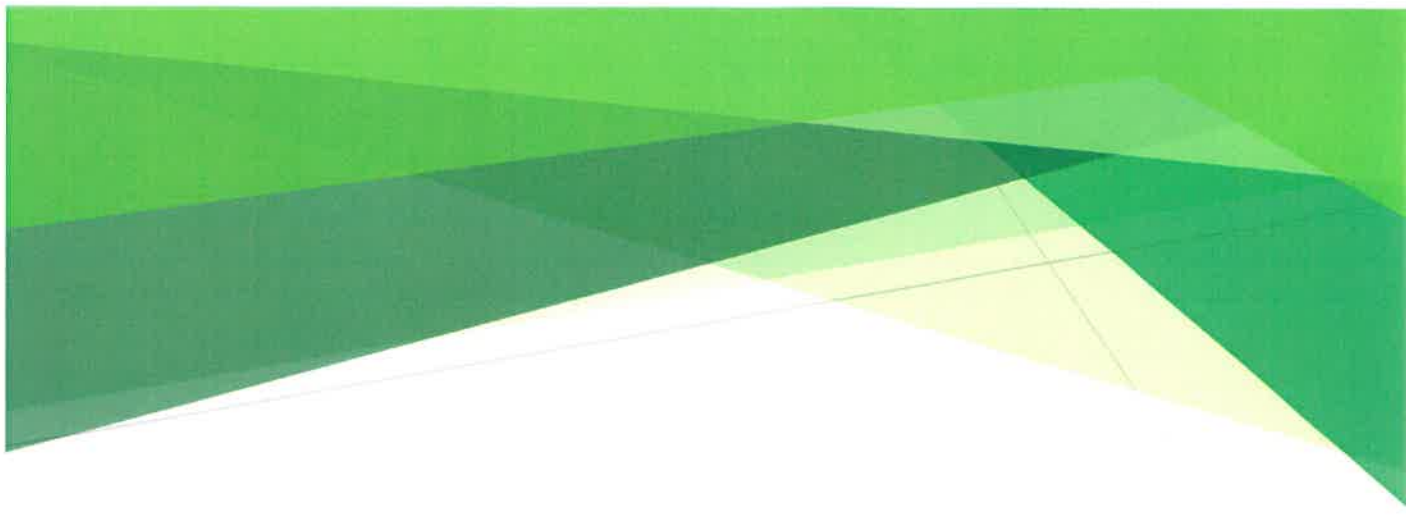


Max's Story



Put yourself in Max's place...

What are some of your
warning signs?



Safety Rules

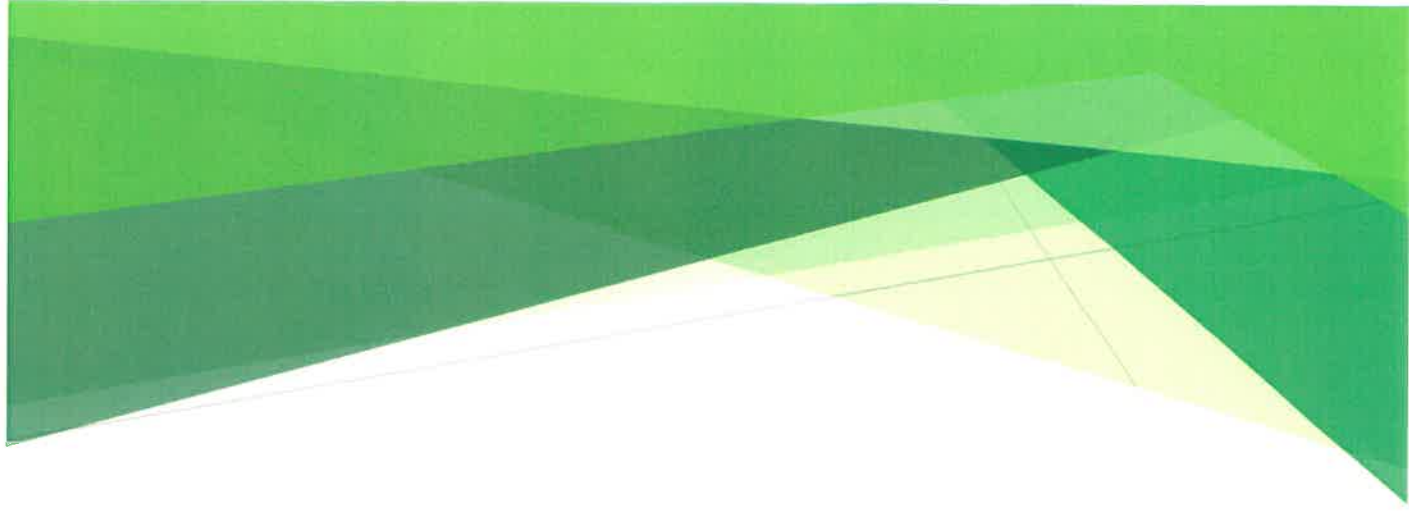


1. Say NO!!
2. Get away
3. Tell a trusted adult
4. Make a safe word

Video

[3rd Grade: Yes You Can Say No](#)

[4th Grade: How to Deal with Abuse](#)



Grade: 3rd Grade	Lesson Name: Puberty and Adolescence	Strand: Anatomy and Physiology, Puberty and Adolescent Development and Personal Safety
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Materials Needed: Computer, Meet the New You! For Boys/For Girls Videos, Book "What Makes A Baby" by Cory Silverberg

Other Notes: Lesson begins with whole class together for introduction, then splits into 2 groups (boys and girls) for the third part where they watch the videos. Watch the videos ahead of time to know terms and all areas that are covered to help with answering questions.

Learning Objectives: #2,3,7,8,9,10,11,12,13 and 132

Anatomy and Physiology

- AP.5.CC.1 Identify male and female reproductive systems including body parts and their functions
- AP.5.AI.1 Identify medically-accurate information about female and male reproductive anatomy

Puberty and Adolescent Development

- PD.5.CC.1 Explain the physical, social, and emotional changes that occur during puberty and adolescence
- PD.5.CC.2 Explain how the timing of puberty and adolescent development varies considerably and can still be healthy
- PD.5.CC.3 Describe how puberty prepares human bodies for the potential to reproduce
- PD.5.INF.1 Describe how peers, media, family, society and culture influence ideas about body image
- PD.5.AI.1 Identify medically-accurate information and resources about puberty and personal hygiene
- PD.5.AI.2 Identify parents or other trusted adults of whom they can ask questions about puberty and adolescent health issues
- PD.5.SM.1 Explain ways to manage the physical and emotional changes associated

Personal Safety

- PS.5.AI.1 Identify parents and other trusted adults students can tell if they are being teased, harassed, abused or bullied

Lesson Plan:

Day 1 Body Systems and Reproductive System (Approx 20 mins)

Whole Class:

1. Watch Brainpop Video <https://www.brainpop.com/health/bodysystems/bodysystems/>
Discuss that bodies have different systems. We are going to focus on the reproductive system.
2. Read the book What Makes A Baby.
Discuss vocabulary terms of uterus, sperm, and egg.

Day 2 Introduction to Puberty by Gender (Approx 40 mins)

Separated by Genders:

1. Watch Meet the New You for Boys/For Girls Videos (20 min.)
Discuss that they need to mature about learning about their body. Every person goes through this.
2. Have students write down a question they still have on a piece of paper. If they do not have a question, they should just write "I do not have a questions" so that everyone is writing something. Collect the papers.

Day 3 Introduction to Personal Hygiene (Approx 20 mins)

Discuss taking showers, washing hair, using deodorant, etc. We all are different. It is normal to sweat.

Discuss trusted adults (parents, grandparents, counselor, teacher, gym teacher, school nurse/secretary, etc.) that they can ask questions about personal hygiene, puberty, and the reproductive system.

Closure/Reflection: Use activity 2 from day 2. All students write a question on a slip as an exit slip Teacher can answer questions without saying any names. If some questions can't be answered encourage the students to ask a trusted adult family member.

<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 checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input checked="" type="checkbox"/> Other:written questions 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input checked="" 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 checked="" type="checkbox"/> Other:Computer, external DVD 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input checked="" type="checkbox"/> Varied grouping <input checked="" type="checkbox"/> Adjusting questions <input checked="" 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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