

Grade: 4th	Lesson: Bloodborne Pathogens	Strand: STIs and HIV
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Materials Needed: Handout blood-borne pathogens 1 The Great Body Shop student issue HIV/AIDS	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: Introduce Blood-borne pathogens using handout Blood-borne Pathogens 1  Follow up with Dr. Smartstuff in "The Great Body Shop" and complete the activities to strengthen comprehension.
Closure/Reflection:

<p><b>Assessment of Learning (Formal):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check and correct homework</li> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Project</li> <li><input type="checkbox"/> Writing Assignment</li> <li><input type="checkbox"/> Individual</li> <li><input type="checkbox"/> Conference</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Assessment of Learning (Informal):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Walk around</li> <li><input type="checkbox"/> Signaling</li> <li><input type="checkbox"/> Class work</li> <li><input type="checkbox"/> Oral questioning</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Conferencing</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Resources (Text and Technology):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Text</li> <li><input type="checkbox"/> Video</li> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Internet</li> <li><input type="checkbox"/> Reference Materials</li> <li><input type="checkbox"/> Chromebooks</li> <li><input type="checkbox"/> iPads</li> <li><input type="checkbox"/> Computer Lab</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Differentiation Strategies/Activites:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cooperative learning</li> <li><input type="checkbox"/> Varied grouping</li> <li><input type="checkbox"/> Adjusting questions</li> <li><input type="checkbox"/> Choice provided</li> <li><input type="checkbox"/> Movement</li> <li><input type="checkbox"/> Contract</li> <li><input type="checkbox"/> Peer editing/helping</li> <li><input type="checkbox"/> Stations</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input type="checkbox"/> Other:</li> </ul>
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# BLOOD-BORNE PATHOGENS-1

GRADES 3-4 The students will develop an understanding of diseases and the immune system and how diseases caused by blood borne pathogens compare and differ with other diseases.

1. Discuss ways that the diseases caused by BBP are similar to other diseases.
2. Describe how BBP diseases are difficult to contract and usually do not affect children.
3. List ways people cannot contract blood borne diseases.
4. Explain how the scientific community is working hard to find a cure for diseases caused by BBP.
5. Describe strategies for disease prevention such as decision-making skills and refusal skills in responding to negative pressure from peers.

The primary emphasis of blood borne pathogens education for students in the elementary grades is to allay excessive fears about the diseases and of becoming infected. The discussion at this level has been developed to establish a foundation for a more detailed discussion of sexuality in the intermediate grades. Children should recognize that diseases caused by BBP are causing some adults to get very sick, but they do not commonly affect children. They should understand that these diseases are very hard to get and that one cannot get them just by being near or touching someone who has one of these diseases. They should be told that at present many scientists from throughout the world are working hard to find a way to stop people from getting these diseases and to cure those who have them.

## LESSON PLAN FOR 4TH GRADERS

1. Define blood borne pathogens. Write examples on the board, i.e. AIDS, HIV. Define what each letter stands for. Then define what each word means simply. Do not write the definition on the board. Write only the letters and the word that stands for the letter. Sample: A Acquired (Something you get) I Immune (A system in your body that fights diseases) D Deficiency (You are lacking or missing something) S Syndrome (A whole collection of signs and symptoms) (Therefore AIDS means that your body lacks a way to fight diseases you have gotten) H Human (It is a disease in humans only) I Immunodeficiency (Refer to definition above) V Virus (The germ that causes HIV is a virus)
2. Diseases are spread by germs too small to see. Bacteria – causes diseases, such as strep throat or pink eye. We can go to the doctor and get some medicine and we get better. Virus – causes diseases such as cold, flu, chicken pox. No medicine can cure a virus.
3. Our immune system, which is part of our blood system, normally kicks in and we fight diseases and soon get better.
4. Most of these diseases are easy to catch. They are spread by coughing, sneezing, coming in contact with a sick person, or we touch something that the sick person has just touched and then we get the disease (like a book, pen, or door knob.)
5. Most blood borne pathogens are viruses, but are very different from a cold or chicken pox virus. They are very difficult to catch.

6. List ways BBP cannot be contracted:

- Sneezing
- Sharing utensils
- Sitting next to someone with the disease
- Taking care of someone with the disease
- Eating in a restaurant where the cook has the disease
- Living in the same house with someone who has the disease
- Touching someone with the disease Holding hands Playing sports with someone who has the disease

7. Diseases caused by BBP usually do not affect children.

8. So, how do you catch them? How do you get a blood borne disease?

- You can get a blood borne disease by coming in contact or touching someone's blood and other bodily fluids. If a mother has one of these diseases she might pass it on to her unborn baby.

9. How can you keep or prevent yourself from getting a blood borne disease?

- Don't touch anyone's bloody sore or bloody nose
- No Blood Brothers/Blood Sisters
- No tattoos, ear or body piercing
- Don't do drugs
- Don't pick up needles on the playground

11. There is no cure or vaccine for many of these diseases, but scientists are working hard to find a cure.

# THE GREAT BODY SHOP

Come in and learn about your body!

I heard you can get HIV by kissing someone!

Yeah, but only men get HIV or AIDS, not ladies.

No way, Suzy! I saw a woman on TV who had AIDS!

Hey guys—We better go talk to Dr. Smartstuff! He can tell us about HIV and the Immune System.

If I growl and bark, can I scare HIV away??

## Puzzled about HIV/AIDS?

THE GREAT BODY SHOP kids have heard a lot of rumors about HIV/AIDS. Some of them are listed below. Can you circle which answers are true, and which are false? Try this puzzle now, and then try again after you've read this whole issue. (Answers on page 8)

1. You can catch HIV from a mosquito.  
True or False

2. HIV destroys many of your white blood cells.  
True or False

3. There is no cure for AIDS.  
True or False

4. Your body's germ-fighting cells are called white blood cells.  
True or False

5. You can tell if someone has HIV because he or she will always look very sick.  
True or False

6. You can catch HIV by kissing on the cheek or by hugging someone?  
True or False

Name: \_\_\_\_\_



## A Conversation with Dr. Smartstuff

"Hey Doc! What's AIDS?" asked Cool Dude.

"Dr. Smartstuff, is it true that HIV/AIDS can spread to anyone?" asked Mary.

"I don't want to get AIDS!" cried Suzy.

"Now, Suzy, it's very unlikely that you will get AIDS," said Dr. Smartstuff. "I can see you are confused. Let's see if I can help."



## HIV: What You Need to Know



"Excuse me, Dr. Smartstuff, where did this disease come from?" asked Mary.

Well, Mary, scientists don't know exactly where this disease came from. One thought is that it is caused by a form of virus that's been around for a long time. It is this new form that is so dangerous.

Do you know what your immune system is? That's the part of your body that fights

germs that get inside you. Once scientists found that this new disease destroys the immune system, they named it **Acquired Immune Deficiency Syndrome**. We call it AIDS for short.

Mary was puzzled. "Huh? What was that crazy name again?"

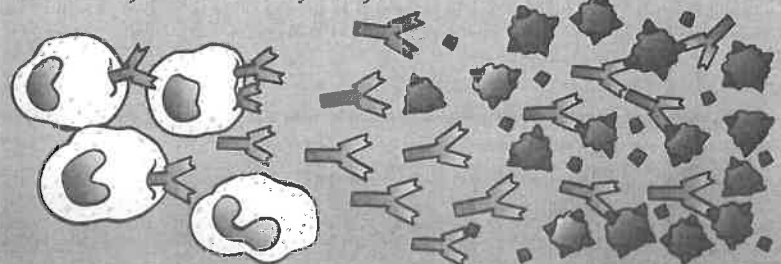
"You don't have to remember the whole name, Mary. Just remember how the disease works," said Dr. Smartstuff.

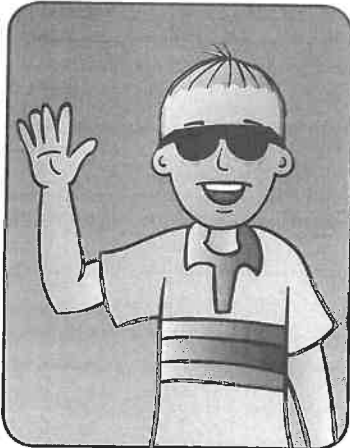
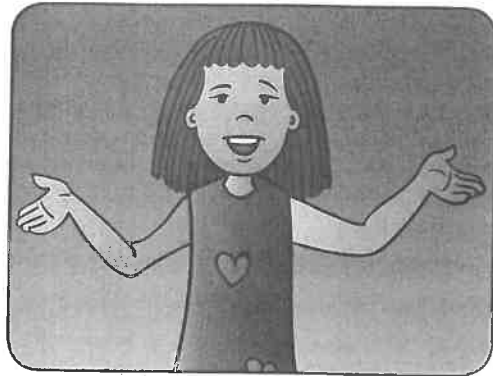
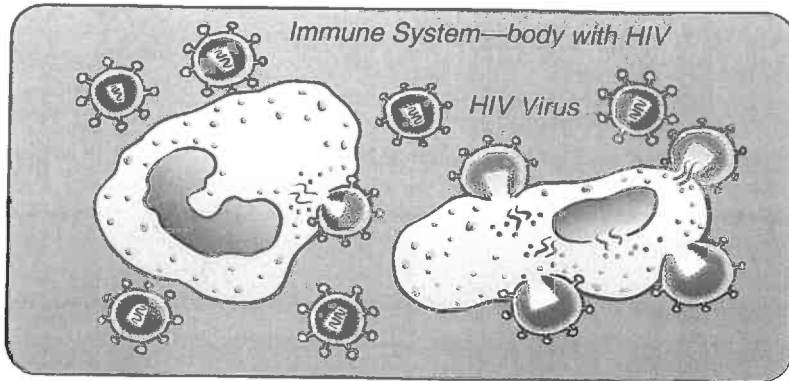
AIDS is caused by a virus called **HIV**. When HIV gets in the body, it attacks some of the **white blood cells** called helper T-cells. These are the cells that cause other cells to make **antibodies**. Antibodies help the body fight colds, infections, and diseases by locking up the germs. Once the helper T-cells are destroyed, they can't signal the other white blood cells to come kill the germs. This is why people with HIV are more likely to catch colds, flus, and infections. When they begin to have rare illnesses, we say they have AIDS.

Eventually, most people with AIDS die because their bodies get so sick. However, today's medicines are really helping people with HIV live longer.



Immune System—healthy body





Cool Dude had a question. "Hey, Doc, I don't get it. How do you get HIV in the first place?"

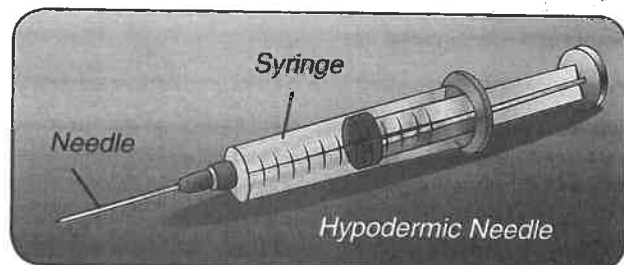
"I was just getting to that, Dude," said Dr. Smartstuff.

HIV is not easy to catch. You can't get HIV from someone by breathing the same air. You can't get it by drinking out of the same glass, or by touching or hugging a person with HIV.

HIV doesn't pass through the air like a virus that causes a cold. It is inside some **body fluids**. A body fluid is any fluid, or liquid, that your body makes. Blood, tears, and sweat are all body fluids. But tears and sweat cannot pass HIV. There are only a few ways people get HIV. Here are two of them.

1. People can get HIV if they use the same **hypodermic needle** as a person with HIV. A hypodermic needle is like the needle your doctor uses to give you a shot. Drug users also use this kind of needle to shoot certain drugs into their bodies. Blood gets on the needle and in the syringe. Then, one drug user may share his or her needle and syringe with another. It's the blood that passes HIV to the next person. That's why so many drug users get HIV. (You can't get HIV from a doctor's needle. A doctor will always use a new, clean needle for each person.) Sharing needles when piercing ears or tattooing can spread HIV, too. Mixing blood can spread HIV. Not everyone with HIV is a drug addict.
2. HIV can be spread from an HIV-infected mother to her infant before or during birth, or through breast-feeding. Blood and breast milk are two body fluids that can pass HIV.

Although it's rare, health care workers have gotten HIV after being stuck with a needle that had HIV infected blood in it. Years ago, some people got HIV from **blood transfusions**. A blood transfusion is the extra blood people sometimes need during an operation, or if they are very sick. Before we knew about AIDS, some people were given blood transfusions with HIV in it. Now, all blood in this country is tested for HIV.



Suzy began to understand. "Gee, it seems that anyone can get HIV!"

Right, Suzy. Anyone—men, women, and even children can get HIV, but remember, only in one of the ways that it is spread. Some people have a much greater chance of getting HIV. For example, a drug user who shares needles is at high risk for getting HIV.

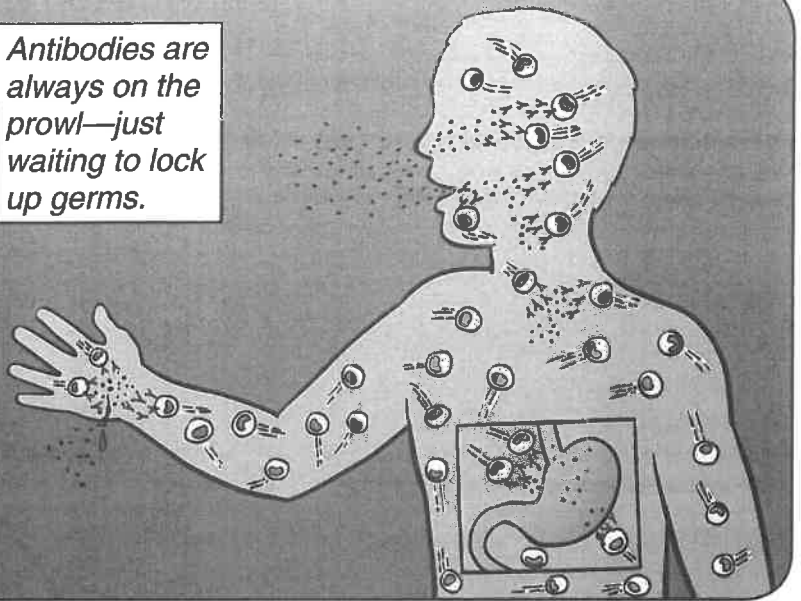
"Well, that makes us feel better, Dr. Smartstuff," said Suzy. "But what about all the people who already have AIDS? Isn't there any medicine to help them?"

That's a good question. Once HIV gets into the body, there is no way to get it out. Some medicines help people with HIV feel better and live longer. Unfortunately, no medicine can cure them right now. Scientists from all over the world are trying to come up with a cure though. We hope we'll have one someday.

## The Immune System

Many different kinds of germs get into your body in different ways. Some are so tiny that you can breathe them in, or eat them without noticing! Others only get in through the blood in cuts. If you didn't have an **immune system**, the germs in a tiny cut could make you very sick. But the antibodies that your white blood cells make lock up germs that get inside you so that other types of white blood cells can destroy them. There are many types of white blood cells that help your body fight germs.

*Antibodies are always on the prowl—just waiting to lock up germs.*



Getting HIV is not cool!

I'm glad Dr. Smartstuff told us how to stay safe.

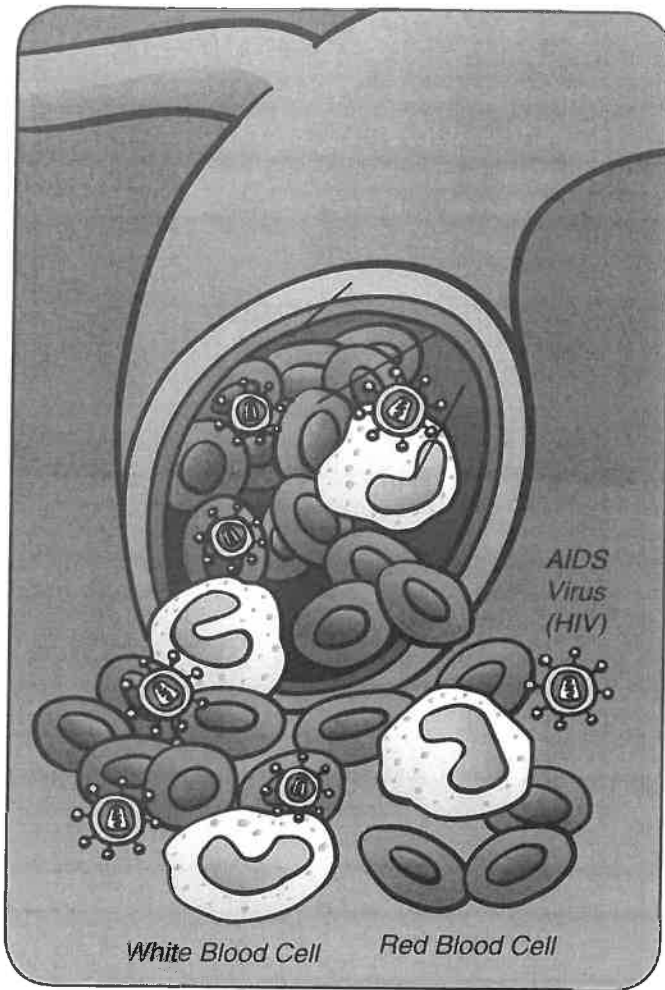
I'll never use a needle to shoot drugs into my great body!





## Blood Brothers Are Out!

HIV and hepatitis are two viruses that infect a person's blood. Viruses and germs that are carried in the blood are called **blood-borne pathogens**. That's why it is never a healthy idea to become "blood brothers" or "blood sisters" with your friends! Mixing blood can also mix the blood-borne pathogens. This is one way that diseases and illnesses are spread. Be safe and don't touch other people's blood.



## A Loud and Clear "NO!"

Some people take drugs. Maybe they never learned how to say "NO!" Do you know how? Here are some suggestions:

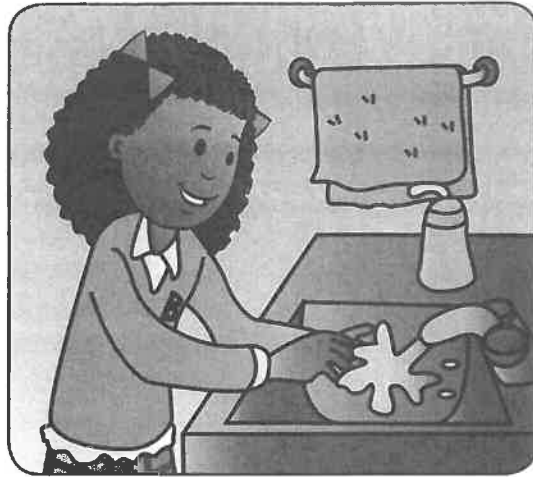
- "No way! Let's do something else instead."
- "No, I like to be in control of my body."
- "No, I've got a game (test) tomorrow."
- "No, that's against the law."

Now, come up with a few ideas of your own!



## Body Fluids

As we said, body fluids are any liquid that your body makes. Bacteria and viruses, including HIV, are found in body fluids. But not all body fluids have enough HIV in them to pass on to someone else.



No one has gotten HIV from touching someone's tears, hugging, or kissing cheeks. You can't catch HIV by using the same bathroom as a person with HIV. Also, mosquitoes don't pass HIV.

We need to be careful that we don't spread other kinds of germs through our body fluids. Body fluids that have cold viruses, swine flu, or influenza can cause real problems. These kinds of germs move quickly from one person to the next through water droplets in sneezes and coughs.

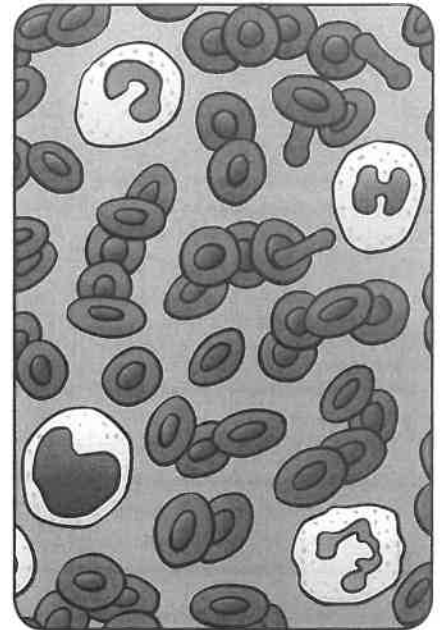
That's why it is important to cough or sneeze into a tissue or your arm. Washing your hands with soap and warm water for twenty seconds, or using hand sanitizer can kill the kinds of bacteria and viruses that are easily passed from one person to another.

Blood is another body fluid that can have harmful germs. This is why health care workers use gloves when helping someone who is bleeding.



## What Do You Think?

Suppose you were looking at a tiny drop of blood no bigger than this letter "o." How many white blood cells do you think would be in it? (Answer on the back page.)



## AIDS and Illness

You can't tell that a person has HIV by looking at him or her. While the person looks healthy, HIV can be attacking the immune system. The person might not even know he or she has HIV! He or she can pass the virus to others during this time.

After a while, the person with HIV may start to get sicker and acquire rare and serious illnesses. At that point, we say he/she has AIDS. Some of the common illnesses that a person with AIDS gets are:

1. a rare kind of **pneumonia**
2. a rare kind of skin cancer

## Dear Dr. Smartstuff,

Why can't tears and sweat pass HIV? How long does HIV last if you take medicine?

Ben  
Roosevelt Elementary  
Melrose, MA



Dear Ben,

Thank you for your nice letter! The HIV virus is present in the bodily secretions that have white blood cells. Tears and sweat do not have white blood cells. There is no medicine that totally gets rid of the virus, it just keeps it from multiplying and worsening. The new medicines, if taken properly, can help people live many years with HIV.

Write to Dr. Smartstuff at P.O. Box 7294, Wilton, CT 06897.  
Include your name, grade, school, and school address.

*Dr. Smartstuff*

## Word Wise

**Acquired Immune Deficiency Syndrome**—the whole name for AIDS

**HIV**—the virus that causes AIDS

**immune system**—the germ-fighting job of your body that defends you from sickness

**white blood cells**—an important part of your immune system that make antibodies and help fight germs

**antibodies**—made by white blood cells to lock up the germs that get inside you

**hypodermic needle**—a needle used by nurses or doctors to give you a shot

**blood transfusion**—the extra blood a person gets during an operation, after an accident, or because his/her own blood is not able to do its job

**body fluids**—any fluid that your body makes, such as blood, sweat, tears, or saliva

**pneumonia**—a serious respiratory illness that damages the lungs

**blood-borne pathogens**—germs which spread disease that are carried in blood

## The Puzzler's Challenge

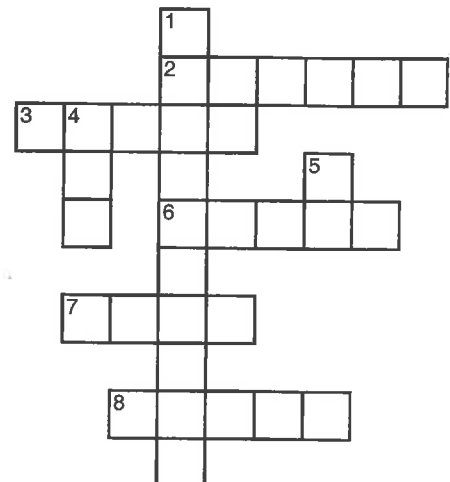
After reading the issue, your child should be able to do this crossword puzzle (answers on the back page).

### Across:

2. Drug users can get HIV from sharing a:
3. Which blood cells does HIV destroy?
6. HIV is carried in a person's:
7. Acquired Immune Deficiency Syndrome is the full name for:
8. HIV prevents the body from fighting:

### Down:

1. These help white blood cells fight germs.
4. The virus that causes AIDS is called:
5. If someone offers you drugs, your answer should be:



### HIV and the Immune System

This month in THE GREAT BODY SHOP, your child studied about the immune system and HIV. Because the subject is so sensitive, we feel it's important that you be able to discuss HIV and AIDS openly with your child. Your openness now can build the foundation for communication later, when your child reaches adolescence. The lessons were:

**Lesson 1:** HIV and the Immune System

**Lesson 2:** Transmission of HIV

**Lesson 3:** Know Yourself and Your Friends

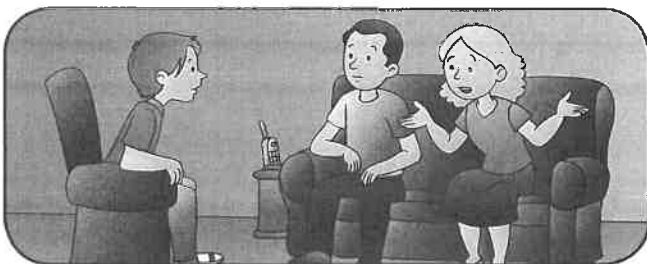
**Lesson 4:** Illness and the Community

### Talking about HIV

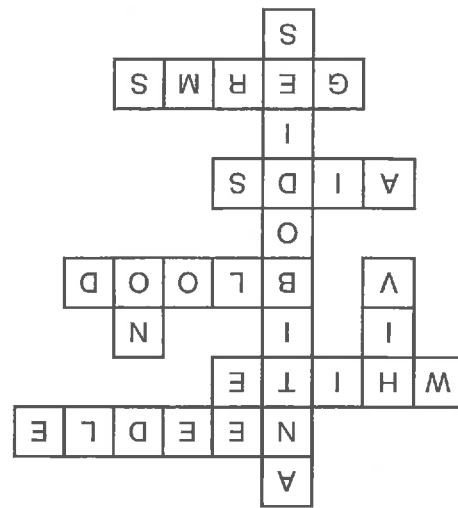
THE GREAT BODY SHOP complies with the guidelines set forth by the Centers for Disease Control and Prevention for developmentally appropriate HIV/AIDS prevention education. The methods of transmission will be restricted to the mixing of blood, IV drug use, and an HIV positive mother to her unborn child. Here are some conversation starters to begin the discussion about HIV with your child:

- Tell me how getting HIV is different from catching a cold.
- Explain to me how the immune system works.
- What was the most interesting thing you learned?
- What was the most confusing thing you learned?
- What can we do to prevent getting HIV?

Let your child know that you are open and available to talk, and if conversations like these are difficult or uncomfortable for you and/or your child, acknowledge this. Make sure you are in a place where you both feel at ease. Give your child full attention and listen carefully. Have accurate information, and if your child asks a question and you don't know the answer, research it and get back to him/her. Make sure that everything your child wanted to talk about has been addressed. And when and where appropriate, a little humor can go a long way! /



### Answers to Puzzler's Challenge



### Read All About It

**Bill Nye the Science Guy's Great Big Book of Tiny Germs**

by Bill Nye and Bryn Barnard

Learn about bacteria, viruses, how germs travel and attack humans, the immune system, and the history of the pox, plagues, and other diseases. This fun book for kids and families touches on how germs were discovered, vaccinations, antibiotics, HIV and AIDS, keeping safe and germ-free, and why we love and hate germs.

### Answers:

- 1) false  
 2) true  
 3) true  
 4) true  
 5) false  
 6) false
- There are 10,000 white blood cells in one drop of blood. And if you think that is amazing, think about this: there are 5 million red blood cells in that same drop of blood!
- "Puzzled about HIV/AIDS" answers:
- "What Do You Think?" answer:

# RISK FACTORS & BLOOD-BORNE PATHOGENS

## **MATERIALS:**

For the blood-borne pathogens demonstration:

- a. Cornstarch
- b. 2 re-sealable bags
- c. Water
- d. 2 glass beakers or clear containers
- e. Iodine
- f. Needle or safety pin

**HANDOUT:** Blood-Borne Pathogens Fact or Fiction

**ANSWER KEY:** Blood-Borne Pathogens Fact or Fiction

## **HANDOUT:**

- Learning about HIV & AIDS and Hepatitis A/B/C
- RISK FACTORS & BLOOD BORNE PATHOGENS

**INTRODUCTION:** HIV & AIDS and Hepatitis A/B/C are preventable blood-borne pathogens. Prevention depends on knowledge of risk factors and protective measures. This lesson provides students with an opportunity to define and understand blood-borne pathogens, therefore providing students with tools and knowledge to reduce risks of contracting HIV & AIDS or Hepatitis A/B/C.

**INTRODUCTION TO BLOOD-BORNE PATHOGENS (15 min)** Students define “communicable disease” and understand the concept of transmission of a disease.

1. Ask students to brainstorm a list of pathogens. Write down each suggestion on the board or an overhead. Ensure that HIV & AIDS and Hepatitis A/B/C are on the list.
2. Explain to students that some diseases are communicable – diseases that are passed from one person to another and some are non-communicable – diseases that happen inside a person that can't be passed onto another person except genetically or via the introduction of environmental hazards (i.e., second hand smoke).
3. Demonstrate the transmission of a communicable disease using the following procedure:
  - Place cornstarch inside two re-sealable bags and seal the top. Inform students that cornstarch represents the blood inside our bodies and the plastic bags represent the skin that protects our bodies.
  - Use a needle to make several holes in one of the bags. The holes represent parts of our bodies that could allow a virus through, such as cuts, piercings, or mucus membranes (such as those found in our genital area, back of throat, eyes, and in nose).
  - Place each bag into a glass beaker filled with water, ensuring the top of the bag remains out of the water to prevent leakage.

- Inform students that the water represents the environment outside the body. Explain to students that a mucus membrane is a part of our body that is moist and has openings to the outside of our body, e.g. back of throat, anus, eyes, and nose.
  - Put several drops of iodine into the water of each beaker. Inform students that the iodine represents a virus causing HIV & AIDS or Hepatitis A/B/C.
  - Remove the bags from the solution. The cornstarch inside the bag with the holes in it will have changed color. Inform students that this color change represents the introduction of a disease such as HIV & AIDS or Hepatitis A/B/C to the bloodstream. Diseases passed through blood are known as blood-borne pathogens, and are communicable diseases.
4. Looking back at the list from step one, circle diseases that are communicable.
5. Debrief this activity using the following questions:

Which of the communicable diseases we identified can cause serious health problems?

- HIV & AIDS
- Hepatitis A/B/C

Why are some communicable diseases more serious than others?

- They can cause severe health problems, even death.

What emotions do people feel toward serious communicable diseases such as HIV & AIDS and Hepatitis A/B/C?

- Fear
- Anger

C. BLOOD-BORNE PATHOGENS FACT OR FICTION (15-20 min) Students determine how much they know about blood-borne pathogens, and identify where their knowledge gaps are.

1. Distribute the handout Blood-Borne Pathogens Fact or Fiction.
2. Have students complete this handout independently.
3. Using the answer key, review each statement while students correct their handout.
4. Debrief this activity using the following questions:

How are blood-borne pathogens passed from one person to another?

- Blood-borne pathogens are passed from one person to another through an exchange of blood or body fluid including semen and vaginal secretions, and through breast milk (HIV only).
- Blood-borne pathogens can be passed through contaminated food or drinks, sharing needles, body piercing and tattooing equipment, helping someone who is bleeding without using gloves, sexual intercourse, and from an infected mother to her baby.

What diseases are blood-borne?

- HIV & AIDS and Hepatitis A, B, and C are blood-borne pathogens.

What is the difference between HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immunodeficiency Syndrome)?

- HIV is a virus that can make you sick and is the virus that causes AIDS.

- A person can be infected with HIV and not have AIDS.
- HIV weakens the immune system, your body's built-in defense against disease and illness.
- A person can have HIV without knowing it and may not look or feel sick but can still pass the virus on to other people.
- It can take many years for the virus to multiply and cause serious damage to the immune system.
- Without treatment, HIV can make the immune system too weak to fight off serious diseases and a person may become very sick with life-threatening infections. This is the most serious stage of HIV, called AIDS.

What is the difference between Hepatitis A, B and C?

- Hepatitis in general refers to any inflammation of the liver. It can have a variety of causes, including viruses, medicines, alcohol, chemicals and other toxins. Hepatitis A, B, and C are all viruses but are very different from each other.
- Hepatitis A is generally spread through oral contact with the feces of a person with hepatitis A. It can be in food or water. Sometimes, people don't wash their hands after going to the bathroom and that is how the hepatitis A virus gets into food or water. You can get a vaccination to prevent getting Hepatitis A.
- Hepatitis B is spread by contact with infected blood and body fluids. There are medicines to help control the virus, and you can get a vaccination to prevent getting Hepatitis B.
- Hepatitis C is passed by blood-to-blood contact. Hepatitis C can be passed through sharing needles, body piercing and tattooing equipment, helping someone who is bleeding without using gloves, and unprotected sexual intercourse. There is no vaccine to protect against Hepatitis C.

What can a person do to prevent the spread of blood-borne pathogens?

- Practice abstinence (not having sexual intercourse or sexual contact)
- Use only clean and new needles or tattooing/piercing equipment
- Avoid touching someone who is bleeding without wearing latex gloves
- Do not share toothbrushes, razors, or nail clippers with someone who has Hepatitis C.

D. PARENT INTERVIEW 5 (5min today, 30 min homework, 5-10 min next class)

- Students discuss blood-borne pathogens with a parent or guardian
- Distribute the handout: Learning About HIV & AIDS and Hepatitis A/B/C for students to complete as a homework assignment.
- Explain that students can complete this interview with a parent or guardian.
- Dedicate time to debrief this activity during the next lesson.

**Question Box:** Students fill out questions they have based on the lesson. Teacher addresses them during the next class.

**Take it Home:** Students with the help of a parent or guardian complete the handout: **Learning about HIV & AIDS and Hepatitis A/B/C.**



## Blood-borne Pathogens Fact or Fiction

	True	False	Unsure
Blood-borne pathogens are spread from one person to another through the exchange of blood.			
HIV & AIDS and Hepatitis A/B/C are blood-borne pathogens.			
At this time, there is no cure for blood-borne pathogens.			
Only women can get infected by blood-borne pathogens.			
You can't get infected with a blood-borne pathogen if you are healthy and strong.			
You can tell a person is infected with a blood borne pathogen by looking at them.			
<b>A person might get a blood-borne disease by:</b>			
Donating blood			
Using a public toilet			
Kissing			
Being bitten by a mosquito			
Being born to a mother who is infected with a blood-borne pathogen			
Sharing needles with another person			
Using the same water fountain as person who is infected with a blood-borne pathogen			
Swimming in a public pool			
Shaking hands			
Helping someone who is bleeding			
Getting a tattoo or a body piercing			
Touching someone who is infected with a blood-borne pathogen.			
Getting a vaccination at a doctor's office or clinic			

Answer Key

**Blood-borne Pathogens Fact or Fiction**

	True	False	Unsure
Blood-borne pathogens are spread from one person to another through the exchange of blood.	X		
HIV & AIDS and Hepatitis A/B/C are blood-borne pathogens.	X		
At this time, there is no cure for blood-borne pathogens.	X		
Only women can get infected by blood-borne pathogens.		X	
You can't get infected with a blood-borne pathogen if you are healthy and strong.		X	
You can tell a person is infected with a blood borne pathogen by looking at them.		X	
<b>A person might get a blood-borne disease by:</b>			
Donating blood		X	
Using a public toilet		X	
Kissing		X	
Being bitten by a mosquito		X	
Being born to a mother who is infected with a blood-borne pathogen	X		
Sharing needles with another person	X		
Using the same water fountain as person who is infected with a blood-borne pathogen		X	
Swimming in a public pool		X	
Shaking hands		X	
Helping someone who is bleeding	X		
Getting a tattoo or a body piercing	X		
Touching someone who is infected with a blood-borne pathogen.		X	
Getting a vaccination at a doctor's office or clinic		X	

# Learning About HIV & AIDS and Hepatitis A/B/C

**Blood-borne pathogens such as HIV & AIDS and Hepatitis A/B/C can be difficult to talk about, but it is important to share what we know with those around us. Increasing understanding about these viruses will help prevent them from spreading.**

**Step 1:** Take this handout home. Share it with a parent or guardian, and ask that person if you can complete it together.

**Step 2:** Schedule a time with the adult for the interview. Give the adult this handout so that they can think about the answers before the interview.

**Step 3:** Interview the adult using the questions provided. Allow at least a half an hour.

**Step 4:** Record the adult's responses on this sheet. Both you and the adult sign the top of the page when the interview is complete and return the entire sheet to your teacher.

1. When did you first hear about HIV & AIDS? Hepatitis A/B/C?
  
2. When you were my age:
  - a. Were there diseases like HIV & AIDS or Hepatitis A/B/C? What were they?
  - b. Did your parents talk with you about disease prevention? What did they say?
  
3. How have HIV & AIDS and Hepatitis A/B/C affected you?
  
4. What would you like to tell me about HIV & AIDS and Hepatitis A/B/C?

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_



Grade: 4th Grade	Lesson: Gender Identity	Strand: Identity
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<b>Materials Needed:</b> Media slides <a href="https://docs.google.com/presentation/d/1sTYt9TmfO1jKtJIR-vvXPi3UdCiInnAP5hoU-LVx30c/edit?usp=sharing">https://docs.google.com/presentation/d/1sTYt9TmfO1jKtJIR-vvXPi3UdCiInnAP5hoU-LVx30c/edit?usp=sharing</a> whiteboard, The Paper Bag Princess by Robert Munsch	<b>Other Notes:</b>
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**Learning Objectives:** #21, 24, 23, 10

**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.AI.1** Identify parents or other trusted adults to whom they can ask questions about gender identity and sexual orientation. #24

**ID.5.CC.2** Define gender identity as a person's deeply held sense or psychological knowledge of their own gender. #23

**PD.5.INF.1** Describe how peers, media, family, society and culture influence ideas about body image #10

**Lesson Plan:**

Share media slides of images. Have students share their thoughts on what they saw. Do they agree with what they saw? What do they play with or are interested in?

Activity

1. Define "gender roles" and explain the purpose of the lesson. "Gender Roles" are the roles people think they should follow because of their gender (male/female) - the ways people act because "boys and men are supposed to" and "girls and women ought to." This lesson will examine those roles/rules.
2. Brainstorm gender-specific roles and behaviors in America today. Have students brainstorm, while you write down their contributions; advantages of being male; then, the advantages of being female.

Men and Boys

Women and Girls

Discuss stereotypes that are shared by students.

Students will then create a video commercial that shows both boys and girls playing with different toys. They will create a gender neutral video that breaks the stereotype.

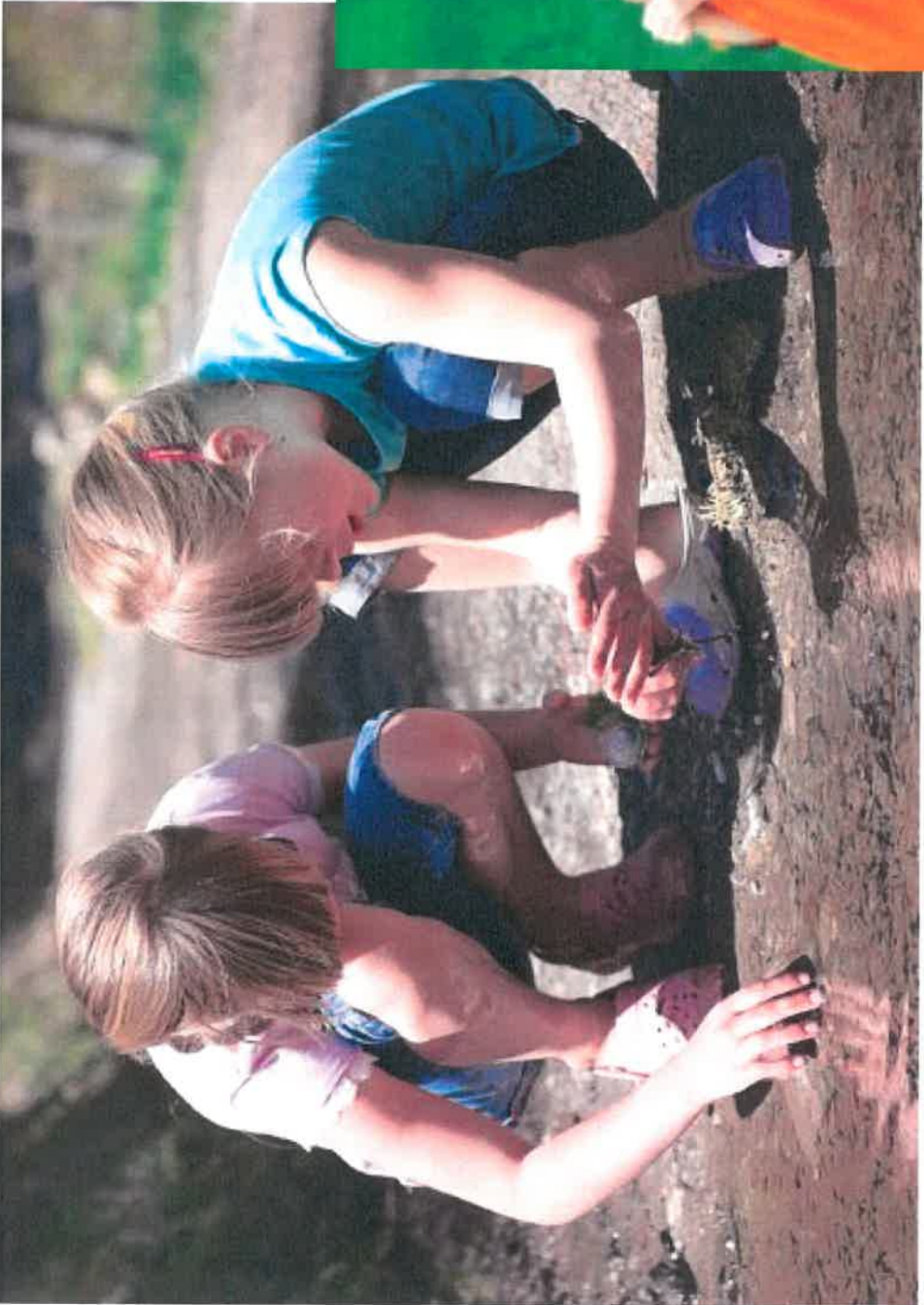
Closure/Reflection: Read The Paper Bag Princess

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
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# Media Images

Gender Identity

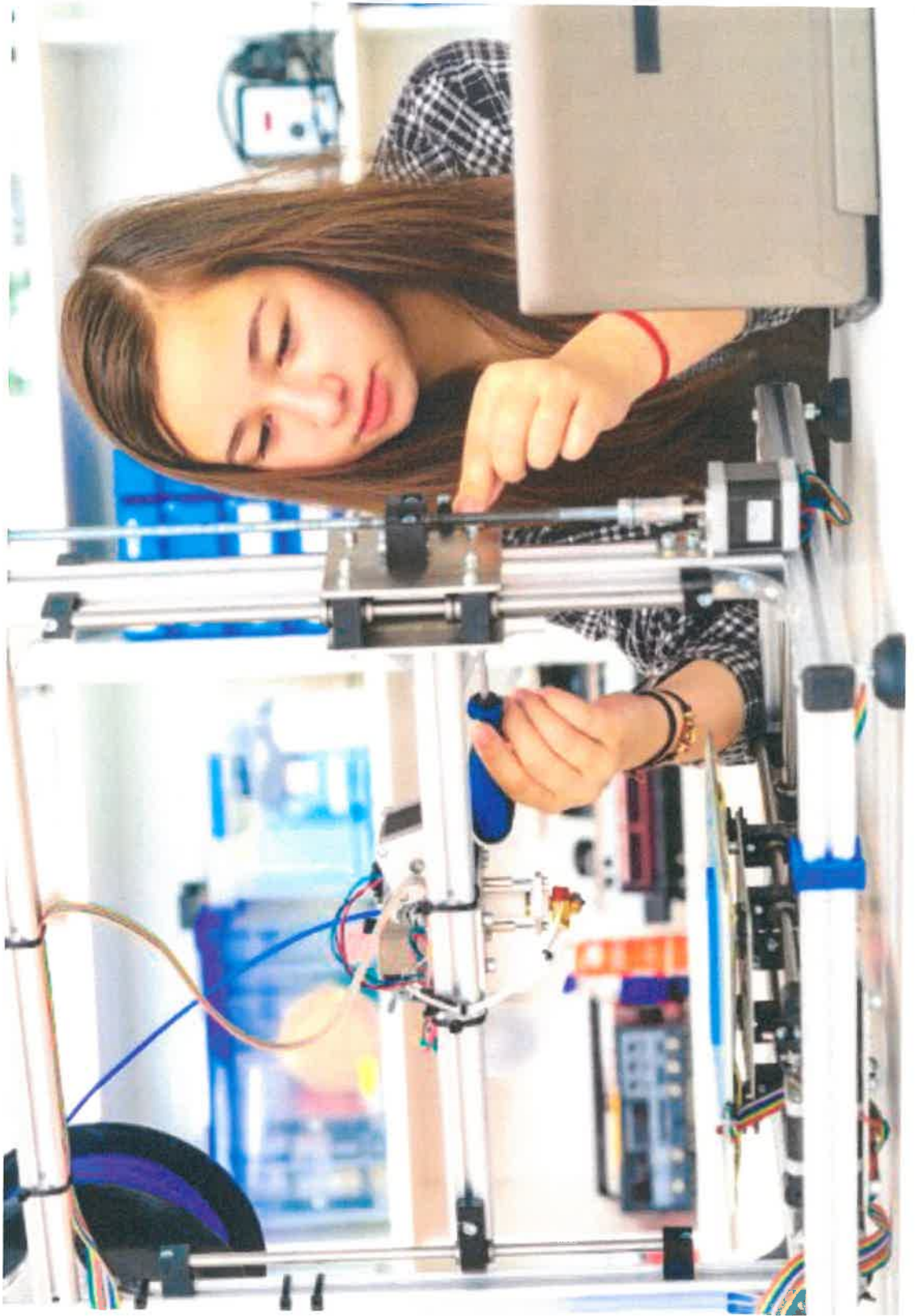
Grade 4

















Grade: 4th	Lesson: Sexual Orientation	Strand: Identity
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<b>Materials Needed:</b> <u>The Purim Superhero</u> by Elizabeth Kushner <u>The Purim Superhero</u> discussion guide	<b>Other Notes:</b>
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<p><b>Learning Objectives: #22, 25, 24</b></p> <p>ID.5.CC.1 Define sexual orientation as a person's experience of being romantically, physically and emotionally attracted to men, women, both or neither. #22</p> <p>ID.5.SM.1 Demonstrate ways to treat others with dignity and respect. #25</p> <p>ID.5.AI.1 Identify parents or other trusted adults to whom they can ask questions about sexual orientation. #24</p> <p><b>Lesson Plan: Begin by emphasizing that the expectations for this lesson are for students to listen and share in a respectful manner.</b></p> <p><b>Read the book <u>The Purim Superhero</u> and have a class discussion about the characters introduced. Use the discussion guide to facilitate discussion before, during and after reading.</b></p> <p><b>Encourage students to share their ideas and/or questions about the material, making sure everyone is following the expectations discussed earlier.</b></p> <p><b>Closure/Reflection:</b></p>
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<p><b>Assessment of Learning (Formal):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check and correct homework</li> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Project</li> <li><input type="checkbox"/> Writing Assignment</li> <li><input type="checkbox"/> Individual</li> <li><input type="checkbox"/> Conference</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Assessment of Learning (Informal):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Walk around</li> <li><input type="checkbox"/> Signaling</li> <li><input type="checkbox"/> Class work</li> <li><input type="checkbox"/> Oral questioning</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Conferencing</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Resources (Text and Technology):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Text</li> <li><input type="checkbox"/> Video</li> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Internet</li> <li><input type="checkbox"/> Reference Materials</li> <li><input type="checkbox"/> Chromebooks</li> <li><input type="checkbox"/> iPads</li> <li><input type="checkbox"/> Computer Lab</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><b>Differentiation Strategies/Activites:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cooperative learning</li> <li><input type="checkbox"/> Varied grouping</li> <li><input type="checkbox"/> Adjusting questions</li> <li><input type="checkbox"/> Choice provided</li> <li><input type="checkbox"/> Movement</li> <li><input type="checkbox"/> Contract</li> <li><input type="checkbox"/> Peer editing/helping</li> <li><input type="checkbox"/> Stations</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input type="checkbox"/> Other:</li> </ul>
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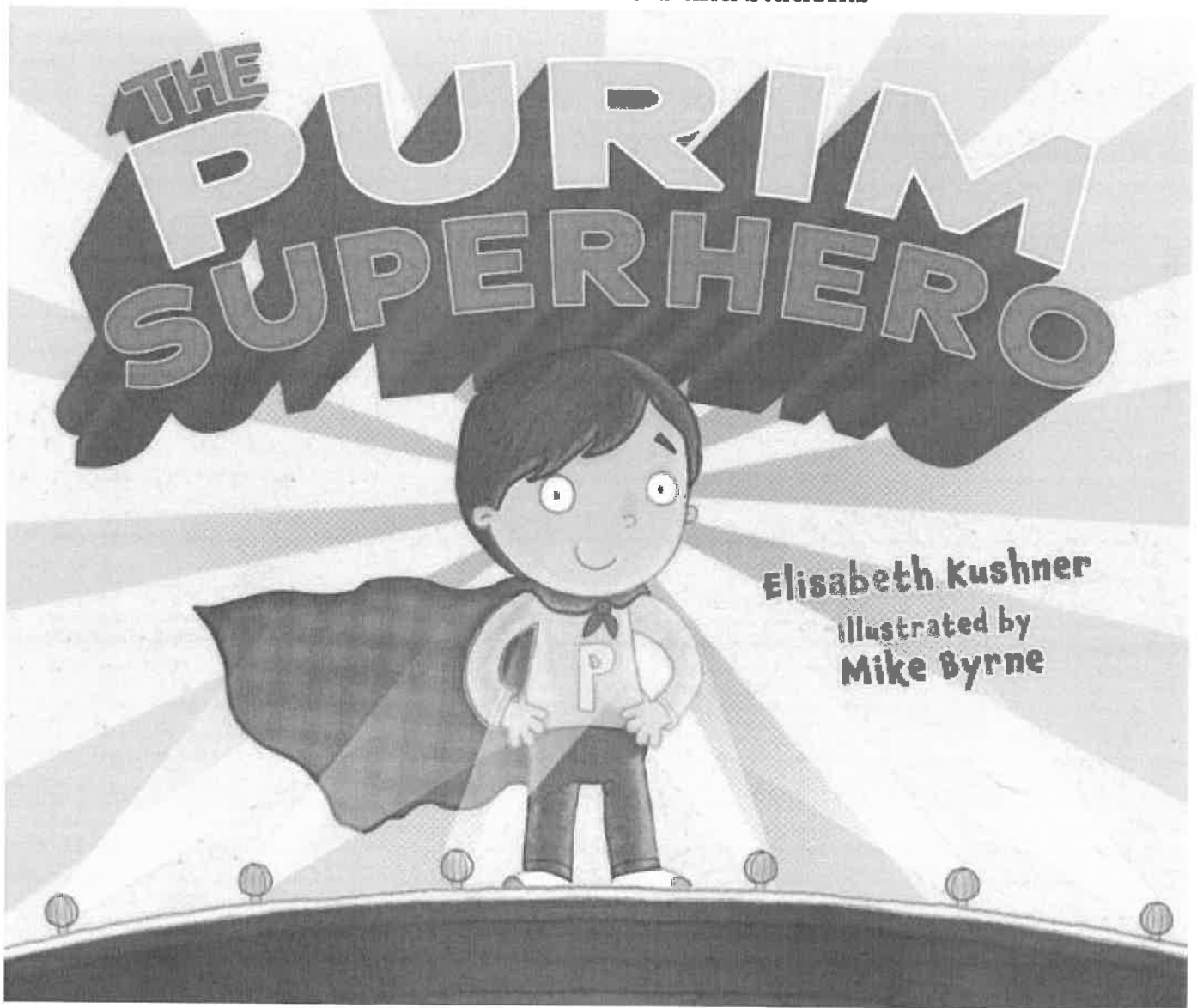
# KAR-BEN

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## eSource

Resources for Teachers and Students



Elisabeth Kushner  
Illustrated by  
Mike Byrne

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Ages 4-9 | Grades PreK-3

## How to Use This Guide

Many young Jewish children have some knowledge of Purim as a holiday; some children may even be familiar with the elements of the Purim story. *The Purim Superhero* is a story that offers readers two new ways for understanding the Purim story—a story with a contemporary hero with a personal dilemma who is easily relatable and as a way to understand that the revealing of one’s true identity can be powerful. The guide offers tools to prepare young students to understand the story and ideas for further processing what they have learned.

Additionally, the book can be used with upper grades as supplemental material. Older students can benefit from thinking critically about the way issues about difference and conformity are presented and juxtaposed with the Purim story. Older students can read actively and deeply, making inferences and interpretations based on the text and visuals (and their interplay) in a picture book.

## About the Book



### About the Author

Elisabeth Kushner lives in Vancouver, Canada, with her family and a jumble of books and musical instruments. If she were a superhero, she’d be Orange Ukelele Girl. Her favorite kind of hamentaschen is poppyseed.

### About the Illustrator

Mike Byrne grew up near Liverpool in the United Kingdom, moving to London to work as an illustrator by day and a crayon-wielding crime fighter by night. He lives in the English countryside with his wife and two cats, where he spends his days doodling and creating children’s books.

## Summary and Context

In *The Purim Superhero*, Nate loves everything about aliens. He loves to draw aliens, he loves to read about aliens, and loves to think about aliens. So when it comes time to choose a costume for Purim, Nate naturally knew what he was going to be; that is until his friends at Hebrew school told him that all the boys would be dressing up as superheroes.

Worried about being different from his classmates, Nate seeks advice from his two dads, who suggest that being different can sometimes be a good thing, and—rather than using as an example their own family as perhaps the reader would expect—point Nate to the lesson of Purim which celebrates Queen Esther, a girl with the courage to speak up for who she really was—a Jewish girl!—and ends up saving her people.

The book’s action takes place during the Jewish holiday Purim. A holiday that comes in early spring, Purim recalls how brave Queen Esther saved the Jewish people of Persia from wicked Haman’s evil plot to destroy them, with the support and wisdom of her Uncle Mordecai. The story is recounted in the Biblical book of *Esther*. Families celebrate by wearing costumes, eating three-cornered cookies called *hamentaschen*, listening to the reading of the *Megillah* (a scroll containing the story) and making noise with *groggers*, blotting out the

name of the villain Haman.

## Questions:

### For before reading:

1. What is the Purim story? Who is Esther? Who is King Ahashuerus?
2. What qualities does a superhero have? Is there a difference between heroes and superheroes?
3. How do you decide what costume to wear at Purim?
4. Who is your favorite superhero? Why?
5. How are you and your friends similar? In what ways are you different?

### For reading together:

1. When Nate asks Max if all the boys are going to be superheroes, what does he mean? What can we infer from his question?
2. At dinner, why is Nate still undecided about his Purim costume?
3. What does Nate's dad mean when he asks "Is Max your boss?"
4. In the Purim story, how did Esther save the Jewish people when they were in danger?
5. What does Nate think to himself about being different? Do you agree?
6. What qualities does Nate's Daddy explain that heroes have?
7. What does Nate's costume look like?
8. What award does Nate win?
9. What does Ethan say about his Purim costume? Why, do you think?

### For post-reading discussion:

1. Why do you think that—at first—Nate decides to wear a superhero costume? What influences his decision?
2. What are some ways that Max feels different than his friends?
3. Why do you think Nate likes aliens? How are aliens different than people?
4. How does showing who you really are make you stronger?
5. The story of Purim and the story of *The Purim Superhero* are both, in part, about families. There are many kinds of families. Who are the people in Nate's family? Who are the people in Queen Esther's family? How does Nate's family help him decide what to do? How does Esther's family?

Grade: 4th Grade	Lesson: Peer Pressure	Strand: Healthy Relationships and Personal Safety
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Materials Needed: Peer Pressure presentation	Other Notes:
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Learning Objectives: #93, 95, 135

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

**HR.5.IC.1** Demonstrate positive ways to communicate differences of opinion while maintaining relationships #95

**PS.5.IC.2** Demonstrate refusal skills (clear "no" statement, walk away, repeat refusal) #135

**Lesson Plan:**

**Peer Pressure Activity**

Have all of the students sitting in their desks like normal. Ask one student to go and get you something "for an activity". I usually ask them to grab me 2 squares of paper toweling from a bathroom. (I don't just send them outside to wait until I'm ready because they will know something is up, or different) Once the student has left the room, I tell the rest of my students to sit on top of their desk. Once they are all on top of their desk, I inform them that we are participating in a peer pressure activity and the individual that just left is our subject. If the individual returns and sits on top of their desk they fell into non-verbal peer pressure and if they sit in their chair they resisted peer pressure.

Rules:

- Go about class like it is normal (I would be taking attendance or giving a short explanation of something)
- Don't stare or giggle at the individual when they walk into the room
- If the individual asks any questions just shrug your shoulders

Once the individual is back, monitor what they do. Once the individual has chosen the chair or their desk to sit on, it is discussion time.

Questions to ask the individual if they sat on their desk

- Why did you sit on your desk? (usual answer is because everyone else is)
- Do you always do what everyone else does?

Questions to ask the individual if they sat in their chair

- Why did you sit in your chair when everyone else is sitting on their desk?
- Why wouldn't you do what everyone else is doing?
- I congratulate the individual if they choose their chair, and let them know that they didn't fall into peer pressure

At this time I let them know that they were the subject to our activity.

Questions to ask the whole class

- Raise your hand if you would have sat on the desk? Why?

- Raise your hand if you would have sat in your chair? Why?
- Inform the whole class that the usual peer pressure that they think about is someone pressuring them to do something wrong or against their values

**Assessment Ideas:**

Students could journal the questions instead of just discussing it in class.

**Teaching Suggestions:**

Choose your one individual wisely, someone who won't be easily embarrassed or wander the halls. You will need to give your directions timely, because you only have a short time while the individual is away. You will need the student gone for at least 30 seconds to 1 minute to give directions, pick a distance that isn't too far or too short for the one individual to go to.

**Share Presentation:** Use peer pressure presentation to guide discussion on resistance skills

**Closure/Reflection:** Ask students to share a resistance skill they feel comfortable with as an exit slip.

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:

# Peer Pressure and Resistance Skills

4<sup>th</sup> Grade

Source: National Institute on Alcohol Abuse and Alcoholism (NIAAA), a component of the National Institutes of Health, within the U.S. Department of Health and Human Services



**Peer Pressure-the feeling  
that someone your own age is  
pushing you toward making a  
certain choice, good or bad.**



# Examples of peer pressure

## Good Peer Pressure

During recess your classmate breaks the classroom pencil sharpener. When recess is over the classmate tells the teacher right away because you all agreed to be honest as part of your class rules.

In your study group, one of your group members is stuck on how to add fractions. Another group member is helping him and you join her in helping him understand.

When soccer practice begins everyone works hard on drills and game play until practice is over.

## Bad Peer Pressure

Your friend asks you to cover up for her when she did something wrong. When her dad asks you what happened you say you don't know.

Your friend has been taking a classmate's pencil every day. Today he tells you to take the pencil and you do it.

Coach wants you to run three laps around the soccer field before practice begins; your two friends on the team tease you about running laps—they never do—so today you don't either.





## Giving in to peer pressure

Everyone gives in to pressure at one time or another. Why do people sometimes do things that they really don't want to do?



# Giving in to peer pressure

Here are some reasons why....

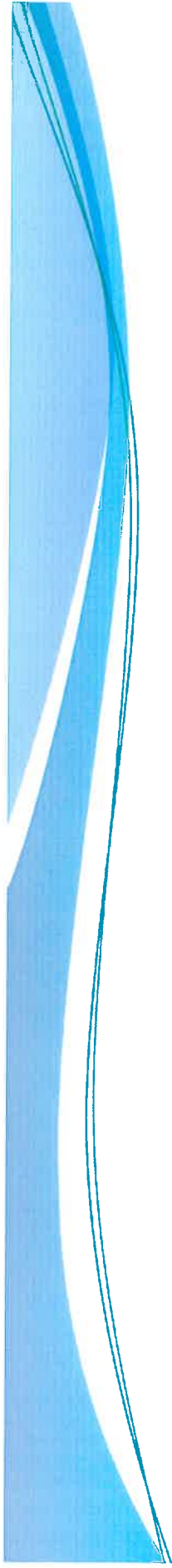
- they are afraid of being rejected by others
- they want to be liked
- they don't want to lose a friend
- they want to appear to be "grown up"
- they don't want to be made fun of
- they don't want to hurt someone's feelings
- they don't know what they really want
- they don't know how to get out of the situation



## Giving in to peer pressure....

If you did something you wish you hadn't, then most likely you didn't feel too good about it.

What are some feelings you may have had?



# Dealing with peer pressure

Being aware of the pressure is the first step to resisting it.....learn how to spot the tricks.

- Rejection
- Put downs
- Reasoning
- Unspoken pressure



# Rejection

Threatening to end a friendship or a relationship. This pressure can be hard to resist because no one wants to lose friends. Some examples of pressure by rejection are:

- Who needs you as a friend anyway?
- If you don't (fill in the blank) I won't be your friend any more.
- Why don't you just leave if you don't want to (fill in the blank).



# Put downs

Insulting or calling a person names to make them feel bad. Some examples of put downs are.....

- *“You’re never any fun!”*
- *“You’re such a baby!”*
- *“You’re such a wimp!”*
- *“You’re not very cool.”*



# Reasoning

Telling a person reasons why they should try something or why it would be OK if they did. (These are not good reasons.....)

- *“It won’t hurt you.”*
- *“Your parents will never know.”*
- *“You’ll have more fun.”*

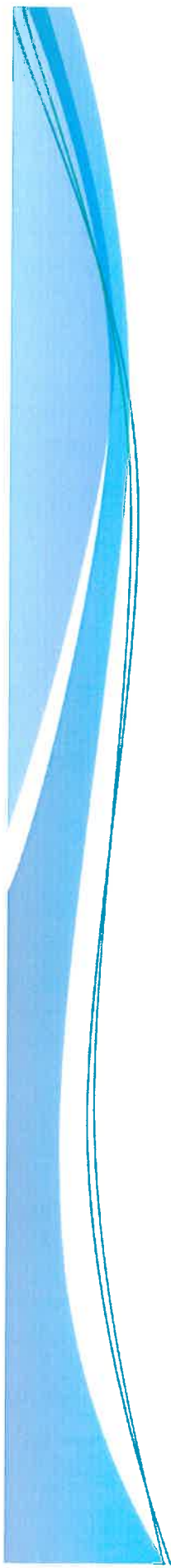


# Unspoken pressure

This is something you feel without anyone saying anything to you. You feel unspoken pressure if you want to do the same things others are doing. What does unspoken pressure “look like”?

- The huddle: a group of kids standing together where everyone is talking and maybe looking at something you can't see, laughing and joking.
- The look: kids who think they are cool give you a certain look that means “*we're cool, you're not.*”
- The example: a group of popular kids decide to get the same backpack and you want one too.





**Giving in to peer pressure**

***When you are faced with peer pressure you can stand your ground. Here's how.....***



# Resistance Skills

*Resistance skills* are used to help a person say “no” and/or leave a situation.

If you experience negative peer pressure you should

- ❖ Say “no” and mean it
- ❖ Use firm voice, stand up straight, make eye contact
- ❖ Say how you feel, give reasons for saying “no” and don’t make excuses
- ❖ Ask an adult for help if needed

## School Counselor Lesson

Grade: 4th	Lesson: Mr. Peabody's Apples	Strand: Healthy Relationships
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**Materials Needed:**

- Video or Book: Mr. Peabody's Apples
- 1-2 Die Cut Apples for each student

**Other Notes:**

Taught by school counselors during classroom guidance

**Learning Objectives: #26, 93, 96, 95, 136**

- ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people #26
- HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships #93
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect #96
- HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships #95
- PS.5.SM.1: Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied #136

**Lesson Plan:**

- Tell students that today we are going to talk about something that happens a lot, especially in school. Ask students what they think of when they hear "gossip" or "rumors".
  - Get some examples from students
- Ask students how many of them have ever had a rumor spread about them or how many of them have ever been gossiped about or heard gossip. Ask for different feelings that might have happened as a result.
- Glitter Analogy- Ask students to hold out one hand. Tell them to imagine that I just dumped a bunch of glitter on their hand and they need to transfer that glitter to another person's hand, without dropping a single piece of glitter. Ask students if that is possible.
  - The same thing happens with Gossip and Rumors- once the information is out there, we do not have control over where the information goes or where it spreads. We also are no longer in control of what the message is. (telephone analogy- how do you play the game telephone).
- Introduce Mr. Peabody's Apples. Play video.
- Ask students what happened to Mr. Peabody's reputation as a result of the rumor. Make the connect to the Toothpaste activity from 3rd grade (once the words are out, it is impossible to take them all back).
- Remind students that they need to consider the impact of what they are doing before the spread gossip or rumors. Ask for a couple of ideas of things they could do if they hear gossip or rumors (tell the person to stop, confirm the story with the subject, do not pass on the information, call the person out, etc.)
- Tell students that a good way to help eliminate gossip and rumors is to spend more time bringing others up rather than tearing others down, treating others with dignity and respect. Tell students that you will leave a stack of paper apples. Each student is to write a positive or inspirational message on the apple and put that apple on a random persons coat hook. Ask students for how they think that person might feel when they get an apple. Remind students that every single person comes to school with different situations, different home lives. We spend more time together here at school than most people do with their families- we need to treat each other as a family.
- Tell students where they will find the apples. (Put die cut apples in a common area in the classroom)

**Closure/Reflection:**

- Remind students about the ways they can help intervene with gossip and rumors
- Talk about how students do not need a counselor to lead a lesson encouraging them to build each other up. Every student has the ability to spread kindness.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activites:
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## School Counselor Lesson

<b>Grade:</b> 4th	<b>Lesson:</b> Jeopardy	<b>Strand:</b> Identity, Healthy Relationships, Personal Safety
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**Materials Needed:**

- Smartboard
- Jeopardy Website (<https://jeopardylabs.com/play/relationships-jeopardy2>)

**Other Notes:**

- Taught by School Counselors during guidance
- You can have the groups of students each answer the question on whiteboard or iPads if you would like more participation.

**Learning Objectives: #25, 26, 93, 96, 131, 137**

- 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
- HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships #93
- HR.5.SM.1: Demonstrate positive ways to treat others with dignity and respect #96
- PS.5.INF.1: Explain why people tease, harass, and bully others #131
- PS. 5. ADV.1: Persuade others to take action when someone else is being teased, harassed, or bullied #137

**Lesson Plan:**

- **Activate Prior Knowledge:** Ask students if they can explain the game Jeopardy. What is the point and how do you play?

- Solicit responses from students.
- Explain that today we are going to learn more about healthy relationships by playing Jeopardy.
  - o Each group of tables will be a team or you may need to divide the class how you see fit
  - o Select an individual at your table to do the following:
    - Record points (if you decide you want to track points)
    - Raise hand when the group knows the answer
    - someone who will answer the questions
  - o This is not a competition, this is to see how much we know
  - o Each team is responsible for tallying their points
    - We won't play typical rules where you lose points for incorrect answers
    - You do not need to answer the statement as a question (like you would see in typical Jeopardy)
  - o We may not get to all of the questions on the board, and that is okay
- Elaborate on some of the questions if examples or missing crucial information (especially around the definitions of teasing, harassment, and bullying).
- Feel free to take more than one answer for the class. Sometimes there are situational questions that could be handled in a variety of ways.

**Closure/Reflection:**

- Ask students for a summary of what we did today.
- Ask: Why is it important to know how to disagree respectfully with others?
- Ask: Why is it important to treat all people with dignity and respect.

- Leave students with a challenge: How, in the next week, can you demonstrate healthy relationship skills with those around you? Do an assessment of yourself as a friend and see if there is one area where you can make positive change.

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 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 type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input checked="" 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 checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

**100**

What does it mean to tease someone? Give an example.

Make fun of someone in the hopes of making them angry or upset in some way.

Examples: Someone gets new glasses and they get called 4-eyes. You get a new haircut and someone makes fun of it.

**200**

What is bullying? Give an example.

Bullying is unwanted, aggressive behavior that occurs multiple times and has an imbalance of power.

Example: An older student continues to call you names on the bus every single day.

**300**

You and your friend have not been as close lately. How could you approach a conversation about this with your friend?

Use I messages. Let them know what's bothering you calmly without blaming them

**100**

You just got new glasses and there is a student in your class who is teasing you about them. This hurts your feelings. What I message could you use to tell them your feelings are hurt?

I feel \_\_\_\_\_ when \_\_\_\_\_ . I need \_\_\_\_\_. I feel upset when you're making fun of my glasses. I need you to stop.

**200**

There are a group of kids on the playground from your class who are playing soccer and they tell you that you can't play because you aren't good enough.

How would you handle the situation?

You could go find something else to do. You could talk to them and let them know you don't think this is fair. You could ask for make a joke and walk away.

**300**

You just got a new haircut and it is very different from your original look. You're worried that someone might make fun of it.

You walk into the classroom and a student laughs and points at you. What should you do?

**100**

You are working in a group in your classroom and one of the people in your group is not doing anything. What should you do?

give them a task to do, remind them that they need to participate, get help from the teacher if they are still not doing their part

**200**

You are playing a game with some friends and you win. One of the players is really angry that you won and is not being a good sport about it. What should you do?

Watch your words to be sure you're not bragging. Make a joke about better luck next time. Ignore them until they calm down. Remind them it's just a game.

**300**

You are working on a project with a partner and you both want to do the first part. What should you do?

Chance - rock/paper/scissors, flip a coin to decide  
Compromise - find a

**100**

Someone on the bus is calling you names every day. This really hurts your feelings. What should you do?

Ignore what you can. Ask them to stop. Sit with friends so you have people around you who are being nice. Tell the bus driver.

**200**

A student in your class was playing in the bathroom when you were in there, and you know that is not allowed. He threatens to hurt you if you tell the teacher. What should you do?

Tell the teacher anyway - if someone is threatening you this isn't safe. You could always write a note to let the teacher know if you're worried about the other student seeing you tell.

**300**

You see one of your friends being made fun of at recess by another student. What should you do?

Be a friend. Go up to your friend and make sure they're okay. Use humor or change the subject. Make sure

**100**

Your best friend is starting to spend time with another student in your class instead of you. What should you do?

See if there are ways you can all be friends. Let your friend know you're missing time with them. Recognize that friendships change and it's okay to spend time with different people.

**200**

Your friend always wants to be the one who chooses what game you will play. This is starting to get frustrating to you. What should you do?

Ask if you can take turns deciding what to do. Use chance - coin toss, rock/paper/scissors  
Compromise and find a win/win solution  
Talk about it and let them know you're getting frustrated.

**300**

Your best friend looks mad at you and is ignoring you but she hasn't told you why she's angry and you don't have a clue what is bothering her. What should you do?

When she looks like she's calmed down,

for the distance. Tell them how important it is you try to still be friends.

Use humor, ignore them, ask them to stop laughing

win/win solution Take turns

you don't join in these behaviors.

talk about it and ask what's wrong. If she keeps giving you the silent treatment, then just find someone else to hangout with. Let her know you want to know what's wrong to try to fix it and that you're willing to talk about it with her when she's ready.

**400**

One of your friends was teasing you and things went too far and now you are mad. What should you do?

Use anger management strategies to calm down. When calm, let them know that they went too far.

**400**

You asked your friend about her dad and she got very upset because she doesn't see her father anymore. You didn't mean to hurt her feelings but didn't realize that this might be a sensitive topic to her. What should you do?

Apologize to her, Talk it out and let her know you didn't mean to hurt her feelings

**400**

You are part of a reading circle group for your class. When it is time to discuss the book that you are reading, another class member keeps interrupting you and you are getting mad. What should you do?

Talk it out. Use an I message to let them know how you're feeling. "I'm feeling frustrated when you keep interrupting. I need you to let me have a chance to share my ideas too."

**400**

A "friend" of yours is constantly making fun of you in front of other people but is nice to you when you are both alone. You are confused and hurt by this friend's actions. What should you do?

Talk about it with the "friend." Let them know it's not okay for them to be so mean to you in front of others and that this is crossing the line. Decide if it's worth trying to be friends with someone who is treating you like that. Think about what a real friend would do.

**400**

Your friend let you borrow one of his video games and now you can't find it. He is upset. What should you do?

Apologize for losing it. Talk it out. Share (one of yours). You need to let your parent know and get help looking for it or replacing it. If you borrowed it, you're responsible for it.

**500**

You heard someone whispering and you think you heard your name mentioned. What should you do?

Ignore it if you can. Ask them about it calmly. If they were talking about you, then use an I message. "I feel upset when you're talking about me behind my back. I need you to stop doing that and talk to me directly."

**500**

A new student just joined your class from another country and you assumed he was from Mexico because he was Hispanic but he is really from El Salvador. This student was very offended. What should you do?

Apologize to him, talk it out and let him know you were not trying to be offensive, be more aware next

**500**

You are playing a game that requires you to be divided up into teams of 2. You don't like the person you are teamed up with, but the teacher said you have to work together. What should you do?

Stop and think about how that person would feel if you complained about having to work with them. Recognize that

**500**

What can you do if you see someone being bullied? What if you are being bullied?

Step in if you feel comfortable, talk to an adult that you trust, talk to the person being bullied and see if there are ways you can support the victim.

**500**

Your only friend in the class is hanging out during recess with someone that you don't like. You are getting frustrated by this. What should you do?

If they are your friend, then it's not fair to ask them to choose between you and the person you don't like. You need to calm down and think about it to find a



time and not make the  
same quick  
judgments

life isn't always fair  
and we have to work  
together sometimes so  
just deal with it.

win/win solution.  
Maybe if you give the  
other student a  
chance, you'll be able  
to make a new friend.  
You could talk to  
your friend about it  
but recognize that you  
may just need to give  
the other person a  
chance to get to know  
them too.

Grade: 4th Grade	Lesson: Dealing with Abuse	Strand: Healthy Relationships and Personal Safety
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**Materials Needed:**

4th Grade Protective Behaviors Keynote Presentation  
 Video: If It Happens to You: Dealing with Abuse

**Other Notes:**

Taught by school counselors/Reach Counseling during classroom guidance

**Learning Objectives: #92, 94, 134, 135, 132, 129**

- HR.5.CC.1: Describe the characteristics of healthy relationships (e.g., family, friends, peers) #92
- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships #94
- PS.5.IC.1: Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs #134
- PS.5.IC.2: Demonstrate refusal skills (clear "no" statement, walk away, repeat refusal) #135
- PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, abused, or bullied #132
- PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong

**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: If It Happens to You: Dealing with Abuse**
  - Video will discuss three kinds of abuse: physical, emotional, and sexual
  - Tell students to watch for the lessons and safety rules we discussed today (tricks, threats, bribes, or forces, secrets, safety rules, trusted adults, etc.)
  - Pause video after each story and answer discussion questions provided

**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:
<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 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:	<input type="checkbox"/> Text <input checked="" type="checkbox"/> Video <input checked="" 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 checked="" 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:



**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

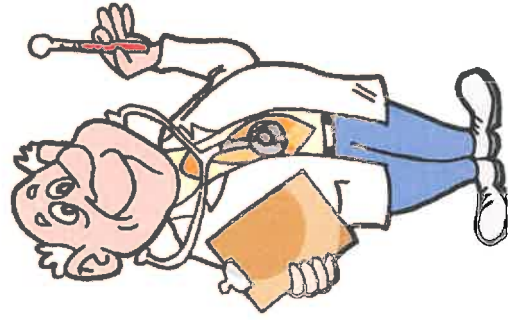
You to let **THEM** look at or touch **YOUR** private parts

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

Look at or take inappropriate movies or pictures

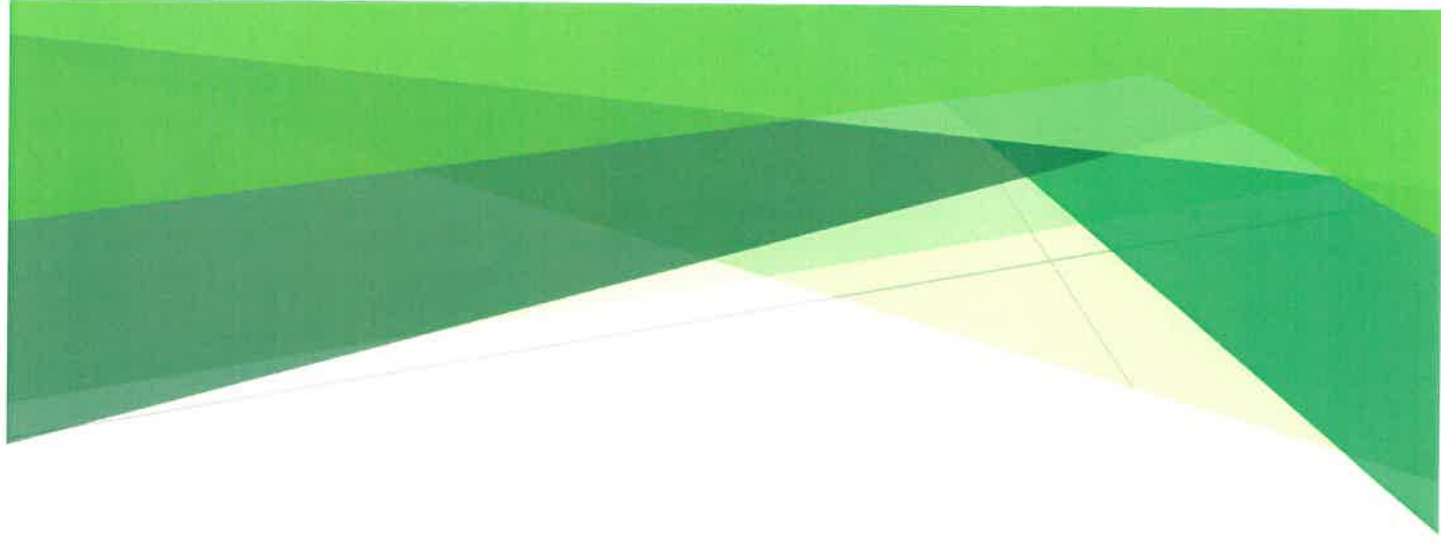


NO ONE has the  
right to touch your  
private parts  
without a good  
reason!!!



If something like this  
happens to you...

**IT IS NEVER  
YOUR FAULT!!**





# Secrets

## Good Secrets

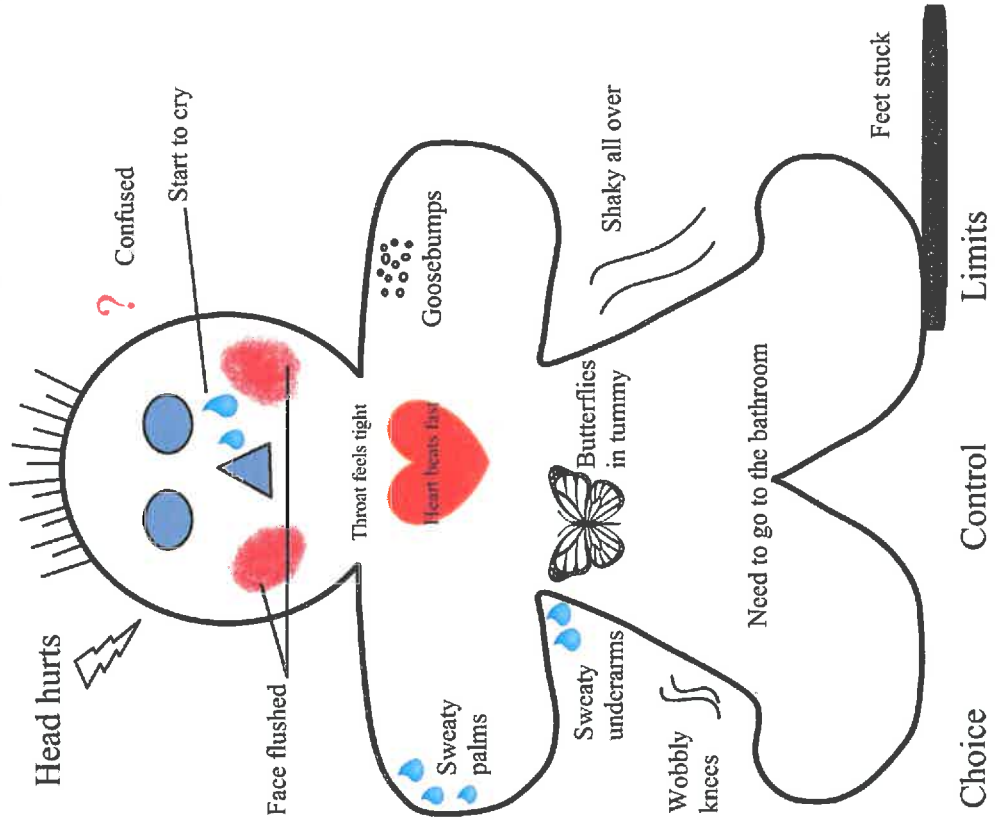
- ▶ Make us feel good
- ▶ When we tell the secret, it makes people happy
- ▶ What are some examples?

## 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

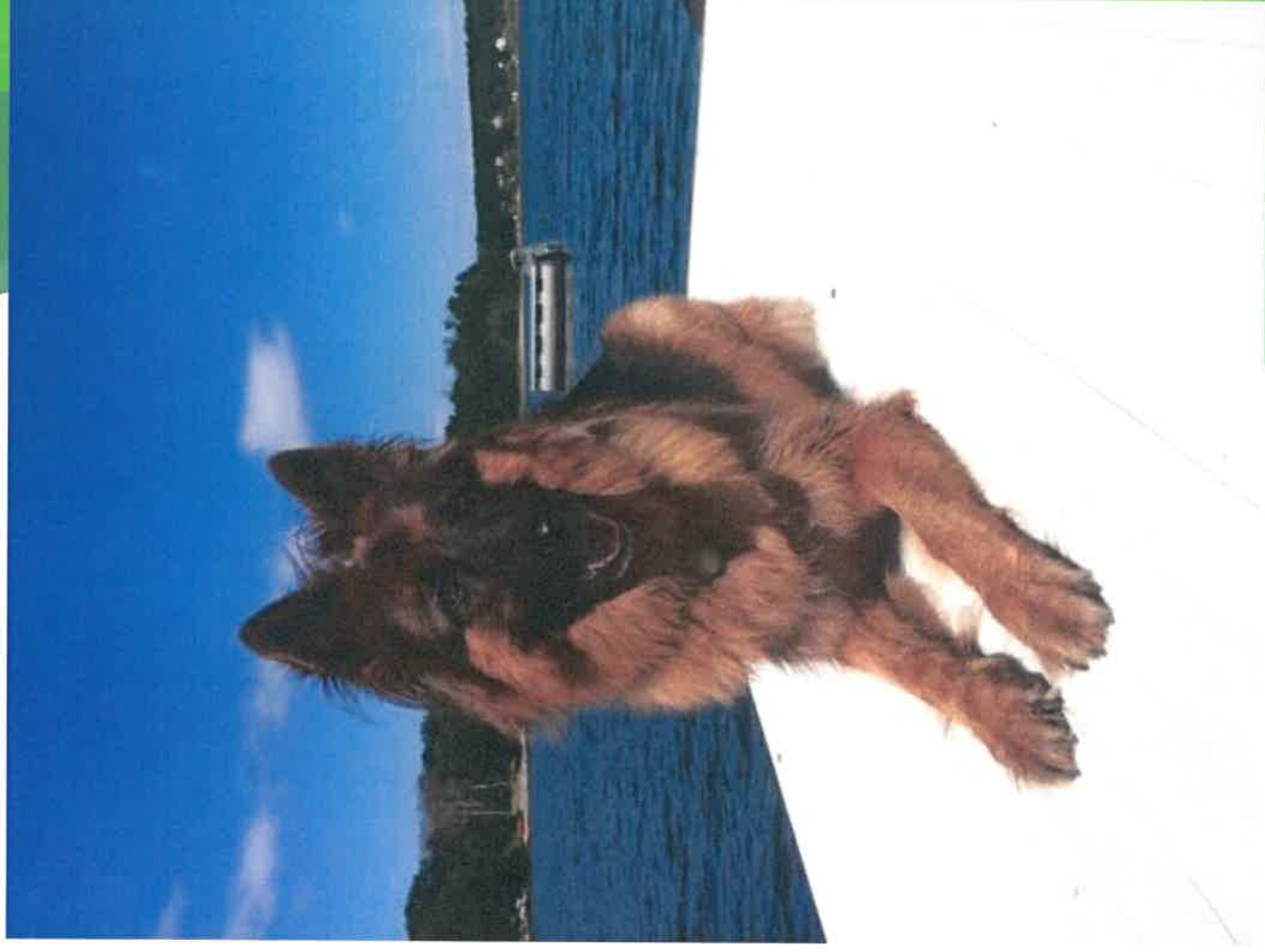


Choice

Control

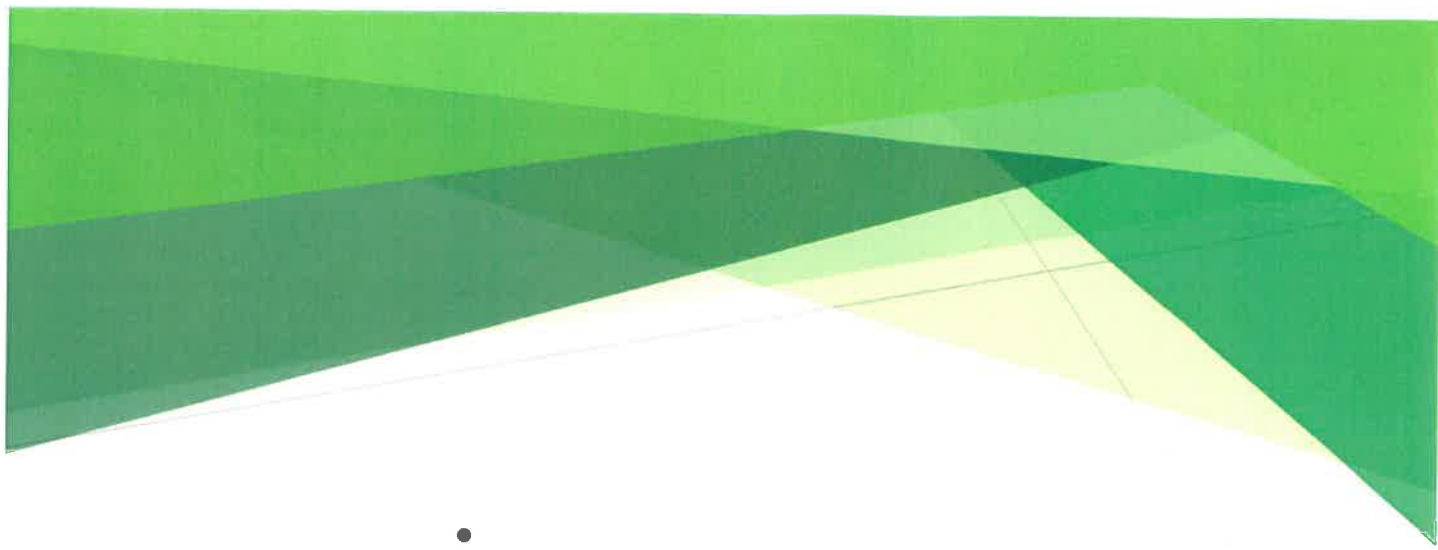
Limits

# Max's Story



Put yourself in Max's place...

What are some of your  
**warning signs?**



## Safety Rules

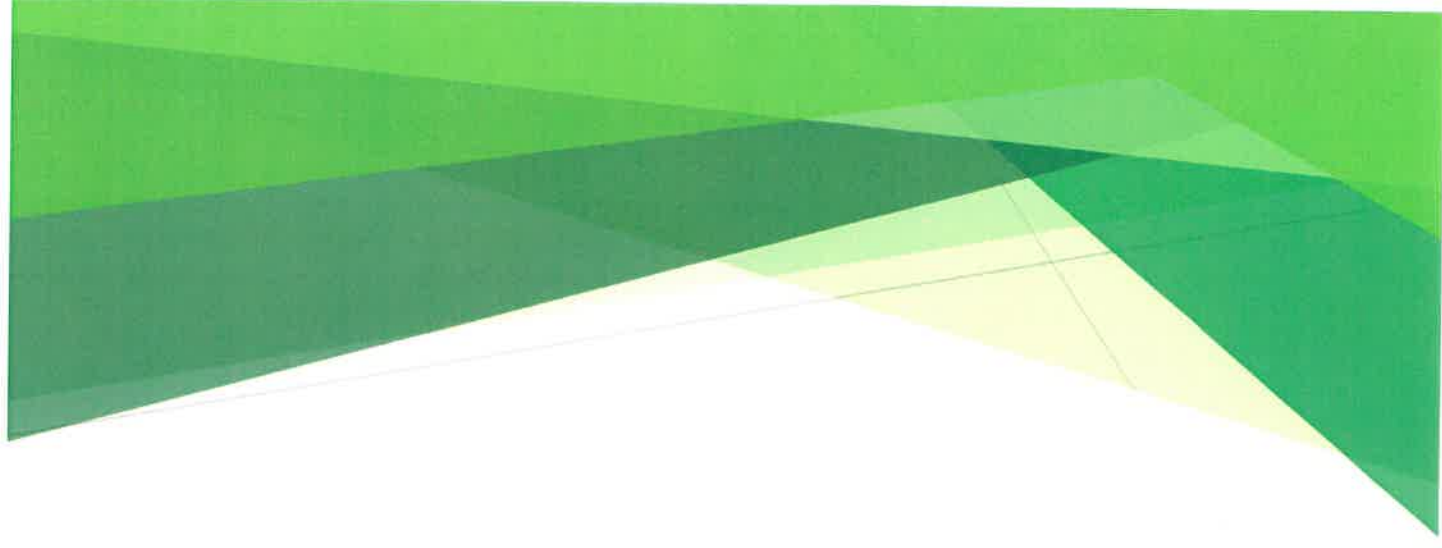


1. Say NO!!
2. Get away
3. Tell a trusted adult
4. Make a safe word

# Video

3<sup>rd</sup> Grade: Yes You Can Say No

4<sup>th</sup> Grade: How to Deal with Abuse



Grade: 4th	Lesson: Puberty	Strand: Anatomy and Physiology, Pregnancy and Reproduction, Puberty and Adolescent Development
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<p><b>Materials Needed:</b></p> <p>-Video Always Changing and Growing/ <b>Girls</b> Puberty Education Video  <a href="https://www.youtube.com/watch?v=OR1XJZ0xRSo">https://www.youtube.com/watch?v=OR1XJZ0xRSo</a></p> <p>-Video Always Changing and Growing/ <b>Boys</b> Puberty Education Video  <a href="https://www.youtube.com/watch?v=G57Suq7JpQE">https://www.youtube.com/watch?v=G57Suq7JpQE</a></p> <p>-container for collection of questions          -post it notes or slips of paper          -pencils</p>	<p><b>Other Notes:</b></p>
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<p><b>Learning Objectives: #2, 3, 7, 8, 9, 10, 11, 12, 13, 39</b></p> <p><b>Introduce and Develop concepts related to</b></p> <p><b>AP.5.CC.1</b> Identify male and female reproductive systems including body parts and their functions #2</p> <p><b>AP.5.AI.1</b> Identify medically-accurate information about female and male reproductive anatomy #3</p> <p><b>PD.5.CC.1</b> Explain the physical, social, and emotional changes that occur during puberty and adolescence #7</p> <p><b>PD.5.CC.2</b> Explain how the timing of puberty and adolescent development varies considerably and can still be healthy #8</p> <p><b>PD.5.CC.3</b> Describe how puberty prepares human bodies for the potential to reproduce #9</p> <p><b>PD.5.INF.1</b> Describe how peers, media, family, society and culture influence ideas about body image #10</p> <p><b>PD.5.AI.1</b> Identify medically-accurate information and resources about puberty and personal hygiene #11</p> <p><b>PD.5.AI.2</b> Identify parents or other trusted adults of whom they can ask questions about puberty and adolescent health issues #12</p> <p><b>PD.5.SM.1</b> Explain ways to manage the physical and emotional changes associated with puberty #13</p> <p><b>PR.5.CC.1</b> Describe the process of human reproduction #39</p>
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**Lesson Plan:**

- Introduce concept of puberty, that these changes are normal and everyone goes through it
- Discuss the importance that everyone should identify a trusted adult (parent, step-parent, a friend's parent, school staff) that they feel comfortable talking with
- Have students write down questions that they have or that they may generate during the video
- Collect student questions
- Watch video with students Puberty: Girls with girls and Puberty: Boys with boys. Read over and answer student questions that relate to the fourth grade curriculum expectations.

**Closure/Reflection:**

- Review the importance of talking to a trusted adult when questions arise, Remind students that puberty and the changes occurring within their bodies are normal!

<b>Assessment of Learning (Formal):</b>	<b>Assessment of Learning (Informal):</b>	<b>Resources (Text and Technology):</b>	<b>Differentiation Strategies/Activities:</b>
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School Counselor Lesson

<b>Grade:</b> 4th	<b>Lesson:</b> Healthy Relationships	<b>Strand:</b> Healthy Relationships
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**Materials Needed:**

Passive/Assertive/Aggressive situation cards  
Definitions of Passive/Assertive/Aggressive

**Other Notes:**

Taught by school counselors during classroom guidance

**Learning Objectives:**

ID.5.SM.1: Demonstrate ways to treat others with dignity and respect. #25

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

PS.5.IC.1: Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs. #134

**Lesson Plan:**

1. Introduce the words "Passive, Aggressive and Assertive."
2. Define each of the words, "Passive, Aggressive and Assertive."

**Passive:** Not standing up for yourself, or standing up for yourself in such a weak way that others take advantage of you. It could also mean not taking action for things that are your responsibility.

**Aggressive:** Standing up for your rights in a way that steps on the rights of others. It embarrasses them, puts them down, and may cause fights and hard feelings.

**Assertive:** Standing up for your rights while respecting the rights of others. It is an honest, direct and fair expression of your feelings and thoughts.

3. Role play with students an example of each of the three responses, (Passive, Aggressive, and Assertive.) (I "borrow" a student's watch and then as a class we talk about how the student could get his/her watch back using a Passive manner, Aggressive manner and then the Assertive manner.)
4. Discuss appropriate use of eye contact, body language and tone of voice. (Demonstrate appropriate and inappropriate examples of eye contact, body language and tone of voice.)
5. Use "Three Responses" cards to introduce different situations and how each situation is handled in a Passive, Aggressive and Assertive manner.
6. A student selects a card. The card is then projected for the class to see and the situation is read outloud. On the back of each card the three ways of handling the situation are provided. Each way of handling the situation is read outloud and the class identifies which manner of handling the situation it was, Passive, Aggressive or Assertive. A discussion is also had as to why it was that particular

manner and what the reaction of the person receiving that communication may be. The class then discusses what the appropriate response would be and why that would be a more positive way of handling the situation.

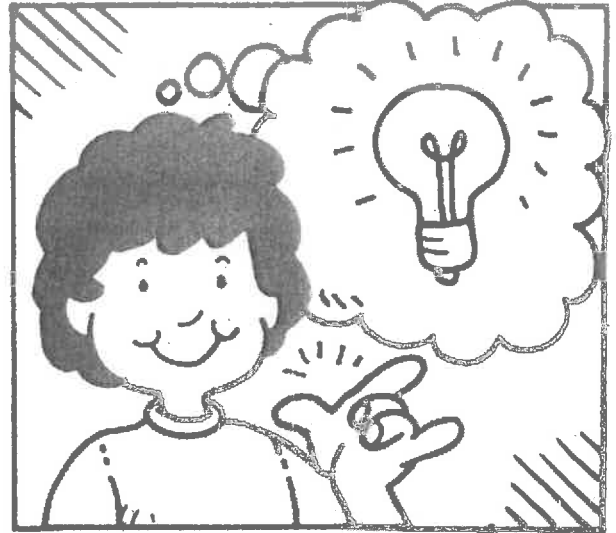
7. After discussing the card, that student then selects another student to choose a card. Continue process.

**Closure/Reflection:**

Ask students to identify the three ways of handling a situation. Ask them to share which is the best way to handle situations in order to better foster positive communication.

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# Smart Choices



How many times have you asked yourself, “Oh, no! What should I do now?”

You can choose the behavior you want for yourself...actions that help you get along with others and also feel good about yourself. All it takes is some thinking and planning ahead.

Every day there are lots of chances to decide how to act. Sometimes, we let our feelings decide our actions. If we’re angry, we might be rude or pushy. When we’re sad, we might choose behavior that lowers our spirits even more. It’s better to think before we act. That’s what smart choices are all about.

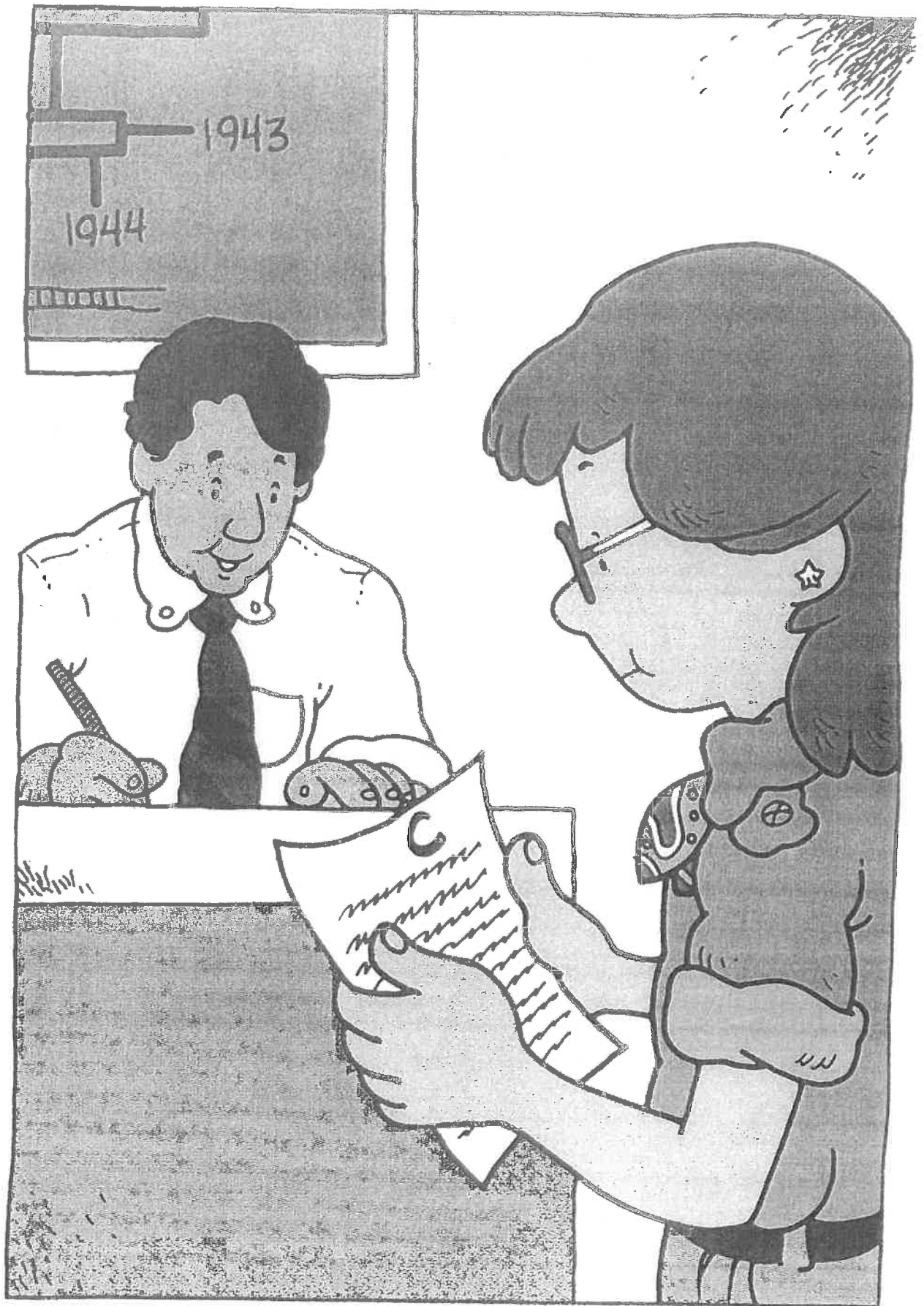
People that study behavior tell us many choices fit into one of these three groups:

**Non/Assertive or Passive:** Not standing up for yourself, or standing up for yourself in such a weak way that others take advantage of you. It could also mean not taking action for things that are your responsibility.

**Assertive/Appropriate:** Standing up for yourself in a way that let's other people have their rights too. It is an honest, direct and fair expression of your feelings and thoughts.

**Aggressive:** Insisting on having your own way in a way that steps on the rights of others. It embarrasses them, puts them down, and may cause fights or hard feelings.

The cards in your set show examples of all three types of behavior. As you talk about the pictures, try to pick out the behavior type for each answer. Which type do most of your own actions fall into? Assertive/Appropriate behavior is the goal. Choose more behaviors in this group for yourself and you'll be making smart choices!



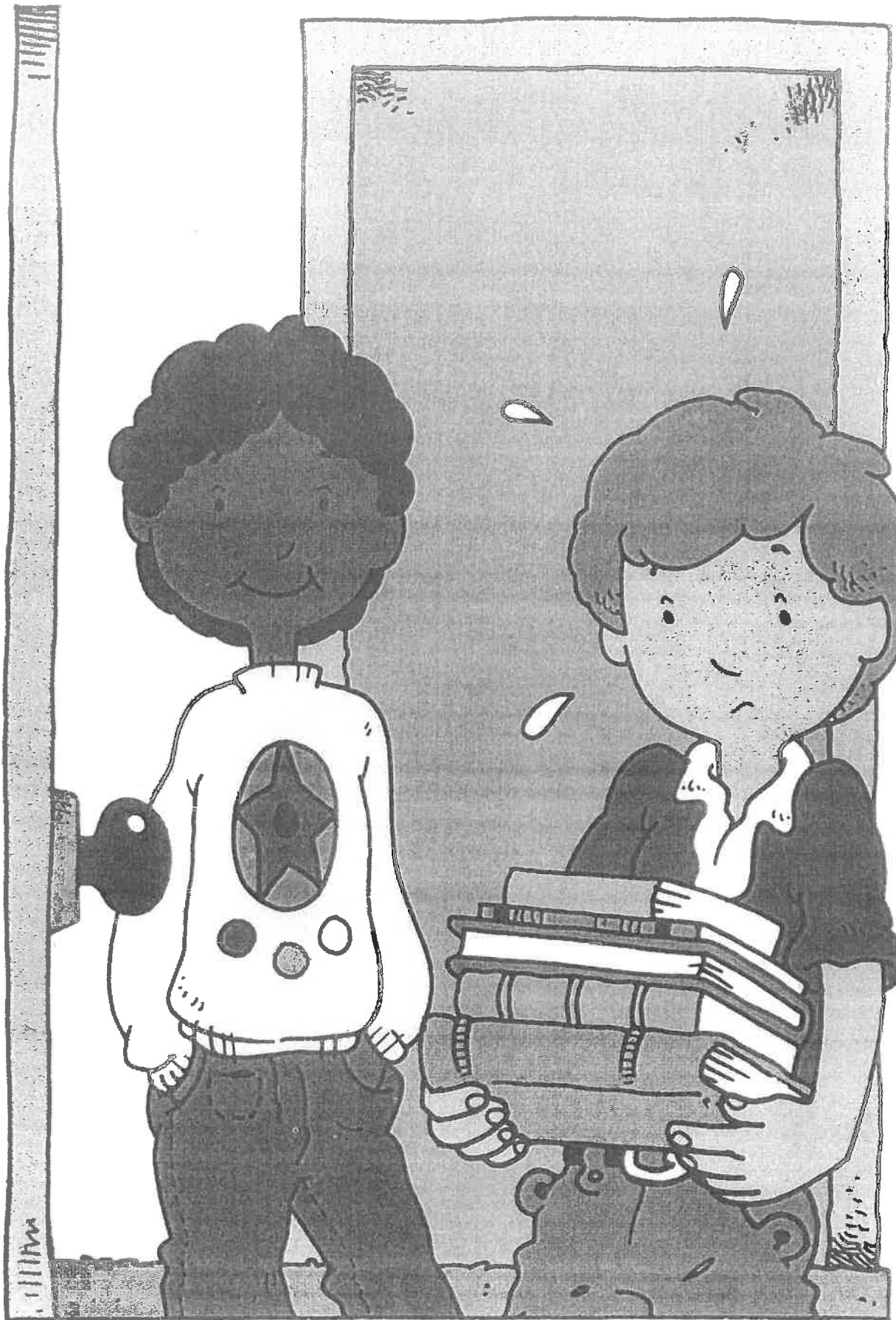
You get a lower grade on a paper than you think you deserve. You:

**You get a lower grade on a paper than you think you deserve. You:**

1. go to the teacher and ask him to explain why you got this grade.
2. let it go because you are afraid to ask the teacher to explain.
3. complain to your parents that you think your teacher is unfair.

**About your answer:**

- A. Good going! Yes, it's all right to talk about your grade with your teacher. It can help you do better next time.
- B. No. If you think you worked harder or did better, you and your teacher should discuss it. It's possible a mistake was made.
- C. No. You can discuss it with your parents, but this situation is between you and your teacher. You need to talk to the teacher in order to solve it.



Your arms are full of books and the door is closed. You need help. You:

**Your arms are full of books and the door is closed. You need help. You:**

1. say, "Could you please open the door for me?"
2. say nothing and stand by the door waiting for someone to notice that you need help.
3. shout in a loud voice, "What's the matter? Can't you guys see that I need help?"

### **About your answer:**

- A. Very good! Now you've got the help you need.
- B. No. Not asking doesn't get the help you need. People will usually help if you ask them.
- C. No. There is no need to insult people. If you don't ask for help, no one will know you want it.





You accidentally run into someone in gym class. You:

## **You accidentally run into someone in gym class. You:**

1. shout, "Why didn't you get out of my way?"
2. feel embarrassed and quickly walk away without saying anything.
3. say, "I'm sorry. I didn't see you. Are you O.K.?"

## **About your answer:**

- A. No. Accidents happen, and being angry or rude doesn't help.
- B. No. It's O.K. to have an accident. You can make things better if you talk about it.
- C. Very good! Apologies make both people feel better.



You and a friend are at your house, and you both want to use the same toy. You:

**You and a friend are at your house and you both want to use the same toy. You:**

1. give in to your friend, but then feel angry.
2. say, "You can play with it first, then it's my turn—O.K.?"
3. grab the toy and say, "It's my toy. I'm going to play with it now and if you don't like it you can go home."

**About your answer:**

- A. No. Try for a solution that makes both of you feel O.K.
- B. Nice reply. By offering your friend a turn first, you are showing willingness to share. Your friend will be happier to return the favor.
- C. No. This is unfriendly behavior. Your friend will get more upset and not sharing may end your chance to play together.



**Your sister is making fun of your freckles.  
You:**

## **Your sister is making fun of your freckles. You:**

1. say, "I think you've got a nose like a witch, so there."
2. run to your room feeling hurt and sad.
3. say, "It's too bad you feel that way, but I like my freckles," and continue with what you were doing.

## **About your answer:**

- A. No. Returning insults to hurt someone back won't make you feel better for long.
- B. No. This won't help. You can choose not to feel hurt or sad. Telling your feelings is best.
- C. Right! Everyone has his/her own special look. Freckles are great!



Your lunch-mate starts to tap the table with her cup. This is annoying you. You:

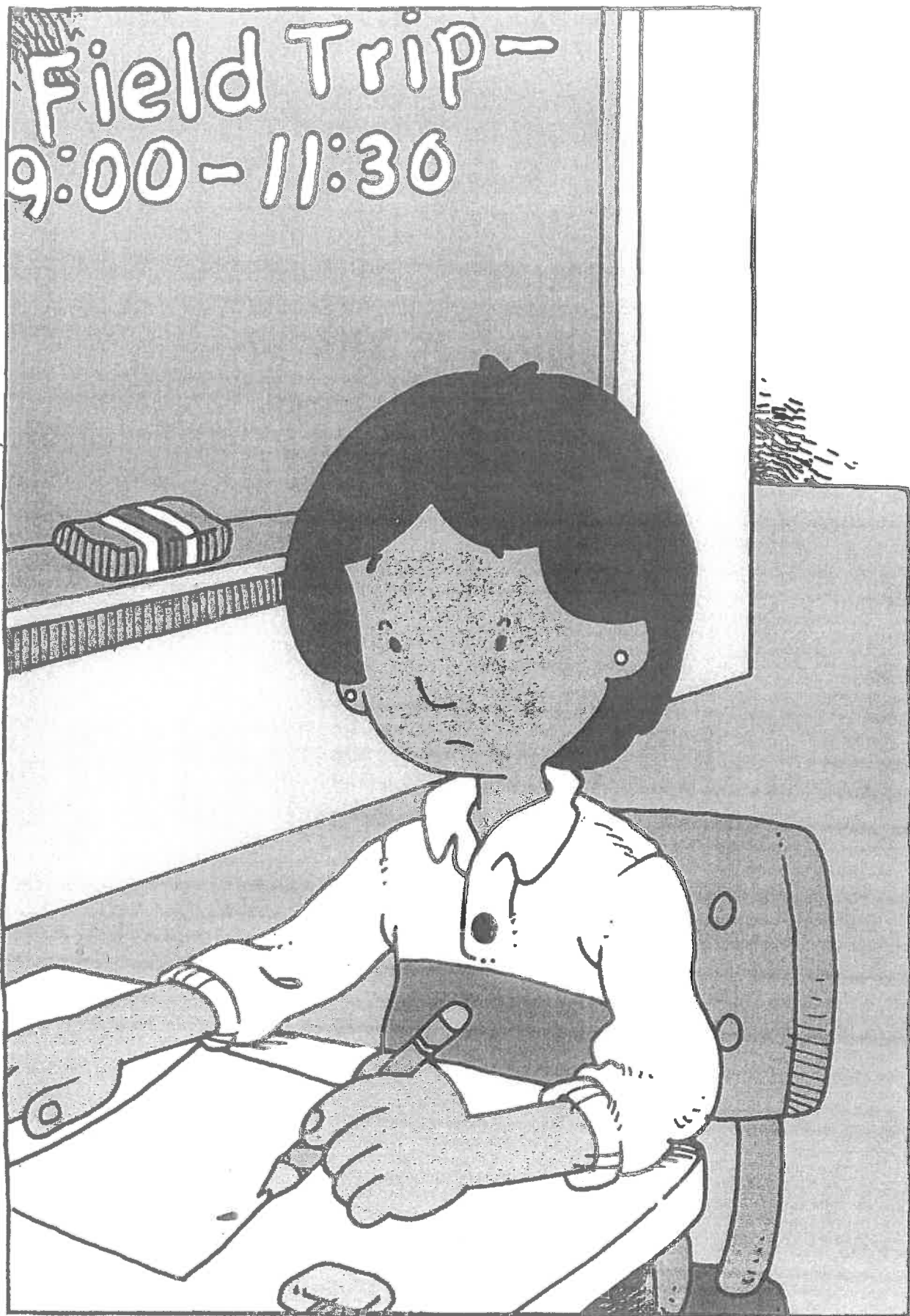
**Your lunch-mate starts to tap the table with her cup. This is annoying you. You:**

1. threaten to hit her on the head with the cup if she doesn't stop.
2. move to another table.
3. say, "Please stop tapping that cup. The noise really bothers me."

**About your answer:**

- A. No. This is just as rude as your lunch-mate's behavior and she will probably get angry.
- B. No. This doesn't stop the problem. You need to tell the person how you feel.
- C. Good! This is an appropriate way to ask someone to stop something.





You are taking a test when your pencil breaks. You:

**You are taking a test when your pencil breaks. You:**

1. say, "Teacher, I need to sharpen my pencil!"
2. raise your hand to get the teacher's attention.
3. sit quietly and wait for the teacher to notice your pencil.

**About your answer:**

- A. No. Talking out loud disturbs others.
- B. Yes! Now you can quietly ask for help.
- C. No. The teacher may not notice and you won't finish your test.



**You're talking with a friend when someone else interrupts. You:**

## **You're talking with a friend when someone else interrupts. You:**

1. stand there waiting quietly for the person to stop, and when he doesn't you angrily walk away.
2. push the person away and say, "Shut up, I'm talking!"
3. say to person that interrupted, "Excuse me but I was talking first. Please wait until I'm done."

## **About your answer:**

- A. No. If you really want to talk with your friend, you'll need to let the "interrupter" know that.
- B. This is rude. Maybe the "interrupter" didn't know you were talking. This behavior could upset both of the other people and still not meet your need.
- C. Much better. If you ask clearly, you can have a chance to finish your turn.



There is very little milk left and you and your brother both need some. You:

**There is very little milk left and you and your brother both need some. You:**

1. decide you aren't going to eat breakfast if you can't have the milk.
2. say, "I'll give you 10 stickers if you'll let me have the milk."
3. suggest that you share the milk equally.

**About your answer:**

- A. No. Don't skip breakfast. Can you think of another breakfast without milk?
- B. No. Your brother won't get any milk this way.
- C. Nice choice. Sharing is caring, and you both get a better breakfast because of it.



**You want to talk to your teacher but he/  
she is talking to someone else. You:**

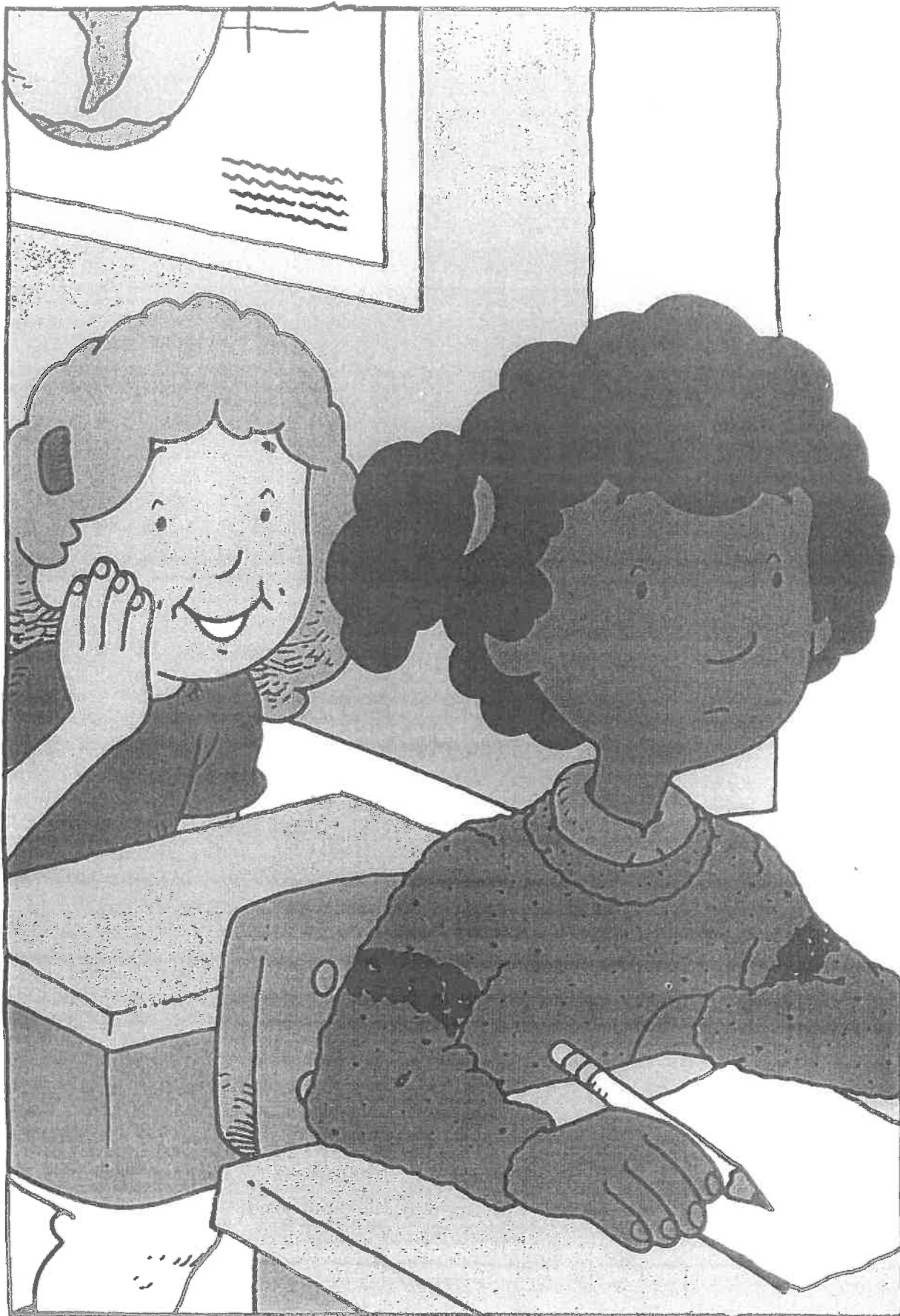
**You want to talk to your teacher but he/she is talking to someone else. You:**

1. wait until your teacher is done talking with the other person.
2. do nothing to get your teacher's attention and wander away feeling upset and disappointed.
3. tap the teacher on the arm and loudly say, "Teacher, I want to talk to you right now."

**About your answer:**

- A. Nice! Yes, it's polite to wait your turn.
- B. No. Someone else is having a turn now, but your turn is important too. If you wait a moment, you'll have your chance.
- C. No. It's not polite to interrupt when others are talking.





**You are trying to listen to the teacher but your friend keeps talking to you. You:**

**You are trying to listen to the teacher but your friend keeps talking to you. You:**

1. say, "Quit bugging me or I'll tell the teacher."
2. say, "Let's talk later; now I'm listening to the teacher."
3. talk to your friend so you don't hurt her feelings.

**About your answer:**

- A. No. This is rude and unfriendly, and could cause a bigger disturbance.
- B. Nice! If your friend wants to talk, recess or lunchtime is better.
- C. No. You won't be able to hear what the teacher is saying, and the teacher may become annoyed with both of you.



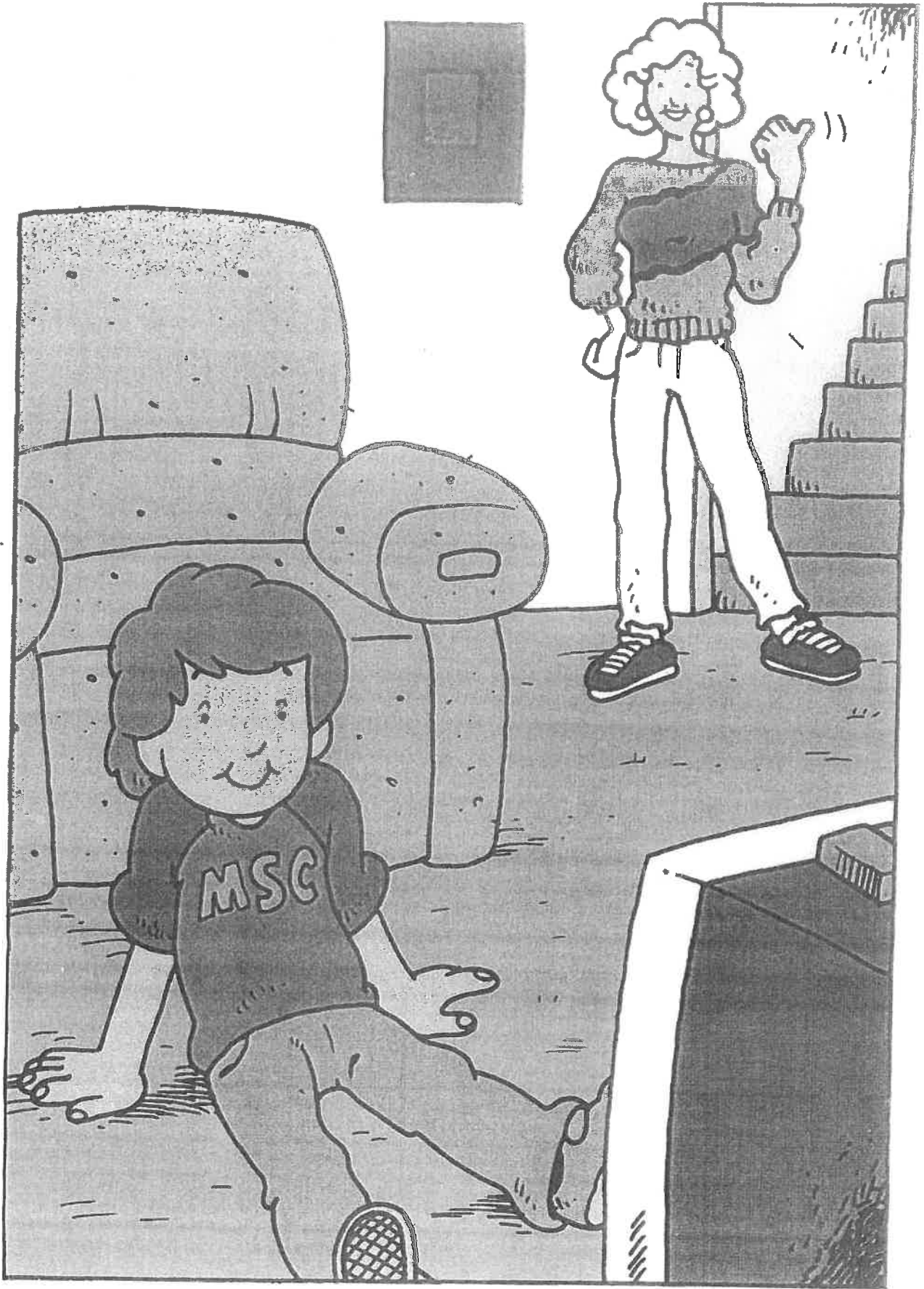
**You're in line at the drinking fountain  
when someone barges in front of you.  
You:**

**You're in line at the drinking fountain when someone barges in front of you. You:**

1. say, "Sorry, it's my turn. I'll be quick."
2. push the person aside and say, "Get out of here! Wait your turn like the rest of us."
3. let him barge in. It's better than risking an argument.

**About your answer:**

- A. Good choice! He knows he's wrong to barge in, and your offer to be quick at your turn is a good way to cooperate.
- B. No. People rude enough to barge are probably rude enough to push you back. You want a drink, not a fight.
- C. No. Saying nothing makes your turn seem less important. It's not! If you stand up for good treatment, you are likely to get it.



**You are watching television when Mom says it's time to brush your teeth and go to bed. You:**

**You are watching television when Mom says it's time to brush your teeth and go to bed. You:**

1. complain and argue, saying everyone else gets to stay up later.
2. say, "This program is on for 15 minutes more. May I please finish watching it? Then I'll go to bed."
3. pretend you didn't hear your mother.

**About your answer:**

- A. No. You know bedtime rules may be different in other homes, but your parents set the guidelines for you.
- B. Yes! By cooperating, you are showing respect for your parents, your health, and the rules.
- C. No. Ignoring the situation won't make it go away.



**You're starting to do a special project but don't understand the directions. You:**

**You're starting to do a special project but don't understand the directions. You:**

1. sit and wait for a teacher to ask if you need help.
2. speak up and say, "I don't get it."
3. raise your hand to get your teacher's attention and explain the problem.

**About your answer:**

- A. No. Waiting wastes time and doesn't always work. You can do something about your need for better directions.
- B. No. This disturbs others. You are capable of helping yourself and others are probably busy. Being demanding makes others less willing to help.
- C. O.K. Think about what to ask so you get the information you need.





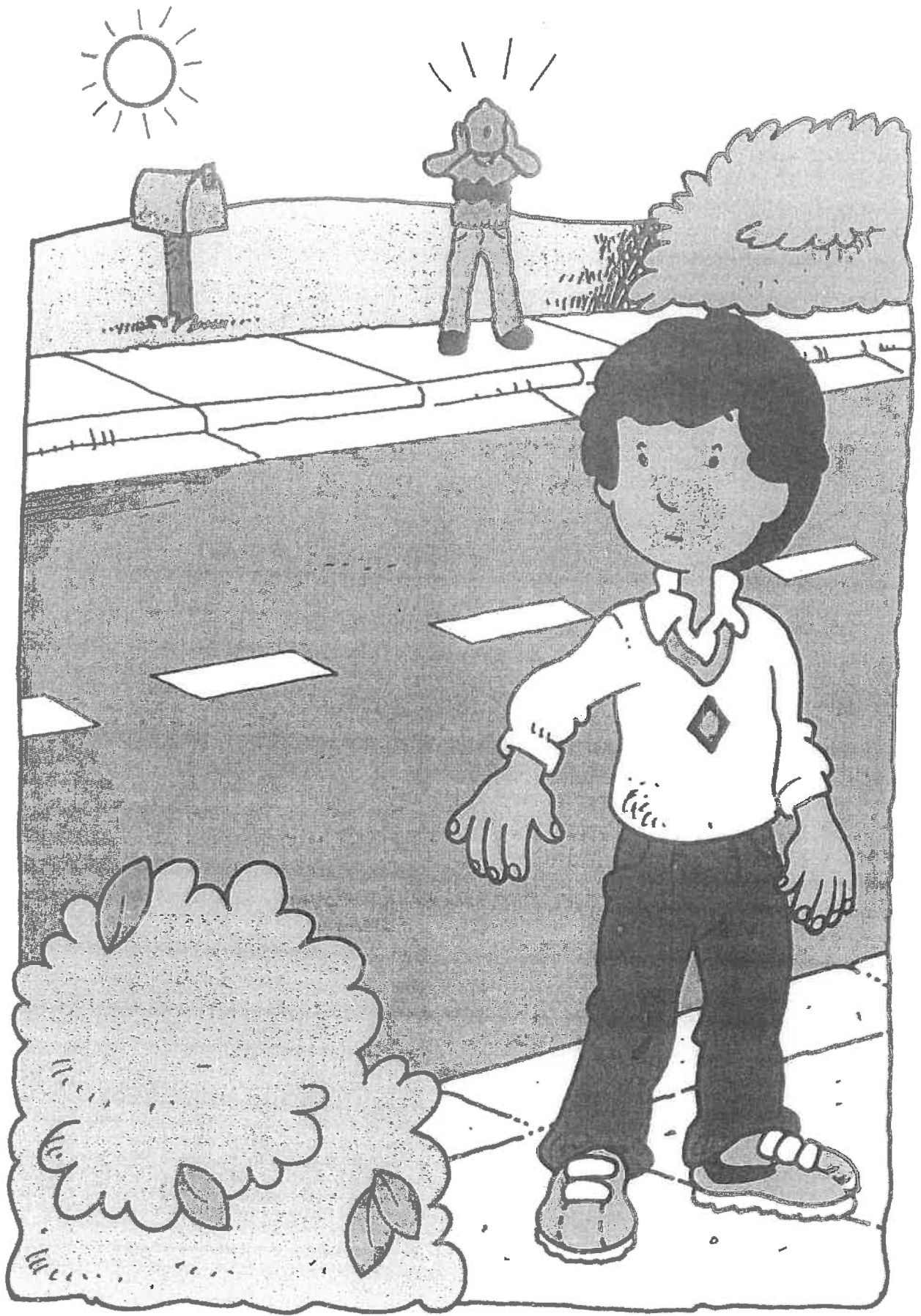
Your Dad says you must clean your messy room before going outside. You:

**Your Dad says you must clean your messy room before going outside. You:**

1. ask your brother/sister to clean the room.
2. begin to clean your room right away.
3. stomp your feet and yell, "It isn't fair! I like my room messy. Why can't I leave it that way?"

**About your answer:**

- A. No. You are avoiding your responsibility for the mess.
- B. Right. By starting right away, you'll have more time for going outside. You also show you can take care of your own things.
- C. No. Anger won't solve your problem.



**A friend is across the street and calls for you to come over. You:**

**A friend is across the street and calls for you to come over. You:**

1. dash across the street.
2. just wave back. Your parents have said it's O.K., but you're afraid to cross the street.
3. walk to the corner and look both ways for cars before walking across.

**About your answer:**

- A. No. This is dangerous. Cars may not be able to stop for you.
- B. No. Since your parents have said it's O.K. and you really want to be with your friend, it's appropriate to carefully cross the street. Or, invite him/her to your side of the street to play.
- C. Good answer. That's playing it safe!



A cook puts something on your tray you don't want. You:

**A cook puts something on your tray you don't want. You:**

1. say, "Excuse me, but I don't want any of that. Could you take it off my tray, please?"
2. say, "Yuck! Get that stuff off my tray!"
3. mumble, "Thank you," because the cook is a grown-up.

**About your answer:**

- A. Way to be! This is a polite and reasonable reply.
- B. No. Rudeness offends. There's a better way to say it.
- C. No. Telling your feelings is helpful to others. Being shy or afraid to speak up also means you will waste food.



You can't find your comb. You:

## **You can't find your comb. You:**

1. give up looking for it. You know you'll never find it anyway.
2. ask your Mom, "Could you please help me find my comb?"
3. tell your Mom, "Buy me a new comb today. I lost mine."

## **About your answer:**

- A. No. Giving up too soon isn't trying your best. It doesn't solve the problem.
- B. Good choice. Getting help with a problem is O.K.
- C. No. First try getting help finding your comb. If it doesn't turn up, talk to your Mom about what to do.





**You're getting a haircut and the stylist isn't cutting it the way you want it. You:**

**You're getting a haircut and the stylist isn't cutting it the way you want it. You:**

1. feel angry but don't say anything because the hair stylist is a grown-up.
2. tell the stylist you'll never have her cut your hair again!
3. say, "Could you please leave my hair longer on the sides next time? I don't like it cut this short."

**About your answer:**

- A. No. You pay the stylist to cut your hair the way you want it. The stylist wants to do a good job but needs to know what you like.
- B. No. There's no need to be rude.
- C. Nice going! Now you can have what you want next time. Be sure to remind the stylist again just before she begins your *next* haircut.



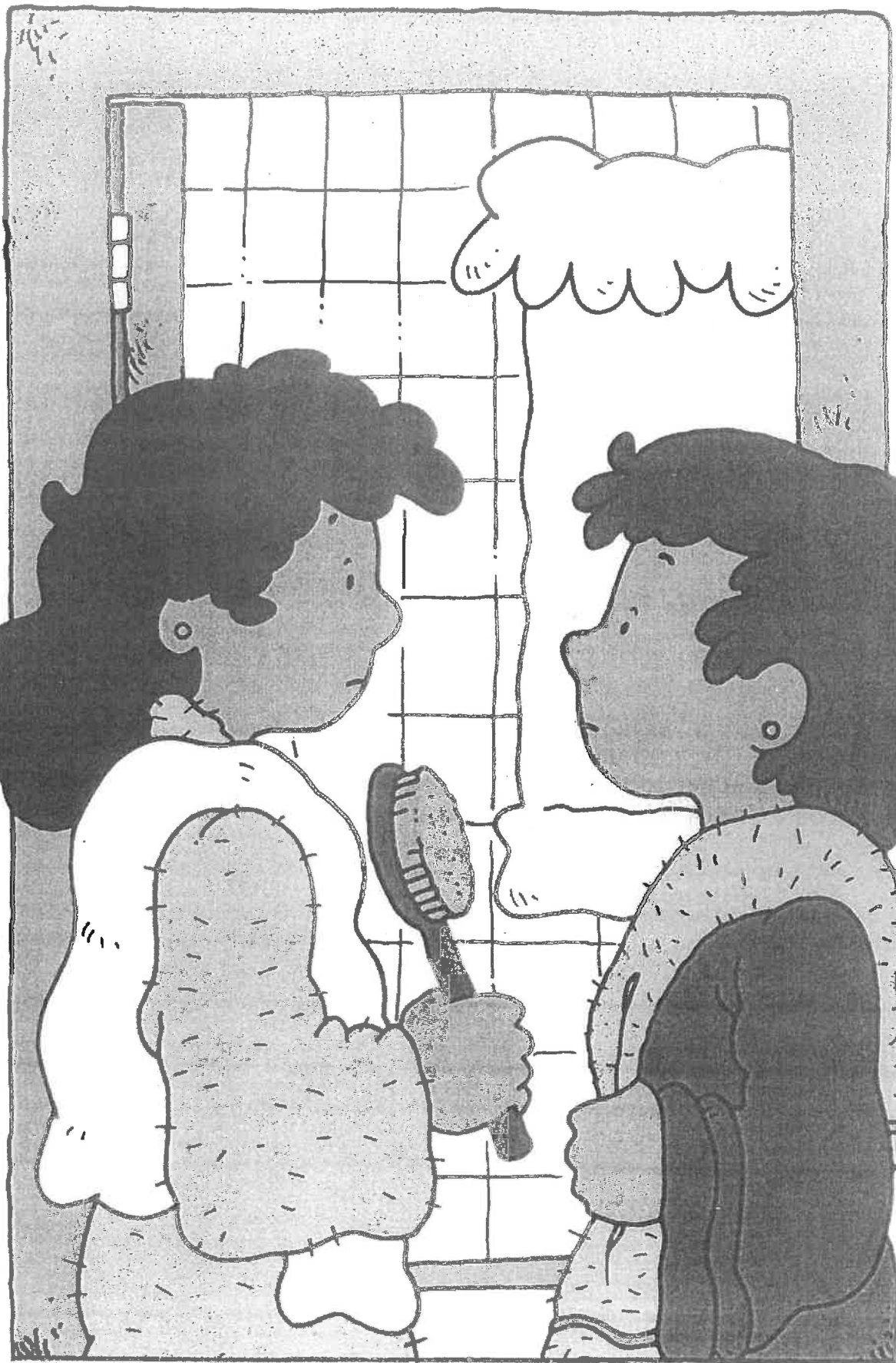
You are eating lunch and someone asks for your apple. You:

**You are eating lunch and someone asks for your apple. You:**

1. say politely but firmly, "No, I want to eat my apple."
2. find a teacher or supervisor and tell him/her someone is trying to take your apple from you.
3. say "O.K." because you want to be friendly, but then feel upset because you wanted to eat the apple.

**About your answer:**

- A. Well said! If you want your apple, you should be the one to have it.
- B. No. This is a problem you can handle yourself with a polite "no."
- C. No. The apple was for you. It's O.K. to keep it for yourself if you want it.



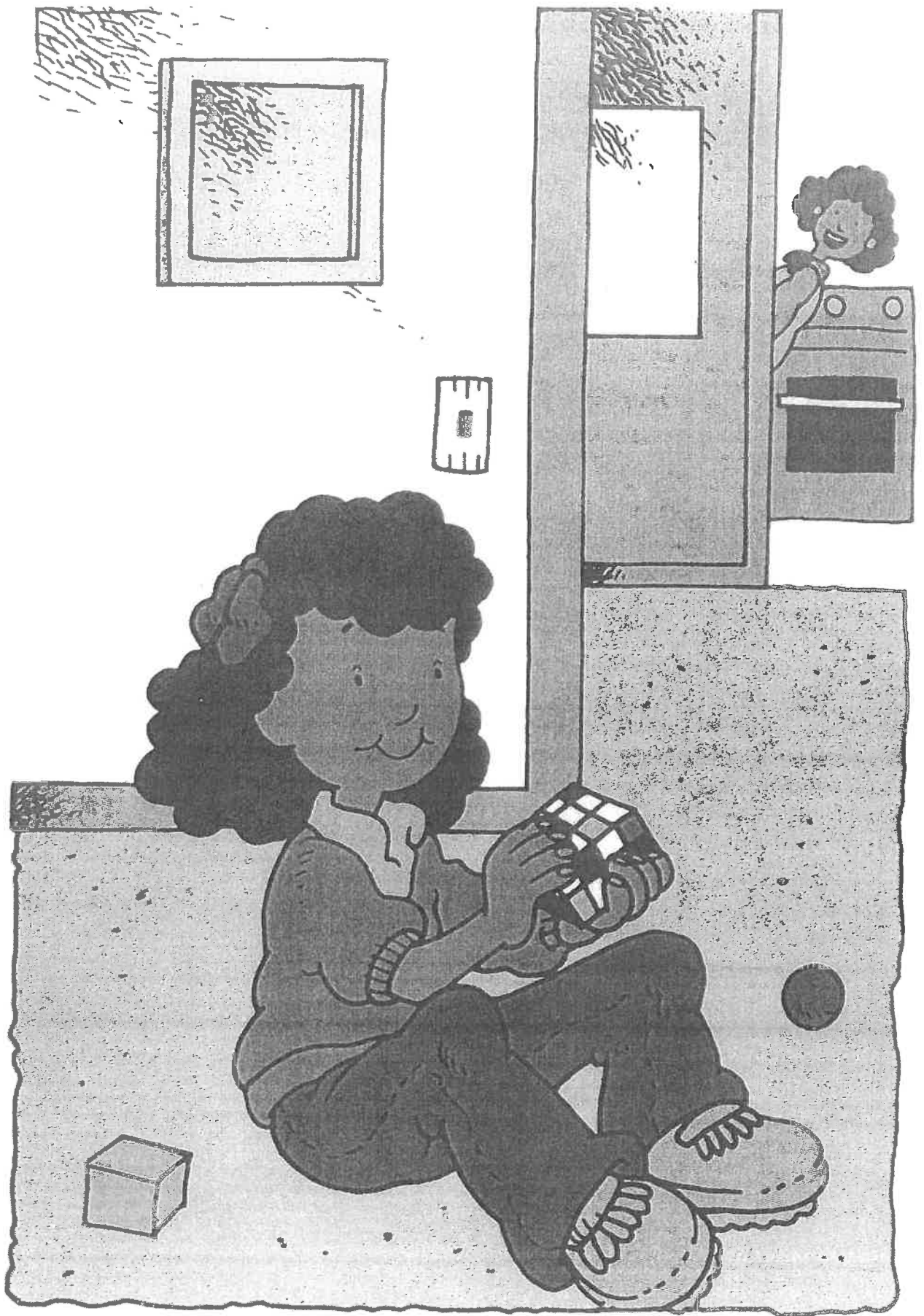
**You and your sister both want to shower.  
You meet at the bathroom door. You:**

**You and your sister both want to shower. You meet at the bathroom door. You:**

1. stand aside and let your sister go first without saying anything. You walk away and feel sorry for yourself.
2. push her aside and say, "I was here first! I'm taking my shower now, and you'll have to wait."
3. suggest you take turns. This time you let your sister go first but next time you get to go first.

**About your answer:**

- A. No. You can't be first every time, but you can expect to be first some of the time if you speak up.
- B. No. It was a "tie," and one person will have to be second. Being bossy makes others less willing to cooperate.
- C. Good Idea! There should be no problem next time.



**You are in your room and Mom calls you for supper. You:**

## **You are in your room and Mom calls you for supper. You:**

1. answer, "Coming in a minute" and go to wash your hands. You know you'll be able to play after supper.
2. ignore your mother and continue playing.
3. start to cry and yell, "Not now, I want to play!"

## **About your answer:**

- A. Good! If you come when you're called there will be more time to play later.
- B. No. This is not responsible behavior. It delays supper for everyone and the family may become upset.
- C. No. Your family's efforts to have supper together are important. Eat now, play later and everyone will be happier.





**You're watching a favorite television program when someone changes the channel. You:**

**You're watching a favorite television program when someone changes the channel.**

**You:**

1. say, "Excuse me, I was watching the other program. Please turn it back."
2. get up and walk out of the room.
3. say, "Hey! Who do you think you are? Can't you see I was watching it first?"

**About your answer:**

- A. Yes. A polite reminder usually works.
- B. No. It may be the easy thing to do, but you won't feel good about giving up your rightful turn.
- C. No. You are in the right, but you need not be rude. It makes the other person even less willing to cooperate.



You are seated at a lunch table and want the salt. You:

**You are seated at a lunch table and want the salt. You:**

1. grab the salt from in front of the person sitting next to you.
2. decide not to use salt.
3. say, "Please pass the salt."

**About your answer:**

- A. No. It's not polite to reach and grab in front of someone at the table.
- B. No. Use the salt if you want it. There's an appropriate way to get it.
- C. That's right! When you say please, people feel more like helping.



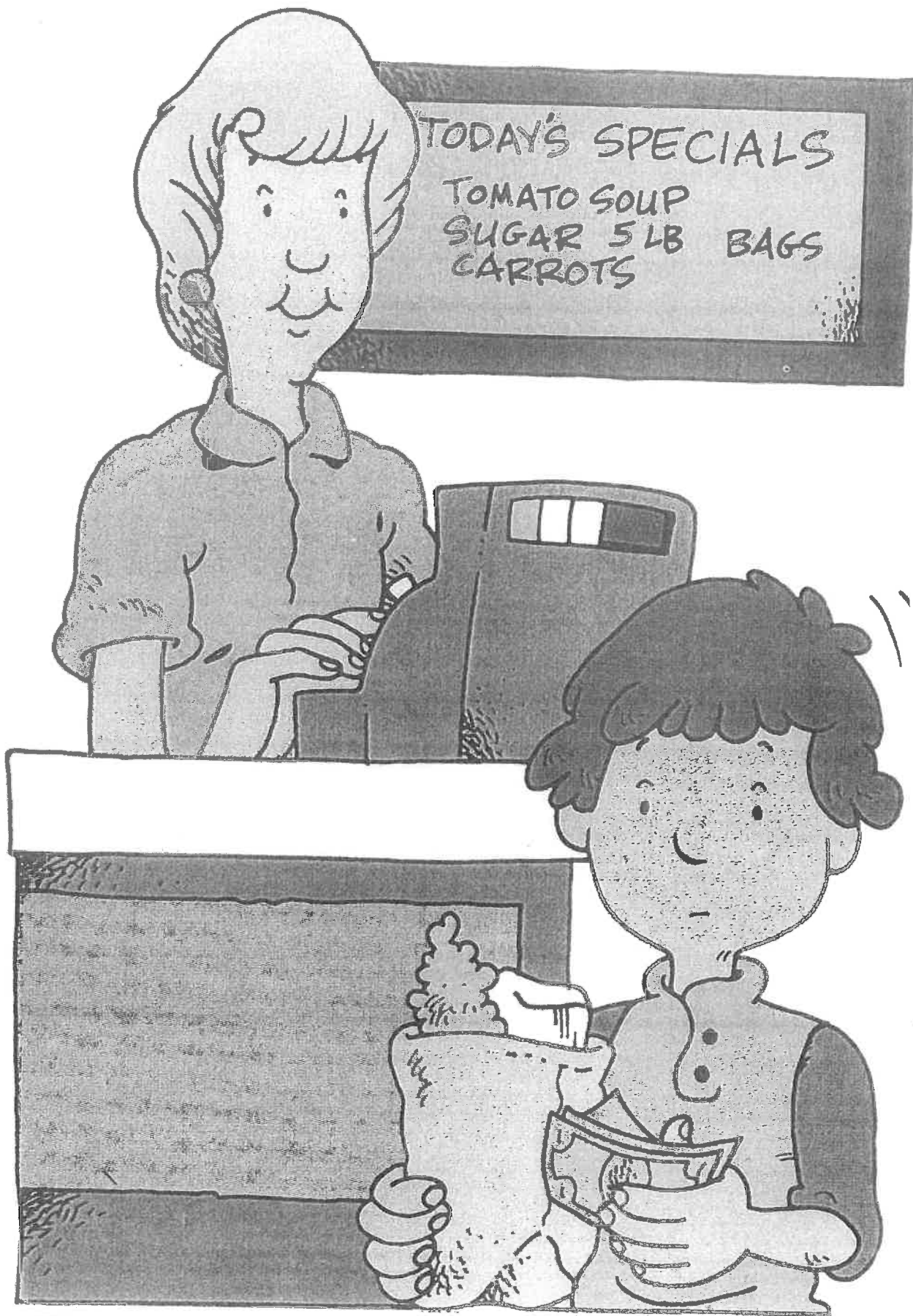
**You are at a movie. Someone behind you is talking loudly. You:**

**You are at a movie. Someone behind you is talking loudly. You:**

1. say nothing and hope the talking stops soon.
2. say, "Would you please be quiet so that I can hear the movie?"
3. yell, "Shut up or I'm going to get the manager."

**About your answer:**

- A. No. Saying nothing will not solve the problem. You and others can't hear the movie when other people talk loudly.
- B. Good! Most people will be quiet when reminded.
- C. Not a good solution. It may make the talker angry and uncooperative.



The clerk at the store doesn't give you enough change. You:

**The clerk at the store doesn't give you enough change. You:**

1. say, "Hey lady, can't you count? I need more money!"
2. say nothing and take the change she gave you.
3. say, "I think I should have more change. Would you please check?"

**About your answer:**

- A. No. Being rude only makes people angry.
- B. This won't solve the situation. You need to tell the person when he or she doesn't give you the correct change.
- C. Good. This should solve your problem! It gives the person a chance to correct what was probably just a mistake.