

Grade: Kindergarten	Subject: Safe Technology	Strand: Healthy Relationships
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<b>Materials Needed:</b> - Brainpop Jr	<b>Other Notes:</b>
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<b>Learning Objectives: #106, 108</b> - HR.8.GS.1 Develop a plan to stay safe using technology and social media - HR.8.SM2/HR.12.SM.2 Describe strategies to use technology and social media safely, legally and respectfully
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<b>Lesson Plan:</b> <ul style="list-style-type: none"> <li>- "What is a stranger?" After soliciting various answers, ensure that students understand that a stranger is someone we don't know. Remind students that some strangers may want to hurt them, but not all strangers are bad people. You can mention examples like a stranger who opens a door for you or picks up something you dropped and returns it to you.</li> <li>- "What kinds of things should we not tell a stranger?" Solicit a variety of answers, ensuring that things like "address," "phone number," "full name" are mentioned.</li> <li>- "What kinds of things are OK to tell a stranger?" This question tends to be harder for students to answer. You may get answers like "Hi" or "How are you?" If students are stumped, have them vote with their thumbs about various things like "your favorite color" or "your favorite ice cream flavor." Explain that certain kinds of information won't put them in harm's way.</li> <li>- "Are there strangers online?" Some students may have played games online before and may offer answers related to those experiences. I've had students as young as kindergarten say that they think there are strangers online because you don't always know who you are talking to. After a brief discussion of different ways we can connect with strangers online (which can include game systems), show them a video about how to handle strangers online.</li> <li>- Have students watch the <b>Internet Safety</b> video at BrainPOP Jr. Afterward, ask them to share what they learned from the movie. After soliciting some answers, review vocabulary from the video using the Word Play activity on the site.</li> </ul>
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**Closure/Reflection:** Complete the Easy quiz on the site and discuss correct answers

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:

Grade: Kindergarten	Lesson: Animal Babies	Strand: Pregnancy and Reproduction
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<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=cJg4YFtvOp8">https://www.youtube.com/watch?v=cJg4YFtvOp8</a> (baby animal video)</li> <li>- <a href="https://www.thecolor.com/Category/Coloring/Animals-Baby.aspx">https://www.thecolor.com/Category/Coloring/Animals-Baby.aspx</a> (coloring sheets)</li> <li>-</li> </ul>	<b>Other Notes:</b> <ul style="list-style-type: none"> <li>- <a href="https://kids.nationalgeographic.com/videos/cute-animals/#duck_babies.mp4">https://kids.nationalgeographic.com/videos/cute-animals/#duck_babies.mp4</a> (Nat Geo for kids, more fun things to look at!)</li> </ul>
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<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>- <b>PR.2.CC.1</b> Explain that all living things reproduce</li> </ul> <p>Objective #38</p>
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<b>Lesson Plan:</b> <ul style="list-style-type: none"> <li>- Start lesson with discussion on baby animals. What do you know about them? What are baby animals called? etc..</li> <li>- Watch baby animal song <a href="https://www.youtube.com/watch?v=cJg4YFtvOp8">https://www.youtube.com/watch?v=cJg4YFtvOp8</a></li> </ul>
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<b>Closure/Reflection:</b> <ul style="list-style-type: none"> <li>- Have students color baby animal pictures <a href="https://www.thecolor.com/Category/Coloring/Animals-Baby.aspx">https://www.thecolor.com/Category/Coloring/Animals-Baby.aspx</a></li> </ul>
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Grade: Kindergarten	Lesson: Germs	Strand: Sexually Transmitted Infections and HIV
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<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>- Brainpop Jr: <a href="https://jr.brainpop.com/health/bewell/washinghands/">https://jr.brainpop.com/health/bewell/washinghands/</a></li> <li>- Bloodborne Pathogens visuals (at bottom of lesson plan)</li> </ul>	<b>Other Notes:</b>
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**Learning Objectives: #68**

**S.H.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.**

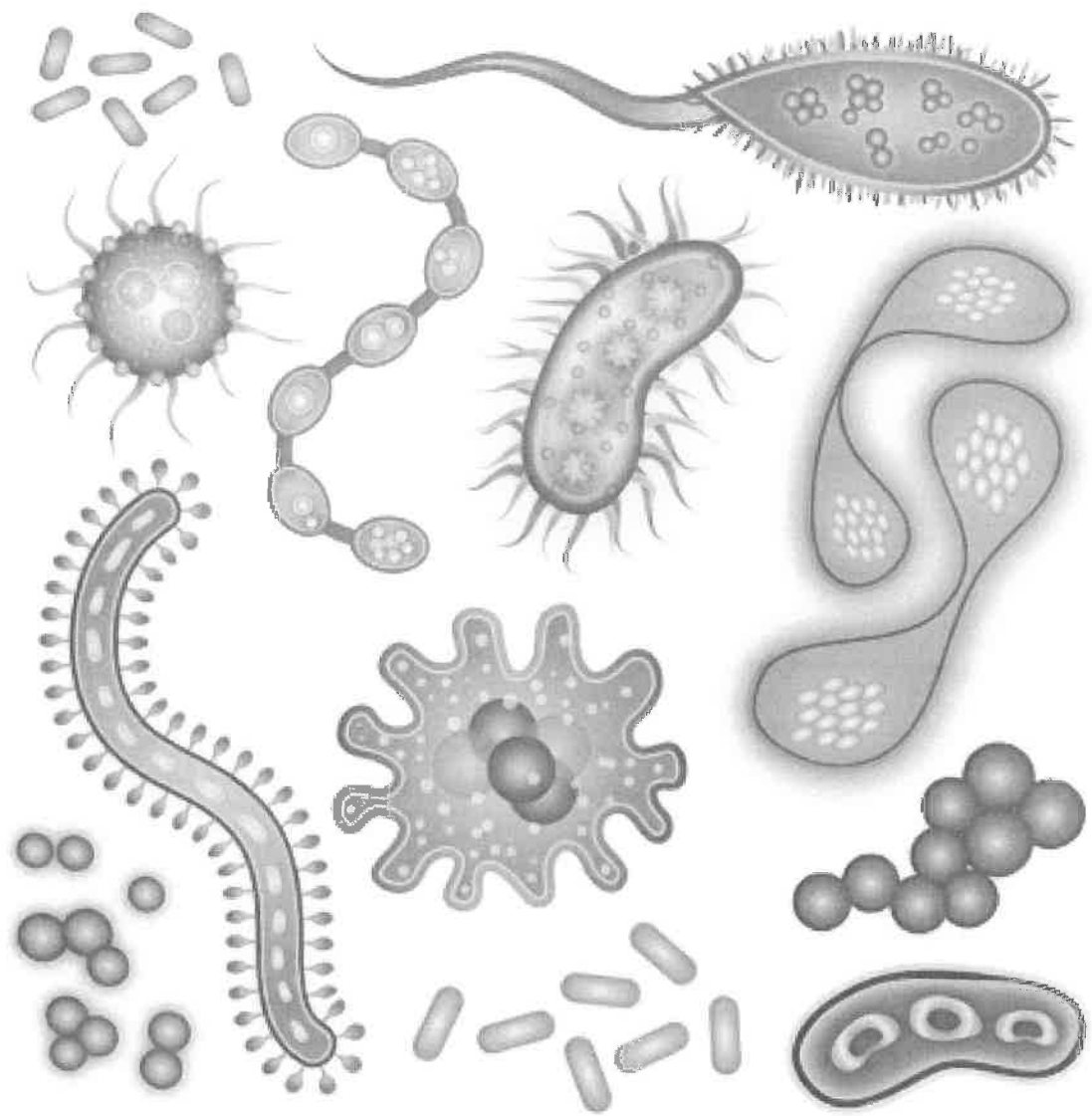
**Lesson Plan:**

- Teacher introduces the lesson by explaining to students that germs are very tiny living things that cannot be seen without the aid of special tools like a microscope.
- Show picture of germs (Diagram 1). Explain that there are all different kinds of germs. They don't look like any animal or plants we can see--not like a bird or a dog or a flower. Most germs don't hurt people at all, but some germs make people sick. When you have a cold, it is caused by a kind of germ.
- Tell students that there are many ways germs are passed.
- Ask them if they know of ways germs are passed (list them). Mention that some sicknesses or diseases can be transmitted through blood as well.
- Share with them that germs are passed when we cough or sneeze on or near someone, and/or when we share items like a cup or a straw we have been drinking from, and that we should practice health habits that prevent the spread of germs.
- Use pictures of coughing or sneezing or have students point to mouth, nose, and hands. 21
- Teacher sets up and role-plays a situation where students are asked if someone would like to: \* Share a half-eaten cookie; \* Drink from a cup after the teacher takes a drink; \* Chew gum that the teacher is chewing; \* Use the teachers toothbrush.
- Explain to students that germs are passed when we share these items and they should say "No, thank you" when someone offers these items.
- Tell students that germs are also passed when we cough or sneeze and that we should remember to always cover your mouth with our hands or facial tissue. Have students act out.
- Sometimes we tell you to wash your hands, even when they look clean. That's because you might have germs on your hand that you can't see. Germs wash off with soap and water, and this helps you stay healthy. • Demonstrate and practice proper handwashing technique (in the context of their daily routine).
- Watch <https://jr.brainpop.com/health/bewell/washinghands/>

**Closure/Reflection:**

- Ask students why we don't share another person's cup, toothbrush, touch others blood, etc. Answer: germs. Reinforce relationship of germs to sickness. Family Involvement Activity Take the Family Involvement activity sheet home and share with family.

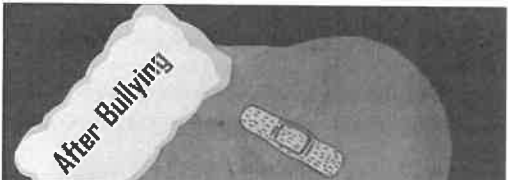
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Grade: Kindergarten	Subject: Bullying	Strand: Personal Safety
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<b>Materials Needed:</b> <ul style="list-style-type: none"><li>- SMART Board</li><li>- Big Red Heart</li><li>- Band-aids</li><li>- BrainPop</li></ul>	<b>Other Notes:</b> <p>The HG&amp;D ad hoc committee recommends this lesson be taught after the Act Now! lesson. Healthy behaviors should be presented before unhealthy/unsafe behavior.</p>
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<b>Learning Objectives:</b>  #122,123,125,128, 106, 108 <ul style="list-style-type: none"><li>- PS.2.CC.2 Explain what bullying and teasing are</li><li>- PS.2.CC.3 Explain why bullying and teasing are wrong</li><li>- PS.2.IC.2 Demonstrate how to respond if someone is bullying or teasing them</li><li>- PS.2.AI.2 Identify parents and other trusted adults they can tell if they are being bullied or teased</li><li>- HR.8.GS.1 Develop a plan to stay safe using technology and social media. #106</li><li>- HR.8.SM.2/HR.12.SM.2 Describe strategies to use technology and social media safely, legally and respectfully. #108</li></ul>
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<b>Lesson Plan:</b> <ol style="list-style-type: none"><li>1. Read "Chrysanthemum" by Kevin Henkes.</li><li>2. Pass around a large paper heart. Each time Chrysanthemum is teased because of her name, have a kid crumple up the heart. Every time someone does something nice to her, have kids try their best to smooth it out.</li><li>3. By the end of the story, the heart will be a wrinkled mess that can not be smoothed out perfectly. (Kids should start to understand the connection that our own hearts feel wrinkled and crumpled sometimes when we don't like what someone says. Words do hurt.</li><li>4. Put bandaids on the heart as a way to show that we can own our mistakes and apologize. The heart will probably still be wrinkled, but it is healing.</li></ol> <p>Before you speak, Think and be smart. It's hard to fix a wrinkled heart. (This poem could be typed in the middle of the heart)</p> 
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**Closure/Reflection:**

- <https://jr.brainpop.com/health/relationships/bullying/>
- Take Brainpop quiz or play the game, have students take turns at the SMART Board.

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Taught by School Counselor

<b>Grade:</b> Kindergarten (Final)	<b>Lesson:</b> Healthy Relationships	<b>Stand:</b> Healthy Relationships
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<b>Materials Needed:</b> Act Now! E-Learning classroom model Smart Board	<b>Other Notes:</b> Taught by School Counselors during classroom guidance **Takes two lessons to complete**
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**Learning Objectives:**

- HR.2.IC.2 Identify healthy ways for friends to express feelings to each other
- HR.5.AI.1 Identify parents and other trusted adults they can talk to about relationships
- HR.2.CC.2 Describe the characteristics of a friend
- HR.5.INF.1 Compare positive and negative ways friends and peers can influence relationships
- ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people

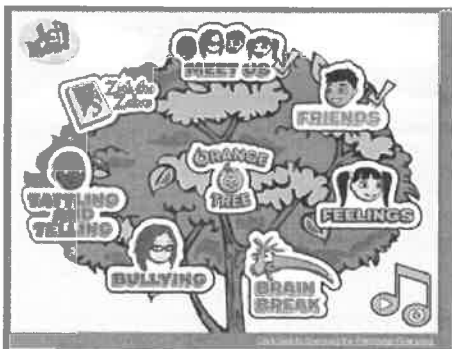
Objectives #90, 91, 93, 94, 96, 26

**Lesson Plan:**

- Before the lesson, explain to students that they going to talk about friendships and how to talk about feelings with friends.
- Also explain that they will be discussing a previous lesson about small problems versus large problems (tattling versus telling) to identify adults they can talk to about relationships.
- Present the Act Now E-Learning presentation through the Children's Hospital of Wisconsin on the Smart Board.
- Select Act Now! courses (Friends, Tattling and Telling) from the course outline menu on the tree.

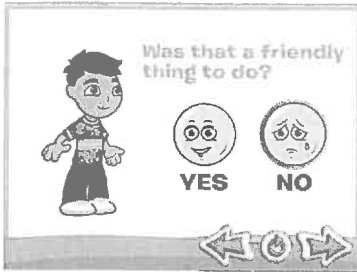
**1.Start with Meet Us:**

Play the selected mini lessons and follow along with the discussion questions for each lesson, it works well if students use the smartboard to answer questions:



## 2. Friends:

Recognize behaviors that are friendly and behaviors that are unfriendly based on the mini lessons and questions provided.



Demonstrate, in a role play situation, how to show care and compassion for someone (use kind words, compliment them, listen to them).

## 3. Feelings

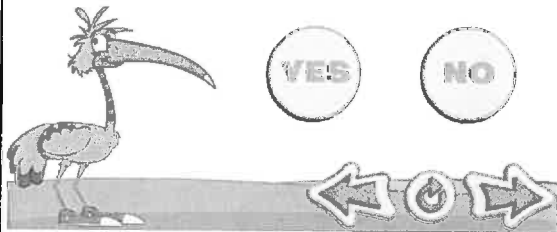
Before going through this set have a conversation about the different feelings that they will hear in the video segments. Students will need to reflect on how they feel about it.



## 4. Bullying

Discussion around what bullying is helpful before starting this lesson. Students will need to reflect on the situations and decide if it is bullying behavior by answering Yes/No

Lately, Cora won't let Anna sit at her table at lunch because she has other friends she wants to sit with instead. Cora tells Anna "These are my new friends, you can't sit with us." Is this bullying?



**5. Tattling and Telling:**

Indicate verbally whether a situation involves tattling or telling when given a video scenario.



Name at least two trusted adults that they can go to if they need help.

**6. Zink the Zebra & Brain Break:**

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

**7. Closure/Reflection:**

Play the Orange Tree game to review the topics discussed during the lesson.



Taught by School Counselor

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# Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

## WE ARE ALL HUMAN BEINGS

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**SUGGESTED GRADE LEVEL:** K – 2

**LENGTH OF TIME:** Activity 1 is a 40-minute session (and can be done on its own). Activity 2 is a 20- to 30-minute session.

### GOAL

- Students will develop appreciation for human diversity.

### OBJECTIVES

- Students will be able to name many things all human beings have in common.
- Students will be able to define and identify stereotypes.

### ACADEMIC STANDARDS

- CCSS SL 1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Also SL K.1, 2.1.
- CCSS SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Also SL K.4, 2.4.
- Social Studies Strand 4: Individual Development and Identity – Exploration, identification, and analysis of how individuals and groups are alike and how they are unique.

### EDUCATORS' NOTES

This gender lesson focuses on the commonalities between all human beings (Note: “people” can be used instead of “human beings” if that language will make the lesson more effective for your class) focusing on children in the lower elementary grades. It is important to identify all the things the children have in common rather than the things that separate them. The media and toy manufacturers spend a lot of resources and time identifying gender differences.

This lesson encourages students to think about what is *true* about all human beings. The students will look carefully at the questions, “What is a human being?” and “What is true about all human beings? What is it that links us to one another, no matter who we are, where we live or what sex we are?” The list that your class generates may include:

We all have...

Creativity, perspective, feelings, bodies, dreams, voices, fears, tears, bravery, languages, smarts, beating hearts, bones, allies, blood, passions, hopes, likes and dislikes.

We all make mistakes. We all need love. We all laugh. We all love. We are all unique.

**Activity 1** is a discussion and drawing activity. Encourage students to do their best work on posters so that they can be used in a wall display somewhere in the school. The ideas that your class will come up with in this activity are important to reinforce at all age levels.

**Activity 2** is a game that focuses on how you tell the difference between a human truth and a stereotype about a group of people

**MATERIALS:** Chart paper, drawing paper, pencils, colored pencils, paints or markers. (If possible have multi-cultural markers and crayons available.)

**SUGGESTED BOOK:** *Whoever You Are*, Mem Fox.



**ACTIVITY 1) "WHAT IS TRUE ABOUT ALL HUMAN BEINGS"  
(GRADES K-2)**

- This activity is a class discussion and drawing activity. You can begin the session by reading the book, *Whoever You Are*, by Mem Fox, and/or by saying something like, "No matter our race, family style, religion, age, gender, physical abilities, countries of origin or whom we love, we all have a lot in common. We are going to make a list of as many things as we can think of that are true about all human beings."
- Lead the class in a discussion based on the question, "What do all human beings have in common?" Write down each idea on a piece of chart paper labeled: "What Do All Human Beings Have in Common?" (See the list in the Educators' Notes for ideas to prompt discussion.)
- After you have generated a list of truths about all human beings, have each student make a poster representing one of their ideas about human beings. The student will write the truth they have chosen and illustrate that truth. Encourage your students to use detail and rich colors in their posters so people can really understand their ideas.

**ACTIVITY 2) TRUE, NOT TRUE — A GAME ABOUT STEREOTYPES (GRADES 1-2)**

This is a game based on the students identifying the difference between human truths (what is true about all human beings) and stereotypes. (Oversimplified ideas or generalizations about a group of people. Labeling an entire group based on the actions of some. Things that we can't say unless we knew every single person.)

**The Game:**

- All the students sit in a large circle. The teacher **will** say a statement.
- If the statement is true — either because it is a human truth (true about all human beings) or because you have used a qualifier such as "Some girls like..." or "Some boys like..." — the students stay seated and raise their hands
- If the statement said is a stereotype, the students stand up and cross their arms.
- State a mixture of the list of truths the students created, possible statements provided in this lesson plan and statements or stereotypes based on your knowledge about your class and classroom.

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- It will be important to stop and talk about the statements as the game is being played. Students may want to tell you why they feel the statement is a stereotype or why they feel it is a truth. As the teacher, you may want/need to talk about a statement more in depth.

#### **POSSIBLE STEREOTYPES AND STATEMENTS:**

- All girls like playing kickball.
- All boys like tag.
- All human beings like to eat chicken.
- All girls like dolls.
- All boys like football.
- Some girls like to build in the block area.
- Some boys like to build in the block area.
- Some first-graders like the color yellow.
- Some kids like to dance.

#### **MODIFICATIONS**

Give examples of different gender expectations from different cultures or different times in history. There was a time in the United States when women who were teachers could not teach if they were married. (In Massachusetts a law was passed in 1953 allowing married women to teach.) In addition, up until the 1970s, girls were not allowed to wear pants to school.

#### **EXTENSIONS**

Have the whole class make a large poster listing all the statements that the students wrote on their individual posters. Title the poster "ALL HUMAN BEINGS..." Write "truths" on index cards. Have students form pairs and pick one of the human truth cards such as "All human beings smile." Each pair should act out their "truth" and have the class guess what it is.

#### **ASSESSMENT AND EVALUATION**

Ask students to give examples of human truths and stereotypes. Ongoing observations by teacher: Are students reading the books? Do they seem comfortable stretching gender stereotypes?

*Written by Lesley Strang, early childhood educator, based on a lesson by Jill Ferraresso*

Grade: Kindergarten

Subject: Dignity and Respect

Strand: Identity

**Materials Needed:**

- Chart paper
- Drawing paper,
- pencils, colored pencils, markers. (If possible have multicultural markers and crayons available.)
- Whoever You Are by Mem Fox or <https://www.youtube.com/watch?v=f0J6tKoT53Y>
- Empty body template
- Dignity and Respect pdf

**Other Notes:** The HG&D ad hoc committee recommends this lesson be taught before “Big Bob, Little Bob.”

**Learning Objectives: #25, 26**

- ID.5.SM.1 Demonstrate ways to treat others with dignity and respect
- ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people

**Lesson Plan:**

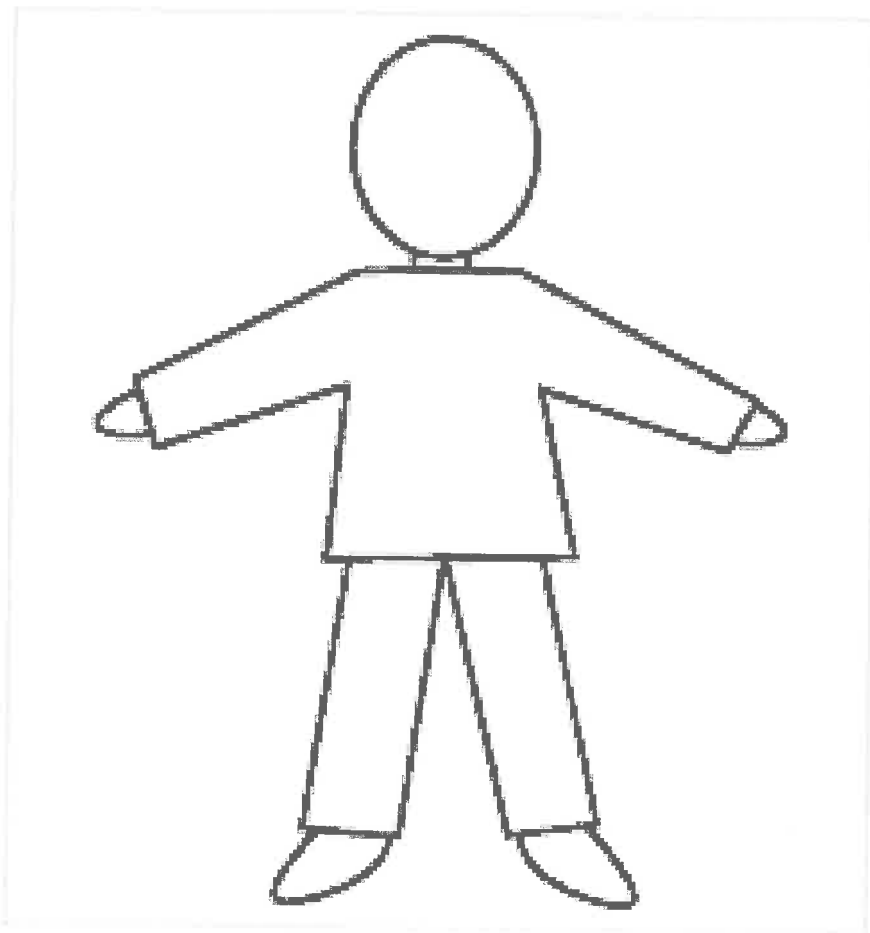
- Read the book Whoever You Are by Mem Fox, by saying something like, “No matter our race, family style, religion, age, gender, physical abilities, countries of origin or whom we love, we all have a lot in common. We are going to make a list of as many things as we can think of that are true about all human beings.”
- Lead the class in a discussion based on the question, “What do all human beings have in common?” Write down each idea on a piece of chart paper labeled: “What Do All Human Beings Have in Common?”
- After you have generated a list of truths about all human beings, have each student color a picture of a person (included at the bottom of lesson) and cut it out.

**Closure/Reflection:**

- After each student has finished, bring them back to the carpet. On a large sheet of paper, write the title, Treat others the way you want to be treated, and have students glue their person onto the chart paper holding hands with the other students. Say, “no matter who you are, everyone's the same inside. We all deserve respect. We should always treat others the way we want to be treated.”



<b>Assessment of Learning (Formal):</b> <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>	<b>Assessment of Learning (Informal):</b> <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>	<b>Resources (Text and Technology):</b> <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>	<b>Differentiation Strategies/Activites:</b> <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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## Taught by Guidance

<b>Grade:</b> Kindergarten	<b>Lesson:</b> Touches	<b>Strand:</b> Personal Safety
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**Materials Needed:**

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

**Other Notes:** Taught by School Counselors/Reach Counseling during classroom guidance

**Learning Objectives:**

- PS.2.CC.1 Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched
- PS.2.IC.1 Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable
- PS.2.SM.1 Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable
- PS.2.AI.1 Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- AP.2.CC.1 Use proper names for body parts, including male and female anatomy

Objective #121,124,126,127, 1

**Lesson Plan:**

## 1. Introduction

1. Here to talk about someone very special and perform I am special song

- I Am Special Song (Tune: Frere' Jacques)

I am special, I am special (point to self)

Look at me, and you will see

Someone very special, someone very special,

It is me, it is me!! (Point to self)

2. Talk about different kinds of touches

## 2. Touches

1. What are some good/safe touches? High fives, handshakes, hugs, etc.

- How do these touches make us feel? Special, good, happy

2. What are some bad/unsafe touches? Kicking, hitting, punching, etc.

- How do these touches make us feel? Sad, mad, hurt

3. Third kind of touch is not good/not bad, but rather is a confusing touch.

- A confusing touch is when someone tries to look at or touch the private parts of your body, without a good reason.

- I brought some friends to help me talk about private parts: Take out Max and Molly and introduce them to the children

- Ask the children: What are Max and Molly wearing?

- Verify that, Yes they are wearing bathing suits/swimsuits and explain that we wear bathing suits to cover our private parts.

- The private parts on a girl, like Molly, are on the top in the front, on the bottom in the front, and on the bottom in the back

4. Ask: Is there ever a good reason for a grownup to see your private parts? Verify that there are some good reasons, then ask:

## Taught by Guidance

5. When does a grownup have a good reason to look at or touch our private parts? Going to the doctor, baths or showers, drying off after bath/shower, when you have an accident, changing clothes, potty training, changing diapers, if your private parts hurt, rash, sore, infection
6. Explain that: A *confusing* touch is when someone tries to touch your private parts and they don't have one of those good reasons.
  - Ask: How do you think you would feel if someone touched your private parts without a good reason?
  - Ask: Do you think it is ever a child's fault if a grown up touches his/her private part without a good reason?
    1. It is NEVER the child's fault (Reiterate this fact many times)
  - Ask: Is it ok for a grownup or another child to ask YOU to look at or touch their private parts?

### 3. Three Safety Rules

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

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

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

### Closure/Reflection:

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

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

Grade: Kindergarten	Subject: Human Growth and Development	Topic: Positive Relationships
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<b>Materials Needed:</b> SMART Board Chart Marker Paper Art Supplies Pencil	<b>Other Notes:</b> <ul style="list-style-type: none"> <li>• Relationship: a connection between two people</li> <li>• Peer: someone else your age, a friend, or a classmate</li> <li>• Peer relationship: a friendship with someone else your age, a friend, or a classmate</li> <li>• Strategy: a method used to achieve a goal</li> </ul>
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<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Awareness of the importance of peer relationships and how they are beneficial</li> <li>• Recognizing the basic characteristics of how to be a good friend</li> <li>• Introduction to different strategies that we use to develop and maintain peer relationships</li> <li>• Recognizing what characteristics are wanted and unwanted in a friendship</li> </ul>
<b>Lesson Plan:</b> <ol style="list-style-type: none"> <li>1. Highlight to the class that we have relationships with many people. Discuss: Who are the people around us that we have relationships with? We have relationships with our parents, siblings, extended family members, and even our friends at home and at school.</li> <li>2. Discuss why having relationships is important? Having relationships with other people is important, because these connections with other people can make us feel good about ourselves.</li> <li>3. Watch BrainPop Video: <a href="https://jr.brainpop.com/health/relationships/friends/">https://jr.brainpop.com/health/relationships/friends/</a></li> <li>4. Ask: What makes up a wanted friend? What makes up an unwanted friend? Chart on giant chart paper.</li> <li>5. Make a card for someone that you have a relationship for. Template can be used at <a href="https://jr.brainpop.com/health/relationships/friends/activity/">https://jr.brainpop.com/health/relationships/friends/activity/</a> or students can create their own!</li> </ol> <p><b>Closure/Reflection:</b>          Make a card for someone that you have a relationship for. Template can be used at <a href="https://jr.brainpop.com/health/relationships/friends/activity/">https://jr.brainpop.com/health/relationships/friends/activity/</a> or students can create their own!</p> <p>Encourage students to go home and discuss with people around them what makes a good friend.</p>

<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/ Activities:</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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<b>Grade:</b> Kindergarten	<b>Lesson:</b> Kids Like	<b>Strand:</b> Identity
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<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>- "Big Bob, Little Bob" <a href="https://www.youtube.com/watch?v=c60tdT4nC3U">https://www.youtube.com/watch?v=c60tdT4nC3U</a></li> <li>- chart paper</li> <li>- chart maker</li> <li>- SMART Board</li> </ul>	<b>Other Notes:</b> <b>PREPARATION:</b> <ol style="list-style-type: none"> <li>1. Create a large Venn diagram on paper or poster board, one circle with "Boys Like" and one circle with "Girls Like"; make sure the overlapping piece of the circle is relatively large.</li> <li>2. Create another large paper (or poster board) labeled "Kids Like."</li> </ol>
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<b>Learning Objectives: #20, 25</b> <ul style="list-style-type: none"> <li>- ID.2.CC.1 Describe differences and similarities in how boys and girls may be expected to act</li> <li>- ID.5.SM.1 Demonstrate ways to treat others with dignity and respect for all people</li> </ul>
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<b>Lesson Plan:</b> <ol style="list-style-type: none"> <li>1. Watch "Big Bob, Little Bob" youtube video.</li> <li>2. Discuss the video. (Possible discussion questions: What did big bob like to do? What did little bob like to do? How are they the same? How are they different?)</li> <li>3. Tell students you are all going to make a list of different thing boys and girls like to do.</li> <li>4. Start by asking what boys like to do; write their responses on large Post its.</li> <li>5. Then ask students to brainstorm some things that girls like to do; write their responses on large Post-its as well. (If students say at any point "But a boy/girl can like that too." put it in the middle of the overlapping circles.)</li> <li>6. Go through each of the sticky notes and ask if boys/girls can also like that too. Be prepared for students to say something is only for boys/girls (especially for things like "wears dresses, etc." ). Remind them that there could be some people out there that might like the thing in question. Using yourself and/or a "friend" as an example seems to work great. You may also wish to gather examples from the media ahead of time to help</li> </ol> <p><b>Closure/Reflection:</b> Keep the "Kids Like" chart up in the classroom for viewing/future discussion.</p>
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<b>Assessment of Learning (Formal):</b> <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>	<b>Assessment of Learning (Informal):</b> <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>	<b>Resources (Text and Technology):</b> <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>	<b>Differentiation Strategies/Activities:</b> <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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