

# **PRESCHOOL AND KINDERGARTEN PERSONAL SAFETY**

Obie, a large hand puppet, is used to introduce discussion of appropriate and inappropriate behaviors, especially hurtful or exploitive touch, and how the child can get help.

**TIME REQUIRED:** Approximately 30 minutes

## **OBJECTIVES:**

- Students will identify different kinds of touching, recognizing that some are nurturing and some are hurtful or inappropriate;
- Students will be able to identify the "private parts" of their bodies and begin to understand that others should not touch their private parts unless there is a really good reason;
- Students will begin to recognize their right to refuse touches or other behaviors that hurt or make them feel unsafe;
- Students will identify persons they can ask for help instead of keeping it a secret;
- Students will recognize that they are not to blame if someone hurts them or touches them in an inappropriate way.

## **OUTLINE:**

1. Introduction of puppet
2. Discussion of feelings and various kinds of touching
3. Identification of "private parts"
4. Discussion of personal safety options
5. Handouts
6. Closure activity to review lesson

## **MATERIALS:**

Obie puppet  
No, Go, Tell Cards

## **HANDOUT:**

*Obie Says...*  
*Obie's Safety Tips*

## **FACILITIES:**

Individual classroom with capacity for children to gather around presenter  
Chair for presenter

# **PRESCHOOL AND KINDERGARTEN JUST BECAUSE I AM**

This one day program uses the book, JUST BECAUSE I AM. The children's book introduces several important concepts that strengthen and support self-esteem.

**TIME REQUIRED:** One 30 minute class period

**OBJECTIVES:**

- Students will understand they are special “just because I am.”
- Students will respect his/her body and acknowledge his/her/ needs.
- Students will recognize name and own feelings.
- Students will recognize that everyone makes mistakes.
- Students will begin to recognize their right to refuse touches or other behaviors that hurt or make them feel unsafe.
- Students will name adults they can go to when they need help.

**OUTLINE:**

1. Introduction
2. Read JUST BECAUSE I AM.
3. Discussion
4. Handouts
5. Closure activity to review lesson

**MATERIALS:**

BOOK: JUST BECAUSE I AM

**HANDOUTS:**

*I Am Special*

**FACILITIES:**

Individual classroom with capacity for children to gather around presenter  
Chair for presenter

# **PRESCHOOL AND KINDERGARTEN HANDS ARE NOT FOR HITTING**

This one day program uses the book, HANDS ARE NOT FOR HITTING. The students discuss the value of positive, non-violent behavior.

**TIME REQUIRED:** One 30 minute class period

**OBJECTIVES:**

- Students will understand that violence is never okay;
- Students will recognize how to use their hands and touching in a positive, respectful and caring way;
- Students will recognize that they are capable of making good choices.

**OUTLINE:**

1. Introduction
2. Read HANDS ARE NOT FOR HITTING
3. Discussion
4. Handout
5. Closure activity to review lesson

**MATERIALS:**

BOOK: HANDS ARE NOT FOR HITTING  
Grab bag with materials used by hands

**HANDOUTS:**

*My Hands Don't Hit*  
*This Hand Is For Helping, Not Hurting*

**FACILITIES:**

Individual classroom with capacity for children to gather around presenter  
Chair for presenter

# **PRESCHOOL AND KINDERGARTEN WORDS ARE NOT FOR HURTING**

This one day program uses the book, WORDS ARE NOT FOR HURTING. The students discuss the value of positive, respectful non-violent language.

**TIME REQUIRED:** One 30 minute class period

**OBJECTIVES:**

- Students will understand that violence is never okay;
- Students will recognize how to use their words in a positive, respectful and caring way;
- Students will recognize that they are capable of making good choices.

**OUTLINE:**

1. Introduction
2. Read WORDS ARE NOT FOR HURTING
3. Discussion
4. Handouts
5. Closure activity to review lesson

**MATERIALS:**

BOOK: WORDS ARE NOT FOR HURTING  
PRETEND POND AND FISH WITH WORDS ON THEM

**HANDOUTS:**

*My Words Are Not For Hurting*

**FACILITIES:**

Individual classroom with capacity for children to gather around presenter  
Chair for presenter

# **PRESCHOOL AND KINDERGARTEN WE CAN GET ALONG**

This one day program uses the book, THE KNIGHT AND THE DRAGON. The children discuss the value of making positive and respectful choices.

**TIME REQUIRED:** One 30 minute class period

**OBJECTIVES:**

- Students identify feelings and understand feelings can help them make good choices.
- Students will recognize that they can think before they speak or act.
- Students are introduced to respect as treating others the way they would like to be treated.
- Students will acknowledge that hitting is never OK.
- Students will name alternatives to hurting someone back.
- Students will name adults that make them feel safe.

**OUTLINE:**

1. Introduction
2. Read THE KNIGHT AND THE DRAGON.
3. Discussion
4. Handouts
5. Closure activity to review lesson

**MATERIALS:**

BOOK: THE KNIGHT AND THE DRAGON

**HANDOUTS:**

*I Can Make Decisions*

**FACILITIES:**

Individual classroom with capacity for children to gather around presenter  
Chair for presenter

# KINDERGARTEN BULLYING/HARASSMENT

This day accompanies the regular program in Kindergarten. Utilizing the book, BEING BULLIED, the topics of harassment and bullying are introduced and discussed. Students are given options for stopping harassment and related abusive behaviors, such as bullying that may be happening to them.

**TIME REQUIRED:** 30-35 minutes

## **OBJECTIVES:**

- Students will be able to identify harassment/bullying;
- Students will discuss behaviors they recognize as harassment/bullying;
- Students will begin to recognize why harassment/bullying happens;
- Students will learn some strategies that can help to stop harassment/bullying;
- Students will begin to recognize the similarities between harassment and other types of abusive behavior and begin to take responsibility for their own behavior toward others.

## **OUTLINE:**

1. Introduction and definition of Bullying/Harassment
2. Read book and identify behaviors that the students recognize as bullying
3. Discussion of dynamics of harassment/bullying
4. Discussion of strategies to stop harassment/bullying
5. Handouts
6. Closure activity to review lesson

## **MATERIALS:**

BOOK: BEING BULLIED

## **HANDOUTS:**

*What Can You Do?*

## **FACILITIES:**

Individual classroom with capacity for children to gather around presenter  
Chair for presenter

# **KINDERGARTEN**

## **BULLYING/HARASSMENT and BYSTANDERS**

This day accompanies the regular program in Kindergarten. Utilizing the book, *NOBODY KNEW WHAT TO DO*, the topic of what a bystander can do to help a child who is being harassed and bullied are introduced and discussed. Students are given options for stopping harassment and related abusive behaviors, such as bullying that may have seen.

**TIME REQUIRED:** 30-35 minutes

### **OBJECTIVES:**

- Students will be able to identify harassment/bullying;
- Students will discuss behaviors they recognize as harassment/bullying;
- Students will begin to recognize why harassment/bullying happens;
- Students will learn some strategies that can help when they see someone being harassed and bullied;
- Students will begin to recognize the similarities between harassment and other types of abusive behavior and begin to take responsibility for their own behavior as bystanders in harassment/bullying situations.

### **OUTLINE:**

1. Introduction and definition of Bullying/Harassment and Bystander
7. Read book and identify behaviors that the students recognize as bullying
8. Discussion of dynamics of harassment/bullying
9. Discussion of strategies to stop harassment/bullying as bystanders
10. Handouts
11. Closure activity to review lesson

### **MATERIALS:**

BOOK: *NOBODY KNEW WHAT TO DO*

### **HANDOUTS:**

*What Can You Do?*

### **FACILITIES:**

Individual classroom with capacity for children to gather around presenter  
Chair for presenter