

FIRST GRADE PERSONAL SAFETY

The video, IT'S YOUR BODY: YOU'RE IN CHARGE! is used to introduce discussion about different kinds of touches and the feelings they trigger. The video depicts both healthy and inappropriate or hurtful touching. Students learn refusal skills and to tell trusted adults to get help.

TIME REQUIRED: 30-35 minutes

OBJECTIVES:

- Students will recognize and discuss touches that are nurturing and touches that are hurtful or inappropriate;
- Students will begin to recognize that they can say "no" to touches that they do not believe are appropriate;
- Students will begin to develop strategies to tell trusted adults when they need help rather than keeping secrets;
- Students will place the blame for the inappropriate behavior on the abuser, not themselves.

OUTLINE:

The video is used to open discussion of the different types of touches that children can experience and how they can make one feel. Some make a child feel good and safe; some feel scary and unsafe. Some feel confusing.

Activities include:

1. Introduction of video
2. Discussion of feelings and various kinds of touching
3. Identification of "private parts"
4. Discussion of personal safety options using picture cards to match situations in video
5. Handout
6. Closure activity to review lesson

MATERIALS:

VIDEO: IT'S YOUR BODY: YOU'RE IN CHARGE!

HANDOUTS:

Staying safe

FACILITIES:

Individual classroom
TV/VCR or DVD player
White/chalkboard

Revised 6/14

FIRST GRADE BULLYING AND HARASSMENT

This one-day program accompanies the regular program in First Grade. The video, DON'T CALL ME NAMES, is used to introduce and discuss harassment and bullying. Students are given options for ending 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. Video and identification of behaviors that the students recognize as bullying
3. Discussion of dynamics of harassment/bullying
4. Discussion of strategies to end harassment/bullying using visual aids
5. Handouts
6. Closure

MATERIALS:

VIDEO: DON'T CALL ME NAMES (2000)
Bully Strategy Cards

HANDOUTS:

Be a Buddy Not a Bully

FACILITIES:

Individual classroom
TV/VCR or DVD player
Chalk/whiteboard

SECOND GRADE PERSONAL SAFETY

The book, IT'S MY BODY, is used to introduce a discussion about touches that may be uncomfortable or abusive, and how a student can say no and get help from trusted adults. The book uses photos of diverse children describing how they choose to share their body if they feel comfortable with a touch, and how they will refuse touches that make them feel uncomfortable.

TIME REQUIRED: 30-35 minutes

OBJECTIVES:

- Students will recognize and discuss touches that are welcome and nurturing, as well as touches that are unwanted or inappropriate;
- Students will begin to recognize that they can say "no" to touches that they do not believe are appropriate;
- Students will develop strategies to tell trusted adults when they need help rather than keeping secrets;
- Students will place the blame for the inappropriate behavior on the abuser.

OUTLINE:

The book, IT'S MY BODY, is used to open discussion of uncomfortable or inappropriate touches and how to get help. Activities include:

1. Reading of the story
2. Discussion of feelings and various kinds of touching
3. Identification of "private parts"
4. Discussion of personal safety options
5. Handout
6. Closure activity to review lesson

MATERIALS:

Book: IT'S MY BODY

HANDOUTS:

Word Scramble OR Maze

FACILITIES:

Individual classroom

SECOND GRADE BULLYING AND HARASSMENT

This one-day program accompanies the regular program in Second Grade. The video, SEE A BULLY! STOP A BULLY! is used to introduce and discuss harassment and bullying. Students are given options for ending 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. Video and identification of behaviors that the students recognize as bullying
3. Discussion of dynamics of harassment/bullying
4. Discussion of strategies to end harassment/bullying
5. Handouts
6. Closure

MATERIALS:

VIDEO: SEE A BULLY! STOP A BULLY! (2006)

HANDOUTS:

Number One Bully Detective Certificate
Bully Badge

FACILITIES:

Individual classroom
TV/VCR or DVD player
Chalk/whiteboard

THIRD GRADE PERSONAL SAFETY

The video, *IF IT HAPPENS TO YOU: TALKING ABOUT ABUSE*, is used to introduce discussion about behaviors that may be harmful or abusive and how a child can get help from trusted adults. Emotional abuse, verbal abuse, physical abuse and sexual abuse are discussed in the video. The focus of the presentation is on the child's right to be safe and to get help from an adult.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will identify different kinds of touching, recognizing that some are nurturing and respectful, and some are hurtful, inappropriate or abusive;
- Students will understand that others should not try to see or touch their private parts unless there is a really good reason (Clean or Healthy);
- Student 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 the video and topics to be discussed
2. Discussion of significant points
3. Discussion of personal safety options and help seeking skills
4. Handout
5. Closure

MATERIALS:

VIDEO: *IF IT HAPPENS TO YOU: TALKING ABOUT ABUSE*

HANDOUTS:

Safety Contract or Safety Crossword

FACILITIES:

Individual classroom
TV/VCR or DVD player
White/chalkboard

THIRD GRADE BULLYING AND HARASSMENT

This one-day program accompanies the regular program in Third Grade. Utilizing the video, **HARASSMENT HURTS: GOSSIPING, TAUNTING AND BULLYING** or **YOU’R MEAN WHEN WORDS HURT US**, the topic of bullying and harassment is 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: 40-45 minutes

OBJECTIVES:

- Students will be able to identify bullying/harassment;
- Students will identify and 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 and harassment
2. Video
3. Discussion of dynamics of harassment/bullying
4. Discussion of strategies to stop harassment/bullying
5. Role Plays
6. Handouts
7. Closure

MATERIALS:

VIDEO: **HARASSMENT HURTS: GOSSIPING, TAUNTING AND BULLYING**, 2003
VIDEO: **YOU’RE MEAN WHEN WORDS HURT US** (2007)
Role Plays

HANDOUTS:

Bullying Isn’t Cool

FACILITIES:

Individual classroom
TV/VCR or DVD player
White/chalkboard

THIRD GRADE INTERNET SAFETY

Update in work – similar content

This is a one day program that promotes on-line safety for elementary students. The issue of on-line exploitation is discussed in relation to who students should talk to and who they should tell if something happens on line that upsets them.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:

- Students will learn to recognize the dangers of disclosing personal information over the internet;
- Students will learn to recognize the types of inappropriate behaviors on the internet;
- Students will learn strategies and skills to enhance personal health and safety;
- Students will learn to avoid potentially dangerous on-line situations.

OUTLINE:

1. On line terms are defined.
2. Video and discussion.
3. Discussion of the options the students can exercise to stop in-appropriate, upsetting, and violent information they receive on the internet.
4. Handout
5. Closure

MATERIALS:

VIDEO: STAYING SAFE ON THE INTERNET (2009)

HANDOUT:

Cyber Smarts Crossword

FACILITIES

Individual classroom
TV/VCR or DVD player
White/chalkboard

FOURTH GRADE PERSONAL SAFETY

Update in work – similar content

The video, WHEN SHOULD YOU TELL?, is used to introduce discussion about situations that may be harmful or abusive, especially inappropriate touch, and how a student can get help from trusted adults. The focus of the presentation is on the child's right to be safe and to get help from a trusted adult.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will recognize and discuss touches that are nurturing and touches that are hurtful or inappropriate;
- Students will begin to recognize that they can say "no" to touches that they do not believe are appropriate;
- Students will begin to develop strategies to tell trusted adults when they need help rather than keeping secrets;
- Students will place the blame for the inappropriate behavior on the abuser, not themselves.

OUTLINE:

1. Video
1. Discussion of feelings and various kinds of touching
2. Identification of "private parts"
3. Discussion of options students can exercise to stop abuse and get help
4. Handout
5. Closure activity to review lesson

MATERIALS:

VIDEO: WHEN SHOULD YOU TELL?

HANDOUTS:

Safety Plan

FACILITIES:

Individual classroom
TV/VCR or DVD player
White/chalkboard

FOURTH GRADE BULLYING AND HARASSMENT

This one-day program accompanies the regular program in Fourth Grade. Utilizing excerpts from the video, WHAT'S A BULLY? The topic of bullying and harassment is 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: 40-45 minutes

OBJECTIVES:

- Students will be able to identify bullying/harassment;
- Students will identify and 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 and harassment
2. Video
3. Discussion of dynamics of harassment/bullying
4. Discussion strategies to stop harassment/bullying
5. Handouts
6. Closure

MATERIALS:

VIDEO: WHAT'S A BULLY? (2005)
POSTER: Top 10 Reasons Not to Bully Chart

HANDOUTS:

20 Things To Do Instead Of Hurting Someone Back

FACILITIES:

Individual classroom
TV/VCR or DVD player
Chalk/whiteboard

FOURTH GRADE ALTERNATIVE BULLYING AND HARASSMENT HEART LESSON (PUT-UPS, NOT PUT-DOWNS)

This one-day program is an alternative to the regular bullying program in Fourth Grade. Utilizing the Heart Story and accompanying materials, the lesson highlights the impact that our hurtful words have on others. Students identify kind and positive comments, and practice turning negative words or attitudes into opportunities to build a person up.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will be able to identify words that tear others down;
- Students will explain the effects of hurtful words on our emotions;
- Students will identify words and phrases that build others up;
- Students will practice using put-ups to counteract the effect of put-downs.

OUTLINE:

1. Introduction and review of bullying and harassment
2. Identification of put-downs and put-ups and their impact on emotions
3. Heart Story with Heart Puzzle and sticker activity to practice put-ups
4. Discussion strategies to stop harassment/bullying
5. Handouts
6. Closure

MATERIALS:

Heart Story
Laminated Heart Puzzle Pieces
Heart Stickers
Put-up and Put-down Posters
STORY: Say Something

HANDOUTS:

20 Things To Do Instead Of Hurting Someone Back

FACILITIES:

Individual classroom
Chalk/whiteboard

FOURTH GRADE INTERNET SAFETY

This is a one day program that promotes on-line safety for elementary students. By using group discussion and game activities to heighten the student's awareness of the dangers that can be found on the internet, students will be better prepared to protect themselves.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:

- Students will learn to recognize the dangers of disclosing personal information over the internet;
- Students will learn to recognize the types of inappropriate behaviors on the internet;
- Students will learn strategies and skills to enhance safety and security;
- Students will learn to avoid potentially dangerous on-line situations and what to do if they or someone they know encounter one.

OUTLINE:

1. In a walk-about using large paper taped to the doors and blackboard, students will answer questions about internet usage and safety precautions.
2. Define terms that relate to on line safety.
3. Discussion of the options the students can exercise to stop in-appropriate, upsetting, and violent information they receive on the internet.
4. Read and discuss Shannon's Story.
5. Handout
6. Closure

MATERIALS:

VIDEO: Cyber clips from 5 WAYS TO STOP A BULLY and WHAT'S A BULLY?
Shannon's Story

HANDOUT:

Click on Safety

FACILITIES

Individual classroom
TV/VCR or DVD player
White/chalkboard

FIFTH GRADE PERSONAL SAFETY

The issue of child abuse is discussed in relation to the Pennsylvania Child Protective Services Law. The video, *4 U 2 KNOW: TELLING OUR STORIES*, is used to discuss the dynamics of child sexual abuse and how a child can get help.

TIME REQUIRED: 40-45 minutes

OBJECTIVES: Students will:

- Identify and give examples of child abuse listed in the PA CPS Law – physical, emotional, sexual and neglect
- Increase awareness of safety rules with known adults
- Recognize and respect their own and everyone's right to be safe
- Develop and enhance critical thinking and reporting skills
- Place responsibility for abuse on the abuser

OUTLINE:

1. Introduction of the topic of child abuse
2. Definition and discussion of child abuse under PA law
3. Video clips followed by discussion
4. Discussion of the options the students can exercise to stop abuse and get help
5. Handout
6. Closure

MATERIALS:

VIDEO: *4 U 2 KNOW: TELLING OUR STORIES*

HANDOUT:

EVERYONE HAS THE RIGHT TO BE SAFE

FACILITIES:

Individual classroom
DVD player
White/chalkboard

Revised 7/14

FAMILY VIOLENCE PROGRAM

The issue of Family Violence is discussed during this lesson. The video, IT'S NOT HAPPY AT MY HOUSE, is used to discuss the dynamics of Domestic Violence and the help that is available for victims and their families.

TIME REQUIRED: 40-45 minutes, one class period or, in combination with Day One, one block

OBJECTIVES:

- Students will begin to recognize the abusive and controlling behaviors characteristic of Domestic Violence;
- Students will place the blame for the violence on the abuser;
- Students will begin to recognize the cycle of abuse;
- Students will learn about the options and resources available to persons victimized by Domestic Violence;
- Students will begin to recognize what they can and can not do to help someone who is victimized by Domestic Violence.

OUTLINE:

1. Review of Child Abuse
2. Introduction of the topic of Domestic Violence
3. Video and discussion
4. Review of options
5. Handouts
6. Closure

MATERIALS:

VIDEO: IT'S NOT HAPPY AT MY HOUSE

HANDOUTS:

If Someone You Know Is Being Abused

FACILITIES:

Individual classroom
TV/VCR or DVD player
White/chalkboard

FIFTH GRADE BULLYING AND HARASSMENT

This one-day program accompanies the regular program in Fifth Grade. The topic of bullying and harassment is introduced and discussed with a main focus of what a bystander is, how they are affected and what they can do.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will be able to identify bullying and harassment;
- Students will identify and 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 and components of a bullying situation
2. Discussion and identification of behaviors that the students recognize as bullying and harassment
3. Discussion of dynamics of harassment/bullying
4. Discussion of strategies to stop harassment/bullying
5. Video
6. Handouts
7. Closure

MATERIALS:

VIDEOS: WHEN YOU SEE BULLYING HAPPEN: WHAT A BYSTANDER CAN DO
Role Plays/Scenarios

HANDOUTS:

Put A Stop To Bullying

FACILITIES:

Individual classroom
White/chalkboard
TV/VCR or DVD player

FIFTH GRADE INTERNET SAFETY

This program explores safety issues that students face on line, how to recognize them, be cautious online and what to do when/if in a potentially dangerous situation.

TIME REQUIRED: 40-45 minutes, one class period

OBJECTIVES:

- Students will learn to recognize the many dangers of using the internet;
- Students will learn to recognize the types of inappropriate behaviors on the internet;
- Students will learn strategies and skills to enhance safety and security;
- Students will learn to avoid potentially dangerous on-line situations;
- Student will learn what to do when/if they encounter these situations.

OUTLINE:

1. Introduction
2. Stand up, if answer yes activity, with questions relating to how much they use the internet and how readily available it is to them.
3. Define the pros to using the internet.
4. Identify and briefly define the cons of using the internet.
5. Play video clips from *Netsmartz: NSTEENS*
6. Identify and discuss each clip and danger within the clip, how to prevent the danger, and what they could do if in that situation
7. Scenarios
8. Handout.

MATERIALS:

Netsmartz: NSTEENS
Scenarios

HANDOUT:

Online Safety Tips

FACILITIES

Individual classroom
Ability to play a DVD
White/chalkboard

ELEMENTARY RESPECT LESSON

This one-day program can either replace a regular grade level bullying program or be used as an additional lesson. It focuses on respect, not only toward peers but to adults as well. Utilizing the Respect Book and Respect Tree Poster Activity, the concept of Respect is introduced and explored. Students are given opportunity to identify and practice respectful behaviors.

TIME REQUIRED: 40-45 minutes

OBJECTIVES:

- Students will describe what respectful behaviors look like and sound like;
- Students will identify people/entities to which they will show respect;
- Students will explore the link between lack of respect and bullying;
- Students will continue to practice respectful behaviors using the Respect Poster that they made together in class.

OUTLINE:

1. Introduction to Respect
2. Respect Book
3. Analysis of famous quotes about respect
4. Respect Tree Activity
5. Handout
6. Closure

MATERIALS:

Respect Tree Poster with fruits and roots
Respect Book
Optional: Small individual pictures of each student, class photo, or both (to be provided by the teacher)

HANDOUTS:

I Show Respect at School By...

FACILITIES:

Individual classroom
Board or wall to hang poster