

Content Area (s)

- Personal Health
 Community Health
 Safety & Accident Prevention
 Family Life
 Environmental Health
 Nutrition
 Consumer Health
 Substance Use & Abuse
 Growth & Development
 Disease Prevention

<p>Benchmarks: Demonstrate ways to express needs, wants, and feelings. Demonstrate feelings using words and drawings. Recognize there are multiple components to school and classroom health. Apply coping strategies in difficult family situations. Explain when and how to receive assistance. Describe parent’s role in safety. Recognize multiple components of safety. Identify people who are needed in given situations.</p>		<p>PI# E1 A1 C5 F1 B1 A3</p>
<p>Students will know:</p> <ol style="list-style-type: none"> 1. That their body belongs to them. 2. That no one has a right to touch their bodies inappropriately. 3. The difference between good and bad touches. 4. How to distinguish between good and bad secrets. 5. Identify who they can trust. 6. It’s okay to say “No, Get Away!” and Tell Someone” even with adults. 	<p>Learning Activities, Student Products, and Assessments (*) Discussions/Brainstorm* Books read Videos Drawings* Role Plays*</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>Talking About Touching</u> Curriculum Committee for Children <u>Health Skills for Life Curr.,</u> Goal 1, Seeking Adult Help <u>Captain OH and the Poison Patrol</u> Video <u>Squeakers</u>, Cosgrove <u>Dinosaurs Beware</u>, A Safety Guide, Brown <u>You Can Say No</u> Boegehold</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify private body space (covered by a bathing suit) 2. List good/bad touches 3. Identify good/bad secrets 4. Make a drawing showing people they trust 5. Say “No,” “Get Away,” and “Tell Someone” (role play) 		<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>

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Benchmarks: Choose safe behaviors. Identify people who are needed in given situations. Demonstrate healthy ways to express needs, wants, and feelings to be in healthy environment. Choose when assistance is needed in emergency situations. Express needs in emergency situations. Apply coping strategies for feelings when dealing with difficult family situations. Identify appropriate and inappropriate behaviors for personal safety.		PI# F2 B1 E1 F1 E1 C5 A1
Students will know: 1. It is okay to say no even to an adult who is hurting you. 2. Who they can go to when they need help for inappropriate touching. 3. To be aware of need to stay away from strangers. 4. Inappropriate touching is not their fault. 5. To say “No,” ”Get Away,” and “Tell”	Learning Activities, Student Products, and Assessments (*) Discussions/Brainstorms* Books read Videos Drawings* Role Plays*	Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>No, No The Little Seal</u> , Patterson <u>Dinosaurs Beware!</u> , A Safety Guide, Brown <u>Who Is A Stranger and What Should I Do?</u> , Girard Video- <u>My Body Belongs to ME</u> , Sunburst <u>Talking About Touching</u> , Curriculum
Students will be able to: 1. Identify private body space. 2. List good/bad touches (covered by a bathing suit). 3. Make drawings showing appropriate responses to strangers. 4. Share personal experiences in this area. 5. Demonstrate say “No,” “Get Away,” and “Tell”		Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)

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Benchmarks: Apply conflict resolution skills. Apply skills for dealing with anxiety and fear. Demonstrate healthy ways to express needs, wants, and feelings. Students will apply coping strategies when they feel to excited, angry or anxious. Demonstrate a variety of safety skills for different situations.		PI# E1 C5 C4
Students will know: 1. Their body is private. 2. Who trusted adults are. 3. To say “No”, “Get Away,” and “Tell.”	Learning Activities, Student Products, and Assessments (*) Discussions/Brainstorms* Books read Drawings* Role Plays*	Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) <u>My Body is Private</u> , Girard <u>What Would You Do? A Kids Guide to Tricky and Sticky Situations</u> , Brown <u>Who Is a Stranger Ad What Should I Do? Talking About Touching</u> , Curriculum
Students will be able to: 1. Identify private body space-covered by a bathing suit. 2. Discuss material presented in books, from curriculum, etc. 3. Draw pictures showing a difficult situation and how they would solve it. 4. Share personal experiences. 5. Demonstrate say “No,” “Get Away,” and “Tell.”		Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)

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Benchmarks:

Use appropriate communication and listening skills to enhance skills.
 Demonstrate ways to locate school/community health helpers.
 Differentiate between negative & positive ways to deal with conflict.
 Demonstrate non-violent strategies to resolve conflicts.
 Demonstrate ability to apply decision-making process to health issues.
 Demonstrate healthful and safe ways to deal with unhealthy situations.
 Develop injury prevention and safety strategies for personal health.

PI#

E1
 B2
 E2
 E3
 F1
 C4
 C2

Students will know:

1. Their body is private.
2. Non-violent ways to say "NO!"
3. Who they trust for help.
4. What to do if they have (or ever are) been abused.
5. Ways to try to avoid being vulnerable to abuse.

Learning Activities, Student Products, and Assessments (*)

Review: good/bad touches
 Brainstorm in small groups: good/bad secrets, strangers, personal body space, trusted individuals
 Read and discuss stories
 A web of good touches* bad touches*
 List of trusted individuals* (small groups)

Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)

Talking About Touching Curriculum
No More Secrets for Me
Personal Safety Book for Kids
Life Skills Training-Level Two, Botvin

Students will be able to:

1. Identify their private body space (covered by bathing suit).
2. Brainstorm non-violent ways to say "NO!"
3. Share with each other people they trust for help.
4. Discuss abuse issues presented in books.

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<p>Benchmarks: Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations. Use appropriate communication and listening skills to enhance health. Demonstrate ways to locate school and community health helpers. Express opinions and give accurate information about health issues. Demonstrate non-violent ways to resolve conflict.</p>		<p>PI# C4 E1 B2 E4 E3</p>
<p>Students will know:</p> <ol style="list-style-type: none"> 1. Their body is private. 2. Who trusted adults are. 3. It's okay to tell some secrets. 4. To say "NO," "Get Away," and "Tell." 	<p>Learning Activities, Student Products, and Assessments (*) Discussions/Brainstorms* Small group discussion regarding secrets (to keep or not) – list* Book read Video Role plays* Drawings: Say "NO," "Get Away," and "Tell."</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) Talking About Touching Curriculum Video: <u>When Should You Tell: Getting Help for Abuse</u> <u>Sometimes It's Okay to Tell Secrets!</u>, Lenett <u>Do You Have a Secret?</u></p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify private body space (covered by bathing suit). 2. Discuss ideas presented. 3. Give examples of appropriate/inappropriate secrets. 4. Share personal experiences. 5. Demonstrate: Say "NO," "Get Away," and "Tell." 		<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>

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Benchmarks:

- Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g. positive peer pressure)
- Demonstrate refusal and negotiation skills that can enhance health by enabling them to deal with negative peer pressure.
- Demonstrate conflict resolution strategies.
- Demonstrate ways to locate school and community health information and helpers.
- Demonstrate ways to avoid or change situations that threaten personal safety.
- Develop injury prevention and response strategies for personal safety, including first aid.
- Demonstrate healthful and safe ways to deal with stressful situations.

PI#

E1
E2
E3
B2
C5
C4

Students will know:

1. Their body is private.
2. Who to go to for help.
3. Refusal skills which could help them in a vulnerable situation.
4. Healthy ways to deal with stress or abuse.
5. Listen to and discuss a story about sexual abuse.

Learning Activities, Student Products, and Assessments (*)

Stories/discussions
Write five things they have learned about personal safety which can help keep themselves safe from abuse.

Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)

Talk About Touching Curriculum
I Can't Talk About It, Sanford
Child Lures..., Wooden
Personal Safety Book for Kids
Life Skills Training-Level III

Students will be able to:

1. Identify private body space.
2. Discuss private body issues.
3. Know abuse is not their fault.
4. Demonstrate appropriate refusal skills.

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