



**SAFER,
SMARTER
KIDS!** FIRST GRADE



ACCOMMODATION RESOURCE GUIDE

Meeting the Needs of All Learners





DEAR EDUCATOR:

As you know well, children with disabilities have unique gifts and unique needs – but one need universal to all children is the need for developmentally appropriate personal safety education.

Unfortunately, child abuse occurs at every socioeconomic level, across ethnic and cultural lines, within all religions and at all levels of education. And 90% of the time a child is being harmed it's at the hands of someone they – and their parents – know, love and trust.

Sadly, 1 in 3 girls and 1 in 5 boys will become victims of child sexual abuse before their 18th birthday. 1 in 5 children are solicited sexually through the Internet before the age of 18. More than 90% of individuals with a disability will be sexually assaulted at least once in their lifetime.

The stats are staggering, but the solution is clear: 95 percent of child sexual abuse IS preventable through education and awareness. And while we can't prevent every instance, we can help children in unsafe situations access help.

The purpose of the *Safer, Smarter Kids* curriculum and this accommodation resource is to empower all children with the ability to recognize, communicate, and protect themselves in potentially unsafe or abusive situations by arming them with a few basic protective principles:

- The understanding of the concepts of safe and unsafe; being able to recognize safe and unsafe situations for themselves and others, and recognizing warning signs, such as secrets, touches, or threats, help children recognize and communicate unsafe situations
- Children need to have Grown-Up Buddies or Trusted Adults, adults they trust, whom they can

go to whenever a situation arises that makes them feel scared or uncomfortable

- Children have the right to be part of any decision that affects them... “Nothing about me, without me.” Children have a say in their care
- Children have the ability and right to use their voice to stop an unsafe situation, that it is ok to report any situation that makes them feel unsafe, and they have the right to be heard and helped
- The private parts of our body and our body boundaries and personal space are to be respected
- A trusted adult must know where a child is, what they are doing and who they are with at all times

This curriculum gives children the tools they need to avoid victimization without dealing explicitly with the issue of sexual abuse or scaring them.

Children with developmental delays sometimes do not have the cognitive ability or the learned strategies to handle difficult situations they may encounter, so it is important to help to develop these safety tools and strategies.

Children with emotional and behavioral disabilities may have already experienced considerable trauma, and therefore need additional support to learn safety and protective principles. Be sure to visit SaferSmarterSchools.org for additional classroom and professional development resources to help keep the children in your classroom safe from harm. Thank you for playing a vital role in delivering this vital information to our children.

Sincerely,

Lauren Book, M.S.Ed.



WELCOME



LESSONS

- 1 Introduction
Safety Rules
Grown-Up Buddies
Trusted Triangle
- 2 Safety Stop Sign
I Mean Business Voice
- 3 Guiding Voice
Think, Feel, Act
- 4 Safe and Unsafe
Touches
- 5 Safe and Unsafe
Secrets
- 6 Tattling vs.
Reporting
- 7 Strangers
- 8 Review and
Celebration

HOW TO USE THIS GUIDE

The *Safer, Smarter Kids Accommodation Resource Guide* has been created to facilitate the implementation of this important safety curriculum to meet the needs of all learners. Use of this guide is appropriate for the following educational settings within a school:

- Self Contained ESE classroom
- ESE Resource classroom
- Mainstreamed students within a general education classroom setting
- ESE teacher push-in to a general education classroom setting
- Small group instruction within a general education classroom setting

In preparing for instruction, teachers will refer to the *Safer, Smarter Kids Teacher's Guide* in their kit. This guide provides the step-by-step sequence for teaching the lesson. **The *Safer, Smarter Kids Accommodation Resource Guide* will also be used in preparation for the lesson, so that teachers can readily see the parts of the lesson that require adaptation for their students.**

These adaptations include a detailed pacing guide that is structured to provide for the learning needs of students who require accommodations to successfully meet the goals of this important safety curriculum. The pacing guide will supply teachers with a detailed plan with points to pause the video, provide reinforcement, repetition of important concepts, and teacher tips to provide additional support.

As you know, the needs of individual exceptional students vary greatly and some children may have suffered some form of trauma related to sexual abuse. Your expertise in further adapting some of the more sensitive topics in the curriculum is critical as you teach the important safety messages in *Safer, Smarter Kids*.



FIRST GRADE LESSON 1

SAFETY RULES AND ESTABLISHING A TRUSTED TRIANGLE

Refer to the *Safer, Smarter Kids* Teacher's Guide for an overview on Lesson 1, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

This lesson will introduce the curriculum and the idea that rules keep us safe. It will cover important safety rules that children should follow to stay safe. Children will learn about the importance of always being with a “Grown-Up Buddy” when they are out in public, and the need to identify trusted adults who belong in their “Trusted Triangle,” which includes three or more trusted adults a child can turn to when something makes him or her feel scared, icky or confused. In this lesson, you will begin with the video, followed by classroom activities. During these activities, students will brainstorm safety rules and the adults who will be part of their Trusted Triangles. In addition, the children will learn that throughout every lesson they will be looking for safety tokens. These tokens will help them become “Safety Superstars” and unleash their personal power.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 1 Pacing Guide <i>Teacher Tip: Have parents' phone numbers in the event students need them for their Trusted Triangle and they don't know the number.</i></p> <p><i>Teacher Tip: Provide extra Trusted Triangle sheets if they need to make more than one if they are living in multiple places.</i></p> <p><i>Teacher Tip: Allow students to draw their Grown-Up Buddies for the Trusted Triangle if needed.</i></p>	<p>Lesson 1 Pacing Guide <i>Teacher Tip: It is important to understand that this topic may be very sensitive to many EBD students. It is okay if they do not actively participate at first, many will come around. Some students may act out due to the content. Do not make students respond verbally if you know, or suspect, that this may be an area of concern, let them express themselves when they feel comfortable.</i></p>

	<p><i>Teacher Tip: Completing the Trusted Triangle may be particularly sensitive for most kids with EBD, due to lack of trust. Some EBD students may get upset even trying to think about people to put in their Trusted Triangle. They will need to have more time and may need to revisit it throughout the day. Assure them that it is okay to take some time to complete their Trusted Triangle, and that they are allowed to change it if their situation changes. Let the students know that the people in their Triangle can not all be relatives, at least one person must be outside their family. It is okay for the people in their Trusted Triangle not to own a car, as long as they have access to one or another form of immediate transportation and are able to help if needed.</i></p>
<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Start a list of rules that students use in their everyday life. • Start a list of locations where you can have Grown-Up Buddies, such as church, school, home, etc. • Start a list of people who could be Grown-Up Buddies such as mom, dad, teacher, preacher, neighbor, etc. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Start a list of rules that students use in their everyday life. • Start a list of locations where you can have Grown-Up Buddies, such as church, school, home, etc. • Start a list of people who could be Grown-Up Buddies such as mom, dad, teacher, preacher, neighbor, etc. <p><i>Teacher Tip: If students say they don't have rules at home, remind them that the rules at school and other places they go are good rules to follow at home, too.</i></p>
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Add to the list of rules. • Add to the list of locations. • Add to the list of Grown-Up-Buddies. • Introduce the Lesson 1 Center Activity "Buddy Mask." Teachers should cut out the mask after students have colored it or provide child safety scissors. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Add to the list of rules. • Add to the list of locations. • Add to the list of Grown-Up-Buddies. • Introduce the Lesson 1 Center Activity "Buddy Mask." Teachers should cut out the mask after students have colored it or provide child safety scissors.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Add to the list of rules. • Add to the list of locations. • Add to the list of Grown-Up Buddies. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Add to the list of rules. • Add to the list of locations. • Add to the list of Grown-Up Buddies.

Day 4

Teacher Tip: Provide blank paper for the journal if your students want to draw their responses.

- Watch the video.
- Add to the list of rules.
- Add to the list of locations.
- Add to the list of Grown-Up Buddies.
- Journal as a group. Allow the students to write, draw, or both in their Journals.

Day 4

Teacher Tip: You may want to provide a blank paper for their journal in case your students want to draw their responses.

- Watch the video.
- Add to the list of rules.
- Add to the list of locations.
- Add to the list of Grown-Up Buddies.
- Journal as a group. Allow the students to write, draw, or both in their Journals.

Day 5

- Watch the video.
- Add to the list of rules.
- Add to the list of locations.
- Add to the list of Grown-Up Buddies.
- Create the Trusted Triangles. Make copies. Send home original.

Day 5

Teacher Tip: Have access to parent/guardians' phone numbers if your students are completing their Trusted Triangle and they don't know their phone numbers. Keep in mind many EBD students move frequently and often do not have working phones.

Teacher Tip: Provide extra Trusted Triangle sheets if students need to make more than one if they are staying in multiple places. Allow students to draw their Grown-Up Buddies on their Trusted Triangle if needed.

- Watch the video.
- Add to the list of rules.
- Add to the list of locations.
- Add to the list of Grown-Up Buddies.
- Create the Trusted Triangles. Make copies. Send home original.

Pausing for Understanding

Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.

Pause at 2:03 for Safety rules- After Lauren says, "That rule keeps a player safe in the game."

Pausing for Understanding

Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.

Pause at 2:03 for Safety rules- After Lauren says, "That rule keeps a player safe in the game."

Pausing for Understanding (Continued)

- Make sure students understand that there are rules everywhere and may be different depending on the setting. For example, how we behave at a football game is different than how we behave in the movies.
- There are some universal safety rules that always exist in all settings; such as looking both ways before you cross the street. These rules are in place to guarantee your safety.
- Brainstorm rules with the class. Begin a list.

Pause at 2:54 for Personal Space and Boundaries- After Lauren says, “That boundary has been broken and something needs to be done immediately!”

- Review what areas of the body are safe.
- Review a safe amount of personal space between you and the person next to you.
- Remind students to respect the boundaries of others.

Teacher Tip: Students with disabilities can be overly affectionate, and less concerned with others touching them. Students with disabilities are also much less likely to report anything. Stress that reporting inappropriate touches is very important. Guide students to recognize that if they are overly affectionate with an unsafe person, they could be putting themselves in an unsafe situation.

Pause at 4:08 to review Trusted Triangles- After Lauren says, “But he is another Grown-Up Buddy you can go places with” and Buddy barks twice.

- Brainstorm the locations students go... church, school, therapies, home, day care, etc. and start a list.
- Brainstorm people whom they think could go on their list of Grown-Up Buddies, such as their mom, dad, preacher, teacher, neighbor, etc. Begin making a class list for reference.
- Let students know their Grown-Up Buddy may not own a car, but needs access to one if help is needed.

Teacher Tip: Keep the rule list for next week.

Pausing for Understanding (Continued)

- Make sure students understand that there are rules everywhere and may be different depending on the setting. For example, how we behave at a football game is different than how we behave in the movies.
- There are some universal safety rules that always exist in all settings; such as looking both ways before you cross the street. These rules are in place to guarantee your safety.
- Brainstorm rules with the class. Begin a list.

Pause at 2:54 for Personal Space and Boundaries- After Lauren says, “That boundary has been broken and something needs to be done immediately!”

- Review what areas of the body are safe.
- Review a safe amount of personal space between you and the person next to you.
- Remind students to respect the boundaries of others.

Teacher Tip: Students are allowed to have Personal Space when they are at home too, even if it's with family.

Pause at 4:08 to review Trusted Triangles- After Lauren says, “But he is another Grown-Up Buddy you can go places with” and Buddy barks twice.

- Brainstorm the locations students go... church, school, therapies, home, day care, etc. and start a list.
- Brainstorm people whom they think could go on their list of Grown-Up Buddies, such as their mom, dad, preacher, teacher, neighbor, etc. Begin making a class list for reference.
- Let students know their Grown-Up Buddy may not own a car, but needs access to one if help is needed.

Teacher Tip: Keep the rule list for next week.



FIRST GRADE LESSON 2

SAFETY STOP SIGN AND I MEAN BUSINESS VOICE

Refer to the *Safer, Smarter Kids* Teacher's Guide for an overview on Lesson 2, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

In this lesson, children will learn about the idea of a Safety Stop Sign, reminding them that they always have the ability to say “no” in a situation that makes them feel afraid, nervous or uncomfortable. We will also demonstrate and students will practice using their I Mean Business Voice, which they will be encouraged to use in any situation that makes them feel unsafe.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 2 Pacing Guide</p> <p><i>Teacher Tip: You may want to provide smaller stop signs that students can use in the activities.</i></p> <p><i>Teacher Tip: You may want to provide students with yes/no cards.</i></p> <p><i>Teacher Tip: If you have a student who has a machine that speaks for them, program it to say, “Stop! That’s not safe!”</i></p> <p><i>Teacher Tip: If a student cannot say these words, teach a large noticeable motion that they can do. This could be a large arm movement above their head.</i></p>	<p>Lesson 2 Pacing Guide</p> <p><i>Teacher Tip: Students who are EBD may not be responsive at first, but if you keep trying, they usually will engage. Do not be surprised if you have some outbursts that you do not normally have in your classroom.</i></p> <p><i>Teacher Tip: Some EBD students have a very hard time processing and showing their emotions. Assure students that it is okay to show their emotions, but not to act violently on them. Teach them ways to breath, count to 10, have another outlet such as drawing.</i></p> <p><i>Teacher Tip: You may want to provide smaller stop signs that students can hold to use in the activities. You may also want students to have yes/no cards.</i></p>

<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Review your rules list and add to it if you can. • Introduce Scenario 1. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Review your rules list and add to it if you can. • Introduce Scenario 1.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Update rules lists. • Introduce Scenario 2. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Update rules lists. • Introduce Scenario 2.
<p>Day 3</p> <p><i>Teacher Tip: You may want to provide a blank page for the students to use with their Journal if they want to draw or color their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Update rules lists. • Journal as a group. 	<p>Day 3</p> <p><i>Teacher Tip: You may want to provide a blank page for the students to use with their Journal if they want to draw or color their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Update rules lists. • Journal as a group.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Update rules lists. • Complete Lesson 2: Scenes 1-3. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Update rules lists. • Do Lesson 2: Scenes 1-3.
<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Update rules lists. • Review Journals to see if anything should be added. 	<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Update rules lists. • Review Journals to see if anything should be added.
<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you</i></p>	<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you</i></p>

Pausing for Understanding (Continued)

Pause at 1:30 for Emotions- After Lauren says, "Anytime a situation makes you feel afraid, or nervous, or uncomfortable."

- Review how a situation makes you feel inside, so you know what to look for outside. Give examples, such as being nervous might make you feel sweaty, feel butterflies or knots in your stomach, and you have a worried look on your face.

Pause at 2:33 for the Rules- After Lauren says, "Friends, do you remember who can be a Grown-Up Buddy to you?"

- Remind students that there are different rules at different places. For example, students may be allowed to play certain video games at home that they cannot play at school.

Pause at 3:41- After Lauren says, "Let's add that to your safety rules."

- Add the new rule to the list.

Pause at 3:47- After Lauren says, "Hold on Buddy, what would we do in this situation?"

- Have students tell you what they would do if they were home and someone rang the doorbell.

Pause at 4:11- After Lauren says, "When do you use your safety stop sign?"

- Have students tell you when they use their Safety Stop Signs.

Pausing for Understanding (Continued)

Pause at 1:30 for Emotions- After Lauren says, "Anytime a situation makes you feel afraid, or nervous, or uncomfortable."

- Review how a situation makes you feel inside, so you know what to look for outside. Give examples, such as being nervous might make you feel sweaty, feel butterflies or knots in your stomach, and you have a worried look on your face.

Pause at 2:33 for the Rules- After Lauren says, "Friends, do you remember who can be a Grown-Up Buddy to you?"

- Remind students there are different rules at different places. For example, students may be allowed to play certain video games at home that they cannot play at school.

Teacher Tip: Remind students that if they are in a location where there are no rules, follow the rules they know from school and safety rules we are learning together here to stay safe.

Pause at 3:41- After Lauren says, "Let's add that to your safety rules."

- Add the new rule to the list.

Pause at 3:47- After Lauren says, "Hold on Buddy, what would we do in this situation?"

- Have students tell you what they would do if they were home and someone rang the doorbell.

Pause at 4:11- After Lauren says, "When do you use your safety stop sign?"

- Have students tell you when they use their Safety Stop Signs.



FIRST GRADE
LESSON 3

GUIDING VOICE AND
 THINK, FEEL, ACT

Refer to the *Safer, Smarter Kids* Teacher’s Guide for an overview on Lesson 3, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

In this lesson, we will introduce the concept of a “Guiding Voice,” the little voice inside each child that helps him or her decide if something is safe or unsafe. Students will be encouraged to pay attention to what their Guiding Voice is telling them. The other major concept in this lesson is “Think, Feel, Act.” Students will be presented with a variety of scenarios, and will be asked what they would think in that situation, how they would feel and how they would act. This lesson encourages students to take steps to tell someone when a situation makes them feel icky or confused.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 3 Pacing Guide <i>Teacher Tip: You may want to have cards that show different emotions to give answers and to review what our emotions look like on the outside. Review how emotions make you feel on the inside, even if you aren’t showing them on the outside.</i></p> <p><i>Teacher Tip: You may want yes/no or red/green cards for responding. If a student does not speak, develop a safety sign.</i></p>	<p>Lesson 3 Pacing Guide <i>Teacher Tip: You may want to have cards that show different emotions to give answers and to review what our emotions look like on the outside. Review how emotions make you feel on the inside, even if you aren’t showing them on the outside.</i></p> <p><i>Teacher Tip: Students that are labeled EBD have a very hard time thinking about their emotions before acting on them. So, this topic is very important. Most students will struggle in this area for a long time, hence their EBD label, but keep encouraging them and remind them to think, and sort their feelings before they act!</i></p>

<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, internally and externally by giving examples of different emotions and describing how you feel inside, butterflies, knots, heart rate, etc. How you feel on the outside, sweaty, hot, clammy, etc. What your face looks like, smile, frown, lowered eyebrows, etc. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, internally and externally by giving examples of different emotions and describing how you feel inside, butterflies, knots, heart rate, etc. How you feel on the outside, sweaty, hot, clammy, etc. What your face looks like, smile, frown, lowered eyebrows, etc.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Do the TFA activity. You may need to provide many examples and prompting to complete this activity. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Do the TFA activity. You may need to provide many examples and prompting to complete this activity.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Introduce Scenario 1. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Introduce Scenario 1.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Introduce Scenario 2. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Introduce Scenario 2.
<p>Day 5</p> <p><i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Journal as a group allowing students to draw their responses if needed. 	<p>Day 5</p> <p><i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Journal as a group allowing students to draw their responses if needed.
<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p>	<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p>

Pausing for Understanding (Continued)

Pause at 1:15- After Lauren says, “Do you remember who should be in your Trusted Triangle?”

- Have students tell you who should be in their Trusted Triangles. Remind students that at least one person in their Trusted Triangle needs to be outside of their family. For example, a teacher, a neighbor, etc.

Optional pause at 1:27 for Confusion- After Lauren says, “A Grown-Up Buddy you can talk to if you feel unsafe, icky, or confused.”

- Review how that makes you feel inside.

Pause at 4:18- After Lauren says, “What would you do if something made you feel uncomfortable, but one of your Grown-Up Buddies wasn’t with you?”

- Have students tell you what they would do if they were uncomfortable and a Grown-Up Buddy wasn’t with them. Brainstorm options.
- Students labeled as DD have a hard time reporting or being believed when they do. Repeat the importance of reporting and talking with a Grown-Up Buddy if they are confused about anything.

Pausing for Understanding (Continued)

Pause at 1:15- After Lauren says, “Do you remember who should be in your Trusted Triangle?”

- Have students tell you who should be in their Trusted Triangles. Remind students that at least one person in their Trusted Triangle needs to be outside of their family. For example, a teacher, a neighbor, etc.
- Stress to students that they are allowed to change their Trusted Triangle whenever they feel is needed. If someone in their Trusted Triangle has broken their trust, report that to another Grown-Up Buddy.

Optional pause at 1:27 for Confusion- After Lauren says, “A Grown-Up Buddy you can talk to if you feel unsafe, icky, or confused.”

- Review how that makes you feel inside.
- Review how you handle negative emotions, such as deep breathing, writing about it, talking about it, etc.

Pause at 4:18- After Lauren says, “What would you do if something made you feel uncomfortable, but one of your Grown-Up Buddies wasn’t with you?”

- Have students tell you what they would do if they were uncomfortable and a Grown-Up Buddy wasn’t with them. Brainstorm options.





FIRST GRADE LESSON 4

SAFE AND UNSAFE TOUCHES

Refer to the *Safer, Smarter Kids* Teacher’s Guide for an overview on Lesson 4, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

This lesson will cover the differences between safe and unsafe touches, as well as how these touches make students feel. Children will be able to identify feelings associated with touches, understand where their private parts are, and learn that nobody should be looking at or touching those parts. We will address two situations when it is acceptable for a parent or guardian to look at their private parts: when they are injured or feel pain and when they are at the doctor’s office. Both situations will require a Grown-Up Buddy to be with them. Children also will learn that if a touch is confusing (one that makes them feel icky, uncomfortable or confused), it is unsafe and they need to tell someone in their Trusted Triangle and keep telling until they get help. If at any time a child begins to act out, withdraw or there are sudden noticeable changes in their behavior, it is often an indication that something is happening. If you suspect abuse, you must report it immediately. For more information about reporting abuse, please refer to the back of your *Safer, Smarter Kids* Teacher’s Guide.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 4 Pacing Guide <i>Teacher Tip: You may need to make bigger copies of the safety shapes</i></p> <p><i>Teacher Tip: You may need yes/no or green/red cards for answering.</i></p> <p><i>Teacher Tip: Use the “Bathing Suit” visual aid every day.</i></p>	<p>Lesson 4 Pacing Guide <i>Teacher Tip: When talking about safe and unsafe touches, you may have many students with EBD act out or completely shut down. Some of this information may be new to them as well, making you be the first adult to give students the information that a touch they may have already experienced is unsafe. Let the students know someone they think they can trust may be unsafe.</i></p> <p><i>Teacher Tip: Remind your students that it’s okay to go outside of your family for help, and it is okay to say no to family. Given the information that you will be going over in this lesson, make sure you allow for some actions you may not normally allow in the room.</i></p>

	<p><i>Teacher Tip: You may need to make bigger copies of the safety shapes.</i></p> <p><i>Teacher Tip: You may need yes/no or green/red cards for answering.</i></p>
<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid. • Do the Center Activity, Safety Shapes. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid. • Do the Center Activity, Safety Shapes.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid. • Introduce Scenario 1. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid. • Introduce Scenario 1.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid. • Introduce Scenario 2. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid. • Introduce Scenario 2.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid • Introduce Scenario 3. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid • Introduce Scenario 3.
<p>Day 5</p> <p><i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid. • Complete the Journal together. 	<p>Day 5</p> <p><i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Review the “Bathing Suit” visual aid. • Complete the Journal together.
<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students’ understanding of a critical safety concept. Let your students’ reactions to the information presented in the video guide you.</i></p>	<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students’ understanding of a critical safety concept. Let your students’ reactions to the information presented in the video guide you.</i></p>

Pausing for Understanding (Continued)

Pause at 1:08 for Understanding- After Lauren says, "Do you remember what this is?"

- Review what the letters in TFA stand for and when and how to use TFA. You may want to draw the TFA visual on the board.

Pause at 1:41- After Lauren says, "I think that today is a beautiful day for playing at the pool. Do you want to come along?"

- Ask students why it is okay for them to go swimming with Lauren.
- Why wouldn't it be if Lauren were not there?

Pause at 2:20- After Lauren says, "Do you know what else is a part of your personal space?"

- Have students tell what they think their personal space is.
- Review personal space.
- Discuss being overly affectionate with your DD students. Stress that being overly affectionate can be unsafe.

Pause at 2:49- After Lauren says, "Who's with you at the doctor? That's right, your Grown-Up Buddy."

- Explain that if a doctor needs to look at a private part of their body and a Grown-Up Buddy is in the room, it is okay.

Pause at 5:20 IMBV- After Lauren says, "But then, what did Buddy do to let Bella know how he was feeling?"

- Review what their I Mean Business Voice or movement is and when to use it.
- Practice using their I Mean Business Voice with authority by having students say, "Stop! That's not safe!"

Pause at 5:34- After Lauren says, "Friends, can you think of a situation where you would use your I Mean Business Voice?"

- Make a list of times when you should use your "I Mean Business Voice." Such as, when someone is too close, playing too rough, or being a bully.

Pausing for Understanding (Continued)

Pause at 1:08 for Understanding- After she says, "Do you remember what this is?"

- Review what the letters in TFA stand for and when and how to use TFA. You may want to draw the TFA visual on the board.
- EBD students have a harder time processing their feelings, so this may be difficult for them, give a lot of encouragement and extra time.

Pause at 1:41- After Lauren says, "I think that today is a beautiful day for playing at the pool. Do you want to come along?"

- Ask students why it is okay for them to go swimming with Lauren.
- Why wouldn't it be if Lauren were not there?

Pause at 2:20- After Lauren says, "Do you know what else is a part of your personal space?"

- Have students tell what they think their personal space is.
- Review personal space and remind students that it is personal.
- Students are allowed to say no to their family and friends.

Pause at 2:49- After Lauren says, "Who's with you at the doctor? That's right, your Grown-Up Buddy."

- Reinforce the concept that the private parts of our bodies are not to be seen or touched unless we are hurt, need help, or are in the doctor's office.
- Even if you are at the doctor's office, a Grown-Up Buddy should be in the room with you.

Pause at 5:20 IMBV- After Lauren says, "But then, what did Buddy do to let Bella know how he was feeling?"

- Review what their I Mean Business Voice is and when to use it.
- Practice using their I Mean Business Voice with authority by having students say, "Stop! That's not safe!"

Pausing for Understanding (Continued)

Pause at 5:34- After Lauren says, “Friends, can you think of a situation where you would use your I Mean Business Voice?”

- Make a list of times when you should use your “I Mean Business Voice.” Such as, when someone is too close, playing too rough, or being a bully.





FIRST GRADE LESSON 5

SAFE AND UNSAFE SECRETS

Refer to the *Safer, Smarter Kids* Teacher’s Guide for an overview on Lesson 5, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

This lesson introduces the important concept of safe and unsafe secrets. In this lesson, the students will learn that a safe secret is one that eventually is told and that makes everyone happy. An unsafe secret is one that makes you feel confused, icky or bad and that can’t ever be told. Students will discuss different scenarios and decide which involve safe secrets vs. unsafe secrets. Lauren will describe the difference between safe and unsafe secrets, presenting several scenarios determining whether each secret is safe or unsafe.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 5 Pacing Guide <i>Teacher Tip: You may need emotion cards for answers and to review emotions.</i></p> <p><i>Teacher Tip: Provide a copy of various facial expressions for the Journal activity.</i></p>	<p>Lesson 5 Pacing Guide <i>Teacher Tip: Some of the students that are EBD will have difficulty with this lesson, especially if they are, or have family members that are gang affiliated. If you know or suspect gangs in the home, this complicates what students feel is safe because they are told to trust those members beyond any doubts.</i></p> <p><i>Teacher Tip: You may need emotion cards for answers and to review emotions.</i></p>
<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions using visuals of facial expressions. • Do Scenarios 1 and 2. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions using visuals of facial expressions. • Do Scenarios 1 and 2.

<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, if needed. • Introduce Scenarios 3 and 4. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, if needed. • Introduce Scenarios 3 and 4.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, if needed. • Introduce Scenarios 5 and 6. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, if needed. • Introduce Scenarios 5 and 6.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, if needed. • Introduce Scenarios 7 and 8. • Complete Safe Vs. Unsafe Secrets T Chart. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, if needed. • Introduce Scenarios 7 and 8. • Complete Safe Vs. Unsafe Secrets T Chart.
<p>Day 5</p> <p><i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, if needed. • Journal as a group. 	<p>Day 5</p> <p><i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Review emotions, if needed. • Journal as a group.
<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> <p>Pause at 1:38- After Lauren says, "Friends, how do we know which secrets are safe to keep, and which ones to tell?"</p> <ul style="list-style-type: none"> • Brainstorm with students to observe their perception of safe and unsafe secrets. • Sometimes DD students are not always sure about what is safe and unsafe. Remind them they should always ask if they are unsure or confused. It's important to ask a Grown-Up Buddy and have them explain why something is safe or is unsafe. 	<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> <p>Pause at 1:38- After Lauren says, "Friends, how do we know which secrets are safe to keep, and which ones to tell?"</p> <ul style="list-style-type: none"> • Brainstorm with students to observe their perception of safe and unsafe secrets. • Remind students not to feel bad about telling when someone is, or could be hurt. No matter what the people around them say, making a report about safety is the right thing to do.

Pausing for Understanding (Continued)

Pause at 2:54- After the knock on the door and Sadie checks the door first.

- Remind students to always check the front door before they open it, even if they hear a familiar voice. Someone else may be with them that they don't know.

Pause at 3:33- After Bella licks the bowl and then walks away.

- Ask what just happened to make sure they know that Bella was eating the raw batter.

Pause at 4:41- After Lauren says, "You can tell Bella how her secret made you feel and that might make you feel better." Then Buddy and Bella "talk" to each other.

- Telling someone about an unsafe secret is always the right thing to do.

Pausing for Understanding (Continued)

Pause at 2:54- After the knock on the door and Sadie checks the door first.

- Remind students to always check the front door before they open it, even if they hear a familiar voice. Someone else may be with them that they don't know.

Pause at 3:33- After Bella licks the bowl and then walks away.

- Ask what just happened to make sure they know that Bella was eating the raw batter.

Pause at 4:41- After Lauren says, "You can tell Bella how her secret made you feel and that might make you feel better." Then Buddy and Bella "talk" to each other.

- Telling someone about an unsafe secret is always the right thing to do.





FIRST GRADE LESSON 6

TATTLING VS. REPORTING

Refer to the *Safer, Smarter Kids* Teacher’s Guide for an overview on Lesson 6, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

This lesson will explain the difference between reporting and tattling. Lauren will teach that reporting is something that involves a threat to safety, while tattling is a complaint about someone else’s behavior that doesn’t involve safety. Students will consider different situations and decide if they are examples of tattling or reporting. Students also will have an opportunity to act out tattling and reporting to understand the difference.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 6 Pacing Guide <i>Teacher Tip: You may want to use the emotion cards.</i></p> <p><i>Teacher Tip: The Buddy puppet pieces may need to be enlarged. Color the pieces of the puzzle before you cut them out. You may need support for the coloring and pasting.</i></p>	<p>Lesson 6 Pacing Guide <i>Teacher Tip: You may want to use the emotion cards.</i></p> <p><i>Teacher Tip: The Buddy puppet pieces may need to be enlarged. Color the pieces of the puzzle before you cut them out. You may need support for the coloring and pasting.</i></p> <p><i>Teacher Tip: This is a very difficult area for EBD students as many times telling is discouraged. Many students have been told their whole lives that if they tell ANYTHING it is considered “snitching.” Explain that it is not snitching, especially if what someone is doing is negatively affecting you and/or your life and is not safe. Do not be surprised or upset if you have a lot of negative remarks to this lesson.</i></p>

Teacher Tip: Stress to students that reporting and the main concern is their safety. An unsafe situation may need to be reported more than once, it does not mean someone not trying to help or not listening. Remind students that if their guardian won't listen or doesn't help, there are other trusted adults in their Trusted Triangle that can be told and asked to help. Assure students that it is okay to report someone who is not safe or something that is not safe in their home or in their family. Reporting can be confidential if students are afraid.

Day 1

- Watch the video.
- Color and make the Buddy puppet.
Teachers should cut out the pieces after they have been colored, or have the child use safety scissors.

Day 1

- Watch the video.
- Color and make the Buddy puppet.
Teachers should cut out the pieces after they have been colored, or have the child use safety scissors.

Day 2

- Watch the video.
- Introduce Scenario 1.

Day 2

- Watch the video.
- Introduce Scenario 1.

Day 3

- Watch the video.
- Introduce Scenario 2.

Day 3

- Watch the video.
- Introduce Scenario 2.

Day 4

- Watch the video.
- Introduce Scenarios 3 and 4.

Day 4

- Watch the video.
- Introduce Scenarios 3 and 4.

Day 5

Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.

- Watch the video.
- Journal as a group.

Day 5

Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.

- Watch the video.
- Journal as a group.

Pausing for Understanding

Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.

Pausing for Understanding

Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.

Pausing for Understanding (Continued)

Pause at 1:39- After Lauren says, “What do we do when we aren’t so sure?”

- Check if the students know if something is safe or unsafe and when to report.

Pause at 2:49- After Lauren says, “No matter what, you also report what happened to a Grown-Up Buddy. Remember, that is someone in your Trusted Triangle.”

- Remind students that they may have a different Trusted Triangle depending on where they are living at the time.

Pause at 4:06- After Buddy’s memory of the neighbor dog throwing a can at him.

- Make sure students understand that Buddy is afraid of going near his neighbor.

Pause at 4:37- After Lauren says, “I know Buddy, you really did not want to feel like a tattler, but most important is your safety. Come with me, it’s time for us to speak with your mom.”

- Explain that someone in their own home could be making them feel unsafe.
- If someone in their own home is making them feel unsafe, they can report it to another Grown-Up Buddy outside of their home and not a member of their family.

Pause at 5:05- After Lauren says, “That’s a great idea, Sadie, let’s go talk to the neighbor’s mom.”

- Let students know that if their parent, Grown-Up Buddy, or other trusted adult does not help, report what happened, and the lack of action, to another adult.

Pause at 5:34- After they play in the yard.

- Let students know that if trying to report something to a Grown-Up Buddy doesn’t work the first time, keep trying until they get the 2 H’s: Heard and Helped. It also doesn’t mean an adult is not trying to help.

Pausing for Understanding (Continued)

Pause at 1:39- After Lauren says, “What do we do when we aren’t so sure?”

- Check if the students know if something is safe or unsafe and when to report.

Pause at 2:49- After Lauren says, “No matter what, you also report what happened to a Grown-Up Buddy. Remember, that is someone in your Trusted Triangle.”

- Remind students that they may have a different Trusted Triangle depending on where they are living at the time.

Pause at 4:06- After Buddy’s memory of the neighbor dog throwing a can at him.

- Make sure students understand that Buddy is afraid of going near his neighbor.

Pause at 4:37- After Lauren says, “I know Buddy, you really did not want to feel like a tattler, but most important is your safety. Come with me, it’s time for us to speak with your mom.”

- Explain that someone in their own home could be making them feel unsafe.
- If someone in their own home is making them feel unsafe, they can report it to another Grown-Up Buddy outside of their home and not a member of their family.
- Make sure that students understand that it wasn’t tattling like Buddy thought because he was being hurt, so it was reporting something unsafe.

Pause at 5:05- After Lauren says, “That’s a great idea, Sadie, let’s go talk to the neighbor’s mom.”

- Let students know that if their parent, Grown-Up Buddy, or other trusted adult does not help, report what happened, and the lack of action, to another adult.

Pause at 5:34- After they play in the yard.

- Let students know that if trying to report something to a Grown-Up Buddy doesn’t work the first time, keep trying until they get the 2 H’s: Heard and Helped. It also doesn’t mean an adult is not trying to help.



FIRST GRADE
LESSON 7
STRANGERS

Refer to the *Safer, Smarter Kids* Teacher's Guide for an overview on Lesson 7, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

This lesson will introduce two important concepts: how to recognize a stranger and the importance of children always being with a Grown-Up Buddy when they are out in public. In this lesson, you will begin with a classroom exercise, followed by the video, and then end with the journal prompt in which students will determine when it is okay to speak to a stranger and when it is not.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 7 Pacing Guide <i>Teacher Tip: Remind students about their safety code or sign for their family. This can be a word, code, or for nonverbal students, some type of signal using their arms, legs, head, or a combination of all.</i></p>	<p>Lesson 7 Pacing Guide <i>Teacher Tip: Remind students about their safety code or sign for their family. This can be a word, code, or for nonverbal students, some type of signal using their arms, legs, head, or a combination of all.</i></p> <p><i>Teacher Tip: Students labeled as EBD sometimes have very fluid lives and are constantly meeting new people, living in new homes, and are expected to trust strangers in their new placement. Explain to students that even if they have been told someone is safe, by a Grown-Up Buddy, they should always listen to their Guiding Voice. If they do not feel safe, they should be allowed to tell a trusted adult without getting in trouble. This is very hard concept to impress upon students, so it may take more time.</i></p>

<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Stranger activity at 1:57 in the video. • Show the “Strangers” visual aid. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Stranger activity at 1:57 in the video. • Show the “Strangers” visual aid.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Use the “Strangers” visual aid. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Use the “Strangers” visual aid.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Use the “Strangers” visual aid. • Brainstorm with students what they may want to write to Buddy and make a list for use in the next lesson. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Use the “Strangers” visual aid. • Brainstorm with students what they may want to write to Buddy and make a list for use in the next lesson.
<p>Day 4</p> <p><i>Teacher Tip: Students may need to draw or type their letter to Buddy.</i></p> <ul style="list-style-type: none"> • Watch the video. • Use the “Strangers” visual aid. • Write the letter to Buddy. 	<p>Day 4</p> <p><i>Teacher Tip: Students may need to draw or type their letter to Buddy.</i></p> <ul style="list-style-type: none"> • Watch the video. • Use the “Strangers” visual aid. • Write the letter to Buddy.
<p>Day 5</p> <p><i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Use the “Strangers” visual aid. • Journal as a group, allowing drawing, writing, or both. 	<p>Day 5</p> <p><i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Use the “Strangers” visual aid. • Journal as a group, allowing drawing, writing, or both.
<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students’ understanding of a critical safety concept. Let your students’ reactions to the information presented in the video guide you.</i></p>	<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students’ understanding of a critical safety concept. Let your students’ reactions to the information presented in the video guide you.</i></p>

Pausing for Understanding (Continued)

Pause at 1:57- After Lauren says, “I want you to think for a minute about what a stranger looks like to you.”

- Have students describe what a stranger looks like to them
- On Day 1, have them draw a stranger.
- Days 2-5 use the “Strangers” visual aid.

Pause at 2:54- After Lauren says, “Buddy, what would you do if a person that you did not know well tried to talk to you, or touch you in a way that made you feel unsafe, or uncomfortable?”

- Have students say what they would do if a stranger made them uncomfortable or made them feel unsafe.

Pause at 4:28- After the Buddy and Bella go up to the fence with the clown and no Grown-Up Buddy.

- Check to see if students know why it was dangerous to go up to the clown, even though they had seen the clown earlier and he gave them a toy.

Pausing for Understanding (Continued)

Pause at 1:57- After Lauren says, “I want you to think for a minute about what a stranger looks like to you.”

- Have students describe what a stranger looks like to them
- On Day 1, have them draw a stranger.
- Days 2-5 use the “Strangers” visual aid.

Pause at 2:54- After Lauren says, “Buddy, what would you do if a person that you did not know well tried to talk to you, or touch you in a way that made you feel unsafe, or uncomfortable?”

- Have students say what they would do if a stranger made them uncomfortable or made them feel unsafe.

Teacher Tip: It's not “snitching” if someone is, or could get hurt. It's called making a report!

Pause at 4:28- After the Buddy and Bella go up to the fence with the clown and no Grown-Up Buddy.

- Check to see if students know why it was dangerous to go up to the clown, even though they had seen the clown earlier and he gave them a toy.
- Stress that free gifts and special treatment do not equal trust.





FIRST GRADE LESSON 8

REVIEW OF TOOLS GAINED TO
BECOME A SAFETY SUPERSTAR

Refer to the *Safer, Smarter Kids* Teacher's Guide for an overview on Lesson 8, Teacher Tips, and general lesson instruction. Follow the Pacing Guide and Pausing for Understanding Outline below to help make accommodations for students with disabilities.

OVERVIEW

Children embark on a Scavenger Hunt in this special lesson. All of the tools gained in first grade will be gathered and reviewed as they are found. When all of the tools are gathered, the children see that they have become Safety Superstars with the Personal Power to help keep them safe. The idea that every person has these Safety Tools inside of them is reinforced with the Safety Tool Belt.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 8 Pacing Guide <i>Teacher Tip: You may want to use the emotion cards, as well as the yes/no cards.</i></p>	<p>Lesson 8 Pacing Guide <i>Teacher Tip: You may want to use the emotion cards, as well as the yes/no cards.</i></p>
<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Complete questions 1, 2, 3, and 4. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Complete questions 1, 2, 3, and 4.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete questions 5, 6, 7, and 8. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete questions 5, 6, 7, and 8.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Complete questions 9, 10, and 11. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Complete questions 9, 10, and 11.

<p>Day 4 <i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal. 	<p>Day 4 <i>Teacher Tip: Provide blank paper for the Journal if your students want to draw their responses.</i></p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal.
<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete your tool belts! • Have a party! 	<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete your tool belts! • Have a party!
<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> <p>Pause at 2:38- After Lauren says, “Wow, Buddy, a Safety Stop Sign. Do you remember what that’s for?”</p> <ul style="list-style-type: none"> • Check to see if students remember why they have the Safety Stop Signs and when to use them. <p>Pause at 3:05- After Lauren says, “Oh boy, well that definitely an I Mean Business Voice there.”</p> <ul style="list-style-type: none"> • Check to see if the students know when to use their “I Mean Business Voice” <p>Pause at 3:23- After Lauren says, “Oh, that’s a good one! It reminds us to Think, Feel, & Act.”</p> <ul style="list-style-type: none"> • Have students explain how to use TFA. • Review other ways to express their emotions, such as drawing and other art activities. <p>Pause at 3:47- After Lauren says, “Secret Star tool, Buddy?”</p> <ul style="list-style-type: none"> • Review what the Secret Star Tool is and when to use it. 	<p>Pausing for Understanding</p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They may need extra time to process what they are hearing in the lesson and the repetition of the information may be necessary to help deepen your students' understanding of a critical safety concept. Let your students' reactions to the information presented in the video guide you.</i></p> <p>Pause at 2:38- After Lauren says, “Wow, Buddy, a Safety Stop Sign. Do you remember what that’s for?”</p> <ul style="list-style-type: none"> • Check to see if students remember why they have the Safety Stop Signs and when to use them. <p>Pause at 3:05- After Lauren says, “Oh boy, well that definitely an I Mean Business Voice there.”</p> <ul style="list-style-type: none"> • Check to see if the students know when to use their “I Mean Business Voice” <p>Pause at 3:23- After Lauren says, “Oh, that’s a good one! It reminds us to Think, Feel, & Act.”</p> <ul style="list-style-type: none"> • Have students explain how to use TFA. • Review other ways to express their emotions, such as drawing and other art activities. <p>Pause at 3:47- After Lauren says, “Secret Star tool, Buddy?”</p> <ul style="list-style-type: none"> • Review what the Secret Star Tool is and when to use it.

Pausing for Understanding (Continued)

Pause at 4:23- After Lauren says, “What’s the difference between tattling and reporting?”

- Review the Speak Bubble
- Review the difference between tattling and reporting.
- Remind students that reporting is okay and they must report anything that is unsafe.

Pause at 4:49- After Lauren says, “Great Buddy, these two tools actually go together. We all remember what our Trusted Triangle is, right?”

- Review the Stranger Decider.
- Review the Trusted Triangle.
- Review how these tools work together.

Pause at 5:32- After Lauren says, “I want you to think for a minute about what a stranger looks like to you.”

- Have students describe what a stranger looks like.
- Discuss how long do you need to know someone before they are not a stranger anymore? Reinforce the concept that even if someone is no longer a stranger, safety is important.

Pausing for Understanding (Continued)

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LAUREN'S KIDS

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