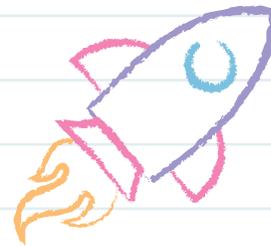
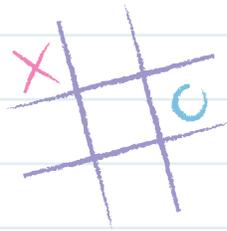


ACCOMMODATION RESOURCE GUIDE

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

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.**

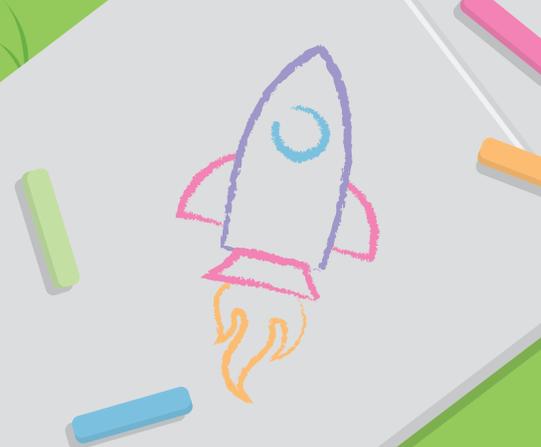
These adaptations include a detailed pacing guide that is structured to provide for the learning needs of students who require accommodations to successfully meet the goals of this important safety curriculum. The pacing guide will supply teachers with a detailed plan with points to pause the video,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



LESSONS

- 1 Good Citizenship
- 2 Safety in the Digital Community
- 3 Body Boundaries & Personal Space
- 4 Personal Power
- 5 Safe & Unsafe Secrets
- 6 Heard and Helped



THIRD GRADE LESSON 1 GOOD CITIZENSHIP



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 concept of safety in the community and attributes of good citizens. Community will be defined in this lesson as being made up of all the people who live in the area around the student. Members of their community include the student and their family, their neighbors and all the people at their school. Communities are made up of people students know and people they don't. A good citizen is someone who cares about others, follows rules and tries to help make the world a better place. Being a good citizen is being able to recognize:

- A Wrongdoing- an unsafe behavior or action
- A Wrongdoer- anyone who does something that is unsafe that may affect them or somebody else
- A Victim- a person who is hurt or threatened by a wrongdoer

The concept of Bystander will be introduced. A Bystander is defined as someone who stands by and witnesses wrongdoing, but does not do anything about it. While bystanders are not encouraged to intervene and put themselves in danger, they should tell a person in authority. The Trusted Triangle will be reviewed. The Trusted Triangle is made up of three trusted adults who are old enough to drive and to whom the student can go to anytime they feel unsafe, uncomfortable or confused. Students can report wrongdoing to anyone in their Trusted Triangle. Students will see in the video an example of wrongdoing. They will use Think, Feel, Act.

Think, Feel, Act:

- Think- What is happening?
- Feel- How does this make me feel?
- Act- What kind of action will I take?

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 1 Pacing Guide</p> <p><i>Teacher Tip: You may want to provide additional blank Trusted Triangle pages for students to complete.</i></p> <p><i>Teacher Tip: Provide blank paper for students that want to draw their Journal responses.</i></p>	<p>Lesson 1 Pacing Guide</p> <p><i>Teacher Tip: You may want to provide additional blank Trusted Triangle pages for students to complete.</i></p> <p><i>Teacher Tip: Provide blank paper for students that want to draw their Journal responses.</i></p>
<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video • Review the new vocabulary, Wrongdoing, Wrongdoer, Victim and Bystander. Brainstorm examples of each. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video • Review the new vocabulary, Wrongdoing, Wrongdoer, Victim and Bystander. Brainstorm examples of each.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Post and review your class and school rules 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Post and review your class and school rules
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Complete the Trusted Triangles. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Complete the Trusted Triangles.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary • Complete Journals. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary • Complete Journals.
<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Distribute stickers. <p><i>Teacher Tip: Stickers may be distributed to students at the conclusion of each lesson or may be distributed at the conclusion of all the lessons to serve as a review.</i></p> <p><i>Teacher Tip: Save lists throughout lessons!</i></p>	<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Distribute stickers. <p><i>Teacher Tip: Stickers may be distributed to students at the conclusion of each lesson or may be distributed at the conclusion of all the lessons to serve as a review.</i></p> <p><i>Teacher Tip: Save lists throughout lessons!</i></p>

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 1:27 for Community- After Lauren says, "Do you what a Community is, Buddy?"

- Review the definition of Community.
- Brainstorm and list of various people in your community.

Pause at 2:04 for good citizen- After Lauren says, "An important part of living in your community is learning to live with others."

- Review the definition of good citizen.
Discuss characteristics of good citizenship and how to be a good citizen.

Pause at 2:39 for Wrongdoing- After Lauren says, "Another part of being a good citizen is being able to recognize a wrongdoing."

- Review what a wrongdoing is.
- Discuss examples that students may have observed.

Pause at 2:49 for Wrongdoer- After Lauren says, "And the person who does that action is called a wrongdoer."

- Review what a wrongdoer is and what they do.

Pause at 3:02 for Victim- After Lauren says, "A person who is hurt or threatened by a wrongdoer is a..."

- Review the definition of a victim and what you should do if you are one or know one. Always bring students back to the concept of telling if someone is victimizing them or if someone is victimizing someone they know.

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 1:27 for Community- After Lauren says, "Do you what a Community is, Buddy?"

- Review the definition of Community.
- Brainstorm and list of various people in your community.

Pause at 2:04 for good citizen- After Lauren says, "An important part of living in your community is learning to live with others."

- Review the definition of good citizen.
Discuss characteristics of good citizenship and how to be a good citizen.

Pause at 2:39 for Wrongdoing- After Lauren says, "Another part of being a good citizen is being able to recognize a wrongdoing."

- Review what a wrongdoing is.
- Discuss examples that students may have observed.

Pause at 2:49 for Wrongdoer- After Lauren says, "And the person who does that action is called a wrongdoer."

- Review what a wrongdoer is and what they do.

Pause at 3:02 for Victim- After Lauren says, "A person who is hurt or threatened by a wrongdoer is a..."

- Review the definition of a victim and what you should do if you are one or know one. Always bring students back to the concept of telling if someone is victimizing them or if someone is victimizing someone they know.

Pausing for Understanding (Continued)

Pause at 3:20 for Bystanders- After Lauren says, “Sometimes there are people who know about a wrongdoing or see it happen. We call them...”

- Review what a Bystander is.
- Discuss what a bystander can do to be a good citizen.

Pause at 3:52 for Trusted Triangles/Grown-Up Buddies- After Lauren says, “Like your Grown-Up Buddy.” And Buddy barks.

- Review Trusted Triangle & Grown-Up Buddy.
- Review how you decide to include a trusted adult in your Trusted Triangle.
- Review why having Grown-Up Buddies and your Trusted Triangle helps to keep you safe.

Teacher Tip: Remind students that their person may not have a car, but they need to be old enough to drive and have access to a car.

Pause at 5:28 for Think- After Lauren says, “Think, does this person have permission to paint on the wall? Is it his property?”

- Have students Think about why the graffiti was wrong.

Pause at 5:33 for Feel- After Lauren says, “Next, how do I feel about this?”

- Review how you Feel when you see someone doing wrong, or someone does something wrong to you.

Pause at 5:41 for Act- After Lauren says, “Then, how will we Act in this situation?”

- Review what actions you can take in a situation like this.

Pause at 5:50 for Reporting- After Rodney says, “It’s always the right thing to do, to report a wrongdoing to a safe adult.”

- Review the difference between tattling and reporting.
- Remind students to report any wrongdoing to a safe adult, not directly to the wrongdoer. Confronting a wrongdoer might not be safe, but telling a trusted adult is always safe.

Pausing for Understanding (Continued)

Pause at 3:20 for Bystanders- After Lauren says, “Sometimes there are people who know about a wrongdoing or see it happen. We call them...”

- Review what a Bystander is and what they do or don’t do.
- Remind students that being a bystander is just as wrong as the wrong action. If are bystanders when a wrongdoing is being committed, and they do nothing; they will have to live with that for the rest of their lives wondering if they could have made a difference.
- This concept may be very difficult for EBD students and may require additional discussion and examples.

Pause at 3:52 for Trusted Triangles/Grown-Up Buddies- After Lauren says, “Like your Grown-Up Buddy.” And Buddy barks.

- Review Trusted Triangle& Grown-Up Buddy.
- Review how you decide to include a trusted adult in your Trusted Triangle.
- This process may upset some students if they don’t feel like they have anyone in their life that fits this description. Provide examples of people in the school community, their neighborhood, or other adults in a students’ lives who would be able to be part of their Trusted Triangle.

Teacher Tip: Remind students that their person may not have a car, but they need to be old enough to drive and have access to a car.

Pause at 5:28 for Think- After Lauren says, “Think, does this person have permission to paint on the wall? Is it his property?”

- Have students Think about why the graffiti was wrong.
- Ask the students how they would think if someone did that to their home, car, or bike?

Teacher Tip: Many EBD students respond to situations by feeling first and acting next with little thought about the consequences of their actions. It’s important to encourage students to think about a situation before they react.

Pausing for Understanding (Continued)

Pause at 6:51 for Safety- After Flip says, “Don’t worry pal, you’re going to love this.” And Tuck screams.

- Review why that action wasn’t safe or okay.

Pause at 7:39 After Flip says, “I feel bad, bro. Real bad.”

- Review why it is important for students to take responsibility for their actions, and to forgive those who take responsibility for theirs. Not everyone is perfect and talking to each other, restoring our trust in each other, and restoring relationships is healthy.

Pause at 8:56 for Review- After Lauren says, “Buddy, what should you do if you see a wrongdoing?”

- Review what actions you should take when you see a wrongdoing.

Pausing for Understanding (Continued)

Pause at 5:33 for Feel- After Lauren says, “Next, how do I feel about this?”

- Review how you Feel when you see someone doing wrong, or someone does wrong to you.
- If students say they don’t like it when someone does something to them, but doesn’t care if they do it to someone else, explain what empathy means. Ask the students why their wants are more important than anyone else’s wants. Try to get the students to think about what it would be like if nobody cared what happened to anyone else.

Pause at 5:41 for Act- After Lauren says, “Then, how will we Act in this situation?”

- Review what actions you can take in a situation like this.

Pause at 5:50 for Reporting- After Rodney says, “It’s always the right thing to do, to report a wrongdoing to a safe adult.”

- Review the difference between tattling and reporting.
- Remind them that “snitching” should not exist because you should always report when someone is, or could be hurt.
- Remind students to report it to a safe adult, not directly to the wrongdoer, if possible.

Pause at 6:51 for Safety- After Flip says, “Don’t worry pal, you’re going to love this.” And Tuck screams.

- Review why that action wasn’t safe or okay.

Pause at 7:39- After Flip says, “I feel bad, bro. Real bad.”

- Review why it is important for students to take responsibility for their actions, and to forgive those who take responsibility for theirs. Not everyone is perfect and talking to each other, restoring our trust in each other, and restoring relationships is healthy.

Teacher Tip: Especially for EBD students, it is hard to apologize, and accept apologies, so they may need help with this concept. Sometimes the students will need more time between the incident and the apology to process what has happened and how they will respond and react.

Pause at 8:56 for Review- After Lauren says, “Buddy, what should you do if you see a wrongdoing?”

- Review what actions you take when you see a wrongdoing.
- Have them think about what it would be like if no one took action when they saw a wrongdoing.



THIRD GRADE

LESSON 2

SAFETY IN THE DIGITAL COMMUNITY

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

This lesson will reinforce the concept of safety in the community, including the community of the digital world. This means responsible use of the Internet. Being a good Digital Citizen means being careful about how students behave, communicate and share things online. Because the online community is so much bigger than the one we live in and we don’t know who people online really are, there are special rules that students need to follow to keep safe. This lesson will also speak to the important issue of chatting online and stresses that we never really know whom we are communicating with when we enter chat rooms. This will reinforce that chat rooms are not safe. Appropriate use of posting pictures and getting permission from a grown-up to post pictures is shown to the students.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 2 Pacing Guide</p> <p><i>Provide blank paper for students that want to draw their Journal responses.</i></p> <p><i>Teacher Tip: Have two boards or large pieces of chart paper that can be displayed throughout the lesson, one for rules, the other for a Venn Diagram.</i></p>	<p>Lesson 2 Pacing Guide</p> <p><i>Provide blank paper for students that want to draw their Journal responses.</i></p> <p><i>Teacher Tip: Have two boards or large pieces of chart paper that can be displayed throughout the lesson, one for rules, the other for a Venn Diagram.</i></p>
<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Start lists of rules for the Community and Internet. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Start lists of rules for the Community and Internet.

<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Add to the Rules. • Create a Venn Diagram comparing Internet and Community Safety. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Add to the Rules. • Create a Venn Diagram comparing Internet and Community Safety.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Add to the Rules lists. • Add to the Venn Diagram. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Add to the Rules lists. • Add to the Venn Diagram.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Add to the Rules lists. • Add to the Venn Diagram • Complete the Journal. <p><i>Teacher Tip: You may want to allow students to draw their responses.</i></p>	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Add to the Rules lists. • Add to the Venn Diagram • Complete the Journal. <p><i>Teacher Tip: You may want to allow students to draw their responses.</i></p>
<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Add to the Rules lists. • Add to the Venn diagram. • Distribute Cyber License. 	<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Add to the Rules lists. • Add to the Venn diagram. • Distribute Cyber License.
<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 1:06 for Community- After Lauren says, "Recently we talked about the meaning of community."</p> <ul style="list-style-type: none"> • Review the definition of community. <p>Pause at 1:33 for Digital Community- After Lauren says, "Whenever you use the Internet, you are acting as a member of the digital community."</p> <ul style="list-style-type: none"> • Review the definition of Digital Community. 	<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 1:06 for Community- After Lauren says, "Recently we talked about the meaning of community."</p> <ul style="list-style-type: none"> • Review the definition of community. <p>Pause at 1:33 for Digital Community- After Lauren says, "Whenever you use the Internet, you are acting as a member of the digital community."</p> <ul style="list-style-type: none"> • Review the definition of Digital Community.

Pausing for Understanding (Continued)

Pause at 2:27 for Good Citizen- After Lauren says, "Today we are going to talk about being a good citizen."

- Review the definition of good citizen.

Pause at 2:39 for Good Digital Citizen- After Lauren says, "Being a Good Digital Citizen means...."

- Review the definition of good digital citizen.

Pause at 3:00 for making a list- After Lauren says, "What kind of digital devices do you guys use to communicate?"

- Make and post a list of devices.

Pause at 3:15 for making a list- After Lauren says, "Alright! What are ways you guys communicate with your friends online?"

- Make and post a list of ways to communicate.

Pause at 6:28 for understanding- After Lauren says, "And anyone who has seen it can post, email, or share it with anyone that they want."

- Review what this statement means. Make sure students understand that this is very important!
- Impress upon students that whatever they post today will always be there.....even when they are looking for jobs and are parents themselves.

Pause at 7:40 for Reporting- After Lauren says, "And what do we do when we know about a wrongdoing?"

- Review how to report a wrongdoing.

Pausing for Understanding (Continued)

Pause at 2:27 for Good Citizen- After Lauren says, "Today we are going to talk about being a Good Citizen."

- Review the definition of good citizen.

Pause at 2:39 for Good Digital Citizen- After Lauren says, "Being a Good Digital Citizen means...."

- Review the definition of good digital citizen.

Pause at 3:00 for making a list- After Lauren says, "What kind of digital devices do you guys use to communicate?"

- Make and post a list of devices.

Pause at 3:15 for making a list- After Lauren says, "Alright! What are ways you guys communicate with your friends online?"

- Make a list of ways to communicate. This list does not need to be kept or repeated on other days.

Pause at 6:28 for understanding- After Lauren says, "And anyone who has seen it can post, email, or share it with anyone that they want."

- Review what this statement means. Make sure students understand that this is very important!
- Impress upon students that whatever they post today will always be there.....even when they are looking for jobs and are parents themselves.

Pause at 7:40 for Reporting- After Lauren says, "And what do we do when we know about a wrongdoing?"

- Review how to report a wrongdoing.
- Have students think about what the world would be like if no one reported wrongdoings.

Teacher Tip: Remind students it is not "snitching" when someone is in danger.

THIRD GRADE

LESSON 3

BODY BOUNDARIES & PERSONAL SPACE

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

This lesson will introduce the concept of personal space and body boundaries. Body boundaries are important because they are like personal rules. They help students understand the difference between things that happen to their bodies and if they are safe or unsafe. Students will learn that if someone does something to their body that hurts or makes them feel uncomfortable, that means they are violating their body boundaries. Students will learn that if someone does something to their body that hurts or makes them feel uncomfortable, that means they are violating their body boundaries. Students' personal space is similar to an invisible bubble that surrounds them. They will be taught that when they are uncomfortable and feel like someone is too close to them, they would want that person to be outside of their bubble gets bigger because they want that person to be as far away as possible. They will be told that if someone comes too close and makes them feel uncomfortable, threatened or scared, they should use their voice (I Mean Business Voice) to tell that person to back away and give them space. In this less, Lauren will disclose that she was hurt by someone in her Trusted Triangle, and that she needed to tell until she got help because that person was no longer safe. This will reinforce that people do not stay in the Trusted Triangle if they hurt the child, scare them or make them feel unsafe.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 3 Pacing Guide <i>Teacher Tip: Provide blank paper for students that want to draw their Journal responses.</i></p> <p><i>Teacher Tip: Have two boards or large pieces of chart paper that can be displayed throughout the lesson, one for rules, the other for a Venn diagram.</i></p>	<p>Lesson 3 Pacing Guide <i>Teacher Tip: Provide blank paper for students that want to draw their Journal responses.</i></p> <p><i>Teacher Tip: Have two boards or large pieces of chart paper that can be displayed throughout the lesson, one for rules, the other for a Venn diagram.</i></p>

<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Have students practice standing like a T. • Define the word infringing. 	<p>Day 1</p> <ul style="list-style-type: none"> • Watch the video. • Have students practice standing like a T. • Define the word infringing.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Practice standing like a T. • Complete Journal. • Allow students to draw their responses if needed. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Practice standing like a T. • Complete Journal. • Allow students to draw their responses if needed.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video.
<p>Day 4–5</p> <ul style="list-style-type: none"> • Watch the video if needed. 	<p>Day 4–5</p> <ul style="list-style-type: none"> • Watch the video 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>Pause at 1:06 for Internet Safety and Digital Safety- After Lauren says, “Do you remember what we learned last time we were together?”</p> <ul style="list-style-type: none"> • Review Internet Safety and Digital Safety. <p>Pause at 1:17 for Internet Rules- After Lauren says, “Buddy, do you have your phone with you and know what is safe to do online?” Then Buddy barks.</p> <ul style="list-style-type: none"> • Review internet safety rules and why they are important. 	<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 1:06 for Internet Safety and Digital Safety- After Lauren says, “Do you remember what we learned last time we were together?”</p> <ul style="list-style-type: none"> • Review Internet Safety and Digital Safety. <p>Pause at 1:17 for Internet Rules- After Lauren says, “Buddy, do you have your phone with you and know what is safe to do online?” Then Buddy barks.</p> <ul style="list-style-type: none"> • Review internet safety rules and why they are important. • Have the students think about what it would be like if there were no rules. What would the consequences of no rules be for them, their families, and their friends?

Pausing for Understanding (Continued)

Pause at 1:37 for Body Boundaries and Personal Space- After Lauren says, “This is the same idea about Body Boundaries and Personal Space.” Then Buddy barks.

- Review Body Boundaries & Personal Space.

Teacher Tip: Remind students to always respect the personal space and body boundaries of others.

Teacher Tip: Students with disabilities have a much harder time distinguishing between safe and unsafe touches due to their desire to make friends and to be liked. Also, children with disabilities are less likely to report something as well. Emphasize to students the point that no one should be touching them without their permission. No touches should ever be permitted in the areas covered by a bathing suit, and students should not touch others without their permission.

Pause at 3:06 for Venn Diagram- After Lauren says, “That’s right Buddy, Owlivia is the only one of us with wings.”

- Make a Venn Diagram demonstrating how everyone shares characteristics that are alike and different.

Pause at 3:56 for answers- After Lauren says, “Can anybody think of a time someone hurt them and violated their Body Boundaries?”

- Allow students to respond if they are comfortable doing so.

Teacher Tip: If you have an example you feel is appropriate to share, be the first to tell a story.

- A student may share that they are in an unsafe situation. As a Mandated Reporter, it is your responsibility to report to authorities immediately.
- At the end of the video ask if students thought Allie looked happy or sad.

Pausing for Understanding (Continued)

Pause at 1:37 for Body Boundaries and Personal Space- After Lauren says, “This is the same idea about Body Boundaries and Personal Space.” Then Buddy barks.

- Review Body Boundaries & Personal Space.

Teacher Tip: Remind students to always respect the personal space and body boundaries of others.

Teacher Tip: Students with disabilities have a much harder time distinguishing between safe and unsafe touches due to their desire to make friends and to be liked. Also, children with disabilities are less likely to report something as well. Emphasize to students the point that no one should be touching them without their permission. No touches should ever be permitted in the areas covered by a bathing suit, and students should not touch others without their permission.

Pause at 3:06 for Venn Diagram- After Lauren says, “That’s right Buddy, Owlivia is the only one of us with wings.”

- Make a Venn Diagram demonstrating how everyone shares characteristics that are alike and different.

Pause at 3:56 for answers- After Lauren says, “Can anybody think of a time someone hurt them and violated their Body Boundaries?”

- Allow students to respond if they are comfortable doing so.

Teacher Tip: If you have an example you feel is appropriate to share, be the first to tell a story.

Teacher Tip: Let students know if someone apologizes, but keeps repeating the same actions, the apology does not excuse unsafe behavior.

- A student may share that they are in an unsafe situation. As a Mandated Reporter, it is your responsibility to report to authorities immediately.
- At the end of the video ask if students thought Allie looked happy or sad.

THIRD GRADE

LESSON 4

PERSONAL POWER



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

In this lesson, students will see what happens when someone's disposition and appearance changes. These changes signal that something is wrong, and the students will learn to seek help if their friends exhibit behavioral or appearance changes. The use of the Guiding Voice signals that an adult must be told and involved. Each student will learn that they have the Personal Power to make safe decisions that helps themselves and others. The students will see what happens when it is disclosed that someone is being hurt, and how they are helped and heard.

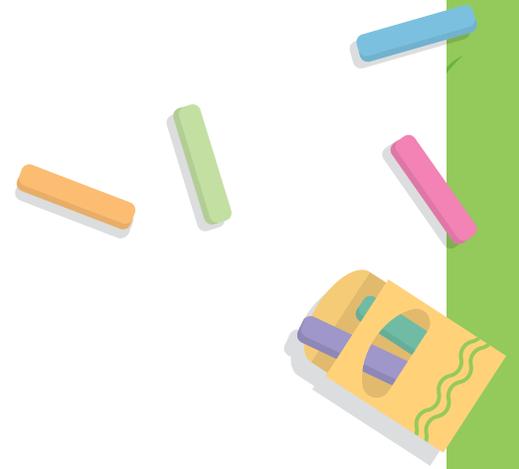
For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 4 Pacing Guide <i>Teacher Tip: You may want to use emotion cards.</i></p> <p><i>Teacher Tip: Provide blank paper for students that want to draw their Journal responses.</i></p>	<p>Lesson 4 Pacing Guide <i>Teacher Tip: You may want to use emotion cards.</i></p> <p><i>Teacher Tip: Provide blank paper for students that want to draw their Journal responses.</i></p>
<p>Day 1</p> <ul style="list-style-type: none">• Watch the video.• Review the new vocabulary word, Guiding Voice.	<p>Day 1</p> <ul style="list-style-type: none">• Watch the video.• Review the new vocabulary word, Guiding Voice.

<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Review vocabulary. • Complete the Journal. <p><i>Teacher Tip: Provide blank paper for students that want to draw their Journal responses.</i></p>	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Review vocabulary. • Complete the Journal. <p><i>Teacher Tip: Provide blank paper for students that want to draw their Journal responses.</i></p>
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review vocabulary. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review vocabulary.
<p>Day 4–5</p> <ul style="list-style-type: none"> • Watch the video, if needed. 	<p>Day 4–5</p> <ul style="list-style-type: none"> • Watch the video, 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>Pause at 1:20 for reflection- After Lauren says, “What do you think the problem is? What do you think is wrong?”</p> <ul style="list-style-type: none"> • Have students explain what they think is wrong with Allie. <p><i>Teacher Tip: Remind students the difference between tattling and reporting using the emotion cards.</i></p> <p><i>Teacher Tip: Remind students to always report something that is unsafe to a trusted adult.</i></p> <p><i>Teacher Tip: Remind students, especially boys, that it is always okay to cry.</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> <p>Pause at 1:20 for reflection- After Lauren says, “What do you think the problem is? What do you think is wrong?”</p> <ul style="list-style-type: none"> • Have students explain what they think is wrong with Allie. <p><i>Teacher Tip: Remind students the difference between tattling and reporting using the emotion cards.</i></p> <p><i>Teacher Tip: Remind students to always report something that is unsafe to a trusted adult.</i></p> <p><i>Teacher Tip: Remind students, especially boys, that it is always okay to cry.</i></p>

THIRD GRADE

LESSON 5

SAFE & 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

For this lesson, there is no video component. Teachers will recap the main ideas from each lesson. Once completed, students will receive their Certificate of Achievement. This will demonstrate that the students have successfully completed Safer, Smarter, Kids third-grade curriculum.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 5 Pacing Guide <i>Teacher Tip: Have board space or large pieces of chart paper for a word web that can stay posted in the room throughout the lesson.</i></p> <p><i>Teacher Tip: You will use the Buddy Whiz cards.</i></p> <p><i>Teacher Tip: The videos are not required for this Lesson. Reshowing a video each day to will help remind students what they have learned is recommended.</i></p>	<p>Lesson 5 Pacing Guide <i>Teacher Tip: Have board space or large pieces of chart paper for a word web that can stay posted in the room throughout the lesson.</i></p> <p><i>Teacher Tip: You will use the Buddy Whiz cards.</i></p> <p><i>Teacher Tip: The videos are not required for this Lesson. Reshowing a video each day to will help remind students what they have learned is recommended.</i></p>
<p>Day 1</p> <ul style="list-style-type: none">• Watch the first video.• Complete the word web with information the students have learned.	<p>Day 1</p> <ul style="list-style-type: none">• Watch the first video.• Complete the word web with information the students have learned.

<p>Day 2</p> <ul style="list-style-type: none"> • Watch the second video. • Do the first $\frac{1}{4}$ of the Buddy Whiz questions. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the second video. • Do the first $\frac{1}{4}$ of the Buddy Whiz questions.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the third video. • Do the second $\frac{1}{4}$ of the Buddy Whiz questions. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the third video. • Do the second $\frac{1}{4}$ of the Buddy Whiz questions.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the fourth video. • Do the third $\frac{1}{4}$ of the Buddy Whiz questions. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the fourth video. • Do the third $\frac{1}{4}$ of the Buddy Whiz questions.
<p>Day 5</p> <ul style="list-style-type: none"> • Complete the Journal • Finish the last $\frac{1}{4}$ of the Buddy Whiz questions. • Distribute Certificates of Achievement 	<p>Day 5</p> <ul style="list-style-type: none"> • Complete the Journal • Finish the last $\frac{1}{4}$ of the Buddy Whiz questions. • Distribute Certificates of Achievement





LAUREN'S KIDS

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