

**SAFER,
SMARTER
KIDS!**



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.

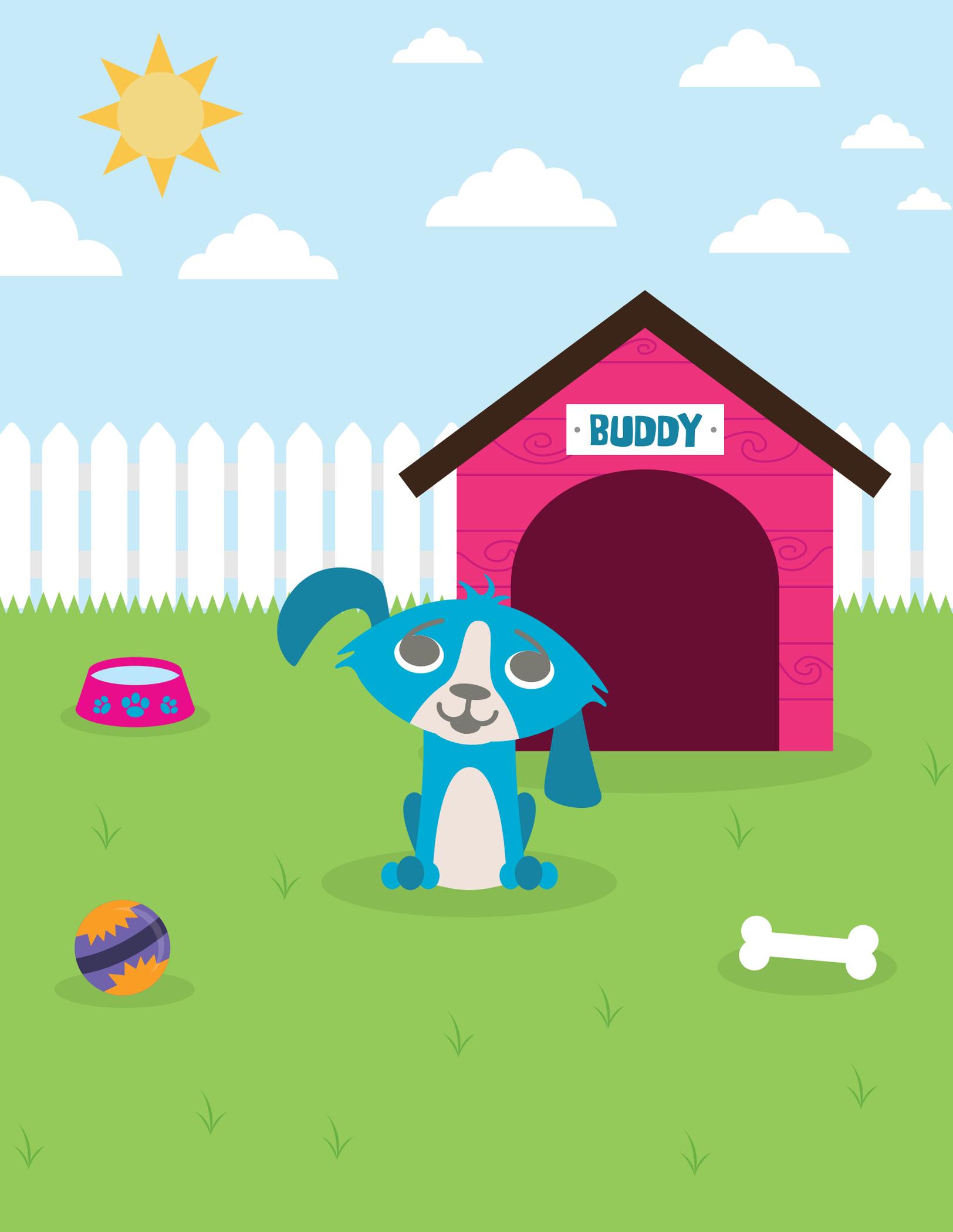
Children with emotional and behavioral disabilities may have already experienced considerable trauma, and therefore need additional support to learn safety and protective principles.

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.

Lauren's Kids Founder/CEO



• BUDDY •

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 Introduction
Safety Rules
Safety Stop Sign
I Mean Business Voice

2 Strangers
Grown-Up Buddies
Trusted Triangle

3 Think, Feel, Act
Guiding Voice

4 Safe and Unsafe
Touches
Private Parts
Personal Space

5 Safe and Unsafe
Secrets

6 Tattling and Reporting
Review
Graduation



PRE-K & KINDERGARTEN LESSON 1

THE IMPORTANCE OF SAFETY RULES

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 idea of a Safety Stop Sign, reminding them that they always have the ability to say no in a situation that makes them feel unsafe. Students will have the opportunity to make and decorate their own Safety Stop Signs. In this lesson, we will demonstrate and students will practice using their I Mean Business Voice (or movement), which they will be encouraged to use in any situation that makes them feel unsafe.



LESSON 1 PACING GUIDE

For Use with Students with Developmental, Emotional and Behavioral Disabilities

Teacher Tip: Pausing for Understanding: Pausing the video helps you to review and reinforce important information with your students. Students 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.

DAY 1

▶ Watch the video.

⏸ Pause at 2:09 for Rules: After Lauren says, "We also have rules at home that keep us safe, like not leaving the house without one of your parents."

- Review what the word "rule" means.
- Allow the students to point to the class rules as an example.
- As a class, brainstorm a list of safety rules and check for understanding

Teacher Tip: If students say they don't have rules at home, let them know that the rules that they learn at school or other places are good to follow at home, too.

Teacher Tip: Support EBD student understanding through teacher modeling: Share an example of a rule that keeps us safe and then assist students with sharing examples.

Teacher Tip: Students with DD will benefit from keeping the list of rules clear and concise. Prepare a list prior to reviewing with the class in case students are unsure of how to respond.

Start a list of people that could be added to their Grown-Up Buddy list and the locations of those people.

⏸ Pause at 2:39 for Grown Up Buddies: After Lauren says, "It's important to always be with a Grown-Up Buddy wherever you go, because they are people you can go to when you need help. They keep us safe."

- Compile a list of options-such as teachers, paraprofessionals, family members, church members, etc. on a piece of paper or white board so students can review and check for understanding.
- Remind students of other areas they go: therapies, sports, church, day care, etc.

Teacher Tip: Some students may experience difficulty identifying Grown Up Buddies. If students say they cannot think of anyone to trust enough to be in their Trusted Triangle:

- Help identify other places students can find Grown-Up Buddies, at least one person must be outside of their family
- Encourage students who appear "stuck" or frustrated
- Allow extended time for brainstorming
- Explain that students can add to or change the people who they choose as Grown-Up Buddies.

Teacher Tip: Students with DD often require additional assistance from multiple adults; explain to students that these adults may not necessarily be one of their Grown-Up Buddies. Assist students as needed.

Practice the I Mean Business Voice or movement with students.

Ⓜ Pause at 5:55 for the I Mean Business Voice: After Lauren says, “Now it’s your turn to practice with Buddy.” and you practice as a group with Buddy.

- Practice using their I Mean Business Voice as a group.
- Practice how a loud/strong voice sounds and looks versus a quiet/timid voice.
- Assist students as they practice and provide direct feedback on what they are doing correctly.

Teacher Tip: “I Mean Business Voice”

- Explain that people can also communicate strength in their I Mean Business Voice through body language.
- Show examples of body language: look the person in the eye; sit or stand up straight; face the person directly; unfold your arms.
- Practice these forms of body language with students.

Teacher Tip: For students with DD, develop a signal that is large and noticeable if a student has difficulty with communication.

- This could be a certain motion with students’ hands, legs, or head, depending on mobility.
- Make sure that the movement is the same each time so that friends and family will recognize it.
- Ensure that caregivers are aware of the movement so that they understand the message and can inform other caregivers of its meaning.

Color the Safety Stop Sign

Ⓜ Pause at 3:21 for the Safety Stop Sign: After Lauren says, “Hey, everybody, try it with me!”

- Review the definition of confused and/or any other words that may be misunderstood by the students.
- Practice using the Safety Stop Sign by either having students use their hands and voice, or the sign and the motions that they will use with their bodies.

Teacher Tip: Students with EBD may be excited to display the Safety Stop Sign. Encourage their expression while ensuring that students clearly display their sign, without violating others’ personal space.

Teacher Tip: For students with DD, you may want to use smaller individual Safety Stop Signs that students are able to carry with them, especially if they have difficulties with speech.

Teacher Tip: Students should feel ownership of his/her Safety Stop Sign. Allow students who need assistance with cutting or coloring to individualize his/her work as much as possible.

Allow time for questions and/or concerns.

DAY 2**▶ Watch the video.**

⏸ Pause at 4:15 for Guiding Voice: After Lauren says, “You should always listen to your Guiding Voice, and tell a Grown-Up Buddy if you are feeling those feelings, and that you need help deciding what to do.”

- Review how you can know if you feel that something is wrong. For example, feeling sweaty, your stomach is in knots, your heart rate goes up, your breathing may change, you may feel nervous, etc.
- Explain to students that they should keep telling Grown-Up Buddies about these feelings until they feel heard and helped.

Teacher Tip: Print the Emotion Cards to review various emotions that students may experience. Some students may have difficulty identifying emotions and will require extra practice with examples.

Review the meaning of emotions.

- Explain that emotions are feelings that we experience inside.
- If emotion cards are used, present them to students and review the name of the emotion.
- Show students how the emotion looks by modeling the facial expression, then have students make the expression.
- Ask students what feelings someone might experience in their body when they have this emotion.

Teacher Tip: Emotions help guide us on whether or not we feel safe. Remind students to talk to a Grown-Up Buddy if they do not feel safe or have emotions that make them feel sad, scared, hurt, nervous, or angry.

Teacher Tip: Students with EBD particularly have difficulty recognizing emotional cues or identifying complex emotions. Allow extra time to review emotions, as needed.

Review/add to the rules and Grown-Up Buddies list.

Teacher Tip: Repetition will help students grasp new concepts. Review and show visual examples of rules that keep us safe. Check that all students have identified or added to their list of Grown-Up Buddies. Provide 1-1 assistance for students who continue to have difficulty.

Introduce Scenario 1.

- Encourage students to practice their “I Mean Business Voice” in this scenario.
- If students suggest other dangerous scenarios they may encounter, allow them to continue to practice using the Safety Stop Sign and I Mean Business Voice (or movement).

Teacher Tip: As students use their I Mean Business Voice or movement, offer feedback. Be specific in order to reinforce their actions. For example: Say “You used a loud, strong voice and looked him in the eyes,” rather than simply saying “Good job.”

Allow time for questions and/or concerns.

DAY 3

▶ Watch the video.

- Review the meaning of emotions and the Guiding Voice.
- Remind students that their Guiding Voice will help tell them when something is wrong.
- Review/explain the Safety Stop Sign and I Mean Business Voice.
- Practice the Safety Stop Sign and I Mean Business Voice.

Teacher Tip: In order to aid visual learners, display a list of the new concepts that students have learned so far: Rules, Grown-Up Buddies, Safety Stop Sign, I Mean Business Voice (or movement), and Emotions. Keep and display a list of these new concepts, meanings, and examples throughout the lesson.

Teacher Tip: Some students with EBD may have difficulty focusing on or retaining new information. Provide time to review and repeat these new concepts as needed to help student learning.

Update your rules and Grown-Up Buddies list.

- Brainstorm together as a class, display responses on the board.
- Allow students to brainstorm individually
- Provide 1-1 assistance for students who continue to have difficulty.

Introduce Scenario 2.

- Allow students to practice their I Mean Business Voice (or movement) and Safety Stop Sign.
- Allow students to discuss the scenario, as needed.

Teacher Tip: Scenario 2 may also be used for students to practice identifying their emotions:

- Ask students to think about how this scenario would make them feel. (Example: nervous)
- Next, ask students to think about where they might feel this emotion in their body (Example: knots or butterflies in their stomach).

Teacher Tip: For students with EBD who have difficulty understanding how to appropriately express their emotions, it is important to review different types of emotions and the physiological experience that may go along with these emotions.

Allow time for questions and/or concerns.

DAY 4

▶ Watch the video.

Teacher Tip: Student understanding will evolve throughout the lesson. Review any concept, vocabulary word, or scenario with which students may need additional support.

Update your rules and Grown-Up Buddies list.

- Brainstorm together as a class, display responses on the board.
- Allow students to brainstorm individually
- Provide 1-1 assistance for students who continue to have difficulty.

Journal as a group. Allow the students to write, draw, or both for their Journals.

Teacher Tip: For students who may have difficulty thinking about what to write or draw:

- Tell/show examples that have been discussed in class and then assist them in developing their own ideas.
- If class responses were recorded through out this lesson, display the responses on the meaning and examples of rules for students to refer to while journaling.

Teacher Tip: For students who are only able to draw or have difficulty writing, consider providing assistance by asking them about their drawing and then labeling it for them.

Allow time for questions and/or concerns.

DAY 5

▶ Watch the video.

⏸ Pause as necessary to review areas where students need extra review.

Review all content in Lesson 1.

Teacher Tip: Students with EBD will benefit from repetition and practice to deepen their understanding of the lesson concepts. Allow time to review concepts that students may have had trouble with during the week and provide 1-1 assistance as necessary.

Teacher Tip: Students with DD may have experienced difficulty with the abstract concept of the Guiding Voice. Check for student understanding and explain that if they feel confused or unsure about something, they should talk to their Grown-Up Buddy.

Display the new concepts from this lesson on the board for students to see and visually organize.

Teacher Tip: Save lists throughout lessons!

Introduce the Lesson 1 Center Activity Card- “I Mean Business Voice”

- This card may need to be broken down into smaller tasks because there are so many scenarios on the one card.
- Encourage students to practice using their Safety Stop Sign and I Mean Business Voice (or movement) when discussing the scenarios on the card that are not safe.
- The more that students practice these techniques, the more engrained the action will become.

Teacher Tip: Explain to students with EBD that it is OK for people to go through the same situation yet experience different emotions about what happened. If you feel bad or confused about a situation, tell a Grown-Up Buddy.

Award students with the Safety Stop Sign and I Mean Business Voice Stickers.

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.

Allow time for questions or concerns.

Teacher Tip: Create a safe, judgment-free environment when presenting this curriculum. Ensure that students feel validated when sharing personal examples and when expressing questions or concerns.

AT THE END OF THE LESSON...

- Review each area to check for understanding.
- Remind students to tell/show their caregivers the Safety Stop Sign and I Mean Business Voice or movement.
- Let students know, if they are ever in doubt, always ask a Grown-Up Buddy first.

Teacher Tip: Explain that the person who needs the most space to feel safe always determines personal space. Even though you may feel safe one foot away, if someone else needs two, you need to give two! Understanding the need for personal space and boundaries is particularly important with students with disabilities. This lesson provides the opportunity to have important conversations with students as they learn how to protect their own personal space while understanding the need to respect the personal space of others.





PRE-K & KINDERGARTEN
LESSON 2
ESTABLISHING A
TRUSTED TRIANGLE

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

Lesson 2 will introduce three important concepts: how to recognize a stranger, the importance of children always being with a Grown-Up Buddy when they are out in public, and the need to identify trusted adults who belong in a Trusted Triangle, which is three or more trusted adults children can turn to when something makes them feel scared, “icky” or confused. In this lesson, you will begin with a classroom exercise, followed by the video and then end with another classroom activity, in which students will brainstorm with you about adults who could be part of their Trusted Triangles.

LESSON 2 PACING GUIDE

Teacher Tip: Pausing for Understanding: Pausing the video helps you to review and reinforce important information with your students. Students 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.

DAY 1

▶ Watch the video.

⏸ Pause at 1:33 to review what a stranger looks like: After Lauren says, “Let’s close our eyes and think about what a stranger looks like. Are they a man or woman? Are they tall or short? Is your stranger doing anything, or saying anything?”

- Pause and allow time for students to visualize what a stranger looks like.
- Have students draw what they think a stranger looks like.

Complete Classroom Activity 1 with students.

Teacher Tip: This activity may require extended time. Allow your students’ progress to guide you.

Teacher Tip: Depending on student responses, you may need to provide appropriate examples to help students understand the higher order questions regarding feelings and actions toward strangers.

Review the lists of places that students go and have students identify who the Grown-Up Buddy might be at each location.

Location/Grown-Up Buddy:

- Write locations on the board for students to see. Examples: school, aftercare, extracurricular, therapy, family or friends' homes, etc.
- Discuss who the safe caregivers are at each place that they go.
- Tell students that some of these caregivers can be Grown-Up Buddies who they might want to include in their Trusted Triangle
- Keep this list to refer to through out your lessons.

Teacher Tip: Repetition is important in learning new behaviors. Remind students to continue to practice their I Mean Business Voice or movement and Safety Stop sign actions.

Teacher Tip: Repetition is important in learning new behaviors. Have students with DD practice their I Mean Business Voice or movement and Safety Stop sign actions. Provide feedback on the students' ability to express his/her self.

Allow time for questions and/or concerns.

DAY 2

▶ Watch the video.

⏸ Pause at 2:32 to review strangers: After Lauren says, "A stranger can be someone you've seen before like the mailman, or even your coach when you meet him on the first day of practice."

- Use the Visual Aid page, "Strangers."
- Review the definition of a stranger.
- Review the stranger classroom activity from Day 1

Teacher Tip: Reinforce the concept that strangers come in all shapes and sizes. It is important to empower students to identify strangers.

Teacher Tip: Students with DD often generalize all adults to be trusted Grown-Up Buddies. Continue to explain the meaning of a Grown-Up Buddy with students to reinforce their ability to discriminate trusted adults from strangers.

Have students review the characteristics of a stranger.

A Stranger...

- is someone we don't know.
- can look scary and mean.
- can look pretty, happy, and friendly

- can be someone you have seen before but don't know well.
- can be someone who makes you laugh.
- can be someone who makes you feel unsafe.

Teacher Tip: Encourage students to think about people who they may see at the places they go, but who are strangers. Allow time for students to think and ask questions if they are unsure.

Teacher Tip: Students with EBD will engage in various manners. Do not mistake students' lack of focus for disinterest; continue to encourage student participation.

Complete Classroom Activity 2

- Before brainstorming, remind students that Grown-Up Buddies are trusted adults.
- Define the meaning of "trust" with students. A "trusted" person is someone you can count on and one who is honest and reliable.
- Write the activity responses on the board for students to see.

Teacher Tip: Keep in mind that students' experiences vary; some will have difficulty identifying a trusted adult. Do not pressure these students or put them "on the spot" if they cannot identify one yet. This can trigger stress and/or anxiety in cases where trauma has occurred.

Teacher Tip: Students' exceptionalities, cultures, family structures, and family beliefs will influence responses in this lesson. It is important to maintain a non-judgmental classroom environment so that students will feel comfortable participating.

Review and update a list of people who could be on their Grown-Up Buddies lists.

Allow time for a lesson recap, questions and/or concerns.

DAY 3

▶ **Watch the video.**

⏸ Pause at 3:24 for the Trusted Triangle: After Lauren says, "Your Grown-Up Buddy could be your mom, your dad, your grandma, or your grandpa, your teacher, or even one of your friend's parents. Your Grown-Up Buddy should be old enough to drive a car in case they need to take you somewhere to get help."

- Remind students that a stranger is someone who you do not know well.
- Review that students should always be with a Grown-Up Buddy.
- Review that a Trusted Triangle is made up of 3 Grown-Up Buddies.
- Tell students that (most) everyone's Trusted Triangle will be different.

Teacher Tip: It is important to be sensitive to the fact that not all of your students' Grown-Up Buddies will own a car. Students' understanding that access to a car or transportation is important.

Have students begin to develop their Trusted Triangle(s) using people from their Grown-Up Buddies list.

Grown-Up Buddies List:

- Review the examples Lauren provided.
- Be sensitive to varying family structures.
- Some students will identify multiple caregivers, while others will have difficulty identifying one.
- Provide encouragement and support to students who appear to have difficulty with the list.
- Remind students that they can take a Grown-Up Buddy out of the Trusted Triangle if they ever make them feel unsafe.
- Normalize differences that may occur in students' Grown-Up Buddy lists

Teacher Tip: While developing the Trusted Triangle, present the list of Grown-Up Buddy examples that you previously completed with the class. Use it as a visual aid for the students to see and use for brainstorming.

Teacher Tip: Students with DD require a higher level of support from adult caretakers. Provide additional assistance to students who need help discriminating which adults are appropriate Grown-Up Buddies to include in their Trusted Triangle.

Explain that the Trusted Triangle may consist of people who don't have a car, but have access to one if needed.

Do the Lesson 2 Center Activity: Buddy coloring activity sheet.

Teacher Tip: While students are coloring, take the time to discuss Grown-Up Buddy options with students who may be struggling with identifying enough to complete a Trusted Triangle. It is appropriate for teachers or other entrusted school personnel to be a part of the Grown-Up Buddy list.

Teacher Tip: Write down student responses so that students can see them. You may decide to present these responses during your journaling or review activities.

Allow time for questions and/or concerns.

DAY 4

▶ **Watch the video.**

⏸ Pause at 5:19 to review how the Trusted Triangle works: After Lauren says, "Buddy needs to keep on going until a Grown-Up Buddy can hear him and help him with what he needs to talk about. Remember, you need to keep telling until you get the two H's: Heard and Helped."

- Review how the Trusted Triangle works.
- Emphasize to students that if they feel like the Grown-Up Buddy may not understand, they should keep trying to explain until they feel understood.
- Remind the students that just because a Grown-Up Buddy doesn't answer the phone right away doesn't mean they don't care, they may just not have their phone on, or may be in a meeting. Remind students that there are other adults in their Trusted Triangle who can help them.

Teacher Tip: It is important to express your emotions! Reinforce the importance of expressing

thoughts and feelings with EBD students. Students should tell what or who is making them feel “icky,” confused, unsafe, sad, scared, or any other feeling that they may experience.

Teacher Tip: Review what it means to be heard and helped with DD students. Tell students to keep telling until there is a solution to their problem. Encourage students to also express what or who is making them feel “icky,” confused, unsafe, sad, scared, or any other feeling that they may experience.

Teacher Tip: Reinforce that students’ feelings and emotions are important and deserve to be heard.

Update your lists of people that may be in their Trusted Triangle(s)/Grown-Up Buddies List

Teacher Tip: Students who may need additional support identifying Grown-Up Buddies to put in their Trusted Triangle may complete it with a trusted caregiver as a home-learning assignment. This will prepare them for the Trusted Triangle activity on Day 5.

Journal as a group. Allow the students to write, draw, or both for their Journals.

Teacher Tip: Assist students who may have difficulty thinking about what to write or draw.

- Encourage students to think about the Lesson 2 Center Activity group discussion.
- Recall some of the shared responses about the importance of Grown-Up Buddies.
- Ask students to think about the things they do with their Grown-Up Buddies in order to trigger thoughts on how Grown-Up Buddies keep them safe.

Teacher Tip: If class responses were recorded through out this lesson, display the responses for students to refer to while journaling.

Allow time for questions and/or concerns.

DAY 5

▶ Watch the video.

Do a full review of what strangers look like, adults who could be in your Trusted Triangle/ Grown-Up Buddies, and how to use the Trusted Triangle.

Teacher Tip: If class responses and drawings were recorded through out this lesson, display and refer to them while reviewing these concepts.

Teacher Tip: Students with DD will require additional practice to understand and apply the lesson concepts to the scenarios. Provide additional time, as needed.

Complete a Trusted Triangle.

Teacher Tip: Make extra copies of the Trusted Triangle sheet for students who need more than one depending on how many places students may live.

Award students the Trusted Triangle sticker. Allow time for questions and/or concerns.



PRE-K & KINDERGARTEN **LESSON 3** 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 Voices are 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 confused or “icky.”

LESSON 3 PACING GUIDE

Teacher Tip: You will want to have Emotion Cards with pictures to use so that the students can point to or hold up to answer questions. You should also use those cards to review emotions for students that have trouble expressing or understanding emotions.

Teacher Tip: Use red and green or yes and no cards to hold up or point to for answers.

Teacher Tip: Pausing for Understanding: Pausing the video helps you to review and reinforce important information with your students. Students 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.

DAY 1

▶ **Watch the video.**

⏸ **Pause at 2:42 for TFA- After Lauren says, “Say it with me, Think, Feel, and Act.”**

- Review our feelings and how we express them
- Go over how feelings make you feel inside, not just outside.
- Prepare students for proficiency in using the TFA by reviewing emotions.

Review emotions using Emotion Cards.

Emotions: Tell students that...

- It is okay to cry or to be angry; you just can't act out in a hurtful or dangerous manner.
- It is ok to feel frustrated; you just can't be destructive
- It is important to express yourself; try not to "shut down" and not share your thoughts and feelings.
- They should tell a Grown-Up Buddy if they feel this way

Teacher Tip: Tell students that even if they do not understand the reason they feel angry, scared or frustrated they should still tell a Grown-Up Buddy about their feelings. Remind them to listen to their Guiding Voice and to keep telling until they feel heard and helped.

Teacher Tip: Students with EBD have difficulty identifying emotions, which can make it difficult to "hear" their Guiding Voice. The Guiding Voice helps tell students when they need to enact the TFA cycle. It is important for students to learn to notice and identify their emotions during safe and unsafe situations.

Teacher Tip: Students with DD benefit from concrete lessons. Assist students who may have difficulty with the concept of the "Guiding Voice."

Model various emotions by demonstrating them through your facial expressions. Direct students to practice expressing these emotions on their faces, especially if they have difficulty in that area.

Teacher Tip: When showing body language, give an example of a feeling and then show how your face and body may look when you feel that way. Then, have students show how they appear when they are feeling that way.

Teacher Tip: Students with EBD often experience difficulty processing and effectively expressing their feelings. For example, students may express anger at feeling discomfort, which will affect their ability to get the right kind of support. Review the importance of communicating with Grown-Up Buddies to get the right kind of support.

▶ Watch the video.

⏸ Pause at 4:35 for family safety Password – After Lauren says, "Mom wouldn't say just go with somebody else. They don't even know my secret family password."

- Review the meaning of a secret family password.
- Remind students to discuss their secret family password with their parents or caregivers.
- Tell students that they can also have a secret family motion instead of a secret password.

Classroom Activity: Introduce scenario 1 "Keys".

- Display the TFA cycle on the board for students to refer to during this activity.
- When students discuss the Action, have them practice their Safety Stop Sign motions and I Mean Business Voice.

Teacher Tip: Using the scenario cards will help students visualize the situation. Walk around the room to allow each student to see the scenario card clearly.

Allow time for questions and/or concerns.

DAY 2

▶ **Watch the video.**

⏸ Pause at 2:42 for TFA- After Lauren says, “Say it with me, Think, Feel, and Act.”

- Review the TFA cycle
- Utilize the hand motions that Lauren uses in the video to help students remember the TFA cycle

Review the emotions.

When reviewing an emotion:

- Model the way an emotion may look
- Show the matching emotion card, if available.
- Define how the emotion may look on the outside (facial and body language); ask for student input.
- Offer examples on how the emotion might feel on the inside; ask for student input.

Teacher Tip: It may take EBD students longer to process their emotions. Allow more time for them.

Teacher Tip: Students with DD require extra support to process the lesson; keep visual displays on the board for students to refer to. You may want to consider taping the TFA cycle on students’ desks for them to refer to throughout the lesson.

Classroom Activity: Introduce scenario 1 “Keys” and scenario 2 “Dog”.

- Display the TFA cycle on the board for students to refer to during this activity.
- When students discuss the Action, have them practice their Safety Stop Sign motions and I Mean Business Voice.

Teacher Tip: Using the scenario cards will help students visualize the situation. Walk around the room to allow each student to see the scenario card clearly.

Teacher Tip: Some of your students with EBD are learning how to appropriately express feelings and boundaries. Allow time for students to practice saying “Stop, that’s not safe” using their I Mean Business Voice and Safety Stop Sign. Check for proper tone, body language, and messaging and acknowledge what students are doing correctly.

Teacher Tip: For students with DD, review and have students practice the I Mean Business Voice body movement. Ensure that the movement is clear and that students have practiced it with their Grown-Up Buddies.

Allow time for questions and/or concerns.

DAY 3

▶ **Watch the video.**

⏸ Pause at 2:42 for TFA- After Lauren says, “Say it with me, Think, Feel, and Act.”

- Review the TFA cycle
- Utilize the hand motions that Lauren uses in the video to help students remember the TFA cycle

Review the emotions, if needed.

Introduce the Think, Feel, Act Center Activity.

- Display the TFA cycle on the board for students to see.
- Model how to complete this TFA for the class. Use student/teacher responses to fill in the TFA sample on the board.
- Allow students to complete their own TFA worksheet as directed on the lesson card.
- Assist students who have difficulty writing or completing work independently. Students may need to work with another student or in a small group.

Classroom Activity: Introduce scenario 3 “Party”.

- Display the TFA cycle on the board for students to refer to during this activity.
- When students discuss the Action, have them practice their Safety Stop Sign motions and I Mean Business Voice.

Teacher Tip: Using the scenario cards will help students visualize the situation. Walk around the room to allow each student to see the scenario card clearly.

Allow time for questions and/or concerns.

DAY 4

▶ **Watch the video.**

⏸ Pause at 2:42 for TFA- After Lauren says, “Say it with me, Think, Feel, and Act.”

- Review the TFA cycle
- Utilize the hand motions that Lauren uses in the video to help students remember the TFA cycle

Review the emotions, if needed.

Classroom Activity: Introduce scenario 4 “Password” and scenario 5 “Theatre”.

- Display the TFA cycle on the board for students to refer to during this activity.
- When students discuss the Action, have them practice their Safety Stop Sign motions and I Mean Business Voice.

Teacher Tip: Using the scenario cards will help students visualize the situation. Walk around the room to allow each student to see the scenario card clearly.

Journal as a group, allowing drawing, writing, or both.

Teacher Tip: Assist students who may have difficulty thinking about what to write or draw.

- Review the meaning of the Guiding Voice.
- Recall some of the shared responses about the TFA practice activities; identify the Guided Voice in these examples. For example: Before you “think” in the TFA cycle, you had a little voice that may have said, “This doesn’t feel quite right...”

Teacher Tip: For students with DD, be concrete in your explanation of the Guiding Voice. Check for student understanding and their ability to apply these concepts.

Teacher Tip: Encourage students to think about times when they have listened to their Guided Voice to help trigger journal responses.

Allow time for questions and/or concerns.

DAY 5

▶ Watch the video.

Review emotions, Guided Voice, and the Think, Feel, Act concept.

Classroom Activity: Introduce scenario 6 “Toys”.

- Display the TFA cycle on the board for students to refer to during this activity.
- When students discuss the Action, have them practice their Safety Stop Sign motions and I Mean Business Voice.

Teacher Tip: Using the scenario cards will help students visualize the situation. Walk around the room to allow each student to see the scenario card clearly.

Teacher Tip: Students may want to share a scenario where they can use the Think, Feel, Act concept. If so, review and discuss as needed.

Award students with the TFA sticker.

Allow time for questions and/or concerns.



PRE-K & KINDERGARTEN 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

Lesson 4 will cover the differences between Safe and Unsafe Touches, as well as how these touches make children feel. Students will be able to identify feelings associated with touches, understand where their Private Parts are and that those parts are private and that nobody should be looking at or touching them. 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. Both situations will require a Grown-Up Buddy. 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 are heard and helped (the two “H’s”).

LESSON 4 PACING GUIDE

Teacher Tip: You will need Emotion cards and yes/no cards. You may want a picture of a person for the journal so students can mark safe and unsafe areas. You can do this by having a print out of a blank person where the students can mark an x or circle the areas that are unsafe.

Teacher Tip: Encourage EBD students to ask more than one Grown-Up Buddy about touching that may feel confusing.

Teacher Tip: Some DD students may not recognize the personal space and body boundaries of others and want to be closer to them. Help these students to understand that being too close to others could be breaking the safe boundary of another person.

Teacher Tip: Some DD students don't always distinguish the difference between safe and unsafe touches. Emphasize that the private parts of their bodies are not to be seen or touched unless they are hurt, need toileting assistance, or are at the doctor.

Teacher Tip: Encourage DD students to ask more than one Grown-Up Buddy about touches that may feel confusing.

Teacher Tip: Pausing for Understanding: Pausing the video helps you to review and reinforce important information with your students. Students 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.

DAY 1

▶ Watch the video.

⏸ Pause at 1:52 for Personal Space – After Lauren says “When we play with friends or adults, it’s important to remember that we have to respect each other’s personal space. Everyone has personal space, it’s your body and the area around it.”

- Review the meaning of personal space.
- Allow students to stand up and define their personal space by using a small hoola-hoop or their arms to “draw” the area around their body.
- Reinforce the idea that all students have the right to define what feels safe and comfortable in their personal space.

Teacher Tip: The topics in this lesson are sensitive and may make students feel uncomfortable. Students' behavioral disturbances may be a sign of a student feeling uncomfortable with the lesson topic. Provide support to students showing this type of discomfort by validating their feelings and reminding them that they can always speak privately with the teacher or other Grown-Up Buddy if they need to.

Teacher Tip: The topics in this lesson are sensitive and may make students feel uncomfortable. Students' with DD often require assistance from adults; check that students understand their individual personal boundaries. Remind students that they can always speak privately with a teacher or Grown-Up Buddy if needed.

⏸ Pause at 2:09 for Personal Space – After Lauren says, “But other times you might not want someone in your personal space and you have a right to say NO.”

- Review examples of when students may or may not be ok with someone in their personal space.
- Use either a Hula-Hoop or your arms for the correct amount of distance depending on if students are mobile or not.
- Explain to students that:
- It is not “rude” or “disrespectful” to feel uncomfortable with someone in their personal space.
- Restroom assistance is safe, if needed.
- Personal space is based on who needs the most space to feel safe, not who needs the least amount of space.

Teacher Tip: Students may experience discomfort or difficulty with telling a Grown-Up Buddy about their feelings toward someone in their personal space, especially if that person is family or a family friend.

- Model and practice how to approach and tell a Grown-Up Buddy about these scenarios, if needed.
- Remind students that they need to keep telling Grown-Up Buddies until they are Heard and Helped.

Teacher Tip: Students with EBD have a harder time processing their feelings. Behavioral disturbances may be a sign of students feeling uncomfortable with the lesson topic.

Review the meaning of an unsafe touch.

- Unsafe touch – when you do not want someone in your personal space and makes you feel “icky,” uncomfortable, or confused.

Introduce Scenario 1 “Hug.”

Teacher Tip: Because of the sensitive nature of this lesson’s topic, do not force students to share answers or responses. Utilize the Yes/No cards for students who may have difficulty speaking or verbally expressing his/herself.

Teacher Tip: Explain to students that the same type of touch can be okay for one person and not okay for another person. Students’ boundaries or “rules” about what kind of touch is okay should always be respected. Students must also respect other people’s boundaries or “rules” about what kind of touch is okay.

Teacher Tip: Many students with DD have difficulty identifying and maintaining personal boundaries. Emphasize and assist student understanding of this lesson concept.

Allow time for questions and/or concerns.

DAY 2

▶ Watch the video.

Ⓜ Pause the video at 2:30 for Private Parts – After Lauren says, “They are the places on your body that are covered by a bathing suit and no one should see or touch them. Everyone has private parts. You have private parts, I have private parts, even the President of the United States has private parts.”

- Introduce the “Bathing Suit” Visual Aid.
- Tell students that Private Parts are part of their personal space.
- Review safe and unsafe touches.
- Clarify that restroom assistance is safe, if needed. Only a trusted adult, or Grown-Up Buddy should provide restroom assistance.
- Review the 2 times when it is acceptable for a parent or guardian to look at their Private Parts.

Private Parts: Tell students that:

- We do not joke about Private Parts.
- It is never funny to touch people in a way that makes them feel uncomfortable.
- Tell a Grown-Up Buddy if someone has asked you to keep a secret that you do not feel comfortable keeping, especially if it is about private parts or uncomfortable touches.

Teacher Tip: Students should be able to identify and name their private parts. Knowing this information will help empower students, especially those with disabilities. Having a clear understanding of their body and their personal boundaries can help students protect themselves from offenders and know when they need to speak up.

Teacher Tip: Because of the sensitive nature of this lesson's topic, do not force students to share answers or responses. Utilize the Yes/No cards for students who may have difficulty speaking or verbally expressing his/herself.

Teacher Tip: Allow additional time for students with DD to process the visual aid. Practice a concrete example of how to approach and tell a Grown-Up Buddy about discomfort with a touch or someone violating their personal space. You may need to model this for students. Allow extra time for questions.

Introduce Scenarios 2 “Line” and Scenario 3 “Tickling.”

Teacher Tip: Explain to students that it is not their fault if they feel uncomfortable about a type of touch or with someone being in their personal space. Students should never feel “bad” about a feeling that they have, instead, they should talk to a Grown-Up Buddy.

Allow time for questions and/or concerns.

DAY 3

▶ Watch the video.

⏸ Pause at 3:09 for Safe Touch: After Lauren says, “Buddy, would you want somebody to put something in your mouth, like their finger? That’s right, you wouldn’t like it. And they shouldn’t do it!”

- Explain that brushing your teeth may require extra assistance, if needed.
- Clarify that going to the dentist with a Grown-Up Buddy is safe.
- Reinforce that just because you know someone, a touch that makes you feel uncomfortable, is an unsafe touch.

Teacher Tip: Keep in mind that due to cultural differences, families may have different expectations of how to show respect or affection. Remind students that even if a family member wants to give you a hug, if you don’t want them to, you have the right to say no. Tell students that they can talk to a Grown-Up Buddy about these feelings.

Review the “Bathing Suit” Visual Aid.

- Review any concept that students may have questions about.
- Reinforce that the mouth is also a Private Part.

Introduce Scenarios 4 “Karate” and 5 “Pool Push.”

Allow time for questions and/or concerns.

DAY 4

▶ Watch the video.

Review the Visual Aid, Personal Space, and Safe/Unsafe Touches.

Teacher Tip: Remind students that their Guiding Voice will let them know when a touch does not feel safe. If they are ever unsure, they should ask more than one Grown-Up Buddy.

Teacher Tip: Remind students with DD that restroom assistance from a trusted adult can be considered safe, however, clearly reinforce that if a student feels unsure or confused about a touch they should keep telling a Grown-Up Buddy until they feel Heard and Helped.

Introduce Scenario 6 “Finger.”

- Discuss with students that no one should put any object or body part in their mouth. Students must tell a Grown-Up Buddy if this happens.

Teacher Tip: Explain to students that:

- Grown-Up Buddies want to know if something “strange” or “not quite right” happens to them.
- No matter what anyone says might happen if they tell, students should always tell their Grown-Up Buddies until they are Heard and Helped.

Complete the Personal Space Center Activity.

- Review students’ personal space.
- Have students “draw” their personal space around their bodies.
- Have students repeat the phrase “My body is special and belongs to me!” aloud as a class.

Allow time for questions and/or concerns.

DAY 5

▶ Watch the video.

Review all lesson content: the “Bathing Suit” Visual Aid, Personal Space, Safe/Unsafe Touches, Private Parts.

Teacher Tip: Reinforce that if students do not feel Heard or Helped by one Grown-Up Buddy, they must tell another Grown-Up Buddy until they are Heard and Helped.

Complete the Private Parts Center Activity

- Reinforce student understanding that Private Parts are the parts of the body covered by the swimsuits in the pictures and the mouth.

Journal as a group. Allow students to write, draw, or both for their Journals.

Teacher Tip: Assist students who may have difficulty thinking about what to write or draw.

- Recall some of the shared responses from the scenario reviews.
- Trigger student thinking: Ask students what their Guiding Voice would say about what touches feel safe and unsafe.

Teacher Tip: If class responses were recorded through out this lesson, display the responses for students to refer to while journaling.

Teacher Tip: Be sensitive to a student who discloses information on abuse. Refer to the abuse reporting section in the manual. Follow your policies and procedures and seek support from designated school staff, as needed.

Award students the Personal Space Sticker.

Allow time for questions and/or concerns.





PRE-K & KINDERGARTEN
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

Lesson 5 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 scared and that you are told not to share. Students will discuss different scenarios and decide which involve Safe Secrets and which involve Unsafe Secrets.

LESSON 5 PACING GUIDE

Teacher Tip: Create response cards that say “safe” and “unsafe”, or “yes” and “no” to assist responding for students with EBD.

Teacher Tip: Create response cards that say “safe” and “unsafe”, or “yes” and “no” to assist responding for students with DD.

Teacher Tip: Remind students that it's not “snitching,” “tattling,” or wrong if you are reporting an unsafe situation or person to a Grown-Up Buddy.

Teacher Tip: Pausing for Understanding: Pausing the video helps you to review and reinforce important information with your students. Students 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.

DAY 1

▶ Watch the video.

Ⓜ Pause at 1:23 for reinforcing Safe/Unsafe Touches - After Lauren says, “Just like there are safe and unsafe touches, there are also safe and unsafe secrets.”

- Review the meaning of safe and unsafe touches.
- Review that unsafe touches make you feel, “icky,” uncomfortable, or confused.
- Remind students to listen to their Guiding Voice, it will help them know when something does not feel quite right.
- Review what students should do if they feel confused about a touch – use their Safety Stop Sign, I Mean Business Voice, and tell a Grown-Up Buddy.

Teacher Tip: Review these concepts as needed through out the lesson. Repetition and routine will help students learn and retain new information and behaviors.

Ⓜ Pause at 2:25 for Safe/Unsafe Secrets: After Lauren says, “Unsafe secrets are ones that make us feel ‘icky,’ confused, or not quite right.”

- Write the meaning of Safe/Unsafe Secrets on the board for students to see. Use visual cues/ images to go along with the definitions, as necessary.
- Safe Secrets: will eventually be told, and makes everyone happy.
- Unsafe Secrets: makes you feel “icky,” confused, or scared; they are the ones you are told not to share and it doesn’t feel quite right.
- Keep these notes to show and refer to through out this lesson.

Teacher Tip: If you created “safe” and “unsafe” response cards, make sure that the colors respectively match the colors of the “safe” and “unsafe” definitions written on the board. Allow students to hold up their “safe” or “unsafe” response cards anytime through out the video to rate Lauren’s scenario examples.

Teacher Tip: As Lauren explains why the scenarios are safe or unsafe, point to the definitions written on the board. Follow your student’s understanding and pause as necessary to review or repeat the reason why a scenario was rated safe or unsafe.

Sing the “Two Kinds of Secrets” song.

- Model singing the song to students first, then have students sing it with you.
- Repeat until students learn the song.
- Songs are another great way to help students learn and retain new information and behaviors.

Introduce Scenario 1 “Lamp.”

- Pass out student response cards prior to reviewing the scenarios.
- Allow the class to hold up their response cards before answering aloud.
- When students respond, encourage them to list the reasons why it is a safe or unsafe secret.

Teacher Tip: Encourage students to listen to their Guiding Voice and talk to a Grown-Up Buddy when they feel unsure about safe or unsafe secrets.

Allow time for questions and/or concerns.

DAY 2

▶ Watch the video.

⏸ Pause at 2:54 for Safe and Unsafe Secrets: After Lauren says, “What about Buddy’s bone? Is that a safe secret, too? It is a safe secret because it makes him happy, and eventually everyone will know, right Buddy?”

- Review safe and unsafe secrets
- Explain that if someone says not to tell an adult, it might be an unsafe secret.
- Ask students what they should do if they are not sure if they know an unsafe secret. All answers should include telling a Grown-up Buddy.
- Review safe and unsafe touches.
- Explain that sometimes, people you trust can touch you in an unsafe way.
- When it comes to touches, you get to decide what is safe and what is unsafe.

Teacher Tip: Explain that some people may feel safe having friends hug them hello, and you may not. If that is the case, consider other options, like giving a high-fives or handshakes.

Sing the Two Kinds of Secrets Song.

- Model singing the song to students first, then have students sing it with you.
- Review the 2 kinds of secrets, check for student understanding.
- Write the meaning of Safe/Unsafe Secrets on the board for students to see. Use visual cues/ images to go along with the definitions, as necessary.

Teacher Tip: If you created “safe” and “unsafe” response cards, make sure that the colors respectively match the colors of the “safe” and “unsafe” definitions written on the board.

Introduce Scenario 2 “Mall” and Scenario 3 “Photo.”

- Pass out student response cards prior to reviewing the scenarios.
- When students respond, encourage them to explain the reasons why it is a safe or unsafe secret.
- Again, ask students what they should do if they are not sure if they know a safe or unsafe secret. All responses should include telling a Grown-Up Buddy.
- Sing the Two Kinds of Secrets Song before presenting each scenario.

Teacher Tip: Explain to students that if someone tells you that something “bad” will happen to your Grown-Up Buddy if you tell them about an unsafe secret or touch – this is a sign of an unsafe secret and you MUST tell your Grown-Up Buddy.

Allow time for questions and/or concerns.

DAY 3

▶ Watch the video.

⏸ Pause at 3:40 for reinforcing the Trusted Triangle: After Lauren says, “Should anyone ask

you to keep a secret about an unsafe touch? No they shouldn't. And if they do, that's an unsafe secret and you need to go to someone in your Trusted Triangle right away."

- Review the Trusted Triangle with students.
- Remind students that the Grown-Up Buddies in their Trusted Triangle can be changed, if needed. Students can always add to their Grown-Up Buddies list.
- Review the pattern of continuing to tell the Grown-Up Buddies in their Trusted Triangle until they are Heard and Helped.

Teacher Tip: Repetition of key concepts is important for student comprehension. Repetition and routine will help students learn and retain new information and behaviors.

Sing the Two Kinds of Secrets Song.

- Model singing the song to students first, then have students sing it with you.
- Review the 2 kinds of secrets, check for student understanding.
- Write the meaning of Safe/Unsafe Secrets on the board for students to see. Use visual cues/ images to go along with the definitions, as necessary.

Introduce Scenario 4 "Handshake" and Scenario 5 "Birthday."

- Pass out student response cards prior to reviewing the scenarios.
- When students respond, encourage them to explain the reasons why it is a safe or unsafe secret.
- Reinforce that students should ask a Grown-Up Buddy if they are not sure if they have been told a safe or unsafe secret.
- Sing the Two Kinds of Secrets Song before presenting each scenario.

Teacher Tip: Tell students that whenever they are in doubt or feel unsure – tell a Grown-Up Buddy.

Allow time for questions and/or concerns.

DAY 4

▶ Watch the video.

Sing the Two Kinds of Secrets Song.

- Model singing the song to students first, then have students sing it with you.
- Review the 2 kinds of secrets, check for student understanding.
- Write the meaning of Safe/Unsafe Secrets on the board for students to see. Use visual cues/ images to go along with the definitions, as necessary.

Introduce Scenario 6 "Candy."

- Pass out student response cards prior to reviewing the scenario.
- When students respond, encourage them to explain the reasons why it is a safe or unsafe secret.

- Reinforce that students should ask a Grown-Up Buddy if they are not sure if they have been told a safe or unsafe secret.

Teacher Tip: Students may wonder about alternate scenarios. Allow students to ask these types of questions. Discuss as a class and guide students to the best response. This will encourage the practical use of how to determine safe and unsafe secrets.

Teacher Tip: Students with DD benefit from discussing how to identify and tell about an unsafe secret, allow students to discuss additional examples. Provide additional example scenarios and prompt student responses, as necessary.

Complete the Safe or Unsafe Secrets Center Activity.

- Follow the Center Activity instructions.
- Allow students to discuss the meaning of safe/unsafe secrets.
- Check for student understanding.

Teacher Tip: Students may experience anxiety when presented with an unsafe scenario. Remind students of the emotions previously reviewed. Explain that they should talk to a Grown-Up Buddy if they are feeling frustrated, angry, sad, scared, or confused. Review how these emotions may feel (knots in their tummy, fast heartbeat, sweaty palms, crying, etc.)

Allow time for questions and/or concerns.

DAY 5

▶ Watch the video.

Sing the Two Kinds of Secrets song.

- Ask students to share their song with their Grown-Up Buddy.
- Tell students that this song now belongs to them! They can sing it whenever they want to review safe/unsafe secrets.

Journal as a group. Allow students to write, draw, or both for their Journals.

Teacher Tip: Assist students who may have difficulty thinking about what to write or draw.

- Recall some of the student responses from the scenario reviews.
- Allow students to refer to the meaning of Safe/Unsafe Secrets on the board for students to see. Use visual queues/images to go along with the definitions, as necessary.
- Trigger student thinking: Ask students what their Guiding Voice would say about what secrets seem safe and unsafe.

Teacher Tip: Any class responses that were recorded through out this lesson should be displayed for students to refer to while journaling.

Award students with the Secret Star Sticker. Allow time for questions and/or concerns.



PRE-K & KINDERGARTEN LESSON 6

THE DIFFERENCE BETWEEN TATTLING AND 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

Lesson 6 will explain the difference between Reporting and Tattling. Reporting is something that involves a threat to safety while Tattling does not. 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. Finally, Lauren will take students through a recap of everything they learned in the *Safer, Smarter Kids* curriculum.

LESSON 6 PACING GUIDE

Teacher Tip: Create response cards that say “safe” and “unsafe”, or “yes” and “no” for responding.

Teacher Tip: Create response cards indicating “tattling” (red) and “reporting” (green) for students to hold up. This is a unit where real-life examples will come up all of the time...take advantage!

Teacher Tip: If students with EBD report something that may not have been a safety issue, make sure to reinforce the well-intended action of reporting, and then re-teach the difference between reporting and tattling.

Teacher Tip: EBD students often struggle with emotional cues to help guide appropriate behavioral responses. As a result, it can be challenging to know when to report an unsafe situation. Students may also find it difficult to discriminate the differences between “reporting” and “tattling” or “snitching.”

Teacher Tip: Pausing for Understanding: Pausing the video helps you to review and reinforce important information with your students. Students 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.

DAY 1

▶ Watch the video.

⏸ Pause at 1:58 for and Safety Issues- After Lauren says, “If it does involve a safety issue, that’s the time to get help from a grown-up buddy.”

- Ensure students understand what makes something safe or unsafe.
- Ensure they understand the difference between tattling and reporting.

Teacher Tip: Students with EBD may require extra practice with the concept of tattling vs. reporting as they learn to discriminate safe and unsafe situations. Reinforce the importance of being aware, being safe, and using the TFA in different situations.

Review the meaning of Tattling and Reporting.

- Write the meaning of “Tattling” (red) and “Reporting” (green) on the board for students to see. Use visual cues/images to go along with the definitions, as necessary.
- Tattling: a complaint about someone else’s behavior that does not involve safety.
- Reporting: telling a Grown-Up Buddy about a problem or something that is unsafe.
- Reporting is always about safety.
- Keep these notes to refer to throughout this lesson.

The difference between tattling and reporting is if someone is being hurt or not. If no one is being hurt, or going to get hurt, it’s tattling, otherwise, it’s reporting.

Introduce Scenario 1 “Swing Set” and Scenario 2 “Crayon.”

- This activity may be broken down for students who are unsure about tattling or reporting:
- First ask if the scenario is safe or unsafe:
 - If it is safe, then telling is Tattling
 - If it is unsafe, then telling is Reporting
- Next, tell students that they need to speak up:
 - If it is a safe problem – Use your own words to solve the problem
 - If it is an unsafe situation – Report it to a Grown-Up Buddy
- Reinforce the idea that if students are ever unsure and can’t figure it out, they should tell a Grown-Up Buddy.

Teacher Tip: Encourage students with EBD to use response cards rather than blurt out answers, this will allow students time to think as well as increase participation by reducing possible anxiety of answering incorrectly.

Teacher Tip: Students with DD require extra response time. Allow students to use response cards to accommodate student engagement and participation.

Allow time for questions and/or concerns.

DAY 2

▶ Watch the video.

⏸ Pause at 2:35 for Reporting and Trusted Triangle: After Lauren says, “But then, no matter what, you must also report to a Grown-Up Buddy. That is someone who is in your Trusted Triangle.”

- Review when students should tell a Grown-Up Buddy: If they see something unsafe happening or are touched in an unsafe way.
- Review how students can handle the situation: Use their I Mean Business Voice and Safety Stop Sign to say, “Stop, that’s not safe!” Then, tell a Grown-Up Buddy.
- Review the Trusted Triangle and how it works.
- Review students’ Grown-Up Buddies list.
- Emphasize that students must keep telling Grown-Up Buddies until they are Heard and Helped.

Teacher Tip: Routine and repetition will help students learn new concepts. Have students express their I Mean Business Voice and Safety Stop Sign through out the scenario practice.

Review the meaning of Tattling and Reporting.

- Hand out and use response cards, as needed.

Introduce Scenario 3 “Baseball” and Scenario 4 “Paper.”

- This activity may be broken down for students who are unsure about tattling or reporting:
- First ask if the scenario is safe or unsafe:
 - If it is safe, then telling is Tattling
 - If it is unsafe, then telling is Reporting
- Next, tell students that they need to speak up:
 - If it is a safe problem – Use your own words to solve the problem
 - If it is an unsafe situation – Report it to a Grown-Up Buddy
- Reinforce the idea that if students are ever unsure and can’t figure it out, they should tell a Grown-Up Buddy.

Teacher Tip: Encourage students with EBD to use response cards rather than blurt out answers, this will allow students time to think as well as increase participation by reducing possible anxiety of answering incorrectly.

Teacher Tip: Students with DD require extra response time. Allow students to use response cards to accommodate student engagement and participation.

Allow time for questions and/or concerns.

DAY 3

▶ Watch the video.

- Review the meaning of Think, Feel, Act.

- Display the TFA cycle on the board as a visual aid.
- Utilize the hand motions that Lauren uses in the video to help students remember the TFA cycle.
- Review the meaning of the Guiding Voice, the little voice inside that helps you know when something doesn't feel quite right.

Review the meaning of Tattling and Reporting.

- Hand out and use response cards, as needed.

Teacher Tip: Remind students that Reporting always involves a safety issue.

Introduce Scenario 5 “Pencil” and Scenario 6 “Bully”.

- This activity may be broken down for students who are unsure about tattling or reporting:
- First ask if the scenario is safe or unsafe:
 - If it is safe, then telling is Tattling
 - If it is unsafe, then telling is Reporting
- Next, tell students that they need to speak up:
 - If it is a safe problem – Use your own words to solve the problem
 - If it is an unsafe situation – Report it to a Grown-Up Buddy
- Reinforce the idea that if students are ever unsure and can't figure it out, they should tell a Grown-Up Buddy.

Teacher Tip: Allow students bring up sample scenarios for discussion and help students determine if they should report it to a Grown-Up Buddy. If a situation does not require reporting, review and discuss the ways a student can solve the sample problem. Allow students to practice using their words to solve the sample problem.

Allow time for questions and/or concerns.

DAY 4

▶ Watch the video.

- Review the meaning of safe and unsafe touches.
- Review that unsafe touches make you feel, “icky,” uncomfortable, or confused.
- Remind students to listen to their Guiding Voice, it will help them know when something does not feel quite right.
- Review what students should do if they feel confused about a touch – use their Safety Stop Sign, I Mean Business Voice, and tell a Grown-Up Buddy.

Review the meaning of Tattling and Reporting.

- Complete Classroom Activity 2.

Complete the Review Activity in the booklet.

Teacher Tip: Students with EBD will need to continue to practice and reinforce past lesson topics each week in order to maintain the behaviors. Follow your students' lead and allow extra time for this review activity.

Allow time for questions and/or concerns.

DAY 5

▶ **Watch the video.**

⏸ Pause at 5:46 for Safety Skill Reinforcement - After Lauren says, "Now remember to use these safety skills anytime you feel uncomfortable, scared, or confused. Each one of you has the power to keep yourself safe."

- Review safety skills with which students need extra practice.
- Encourage students to share and discuss sample scenarios.
- As a class, practice applying safety skills to the sample scenarios.

Teacher Tip: Explain to students that if something unsafe happened to them, they have the power to make things better by telling a Grown-Up Buddy. Students who have experienced something "unsafe" may realize it after exposure to this lesson. Let students know that it is never too late to tell a Grown-Up Buddy.

Journal as a group. Allow students to write, draw, or both for their Journals.

Teacher Tip: Assist students who may have difficulty thinking about what to write or draw. Remind students about the lesson scenarios and the examples of Tattling and Reporting that have been reviewed.

Teacher Tip: Allow students with DD to type their journal response using a keyboard, if needed.

Complete the Safety Word Web Center Activity.

- You may need to assist with cutting and pasting. Consider pre-cutting the pictures for students who are unable to cut. Assist with lesson materials, as needed.
- You may need to explain what is happening in each picture to aid student comprehension of the activity.

Award students with the Speak Bubble Sticker.

Teacher Tip: Reinforce Lauren's message that your students are Safety Superstars!

Allow time for questions and/or concerns.





LAUREN'S KIDS

Safer, Smarter Kids, © 2017, Lauren Book & Lauren's Kids.
All rights reserved. Copying and unauthorized use of this manual
and/or accompanying curriculum materials is strictly prohibited.