

# Lesson 1

## GROUND RULES

### Overview

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this family life education curriculum.

### Objectives

*Students will describe*

1. Two classroom ground rules.
2. Two ways rules are kept.
3. Two ways rules are broken.

### Skill Development

1. Personal responsibility
2. Interpersonal relationships

### Materials

1. Poster paper, marking pens
2. Positive Puppets (three needed) (use: brown paper bags, buttons, socks, glue, felt, glitter)  
Or  
Store bought/classroom puppet (if available)

**(Optional: Materials for students to make their own positive puppet)**

### Lesson Outline

1. Introduce curriculum
2. Talk about safety in classroom
3. Set ground rules
4. Role play

# Lesson 1

## Lesson (Grade 1)

1. Introduce the curriculum.

***Say: Today we are beginning All About Life. There will be special times during the week for learning All About Life. We will be talking about how we are all special, ways we are alike and ways we are different, about our bodies and our feelings, and families and friends. Sometimes we may talk about things that make us feel uncomfortable. We are setting rules to help everyone feel safe during these lessons. Let students know they can always talk to you privately if they have a worry.***

2. List ground rules on poster that can be displayed in the room.
3. (Optional) Have students create their own “Positive Puppet“.
4. Have students act out a scene where the puppet breaks the rule (from the listed ground rules on board) and the second puppet corrects the broken rule.
5. Have students suggest a code phrase or word to use when a rule is broken, such as:
  - increase the peace
  - stop the violence
  - that hurts my feelings
  - soft power

***Remind students: The phrase should be used ONLY when the student means it. The person it is directed at STOPS what he is doing and listens.***

6. Have a third puppet show how to act which helps puppet #1 keep the rules.

## Lesson 1

# GROUND RULES WORKSHEET

	<b>RULES</b>	<b>HOW WE BREAK RULES</b>
1.	Listen	Breaking in before someone finishes
2.	Use kinds words	Teasing
3.	Take turns	Interrupting, pushing
4.	No put downs	Name calling, making fun of ideas
5.	No hurting	Hitting, pushing, teasing
6.	OK to pass	Trying to force a friend to speak

Say: *What are some ideas you have about how rules are broken?*

Say: *What are some ideas you have about how we follow rules?*

### ***Examples of rule following:***

1. Paying attention to speaker.
2. Saying "Thank You!" to compliments.
3. Waiting until person is finished speaking.
4. Listening when others are talking.
5. Helping a friend who is being hurt with words.
6. Getting an adult to help if a friend is being hit.
7. Saying "No, thank you, I don't want a turn."
8. Apologize when you hurt someone.

## **Lesson 2**

# **FEELINGS**

### **Overview**

Feelings are so basic to our everyday lives that often we are not aware of them until we have an extreme “feeling reaction”. Teaching children about feelings, what it means to have feelings, and how behavior is influenced by feelings, is an important task.

### **Objectives**

*Students will*

1. Name five feelings.
2. Identify two different feelings a classmate is expressing.
3. Name what might change the way a person is feeling.

### **Skill Development**

1. Personal responsibility
2. Communication skills
3. Interpersonal relationships

### **Materials**

1. Story book (book of choice)
2. Feeling faces (set of 5 for each group)

### **Lesson Outline**

1. Define feelings.
2. Role play situations
3. Discuss

## Lesson 2

### Lesson (Grade 1)

1. Say: ***Can someone describe what a feeling is?***  
Examples may include: SAD, ANGRY, SCARED, CONFUSED and HAPPY.
2. Distribute feeling faces (one set for each group). At different points of the day ask children to take out the feeling card that describes how they are feeling at that moment.
3. Have several children role play using the enclosed scenarios.
4. Read a storybook (of choice). Use the scenes to help children identify how they think a character is going to feel based on what is happening.

## Lesson 2

# ROLE PLAYING SCENES WORKSHEET

Teacher led scenarios: Students will hold up which face describes the feeling.

1. A student is sad because his cat died yesterday. A friend notices and tries to find out what has happened.
2. A student lost her lunch money. She is afraid her mother will be angry and punish her.
3. You just found out you're getting a new bike, AND new roller blades.
4. Two students are walking down the street and an older student who is known to be a "bully" starts to tease them.
5. A student just found out his grandmother is coming to live in America from Ethiopia. She is very happy, but also worried about her grandmother not speaking English.

### Guidelines for discussion

- How do you know how (name of character) was feeling?
- What signs gives us clues how she or he is feeling?
- What feelings do you think can make some people behave badly?

Happy  
**FEELINGS FACES**



Sad  
**FEELINGS FACES**



Angry  
**FEELINGS FACES**



Scared  
**FEELINGS FACES**



# FEELINGS FACES

**Confuse**



## Lesson 3

# ALIKE AND DIFFERENT

### Overview

Young children have a natural curiosity for how they are similar and how they are different from each other. This lesson begins the groundwork for human growth and development, and with it the basis for understanding and celebrating our similarities and differences. Understanding is an important part of tolerance and empathy.

### Objectives

*The student will be able to:*

1. Describe two things that make them different than a classmate.
2. Describe two things that make them similar to a classmate.

### Skill Development

1. Empathy
2. Interpersonal relationships

### Materials

1. Roll of butcher block paper, drawing paper, marking pens

### Lesson Outline

1. Measure heights
2. Facilitate discussion

# Lesson 3

## Lesson (Grade 1)

### Activity 1: Students' Heights

1. Tape the butcher paper on a wall. Have each student stand in front of the paper and mark their height. Write their name next to the mark and measure the height.
  
2. **Discuss:**
  - a. Ask children to comment on what they notice.
  - b. What are other things they notice about their classmates?  
Hair, eyes, skin, shape of face?
  - c. What do these differences mean?
  - d. Have students make a positive statement about a classmate(s).
  
3. **Discuss:**
  - a. Ask students to number their paper 1., 2., 3. & 4
  - b. Have students list four of their favorite things  
(food, t.v. show, color, sport, etc.)
  - c. Now discuss the likes and differences based on the answers
  - d. (Optional: Graph student responses)
  
4. **Comment and affirm** all the different sizes, shapes and colors in the classroom.

# Lesson 4

## FRIENDSHIP

### Overview

The purposes of lessons on friendship are to help children develop skills that contribute to positive interpersonal behavior. Peers become increasingly more important as children reach school age. Children become aware of what is important to being a friend and in selecting people as friends.

### Objectives

The student will

1. Discuss two things a person does which help make a good friend.
2. Discuss two things someone might do which makes it harder to want them for a friend.
3. Talk about two things people do which makes you wonder if they are a friend.

### Skill Development

1. Personal responsibility
2. Interpersonal relationships

### Materials

1. Worksheet of actions
2. Storybook – *Frog and Toad are Friends* – Arnold Lobel
3. **I Am a Friend** Worksheet

### Lesson Outline

1. Define friendship
2. Read worksheet of actions
3. Storybook – *Frog and Toad are Friends* – Arnold Lobel
4. **I Am a Friend** Worksheet

# Lesson 4

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## Lesson (Grades 1)

1. **Say:** *Today's lesson is about ways to act to be a friend and ways not to be a friend.*

Have students define what FRIEND means to them.

2. Read the worksheet of actions, giving the students time to respond to each one. Use friendly (thumbs up), unfriendly (thumbs down) or puzzling (shrug shoulders). Have students add to lists of what might be friendly, unfriendly or puzzling behaviors.
3. **Discuss:**
  - a. Are there times friends act in unfriendly or puzzling ways?
  - b. What could you say to a friend who was acting unfriendly?
  - c. What could you say if you were mixed-up by the way you were being treated?
  - d. What can you do tomorrow to act in a friendly way to a classmate?
4. Have children do a role play with an "advice role player" in the back ground offering help about changing from unfriendly or confusing behavior to friendly behavior.
5. Read the story. Stop the story and have children identify the behavior. Ask for ideas on how else the character might act.
6. Have students complete **I Am a Friend** Worksheet.

# WORKSHEET OF ACTIONS

thumbs up	=	this is a friendly action
down	=	this is NOT a friendly action
shrug	=	puzzling

1. Saves a piece of candy for me.
2. Talks to me one day, and doesn't the next day.
3. Helps me put together a puzzle I'm having trouble doing.
4. Listens to my story.
5. Takes my favorite toy when I'm playing with it.
6. Pushes me out of the way when no one is looking.
7. Plays with me until someone else shows up, and then leaves me alone.
8. Lets me play with a game.
9. Helps me find something when I lose it.
10. Shares a special marking pen with me.
11. Takes the biggest piece of cake.
12. Makes fun of me when I am crying.

# I AM A FRIEND WORKSHEET

- Draw a picture of yourself playing with a friend.
- Below the picture, write what makes you a good friend.

## Lesson 5

# ALL KINDS OF FAMILIES

### Overview

Children live in a variety of family compositions. The purpose of this lesson is to acknowledge that there are different kinds of families where children grow strong, are loved and all are important parts of our community. This is consistent with one of the values underlying this curriculum of building respect and appreciation for all the many kinds of people who live and contribute to our communities.

### Objectives

The student will

1. Describe two ideas about why we live in families.
2. Describe two kinds of family structures.

### Skill Development

1. Interpersonal relationships
2. Empathy

### Materials

1. Drawing paper, marking pens
2. Books about families: Storybook: *All Families are Special*, by Norma Simon

### Lesson Outline

1. Define family
2. Brainstorm family types.
3. Draw pictures of different family types
4. Display family pictures

# Lesson 5

## Lesson (Grade 1)

### Activity 1: What Is A Family?

1. Introduce lesson and define family.  
**Say: *A family is a group of people who care about each other and take care of each other. Many families live together and spend time together.***
2. Ask students to come up with ideas about what makes a family. Include physical and emotional aspects.
3. Have students imagine being on a deserted island with just the people in their family. What would they have to do for each other to survive?
4. Discuss with students the different kinds of families that exist. The discussion can include traditional and non-traditional families; families with one parent, step families, foster families, adoptive families, families with two mommies, two daddies, families with grandparents or other relatives living together, one, many, or no siblings.

**Say: *We are all diverse. All of our families are important. It is wonderful to live in a country where there are so many different types of families.***

### Activity 2: Read the Storybook: *All Families are Special*, by Norma Simon

1. Read a storybook about families.
2. **Discuss:**
  - a. What makes a family different than yours?
  - b. How is it alike?
  - c. Who do you think makes the decisions in your family?
  - d. How do you think people in a family show that they love each other?
  - e. Would you like to spend time with someone in another family?
  - f. Does anyone know what special kinds of food different families might cook?

## **Lesson 6**

### **THIS IS MY SPACE!**

#### **Overview**

It can be a challenge for children to learn about physical boundaries. While children easily can express "this is mine" when it relates to possessions, it is more difficult to learn the concept with their bodies. Respecting others' personal space is an important social skill for children to learn.

#### **Objectives**

Students *will*

1. Define what personal space means.
2. Name one way of expressing comfort level with their personal space.
3. Name one way of asking a classmate about her comfort level regarding personal space.

#### **Skill Development**

1. Problem solving
2. Interpersonal relationships

#### **Lesson Outline**

1. Demonstrate boundaries
2. Play "Simon Says" two ways

# Lesson 6

## Lessons (Grade 1)

1. Say: ***This lesson is about personal space - the space we need around us to feel comfortable.***

### Activity: Simon Says

1. Play “Simon Says” with the class for a few minutes.
2. Now play “Simon Says” again, but this time have student’s pair up, standing a few feet from each other.

Explain that in this part of “Simon Says” one student (student A) moves closer to the other student (student B).

When student B starts to feel student A is too close, student B says, “Stop.”

3. Discuss the differences between the two Simon Says games?
4. Using the games, ask students for their ideas on "personal space".
5. Develop a definition of personal space from the suggestions.
6. Develop several catch phrases students can use when someone is in their personal space and they are uncomfortable.

## Lesson 7

# SEXUAL ABUSE PREVENTION

### Overview

Statistics indicate that one in four girls and one in seven boys are sexually abused by the time they are eighteen. Repetition of prevention skills will only help to increase a student's ability to avoid victimization.

*Definition of sexual abuse:* An adult or person older than the child using the child for sexual gratification. The offending behavior may include: a child touching the adult's sexual parts; the adult touching the child's genitals; asking the child to look at sexual pictures or asking to look at the child without clothes on (except for a medical or caretaking purpose).

### Objectives

*The student will*

1. Identify two situations which make them feel uncomfortable.
2. Name the senses they used to know about the feeling.
3. List two things they could say to get out of the situation.
4. Name adults they could go to for help.

### Skill Development

1. Problem solving
2. Communication skills
3. Personal safety

### Materials

1. Decision Stories.
2. Pictures of sense organs, ears, eyes, nose, skin, mouth (or can just point to sense)
3. Red and green paper, scissors

### Lesson Outline

1. Define sexual abuse
2. Read decision stories
3. Develop safety lists

# Lesson 7

## Lesson (Grade 1)

1. Review the picture below. Note that the genitals and a girl's chest are usually covered by a bathing suit to keep them private.
2. Define sexual abuse as an older person touching your genitals or asking you to touch their genitals.
3. Read the Decision Stories. Ask students to identify what is wrong in each scenario and why.
4. Have students create a list of things they might say when they feel something is wrong.

*Include the following:*

- a. Good-bye I'm going now
  - b. NO!
  - c. STOP IT
  - d. STOP IT, I MEAN IT.
5. Have the students practice the phrases with different levels of loudness. Many situations with offending behavior have been stopped because a child was given permission to say "No\*.
6. Have each student write a list of people they could talk to about whatever is troubling. Include people outside the family.

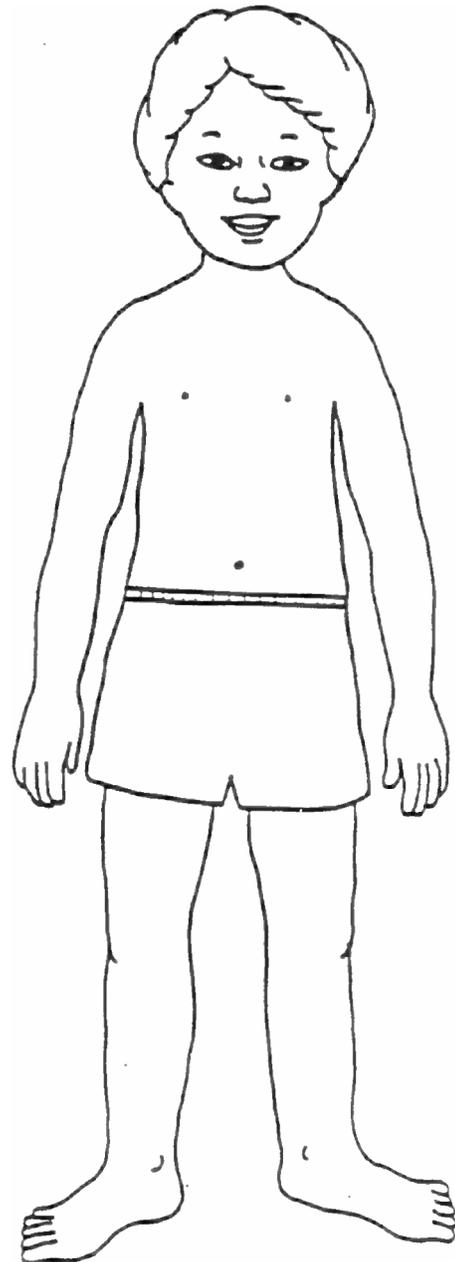
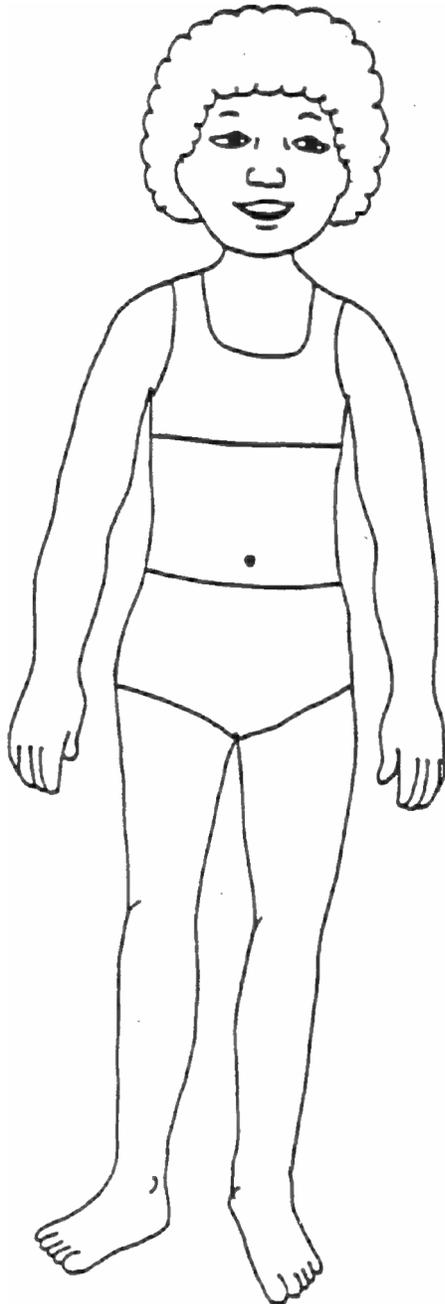
## **Lesson 7**

### **DECISION STORIES GRADE 1**

1. A man who you did not know approached you while you were playing with a friend and told you your mother was in a car accident and was in the hospital. He was told to take you to see her.
2. Your cousin tickles you very hard every time he comes over to visit. He won't stop even though you told him to stop. He gave you \$5.00 if you don't tell anyone about the tickling.
3. The babysitter says you can stay up late and watch extra television if you play a special game. Part of the rules are keeping the game and extra TV time a secret from your parents. You really want to watch this program.

## Lesson 7

# Boy and Girl Picture



## **Lesson 8**

# **STAYING HEALTHY**

### **Overview**

Children are exposed to numerous germs daily. Techniques for preventing transmission practiced while young may prevent spread of organisms within the classroom, as well as prepare them for understanding more complex disease transmission concepts in older years.

### **Objectives**

The student will

1. Learn about how germs travel.
2. Practice two methods of preventing germ transmission.

### **Skill Development**

1. Personal Hygiene
2. Responsibility
3. Empathy

### **Materials**

1. Tissue

### **Lesson Outline**

1. Define germs

# Lesson 8

## Lesson (Grade 1)

### Activity 1: Germs

1. Introduce germs

**Say: *Germs are tiny living things so small we cannot see them with our eyes. We can see germs under a microscope. They live in the air around us. Some germs can make us sick.***

2. Have students stand, then sit, if they, or someone they know has had a cold, the flu, strep throat, or chicken pox.

**Say: *Those are illness caused by different kinds of germs.***

3. Demonstrate sneezing without covering your mouth.

**Ask: *What happens when someone sneezes and does not cover their mouth? (Possible answers: getting wet, spread germs, etc.)***

4. **Say: *There are germs in everyone's body. Some germs we need to stay healthy. Other germs can make us sick.***

Ask:

- a. ***What if I had some germs in my body that could make someone else sick?***
- b. ***Could they get the germs if I sneezed on them? (yes!)***
- c. ***What if I cover my mouth and nose when I sneeze? (The germs get caught in the tissue or sleeve).***

5. Demonstrate sneezing within a face tissue, elbow and hand, and continue to walk around.

Ask:

- a. ***Did anyone get wet? How about my hands? (they have germs on them too)***
- b. ***What if I held hands with someone right now? (the germs would transfer to their hands.)***

6. **Say: *Some germs, can be spread in the air by sneezing. When a person with the germ sneezes, the person nearby can breathe the germs in and get sick.***

## Lesson 8

### Activity 2: SCRUB. SCRUB. SCRUB

1. Demonstrate hand washing (if have sink in classroom. If not, you can go through the steps and have students practice as if they were using a sink. )

1. wet hands,
2. soap hands,
3. scrub hands together covering both sides (can sing happy birthday song),
4. rinse,
5. dry with a paper towel.

Have each child take turns washing their hands with lots of reinforcement from teacher.

2. Ask:

- a. ***When are times we should always wash our hands to help keep ourselves healthy?***

Explain two important times to wash hands are after using the toilet and before eating.

Ask:

- a. ***Why would these be important times to wash hands?***
- b. ***When are other times?***

## Lesson 10

# GIRLS and BOYS

### Overview

The expectations of girls and boys have expanded greatly in recent years. This expansion has resulted in new challenges in the education field. How children view these expectations directly influences choices they make as they grow. The goal is to help children become aware of the possibilities, which exist for all children, and, as they get older, to identify the influences sex roles have in their choices.

### Objectives

The student will

1. Identify 2 jobs they think only boys or only girls can do because of being a girl or boy.
2. Identify 2 things they think both girls and boys can do.

### Skill Development

1. Self-esteem
2. Making personal choices

### Materials Needed

1. Storybook-*Amazing Grace* by Mary Hoffman
2. Magazines, scissors, glue, paper

### Lesson Outline

1. Read story
2. Discuss content
3. Draw pictures or cut/paste

## MY BODY

### Overview

Children benefit from learning about how their bodies work, the correct name for body parts, and feeling proud about their knowledge. This lesson names the genitals, just as it names the lungs, heart and brain. The intent is to give instruction on all body parts equal emphasis. This represents a change in our usual practice in which we often have left the genitals out of lessons on body systems. Leaving out genitals gives students the message that there are some things which cannot be discussed. Consider teaching this lesson in two sections. Teach the reproductive system with another system.

### Objectives

The student will

1. Name three body parts and how they function.
2. List two things about their bodies that are different/alike from their families or classmates.

### Skill Development

1. Empathy
2. Self-esteem

### Materials

1. MY BODY worksheets (included). Use worksheets that address the body system discussed.

### Lesson Outline

1. Have students stand and stretch (dispel energy and introduce lesson).
2. Review body systems.

## Lesson (Grade 1)

1. Introduce lesson. "Today we are going to learn about the body, the names of body parts and how they work."
2. Explain the body system with the following guidelines. Use the worksheets as overhead transparencies. Note that several body systems are on each worksheet:
  - a. Female body system
  - b. Male body system
  - c. Skeletal/muscle/nervous/female reproductive system
  - d. Skeletal/muscle/nervous/male reproductive systems
  - e. Circulatory/respiratory/digestive systems

## Skin

Ask students what they think the purpose of the skin is. The skin protects all of our insides and gets the prize for being the biggest organ of our bodies. The skin tells us how hot and cold we are. The skin keeps our body at the right temperature –98.6 degrees F. Our temperature tells us how we feel.

1. Ask who has ever had a fever?
2. How about goose bumps or the shivers?
3. Shivers help us to get warm. When our body is too hot, we sweat. This cools us.
4. What does a sunburn tell us?
5. What might be different about people who have different color skin?
6. What happens to a person's skin when he gets burned? Has anyone in the class been burned?
7. What's under our skin? (muscles)

## Skeletal System (Bones)

1. Explain that bones make up the skeletal system. Ask students what the bones do. They provide support and protection for the body. The skull protects our

## Lesson 9

brain and the ribs protect the lungs and heart. Bones inside our legs, arms and back hold us up.

2. Ask if anyone has ever had a broken bone. What did you have to do to let the bone heal? The bone healed by making new cells to join the pieces together.
3. Talk about other things the bones do: they make blood cells, store minerals and have places for muscles to attach.
4. Ask how many bones are in the body: there are about 206. As people grow older some bones, like those in the skull, join together. Over half the bones are in your hands and feet.
5. Show a skeleton or X-ray of bones if you have access to them.
6. Ask students to touch a bony place like their head or lower leg. Have them describe how bones feel. Point out that bones feel hard, but they are made up of living cells.
7. Ask what students can do to keep bones healthy? Suggestions include: eat foods rich in calcium (milk, yoghurt, broccoli), wear safety gear to prevent injuries (bicycle helmets, seat belts) and exercise.

### Muscular System (Muscles)

Have students name some muscles and point out the locations. Ask what muscles do. Note that: muscles are everywhere in our bodies. Every movement we make depends on muscles: blinking eyes, breathing, beating heart, moving food through intestines, jumping, running and talking.

1. Ask students to raise and lower their forearm. Ask how their muscles did this movement. Note that muscles can only contract and relax.

Some work in pairs. The biceps muscle contracts to raise the forearm, then it relaxes and the triceps muscle on the back of the arm contracts to lower the arm.

2. Ask students to jump as far as they can. Have them think of all the muscles that need to move to do this.
3. Point out that almost half our body weight is made up of muscles. Some muscles we can control - make move when we want to, and other we can't control - our brain automatically makes them move. Ask students to name some of each: voluntary (muscles in legs, arms, belly and back), involuntary (heart, diaphragm/breathing, intestines).
4. Have students hold several pencils or crayons in a bunch in their hand. Point out that muscles are made of many thin fibers (like strings).
5. Ask if anyone has ever had a sore muscle. Point out that muscles are living parts that can be hurt or sometimes don't work well.
6. Suggest that everyone is different in terms of how strong their muscles are; some have large muscles, others smaller, some have bulging muscles, others are leaner.
7. Have students list things that can prevent injury and make muscles healthy: warm-up and stretch gently before physical activity, be physically active to keep muscles strong, don't use muscles too hard.

### Nervous System (Brain)

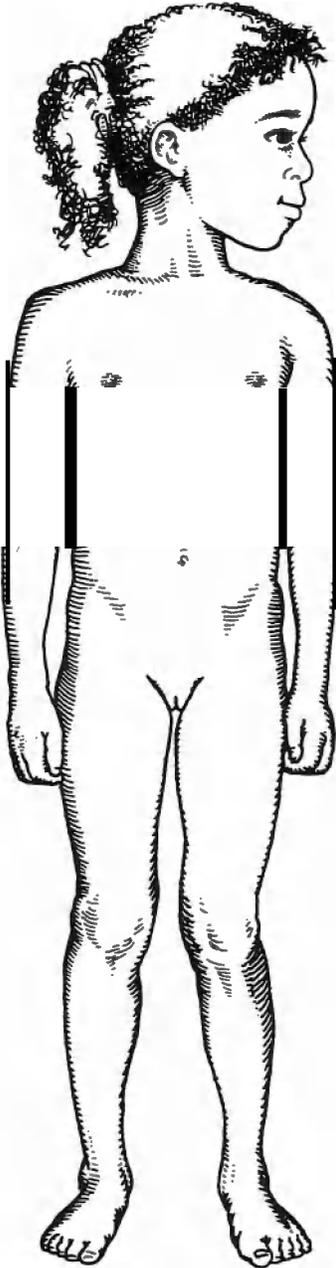
1. Ask what students think the function of the brain is? Explain the brain is like the driver of a car. It is the main controller of everything our bodies do. Our brains allow us to think, feel, have imaginations, to remember, breath, see, hear, and many other things. It is made up of lots of nerve cells. Nerve cells are all over our body. They pick up sensations and make things work.
2. Ask why they think it is important to wear a bike helmet?  
Find what other sports are peoples' heads protected with helmets?

## Reproductive System

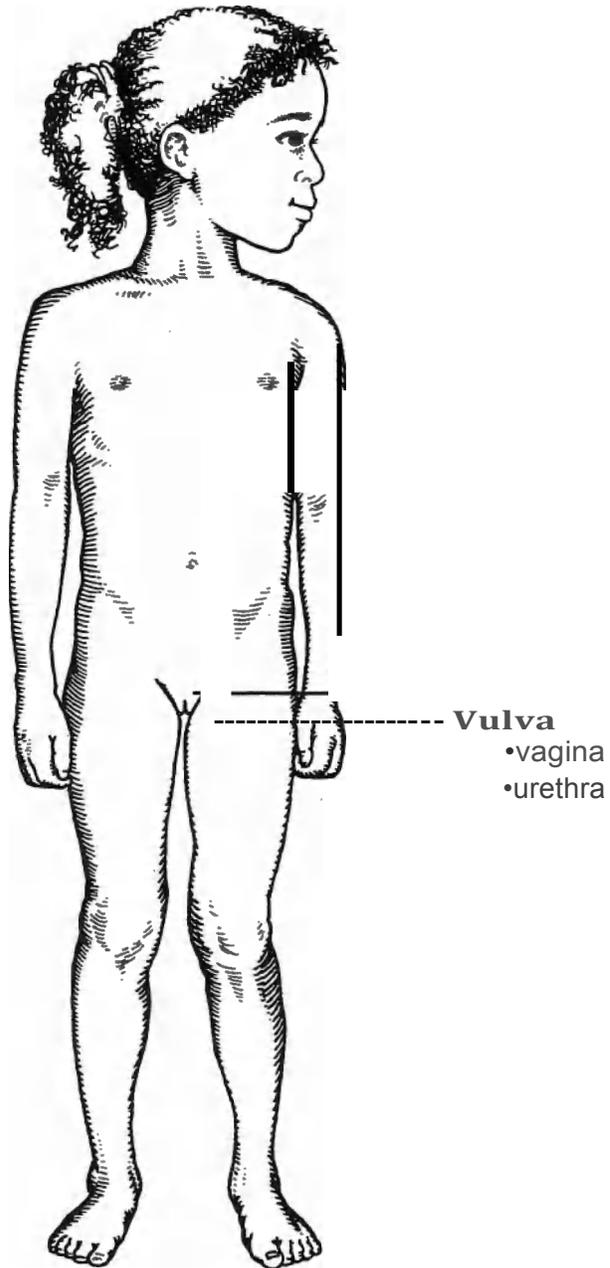
*Introduce this section in a matter of fact manner. You might expect giggles. Allow for discharge of energy.*

1. Explain: ***The purpose of the reproductive system is where your private parts are and you may giggle. We giggle because private parts that don't get talked about very much.***
2. ***The genital is the name for the part of the reproductive system which are on the outside of the body.***
3. ***A boy's genitals include the penis. The penis lets boys and men urinate. A girl's genitals include the vulva. The vulva is outside and covers the opening for urine, and the vagina. Girls and women have a different opening for urine.***
4. Ask what some differences are between girls and boys?
5. What are some of the similarities?

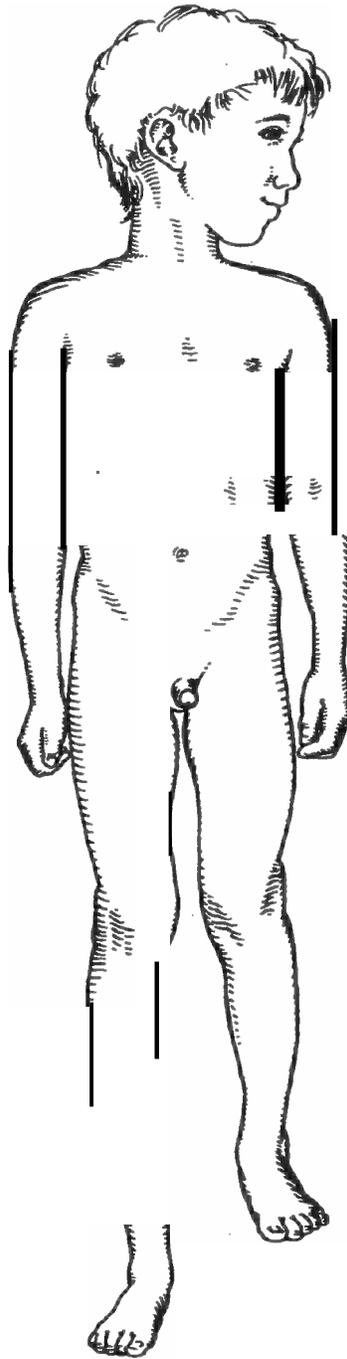
**FEMALE BODY SYSTEMS**



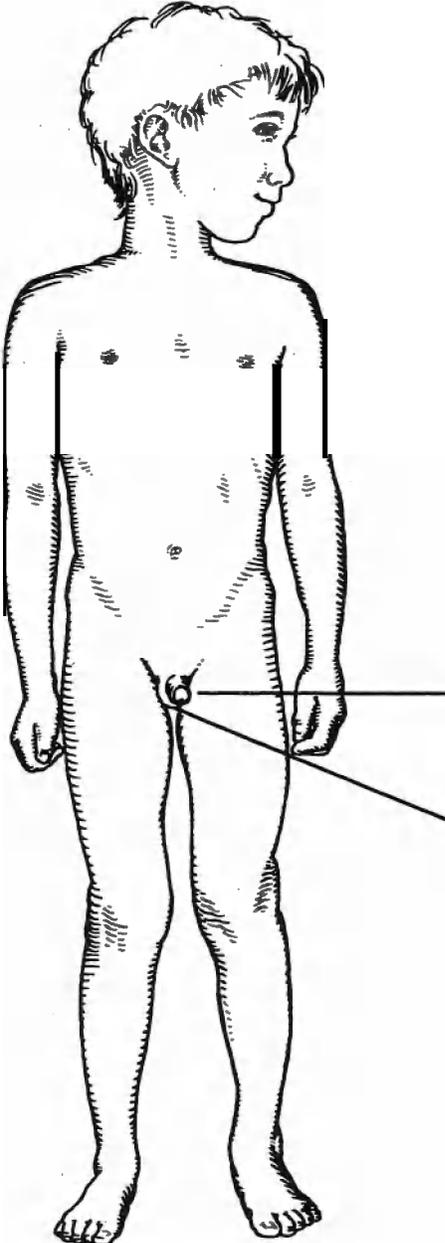
# FEMALE BODY SYSTEMS



# MALE BODY SYSTEM



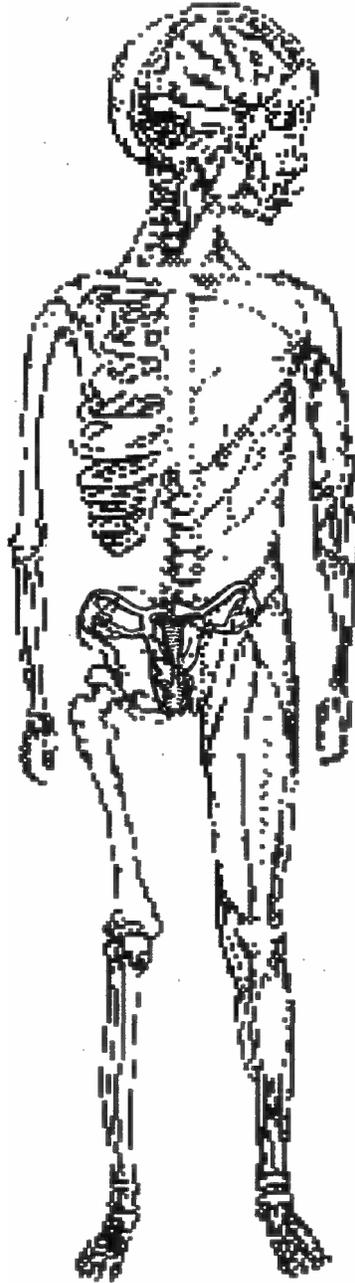
# MALE BODY SYSTEM



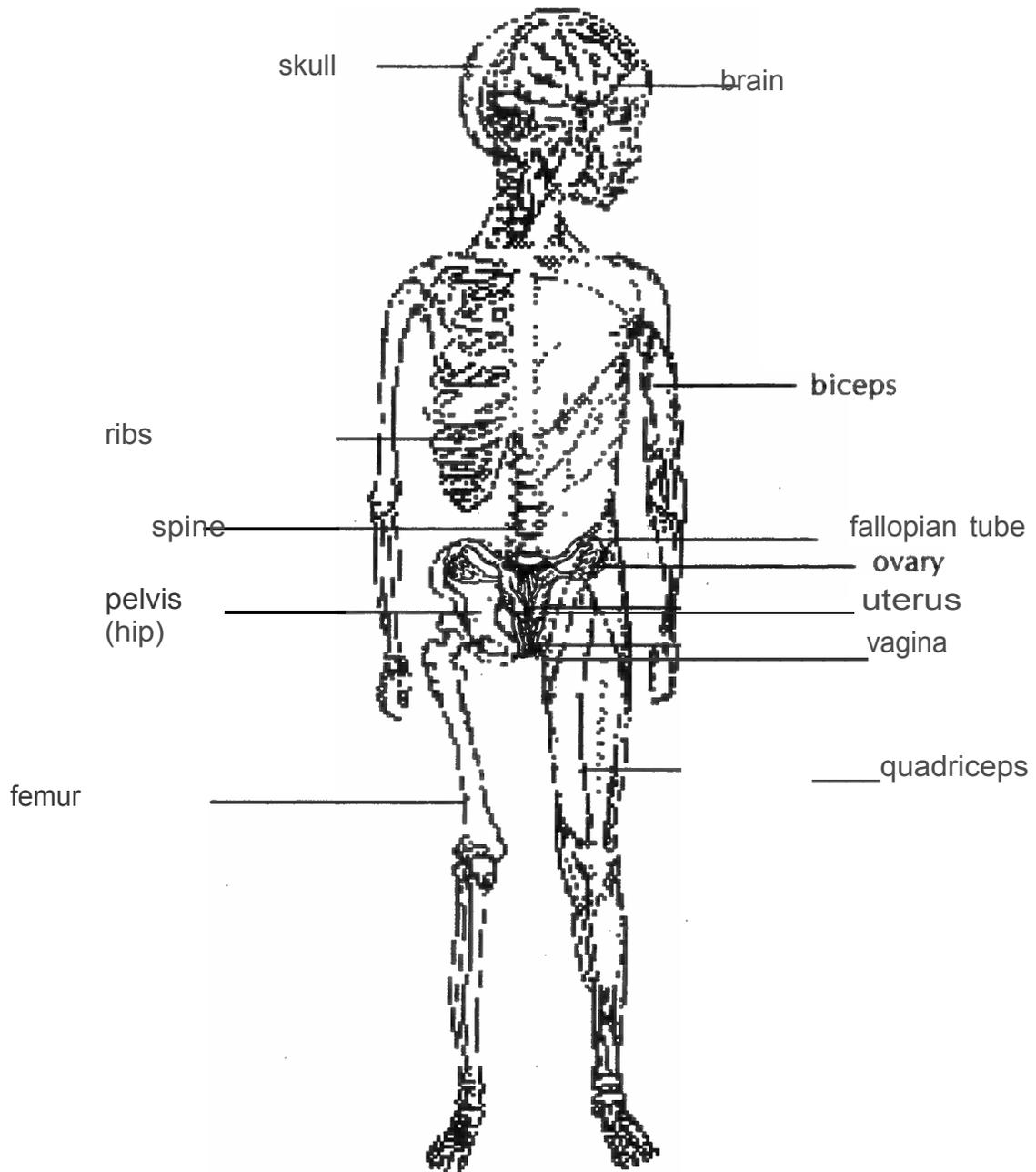
penis

scrotum  
•testicles

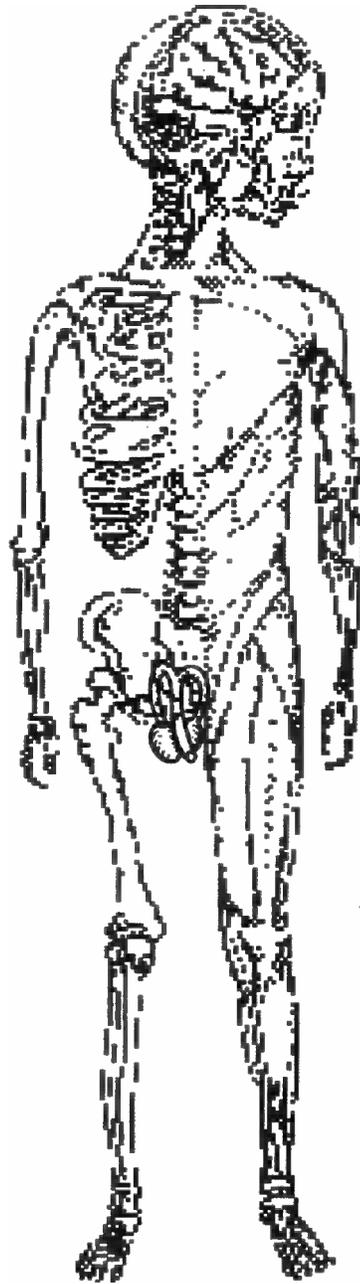
**SKELETAL/MUSCLE/NERVOUS/FEMALE REPRODUCTIVE  
SYSTEMS**



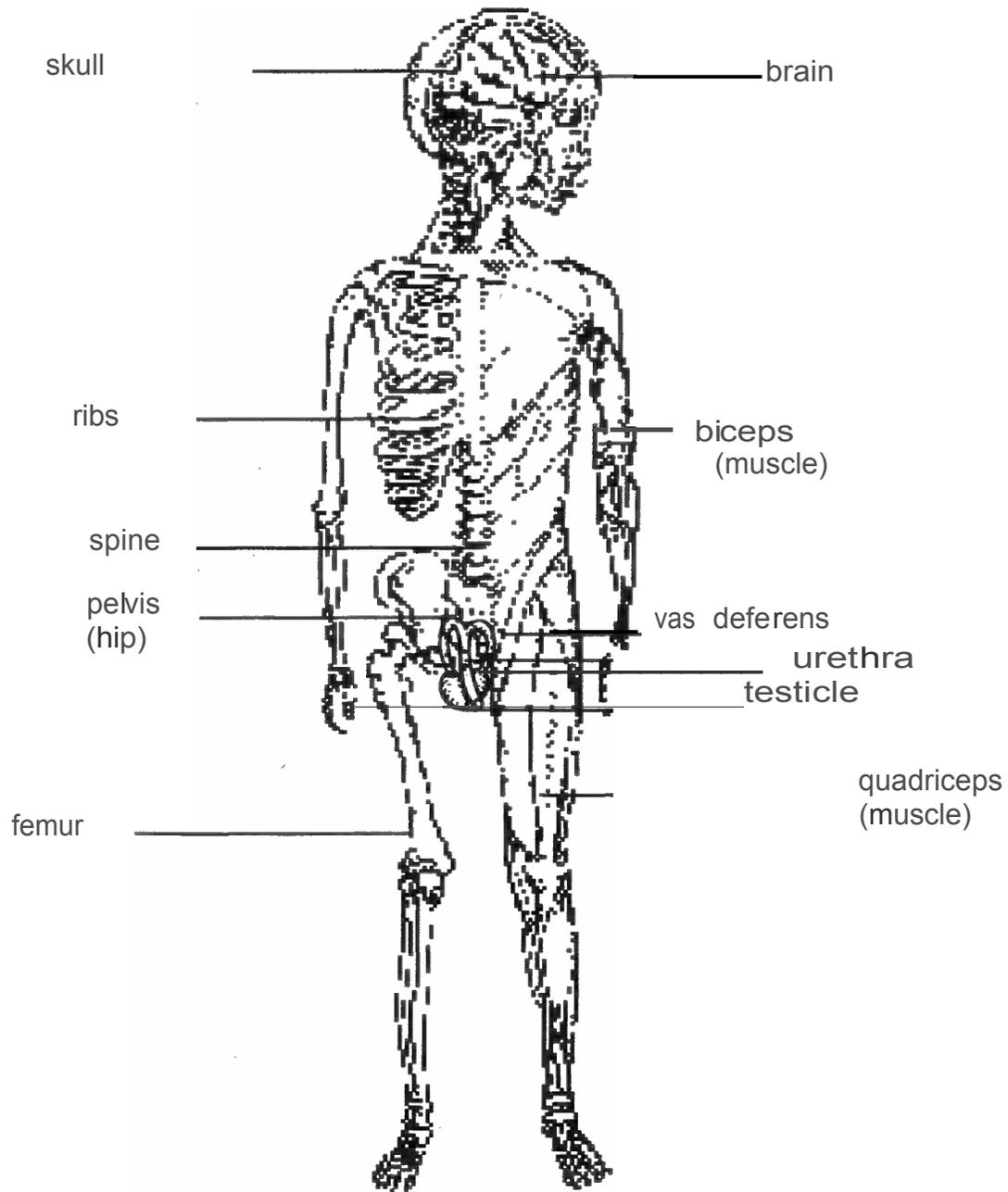
# SKELETAL/MUSCLE/NERVOUS/FEMALE REPRODUCTIVE SYSTEMS



**SKELETAL/MUSCLE/NERVOUS/MALE REPRODUCTIVE SYSTEMS**



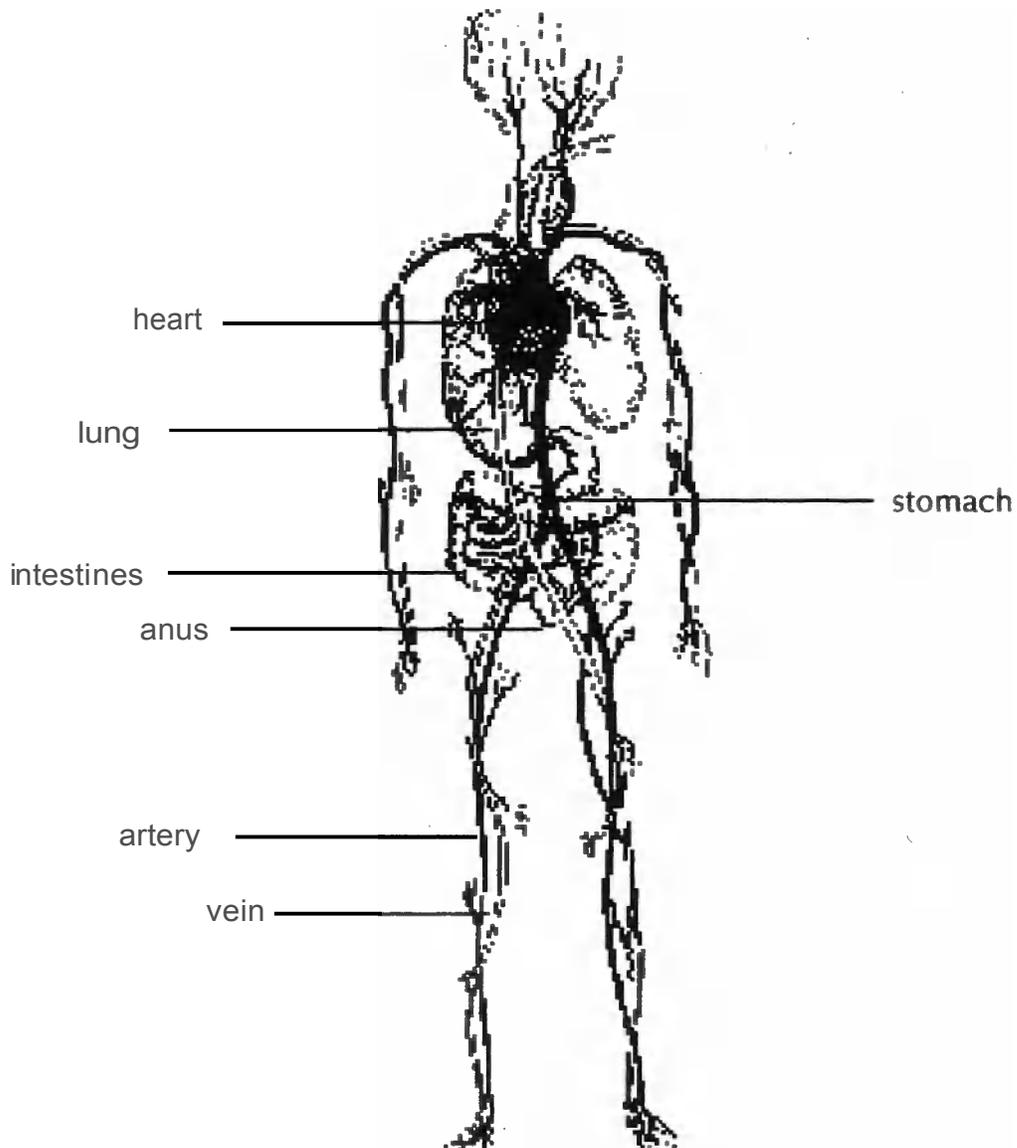
# SKELETAL/MUSCLE/NERVOUS/MALE REPRODUCTIVE SYSTEM



## CIRCULATORY/RESPIRATORY/DIGESTIVE SYSTEMS



# CIRCULATORY/RESPIRATORY/DIGESTIVE SYSTEMS



# Lesson 10

## Lesson (Grade K)

1. *Introduce the lesson.*  
Say: "**We are going to talk about what boys and girls can do.**"  
  
Read story. "Amazing Grace"
  2. Discuss some of these questions: (You can also ask questions while reading the story. Tailor questions to the level of students.)
    - a. How would you describe the girl in this book?
    - b. How do you think she felt when people told her she couldn't play Peter Pan? How do you think she felt when she was selected?
    - c. Have you ever been told you could not do something because you are a girl or boy? What and what was the outcome?
  3. Ask: **What are examples of jobs held by men? Women?**
    - a. How many of you know women who work? Men who work?
    - b. What kinds of jobs do you think only women can do? What kinds of jobs do you think only men can do?
- Say: ***In today's society, men and women/boys and girls can hold jobs and do many things, regardless of their gender.***
4. Have children find (in magazines) or draw pictures showing men and women in active roles.
  5. Create a class collage of different gender roles (careers, family roles, etc.)

# Lesson 11

## WRAP-UP AND REVIEW

### Overview

Having students integrate the main concepts of this curriculum reinforces their learning. You may choose the activity(ies) that fit your individual class.

### Objectives

*The student will be able to:*

1. List 4 trusted adults who can help with a problem (Activity 1).
2. List 3 things they can do which makes them a good friend (Activity 2).
3. List how their senses help them learn about their world (Activity 3).
4. Have fun.

### Skill Development

1. Self-esteem
2. Personal Safety
3. Integration

### Materials

(Will vary depending on activity)

1. Markers, crayons, construction paper
2. Tree branch, pot, soil
3. Gingerbread cookies or molding clay and decorations (buttons, yarn, string).

### Lesson Outline

1. Reinforce previous learning concepts.
2. Make safety lists.
3. Make caring tree.
4. Make representational models of senses and body parts.

# Lesson 11

## Lesson (Grade 1)

### Activity 1: Safe People

1. Introduce Safe People Art List. Brainstorm possible situations when students would use safe list. Include problems as using your senses as a helper.
2. Have students draw at least four people they can trust. Include community helpers, i.e., police officers, school crossing guards. Share lists.
3. Ask what they would do if they told someone about a problem and did not get help. Remind them to always tell someone else.

### Activity 2: Caring Tree

1. Put a branch of a tree in a large pot. Have children name ways they can show kindness to other people. Each student can write their name and draw a kindness picture on a heart.
2. Hang each heart from the branches to make a caring tree for the classroom.

### Activity 3: Representational Figure

1. Have each student decorate a cookie or clay figure. Instruct them to make a brain, a heart, hands, ears, mouth, nose, and eyes. As they are working, ask children how these body parts help in personal safety, feelings, and kindness to others.

# Lesson 11