

1st Grade

Please plan to cover all of this material in 3, 30-45 minute sessions.

Session 1 will include Lessons 1&2 as outlined below. Session 2 will be a little bit longer as you will cover Lessons 3,4, & 5. Session 3 will finish up with the remaining Lessons, 6,7,& 8.

Lesson 1: Safety Rules and Establishing a Trusted Triangle (15 minutes)

- Show Safer, Smarter Kids Video for Lesson 1
- Talk about rules: Why we have them, what are they, where we have them
- Talk about adults who the students could include in their “Trusted Triangle” - emphasize that one person in their trusted triangle needs to be someone outside of their family
- Hand out Trusted Triangle sheet with the Lesson 1 Parent Letter

Lesson 2: Safety Stop Sign & I Mean Business Voice (15 minutes)

- Show Safer, Smarter Kids Video for Lesson 2
- Reinforce the video by practicing the I Mean Business Voice using the lesson 2 scenario cards

Lesson 3: Guiding Voice & Think, Feel, Act (15 minutes)

- Show the Safer, Smarter Kids Video for Lesson 3
- Write “Think”, “Feel”, and “Act” on the board and reference these words as you go through the Think, Feel, Act (TFA) process with students. Select one of the scenarios in the teacher guide and walk through the TFA process. Continue with scenarios as time permits.

Lesson 4: Safe and Unsafe Touches (15 minutes)

- Show the Safer, Smarter Kids Video for Lesson 4
- Have the students stand up and fully extend their arms and move back and forth and up and down to illustrate their personal space. Explain that their personal space belongs to them and NOBODY should be in their personal space without their permission. Have them repeat three times, “My body is special and belongs to ME!”
- Utilize the bathing suit visual aid to reinforce what private parts are. Remind them that their mouth is also a private part, and no one should put anything in their mouth.
- If time permits, utilize the Lesson 4 Scenario Cards

Lesson 5: Safe and Unsafe Secrets (15 minutes)

- Show Safer, Smarter Kids Video for Lesson 5
- Show the class a Secrets Scenario Card. Read the description on the back of the card. Remind them of the criteria for deciding what kind of secret it is: “Can you reveal the secret eventually? Will everyone feel happy and good when the secret is told?” Continue with scenarios as time permits.

Lesson 6: The Difference Between Tattling & Reporting (15 minutes)

- Show Safer, Smarter Kids Video for Lesson 6
- Show the class a scenario card and read the scenario on the back of each card. Remind the students that for the situation to be reporting, it must involve a safety issue. Ask the students whether this is an example of tattling or reporting.
- Continue as time permits

Lesson 7: Strangers (15 minutes)

- While standing at the white board ask the students to think about what a stranger looks like. What is the stranger doing and wearing? Draw the stranger they describe on the whiteboard.
- Hold up the Strangers Visual Aid and ask them to choose which one of the pictures shown is the stranger. Ask them why they chose that particular stranger. Reinforce that all the people are strangers because the students don't know any of them.
- Show the Safer, Smarter Kids Video for Lesson 7

Lesson 8: Review of Tools Gained To Become A Safety Superstar (8-10 minutes)

- Show Safer Smarter Kids Video for Lesson 8