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Kindergarten

For the Kindergarten Lessons, you will need to plan for 3, 30-45 minute lessons

For Session 1, please plan to cover Lesson 1 & Lesson 2 as outlined below. Session 2 will cover Lesson 3 & 4 and you will finish up with Lessons 5 & 6 in Session 3

Lesson 1: The Importance of Safety Rules

- Show Lesson 1 Video
- Talk to the students about, and practice using the “I Mean Business Voice”.
 - Role play using scenario 1 or 2
 - Read over the “Teacher Tips” section of the lesson 1 teacher guide
- Briefly discuss why rules are important to help you stay safe.
- Pass out the Lesson 1 Parent Letter (you might wait until you complete Lesson 2 and give them out at one time)

Lesson 2: Establishing a Trusted Triangle

- Talk with the students about - What does a stranger look like? What do strangers do? What do strangers wear? Maybe draw their ideas on the whiteboard. While you are drawing, continue asking higher order questions like, “how would you feel if you saw this stranger?”, or “what would you do if you saw this stranger?”
- Using the strangers visual aid - ask the students to choose which person is the stranger. Ask them why they chose the way they did.
- Reinforce that ALL of the people on the stranger visual aid are strangers because the students don’t know any of them. Explain that we decide if someone is safe or unsafe not by the way they look, or even by how well we know them, but rather their behaviors and how they make us feel.
- Show Safer Smarter Kids Video Lesson 2 (On your Kindergarten SSK USB)
- After the video, ask the students one at a time to identify one adult in their life that could be a part of their trusted triangle.
- Reinforce what “trust” means, and make sure students know that if something is wrong, they must keep telling a Grown-Up Buddy in their Trusted Triangle until they get to the 2 H’s - Heard and Helped
- Pass out the Trusted Triangle sticker and the blank Trusted Triangle sheets for the students to complete at home with their big person.

Lesson 3: Think, Feel, Act

- Show Safer Smarter Kids Video, Lesson 3
- Write “Think”, “Feel”, and “Act” on the board and reference the words as you go through the process and use the hand signals that Lauren uses in the video.
- Select a TFA Scenario card, read the scenario and ask the class what they might think if they were in the situation, and how they might feel and finally how they should act. When

students have replied with answers that would prompt a Safety Stop Sign , encourage them to use their hands as Safety Stop Signs and say “Stop! That’s not safe!” in their I Mean Business Voice. Then discuss what they should do next if the situation is unsafe. Repeat process with other scenarios as time permits.

- Hand out Lesson 3 Parent Letters

Lesson 4: Safe and Unsafe Touches

- Show Safer, Smarter Kids Video, Lesson 4
- Personal Space Activity: Have the class stand up and extend their arms out fully. Have them move them to the left and right and up and down.
- Explain that this is their personal space and NOBODY should be in their personal space without their permission because their body belongs to them. Have the students repeat three times: “My body is special and belongs to me”
- Utilize the “Bathing Suit” visual aid to reinforce where private parts are. Let students know that their mouth is also a private part.
- If time permits, use the Scenario Cards to ask students about Safe and Unsafe Touches.
- Read through the “Teacher Tips” section of the Lesson 4 teacher guide.
- Send home the homework sheet about Safe and Unsafe Touches - consider printing the Parent Letter on the back.

Lesson 5: Safe and Unsafe Secrets

- Show the Safer, Smarter Kids Video for Lesson 5
- Show the class a Secrets Scenario card and read the description. Remind them of the criteria for deciding what kind of secret it is. Ask them to decide if this is a safe or unsafe secret and why. Repeat as time permits.
- Have Lesson 5 Parent Letter ready to send home

Lesson 6: The Difference Between Tattling and Reporting

- Show the Safer, Smarter Kids Video for Lesson 6
- Draw a T-Chart on the board (see the Lesson 6 Teacher Guide for info on what it will look like)
- Model the statement, “He won’t share the green crayon!” Ask you students if the statement is about something that is not safe or if it is about something that bothers them. Tell your students that if something is not about their safety or the safety of others it is Tattling. Then model, “John is playing in a busy street!” Ask your students if the statement is about something that is not safe or if it is about something that bothers them. Tell the class that if something is about their safety - or the safety of others it is Reporting and they must Report to a Grown-Up Buddy. Continue with Tattling and Reporting T-Chart as time permits.
- As an ending to all 6 lessons, complete the review activity on page 21 of the teacher guide.
- Hand out the Lesson 6 Parent Letter.