

**SAFER,  
SMARTER  
KIDS!** THIRD  
GRADE



A large sheet of white lined paper with a folded top-right corner. At the top left of the paper is a hand-drawn tic-tac-toe grid with a red 'X' in the top-left cell and a blue 'O' in the middle-right cell. In the center of the paper, the words **TEACHER'S GUIDE** are written in large, bold, purple, rounded letters. At the bottom right of the paper is a hand-drawn rocket ship with orange flames coming out of its base.



## THIRD GRADE

# LESSON 1

## GOOD CITIZENSHIP

### OVERVIEW

This lesson will introduce the concept of safety in the community and attributes of good citizens.

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

Being a good citizen is being able to recognize:

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

The concept of “**bystander**” will be introduced. A “bystander” is defined as someone who stands by and witnesses wrongdoing, but does not do anything about it. While bystanders are not encouraged to intervene and put themselves in danger, they should tell a person in authority.

The concept of a **Safety NETWORK** will be introduced. Students may have created a Trusted Triangle in lessons from Safer, Smarter Kids in previous grade levels. A Trusted Triangle is made up of three trusted adults who are old enough to drive and to whom the student can go and report anytime they feel unsafe, uncomfortable, or confused. Their Safety NETWORK functions like their Trusted Triangle, however, it can be more expansive and can include more people to whom the student can turn if they need help. As a student’s world expands, so should their network of trusted adults.

Students will see in the video an example of wrongdoing and they will use **Think, Feel, Act** to process what they observe.

### **Think, Feel, Act**

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

**MATERIALS**

- *Safer, Smarter Kids* USB, Lesson 1
- Learning Log
- Parent Letter 1
- Key Vocabulary Word Wall Cards: **Wrongdoing, Wrongdoer, Victim, Bystander**

**LESSON 1 OUTLINE****1. LEARNING LOG**

Each lesson provides students with a **Learning Log**. The **Learning Log** includes all of the activities for the day's lesson:

- Big Idea and Key Vocabulary
- *My Turn* page for student work
- Journal Prompt
- Building the Background

**2. BUILDING THE BACKGROUND (5 MINUTES)**

Each lesson begins with students deciding if they agree or disagree with five statements about the day's topic in the **Before Viewing** column, on the **Building the Background** page of the **Learning Log** handout, prior to any instruction. The rationale for this activity is to activate students' background knowledge of the topic, as these five statements encompass key concepts of the day's lesson as illustrated in the video. This inventory of what students think about the topic sets the stage for increased engagement and enthusiasm while they are viewing the video. Immediately after viewing the video, allow students to review the five statements in the **After Viewing** column. Allow a brief time for students to process this new knowledge and perspective that they have acquired with class discussion in the short writing activity.

**Teacher Tip**

Activating students' background knowledge prior to the introduction of new information provides a way to hook what they already know to newly acquired knowledge. The process of students responding in writing to this activity will ensure long-term retention of this important information. This writing activity may be done independently by students at the conclusion of the entire lesson.

**3. SHOW VIDEO LESSON 1 (10 MINUTES)***Good Citizenship*

Allow students to complete the **Before Viewing** activity on the back of their **Learning Logs** for Lesson 1.

**DID YOU KNOW?**

*Child sexual abuse can happen anywhere, in any neighborhood, religion or church group, racial or ethnic group, and among both the rich and the poor.<sup>1</sup>*

**DID YOU KNOW?**

*According to the U.S. Department of Justice, Bureau of Justice Statistics, there were 9,700 convicted sex offenders who were released in one year alone.<sup>2</sup>*



#### 4. CLASSROOM ACTIVITIES (60 MINUTES)

- a. Allow students to complete the **After Viewing** activity on the back of their **Learning Logs** for Lesson 1. You may wish to provide time now for them to complete the writing activity, or they may complete that activity during an independent work time within their instructional day.
- b. Direct students to the front page of their **Learning Logs**, where they will find the Big Idea of the lesson along with Key Vocabulary they will need to understand. Briefly review the Big Idea with the students and meanings of the Key Vocabulary. Display the Key Vocabulary words in your classroom as you implement each lesson. Teachers may refer to the Glossary of Key Vocabulary found in the back of this guide.

**Big Idea:** A good citizen is a member of a community who cares about others, follows rules, and tries to help make their community and the world a better place.

**Key Vocabulary:** Wrongdoing, Wrongdoer, Victim, Bystander
- c. **Teacher-Led Activity** - Review classroom and school rules. Talk about wrongdoing, wrongdoers, bystanders, and victims. Help students understand that to be a good citizen, they must understand how each impacts a community.

#### **Teacher Tip**

Help students to connect the concept that when a wrongdoing is observed, it needs to be reported. Ask students how they would report and to whom. Lead the discussion to the idea that there are trusted people in their lives to whom they can talk and get help if needed.

Introduce the concept of a **Safety NETWORK** to your students. Remind them that their Safety NETWORK is much like their Trusted Triangle from previous *Safer, Smarter Kids* lessons in Kindergarten, 1st, or 2nd grade. Explain to students that the trusted adults in their Safety NETWORK are those to whom they can talk and get help if needed. These people must care about them, listen to them, and help them. They may be family, friends, neighbors, or youth leaders, young adults or older, male or female. They may live nearby or far away, but they must be accessible to help the student. All of the people in a student's Safety NETWORK need to be able to drive, and at least one needs to be from outside their family. The most important thing is that they trust the people in their Safety NETWORK.

#### **Teacher Tip**

Remind students that they decide who becomes a part of their Safety NETWORK. Their teachers, scout leaders, parents, neighbors, coaches, and family members may be included in the student's Safety NETWORK. They will decide who they trust enough to be a part of their Safety NETWORK, and they decide if someone is no longer trustworthy. It's VERY important for students to remember that if someone in their Safety NETWORK is not making them feel safe or comfortable anymore, they should always remove that person from their Safety NETWORK. It's equally important for students to report to another person in their Safety NETWORK *why that person was removed*. It is important to intervene when unsafe behaviors by someone in a student's Safety NETWORK can put others at risk.

Draw or project the **Safety NETWORK Characteristic Frame** on the board. Brainstorm with the class the characteristics that are important for someone to have to be included in their Safety NETWORK. Write these characteristics in the *This Person* column. Teachers may refer to the examples to help support students as they brainstorm.

**Safety NETWORK Characteristic Frame**

<b>THIS PERSON</b>	<b>NAME</b>	<b>NAME</b>	<b>NAME</b>	<b>NAME</b>	<b>NAME</b>	<b>NAME</b>
<b>Cares about me</b>						
<b>Listens to me</b>						
<b>Will help me</b>						
<b>Can be trusted</b>						
<b>Drives a car</b>						
<b>Is not a family member</b>						

d. **My Turn** provides students with the opportunity to apply what they have learned independently and/or in pairs. Following the group brainstorm, students will complete the characteristics necessary for the people in their Safety NETWORK. They may use the examples brainstormed by the class and add others that are important to them. Everyone in their Safety NETWORK must have the characteristic **“Drives a car,”** and at least one person must have **“Is not a family member”** in their characteristics. After the students have completed their characteristics, direct their attention back to your **Safety NETWORK Characteristic Frame** on the board.

Model completing the frame by inserting names of people into the name column boxes. Show students the process of evaluating whether the person has the characteristics to be in their Safety NETWORK. Write under each name **Yes, No** or **DK** (for Don't Know) next to each characteristic as it applies to the person. Show the students why Jim, Jane, and William are good choices for their Safety NETWORK, but Tina is not.

**Safety NETWORK Characteristic Frame**

<b>THIS PERSON</b>	<b>NAME</b>	<b>NAME</b>	<b>NAME</b>	<b>NAME</b>	<b>NAME</b>	<b>NAME</b>
	Jim	Jane	William	Tina		
<b>Cares about me</b>	YES	YES	YES	DK		
<b>Listens to me</b>	YES	YES	YES	NO		
<b>Will help me</b>	YES	DK	YES	DK		
<b>Can be trusted</b>	YES	YES	YES	YES		
<b>Drives a car</b>	YES	YES	YES	NO		
<b>Is not a family member</b>	NO	YES	YES	YES		

Allow students time to complete their Safety NETWORK. Encourage students to share the names of the people in their Safety NETWORK with their parents or caregivers by having students take their Safety NETWORK home for their parents or caregivers to sign. Have students return the signed Safety NETWORK to school for you to make sure parents are aware of this safety and support

network their children have created. The Safety NETWORK Characteristic Frame should then be returned to students to take home and post in an important place in their home.

It is important for students to know that there are many people who support them. In the Parent Letter for this lesson, parents are encouraged to help their child develop their Safety NETWORK. Parents can help their child expand the Safety NETWORK created in class that day.

**Teacher Tip**

Teachers should be sensitive to students who don't list a parent or caregiver on their **Safety NETWORK Characteristic Frame** or appear uncomfortable taking it home. Teachers should follow up with these students, as they may be in an unsafe situation and need your help.

**5. JOURNAL (15 MINUTES)**

Every community is made up of citizens. What are the characteristics of a safe citizen? Explain why these characteristics are important to a community.

**6. PARENT LETTER**

Distribute the parent letters for students to take home at the completion of the lesson.







## LAUREN'S KIDS

*Safer, Smarter Kids*, © 2014, Lauren Book & Lauren's Kids.  
All Rights Reserved. Copying and unauthorized use of this manual  
and/or accompanying curriculum materials is strictly prohibited.