

**SAFER,  
SMARTER  
KIDS!** *SECOND  
GRADE!*



# 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

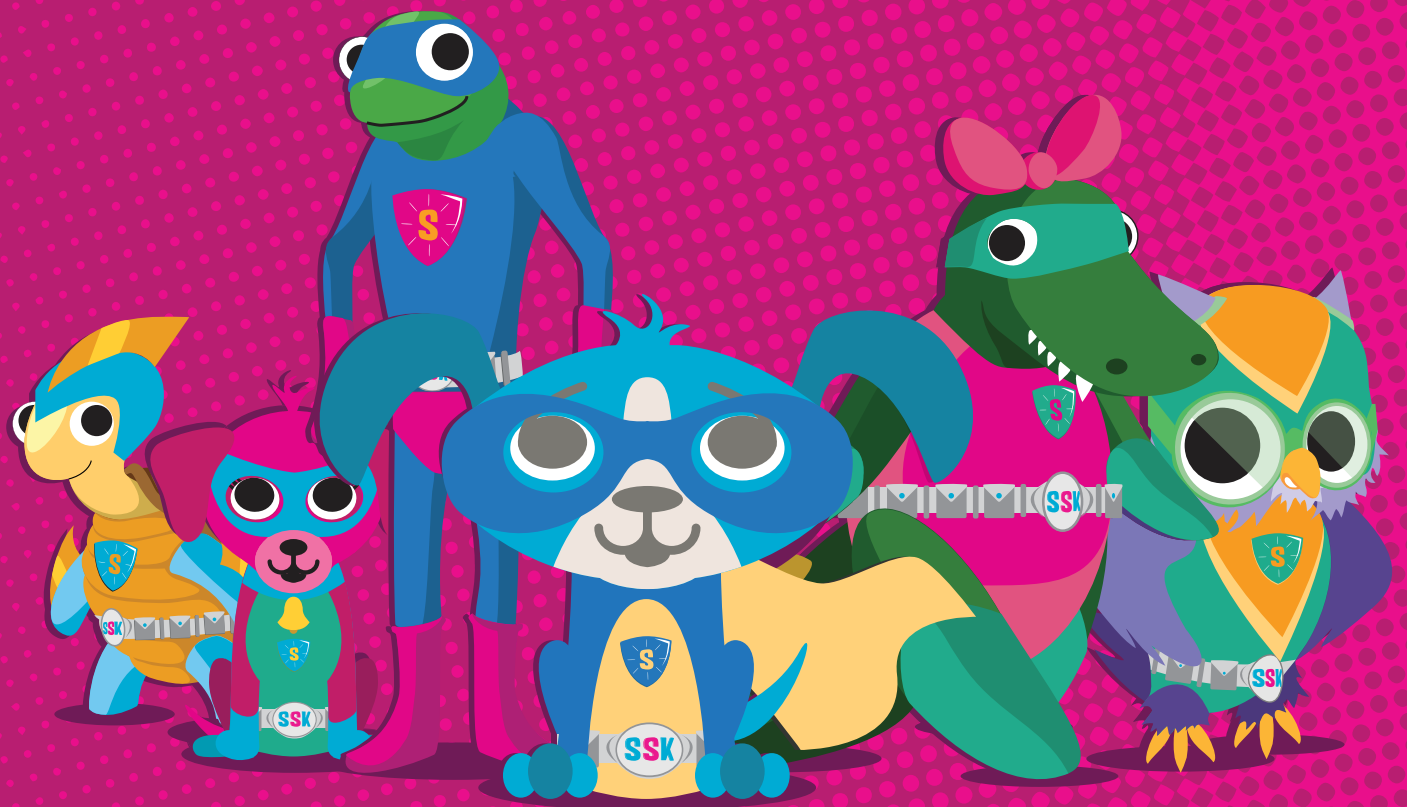
This curriculum gives children the tools they need to avoid victimization without dealing explicitly with the issue of sexual abuse or scaring them.

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](http://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.**



# 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 and Review**
  - Safety Superstar Tools*
  - Grown-Up Buddy*
  - Trusted Triangle*
  - Safety Stop Sign*
  - I Mean Business Voice*
  - Think, Feel, Act*
  - Safety Barometer*
- 2 Awareness of Surroundings**
  - Safety Goggles*
  - Knowing your Address and Phone Number*
  - Safe and Unsafe Situations*
- 3 P. L. A. N.**
- 4 Safe and Unsafe Secrets**
  - Secrets Gauge*
  - Think, Feel, Act*
  - Trusted Triangle*
  - I Mean Business Voice*
- 5 Body Boundaries and Privacy**
  - Lock and Key Token*
- 6 Safe Choices**
  - Safety Barometer*
  - Bullying*
  - Safe Use of Cell Phone Camera*
- 7 Cyber Safety**
  - Guiding Voice*
  - Cyber Citizen*
  - Learners Permit*
- 8 Review of Tools Gained for Personal Power**



SECOND GRADE  
**LESSON 1**

REVIEW OF SAFETY  
SUPERSTAR TOOLS

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 review the Safety Superstar Tools that help keep us safe. In first grade, students learned the concept that every person has safety tools that they can use to keep themselves safe. These items are conceptually kept in a “Safety Tool Belt.” Though people don’t have real tool belts, every person has the tools to stay safe. It’s important to stay safe because everyone should feel respected and happy no matter where they are. In order to stay safe, students have to use Safety tools and stay with trusted adults, like Grown-Up Buddies who are a part of a Trusted Triangle. Students’ Trusted Triangle of Grown-up Buddies, who children can tell anything to, reinforces the concept of talking to students’ Grown-Up Buddies, who children can tell anything to, reinforces the concept of talking to students’ Grown-Up Buddies until they are helped and heard. Children will learn to use the “Safety Stop Sign” when something does not feel safe and use their “I Mean Business Voice” to help them stay safe. In this lesson, children will learn that when something does not feel safe, they will use “Think, Feel, Act” (TFA). TFA teaches children to Think about a situation, assess what they Feel, and Act by using one of their tools— especially when telling someone in their Trusted Triangle if something unsafe has happened or if something is making them feel unsafe or icky. A new tool will be introduced, the “Safety Barometer,” to help children figure out whether a situation is safe or unsafe.

<b>For Use with Students with Developmental Disabilities</b>	<b>For Use with Students with Emotional and Behavioral Disabilities</b>
<b>Lesson 1 Pacing Guide</b>	<b>Lesson 1 Pacing Guide</b>  <i>Teacher Tip: This topic may be very difficult for some EBD students and they may appear to not be listening and they may not want to actively answer. Due to this difficulty, some students may take a while to decide whom they want in their Trusted Triangle.</i>

<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video</li> <li>• Review what the meaning of safe and unsafe is, and why it's important to stay safe.</li> <li>• Start a list of people that could be added to their Grown-Up Buddy list/Trusted Triangle and the locations of those people.</li> </ul>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video</li> <li>• Review what the meaning of safe and unsafe is, and why it's important to stay safe.</li> <li>• Start a list of people that could be added to their Grown-Up Buddy list/Trusted Triangle and the locations of those people.</li> </ul>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete the inside page of the bifold -Match the Safety Tools with what they do to help keep us safe.</li> <li>• Review/add to the rules and Grown-Up Buddies/Trusted Triangle list.</li> </ul>	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete the inside page of the bifold -Match the Safety Tools with what they do to help keep us safe.</li> <li>• Review/add to the rules and Grown-Up Buddies/Trusted Triangle list.</li> </ul>
<p><b>Day 3</b></p> <p><i>Teacher Tip: You may want to have blank pages for drawing Journal responses.</i></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Journal as a group.</li> <li>• Update your rules and Grown-Up Buddies/Trusted Triangle list.</li> </ul>	<p><b>Day 3</b></p> <p><i>Teacher Tip: You may want to have blank pages for drawing Journal responses.</i></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Journal as a group.</li> <li>• Update your rules and Grown-Up Buddies/Trusted Triangle list.</li> </ul>
<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Update your rules and Grown-Up Buddies list.</li> <li>• Complete the Trusted Triangle in the bifold. Let students know they can always change the people in their Trusted Triangle.</li> </ul>	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Update your rules and Grown-Up Buddies list.</li> <li>• Complete the Trusted Triangle in the bifold. Let students know they can always change the people in their Trusted Triangle.</li> </ul>
<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review and reinforce all the concepts that students have learned.</li> <li>• Allow the students to recheck their Trusted Triangle and make changes if needed.</li> <li>• Allow for questions or concerns.</li> <li>• Distribute stickers.</li> </ul> <p><i>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.</i></p> <p><i>Teacher Tip: Save lists throughout lessons!</i></p>	<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review and reinforce all the concepts that students have learned.</li> <li>• Allow the students to recheck their Trusted Triangle and make changes if needed.</li> <li>• Allow for questions or concerns.</li> <li>• Distribute stickers.</li> </ul> <p><i>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.</i></p> <p><i>Teacher Tip: Save lists throughout lessons!</i></p>

### Pausing for Understanding

*Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.*

Pause at 1:18 for Safety- After Lauren says, "Do you remember what staying safe means, and why it's so important?"

- Review how we know if something is unsafe or safe.
- Have students give examples of why it is important to stay safe.

Pause at 1:49 for Trusted Triangle, Safety Stop Sign, I Mean Business Voice, TFA, Safety Barometer- After Lauren says, "Do you remember what lesson we learned using our safety tool belt?"

- Check to see if students remember the names, definitions will come later.

Pause at 2:10 for the Trusted Triangle- After Lauren says, "We have our Trusted Triangle. Do you remember what that's used for?"

- Review what the Trusted Triangle is.
- Review how you choose people for your Trusted Triangle.
- Review when to use your Trusted Triangle.

Pause at 2:42 for Safety Stop Sign- After Lauren says, "What else is in our Safety Tool Belt? Oh that's right, our Safety Stop Sign."

- Review when to use your Safety Stop Sign.

Pause at 2:55 for the I Mean Business Voice- After Lauren says, "Remember to be loud, using your I Mean Business Voice. Can you do that with me?"

- Have the class practice using their I Mean Business Voice.

Pause at 3:03 for Think Feel Act, TFA- After Lauren says, "Now, how do we know if something isn't safe?"

### Pausing for Understanding

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**Pausing for Understanding (Continued)**

- Review TFA.
- Review the Safety Barometer

*Teacher Tip: You may want to make individual Safety Barometers for nonverbal students.*

Pause at 5:28 for Grown-Up Buddies- After both dogs bark and Lauren says, “What’s a Grown-Up Buddy?”

- Review what a Grown-Up Buddy is, and how you decide how to pick them.

Pause at 5:37 for explaining- After Lauren says, “It should be someone old enough to drive a car so you can get help if you need it.”

- Explain that they may not know someone with a car, but they need to be old enough to drive and have access to a car in the event help is needed.

Pause at 6:40 for responses- After Lauren says, “What if I wasn’t there and neither was another Grown-Up Buddy.”

- Review when to do if they cannot immediately get in touch with a Grown-Up Buddy

Pause at 6:59 for making a list- After Lauren says, “Boys and Girls, can you think of another situation where you might use your Safety Barometer?”

- Review and make a list of situations you might use your Safety Barometer. Keep adding to the list as more ideas are generated throughout the week.

Pause at 7:09 for Safety Barometer- After Lauren says, “What color would your Safety Barometer be then?”

- Review what color the Safety Barometer would be if you were unsafe, safe, & unsure.

At the end of the lesson:

- Review each area to check for understanding.
- Let students know, if they are ever in doubt, always ask a Grown-Up Buddy first.

*Teacher Tip: Explain that if anyone in the group feels uncertain, or unsafe, everyone needs to check with a Grown-Up Buddy. Not every home has the same rules, but feeling unsafe is never okay and an adult must be told.*

**Pausing for Understanding**

- Review TFA.
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SECOND GRADE  
**LESSON 2**

**BEING AWARE OF YOUR SURROUNDINGS**

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**

This lesson will teach children about staying safe by focusing on their surroundings and looking for unsafe situations. The introduction of “Safety Goggles” teaches children to assess their surroundings by teaching them to focus on the situation. The review of the Safety Barometer reinforces the concept that children need to always gauge a situation that might be unsafe to make a safe decision. The importance of children knowing their address and phone number is stressed in this lesson as a critical safety tool. Knowing their house or apartment number and who should have that information, as well as their street name, and how and where to look for that information, is taught as a strategy for staying safe.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p><b>Lesson 2 Pacing Guide</b></p> <p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review the students’ addresses and phone numbers.</li> </ul>	<p><b>Lesson 2 Pacing Guide</b></p> <p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review the students’ addresses and phone numbers.</li> </ul>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Circle all eight of the unsafe situations on the Safety Goggles section of the bifold.</li> <li>• For all Safety Goggle activities, some students may need to just point, or need the picture sectioned off due to the amount of content.</li> <li>• Update any addresses and phone numbers that may have been previously unknown.</li> <li>• Have students practice reciting their addresses aloud.</li> </ul>	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Circle all eight of the unsafe situations on the Safety Goggles section of the bifold.</li> <li>• For all Safety Goggle activities, some students may need to just point, or need the picture sectioned off due to the amount of content.</li> <li>• Update any addresses and phone numbers that may have been previously unknown.</li> <li>• Have students practice reciting their addresses aloud.</li> </ul>

<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Count how many Safety Stop Signs are in the picture on the Safety Goggles section of the bifold.</li> <li>• Update students' addresses and phone numbers if needed.</li> <li>• Have students practice reciting their addresses and phone numbers.</li> </ul>	<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Count how many Safety Stop Signs are in the picture on the Safety Goggles section of the bifold.</li> <li>• Update students' addresses and phone numbers if needed.</li> <li>• Have students practice reciting their addresses and phone numbers.</li> </ul>
<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Find all 9 of Bella's Bells in the Safety Goggles picture in the bifold.</li> <li>• Have students recite their address and phone number.</li> </ul>	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Find all 9 of Bella's Bells in the Safety Goggles picture in the bifold.</li> <li>• Have students recite their address and phone number.</li> </ul>
<p><b>Day 5</b></p> <p><i>Teacher Tip: You may want to allow students to draw their responses in the Journal if the student is unable to write.</i></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete the Journal on the front of the bifold.</li> <li>• Have students recite their address and phone number.</li> </ul>	<p><b>Day 5</b></p> <p><i>Teacher Tip: You may want to allow students to draw their responses in the Journal if the student is unable to write.</i></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete the Journal on the front of the bifold.</li> <li>• Have students recite their address and phone number.</li> </ul>
<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p> <p>Pause at 1:08 for Safety Goggles- After Lauren says, "Look what Buddy found when digging around the garden. A new Safety Tool, our Safety Goggles. Do you know what these goggles are for Buddy?"</p> <ul style="list-style-type: none"> <li>• Days 2-5 pause here to review what the Safety Goggles are used for.</li> </ul>	<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p> <p>Pause at 1:08 for Safety Goggles- After Lauren says, "Look what Buddy found when digging around the garden. A new Safety Tool, our Safety Goggles. Do you know what these goggles are for Buddy?"</p> <ul style="list-style-type: none"> <li>• Days 2-5 pause here to review what the Safety Goggles are used for.</li> </ul>

### Pausing for Understanding (Continued)

Pause at 5:29 - After Lauren says, "That's right, Owlivia, this information is important, but it is also private and you never want to post it online."

- Start a list of trusted adults to whom students can share their address and phone numbers, such as, teachers, police, and friends' parents, if they are will be driving you home, etc.

At the end of the video, review different places you can find your address, such as a piece of mail, your mailbox, or a magazine.

*Teacher Tip: Make sure students also know their subdivision's name or apartment complex's name*

### Pausing for Understanding (Continued)

Pause at 5:29- After Lauren says, "That's right, Owlivia, this information is important, but it is also private and you never want to post it online."

- Start a list of trusted adults to whom students can share their address and phone numbers, such as, teachers, police, and friends' parents, if they are will be driving you home, etc.

At the end of the video, review different places you can find your address, such as a piece of mail, your mailbox, or a magazine.

*Teacher Tip: Make sure students also know their subdivision's name or apartment complex's name*





SECOND GRADE

# LESSON 3

MAKING A P.L.A.N.

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

This lesson will introduce children to P.L.A.N. Children will learn that they make a P.L.A.N. before they go places so that their Grown-Up Buddies know where they are going and what they are doing. It’s important to make a plan—and stick to it—to stay safe. Each step of P.L.A.N. helps keep them safe. First, P-is important because children should always have permission from the grown-up who is in charge or the Grown-Up Buddy before they go anywhere or do anything. L- tells the grown-up in charge or the Grown-Up Buddy the Location where children will be. This is a very important step because if it changes, children must begin the P.L.A.N. process again. A-tells the grown-up who is in charge or the Grown-Up Buddy about the Activity the child will engage in while they are gone. Finally, N-is the Name and phone Number of the person(s) with the child. At the end of this lesson, children will understand that the P.L.A.N. can sometimes change.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p><b>Lesson 3 Pacing Guide</b>  <i>Teacher Tip: Model completing a P.L.A.N., such as going to the lunchroom or library, with the class and refer to it throughout the lesson.</i></p>	<p><b>Lesson 3 Pacing Guide</b>  <i>Teacher Tip: Model completing a P.L.A.N., such as going to the lunchroom or library, with the class and refer to it throughout the lesson.</i></p> <p><i>Teacher Tip: Remember that many of the students may not have a parent residing with them. Consider replacing statements about family to guardians with those students.</i></p> <p><i>Teacher Tip: Many EBD students have difficulty accepting changes in routine. Giving these students a structure for dealing with changes in schedules and routines through the use of P.L.A.N. may provide another coping strategy for them.</i></p>

<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Use a P.L.A.N. to describe the steps of an everyday occurrence in the students' day, such as going to the library or taking something to the front office. Include changes in the P.L.A.N. and demonstrate to students what their next steps would be.</li> </ul>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Use a P.L.A.N. to describe the steps of an everyday occurrence in the students' day, such as going to the library or taking something to the front office. Include changes in the P.L.A.N. and demonstrate to students what their next steps would be.</li> </ul>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review the classroom P.L.A.N. and see if anyone wants to add to it.</li> <li>• Complete the first set of P.L.A.N. inside of their bifolds.</li> </ul>	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review the classroom P.L.A.N. and see if anyone wants to add to it.</li> <li>• Complete the first set of P.L.A.N. inside of their bifolds.</li> </ul>
<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review and add changes to the classroom P.L.A.N.</li> <li>• Complete the second set of P.L.A.N. cards inside of their bifolds.</li> </ul>	<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review and add changes to the classroom P.L.A.N.</li> <li>• Complete the second set of P.L.A.N. cards inside of their bifolds.</li> </ul>
<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review and add changes to the classroom P.L.A.N.</li> <li>• Journal as a group, allowing drawing, writing, or both.</li> </ul>	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review and add changes to the classroom P.L.A.N.</li> <li>• Journal as a group, allowing drawing, writing, or both.</li> </ul>
<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video and review the classroom P.L.A.N.</li> </ul>	<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video and review the classroom P.L.A.N.</li> </ul>
<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p>	<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p>

**Pausing for Understanding (Continued)**

Pause at 1:12- After Lauren says, “What do we use a P.L.A.N., or plan for?”

- Review when to use a P.L.A.N.

Pause at 2:20- After Bella barks and Lauren says, “What’s a P.L.A.N., you ask?”

- Review what a P.L.A.N. is.

Pause at 2:40- After Lauren says, “Okay, first comes P, what do you think that stands for?”

- Review what P stands for.
- Start your classroom P.L.A.N. by writing “Permission”

*Teacher Tip: Make sure you write this on paper or a board that you can use all week. Make sure students know what each letter in P.L.A.N. means.*

Pause at 2:50- After Lauren says, “Who do you ask permission from before you leave your house?”

- Review from whom and how students get Permission.

*Teacher Tip: Remind students that depending on their location, they will need permission from different people, and even when they are “home” it may not be their parent.*

Pause at 3:26- After Lauren says, “Let’s move on to L, do you know what L stands for?” Both dogs bark.

- Review what L stands for.
- Add L to your classroom P.L.A.N.

Pause at 3:38- After Lauren says, “Where will we be if the person in charge of you needs to come find you?” Buddy barks.

- Review where they are going.

*Teacher Tip: Remind students that it is important to say you are going to the park to play baseball, not just your yard. You need to be specific.*

**Pausing for Understanding (Continued)**

Pause at 1:12- After Lauren says, “What do we use a P.L.A.N., or plan for?”

- Review when to use a P.L.A.N.

Pause at 2:20- After Bella barks and Lauren says, “What’s a P.L.A.N., you ask?”

- Review what a P.L.A.N. is.

Pause at 2:40- After Lauren says, “Okay, first comes P, what do you think that stands for?”

- Review what P stands for.
- Start your classroom P.L.A.N. by writing “Permission”

*Teacher Tip: Make sure you write this on paper or a board that you can use all week. Make sure students know what each letter in P.L.A.N. means.*

Pause at 2:50- After Lauren says, “Who do you ask permission from before you leave your house?”

- Review from whom and how students get Permission.

*Teacher Tip: Remind students that depending on their location, they will need permission from different people, and even when they are “home” it may not be their parent.*

Pause at 3:26- After Lauren says, “Let’s move on to L, do you know what L stands for?” Both dogs bark.

- Review what L stands for.
- Add L to your classroom P.L.A.N.

Pause at 3:38- After Lauren says, “Where will we be if the person in charge of you needs to come find you?” Buddy barks.

- Review where they are going.

*Teacher Tip: Remind students that it is important to say you are going to the park to play baseball, not just your yard. You need to be specific.*

### Pausing for Understanding (Continued)

Pause at 4:07- After Lauren says, “Next comes A, do you know what that stands for?” Bella barks.

Review what A stands for.

- Add A to your classroom P.L.A.N.

*Teacher Tip: Add A to the classroom P.L.A.N.*

Pause at 4:13- After Lauren says, “What will you be doing at the L, location?”

- Review what Activity they will be doing at the park.

*Teacher Tip: Review why it is important to be specific about your activity. Your guardian may say it's okay to play baseball, but not football.*

Pause at 4:33- After Lauren says, “Last comes N.”

- Review names and numbers.
- Remind students that it is not your phone number; it is the number of the person who is taking you to the Location.
- Add N to the classroom P.L.A.N.

Pause at 6:40- After Lauren says, “I know you want to go have ice cream with Micah, but Buddy, was this part of our PLAN, our plan?”

- Review whether or not Buddy should go with Micah. Why or why not?

*Teacher Tip: Emphasize to students when an activity changes, even if the activity is in the same location, if it is not the same activity, they will need Permission again.*

### Pausing for Understanding (Continued)

Pause at 4:07- After Lauren says, “Next comes A, do you know what that stands for?” Bella barks.

Review what A stands for.

- Add A to your classroom P.L.A.N.

*Teacher Tip: Add A to the classroom P.L.A.N.*

Pause at 4:13- After Lauren says, “What will you be doing at the L, location?”

- Review what Activity they will be doing at the park.

*Teacher Tip: Review why it is important to be specific about your activity. Your guardian may say it's okay to play baseball, but not football.*

Pause at 4:33- After Lauren says, “Last comes N.”

- Review names and numbers.
- Remind students that it is not your phone number; it is the number of the person who is taking you to the Location.
- Add N to the classroom P.L.A.N.

Pause at 6:40- After Lauren says, “I know you want to go have ice cream with Micah, but Buddy, was this part of our PLAN, our plan?”

- Review whether or not Buddy should go with Micah. Why or why not?

*Teacher Tip: Emphasize to students when an activity changes, even if the activity is in the same location, if it is not the same activity, they will need Permission again.*





SECOND GRADE  
**LESSON 4**  
 SAFE & UNSAFE SECRETS

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**

In this lesson children witness someone being asked to keep a secret, as well as what to do when the P.L.A.N. changes. The Secret Gauge is introduced as a new safety tool that helps children determine if a secret is safe or unsafe. A safe secret is one that will eventually be told and make everyone smile— a surprise party or a best friend handshake. An unsafe secret is one that will not be told and makes you feel icky or confused. Children learn that their Secret Gauge is always with them and it helps them decide if a secret is safe or unsafe. Children also learn that it is not safe to ever keep an unsafe secret no matter who asks or tells them to keep the secret. When faced with being asked to keep a secret, they learn to use Think, Feel, Act to help them process how the secret makes them feel. If it makes them feel icky or confused they must tell their Grown-Up Buddy or someone in their Trusted Triangle.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p><b>Lesson 4 Pacing Guide</b>  <i>Teacher Tip: You will need emotion cards to use with students who have trouble recognizing emotions.</i></p> <p><i>Teacher Tip: You may want to provide individual Safety Gauges for the students to use. Directions can be found on the Safer, Smarter Families website <a href="http://safersmarterfamilies.org">safersmarterfamilies.org</a></i></p>	<p><b>Lesson 4 Pacing Guide</b>  <i>Teacher Tip: You will need emotion cards to use with students who have trouble managing emotions.</i></p> <p><i>Teacher Tip: You may want to provide individual Safety Gauges for the students to use. Directions can be found on the Safer, Smarter Families website <a href="http://safersmarterfamilies.org">safersmarterfamilies.org</a></i></p>



<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review the difference between safe and unsafe secrets.</li> </ul> <p><i>Teacher Tip: Use the emotion cards for students who have trouble recognizing emotions.</i></p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review the difference between safe and unsafe secrets.</li> </ul> <p><i>Teacher Tip: Use the emotion cards for students who have trouble managing their emotions and recognizing emotions in others.</i></p>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review Secrets 1 and 2 on the inside of the bifold.</li> </ul>	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review Secrets 1 and 2 on the inside of the bifold.</li> </ul>
<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review Secrets 3 and 4 on the inside of the bifold.</li> </ul>	<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review Secrets 3 and 4 on the inside of the bifold.</li> </ul>
<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review Secrets 5 and 6 on the inside of the bifold.</li> </ul>	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review Secrets 5 and 6 on the inside of the bifold.</li> </ul>
<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Journal as a group.</li> </ul> <p><i>Teacher Tip: Allow students to draw their responses if needed.</i></p>	<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Journal as a group.</li> </ul> <p><i>Teacher Tip: Allow students to draw their responses if needed.</i></p>
<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p> <p>Pause at 1:19- After Lauren says, "Friends, do you remember what PLAN stands for?"</p> <ul style="list-style-type: none"> <li>• Review what each letter of P.L.A.N. means and to be specific.</li> </ul>	<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p> <p>Pause at 1:19- After Lauren says, "Friends, do you remember what PLAN stands for?"</p> <ul style="list-style-type: none"> <li>• Review what each letter of P.L.A.N. means and to be specific.</li> </ul>

**Pausing for Understanding (Continued)**

Pause at 2:49- After Lauren says, “Remember, there are two kinds of secrets, safe and unsafe secrets. What kind of secret is this?”

- Review the difference between safe and unsafe secrets.

*Teacher Tip: Use the emotion cards to explain how the two secrets make you feel differently.*

Pause at 3:38 for TFA and Trusted Triangle- After Lauren says, “Can you figure out why, Buddy?” Buddy thinks of his Trusted Triangle, TFA, and I Mean Business Voice.

- Review what a Trusted Triangle is and when to use it.
- Review what TFA is and how to use your I Mean Business Voice.

Pause at 4:59- After Lauren says, “Buddy and Bella would like to cool off at the pool with some of our friends?” Sadie barks.

- Review that if no one has a cellphone with them, they need to physically talk to the person to get permission for the new activity.

**Pausing for Understanding (Continued)**

Pause at 2:49- After Lauren says, “Remember, there are two kinds of secrets, safe and unsafe secrets. What kind of secret is this?”

- Review the difference between safe and unsafe secrets.

*Teacher Tip: Use the emotion cards to explain how the two secrets make you feel differently.*

Pause at 3:10- After Lauren says, “A safe secret is one that will eventually be told and make everyone smile, like a surprise party or a secret handshake.”

- Review that certain handshakes can be gang-related and are not meant to be shared with everyone. They can be unsafe.

Pause at 3:38 for TFA and Trusted Triangle- After Lauren says, “Can you figure out why, Buddy?” Buddy thinks of his Trusted Triangle, TFA, and I Mean Business Voice.

- Review what a Trusted Triangle is and when to use it.
- Review what TFA is and how to use your I Mean Business Voice.

Pause at 4:59- After Lauren says, “Buddy and Bella would like to cool off at the pool with some of our friends?” Sadie barks.

- Review that if no one has a cellphone with them, they need to physically talk to the person to get permission for the new activity.





SECOND GRADE  
**LESSON 5**

**BODY BOUNDARIES  
AND PRIVACY**

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**

This lesson will focus on the importance of feeling safe by having a child's body boundaries and privacy respected. Children learn that every person is entitled to privacy, and they are responsible for helping others maintain their own Body Boundaries, too. Body Boundaries are defined as the space each person has around them that should not be touched or seen unless they are hurt and need help, in which case a doctor or Grown-Up Buddy can help. Children are taught that Body Boundaries are especially important when it comes to their Private Parts. Private Parts are any part of their body that is typically covered by a bathing suit. It is stressed in the lesson that these parts should not be touched by any other person and also should not be photographed. Photographing someone's private parts is a big violation of a person's privacy and also a violation of their Body Boundaries. The Body Boundaries symbol, the Lock & Key, is introduced in this lesson. This symbol means that we understand why people should protect their modesty, and why we always respect each other's privacy.

<b>For Use with Students with Developmental Disabilities</b>	<b>For Use with Students with Emotional and Behavioral Disabilities</b>
<p><b>Lesson 5 Pacing Guide</b> <i>Teacher Tip: You will want to make your own Privacy T-Chart that you can keep posted during the lesson.</i></p> <p><i>Teacher Tip: You will need your own Code of Conduct that you can keep posted during the lesson.</i></p> <p><i>Teacher Tip: You may want to have emotion cards for students that cannot read emotions easily.</i></p>	<p><b>Lesson 5 Pacing Guide</b> <i>Teacher Tip: You will want to make your own Privacy T-Chart that you can keep posted during the lesson.</i></p> <p><i>Teacher Tip: You will need your own Code of Conduct that you can keep posted during the lesson.</i></p> <p><i>Teacher Tip: You may want to have emotion cards for students that cannot read emotions easily.</i></p>

<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review emotions with cards if needed.</li> <li>• Introduce the Privacy T-Chart so that the students can begin thinking about what privacy looks like and feels like.</li> </ul>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review emotions with cards if needed.</li> <li>• Introduce the Privacy T-Chart so that the students can begin thinking about what privacy looks like and feels like.</li> </ul> <p><i>Teacher Tip: Remind students that their privacy and trust can be broken by someone they know and it's not considered "snitching" if they tell. Their safety always comes first!</i></p>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Have students do the Privacy T Chart on the inside of the bifold.</li> </ul>	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Have students do the Privacy T Chart on the inside of the bifold.</li> </ul>
<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete the Journal on the front of the bifold.</li> </ul> <p><i>Teacher Tip: Allow students to draw their responses if needed.</i></p>	<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete the Journal on the front of the bifold.</li> </ul> <p><i>Teacher Tip: Allow students to draw their responses if needed.</i></p> <p><i>Teacher Tip: Some students may have difficulty admitting their feelings right away, allow them to complete it later in the day if needed.</i></p>
<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete My Code of Conduct on the inside of the bifold.</li> </ul> <p><i>Teacher Tip: Remind students that if they are having trouble, to reference their own Journal writings from yesterday to get ideas of how to behave.</i></p>	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete My Code of Conduct on the inside of the bifold.</li> </ul> <p><i>Teacher Tip: Remind students that if they are having trouble, to reference their own Journal writings from yesterday to get ideas of how to behave.</i></p>
<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video if needed.</li> </ul>	<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video if needed.</li> </ul>

### **Pausing for Understanding**

*Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.*

Pause at 2:49- After Lauren says, "Good idea, Rodney. It is so important we feel safe and have our privacy, especially when we are changing our clothes!"

- Discuss why privacy when changing clothes is especially important when the dressing room does not have doors with locks.

Pause at 3:27- After Lauren says, "Oh no! What just happened? Why do you think Tuck is so upset?"

- Review why Tuck is upset and why Flip was wrong.

Pause at 3:39 for Emotions- After Lauren says, "How would that make you feel if you were Tuck?"

- Review emotions with cards if needed.

Pause at 4:12 for review- After Lauren says, "What does that remind you of?"

- Review Body Boundaries and Private Parts.
- Remind students the Private Parts of their bodies are covered by their bathing suits.

Pause at 4:49- After Lauren says, "It means we should understand why people should protect their modesty."

- Review the definition of modesty

*Teacher Tip: Discuss modesty with the students who require toileting from caregivers as this lesson may be confusing to them.*

### **Pausing for Understanding**

*Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.*

Pause at 2:49- After Lauren says, "Good idea, Rodney. It is so important we feel safe and have our privacy, especially when we are changing our clothes!"

- Discuss why privacy when changing clothes is especially important when the dressing room does not have doors with locks.

Pause at 3:27- After Lauren says, "Oh no! What just happened? Why do you think Tuck is so upset?"

- Review why Tuck is upset and why Flip was wrong.

Pause at 3:39 for Emotions- After Lauren says, "How would that make you feel if you were Tuck?"

- Review emotions with cards if needed.
- This question is especially important for EBD students as the development of empathy can be a goal for many of them.

Pause at 4:12 for review- After Lauren says, "What does that remind you of?"

- Review Body Boundaries and Private Parts.
- Remind students the Private Parts of their bodies are covered by their bathing suits.

Pause at 4:49- After Lauren says, "It means we should understand why people should protect their modesty."

- Review the definition of modesty.



SECOND GRADE  
**LESSON 6**  
 SAFE CHOICES

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**

This lesson will review Body Boundaries and the Lock & Key Token from the previous lesson. Children will return to the previous lesson where a photograph was taken in an inappropriate situation. Even though it was meant to be a prank, it violated someone’s Body Boundaries and their right to privacy, and made them feel uncomfortable. Children see through the Safety Barometer that this upsetting event is unsafe. Children will see that if they experience an upsetting event like this, they need to go to their Trusted Triangle and tell a Grown-Up Buddy. They also will learn the steps to help themselves and/or help an upset or scared friend to calm down. Children talking about an upsetting event will help them feel better, thus reinforcing the concept that they must tell their Grown-Up Buddy about anything that makes them feel unsafe. The idea that hurtful pranks are a form of bullying is presented in this lesson. Children learn that coming forward when they have done something that has made someone feel unsafe takes courage and is the right thing to do. They will see that if someone has done something that makes someone feel unsafe and they know about it, that is an unsafe secret. Unsafe secrets should never be kept and should always be told to our Grown-Up Buddy.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p><b>Lesson 6 Pacing Guide</b>  <i>Teacher Tip: The word search may be difficult for some students and they may need extra time.</i></p>	<p><b>Lesson 6 Pacing Guide</b>  <i>Teacher Tip: The word search may be difficult for some students and they may need extra time.</i></p> <p><i>Teacher Tip: The Journal may be very hard emotionally for EBD students, be sure to introduce it early so they have plenty of time to think about it.</i></p> <p><i>Teacher Tip: Some of the students will not want to participate in Buddy Says, and that’s okay.</i></p>

<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Start brainstorming the Journal for students who may not feel comfortable at first.</li> </ul>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Start brainstorming the Journal for students who may not feel comfortable at first.</li> </ul>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Work on the “Help Me Stay Calm” Word Search on the inside of the bifold</li> </ul>	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Work on the “Help Me Stay Calm” Word Search on the inside of the bifold</li> </ul>
<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Lead the students in the Buddy Says game on the inside of the bifold as a group.</li> </ul>	<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Lead the students in the Buddy Says game on the inside of the bifold as a group.</li> </ul>
<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Work on the Journal on the front of the bifold</li> </ul> <p><i>Teacher Tip: Some students may need more time to deal with their emotions.</i></p> <p><i>Teacher Tip: Students may need to draw their responses in their Journals.</i></p>	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Work on the Journal on the front of the bifold</li> </ul> <p><i>Teacher Tip: Some students may need more time to deal with their emotions.</i></p> <p><i>Teacher Tip: Students may need to draw their responses in their Journals.</i></p>
<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete any activities that were not completed.</li> </ul>	<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Complete any activities that were not completed.</li> </ul>
<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p> <p>Pause at 1:04- After Lauren says, “Do you remember what your Lock and Key tokens are for?”</p> <ul style="list-style-type: none"> <li>• Review what the Lock and Key represents.</li> </ul>	<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p> <p>Pause at 1:04- After Lauren says, “Do you remember what your Lock and Key tokens are for?”</p> <ul style="list-style-type: none"> <li>• Review what the Lock and Key represents.</li> </ul>

**Pausing for Understanding (Continued)**

Pause at 1:38- After Lauren says, “Do you remember why Tuck was upset?”

- Review the incident with Tuck and Flip in the dressing room.

Pause at 2:01- After Lauren says, “Why is that a big problem?”

- Review Body Boundaries and Privacy.

Pause at 2:32- After Lauren says, “What would you do if someone made you feel uncomfortable about your own body boundaries?”

- Review Trusted Triangles/Grown-Up Buddies and stress the importance of always telling a trusted adult when you feel uncomfortable.

Starting at 4:00- After Rodney says, “Breathe in...”

- Have students do the breathing exercise with Tuck.
- You may want to repeat this part of the video several times to give students many opportunities to practice.

Pause at 5:27 for understanding- After Rodney says, “There is quite a lesson to be learned, do you know what it is?”

- Ensure students understand that we should never make people feel that their Body Boundaries are being infringed upon. Students must understand that they must respect the boundaries and personal space of others, too.

Pause at 5:37 for Body Boundaries- After Bella barks and Rodney says, “Good question, Bella.”

- Review what our Body Boundaries are.

*Teacher Tip: Remind students that people may need for more or less personal space in order to feel safe. Bring students’ attention to the fact that each person’s boundaries must be respected by others.*

**Pausing for Understanding (Continued)**

Pause at 1:38- After Lauren says, “Do you remember why Tuck was upset?”

- Review the incident with Tuck and Flip in the dressing room.

Pause at 2:01- After Lauren says, “Why is that a big problem?”

- Review Body Boundaries and Privacy.

Pause at 2:32- After Lauren says, “What would you do if someone made you feel uncomfortable about your own body boundaries?”

- Review Trusted Triangles/Grown-Up Buddies and stress the importance of always telling a trusted adult when you feel uncomfortable.

Starting at 4:00- After Rodney says, “Breathe in...”

- Have students do the breathing exercise with Tuck.
- You may want to repeat this part of the video several times to give students many opportunities to practice.

Pause at 5:27 for understanding- After Rodney says, “There is quite a lesson to be learned, do you know what it is?”

- Ensure students understand that we should never make people feel that their Body Boundaries are being infringed upon. Students must understand that they must respect the boundaries and personal space of others, too.

Pause at 5:37 for Body Boundaries- After Bella barks and Rodney says, “Good question, Bella.”

- Review what our Body Boundaries are.

*Teacher Tip: Remind students that people may need for more or less personal space in order to feel safe. Bring students’ attention to the fact that each person’s boundaries must be respected by others.*



### **Pausing for Understanding (Continued)**

Pause at 6:37- After Flip says, "Tuck, I'm so sorry man. I didn't mean to make, I thought I was being funny, I'm sorry."

- Reinforce the idea with students that many times a misunderstanding or a prank can cause someone to become embarrassed and upset. It is always important to talk about our feelings and apologize any time we have hurt someone.

Pause at 7:47- After Lauren says, "Buddy, how did it feel for you to see Tuck go through that?"

- Review emotions and how thinking about seeing our friends hurt or embarrassed should remind us not to hurt or embarrass others.

Pause at 7:57- 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.

Pause at 8:09- After Lauren says, "What did Rodney do to help him?"

- Review the breathing exercise.
- Practice together!

Pause at 8:41- After Lauren says, "Do you remember the three steps that Rodney did with Tuck to help him calm down so he could think?"

- Review, breathing, Rodney and Tuck talking, and using the Lock and Key.

### **Pausing for Understanding (Continued)**

Pause at 6:37- After Flip says, "Tuck, I'm so sorry man. I didn't mean to make, I thought I was being funny, I'm sorry."

- Reinforce the idea with students that many times a misunderstanding or a prank can cause someone to become embarrassed and upset. It is always important to talk about our feelings and apologize any time we have hurt someone.

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- Review the breathing exercise.
- Practice together!

Pause at 8:41- After Lauren says, "Do you remember the three steps that Rodney did with Tuck to help him calm down so he could think?"

- Review, breathing, Rodney and Tuck talking, and using the Lock and Key.



SECOND GRADE  
**LESSON 7**  
 CYBER SAFETY

Refer to the *Safer, Smarter Kids* Teacher’s Guide for an overview on Lesson 7, 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 children will learn the importance of making safe choices for safe internet behavior. Children are introduced to several unsafe situations and shown how to use their tools to make safe choices. The situations include an online invitation for entering a conversation in a chat room. Chat rooms are never safe for children and the concept that a child will really never know who they are chatting with is illustrated. Another situation in this lesson deals with a cell phone search for a math game that ends with a disturbing image being depicted on the screen. Children see how to handle such an occurrence using their tools, especially by telling their Grown-Up Buddy. They also learn about how safety settings on their devices can help keep them safe from accidentally ending up on sites that are not appropriate. They see what to do if they receive an unwanted text message that asks for personal information. Also, they learn to never respond to someone they don’t know with any personal information or picture over the internet. In this lesson they also learn that once a picture, personal information, email address, and/ or text message is put online or sent, it can never be retrieved. Cyber Learners Permits are earned by the children for learning the rules for good Cyber Citizenship!

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p><b>Lesson 7 Pacing Guide</b>  <i>Teacher Tip: Post Rules for the Cyber Highway on the board or paper for use throughout the lesson.</i></p>	<p><b>Lesson 7 Pacing Guide</b>  <i>Teacher Tip: Post Rules for the Cyber Highway on the board or paper for use throughout the lesson.</i></p> <p><i>Teacher Tip: Remind students that violent video games are not allowed on campus. Stress that these games can be scary and can be unsafe.</i></p>

<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Start your Rules for the Cyber Highway list.</li> </ul>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Start your Rules for the Cyber Highway list.</li> </ul>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Add to your Rules for the Cyber Highway list.</li> <li>• Complete the Rules for the Cyber Highway on the inside of the bifold</li> </ul>	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Add to your Rules for the Cyber Highway list.</li> <li>• Complete the Rules for the Cyber Highway on the inside of the bifold</li> </ul>
<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Add to your Rules for the Cyber Highway list.</li> <li>• Complete the Journal on the front of the bifold.</li> </ul> <p><i>Teacher Tip: Allow students to draw their responses if needed.</i></p>	<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Add to your Rules for the Cyber Highway list.</li> <li>• Complete the Journal on the front of the bifold.</li> </ul> <p><i>Teacher Tip: Allow students to draw their responses if needed.</i></p>
<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Add to your Rules for the Cyber Highway list.</li> <li>• Complete the Cyber Citizen Learners Permit on the inside of the bifold</li> </ul>	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Add to your Rules for the Cyber Highway list.</li> <li>• Complete the Cyber Citizen Learners Permit on the inside of the bifold</li> </ul>
<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Add to your Rules for the Cyber Highway list.</li> </ul>	<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Add to your Rules for the Cyber Highway list.</li> </ul>
<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p>	<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p>

### Pausing for Understanding (Continued)

Pause at 1:09- After Lauren says, “Do you remember what happened when we were drying off in the dressing room?”

- Review what happened in the dressing room.

Pause at 2:25- After Lauren says, “Chat rooms are never safe.” And Owlivia says, “Why Lauren?”

- Review why chat rooms are not safe.

Pause at 3:42- After Lauren says, “We’re going to set the security setting on your tablet so this doesn’t happen again.”

- Review that even with settings, sometimes something inappropriate online can happen that makes you feel confused. Reinforce to students that they always need to tell a trusted adult.

Pause at 4:48- After Lauren says, “Well, a stranger sent a message to Allie asking for a picture. Is that a good idea?”

- Review why or why not it is a good idea.

Pause at 5:32- After Lauren says, “What did we learn today about safe Internet Behavior?”

- Review Cyber Safety Rules.

Pause at 6:31- After Lauren says, “Friends, what do you think of everything that happened today?”

- Have students reflect on everything that happened. Prompt students to share what they would do.

Pause at 7:02- After Lauren says, “He acted and called for help, and what did I tell him?”

- Review chat room safety.

### Pausing for Understanding (Continued)

Pause at 1:09- After Lauren says, “Do you remember what happened when we were drying off in the dressing room?”

- Review what happened in the dressing room.

Pause at 2:25- After Lauren says, “Chat rooms are never safe.” And Owlivia says, “Why Lauren?”

- Review why chat rooms are not safe.

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- Review Cyber Safety Rules.

Pause at 6:31- After Lauren says, “Friends, what do you think of everything that happened today?”

- Have students reflect on everything that happened. Prompt students to share what they would do.

Pause at 7:02- After Lauren says, “He acted and called for help, and what did I tell him?”

- Review chat room safety.



SECOND GRADE  
**LESSON 8**

REVIEW OF TOOLS GAINED FOR  
 PERSONAL POWER

Refer to the *Safer, Smarter Kids* Teacher’s Guide for an overview on Lesson 8, 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**

Children embark on a scavenger hunt in this special lesson. All of the tools gained in second grade will be gathered and reviewed as they are found. When all of the tools are gathered the children see that they become Safety Superstars with the Personal Power to help keep themselves safe.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p><b>Lesson 8 Pacing Guide</b>  <i>Teacher Tip: The word search may be difficult for some students and they may need extra time.</i></p>	<p><b>Lesson 8 Pacing Guide</b>  <i>Teacher Tip: The word search may be difficult for some students and they may need extra time.</i></p>
<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review everything from this unit. This will be timed stamped in the Pausing for Understanding section.</li> </ul>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Review everything from this unit. This will be timed stamped in the Pausing for Understanding section.</li> </ul>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Read Safety Superstars to the Rescue Comic on the inside of the bifold.</li> </ul>	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Read Safety Superstars to the Rescue Comic on the inside of the bifold.</li> </ul>
<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Color Safety Superstars to the Rescue Comic on the inside of the bifold.</li> </ul>	<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Color Safety Superstars to the Rescue Comic on the inside of the bifold.</li> </ul>

<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Work on the Journal on the bifold.</li> </ul> <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p>	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Work on the Journal on the bifold.</li> </ul> <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p>
<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Distribute I’m A Safe Cyber Citizen certificates.</li> </ul> <p><i>Teacher Tip: If you elected to distribute all of the stickers at the end of this lesson, you may wish to give students a strip of construction paper to make their tool belt.</i></p>	<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Watch the video.</li> <li>• Distribute I’m A Safe Cyber Citizen certificates.</li> </ul> <p><i>Teacher Tip: If you elected to distribute all of the stickers at the end of this lesson, you may wish to give students a strip of construction paper to make their tool belt.</i></p>
<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p> <p>Pause at 2:55 for P.L.A.N.- After Lauren says, “Does anyone else remember what these letters stand for?”</p> <ul style="list-style-type: none"> <li>• Review the meaning of letters P.L.A.N.</li> </ul> <p>Pause at 3:33 for Safety Goggles- After Rodney says, “Hmm, well what would we use those for, Owlivia?”</p> <ul style="list-style-type: none"> <li>• Review when and why we use our Safety Goggles.</li> </ul> <p>Pause at 4:01 for the Lock and Key- After Lauren says, “Oh yeah? Well remind us what that Lock and Key are all about then.”</p> <ul style="list-style-type: none"> <li>• Review what the Lock and Key means.</li> <li>• Review Body Boundaries and Privacy.</li> </ul>	<p><b>Pausing for Understanding</b></p> <p><i>Teacher Tip: Pausing the video helps you to review and reinforce important information with your students. They 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.</i></p> <p>Pause at 2:55 for P.L.A.N.- After Lauren says, “Does anyone else remember what these letters stand for?”</p> <ul style="list-style-type: none"> <li>• Review the meaning of letters P.L.A.N.</li> </ul> <p>Pause at 3:33 for Safety Goggles- After Rodney says, “Hmm, well what would we use those for, Owlivia?”</p> <ul style="list-style-type: none"> <li>• Review when and why we use our Safety Goggles.</li> </ul> <p>Pause at 4:01 for the Lock and Key- After Lauren says, “Oh yeah? Well remind us what that Lock and Key are all about then.”</p> <ul style="list-style-type: none"> <li>• Review what the Lock and Key means.</li> <li>• Review Body Boundaries and Privacy.</li> </ul>

### Pausing for Understanding (Continued)

Pause at 5:36 for the Safety Barometer- After Tuck says, “The other one I found is the Safety Barometer.”

- Review when we use the Safety Barometer.
- Review what the different colors mean.

Pause at 6:16- After Rodney says, “Well what would we use that for Allie?”

- Describe how we use our Cyber Citizens Learners Permit.

Pause at 6:30 for understanding- After Allie says “We don’t send pictures to people we don’t know,” and Rodney says, “Why not?”

- Review why we don’t send a picture or any private information online.

Pause at 6:44 Cyber Safety- After Lauren says, “Does anyone else remember another rule for Cyber Safety?”

- Review Cyber Safety rules.

### Pausing for Understanding (Continued)

Pause at 5:36 for the Safety Barometer- After Tuck says, “The other one I found is the Safety Barometer.”

- Review when we use the Safety Barometer.
- Review what the different colors mean.

*Teacher Tip: Discuss the use of the Safety Barometer as a tool students can use to help them control their emotions when they encounter a stressful situation.*

Pause at 6:16- After Rodney says, “Well what would we use that for Allie?”

- Describe how we use our Cyber Citizens Learners Permit.

Pause at 6:30 for understanding- After Allie says “We don’t send pictures to people we don’t know,” and Rodney says, “Why not?”

- Review why we don’t send a picture or any private information online.

Pause at 6:44 Cyber Safety- After Lauren says, “Does anyone else remember another rule for Cyber Safety?”

- Review Cyber Safety rules.





**LAUREN'S KIDS**

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