

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

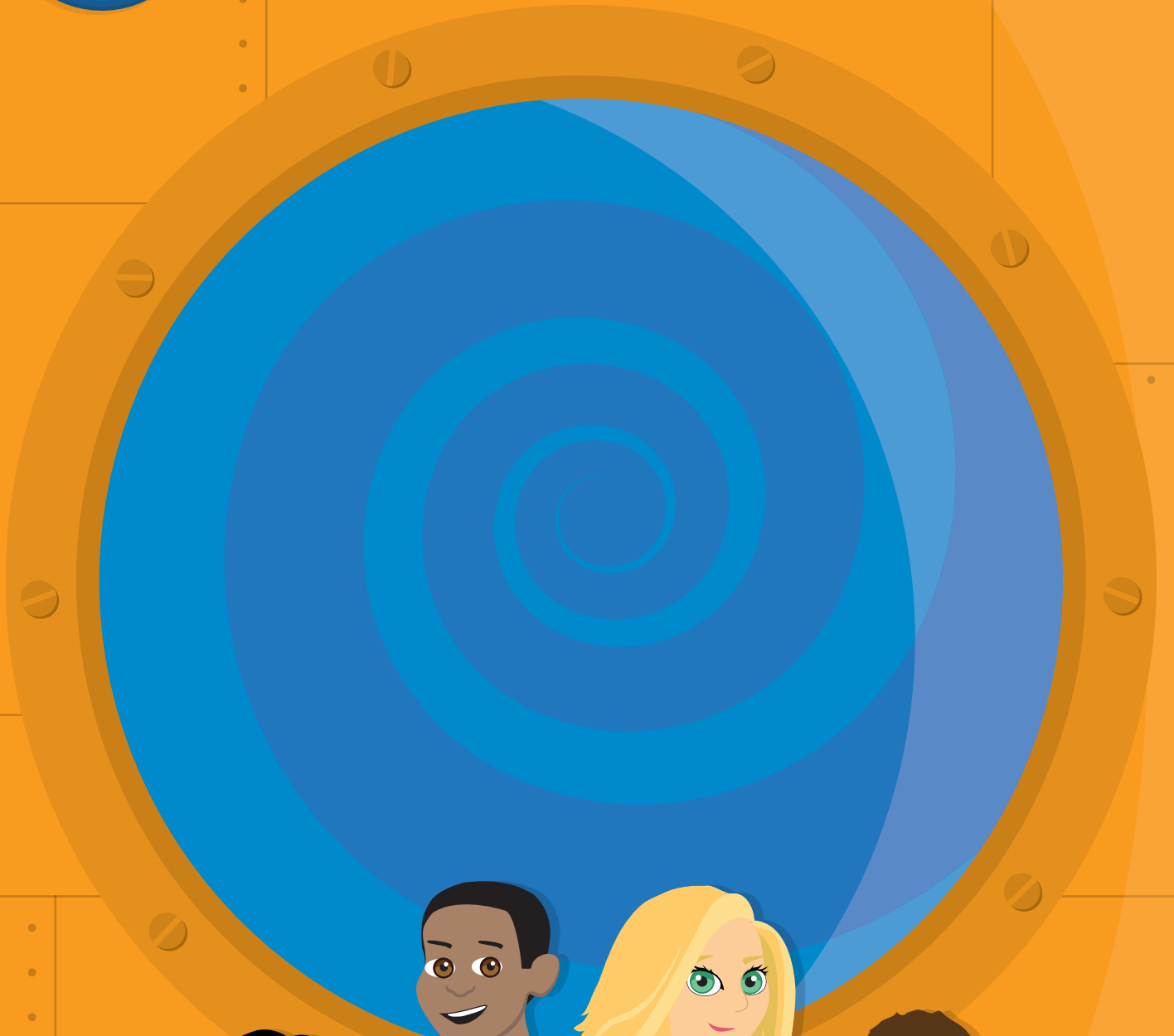
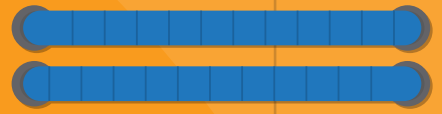
This curriculum gives children the tools they need to avoid victimization without dealing explicitly with the issue of sexual abuse or scaring them.

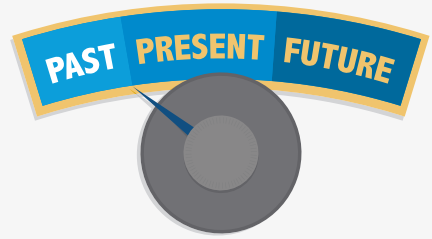
Children with developmental delays sometimes do not have the cognitive ability or the learned strategies to handle difficult situations they may encounter, so it is important to help to develop these safety tools and strategies.

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 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

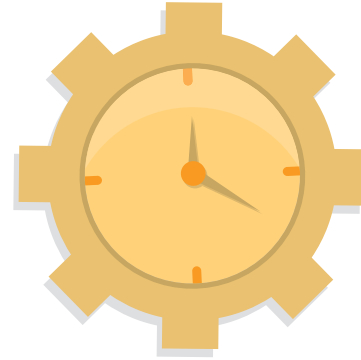
- 1 Kids' Bill of Rights
- 2 Voice: The Right to Be Heard
- 3 Respecting Boundaries
- 4 Identity: The Right to Be Who You Are
- 5 The Responsibilities of Your Rights



FOURTH GRADE

LESSON 1

KIDS' BILL OF RIGHTS



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 reinforces the concept of community. Along with the idea that citizens need rules to be safe in their community, the concept of the rights to which all citizens are entitled is introduced. Background information on the United States Constitution and Bill of Rights is provided for the introduction to the Kids' Bill of Rights, which includes their rights to safety, respect, their identity, a voice, and their childhood. Within each lesson, these rights are fully developed as students observe scenarios in which each of their rights is illustrated through interaction with Lauren and a group of students in an after-school program. The dialogue and problem-solving strategies that are modeled help students to see how they can make safe choices and decisions as they internalize their rights.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 1 Pacing Guide</p> <p><i>Teacher Tip: Lessons begin on the back page of the Learning Log.</i></p> <p><i>Teacher Tip: Pause at the beginning and throughout the video to check for questions and understanding.</i></p> <p><i>Teacher Tip: Use the board or chart paper for the Rights Concept Frame.</i></p> <p><i>Teacher Tip: DD students will need repetition of this video for comprehension and retention.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p>	<p>Lesson 1 Pacing Guide</p> <p><i>Teacher Tip: Lessons begin on the back page of the Learning Log.</i></p> <p><i>Teacher Tip: Pause at the beginning and throughout the video to check for questions and understanding.</i></p> <p><i>Teacher Tip: Use the board or chart paper for the Rights Concept Frame.</i></p> <p><i>Teacher Tip: DD students will need repetition of this video for comprehension and retention.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p>

<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the Video • Review the vocabulary: Childhood, Identity, Privacy, Respect, Safety, and Voice. 	<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the Video • Review the vocabulary: Childhood, Identity, Privacy, Respect, Safety, and Voice.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led activity and the My Turn page on the inside of the Learning Log. • Review the vocabulary. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led activity and the My Turn page on the inside of the Learning Log. • Review the vocabulary.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/Complete the Teacher-Led activity and the My Turn page on the inside of the Learning Log. • Review the vocabulary. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/Complete the Teacher-Led activity and the My Turn page on the inside of the Learning Log. • Review the vocabulary.
<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p>	<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Review the vocabulary. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p>
<p>Pausing for Understanding</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>Pausing for Understanding</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 4:45 for Community- After Lauren says, "Do you what a Community is, Buddy?"

- Review the definition of Community.
- Make a list of various people in your community.

Pause at 2:04 for Rights- After Lauren says, "What is a right?"

- Review the definition of Rights.
- Explain that rights are different than privileges.
- Make a class list of rights students have.

Pause at 5:40 for Constitution and Bill of Rights- After Lauren says, "The still guarantee our rights today."

- Review the Constitution.
- Review the Bill of Rights.

Pausing for Understanding (Continued)

Pause at 4:45 for Community- After Lauren says, "Do you what a Community is, Buddy?"

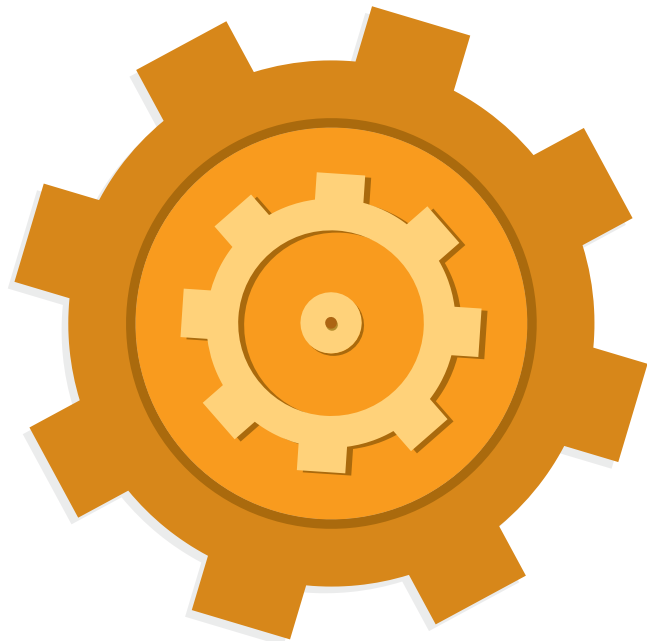
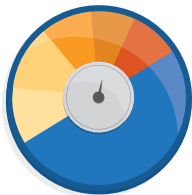
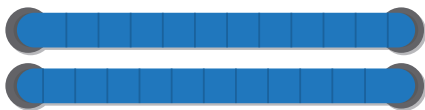
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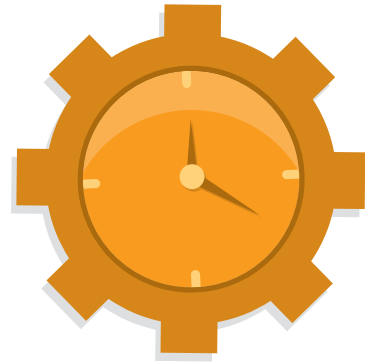
- Review the Constitution.
- Review the Bill of Rights.



FOURTH GRADE

LESSON 2

VOICE: THE RIGHT TO BE HEARD



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 reinforces the concept of the right to have a voice. Voice is defined as the ability to speak up about thoughts, feelings, hopes, and fears, especially if something is making students feel unsafe or uncomfortable. They will understand that their voice has power—the power to make someone stop and listen. The concept of the right to be safe and feel comfortable in one's surroundings is reinforced by the introduction of the right to a voice. If students don't feel safe, then they have the right to use their voice and let others know something is wrong. That doesn't mean they only use their voice once. Lauren stresses that students not only have the right to a voice, they may have to exercise that right repeatedly until they are heard and helped.

Students will also learn about a safety tool, their safety NETWORK. Their Safety NETWORK is made up of trusted people whom they can turn to when they encounter a situation that makes them feel unsafe or uncomfortable. Most of the people in their Safety NETWORK will be trusted adults, with at least one person old enough to drive a car. Trusted adults in a student's Safety NETWORK are the ones who can help them make safe decisions and help keep them protected. Some of the people in their Safety NETWORK might be good friends. This lesson stresses the importance of telling someone in their Safety NETWORK if something is unsafe or uncomfortable.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 2 Pacing Guide</p> <p><i>Teacher Tip: Use the board or large chart paper to make a list for the Safety Network to be posted in the classroom throughout the lesson.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p>	<p>Lesson 2 Pacing Guide</p> <p><i>Teacher Tip: Use the board or large chart paper to make a list for the Safety Network to be posted in the classroom throughout the lesson.</i></p> <p><i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p>

	<p><i>Teacher Tip: Some EBD students may have difficulty identifying trusted adults to be a part of their Safety NETWORK due to their circumstances. Allow these students extra time and even allow them to complete it throughout all the lessons if needed. Provide examples of the kinds of people that could be part of a Safety NETWORK and the characteristics of those adults.</i></p>
<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Brainstorm a list for the Safety NETWORK • Review vocabulary, Safety NETWORK, Trusted Adult, and Voice. 	<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Brainstorm a list for the Safety NETWORK • Review vocabulary, Safety NETWORK, Trusted Adult, and Voice.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Add to the list for Safety NETWORK. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Add to the list for Safety NETWORK. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review vocabulary. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Review vocabulary. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/complete the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review vocabulary. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/complete the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review vocabulary.
<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p>	<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</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 2:00 for Voice- After Lauren says, "You keep using it until you've been heard and helped."

- Review what students should do if the first person they tell doesn't hear them.

Pause at 3:02 for reflection- After Lauren says, "It's your Safety NETWORK, so you get to decide whom to trust enough to be a part of it."

- Remind students that the people in their Safety NETWORK may not have cars, but they still need to be old enough to drive and have access to a car if help is needed.

Pause at 6:54 for Safety NETWORK- After Lauren says, "It's important to use your voice and talk to a Trusted Adult in you Safety NETWORK."

- Review the Safety NETWORK.
- Describe the difference between tattling and reporting. Reporting involves safety and could mean that someone has been or could be hurt.

Pause at 7:11 for Safety NETWORK- After Lauren says, "Who's in your Safety Network?"

- Discuss with students whom are in their Safety NETWORK and make a list of Trusted Adults who can be in their Safety NETWORK. Remind students that a least one adult has to be outside of their family. Talk about who that person could be....a teacher, neighbor, caregiver, preacher.

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 2:00 for Voice- After Lauren says, "You keep using it until you've been heard and helped."

- Review what students should do if the first person they tell doesn't hear them.
- Remind students that if they tell a Trusted Adult in their Safety NETWORK that they are in an unsafe situation and need their help, they should expect to be helped. If that does not happen, remind students that they should also report that information to another adult in their Safety NETWORK. Students will then need to update their Safety NETWORK to exclude the adult who did not help them.

Pause at 3:02 for reflection- After Lauren says, "It's your Safety NETWORK, so you get to decide whom to trust enough to be a part of it."

- Remind students that the people in their Safety NETWORK may not have cars, but they still need to be old enough to drive and have access to a car if help is needed.

Pause at 6:54 for Safety NETWORK- After Lauren says, "It's important to use your voice and talk to a Trusted Adult in you Safety NETWORK."

- Review the Safety NETWORK.
- Describe the difference between tattling and reporting. Reporting involves safety and could mean that someone has been or could be hurt.

Teacher Tip: Stress that it's not "snitching" when someone needs help. Emphasize that it takes more strength and courage to report something than to watch something and not do anything.

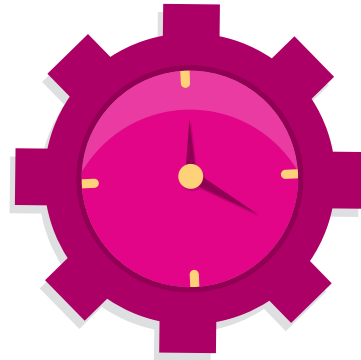
Pause at 7:11 for Safety Network- After Lauren says, "Who's in your Safety Network?"

- Discuss with students who is in their Safety NETWORK and make a list of Trusted Adults who can be in their Safety NETWORK. Remind students that a least one adult has to be outside of their family. Talk about who that person could be....a teacher, neighbor, caregiver, preacher.

FOURTH GRADE

LESSON 3

RESPECTING BOUNDARIES



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 introduces the concept of the right to respect. Respect means that everyone should be treated like they are important and valuable. In this lesson, students will also learn that the right to respect and the right to safety include their body boundaries and their privacy. Privacy is different from a safe secret or unsafe secret. Privacy is internal and keeps others from seeing or hearing things that are personal. A safe secret is external and on that will eventually be told. An unsafe secret is external and is one that is harmful and you are told not to tell. A body boundary is defined as the personal space that surrounds each of us. Students will understand that when someone makes them feel uncomfortable, unsafe, or threatened, their body boundaries have been violated. Boundaries can be violated even if students feel like someone is physically too close to them. Students are reminded that they have the personal power to use their voice to report all body boundary violations to a trusted adult in their Safety NETWORK.

The difference between tattling and reporting is illustrated as students see how an unsafe situation caused by a body boundary violation is resolved with the help of a trusted adult in a Safety NETWORK. The steps of the Think, Feel, Act strategy, are used with a trusted adult to demonstrate how to assess the safety or any situation: Think about the situation, decide how it makes you Feel, and decide how will you Act.

For Use with Students with Developmental Disabilities

Lesson 3 Pacing Guide

Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.

For Use with Students with Emotional and Behavioral Disabilities

Lesson 3 Pacing Guide

Teacher Tip: EBD students may become upset than usual about this topic, do not push them. Students may leave the classroom, act-out, or refuse to participate. Allow students the time and space they need to process this information; usually they will be able to engage.

<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Review vocabulary: Body Boundaries, Privacy, TFA- Think, Feel, Act, Reporting, and Unsafe Secret 	<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Review vocabulary: Body Boundaries, Privacy, TFA- Think, Feel, Act, Reporting, and Unsafe Secret
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/complete the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/complete the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary.
<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p>	<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p>
<p>Pausing for Understanding</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>Pausing for Understanding</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 2:00 for Body Boundaries- After Lauren says, "You have the right to be safe and have your Body Boundaries respected."

- Review the definition of Body Boundaries.
- Remind students that each person has their own Body Boundaries and needs for Personal Space. Those needs vary from person to person based upon their experiences.

Teacher Tip: Stress that even if a student is a loving person who likes to hug a lot, others might be uncomfortable if you are hugging them, even if you don't mean harm. This is especially common with students with developmental delays.

Pause at 5:11 for Tattling and Reporting- After Aiden says, "I can't quite remember, what's the difference between tattling and reporting?"

- Review the difference between tattling and reporting. Reporting involves safety and is necessary when you or someone is or could be hurt.

Teacher Tip: Many students who are very loving will have a hard time reporting. Continually stress the importance of reporting unsafe people and unsafe situations.

Pause at 6:18 for TFA- After Lauren says, "In situations like this, there is a rule that can help you assess the situation, TFA."

- Review the definition for TFA and how you use it.

Pausing for Understanding (Continued)

Pause at 2:00 for Body Boundaries- After Lauren says, "You have the right to be safe and have your Body Boundaries respected."

- Review the definition of Body Boundaries.
- Let students know that they are allowed to have their Body Boundaries respected even with family and others that live in their home.
- Remind students that each person has their own Body Boundaries and needs for Personal Space. Those needs vary from person to person based upon their experiences.

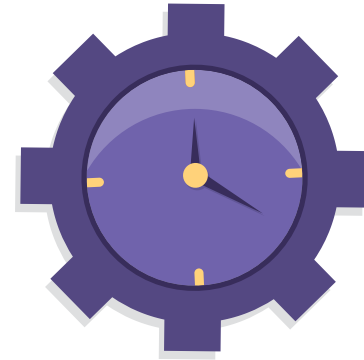
Pause at 5:11 for Tattling and Reporting- After Aiden says, "I can't quite remember, what's the difference between tattling and reporting?"

- Review the difference between tattling and reporting. Reporting involves safety and is necessary when you or someone is or could be hurt.
- Review that reporting is not "snitching" if it involves your safety or the safety of someone else.

Pause at 6:18 for TFA- After Lauren says, "In situations like this, there is a rule that can help you assess the situation, TFA."

- Review the definition for TFA and how you use it.
- Remember that EBD students may take longer to process their emotions, but them if a situation or person feels not quite right, they should tell a Trusted Adult in their Safety NETWORK.

FOURTH GRADE
LESSON 4
IDENTITY: THE RIGHT TO BE WHO YOU ARE



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, students will be reminded that everyone who lives in the United States has certain rights – such as the right to freedom of speech, which means Americans are allowed to express their feelings, thoughts, and opinions. In the Kids’ Bill of Rights, students learn on the right to their identity. Identity is defined as everything that makes each of us who we are. Our feelings, thoughts, opinions, ideas, and beliefs, our likes and dislikes, and even our strengths and weaknesses are all part of each person’s identity and makes each of us different or unique.

Students will see how they can compromise their identity when they are trying to fit in. Lauren talks about how it can be a challenge for students because they want to fit into different groups, such as their class at school, their family or their team. But, it is important for students to understand that if they sacrifice who they really are, what they really enjoy, or the things they really like just to fit in, they lose, what makes them unique: their identity.

For Use with Students with Developmental Disabilities	For Use with Students with Emotional and Behavioral Disabilities
<p>Lesson 4 Pacing Guide <i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p>	<p>Lesson 4 Pacing Guide <i>Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.</i></p>

<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Review vocabulary: Expectations, Identity, and Unique. 	<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Review vocabulary: Expectations, Identity, and Unique.
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log.
<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary. 	<p>Day 3</p> <ul style="list-style-type: none"> • Watch the video. • Continue the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary.
<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/complete the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary. 	<p>Day 4</p> <ul style="list-style-type: none"> • Watch the video. • Continue/complete the Teacher-Led Activity and My Turn on the inside of the Learning Log. • Review the vocabulary.
<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p>	<p>Day 5</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Journal on the inside of the Learning Log. <p><i>Teacher Tip: Allow students to draw their responses, if needed.</i></p>
<p>Pausing for Understanding</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>Pausing for Understanding</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 2:00 for understanding- After Lauren says, “This includes your likes and your dislikes, and even your strengths and weaknesses.”

- Have students ask any questions they may have about this concept.
- Brainstorm qualities that make them unique.
- Model many examples that make you unique.

Pause at 5:48 for Identity- After Rodney says, “We have to respect our friends’ identity and choices.”

- Have students define Identity.

Teacher Tip: Students may need prompting. Remind students to report any unsafe choices that friends might make.

Pausing for Understanding (Continued)

Pause at 2:00 for understanding- After Lauren says, “This includes your likes and your dislikes, and even your strengths and weaknesses.”

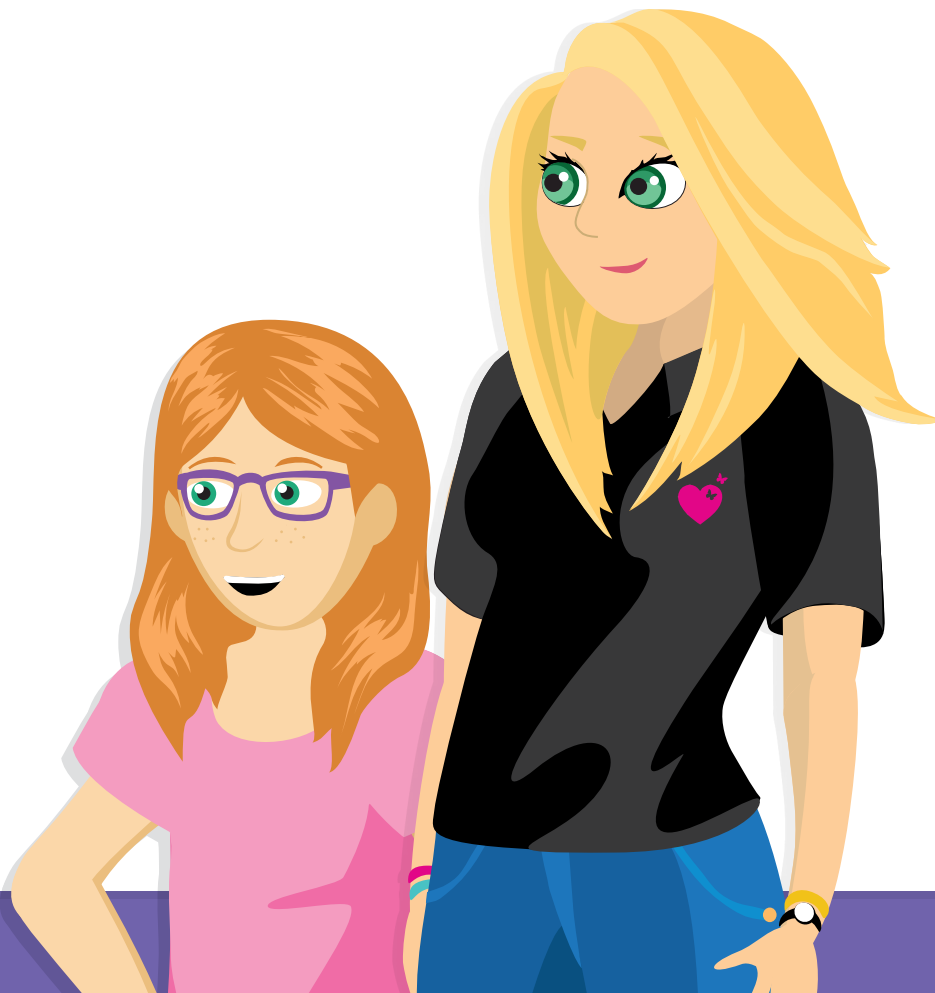
- Have students ask any questions they may have about this concept.
- Brainstorm qualities that make them unique.
- Model many examples that make you unique.

Pause at 5:48 for Identity- After Rodney says, “We have to respect our friends’ identity and choices.”

- Have students define Identity.

Teacher Tip: Students may have gang membership as part of their identity.

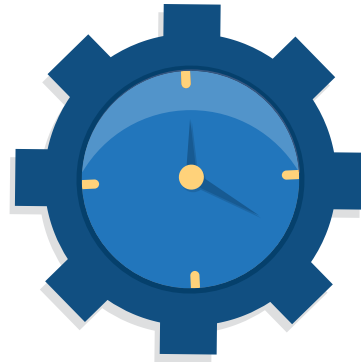
Teacher Tip: Students may need prompting. Remind students to report any unsafe choices that friends might make.



FOURTH GRADE

LESSON 5

**THE RESPONSIBILITIES
OF YOUR RIGHTS**



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

In this lesson, Lauren reviews all of the rights in the Kids' Bill of Rights. The idea that students are entitled to these rights is reinforced, along with the introduction of the concept that responsibilities are an important part of having rights. Just like adults, students have responsibilities, duty or a job that goes along with a right. Part of that responsibility means students must consciously make safe choices and safe decisions. Students are reminded that when they feel unsafe, uncomfortable, or feel like their personal boundaries aren't being respected, it's their responsibility to use their voice to tell a trusted adult in their Safety NETWORK until they are heard and helped. Students also review the concept that they have a responsibility to their friends, people that like or trust. They should also respect each of their friends' rights outlined in the Kids' Bill of Rights. The important message for students is that listening to the concerns of their friends, and telling a trusted adult in their Safety NETWORK when help is needed, is not only their responsibility, but is also a safe choice and a responsible decision.

For Use with Students with Developmental Disabilities

Lesson 5 Pacing Guide

Teacher Tip: Use your board or chart paper for a Venn Diagram that can remain in the classroom throughout the lesson.

Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.

For Use with Students with Emotional and Behavioral Disabilities

Lesson 5 Pacing Guide

Teacher Tip: Use your board or chart paper for a Venn Diagram that can remain in the classroom throughout the lesson.

Teacher Tip: Provide blank paper for students to draw their Journal responses as needed.

<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Review vocabulary: Friend, Responsibility, and Right 	<p>Day 1</p> <ul style="list-style-type: none"> • Complete the Building the Background (Pre) on the back of the Learning Log. • Watch the video. • Review vocabulary: Friend, Responsibility, and Right
<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the classroom Venn Diagram • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log. 	<p>Day 2</p> <ul style="list-style-type: none"> • Watch the video. • Complete the Building the Background (Post) on the back of the Learning Log. • Review the vocabulary. • Begin the classroom Venn Diagram • Begin the Teacher-Led Activity and My Turn on the inside of the Learning Log.
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Pausing for Understanding (Continued)

Pause at 1:31 for Kids' Bill of Rights- After Lauren says, "Let's name each one we created together."

- Have students name the Kids' Bill of Rights.
- Safety, Voice, Respect, and Identity.
- Review the difference between Rights and privileges

Pause at 3:35 for Safety and Privacy- After Zoey says, "I have the right to be safe and not to be hurt by anyone. People shouldn't make me feel hurt or confused."

- Have students define Safety and Privacy.

Pause at 3:52 for TFA, Safety NETWORK, and Voice- After Rodney says, "But what responsibilities come with your right to be safe and our right to privacy?"

- Have students define TFA and how to use it.
- Have students define a Safety NETWORK, how you pick people for it, when it is used, and how it is used.
- Have students tell you how they use their Voice to speak for themselves and others.

Pause at 4:24 for Respect- After Aiden says, "I have the right to be respected."

- Have students explain what respect is and how to show respect for others.

Pause at 4:47 for Identity- After Lauren says, "Now who can explain the Right to Identity?"

- Have students define Identity and give examples of how their likes, dislikes, fears, hopes, talents, dreams, etc are all part of their identity.

Pause at 5:54 for Responsibility- After Rodney says, "You each have the responsibility to make sure your right to safety, your right to have a voice, your right to have respect, and to your identity aren't forgotten about."

- Have students define Responsibility and how they can be responsible for their own safety and for those around them.

Pausing for Understanding (Continued)

Pause at 1:31 for Kids' Bill of Rights- After Lauren says, "Let's name each one we created together."

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- Have students define TFA and how to use it.
- Have students define a Safety NETWORK, how you pick people for it, when it is used, and how it is used.
- Have students tell you how they use their Voice to speak for themselves and others.
- Remind them that it takes courage to use your Voice.

Pause at 4:24 for Respect- After Aiden says, "I have the right to be respected."

- Have students explain what respect is and how to show respect for others.
- Remind students that if they do not show respect to others, they will have not be respected by others.
- Fear is different than respect.

Pause at 4:47 for Identity- After Lauren says, "Now who can explain the Right to Identity?"

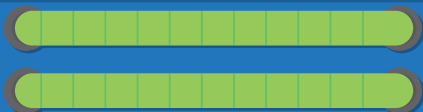
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Pausing for Understanding (Continued)

Pausing for Understanding (Continued)

Pause at 5:54 for Responsibility- After Rodney says, “You each have the responsibility to make sure your right to safety, your right to have a voice, your right to have respect, and to your identity aren’t forgotten about.”

- Have students define Responsibility and how they can be responsible for their own safety and for those around them.
- If you want to make sure that you and those around you are safe, you have to speak out when there is wrongdoing.





LAUREN'S KIDS

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