

**Choices, Council on Domestic Violence
For Page County, Inc.**



Elementary School

**Education Curriculum
Pre K – 7th**



Choices, Council on Domestic Violence for Page County, Inc.

216 West Main Street
Luray, VA 22835
Telephone (540) 743-4414
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www.choicesofpagecounty.org

Education Presentation Proposal

Preschool

It's Okay to Be Different

Kindergarten

The Way I Feel

First Grade

Words are not for Hurting

Second Grade

Ten Things I Can Do Instead of Hitting

Third Grade

The Bully Blockers Club

Fourth Grade

Are You a Bully

Fifth Grade

Frenemies

Sixth Grade

Boundaries

Seventh Grade

Healthy vs. Unhealthy



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Education Presentation Proposal

Pre-School

It's Okay to Be Different

- To recognize and become aware of the differences in people
- To recognize that it is okay to express yourself in different ways

Kindergarten

The Way I Feel

- To recognize and become aware of the different feelings that people have
- To recognize that it is okay to feel angry sometimes
- To identify healthy/unhealthy ways to express feelings/alternatives to violence
- To learn strategies for dealing with unhealthy behaviors by others

First Grade

Words Are Not For Hurting

- To recognized and become aware of the different ways that words can be used to hurt others feelings
- To identify positive ways to use our words
- To identify words for getting help

Second Grade

Ten Things I Can Do Instead of Hitting

- To identify different ways to express feelings
- To identify different ways of handling anger
- To learn strategies for resolving conflicts

Third Grade

The Bully Blockers Club

- To recognize bullying behavior
- To identify roles in bullying incidents
- To learn strategies for dealing with bullying behavior

Fourth Grade

Are You a Bully

- To recognize bullying behavior
- To identify roles in bullying incidents
- To learn strategies for dealing with bullying behavior

Fifth Grade

Frenemies

- Recognize unhealthy friendships
- To identify three assertive behaviors to deal with a frenemy
- To evaluate a friendship to determine if it is healthy

Sixth Grade

Boundaries

- To examine their lives and relationships
- To identify what physical and emotional boundaries are
- To determine how personal space and feelings may either be respected or violated

Seventh Grade

Healthy vs. Unhealthy

- To recognize and discuss the elements of healthy and unhealthy relationships
 - To define and implement positive social skills
 - To learn positive and negative consequences of healthy and unhealthy relationships
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January 17, 2013

Dear Parents:

Choices, Council on Domestic Violence for Page County, Inc. is a non-profit agency dedicated to educating our community in building healthy relationships. We will be providing a presentation during your child's guidance class on December 3, 5-6, 10, 12-13, 2012. All presentations are age appropriate and designed to meet the Virginia Standards of Learning requirements.

- Pre-K—It's Okay to be Different
- Kindergarten—The Way I Feel
- 1st Grade—Words are not for Hurting
- 2nd Grade—10 things to do Instead of Hitting
- 3rd Grade—The Bully Blocker Club
- 4th Grade—Are You a Bully
- 5th Grade—Frenemies- Healthy and Unhealthy Friendships

If you would prefer that your child is **not** present during the presentation, please return the bottom portion of this form to your child's teacher.

I look forward to working with your child.

Sincerely,

Tina Knupp, Choices Staff

I prefer that my child, _____, not be present during the presentations.
(Name of child)

Parent Signature



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Date

School
Contact
Address
City, State, Zip

Dear:

Thank you so much for allowing Choices, Council on Domestic Violence for Page County, Inc. to present to your students. It was a pleasure to include your students in our prevention efforts. We would like to evaluate the ----- presented to the ----- grade this year. I would appreciate it if you were able to complete the enclosed form and return it to me at your earliest convenience.

If Choices can be of further assistance to you please feel free to contact me at 540-743-4414 or email me at -----.

Again, thank you for allowing me to work with your students.

Sincerely,



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Name of School: _____

Date of Presentation

Presentation Evaluation

Please rate the following on a scale of 1 to 4, with 1 being poor, 2 being fair, 3 being good and 4 being excellent.

Preparedness of presenter(s):	1	2	3	4
Usefulness of information presented:	1	2	3	4
Usefulness of activities:	1	2	3	4
Overall training:	1	2	3	4

What was the most beneficial part of the presentation?

What was the least beneficial part of the presentation?

What area(s) need improvement? What would you suggest to make it more effective?

Do you have any suggestions of other topics that you would like to see covered?

Would you recommend presentations by Choices to others? Would you have Choices present to your students in the future?

Additional comments:

**Pre-K
Lesson Plan**

It's Okay to Be Different

By: Todd Parr

It's Okay to Be Different

Audience

Pre-Kindergarten

Objectives

- To recognize and become aware of the differences in people
- To recognize that it is okay to express yourself in different ways

Duration

15 – 20 minutes

Materials

It's Okay to Be Different – Book – By: Todd Parr

“I am a Person” Coloring Book

PERSON POSTER – folded in 3rds

PER CHILD: 3 squares of white paper: 2”, 3” and 4”

Introduction

Explain that Choices is an organization that helps people who have been abused. Define abuse for the class on a level that they can understand. *Abuse is when someone hurts another person on purpose.* (Examples: hitting, pinching, shoving, etc.)

Activity One:

Read the book; It's Okay to Be Different

Activity Two:

“Unique Person” *See folder for complete instructions

Activity Three:

Hand out “I am a Person” coloring book

Activity Four: *See Folder – Recognizing Differences

Activity Five:

Hand out “Mood Pencil”; ask each child to say something positive about themselves.

Discussion

Ask the students what they have learned.

What were some differences in people that we saw in the book?

Performance Measures

The desired outcome of the training is that fifty percent or more, of the children involved will have a better understanding of what it means to be different from other people.

**Kindergarten
Lesson Plan**

The Way I Feel

By: Janan Cain

The Way I Feel

Duration 30 – 45 minutes

Audience

Kindergarten

Objectives

- To recognize and become aware of the different feelings that people have
- To identify healthy/unhealthy ways to express feelings/alternatives to violence

Materials

The Way I Feel – Book – By: Janan Cain

Feelings Chart

Feelings Coloring Book

Hand out “Choices” mood pencil

Introduction

Explain that Choices is an organization that helps people who have been abused. Define abuse for the class on a level that they can understand. *Abuse is when someone hurts another person on purpose.* (Examples: hitting, pinching, shoving, etc.)

Activity One

Read the book; The Way I Feel

As the book is read pause to have children express the feelings shown on the page.

Activity Two:

Feelings Charades

Have a child come to the front of the room – show the student the feelings chart, have them act out the feeling and have the rest of the children guess the feeling they are showing.

Activity Three:

Pass out “Feeling” Coloring Book. Read the story and talk about feelings that range from sad to angry with an emphasis on the positive way to express our feelings. The students are encouraged to take the coloring book home to show their parents what they have learned.

Activity Four: Identify trusted adults in their community that can assist students with being safe.

Activity Five:

Pass out “Choices” mood pencil and ask each child to identify a safe person to talk to.

Discussion

Ask students to describe different types of feelings

How does a person feel when someone uses their hands in a bad way towards them?

Performance Measures

The desired outcome of the training is that fifty percent or more, of the children involved will have a better understanding of different feelings and recognize healthy and unhealthy ways of expressing those feelings.

**First Grade
Lesson Plan**

Words Are Not for Hurting

By: Elizabeth Verdick

Words Are Not For Hurting

Audience

First Grade

Duration 30 – 45 minutes

Objectives

- To recognized and become aware of the different ways that words can be used to hurt others feelings
- To identify positive ways to use our words

Materials

Words Are Not For Hurting – Book – By: Elizabeth Verdick

Compliment sticks

“Buddy”

Feeling Coloring Book

Choices Mood Pencil

Introduction

Explain that Choices is an organization that helps people who have been abused. Define abuse for the class on a level that they can understand. *Abuse is when someone hurts another person on purpose.* (Examples: hitting, pinching, shoving, etc.)

Activity One

Pass out the compliment sticks, have children write name on them and return to facilitator

Activity Two

Read the book “Words are not for Hurting”

Activity Three

Have each child take a compliment stick. Encourage each child to say something positive about the name of person they have drawn.

Activity Four

Buddy

Have a non-distinct picture of a person on a poster sheet,

Ask kids to tell something they heard once that “Hurt their feelings” – start yourself w/example

As words are beings said, tear a piece of Buddy away

What would help “mend” Buddy? Have the child that did it show an example

Saying I’m sorry, hugs, a gift, a note.....

As the ideas come, tape Buddy back together

Point out that the tape mended - the Buddy isn’t the same as when we started

Activity Five

Identify trusted adults in their community that students can assist students to be safe.

Pass out the Choices mood pencil.

Discussion

What were some nice ways that the book said you could use your words?

What were some nice words we should always remember to say?

Performance Measures

The desired outcome of the training is that fifty percent, or more, of the children involved will be better able to recognize and become more aware of the different ways that words can be used in a positive way.

**Second Grade
Lesson Plan**

**Ten Things to Do Instead
Of Hitting**

By: Sunburst Visual Media

Ten Things to Do Instead Of Hitting

Audience
Second Grade

Duration 45-50 minutes

Objectives

- To identify different ways to express feelings
- To identify different ways of handling anger
- To learn strategies for resolving conflicts

Materials

Ten Things To Do Instead of Hitting – Sunburst Visual Media video (20 minutes)
Choices and Make the Angry Feelings go away worksheet (one on each side)
Anger Choice Chart
Mood Pencil

Introduction

Explain that Choices is an organization that helps people who have been abused. Define abuse for the class on a level that they can understand. *Abuse is when someone hurts another person on purpose.* (Examples: hitting, pinching, shoving, etc.)

Activity One

Video – Ten Things To Do Instead of Hitting

Activity Two

Read and go over together the Choices and Make the Angry feelings go away worksheet.

Activity Three

Ask for two individuals to act a skit from the movie. They will act out a negative response and a positive response. The class will show a thumbs up or down for the response they like best.

Activity Four

Identify trusted adults in their community that students can assist students to be safe. Hand out mood pencil.

Discussion

Discuss what angry feelings are.
Discuss that feeling angry is okay, but hitting is not okay.
Discuss additional strategies for handling anger in nondestructive ways.

Performance Measures

The desired outcome of the training is that fifty percent, or more, of the children involved will be better qualified to express feelings and have an increased understanding of how to resolve conflicts without violence.

**Third Grade
Lesson Plan**

The Bully Blockers Club
By Teresa Bateman

Audience

Third Grade

Duration

45-55 minutes

Objectives

- To learn ways to identify how our feelings affect our health
- To identify adults that may help you figure out these feelings
- To learn strategies to remain safe

Materials

The Bully Blockers Club

This is Who I am worksheet

Pre and Post Test

Choices mood pencil

Introduction

Explain that Choices is an organization that helps people who have been abused. Define abuse for the class on a level that they can understand. *Abuse is when someone hurts another person on purpose.* (Examples: hitting, pinching, shoving, etc.)

Activity One

Pre Test

Activity Two

Read the book – The Bully Blockers Club; discuss book; questions in back

Activity Three - Circle Talk:

Count off by 2s

Have all the ones form a circle

Have all the twos form a circle on the outside of the ones pairing up with a classmate

Tell your classmate a time when you were scared (30 seconds)

Move circle one over one person

Tell your classmate a time when you were very excited

Move circle one over one person

Tell your class mate a time when you helped someone and what did you do?

Move circle one over one person

Activity Four

This is Who I am worksheet, Read out loud and assist students if needed.

Activity Five

Post Test

Activity Six

Identify trusted adults in their community that students can assist students to be safe. Pass out the mood pencil.

Discussion

Discuss with the class that when we witness violence it can make us feel bad or even make us feel sick.

Discuss trusted adults that they can talk to when something like this happens to them.

Encourage them to discuss these things with their parents/guardians.

Performance Measures

The desired outcome of the training is that fifty percent, or more, of the children involved will have a better understanding of how to identify feelings and to identify strategies to deal with those feelings, and also better able to identify helpful adults.

**Fourth Grade
Lesson Plan**

**Bully Smart
Are You a Bully**

Human Relations Media

Bully Smart; Five Ways to Stop A Bully

Audience

Fourth Grade

Duration

45-55 minutes

Objectives

- To recognize bullying behavior
- To identify roles in bullying incidents
- To learn strategies for dealing with bullying behavior

Materials

Bully Smart; Are you a Bully- Human Relations media
Pre and Post Test- Are you a bully
Activity cards

Introduction

Explain that Choices is an organization that helps people who have been abused. Define abuse for the class on a level that they can understand. *Abuse is when someone hurts another person on purpose.* (Examples: hitting, pinching, shoving, etc.)

Activity One

Pretest

Activity Two

Watch Are you a Bully

Activity Three

Discuss the video. Use the Bully Basics worksheet as a guide.

Activity Four

Activity cards

Activity Five

Post test

Activity Six

Identify trusted adults in their community that students can assist students to be safe, pass out mood pencil.

Discussion

Discuss trusted adults that they can talk to when something like this happens to them.
Encourage them to discuss these things with their parents/guardians.

Performance Measures

The desired outcome of the training is that fifty percent or more, of the children involved will better recognize bullying behaviors and learn strategies for dealing with those behaviors.

Fifth Grade Lesson Plan

Frenemies
Unhealthy Relationships and
What to About Them

Frenemies– 5th Grade

Audience

Fifth Grade

Duration

45-55 minutes

Objectives

- To define what it means to be a friend
- What you look for in a friend
- To learn to set healthy boundaries with friends

Materials

Pre/Post Test

The Game of Two Extremes

Frenemy work sheet

Acrostic Poem

Frenemies video

Introduction

Explain that Choices is an organization that helps people who have been abused. Define abuse for the class on a level that they can understand. *Abuse is when someone hurts another person on purpose.* (Examples: hitting, pinching, shoving, etc.)

Activity One

Pre-Test

Activity Two **A game of two extremes!**

Create an imaginary line from one end of the room to the other. Instruct people to move to a point in the room where they stand on a particular issue. For example - move to the left hand side of the room if you like **chocolate**, the right hand side if you like **strawberry**.

Continue with other examples / extremes:

- Sleep in or Get up Early?
- Big party or quiet dinner?
- Would you rather go to a football game or a concert
- Choc. Cake or potato chips
- Rap or Country
- A beach vacation or visit a big city
- Fold toilet paper or Scrunch

- McDonalds or Burger King?
- Roller Coasters or Water Rides?
- Video games or play outside

After each of the categories – how many of your FRIENDS are in the same group? How many of your friends are in the opposite group? Remind them friends can have different interests.

Activity Three

Frenemy Video and Discussion

Activity Four

Acrostic Poem

Activity Five

Frenemy Worksheet

Activity Six

Post Test

Performance Measures

The desired outcome of the training is that fifty percent or more, of the children involved will say one way to say no when their boundaries are challenged by a friend.

**Sixth Grade
Lesson Plan**

Boundaries

Boundaries

Audience

Sixth Grade

Duration

45-55 minutes

Objectives

- To define the concept of boundaries
- To understand how to create and maintain boundaries
- To understand how boundaries differ for each individual

Materials

Scenario Cards

Boundary Circle Handouts

Mood Pencils

Thumbs up Thumbs down activity

Introduction

Explain that Choices is an organization that helps people who have been abused. Define abuse for the class on a level that they can understand. *Abuse is when someone hurts another person on purpose.* (Examples: hitting, pinching, shoving, etc.)

Activity One

Have students stand in the center of classroom in a circle. Encourage them to get as close as possible. Ask a series of questions about what they hear, smell, see and feel. Are they comfortable? Etc.

OR

Teacher arranges students in two lines, opposite one another, pairing one student from each line together. Students in the right line begin to walk toward the left line; the student in the left line puts their hand up when the approaching student reaches their personal space. Ask the students a series of questions regarding comfort level. Reverse the activity

Question and Answer session regarding the activity.

What is a boundary?

A personal boundary is a line around you that separates you from anyone else

It a line that defines what you are comfortable with and not comfortable with.

What is personal space? How do you define personal space? Why or when would you change or alter your personal boundaries?

Activity Two

Boundaries Circle Work Sheet to illustrate personal space boundaries

Circle 1 are people you are close to

who do you let close enough to hug you for example would be in the inner circle.

Circle 2

Circle 3

Activity Three

Thumbs up /Thumbs down. Presenter will read different boundary scenarios, students will show thumbs up or down in reaction to the scenario.

Activity 4

Exit card- mood pencil-

1) Name someone in the closest circle of your boundary worksheet

2) Who might you have a difficult time setting a boundary with?

3) Any questions about what you have learned today?

They return the index cards to trainers and receive a mood pencil

Discussion

Discuss trusted adults that they can talk to when something like this happens to them.

Encourage them to discuss these things with their parents/guardians.

Performance Measures

The desired outcome of the training is that fifty percent or more, of the children involved will better recognize gossiping, taunting and bullying behaviors and learn strategies for dealing with these behaviors.

Suggestions for Boundaries Worksheet

Rules for yourself

1. Know when you feel comfortable- Go with your gut
2. Speak up when something/someone bothers you
3. Set limits about where you will go/what you will do/ how long you will be there

Rules for others

1. Length of time- how long have you known them?
2. Knowledge about the other person
3. How do they treat their friends?
4. Where do you know this person from?
5. How do they act when;
 - a. They are angry
 - b. They are happy
 - c. They feel scared or sad
6. Do you always feel comfortable around them? When do you not feel comfortable?
7. Do you feel you can trust them with your secrets?

Ways to say no-

1. I've decided not to....
2. My mom says I can never do that- she always finds out....
3. I guess we see it differently
4. Yes, I do mind....
5. I understand your point of view, but...

**Seventh Grade
Lesson Plan**

**Healthy vs. Unhealthy
Relationships**

Healthy vs. Unhealthy Relationships

Audience

Seventh Grade

Duration: 45-55 minutes

Objectives

- To recognize and discuss the elements of healthy and unhealthy relationships
- To define and implement positive social skills
- To learn positive and negative consequences of healthy and unhealthy relationships

Materials

Individual flash cards with examples of healthy and unhealthy behaviors.

Red Flag/Green Flag handout

Exit cards

Mood pencils

Introduction

Explain that Choices is an organization that helps people who have been abused. Define abuse for the class on a level that they can understand. *Abuse is when someone hurts another person on purpose.* (Examples: hitting, pinching, shoving, etc.)

Activity One

What do you want in a relationship? Divide by gender. Compare answers and discuss the similarities and differences marker.

Activity Two

Distribute Red Flag/Green Flag handout. Discuss the types of behaviors they may encounter in a healthy/unhealthy relationship.

Activity Three

Each group will be given a scenario. They will brainstorm and decide A) How they feel about it. B) A positive way to handle the situation C) A negative way to handle the situation. When all groups are done, they share with the class the scenario and their ideas.

Activity Four

Exit card-mood pencils

- 1) What makes a good friend?
- 2) Name one healthy behavior.
- 3) Any questions?

They return the index cards to trainers and receive a mood pencil

Discussion

Define “relationship”

Discuss healthy and unhealthy relationship behaviors.

Encourage them to discuss these things with their parents/guardians.

Performance Measures

The desired outcome of the training is that fifty percent, or more, of the children involved will better identify the elements of healthy/unhealthy relationships and the positive and/or negative consequences of these relationships.

Scenario:

You have found out that your best friend is stealing money from the locker room.

How would you feel?	Positive Way to handle the situation	Negative approach to the situation

Scenario:

You saw your friend push his/her girl/boy friend

How would you feel?	Positive Way to handle the situation	Negative approach to the situation

Scenario:

Your friend says things that hurt your feelings. He/she says they are only teasing.

How would you feel?	Positive Way to handle the situation	Negative approach to the situation

Scenario:

You find out that your friend has told others something you told him/her in secret.

How would you feel?	Positive Way to handle the situation	Negative approach to the situation

Scenario:

Your friend cancels plans that the two of you had. Then you find out that they made plans with someone else.

How would you feel?	Positive Way to handle the situation	Negative approach to the situation

Suggestions for cards:

- You tell a friend that you think you can trust a very personal secret; He/she tells another friend, but doesn't understand why you are upset.
- Your friends told you if you didn't sneak out of the house to go with them to a party even after your parents had said "No", that they will tell everyone you're a big baby and afraid to get grounded.
- Your boyfriend/girlfriend tells you that you look nice, even on days that you wear sweat pants to school. He/she doesn't expect you to dress up for him/her.
- Your best friend insists you to watch a movie with him/her, although you have already seen it and made it clear that you don't care to see it again.
- Your friends make fun of you, because your parents will not buy you name brand clothes, but tell you that they are only joking when you get upset.
- Your boyfriend/girlfriend tells all your friends that you have bad breath, when you confront him/her he/she tells you to "lighten up"
- Your girlfriend/boyfriend is in the band and you insist he/she quit so you can spend more time together.
- Your best friend gets mad at you when you talk to someone they don't like.
- You have a friend that will only talk to you when no one else is around, because you aren't part of the cool crowd.
- You volunteer on the weekends, because you enjoy helping others. Your friends think it's a waste of time and tell you to quit.
- Your boyfriend/girlfriend is encouraging you to play sports in high school.
- When you are having a bad day, your friends do special things to make you feel better
- Your friends do not make fun of you, because your parents won't let you go to a party that does not have adult supervision.
- Your boyfriend/girlfriend must have your locker combination, in case someone is sneaking notes in there.