

Erin's Law Lesson Plans for THES and GES - Spring 2019

GRADE **K 1 2** 3 4 5

WEEK 1 2 3 4 5

TOPIC: **Support Systems (Combines Health Standards: Violence and Relationships)**

Lesson Outline	Script	Curriculum Used/Materials Needed	Standards Addressed (copy and paste)
<p>Grade K: Lesson 1 "Ways to Stay Safe", Lesson 2 "The Always Ask First Rule" and Lesson 5 "Practicing Staying Safe"</p> <p>Grade 1: Lesson 1 "Ways to Stay Safe", Lesson 2 "The Always Ask First Rule" and Lesson 5 "Practicing Staying Safe"</p> <p>Grade 2: Lesson 1, "Ways to Stay Safe", Lesson 2 "The Always Ask First Rule" and Lesson 5 "Practicing Staying Safe"</p> <p>-the above lessons are all from the SSD adopted curriculum, Second Step Child Protection Unit</p>	<p>-see lessons in curriculum materials</p>	<p>Second Step Child Protection Unit Lessons/Videos</p>	<p>HE.1.K.13 Define bullying and teasing and why bullying and teasing are inappropriate behaviors.</p> <p>HE.1.1.13 Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.</p> <p>HE.1.2.13 Explain bullying and teasing and why bullying and teasing are inappropriate behaviors.</p> <p>HE.3.K.3 Identify sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.</p> <p>HE.3.1.3 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse including if someone is touching them in a way that makes them feel uncomfortable.</p> <p>HE.3.2.3 Describe sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.</p> <p>HE.4.K.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</p> <p>s being hurt or feels unsafe. HE.4.1.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</p> <p>HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</p> <p>HE.4.K.1 Identify healthy ways to express needs, wants, and feelings.</p>

			<p>HE.4.1.1 Identify healthy ways to express needs, wants, and feelings.</p> <p>HE.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>HE.1.K.12 List a variety of ways people express affection within various types of relationships.</p> <p>HE.1.1.12 Identify a variety of ways people express affection within various types of relationships.</p> <p>HE.1.2.12 Describe a variety of ways people express affection within various types of relationships.</p> <p>HE.4.K.6 Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>HE.4.1.6 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.</p>
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GRADE K 1 2 **3 4 5** WEEK 1 2 3 4 5

TOPIC: **Support Systems (Combines Health Standards: Violence and Relationships)**

Lesson Outline	Script	Curriculum Used/Materials Needed	Standards Addressed (copy and paste)
Grade 3: Lesson 1 "Ways to Stay Safe", Lesson 2 "The Always Ask First Rule" and Lesson 5 "Practicing Staying Safe"	-see lessons in curriculum materials	Second Step Child Protection Unit Lessons/Videos	<p>HE.4.3.8 Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.</p> <p>HE.4.4.8 Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.</p>

Grade 4: Lesson 1 “Keeping Yourself Safe”, Lesson 2 “The Always Ask First Rule” and Lesson 5 “Practicing the Ways to Stay Safe”

Grade 5: Lesson 1, “Keeping Yourself Safe”, Lesson 2 “The Always Ask First Rule” and Lesson 5 “Practicing the Ways to Stay Safe”

-the above lessons are all from the SSD adopted curriculum, Second Step Child Protection Unit

HE.4.5.8 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.

HE.3.3.7 Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.

HE.3.4.8 Identify sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.

HE.3.5.8 Discuss the sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.4.3.4 Recognize nonviolent strategies to manage or resolve conflict.

HE.4.4.4 Describe nonviolent strategies to manage or resolve conflict.

HE.4.5.4 Demonstrate nonviolent strategies to manage or resolve conflict.

HE.1.3.17 Explain why bullying and teasing are inappropriate behaviors.

HE.1.4.16 Define why bullying and teasing are inappropriate behaviors.

HE.1.5.18 Analyze why bullying and teasing are inappropriate behaviors.

HE.8.3.3 List ways students can work together to promote dignity and respect for all people.

HE.8.4.4 Describe ways students can work together to promote dignity and respect for all people.

HE.8.5.5 Demonstrate ways students can work together to promote dignity and respect for all people.

HE.8.4.3 Describe how others can take action when someone else is being teased, harassed or bullied.

HE.4.3.1 Recognize effective verbal and nonverbal communication skills to enhance health.

			<p>HE.4.4.1 Describe effective verbal and nonverbal communication skills to enhance health.</p> <p>HE.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>HE.4.3.7 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>HE.4.4.7 Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>HE.4.5.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p> <p>HE.1.3.13 Identify the characteristics of a healthy relationship.</p> <p>HE.1.4.12 Describe the characteristics of a healthy relationship.</p> <p>HE.1.5.14 Discuss the characteristics of a healthy relationship.</p> <p>HE.2.3.9 Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.</p> <p>HE.2.4.9 Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.</p> <p>HE.2.5.9 Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.</p> <p>HE.3.3.6 Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.</p> <p>HE.3.4.7 Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.</p> <p>HE.3.5.7 Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships.</p> <p>HE.4.3.6 Identify ways to communicate your thoughts and feelings while maintaining healthy relationships.</p>
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