

**Milwaukee Public Schools
Wellness and Prevention Office**

**Human Growth & Development Curriculum
First Grade Lessons**

OUTLINE

Unit 1 – Relationships

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- Lesson 2-Family

Unit 2 – Personal Skills

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Unit Name: Relationships

Lesson Number: 1

Grade Level: 1

“I am a Friend” – Friendships

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 5 – Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.

Reading

- learn various methods of recognizing words and gaining meaning from them, such as looking at pictures on the page.

Math

- collect data to answer questions about themselves and their world. Organize data, use numbers or pictures to represent the data, and describe the results.

What You Need to Know

Students will:

- discuss what makes a good friend
- demonstrate their understanding of what makes a good friend by creating a “friendship card” with pictures. These friendship cards will include the qualities the student believes he/she possesses.

Materials

- Large index cards (one for each student)
- Old magazines (kids magazines will work best, be sure to include magazines that depict a variety of cultural and ethnic groups)
- Scissors
- Crayons
- Glue

Procedures

1. Ask students to share their thoughts on what a “friend” is. Summarize their thoughts and if needed state the following definition.
 - A friend is someone you know and like.
 - A friend will not cause you harm.
 - A friend is someone you can trust.
 - A friend is someone you can talk to.
 - A friend is someone you can share feelings with.
 - A friend helps you make good choices.
 - A friend is nice to others.
2. Ask what kind of things they like to do with their friends.



3. Ask students to think about the things that make them a good friend (they share their toys, they are nice, etc.)
4. Give one index card to each student.
5. Tell them that this is their “friendship card.” It is like a business card that grown ups carry. Business cards tell us about the person who gives them out. Your friendship card will tell your name and the things that make you a good friend.
6. Students can draw or cut out pictures from a magazine to illustrate what makes them a good friend and things they like to do.
7. Optional activity – when cards are complete. Ask students to move about the room trying to find other students that have similar pictures on their cards. (Chances are they will have other things in common with this potential friend!)



National Health Education Standards

Primary Focus

Standard 7 – Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 6 – Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

MPS Learning Targets – Students will:

Health

- describe how to care for their teeth.
- express their feelings in a positive way.

Reading

- associate sounds with letters.
- identify the main ideas in different sources of information, both print and non-print.

Math

- count and keep track of sets of objects up to 20. They may either count each one of the objects or start with a known number of objects and count on from that number.
- survey classmates with simple questions; for example, create “yes/no” questions, and report the results.
- recognize patterns of color and shape, and find patterns in their world.

What You Need to Know

Students will:

- recognize a family consists of two or more people who care for each other in many ways
- discuss the members of their family and share what makes their family special
- recognize every family member has a role and things they need
- demonstrate their role in the family by completing a “chore worksheet”
- talk about how they feel when they are able to help out at home

Materials

- Poem: “Helping Hands”
- “What is a Family?” Song
- Worksheet: “My Family Job Chart”
- Pencil
- Crayons



Procedures

1. Read “Helping Hands” ask students to give examples of what they can do to help out at home.
2. Teach Song: “What is a Family?”
3. Repeat the first paragraph, “Families are big, and families are small. Families give love and care to us all.” Ask students, “How do you show someone that you care about them?”
4. Explain that one way we can show we care is by helping out. Give students a copy of “My Family Job Chart” worksheet. Ask students to start the worksheet at school and then it will be taken home to share with the adults in their family. A parent letter is included which can be sent home to explain this activity and encourage participation.

After a week

5. Review the song: “What is a Family?”
6. Review discussion regarding chores and the chore worksheet
7. Lead discussion with the students:
 - a. Ask students what kind of chores they completed at home.
 - b. What chores were new? What chores are ones that they are expected to do every day?
 - c. How did they feel when they completed their chores?

Poems

<p>“Helping Hands” Helping hands can use a rake, Hang a picture, bake a cake. Helping hands are hands that share, Helping hands are everywhere.</p>	<p>“What is a Family?” – Song (to the tune of Rock-a-Bye Baby)</p> <p>Families are big, And families are small. Families give love, And care to us all.</p> <p>People in families Work and play, too. I live in a family, And so do you!</p> <p>Families are different. None are the same. Some families have Special names.</p> <p>Families have ways, So special and fine. You love your family. I sure love mine!</p>
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Unit Name: Relationships
Lesson Number: 2
Grade Level: 1
“Helping Hands” – Families

Milwaukee Public Schools
Human Growth and Development Curriculum



Dear Parents or Guardian,

We have been talking about families in school. We have talked about how all families are special and that families give us care and love. One way we can show how we care about our family is by helping out with chores around the house and being kind to each other. Your student has been asked to complete a “Family Job Chart” to show how they have helped out at home. Please review this worksheet with your child and help them to think about the chores they do. When they complete a chore, they can draw a happy face or make a check mark in the square.

Thank you!

Sincerely,



"Helping Hands"
My Family Job Chart Worksheet

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Be kind. 							
Pick Up Toys 							
Dress Myself 							
Feed Pet 							
Get Along 							
Brush Teeth 							
Other 							

Unit Name: Relationships

Lesson Number: 3

Grade Level: 1

“Read my Face” – Communication, Emotions

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 6 – Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.

Reading

- learn various methods of recognizing words and gaining meaning from them, such as looking at pictures on the page.
- recall parts of the story, such as the main character, from a variety of books, including books from various cultures. Connect similar stories.
- recall and state main ideas from fiction and nonfiction material.
- connect reading to their own life experiences and knowledge; for example, tell about an experience they may have had that was similar to the experience of a character in a story.

Math

- collect data to answer questions about themselves and their world. Organize data, use numbers or pictures to represent the data, and describe the results.

What You Need to Know

Students will:

- talk about many different feelings
- learn that feelings are ok
- tell different feelings they have
- learn coping strategies to anger

Materials

- Pictures of people with various expressions pasted to poster board to use during discussion
- Paper to color on
- Crayons
- “Many Faces” worksheet – run on cardstock and cut apart (add other expression cards to the six given)



- Suggested reading: **Today I Feel Silly** by Jamie Lee Curtis.

Harper Collins Juvenile Books

ISBN: 0060245603

1998

This book follows a little girl through 13 different moods, beginning with silly: "Today I feel silly. / Mom says it's the heat. I put rouge on the cat / and gloves on my feet." Of course, silly soon turns to grumpy and mean... to excited... to confused, and so on.

- **Suggesting reading: My Many Colored Days** by Dr. Seuss.

Alfred A. Knopf, Inc.

ISBN: 067989344X

1996

Thirty years ago, Dr. Seuss wrote this active rhyming verse connecting colors with moods and feelings. The new illustrations are glowing and lively; for each color, a different animal jumps with energy. Pink flamingos dance; a bright red horse kicks its heels; a green fish glides quietly.

Procedures

1. Begin lesson by reading one of the book choices. Talk about how all feelings are okay. (There are no feelings that are ‘bad’ to feel.) Our feelings are an important part of us and we should pay attention to them. (Use the “Many Faces” posters to help students identify different feelings.)
2. Discuss with children the many different ways we communicate our feelings (talking, shouting, dancing, art work, etc.) Show pictures of people communicating their feelings with their faces. Discuss how our faces are a window into how we are feeling and we use our faces to talk with one another without saying a word. (Can also give some examples using your own face.)
3. Divide the class into two teams.
4. Play “Read My Face” game.
 - A child draws a card and makes the facial expression. Team members try as a group to come up with what facial expression she/he is showing.
 - Allow all children to take a turn in “making a face.”



Scared



Shy



Angry



Excited



Happy



Sad



National Health Education Standards

Primary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 7 – Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.

Reading

- recall and state main ideas from fiction and nonfiction material.
- connect reading to their own life experiences and knowledge; for example, tell about an experience they may have had that was similar to the experience of a character in a story.

Math

- collect data to answer questions about themselves and their world. Organize data, use numbers or pictures to represent the data, and describe the results.

What You Need to Know

Students will:

- talk about many different feelings
- learn that feelings are okay
- tell different feelings they have
- learn coping strategies to anger

Materials

- Pictures of people with various expressions pasted to poster board to use during discussion
- “Many Faces” worksheet – run on cardstock and cut apart (add other expression cards to the six given)
- Anger Poem (below) & “Five Steps for Calming Down” - worksheet
- Paper to color on
- Crayons

Procedures

1. Read the “Anger Poem” and the “Five Steps for Calming Down” Worksheet.
2. Ask each student to draw a picture of a time when they were angry.
3. Ask students if they would like to share their picture. For those who share their picture, have the class role play the situation and demonstrate how students would use the five steps for calming down to handle the situation.

Unit Name: Personal Skills

Lesson Number: 4

Grade Level: 1

“Read my Face” – **Communication, Emotions**

Milwaukee Public Schools

Human Growth and Development Curriculum



The Anger Poem:

When angry feelings start to mount,
That's when I take some time to count.
One...Two...Three...Four...Five.

Counting helps me settle down,
Counting helps to fade my frown.
Six...Seven...Eight...Nine...Ten.

Lesson Extension

A parent letter is included with this lesson. Make copies of the letter to send home to parents to encourage them to talk about feelings with their child.



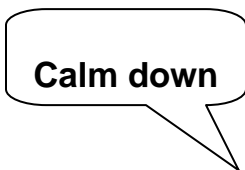
#1 How do I feel?



#2 Take three deep, slow breaths.



Count slowly to five.



#4 Say, “Calm down” to yourself.



#5 Talk to a grown up about it.



Dear Parents or Guardians,

In school today we discussed feelings. Some of the feelings we talked about were:

- **Angry**
- **Loved**
- **Scared**
- **Excited**
- **Proud**
- **Silly**
- **Happy**
- **Sad**
- **Shy**

Talking about feelings helps kids understand their feelings and how to handle feelings in appropriate ways.

Here’s an activity to try at home.

Take a bug-watching walk outside (or any other type of walk that encourages your child to look around and notice things.) See how many different bugs you can find. Be aware of different colors, noises, and other things outside. Have your child share how seeing a bug (or the other things) makes him or her feel.

You may also choose to look for these books in your local library and read about different emotions.

- *Anansi the Spider* by Gerald McDermott
- *The Grouchy Ladybug* by Eric Carle



Thank you for your help.

Sincerely,

Unit Name: Personal Skills

Lesson Number: 5

Grade Level: 1

“What’s Most Important to You?” – Values

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 7 – Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.
- tell what they can do to help keep their neighborhoods clean and safe.

Reading

- learn various methods of recognizing words and gaining meaning from them, such as looking at pictures on the page.
- read aloud accurately and with expression.

Math

- collect data to answer questions about themselves and their world. Organize data, use numbers or pictures to represent the data, and describe the results.

What You Need to Know

Students will:

- tell values that lead to good character
- tell why values are important
- identify values demonstrated in various situations

Materials

- List of values (make a poster using the value cards pictures or list on chalkboard or marker board)
- Value cards (cut out the following sheets and laminate)
- Situation Sheet
- Parent letter



Procedures

1. Before class, make a poster showing the values below.

List of Values:

To care for others Caring	To be fair or take turns Fairness	To tell the truth Honesty
To show respect Respect	To be kind to others Kindness	To share Sharing
To be a good friend Friendship	To be responsible or help out at home Responsibility	To make healthy choices Healthy

2. Explain/define the different values to the class. For each value – hold up the appropriate value card so that students can relate the value to the picture. Tell students that these values lead to good character. Good character is telling the truth, showing respect, etc.
3. Ask students to tell of a time when they or someone else demonstrated these values. Remind them of Lesson #1 that discussed families being kind, caring and helping each other and Lesson 2 where students learned what makes a good friend.
4. Lead a discussion using the following questions:
 - How do you feel when someone shares a toy with you? (Tie in with Lesson # 3 on feelings)
 - What might happen if we didn’t have values in this classroom? (Why are values important?)
 - Have you seen grownups use these values?
 - Can you think of other values that are used in your home?
 - Are values different for girls and boys?
 - Which value is most important to you?
5. Place the value cards where students can see each picture. Read each situation to the class. After the situation, ask the students if they can pick what value the situation demonstrates.
NOTE: Suggested values are provided, however, the class can discuss the validity of other values



Situations

1. You find a quarter on the playground during recess. When you come back inside, Jasmine is crying because she lost her milk money. You go to the teacher and say that you found the quarter outside. This action shows which value? (*Honesty*)
2. You see someone fall down while they are walking to school. You go over to them and give them a tissue to wipe their knee. This action shows which value? (*Caring*)
3. You are asked to give every student two crackers for snack. Your best friend whispers how hungry he/she is and asks you for three crackers. You only give him/her two crackers because otherwise there will not be enough crackers for everyone. This action shows which value? (*Fairness*)
4. At lunchtime, your friend Jamal offers you his extra cookie. You have two cookies already and are feeling full. You say, “No thank you, I am full.” This action shows which value? (*Health*)
5. You and another student race to the swing at recess and get there at the same time. You offer to let him/her go first. This action shows which value? (*Kindness & Sharing*)
6. When you know the answer to a question, you raise your hand and wait for the teacher to call on you. This action shows which value? (*Respect*)
7. You make a special card for your friend when he/she is not feeling well. This action shows which value? (*Friendship, Caring or Kindness*)
8. You help to set the table for dinner. This action shows which value? (*Responsibility*)
9. At the end of each day, the rules are to help clean up the room, get your coat and stand in line by the door. You do this each day without having to be reminded. This action shows which value? (*Responsibility*)
10. You have been playing with a game and notice that another student would like to play. You finish what you are doing and give the game to him/her. This action shows which value? (*Sharing and kindness*)



Respect



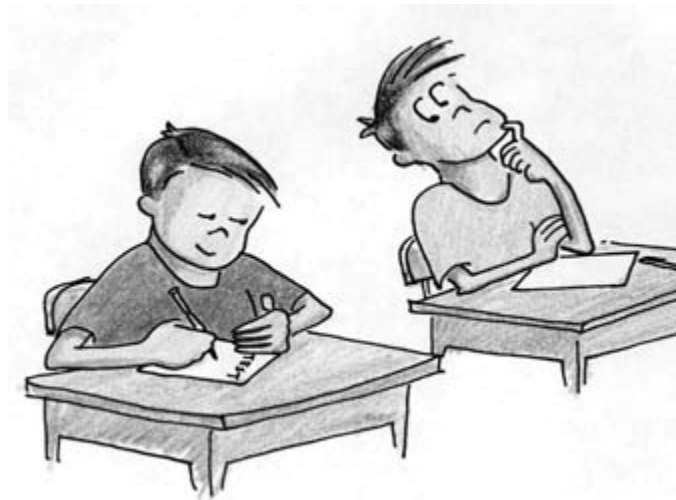
Responsible



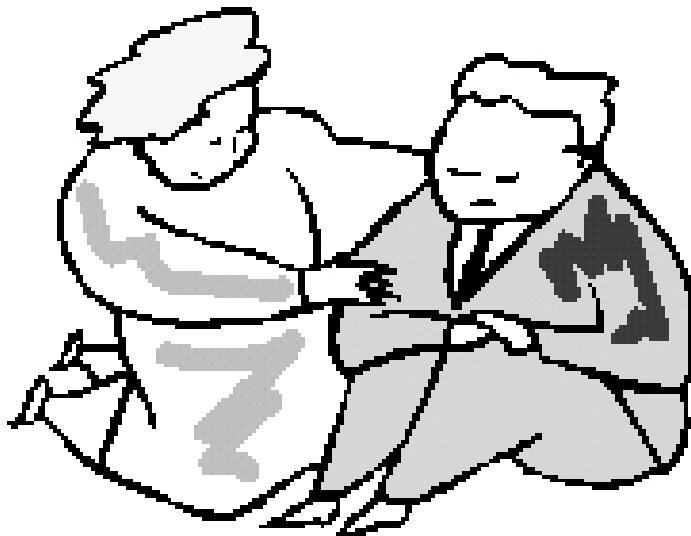




Friendship



Honesty



Caring



Sharing



Fairness





Dear Parent or Guardian,

We are learning about values in first grade. We want to support your family values by connecting what we are doing in school with what is most important to you. The children listened to some situations and matched the value the situation was demonstrating. The situations we discussed are listed below. Take a moment with your child to discuss situations in your home that are examples of the same values. Choose four values that are most important to you to talk about with your child.

Situations

1. You find a quarter on the playground during recess. When you come back inside, Jasmine is crying because she lost her milk money. You go to the teacher and say that you found the quarter outside. (*Honesty*)
2. You see someone fall down while they are walking to school. You go over to them and give them a tissue to wipe their knee. (*Caring*)
3. You are asked to give every student two crackers for snack. Your best friend asks you for three crackers. You only give him/her two crackers because otherwise there will not be enough crackers for everyone. (*Fairness*)
4. At lunchtime, your friend Jamal offers you his extra cookie. You have two cookies already and are feeling full. You say, “No thank you, I am full.” (*Health*)
5. You and another student race to the swing at recess and get there at the same time. You offer to let him/her go first. (*Kindness & Sharing*)
6. When you know the answer to a question, you raise your hand and wait for the teacher to call on you. This action shows which value? (*Respect*)
7. You make a special card for your friend when he/she is not feeling well. (*Friendship, Caring or Kindness*)
8. You help to set the table for dinner. (*Responsibility*)
9. At the end of each day, the rules are to help clean up the room, get your coat and stand in line by the door. You do this each day without having to be reminded. (*Responsibility*)
10. You have been playing with a game and notice that another student would like to play. You finish what you are doing and give the game to him/her. (*Sharing and kindness*)



National Health Education Standards

Primary Focus

Standard 5 – Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 7 – Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.

Reading

- connect their own experiences and knowledge to new information gained from reading different types of nonfiction.
- recall and state main ideas from fiction and nonfiction material.
- connect reading to their own life experiences and knowledge; for example, tell about an experience they may have had that was similar to the experience of a character in a story.
- use nonfiction books to learn new information. Connect it to what they already know.

What You Need to Know

Students will

- tell five things to think about when making a decision.
- students will identify right and wrong decisions.

Materials

- Decision Making Model –for teacher, below/ for student, attached
- Paper plates
- Craft Sticks
- Markers, crayons, pencil
- Teacher Resource – Positive Self Esteem
- Suggested Book: **Peter Rabbit**

Procedures

1. Before class, make two faces; one happy (right decision) one sad (wrong decision) on paper plates. Attach a craft stick to the backside of one plate. Tape or staple plates together.
2. Read **Peter Rabbit**
3. Give students a copy of the Decision Making Model
4. Talk about the decision making model, define the steps and answer any questions the students may have.
5. Read through the **Peter Rabbit** again in using the decision making model.



6. At each decision ask the children if it was right or wrong. Generate possible scenarios and then ask students to decide what would happen if Peter chose... what would happen if Pinocchio chose...

Was this a happy (right) or sad (wrong) decision?

What would happen if Peter chose to stay home? (He could have played a game with his sisters. He could have explored around his home. Etc.)

What did happen? (He was chased; he got in trouble at home)

“First he ate some lettuces and French beans; then he ate some radishes.”

Was this a happy (right) or sad (wrong) decision?

What would happen if Peter walked out of the garden without eating anything?

7. Discuss why Peter might have chosen to lie. Teach children what self-control means. How could Peter have shown self-control?
8. The teacher should emphasize the importance of understanding the situation before making a decision.

Decision Making Model: *(The following model is a teacher resource only. It is included as this is the model that will be taught in upper elementary. Please use the pictures on the following page to explain this model to students.)*

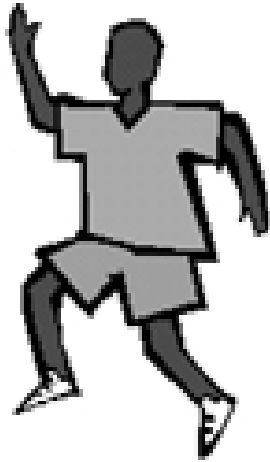
1. State the situation that requires a decision = what is going on?
2. List the possible Choices – What are my options?
3. Consider the consequences – What would happen if...?
 - a. Is it safe?
 - b. Is it legal?
 - c. Is it respectful of self and others?
 - d. Does it follow my parent’s guidelines?
 - e. Is it healthy?
 - f. How will it affect my future?
4. Make a decision based on everything you know and act on it – Choose the best option and do it.
5. Evaluate you decision – Think about how it turned out. Can something be changed? Now? Next time?

Lesson Extensions

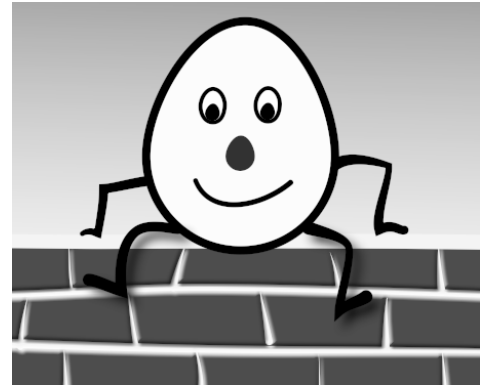
TRAILS (Teaching Resiliency and Instilling Life Skills) has eight comprehensive units complete with teacher instruction and assessments. TRAILS reinforces the idea of making choices through large storybooks and covers concepts in the personal skills component. Trails is available through IMPACT and is on the MPS menu services. TRAILS can be ordered using “Drug-Free Schools” money.

IMPACT/ Prevention Services Office
6737 W. Washington Street, Suite 2225
Milwaukee WI 53214
414-256-4808

Social Skills Lessons & Activities for Grades PreK-K by Ruth Weltmann Begun. 1995 Center for Applied Research in Education, New York



Make choices that are healthy



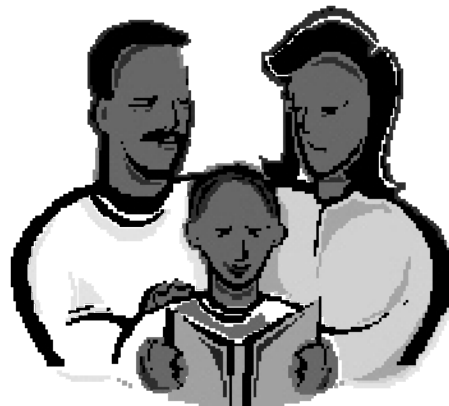
Make choices that are safe.



Make choices that follow school rules and laws.



Make choices that show you care about other people.



Make choices that follow your parents' rules.

Unit Name: Personal Skills

Lesson Number: 7

Grade Level: 1

“Excuse Me?” – Communication, Social Skills

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.

Reading

- recall and state main ideas from fiction and nonfiction material.
- connect reading to their own life experiences and knowledge; for example, tell about an experience they may have had that was similar to the experience of a character in a story.

What You Need to Know

Students will

- demonstrate appropriate manners
- apply “I Statement” skills for working out conflicts

Materials

- Paper cups and plates
- Juice and snack (crackers, carrots, cookies, etc.)
- **Suggested reading: What Do You Say, Dear?** By Seslye Joslin,
HarperCollins Children's Books
ISBN # 0064431126
1986

You have gone downtown to do some shopping. You are walking backwards, because sometimes you like to, and you bump into a crocodile. What do you say, dear?" This is just one of the delightful hypothetical situations introduced by award-winning author Sesyle Joslin in this "handbook of etiquette for young ladies and gentlemen to be used as a guide for everyday social behavior

- **Suggested reading: Oops, Excuse Me Please!**

Barrons Juveniles

ISBN: 0764150839

A favorite personality from "Sesame Street" and the author of the popular "Uh Oh! Gotta Go!" potty training book has a new collection of amusing vignettes for kids. "Oops! Excuse Me, Please!" presents 28 humorously illustrated scenes showing boys and girls dealing with good manners.



Procedures

1. Begin the lesson by reading one of the book choices. Stop to allow children to think about what might be said in each situation.
2. Say, “Aside from good manners, it is also important to practice how to talk to one another when we disagree. For example, if I want a certain toy and ‘Jamal’ wants the same toy, we need to talk to one another in a nice way to solve the problem.” Talk through the situation introducing the following steps, model the conversation and then role-play with a student.

These are steps we can practice to work out conflict

- Use kind words
- Talk in a calm way
- Listen to the other person
- Tell the person how you feel
- Think of ways to work it out
- Agree on a way to work it out
- Walk away if it is leading to a fight
- Ask a grown up for help

Model of conversation:

Both of us go to the same toy at the same time. I (teacher) get it first.

Jamal: I want that toy!

Teacher: I do too.

Jamal: I am sad that I will not be able to play with the toy. Can we play with it together?

Teacher: *Either* – OK *or* I want to play alone.

Jamal: *If I want to play alone* - You can play with it first, but then it will be my turn. If you can't share, I will need get help from the teacher.

3. Practice the steps in role play format using the following situations:
 - Two students want to sit next to the same person. There is only room for one student to sit there.
 - One student pushes another student (role play once as if it were an accident and a second time as if on purpose.)

Same day or day two

- Tell students that they have been invited to a party (or any other type of social gathering). They will practice their manners at this party.
- Divide the students into small groups. (4-6 students if possible)
- Provide table for each group.
- Allow children the opportunity to play host/hostess by handing out the snacks, etc.
- If conflicts should occur, guide the students to use their words to handle the situation. (Review the above steps before beginning the party.)

Lesson Extensions

Remind students of this lesson throughout the year by practicing social skills each time snacks are shared.



National Health Education Standards

Primary Focus

Standard 2 – Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.
- tell what they can do to help keep their neighborhoods clean and safe.

Reading

- connect their own experiences and knowledge to new information gained from reading different types of nonfiction.
- connect reading to their own life experiences and knowledge; for example, tell about an experience they may have had that was similar to the experience of a character in a story.

Math

- sort and describe the characteristics of objects and shapes.
- collect data to answer questions about themselves and their world. Organize data, use numbers or pictures to represent the data, and describe the results.

What You Need to Know

Students will

- discuss differences in physical appearance
- discuss difference in skills
- identify skills they are good at

Materials

- Small post it notes, labels or sticky tape with students names
- Large graphing chart – prepared ahead of time with groupings of teacher’s choice

Procedures

1. Ask students to help you build a graph mapping out the students in the class
2. Hand students 4 sticky notes with their name on it
3. Explain that you will call out an item, students should form a line that includes everybody in that group.
4. Once the groups are in line, each child will go up and put their name in the correct column. Do each of the following (or teacher’s own choice) one at a time, putting the name labels up on the chart after each item.
5. Count students and graph pieces to make sure it matches.
6. Categories:
 - Everyone with blue eyes stand here, everyone with brown eyes here, everyone with green eyes here, everyone with hazel eyes here, etc.
 - Everyone with black hair here, everyone with brown hair here, everyone with red hair here, etc.



- Group by the color of their shirt
 - Group by the color of their socks
7. Discuss how we have different hair color, eye color, and clothes that makes us one of a kind and very special.
 8. **Introduce** other types of differences. Include skills, abilities/disabilities, etc.
 9. Say: “Remember when we talked about families? We all had families with different numbers of people in them and different ways of doing things. Think about some of the grown ups you know. What kinds of things are they good at?
Ask students to give some examples (“My mom is a good cook”, “My sister is good at math”, “My uncle plays music”, etc.) What are some things you are good at?”
 10. Say: “We all have different things we do well. That makes us ‘one of a kind’ and special too.”
 11. Give an example of someone you or the children know with a disability. Talk about how they might have to do things differently. Talk about the things that person is good at.
 12. End the activity with the following poem or read an appropriate book.

I’ve got ten fingers and I’ve got ten toes.

I’ve got two eyes, a mouth, and a nose.

Put them all together and what did you see?

Something wonderful and that’s ME!

Unit Name: Society & Culture
Lesson Number: 9
Grade Level: 1
“Facing TV Violence” – Media Influences

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 2 – Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3 – Accessing Information

Students will demonstrate the ability to access valid health information and products and services to enhance health.

Standard 6 – Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.
- understand that TV commercials and other media affect our choices of the foods we eat. Give an example, such as a cereal commercial.

Reading

- distinguish between fiction and nonfiction, realistic fiction and fantasy.

Math

- collect data to answer questions about themselves and their world. Organize data, use numbers or pictures to represent the data, and describe the results.

What You Need to Know

Students will demonstrate:

- an awareness of the different types of violence in children's television programs and video games.
- an awareness of the frequency of violent acts in children's television programs and video games.
- an understanding of their own reactions to various types of violence.

Materials

- Letter to Parents (distribute prior to teaching lesson, letter found at the end of this lesson)
- “Facing TV and Video Game Violence” - Worksheet

Procedures

1. Brainstorm with your students:
 - What is violence? (Make sure that students consider both physical and emotional acts of violence in their definitions: i.e., violence is when a person hurts someone or makes them feel sad or scared.)
 - How many types of violent acts can you think of? (Emotional acts include yelling, saying mean things, or name-calling. Physical acts include threatening/bullying, pushing/shoving, hitting/punching/kicking.)
 - How do you feel when someone yells at you, or calls you names, or says they are going to hurt you?



- Is saying mean things as bad as hurting someone? Why or why not? (Our feelings can be hurt, just like our bodies can be hurt. Yelling, put-downs, name-calling and threats are what kids are most likely to experience in the school, and emotionally violent acts can begin a cycle that leads to physical violence.)
(If you want to help children visualize how one violent act leads to another, use the idea of dominoes. You could use blocks of wood with each type of violent act on them, and demonstrate how one act can create a chain reaction. Or that when one person does something mean, another person might do something mean. You could also set up a situation like mom got yelled at at work, she comes home and yells at older child, older child yells at younger child...)
- 2. Once your students are familiar with the different types of violence, discuss the concept of violence on television and video games.
- 3. Are kids' TV shows real or pretend? (Television constructs reality. TV shows tell stories – they may look real, or have real people acting in them, but they are pretend.) Even though television shows and video games are pretend, when you see someone on TV or in a video game being hurt, how does that make you feel? (Chances are you will get responses like sad, scared, worried, angry, excited.)
- 4. Explain to your students that the problem with violence on TV and video games is that it can confuse kids about the real world. If kids see lots of violence on TV or video games they might believe that their own world is a scary and dangerous place. If kids see people on TV or in video games solving their problems with violence, they might think that violence is a normal part of life, or that violence is a good way to solve problems. If kids see a lot of violence on TV or in video games it makes them less sympathetic to victims of violence in the real world. Studies have also shown that when some kids watch cartoons with lots of violence they themselves can become very aggressive, even though they are not watching real people!
- 5. The problem is that when we watch TV or play video games, we may not even notice how much violence we are watching, especially in cartoons, which move so quickly that we don't have time to really think about what we have just seen.
- 6. **Activity** - Ask your students to think about their favorite TV show or video game. Do they think that it is violent? Tell them that they are going to find out whether it is violent or not, using their “Facing TV and Video Game Violence” Worksheet. Ask students to take the worksheet home and watch their favorite program. Ask parents to help them keep track of the violence in the program.
- 7. **Optional Activity** – if you do not wish to have children work on this at home. Brainstorm with the class three favorite programs. Based on what children remember about the show, ask them questions from the worksheet.



National Health Education Standards

Primary Focus

Standard 2 – Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3 – Accessing Information

Students will demonstrate the ability to access valid health information and products and services to enhance health.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.

Reading

- distinguish between fiction and nonfiction, realistic fiction and fantasy.

Math

- collect data to answer questions about themselves and their world. Organize data, use numbers or pictures to represent the data, and describe the results.

What You Need to Know

Students will demonstrate

- an awareness of the different types of violence in children's television programs and video games.
- an awareness of the frequency of violent acts in children's television programs and video games.
- an understanding of their own reactions to various types of violence.

Materials

- Letter to Parents (distribute prior to teaching lesson, letter found at the end of this lesson)
- Completed “Facing TV and Video Game Violence” – Worksheet

Procedures

8. **Discussion-** -After students have completed their “Facing TV and Video Game Violence” Worksheet, ask them the following questions: (Responses can be in the form of a class discussion, or teachers may want to tabulate the results in a more formal manner.)
 - Was there a lot of hitting, pushing, teasing (other acts of violence) in your show/game?
 - Were you surprised with the number of violent acts? Why or why not?
 - Did the show/game seem real to you? Why or why not?
 - Would you like it if someone did these things to you?
 - Which violent actions are used the most/least? What could the characters have done differently instead of using violent acts? (Remind them of lesson where we talked about handling anger.)
9. Who commits more violent acts? Men or women? Young or old?
10. Who is harmed by the violent acts? Men or Women? Young or old?
11. How did the violence (or absence of violence) make you feel after you watched this show?



This lesson plan was found at <http://www.media-awareness.ca/english/>

(a web site that provides free lesson plans to teachers. It also contains teacher resources and links to other sites.)

Statistics: (Teacher Information)

98% of American households have at least one TV set.

On average, children aged 2-5 watch 14 hours of network television, per week.

Television viewing increases aggressive behavior.

Children imitate what they see.

Children under the age of 5 cannot separate **fact** from **fantasy**.

Source: The TV Project

<http://www.tvp.org/index.html>

Lesson Extensions

TV Smarts for Kids

TV Smarts is a set of three short videos designed to promote critical thinking about the media.

This videotape was developed by Renee Hobbs in coordination with the National Cable Television Association and Girl Scouts of the U.S.A. Feature Segments include:

1. What is TV All About? for kids 5 to 7 years old
2. How Does TV Make Things Look So Good? for 8 -11 year olds
3. Why Do People Watch TV? for 12 to 17 year olds

It is available **free** of charge from Cable in the Classroom. Call (215) 204-4291 to receive your free copy.

<http://www.mediaeducationlab.com> (See Publications)



Dear Parents,

Please help your child complete this work sheet by putting a check mark next to the act of violence each time it occurs during the program/game.

Name _____

Program/Game _____



Hitting & Punching



Pushing & Shoving



Breaking things or ruining things



Saying mean things



Name Calling



Yelling

Other



Dear Parents or Guardians,

As part of our unit on Violence and Media Influences, we will be encouraging children to become more aware of physical and emotional violence in the television programs and video games that they watch or play. Often children are not aware of the number of cruel or unkind acts they see on their favorite shows/games. By counting and discussing these acts, we seek to help children become aware of screen violence and its glamorized portrayal.

In the next week, your child will be bringing home a tally sheet to complete. Choose a program/game that your child enjoys watching/playing and sit down with him or her. Your child is to count the number of acts that “hurt” someone, either physically or emotionally. In dealing with emotional violence, your child is looking for verbal confrontations where the victim might feel ‘sad’ or ‘scared.’ Please help your child place a check mark in the appropriate place.

To prepare your child for classroom discussion, you might consider the following:

1. Who commits the violent acts?
2. Who is harmed by the violent acts?
3. How would you feel if someone did this to you?
4. Did this seem real to you? Why or why not?
5. Could the problem have been handled differently?

Thank you for your help. Please feel free to call me if you have any questions.

Sincerely,



National Health Education Standards

Primary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 8 - Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.

Reading

- connect their own experiences and knowledge to new information gained from reading different types of nonfiction.
- connect reading to their own life experiences and knowledge; for example, tell about an experience they may have had that was similar to the experience of a character in a story.

What You Need to Know

Students will:

- recognize differences make us unique.
- talk the special qualities of his/her body.

Materials

- A gift bag (shoe box or gift box)
- Ribbon
- Small mirror
- Glue
- Tin Foil (pre-cut to fit into paper mirror)
- Poems: “Reflection”; “I’m Very Special”
- Cut outs of mirrors
- Scissors
- Crayons
- Construction paper
- Small Beanbag

Procedures

1. Before class - Glue mirror to bottom of box. Put the lid on and wrap a ribbon around the box. You can decorate the box.
2. Tell the students that the most wonderful thing in the world is in the box. Have the children take a guess at what is inside. Then unwrap the box and pass it around for each child to take a peak. Tell them to keep it a secret until everyone has had a turn.
3. Once the box has been passed around, ask the students what was in the box and why is it the most wonderful thing in the world.
4. Distribute one copy of the mirror to each student. Ask students to color, paste tin foil in, cut out entire mirror, and paste mirror to construction paper.



5. Teach “Reflection” poem to students
6. Ask them to look into their “mirror” and pretend they can see their face. Think about the best part of their face. (The color of their eyes, the color of their skin, their freckles, their nose, etc.) Encourage students to share their best part. *This activity is designed to help students see their bodies as beautiful not to compare body parts. It is intended to build self-esteem.*
7. Follow-up this activity with a beanbag game called “toss and tell.” *(This activity will balance thinking about what students like about their physical self and what they like about what’s inside.)*
8. Children gather in a circle and throw a beanbag to a person. That person must say what he/she does well that makes him/her so wonderful
9. End discussion by reading the poem, “I’m Very Special”

Poems

“**Reflection**” by Myra Cohn Livingston

In the mirror
I can see
Lots of things
But mostly me.

“**I’m Very Special**” by Sharon McKinney

I’m unique as you can see
There’s no one else that looks like me
I’m very special, yes, special indeed
And that’s the way it ought to be.

Lesson Extension

Read the book, **From Head to Toe** by Eric Carle, Harper Collins Publishers 1997

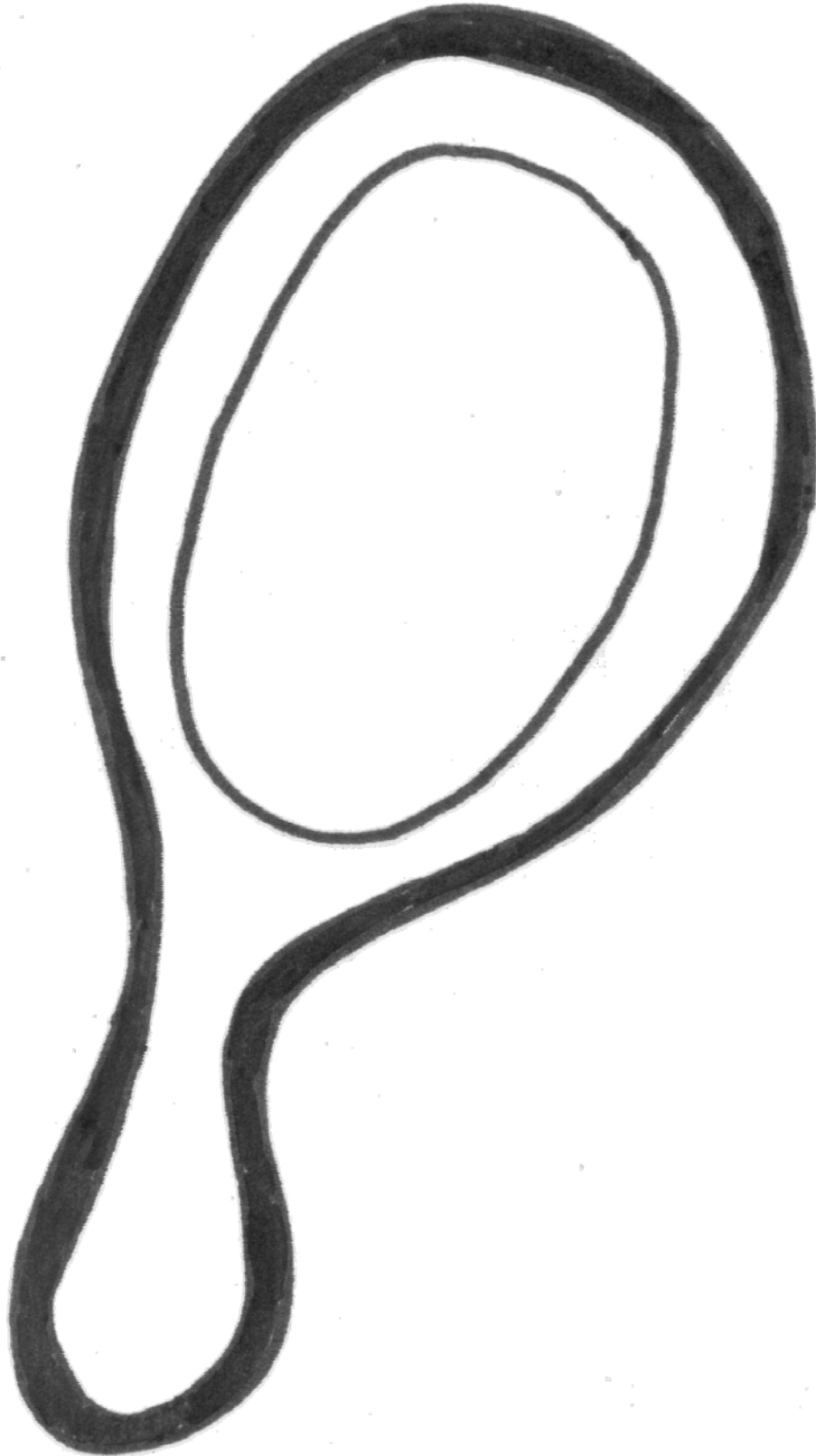
Unit Name: Human Development

Lesson Number: 11

Grade Level: 1

“I am Special” – Body Image

Milwaukee Public Schools
Human Growth and Development Curriculum



Unit Name: Human Development
Lesson Number: 12
Grade Level: 1
“My Awesome Body” – Anatomy

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Secondary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.

Reading

- read aloud accurately and with expression.

What You Need to Know

Students will

- learn each body part and its specific function. The body parts will be: head, eyes, mouth, nose ears, neck, shoulders, arms, elbow, chest, back, legs, knees, feet, ankles and toes.
- learn that boys and girls are different.

In the process of creating this curriculum a number of individuals were surveyed to get their thoughts on when different aspects of Human Growth and Development should be taught. People surveyed included teachers, parents, school administrators, and religious leaders. There was consensus that the medical terms for body parts should be used in the school setting. However, teachers reviewing this curriculum had various opinions on the appropriateness of teaching the reproductive body parts in this activity. The activity can be used for the body parts listed above with the reproductive parts omitted. Please use your knowledge of your class to determine whether or not to teach reproductive parts.

If you are new to teaching sexuality education, practice saying genital terms aloud until you think you will be comfortable using them with children. If the children become giggly, you might say, “It’s okay to giggle. But we need to use the correct words – penis, vulva, breast, and buttocks- because all parts of the body are important. When we talk about them correctly and comfortably, we learn the meaning, function and value of our bodies.”

Materials

- Overhead transparency of body (teacher provide) or ahead of time prepare an outline drawing of a body
- Overhead labels for body parts
- Color transparency of individual body parts. (Optional – not included in this curriculum)
- Overhead projector
- If overhead is not available, activity can be done with the body outline or felt body kit from Carson Dellosa.
- Blank paper



- Parent letter (use only if including private body parts in this lesson)
- Crayons

Procedures

1. Play ‘Simon Says’ to check for student’s understanding of the **names** of common (non-reproductive) body parts.
2. Introduce this activity as, “In this room, we are going to use the medical words for our body. Let’s play Simon Says and check out some of the names for our body parts.”
3. On the same day or another day, play Simon Says to review the **function** of body parts.
Example: touch the body part that you: smell with, eat with, hear with, your legs bend with, walk on, etc.
4. Use the overhead transparency to review the body parts. As teacher, model placing a label next to a body part. (Example: Say, “This is the elbow. I am going to place the word elbow next to the elbow part.”) Ask students to point to body a common part. Have them say the name and hand them the label to place next to the part.
5. Ask students:
 - Which parts come in pairs? (We have two of them)
 - Do all our body parts come in pairs? Which parts do we only have one of?
 - Are there body parts of which we have many (more than two)? What are they? How many of each do we have?
6. Give students a piece of paper and crayons. Ask them to draw a picture of themselves, drawing as many body parts as they can remember. Give children many positive comments while they are drawing like, “That’s a great body”, “You are very special” etc.

Optional

7. Say, “All of these body parts are the same for girls and boys. But girls and boys are not the same in every way. The body parts on the outside of our body that makes us different are in the area where our urine/pee comes out. For boys that is the penis, for girls it is the vaginal area.
8. Say, “These parts are often called our ‘private parts.’ Private parts include the penis, vaginal area, anus, chest and breasts. Sometimes when people talk about these parts, they will say, ‘the parts covered by your swimming suit.’ There is nothing bad about these parts but no one else has the right to touch them or look at them without your permission.”
9. **Close this activity** by singing, “Head Shoulders Knees and Toes.”



“My Awesome Body” – Body Name Cards

HEAD



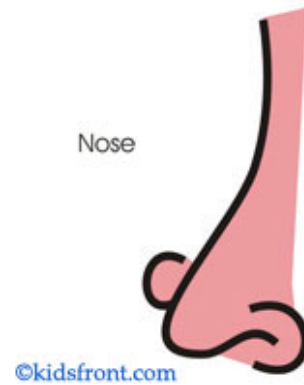
EYES



MOUTH



NOSE




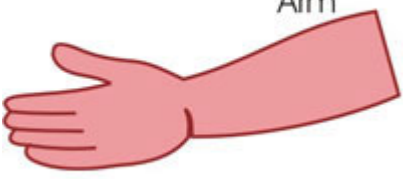
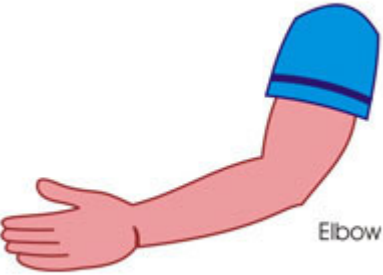

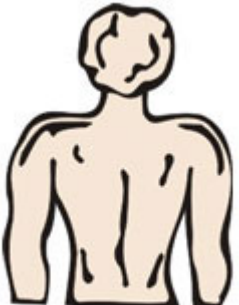

EARS



NECK

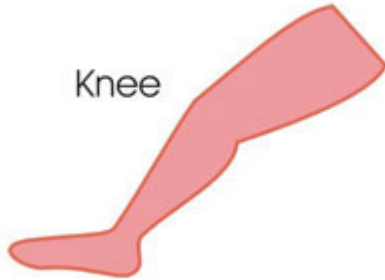




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<h2 style="text-align: center;">ELBOWS</h2>  <p style="text-align: right;">Elbow</p> <p style="text-align: center;">©kidsfront.com</p>	<h2 style="text-align: center;">CHEST</h2> <p>Chest</p>  <p style="text-align: center;">©kidsfront.com</p>
<h2 style="text-align: center;">BACK</h2>  <p style="text-align: center;">Back</p> <p style="text-align: center;">©kidsfront.com</p>	<h2 style="text-align: center;">LEGS</h2> <p>Legs</p>  <p style="text-align: center;">©kidsfront.com</p>



KNEES



Knee

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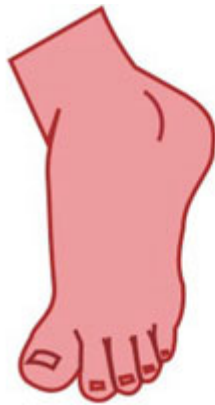
FEET



Foot

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ANKLES



Ankle

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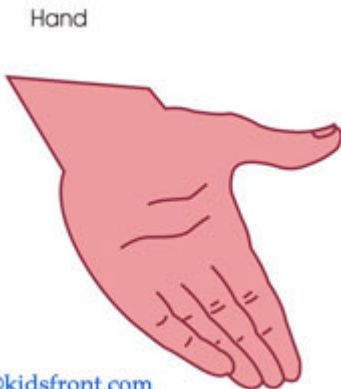
TOES



Toe

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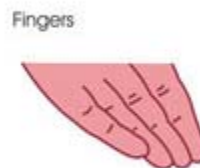
HAND



Hand

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FINGERS



Fingers

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Unit Name: Human Development

Lesson Number: 12

Grade Level: 1

“My Awesome Body” – Anatomy

Milwaukee Public Schools
Human Growth and Development Curriculum



NAVEL	BUTTOCKS
PENIS	VAGINA

Unit Name: Human Development
Lesson Number: 12
Grade Level: 1
“My Awesome Body” – Anatomy

Milwaukee Public Schools
Human Growth and Development Curriculum



Dear Parent or Guardian,

Our curriculum in first grade includes a lesson on our body. The focus of the lesson is on all of our body parts. As a part of the lesson we introduce the correct medical terms for our private parts of our body. The purpose of this is to:

- 1) let children know that we expect the use of appropriate words when referring to all parts of the body
- 2) promote respect for our bodies in our classroom

In the process of creating this curriculum a number of individuals were surveyed to get their thoughts on when different aspects of Human Growth and Development should be taught. People surveyed included teachers, parents, school administrators, and religious leaders. There was consensus that the medical terms for body parts should be used in the school setting at all grade levels.

Our experience is that children do not find this lesson to be uncomfortable and that it helps to set a standard for respect. You are welcome to give me a call, stop by school to discuss this or to join us in class on _____ (date) if you have any concerns.

Families might use non-medical terms for private body parts. You may want to ask your child what term the teacher uses for specific body parts. This will help your child share the expectations from school.

Sincerely,

Unit Name: Sexual Health
Lesson Number: 13
Grade Level: 1
“It’s My Body”

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 8 - Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

MPS Learning Targets – Students will:

Health

- show how everyone feels good when we respect each other.
- explain what to do if approached by a stranger.
- tell what they can do to help keep their neighborhoods clean and safe.

Reading

- recall parts of the story, such as the main character, from a variety of books, including books from various cultures. Connect similar stories.
- connect reading to their own life experiences and knowledge; for example, tell about an experience they may have had that was similar to the experience of a character in a story.

What You Need to Know

Students will

- learn ways of keeping their bodies healthy
- explore the concept of body privacy
- identify three trusted grown ups they would talk to if something was wrong

Materials

- Outline of body or human body felt chart kit from Carson Dellosa.
- “It’s My Body” – Song
- NO, GO, TELL Poster (enlarge following page and paste on poster board)
- **Suggested reading: A Very Touching Book** by Jan Hindman.
Alexandria Assoc
ISBN: 0961103418
New edition (July 1983)
- **Suggested reading: It’s My Body** by Lory Freeman.
Parenting Press
ISBN: 0943990025
(October 1983)

Procedures

Prior to teaching lesson:

1. Send parent letter home (see attached) to help teach safety tips at home and to inform parents of the NO, GO, TELL Rule.



2. Remind students of lesson where we talked about families and how we care for each other. Say, “When you were a baby, your family was responsible for caring for you and keeping you healthy. They made sure you had food and a warm place to sleep. Now that you are growing older, you can take on some of the responsibility of keeping yourself healthy just like you have taken on other responsibilities like setting the table or making your bed (reference lesson # 4 on values.)
3. Ask :
What are some of the things you do to care for your body (eat good food, sleep, brush my teeth, exercise, play safely, wash my hands)
4. Everybody grows and we all start to take care of ourselves more and more. It is very special what you can already do by yourself!
5. Another way of taking care of yourself is sharing feelings with the grown ups you trust. Remember when we talked about different feelings? (Lesson # 3) Families are great for sharing loving touches. Talk with the children about loving touches from family and friends. Ask them if they can think of any types of touches from family or friends that make them feel good. (Hugs, kisses, high five’s holding hands, someone rubbing your head or back when you don’t feel good, etc.) How do those touches make you feel?
6. Read a story like **A Very Touching Book** or **It’s My Body**.
7. Say, “Each person’s body belongs to him or her this means that your own body is private and you can decide who can touch you.
8. Talk to children about the times when people may touch their private parts – a doctor’s exam, a parent helping children wash themselves, etc.
9. Most grown ups would never hurt or abuse a child. But some grownups may. If you are ever touched in a private place for no good reason (it is not a doctor’s exam and you are not cleaning the area) tell a grown up that you trust about what happened.
10. If someone touches you and says, “This is our secret, don’t tell anyone.” They are trying to keep themselves from being in trouble. You won’t get in trouble; it is not your fault what someone else does. Tell a grown up!
11. Teach students the “No, Go, Tell” rules (refer to poster):
 - If someone touches you in a way you don’t like, **SAY NO**. Remember, **no one** (adults or kids) have the right to touch you on or near your private parts if you are uncomfortable about it or if there is not a good reason. If someone older or stronger than you hurts you physically, what should you say? **NO**
 - When you are in those situations, **GO!** Listen to what your feelings are telling you. You know what loving touches are. A touch that makes you feel angry or afraid is bad. What should you do? (**GO**)
 - Always **TELL** a grown up that you trust. Don’t be afraid. Don’t wait. Tell, even if the person who abused you is a member of your family. Telling someone you trust gets you the help you need. Keep telling until someone helps you.
12. Ask students to think about three grown ups that they could talk to about their feelings or if someone touched them in a way they didn’t like or made them uncomfortable. Have students share some of their ‘trusted grown ups.’”
13. Read some of the following situations to the students. Ask them to tell you what they would do in each situation.
 1. One of your parent’s friends always wants you to sit on his lap. He squeezed you really tight and you don’t like it. (**NO, GO, TELL**)
 2. Your Grandfather comes to your house and reads books to you. He asks you to sit on his lap to read. It feels snuggly and warm to read with Grandpa. (**OK touch**)
 3. Your older sister’s friend has started babysitting for you. When it is time to get ready for bed she tries to see you naked. (“**NO,**” **GO,**” **TELL**”)

Unit Name: Sexual Health

Lesson Number: 13

Grade Level: 1

“It’s My Body”

Milwaukee Public Schools

Human Growth and Development Curriculum



4. You are taking a bath and your parent helps you to wash your private areas. (OK touch)
 5. You are walking to school and someone you don’t know pulls their car up to you and asks you for directions. (“NO,” “GO,” TELL”)
14. Teach students the song, **“It’s My Body.”**

“It’s My Body” (sung to the tune of “Row, Row, Row Your Boat”)

It’s my body;	It’s your body;
I’m the boss	You’re the boss
I know what to say.	You know what to do.
Stop it! Stop it! Stop it! Stop it!	Get away and tell someone
Then I’ll get away.	who’ll take good care of you.

Lesson Extension: The following is a class offered at the Children’s Health Education Center. Call (414) 765-9355 to schedule a field trip

The Power of me: Grades 1-2: What is the “uh-oh feeling” and why is it important to pay attention when you feel this way? With the help of video friend J.J., students learn how trusting their instincts can help keep them safe. Students explore bullying, how to handle it, what a stranger is and the difference between safe and unsafe touching. Students also identify whom they can go to for help when the “uh-oh feelings” strike. Note: In the context of safe and unsafe touch, private parts are briefly discussed.



No, Go, Tell Rule

1. Say NO!



2. GO!



3. Tell a grown up that you trust.



Parent



Teacher



Doctor

Unit Name: Sexual Health
Lesson Number: 13
Grade Level: 1
“It’s My Body”

Milwaukee Public Schools
Human Growth and Development Curriculum



Dear Parents or Guardians,

At some time or another, most children experience being lost in a store or otherwise briefly separated from their parents. It's important that they know what to do. Tell your child a story from your childhood about a time you (or someone you knew) got lost. How did you feel? What did you do?

Talk with your child and together think of what your child should do if they get lost or a stranger approaches them. Write down their suggestions and put where you both can see it as a reminder.

Good guidelines when you are lost include:

- staying where you are
- going to a meeting place you and your parents have chosen
- asking a salesperson, security guard, or police officer to help you

Teach your children never to go into a stranger’s car. If someone approaches them, they should walk away. If a stranger approaches your child and tries to take them away, teach them to yell, “That’s not my Mom (Dad.)”

We talked about the NO, GO, TELL Rule at school. Students learned that if someone touches them in a way that makes them uncomfortable they should:

- **SAY NO.** No one has the right to touch you on or near your private parts if you are uncomfortable about it or if there is not a good reason (like a doctors visit or a parent helping to clean the area). If someone older or stronger than you hurts you physically, what should you say? **NO**
- When you are in those situations, **GO!** Listen to what your feelings are telling you. You know what loving touches are. A touch that makes you feel angry or afraid is bad. What should you do? **GO**
- Always **TELL** a grown up that you trust. Don’t be afraid. Don’t wait. **Tell**, even if the person who abused you is a member of your family. Telling someone you trust gets you the help you need. Keep telling until someone helps you.

Thank you for your help.

Sincerely,