

Emotions

Lesson 1



Outcome

Students will increase their awareness of emotions.

Students will increase their awareness of nonverbal language (i.e., gestures and postures).

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Background

Incorporating lessons on feelings is an important component of the **Kids in the Know** program as it promotes self-awareness. Feelings are our emotional responses to what is going on in our environment; they prepare us to act accordingly.

Strong emotions serve to make us aware that change is necessary. If a child is feeling uncomfortable, unsure or scared in a situation, being aware of how they feel will help them reach out for support from a *safe adult*. Additionally, teaching about feelings helps demonstrate how talking about feelings can help solve problems.

SAMPLE

Required Materials



• Kids in the Know Safe Meeting PowerPoint® slide (download at kidsintheknow.ca/electronicresources)

- Emotions exit slip
- Feelings Range of the Day activity sheet
- Chart paper *
- Coloured markers *

Suggested Time: 60 minutes

Note: Materials with an asterisk () are not supplied.*

Safe and Unsafe Personal Boundaries

Lesson 2



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Personal Boundaries* word splash cards
- *Person Boundaries* definition cards
- *Personal Boundaries* question sheet
- *Personal Boundaries* signs (4)
- *Personal Boundaries* phrase cards
- What's the Deal activity book
- MIP activity sheet
- Tape*
- Three pieces of chart paper*

Suggested time: 60 minutes

Note: Materials with an asterisk () are not supplied.*



Outcome

Students will be able to identify personal boundaries.

Students will be able to identify boundary violations.

Students will be able to identify how healthy personal boundaries are important to personal safety.

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Students will be able to understand they have the right to be treated with dignity and respect.

Students will understand their rights to establish personal boundaries.

Students will be able to identify what and who to tell when they need help.



Safety Meeting

Start your lesson by putting up the **Kids in the Know *Safety Meeting* PowerPoint slide.**

How to Set Personal Boundaries

Lesson 3

Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide (download at kidsintheknow.ca/electronicresources)
- *How to Set Boundaries* reference sheet
- *Setting Boundaries* activity sheet
- *How to Set Boundaries* graffiti scenarios (11)
- *How to Set Boundaries* skit creation activity sheet
- *How to Set Boundaries* skit observation form

- *What's the Deal?* activity books (order at protectchildren.ca/order)
- Chart paper (multiple pages)*
- Markers (multiple)*
- Oversized recipe/index cards*

Suggested time: 60 minutes

Note: Materials with an asterisk () are not supplied.*



Outcome

Students will be able to identify how to establish personal boundaries.

Students will be able to demonstrate establishing personal boundaries.

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Safety Meeting

Start your lesson by putting up the **Kids in the Know Safety Meeting PowerPoint slide**.



Presentation

Activate Prior Knowledge

Ask the students to think about situations where someone was being intrusive. Have students write down examples of how they set personal boundaries in those situations.

Friendship

Lesson 4



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide (download at kidsintheknow.ca/electronicresources)
- Friendship cards
- First Turn/Last Turn statements (7)
- Make it a Habit information sheet
- What's the Deal? activity books (order at protectchildren.ca/order)
- Chart paper (multiple pages)*
- Markers (multiple)*
- Blank sheets of paper *
- Tape*
- Large stickers (three for each student)*

Suggested time: 60 minutes

Note: Materials with an asterisk () are not supplied.*



Outcome

Students will be able to identify healthy friendship behaviour online and offline.

Students will be able to identify unhealthy friendship behaviour online and offline.



Safety Meeting

Start your lesson by putting up the Kids in the Know *Safety Meeting* PowerPoint slide.



Presentation

Activate Prior Knowledge

Hand out a **blank sheet of paper** to each student and ask them to fold it twice so they end up with four squares on their sheet. In the first square, have them write one important characteristic of a healthy friendship.

SAMPLE

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Relationships

Lesson 5



Outcome

Students will identify and consider important qualities in a person.

Students will identify and consider important qualities of a friendship.

Students will identify and consider important qualities of a romantic relationship.



Safety Meeting

Start your lesson by putting up the **Kids in the Know Safety Meeting PowerPoint** slide.



Presentation

Activate Prior Knowledge



Background¹

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In order to reduce the risk of adolescents being sexually exploited, it is imperative that they learn the difference between healthy and unhealthy relationships. It is suggested that in order to teach adolescents about healthy relationships and empower them to avoid exploitive relationships, they need to be explicitly taught the difference between healthy relationships and unhealthy relationships. First, they need to be directly taught about healthy relationships (caring): what it looks like, sounds like, and feels like. Once consolidated, they need to be directly taught about unhealthy relationships (control): what it looks like, sounds like, and feels like. The best way for adolescents to learn this is to practice identifying both types of relationships through scenarios.

Tell the students to think about a person in their life who they really care about and the qualities they like about that person. Ask them to make a list of the qualities they think are important for a person to have.

Arrange students into groups of three to discuss their ideas and combine them into one list. Have them discuss, change, accept or reject qualities to narrow their list down to 10 qualities they all agree upon. Now, have two groups join together (to form groups of six) and repeat the process.

As a class, create one class list of the 10 qualities the students agree are important for a person to have. Record the list on **chart paper**. Give each student two **sticker dots** and ask them to place the dots beside the qualities they consider the most important.

¹ Dr. Sharon Cooper, Forensic Pediatrician, personal communication.

Online Safety

Lesson 6



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- Grade 7/8 presentation slides
- *Where Do You Stand?* statements
- Grade 7/8 videos
- KWL+ worksheet
- *Expert Groups* activity topic cards
- *Okay or Not Okay* scenarios
- *Uncomfy Moments* scenarios
- *Move and Match* activity terms and statements
- *Wordsmith* activity sheet
- *Make and Create* activity sheet
- Feedback sheet for *Live News Broadcast* activity
- Colour paper flags for each student (red, yellow, green)*
- Chart paper*
- Sticky notes*
- Tablet*

Suggested Time: Three sessions at 45 minutes each

Note: Materials with an asterisk () are not supplied.*

Grade 7/8 lesson is intended to be a unit for teaching online safety for Grade 7 and 8 students.

SAMPLE

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Outcome

Students will consider the benefits and risks associated with the internet and advancing technologies.

Students will understand how content shared electronically can be misused.

Students will learn how to make safe and ethical decisions online.



Background

With the Internet integrated seamlessly into daily life, it is necessary that adolescents are aware of the ways in which the advancing technologies carry risks, and how they can mitigate these risks.

Getting Out of Unhealthy Situations

Lesson 7



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide (download at kidsintheknow.ca/electronicresources)
- *Getting Out of Uncomfortable Situations* gallery walk signs (14)
- *Getting Out of Uncomfortable Situations* gallery walk worksheet
- *Problems and Getting Help* graphic organizer statements (5)
- *What's the Deal?* activity books (order at protectchildren.ca/order)
- Chart paper *
- Markers *
- Poster paper *
- Sticky notes *

Suggested time: 60 minutes

Note: Materials with an asterisk (*) are not supplied.



Outcome

Students will be able to identify how to avoid high risk situations online.

Students will be able to identify how to respond to boundary transgressions online.

Students will be able to identify how to get help if they are, or a friend is, in an unsafe situation.

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Safety Meeting

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Presentation

Activate Prior Knowledge

Connect the students to the topics covered in previous lessons: boundaries with peers and adults, characteristics of friendship and dating relationships, and considerations for both online and offline communication. Ask the students to consider how they can avoid harmful situations, and/or how to get out of situations when communicating online where they feel like they are in over their heads.