

Identifying Feelings

Lesson 1



Outcome

Students will increase awareness of emotions (i.e., the range of emotions).

Students will increase awareness of nonverbal language.

Students will demonstrate symbolic representation of emotions.

SAMPLE

According to psychologist Martin Seligman¹ people naturally try to avoid negative feelings. He says that although adults typically try to protect children from negative feelings, there are certain feelings that are needed as they



Background

Incorporating lessons on feelings is an important component of the **Kids in the Know** program to promote 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.

and avoiding helplessness. These three feelings include anxiety, sadness and anger. These emotions carry messages of pain that motivate people to act to remove the threat. They are often the first line of defense against danger. Therefore, feelings are never bad or wrong. They are, however, often a signal that we need to solve a problem.

Becoming aware of emotions includes understanding how we feel in situations, how to express our feelings appropriately and how to recognize feelings in others.

¹ Seligman, Martin. 1998. *Learned Optimism: How to Change Your Mind and Your Life*.

How We Think, How We Feel

Lesson 2



Outcome

Students will be able to challenge negative thinking.

Students will be able to identify strategies for how to cope with situations and manage feelings.

Helping adolescents learn coping skills to manage their emotions will help them gain a sense of control over their life circumstances and increase a sense of security. This is imperative as adolescence is a precarious time when there is increased risk towards victimization.

Intimate relationships also become of vital importance during adolescence and they begin seeking closer, deeper relationships with friends. During these teen years personal safety education is important to empower them with the knowledge and strategies to help them make safe decisions.



Background

Adolescence is a very complex time. Teens are dealing with many changes physically, cognitively, socially and emotionally. They are searching for their identity and are highly sensitive to embarrassment and will avoid it at all costs. Adolescence can be a time flooded with emotions.

To build a sense of security in teens it is important to foster their ability to self-reflect. Adolescents with the ability to self-reflect and self-monitor become proficient problem solvers capable of assessing and evaluating their own urges and desires.¹

¹ Greenspan, Stanley. 2003. *The Secure Child: Helping our Children Feel Safe and Confident in a Changing World*.

SAMPLE

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Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide (download at kidsintheknow.ca/electronicresources)
- *Stinkin' Thinkin'* worksheet

Suggested Time: 60 minutes

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

Safe and Unsafe Personal Boundaries

Lesson 3

Required Materials

- Kids in the Know Safety Meeting PowerPoint slide
- *Personal Boundaries* activity sheet
- *What's the Deal* activity book
- *Healthy and Unhealthy/Unsafe Boundaries* phrases (for students)
- *Healthy and Unhealthy/Unsafe Boundaries* phrases (for teachers)
- *Healthy and Unhealthy/Unsafe Boundaries* stories (two stories)
- *Compare and Contrast* activity sheet

- Chart paper*
- Scissors (multiple pairs for group work)*
- Glue*
- Tape*

Suggested Time: 90 minutes

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

SAMPLE



Outcome

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Students will be able to identify the difference between healthy/safe and unhealthy/unsafe personal boundaries.

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

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.



Safety Meeting

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

Dating Relationships

Lesson 4



Outcome

Students will be able to define the behaviours associated with healthy versus unhealthy dating relationships online and offline.

Students will be able to communicate risks associated with "sexting."

Students will be able to identify and recall very serious behaviour (which is based on laws within the *Criminal Code* of Canada).

Students will be able to identify common controlling behaviours.



Presentation

Activate Prior Knowledge

As a group, brainstorm what comes to mind when the students think of dating. Discuss what the term dating relationship refers to, such as an intimate relationship, romantic relationship or going out with someone. How would they distinguish the relationship from a friendship? Ask the students to think about two people they know who have a healthy dating relationship. Have them consider, individually, what they think is healthy and positive about this relationship.

Ask the students to make a list of characteristics they think are important in healthy dating relationships.

Arrange the students into pairs to discuss their ideas. Ask them to make a list of 10 characteristics they feel are important in a healthy dating relationship.

Share as a class.



Safety Meeting

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

Online Safety

Lesson 5

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 tonic 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.

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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.